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Navigate

Teacher's Guide

with Teacher's Support and Resource Disc
and Photocopiable Materials

Advanced → C1

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

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Introduction to *Navigate*

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

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

A course for adults

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

Grammar: accuracy and fluency

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

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

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

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

Vocabulary: more than just knowing words

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

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

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

Speaking: putting it all together

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

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

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

Reading: not just a guessing game

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

Listening: a very different skill

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

Writing for different purposes

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

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

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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 *Change* and *Power* to *New*.

Goals

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

Vocabulary & Speaking

Navigate has a strong emphasis on active vocabulary learning. The first lesson in most units 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.



10 New

10.1 New ways to pay

GOALS ■ Recognize and use noun phrases (2) ■ Talk about money

Grammar & Reading noun phrases (2)

1 Which objects have been used as currency in the past?

beads cows fish gold peppercorns rice salt shells stones tea leaves

2a Work with a partner. Read an online encyclopaedia entry about a new currency. What are the key points? Student A, turn to page 131. Student B, turn to page 137.

b Explain what you read about the new currency to your partner.

3 Read the Grammar focus box and write the phrases in bold in 1–5 in the right category a–e.

1 In some schemes everyone's time is equal, so one hour of my time is equal to one **hour of your time**, irrespective of whatever we choose to exchange ...
2 In each case, the participants have **the advantage of being able** to decide what they can offer.
3 More than 120 local shops accept the currency, and it is easy to pay by mobile phone without **the need for people to use physical cash**.
4 Totnes is just one of several UK **towns to have set up** similar schemes, with the aim of keeping money within the local economy ...
5 ... there is considerable **debate about whether they are** a positive development or not ...

GRAMMAR FOCUS noun phrases (2)

Nouns can be followed by:

a a preposition (*of*, *in*, etc.) + *-ing* form _____
b a preposition + clause _____
c *of* + a noun _____
d + *for* + an object + an infinitive _____
e an active or passive infinitive _____

→ Grammar Reference page 160

4 Match beginnings 1–5 with endings a–e.

1 Tomas and Karl had a heated argument over
2 Liverpool was one of the cities
3 The government needs to find solutions to the problem
4 I had absolutely no idea you had an interest
5 His family had to make sacrifices

a of rising youth unemployment and fast!
b in working with animals.
c whether climate change is a natural phenomenon or man-made.
d for him to be able to study abroad.
e to have suffered great economic hardship in post-industrial Britain.

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10.1 10.2 10.3 10.4 10.5

5 Put the words after the nouns in bold in the right order.

1 The council liked **the idea** / locality / in / timebanking / introducing / the / of
2 The minister declared there was **no need** / discuss / to / new / parliament / for / currency / the
3 It was **a crisis** / all / be / at / avoided / costs / to
4 The management had a **discussion** about / quickly / how / to / the scheme / introduce
5 No one could predict **the results** / 2015 / elections / national / of / the
6 Currencies like the Totnes Pound have the **advantage** / money / of / the / keeping / economy / in /local

6a TASK Work with a partner. What are the advantages and disadvantages of each currency? Do you have alternative currencies where you live? Would any of these work in your country? If not, why not?

b Prepare a short talk to summarize your conclusions for the class.

Vocabulary & Speaking money

7a Which descriptions apply to you/do you agree with? Compare your answers with a partner.

1 My spending never includes **luxuries** like chocolates or flowers.
2 I know people who struggle to **make ends meet** at the end of the month.
3 **Going overdrawn** at the bank is nonsensical, because you end up owing them money.
4 I'd rather do **unpaid** work than do nothing at all.
5 I always **allow a certain amount of money** every month for entertainment.
6 It's better to be a little **hard-up** than extremely **well-off**. Money isn't everything.
7 I have never **lost money** investing in the stock market, although I haven't made much.
8 As a society, we need to spend money **funding** research into green energy.
9 Most people I know try to **manage their money**.
10 Some people feel uncomfortable **withdrawing** money from an ATM in the street.

b Replace the phrases in blue in the extract from a successful businesswoman's autobiography with some of the phrases in bold from exercise 7a. Make any necessary changes.

When I started out, I was [1] short of money for years. I [2] organized my budget pretty well, so I always [3] had enough money to pay for the things I needed. I managed to get by, but I was never [4] wealthy. I was careful with my spending. I never [5] withdrew more money from my bank account than was in it, and I avoided buying [6] unnecessary but expensive things. So I wasn't exactly poor. My luck turned when a friend persuaded me to [7] provide money for his new IT company. That went well, so I started doing the same for other young companies, and I've never looked back. Sure, I sometimes [8] made less money than I spent, but then one of my investments brought me big money, and after that, I was never on the breadline again!

8a TASK Discuss the questions with a partner. Do you have the same ideas?

- What do you think people can do when they find it difficult to make ends meet? Do you have any good tips?
- In what ways have spending habits changed over the past few years? Have your own changed? If so, how?
- Do you think we spend too much on luxuries as a society? Is acquiring possessions too important to us nowadays, or has it always been like that?
- What jobs make big money in the modern world? Do you think they are the right jobs to be paid so much?
- Do you agree with the idea of charities funding essential services, for example in medicine or education? Do you think it is the government's responsibility?

b Join with another pair and find out what their views are. Decide what you think are the most interesting responses and present them to the group.

VOX POPS VIDEO 10

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Grammar & Reading

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

Grammar focus box

At this level of *Navigate*, grammar is introduced inductively. Students are asked to complete the information in the Grammar focus box based on what has been introduced in previous exercises in the *Grammar & Reading*, *Grammar & Listening* or *Grammar & 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

Grammar & Listening

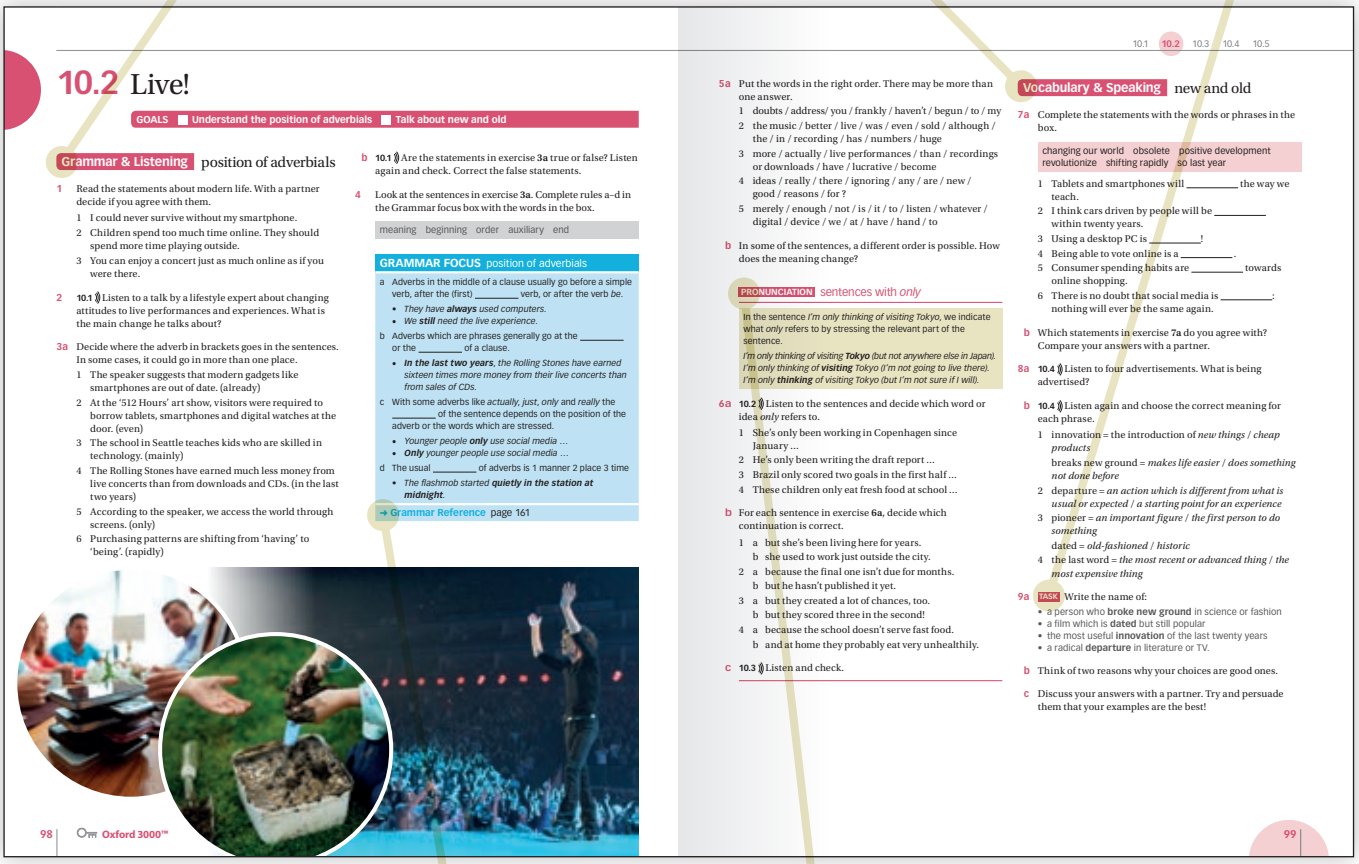
Lesson 2 provides the second grammar point of the unit. It is always presented through a reading text or audio extract, and is practised through both controlled and freer exercises.

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 lexis to describe 'new and old'. 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.

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.



10.1 10.2 10.3 10.4 10.5

10.2 Live!

GOALS ■ Understand the position of adverbials ■ Talk about new and old

Grammar & Listening position of adverbials

1 Read the statements about modern life. With a partner decide if you agree with them.
1 I could never survive without my smartphone.
2 Children spend too much time online. They should spend more time playing outside.
3 You can enjoy a concert just as much online as if you were there.

2 10.1 Listen to a talk by a lifestyle expert about changing attitudes to live performances and experiences. What is the main change he talks about?

3a Decide where the adverb in brackets goes in the sentences. In some cases, it could go in more than one place.
1 The speaker suggests that modern gadgets like smartphones are out of date. (already)
2 At the '512 Hours' art show, visitors were required to borrow tablets, smartphones and digital watches at the door. (even)
3 The school in Seattle teaches kids who are skilled in technology. (mainly)
4 The Rolling Stones have earned much less money from live concerts than from downloads and CDs. (in the last two years)
5 According to the speaker, we access the world through screens. (only)
6 Purchasing patterns are shifting from 'having' to 'being'. (rapidly)

b 10.1 Are the statements in exercise 3a true or false? Listen again and check. Correct the false statements.

4 Look at the sentences in exercise 3a. Complete rules a–d in the Grammar focus box with the words in the box.

meaning beginning order auxiliary end

GRAMMAR FOCUS position of adverbials

a Adverbs in the middle of a clause usually go before a simple verb, after the (first) _____ verb, or after the verb *be*.
- *They have **always** used computers.*
- *We **still** need the live experience.*

b Adverbs which are phrases generally go at the _____ or the _____ of a clause.
- ***In the last two years**, the Rolling Stones have earned sixteen times more money from their live concerts than from sales of CDs.*

c With some adverbs like *actually, just, only* and *really* the _____ of the sentence depends on the position of the adverb or the words which are stressed.
- *Younger people **only** use social media …*
- ***Only** younger people use social media …*

d The usual _____ of adverbs is 1 manner 2 place 3 time
- *The flashmob started **quietly in the station at midnight**.*

→ Grammar Reference page 161

5a Put the words in the right order. There may be more than one answer.
1 doubts / address/ you / frankly / haven't / begun / to / my
2 the music / better / live / was / even / sold / although / the / in / recording / has / numbers / huge
3 more / actually / live performances / than / recordings or downloads / have / lucrative / become
4 ideas / really / there / ignoring / any / are / new / good / reasons / for ?
5 merely / enough / not / is / it / to / listen / whatever / digital / device / we / at / have / hand / to

b In some of the sentences, a different order is possible. How does the meaning change?

PRONUNCIATION sentences with *only*

In the sentence *I'm only thinking of visiting Tokyo*, we indicate what *only* refers to by stressing the relevant part of the sentence.
*I'm only thinking of visiting **Tokyo** (but not anywhere else in Japan).*
*I'm only thinking of **visiting** Tokyo (I'm not going to live there).*
*I'm only **thinking** of visiting Tokyo (but I'm not sure if I will).*

6a 10.2 Listen to the sentences and decide which word or idea *only* refers to.
1 She's only been working in Copenhagen since January …
2 He's only been writing the draft report …
3 Brazil only scored two goals in the first half …
4 These children only eat fresh food at school …

b For each sentence in exercise 6a, decide which continuation is correct.
1 a but she's been living here for years.
b she used to work just outside the city.
2 a because the final one isn't due for months.
b but he hasn't published it yet.
3 a but they created a lot of chances, too.
b but they scored three in the second!
4 a because the school doesn't serve fast food.
b and at home they probably eat very unhealthily.

c 10.3 Listen and check.

Vocabulary & Speaking new and old

7a Complete the statements with the words or phrases in the box.

changing our world obsolete positive development revolutionize shifting rapidly so last year

1 Tablets and smartphones will _____ the way we teach.
2 I think cars driven by people will be _____ within twenty years.
3 Using a desktop PC is _____!
4 Being able to vote online is a _____.
5 Consumer spending habits are _____ towards online shopping.
6 There is no doubt that social media is _____: nothing will ever be the same again.

b Which statements in exercise 7a do you agree with? Compare your answers with a partner.

8a 10.4 Listen to four advertisements. What is being advertised?

b 10.4 Listen again and choose the correct meaning for each phrase.
1 innovation = the introduction of *new things / cheap products*
breaks new ground = *makes life easier / does something not done before*
2 departure = *an action which is different from what is usual or expected / a starting point for an experience*
3 pioneer = *an important figure / the first person to do something*
dated = *old-fashioned / historic*
4 the last word = *the most recent or advanced thing / the most expensive thing*

9a TASK Write the name of:
- a person who **broke new ground** in science or fashion
- a film which is **dated** but still popular
- the most useful **innovation** of the last twenty years
- a radical **departure** in literature or TV.

b Think of two reasons why your choices are good ones.

c Discuss your answers with a partner. Try and persuade them that your examples are the best!

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.

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).

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.



10.1 10.2 10.3 10.4 10.5

10.3 Vocabulary and skills development

GOALS ☐ Understand writer stance ☐ Understand idioms

Reading understanding writer stance

1a Which of these things would you be happy to share? How about if you were paid to do so? Compare your answers with a partner.
- a laptop
- a musical instrument
- your car or bicycle
- your clothes
- your desk at work
- your house or flat
- your meal at a restaurant
- your pet/horse

b Which items in the picture would you be happy to rent from a stranger? Why/Why not?

2a 10.5 Listen to an introduction to the sharing economy by a business commentator. Complete the sentences.
1 The sharing economy is a way of ...
2 It's the internet that has ...
3 The three examples she gives are sharing parking spaces ...

b Would you pay to use the services that the commentator talks about? Why?

3 In the blog in exercise 5, the writer gives his opinions on the sharing economy. For each sentence, decide a) how strongly the writer is stating their opinion and b) which words help you to decide this.
a The sharing economy has really taken off in recent years, as the internet and smartphone have generated systems ...
b Furthermore, for those people living from hand to mouth, it would appear to be an excellent way of earning some cash for the provider, ...
c In addition, and crucially, providers of these 'shared' services often do not declare their income ...
d However, it is often argued that the sharing economy is likely to undermine traditional businesses such as hotels or taxis.

4 Read the Unlock the code box and find examples of strategies 1–4 in sentences a–d in exercise 3.

UNLOCK THE CODE understanding writer and speaker stance

It is important to recognize the strategies that writers use to indicate their opinion or feelings towards a topic or an argument:
1 a to sound less certain, use hedging techniques, such as using certain verbs (*seem, appear*), modal verbs (*might, would*), and modal nouns (*possibility*)
b to sound more certain, use modal verbs (*will, must, can't*) modal adjectives/adverbs (*certain(ly), definite(ly)*)
2 to show attitude and evaluate, use comment adjectives/adverbs (*important(ly), significant(ly)*)
3 to distance an opinion from your own, use think and report verbs (*believe, claim*)
4 to signal agreement or changes in opinions, use adverbs (*similarly, conversely*)

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5a Work with a partner. Make a list of the advantages and disadvantages of the sharing economy.

b Read a blog on the same topic. Do you have the same ideas on your list?

The pros and cons of the sharing economy

The sharing economy has really taken off in recent years, as the internet and smartphone have generated systems linking customers and providers more quickly and easily.

On the face of it, the sharing economy has numerous benefits. We all have unused facilities, and it seems sensible to exploit resources such as a spare room or space in a car, especially in times of housing shortages or bad traffic congestion.

Furthermore, for those people living from hand to mouth, it would appear to be an excellent way of earning some cash for the provider, and similarly the customer benefits from the lower prices. Its supporters claim it is a win-win situation.

However, it is often argued that the sharing economy is likely to undermine traditional businesses such as hotels or taxis. Since these have higher costs, they cannot compete with sites like *airbnb* or *uber*. In the long run, there is a chance this will lead to many companies in these sectors going under.

In addition, and crucially, providers of these 'shared' services often do not declare their income, thereby avoiding paying tax, and are not bound by the safety regulations that official organizations like hotels have to follow. There needs to be some form of basic regulation, to say the least.

These are serious objections, although established businesses have always complained about losing out to new ways of doing things – just think of the horse and carriage being replaced by the railway. On the whole, while it could cause some pain in the short term, sharing facilities is definitely here to stay.

6 Is the writer mainly for or mainly against the sharing economy? How do you know? Give examples from the text to support your opinion.

Vocabulary & Speaking understanding idioms

7 Find phrases in the blog which mean ...
1 this is how it seems on the surface (paragraph 2)
2 having just enough food or money to live (paragraph 3)
3 failing financially or commercially (paragraph 4)
4 without exaggerating at all (paragraph 5)

8a Read the information in the Vocabulary focus box about idioms.

VOCABULARY FOCUS idioms
- It is usually impossible to work out the meaning of idioms from their individual words.
- They are often difficult to translate.
- When reading, use a dictionary to help you. If you don't have one handy, then try to work out the meaning from the context.
*Part-time workers often get **a raw deal** because managers think they are worth less to the company, so they are often paid less and get fewer benefits.*
a raw deal = unfair treatment.

b Complete the sentences with the idioms in the box.

at your fingertips easier said than done forking out get my hands on ring the changes take some beating

1 I need a new computer, what's the best way to _____ (find or get) some quick money?
2 I want to make better use of my old clothes, but that's _____ (harder to do than to talk about)! Perhaps I should sign up for a sewing class.
3 It's important to _____ (make alterations to get more variety) with your exercise regime, otherwise you get bored, and you'll give up.
4 Some people don't like _____ (spending a lot of money) large amounts of money on new clothes, but I think shopping is my daughter's favourite hobby!
5 His new world record will _____ (be difficult to better)! He's taken six seconds off the old one.
6 Don't worry – you have the solution _____ (available quickly).

c Check your answers with a partner.

9a TASK Work in small groups. Come up with an idea for a 'sharing economy' service.
- Say why people would want to use the service.
- Explain how it would work.

b Present your idea to another group. Try to convince them they would like to use your service.

c While you listen to the other group's idea, think of something positive and something negative about the idea. See if they can persuade you to use the service.

101

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 understanding writer and speaker stance.

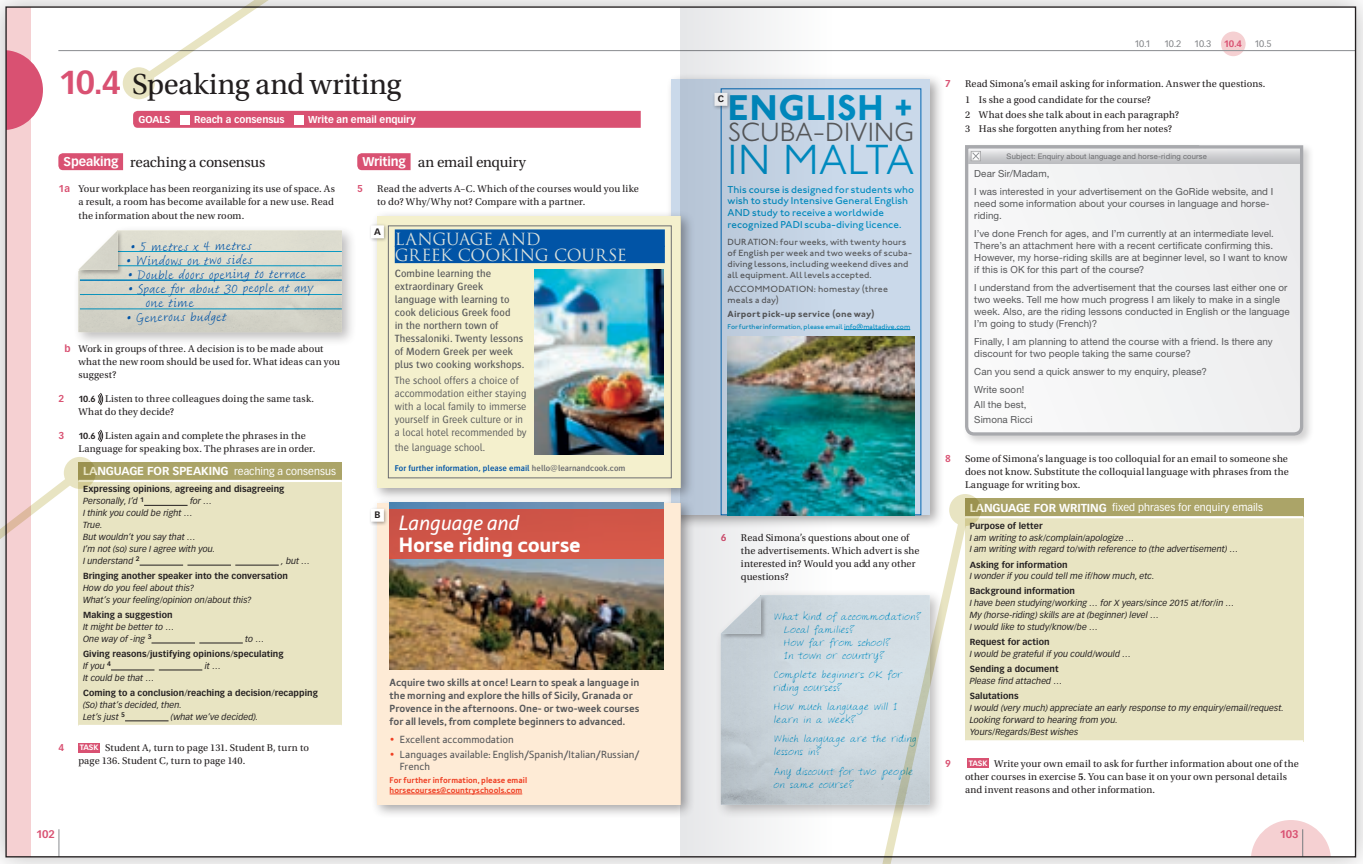
Vocabulary focus

Vocabulary focus boxes appear in this lesson to draw attention to a particular vocabulary area, in this case understanding idioms. The students go on to do some exercises where they use the information in this study tip. In other units, Vocabulary boxes deal with connotation, metaphor, 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*.



10.1 10.2 10.3 10.4 10.5

10.4 Speaking and writing

GOALS ☐ Reach a consensus ☐ Write an email enquiry

Speaking reaching a consensus

1a Your workplace has been reorganizing its use of space. As a result, a room has become available for a new use. Read the information about the new room.

- 5 metres x 4 metres
- Windows on two sides
- Double doors opening to terrace
- Space for about 30 people at any one time
- Generous budget

b Work in groups of three. A decision is to be made about what the new room should be used for. What ideas can you suggest?

2 10.6 Listen to three colleagues doing the same task. What do they decide?

3 10.6 Listen again and complete the phrases in the Language for speaking box. The phrases are in order.

LANGUAGE FOR SPEAKING reaching a consensus

Expressing opinions, agreeing and disagreeing
Personally, I'd [1]_____ *for …*
I think you could be right …
True.
But wouldn't you say that …
I'm not (so) sure I agree with you.
I understand [2]_____ _____ _____, *but …*

Bringing another speaker into the conversation
How do you feel about this?
What's your feeling/opinion on/about this?

Making a suggestion
It might be better to …
One way of -ing [3]_____ _____ *to …*

Giving reasons/justifying opinions/speculating
If you [4]_____ _____ *it …*
It could be that …

Coming to a conclusion/reaching a decision/recapping
(So) that's decided, then.
Let's just [5]_____ *(what we've decided).*

4 TASK Student A, turn to page 131. Student B, turn to page 136. Student C, turn to page 140.

Writing an email enquiry

5 Read the adverts A–C. Which of the courses would you like to do? Why/Why not? Compare with a partner.

A
LANGUAGE AND GREEK COOKING COURSE
Combine learning the extraordinary Greek language with learning to cook delicious Greek food in the northern town of Thessaloniki. Twenty lessons of Modern Greek per week plus two cooking workshops.
The school offers a choice of accommodation either staying with a local family to immerse yourself in Greek culture or in a local hotel recommended by the language school.
For further information, please email hello@learnandcook.com

B
Language and
Horse riding course
Acquire two skills at once! Learn to speak a language in the morning and explore the hills of Sicily, Granada or Provence in the afternoons. One- or two-week courses for all levels, from complete beginners to advanced.
- Excellent accommodation
- Languages available: English/Spanish/Italian/Russian/French

For further information, please email horsecourses@countryschools.com

C
ENGLISH + SCUBA-DIVING IN MALTA
This course is designed for students who wish to study Intensive General English AND study to receive a worldwide recognized PADI scuba-diving licence.
DURATION: four weeks, with twenty hours of English per week and two weeks of scuba-diving lessons, including weekend dives and all equipment. All levels accepted.
ACCOMMODATION: homestay (three meals a day)
Airport pick-up service (one way)
For further information, please email info@maltadive.com

6 Read Simona's questions about one of the advertisements. Which advert is she interested in? Would you add any other questions?

- What kind of accommodation? Local families? How far from school? In town or country?
- Complete beginners OK for riding courses?
- How much language will I learn in a week?
- Which language are the riding lessons in?
- Any discount for two people on same course?

7 Read Simona's email asking for information. Answer the questions.
1 Is she a good candidate for the course?
2 What does she talk about in each paragraph?
3 Has she forgotten anything from her notes?

Subject: Enquiry about language and horse-riding course

Dear Sir/Madam,

I was interested in your advertisement on the GoRide website, and I need some information about your courses in language and horse-riding.

I've done French for ages, and I'm currently at an intermediate level. There's an attachment here with a recent certificate confirming this. However, my horse-riding skills are at beginner level, so I want to know if this is OK for this part of the course?

I understand from the advertisement that the courses last either one or two weeks. Tell me how much progress I am likely to make in a single week. Also, are the riding lessons conducted in English or the language I'm going to study (French)?

Finally, I am planning to attend the course with a friend. Is there any discount for two people taking the same course?

Can you send a quick answer to my enquiry, please?

Write soon!

All the best,

Simona Ricci

8 Some of Simona's language is too colloquial for an email to someone she does not know. Substitute the colloquial language with phrases from the Language for writing box.

LANGUAGE FOR WRITING fixed phrases for enquiry emails

Purpose of letter
I am writing to ask/complain/apologize …
I am writing with regard to/with reference to (the advertisement) …

Asking for information
I wonder if you could tell me if/how much, etc.

Background information
I have been studying/working … for X years/since 2015 at/for/in …
My (horse-riding) skills are at (beginner) level …
I would like to study/know/be …

Request for action
I would be grateful if you could/would …

Sending a document
Please find attached …

Salutations
I would (very much) appreciate an early response to my enquiry/email/request.
Looking forward to hearing from you.
Yours/Regards/Best wishes

9 TASK Write your own email to ask for further information about one of the other courses in exercise 5. You can base it on your own personal details and invent reasons and other information.

102 103

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 reach a consensus and they can use the phrases in the box. Other language for speaking boxes cover *Negotiations*, *Vague language* and *Managing conversations.*

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 an email enquiry. In other units, the boxes focus on topics such as *A report based on a graph*, *A balanced argument essay* and *A blog entry.*

Navigate content overview

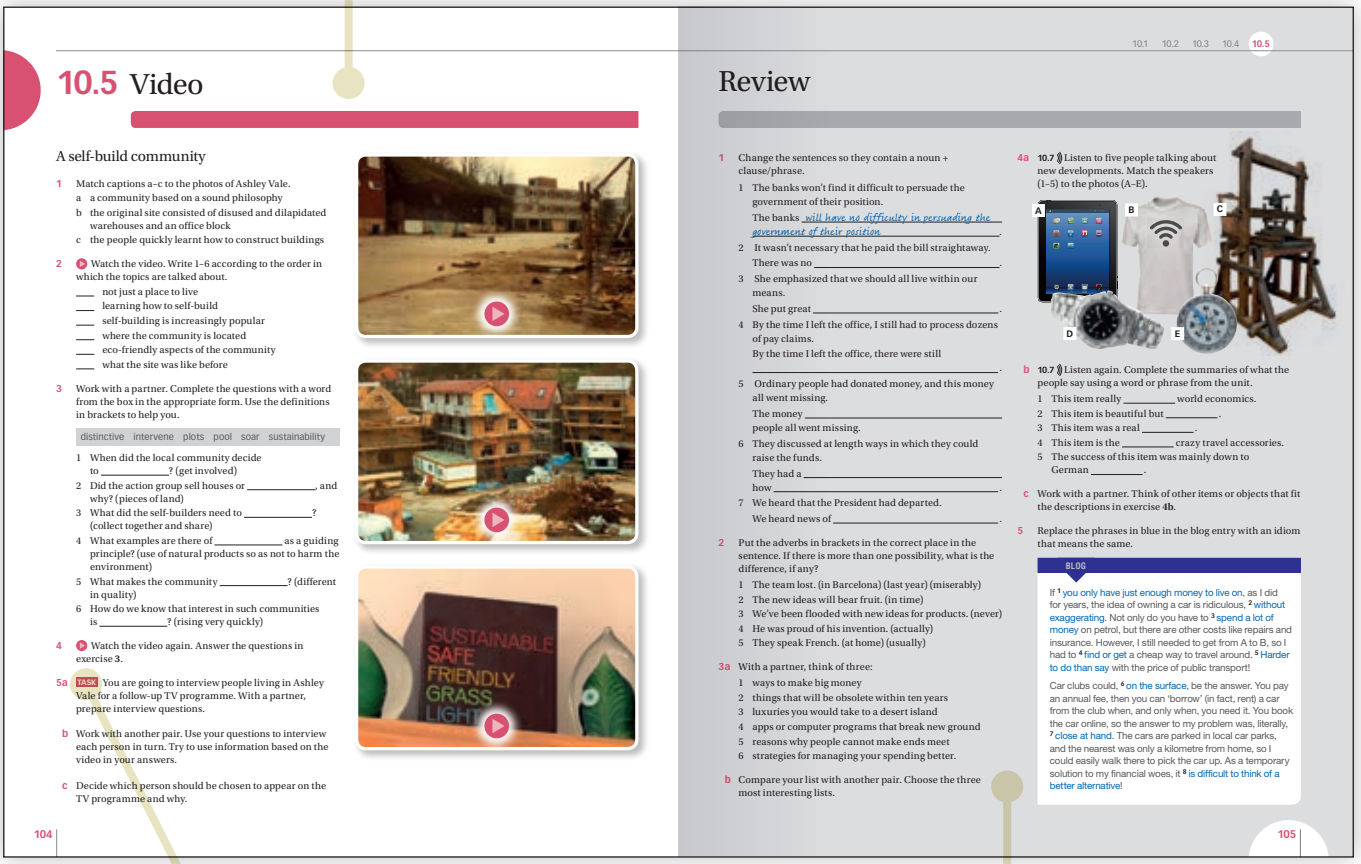
Coursebook lesson 5

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 C1 the video topics are:

Unit 1: Pike Place Fish Market
Unit 2: The Falkirk Wheel
Unit 3: The Tall Ships Race
Unit 4: An international aid worker
Unit 5: The power of the sun
Unit 6: Leisure through the ages
Unit 7: Decisions, decisions
Unit 8: Net value
Unit 9: Academic excellence
Unit 10: A self-build community
Unit 11: Chinese New Year
Unit 12: How to train your memory



10.5 Video

A self-build community

1 Match captions a–c to the photos of Ashley Vale.
a a community based on a sound philosophy
b the original site consisted of disused and dilapidated warehouses and an office block
c the people quickly learnt how to construct buildings

2 Watch the video. Write 1–6 according to the order in which the topics are talked about.
___ not just a place to live
___ learning how to self-build
___ self-building is increasingly popular
___ where the community is located
___ eco-friendly aspects of the community
___ what the site was like before

3 Work with a partner. Complete the questions with a word from the box in the appropriate form. Use the definitions in brackets to help you.

distinctive intervene plots pool soar sustainability

1 When did the local community decide to _____? (get involved)
2 Did the action group sell houses or _____, and why? (pieces of land)
3 What did the self-builders need to _____? (collect together and share)
4 What examples are there of _____ as a guiding principle? (use of natural products so as not to harm the environment)
5 What makes the community _____? (different in quality)
6 How do we know that interest in such communities is _____? (rising very quickly)

4 Watch the video again. Answer the questions in exercise 3.

5a TASK You are going to interview people living in Ashley Vale for a follow-up TV programme. With a partner, prepare interview questions.

b Work with another pair. Use your questions to interview each person in turn. Try to use information based on the video in your answers.

c Decide which person should be chosen to appear on the TV programme and why.

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10.1 10.2 10.3 10.4 10.5

Review

1 Change the sentences so they contain a noun + clause/phrase.
1 The banks won't find it difficult to persuade the government of their position.
The banks will have no difficulty in persuading the government of their position.
2 It wasn't necessary that he paid the bill straightaway.
There was no _____.
3 She emphasized that we should all live within our means.
She put great _____.
4 By the time I left the office, I still had to process dozens of pay claims.
By the time I left the office, there were still _____.
5 Ordinary people had donated money, and this money all went missing.
The money _____ people all went missing.
6 They discussed at length ways in which they could raise the funds.
They had a _____ how _____.
7 We heard that the President had departed.
We heard news of _____.

2 Put the adverbs in brackets in the correct place in the sentence. If there is more than one possibility, what is the difference, if any?
1 The team lost. (in Barcelona) (last year) (miserably)
2 The new ideas will bear fruit. (in time)
3 We've been flooded with new ideas for products. (never)
4 He was proud of his invention. (actually)
5 They speak French. (at home) (usually)

3a With a partner, think of three:
1 ways to make big money
2 things that will be obsolete within ten years
3 luxuries you would take to a desert island
4 apps or computer programs that break new ground
5 reasons why people cannot make ends meet
6 strategies for managing your spending better.

b Compare your list with another pair. Choose the three most interesting lists.

4a 10.7 Listen to five people talking about new developments. Match the speakers (1–5) to the photos (A–E).

b 10.7 Listen again. Complete the summaries of what the people say using a word or phrase from the unit.
1 This item really _____ world economics.
2 This item is beautiful but _____.
3 This item was a real _____.
4 This item is the _____ crazy travel accessories.
5 The success of this item was mainly down to German _____.

c Work with a partner. Think of other items or objects that fit the descriptions in exercise 4b.

5 Replace the phrases in blue in the blog entry with an idiom that means the same.

BLOG

If [1] you only have just enough money to live on, as I did for years, the idea of owning a car is ridiculous, [2] without exaggerating. Not only do you have to [3] spend a lot of money on petrol, but there are other costs like repairs and insurance. However, I still needed to get from A to B, so I had to [4] find or get a cheap way to travel around. [5] Harder to do than say with the price of public transport!

Car clubs could, [6] on the surface, be the answer. You pay an annual fee, then you can 'borrow' (in fact, rent) a car from the club when, and only when, you need it. You book the car online, so the answer to my problem was, literally, [7] close at hand. The cars are parked in local car parks, and the nearest was only a kilometre from home, so I could easily walk there to pick the car up. As a temporary solution to my financial woes, it [8] is difficult to think of a better alternative!

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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 interview people living in Ashley Vale for a follow-up TV programme. Other tasks on Video pages are, for instance, improving staff motivation, discussing means of transport and associated problems and solutions, and preparing a short presentation on a NGO.

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

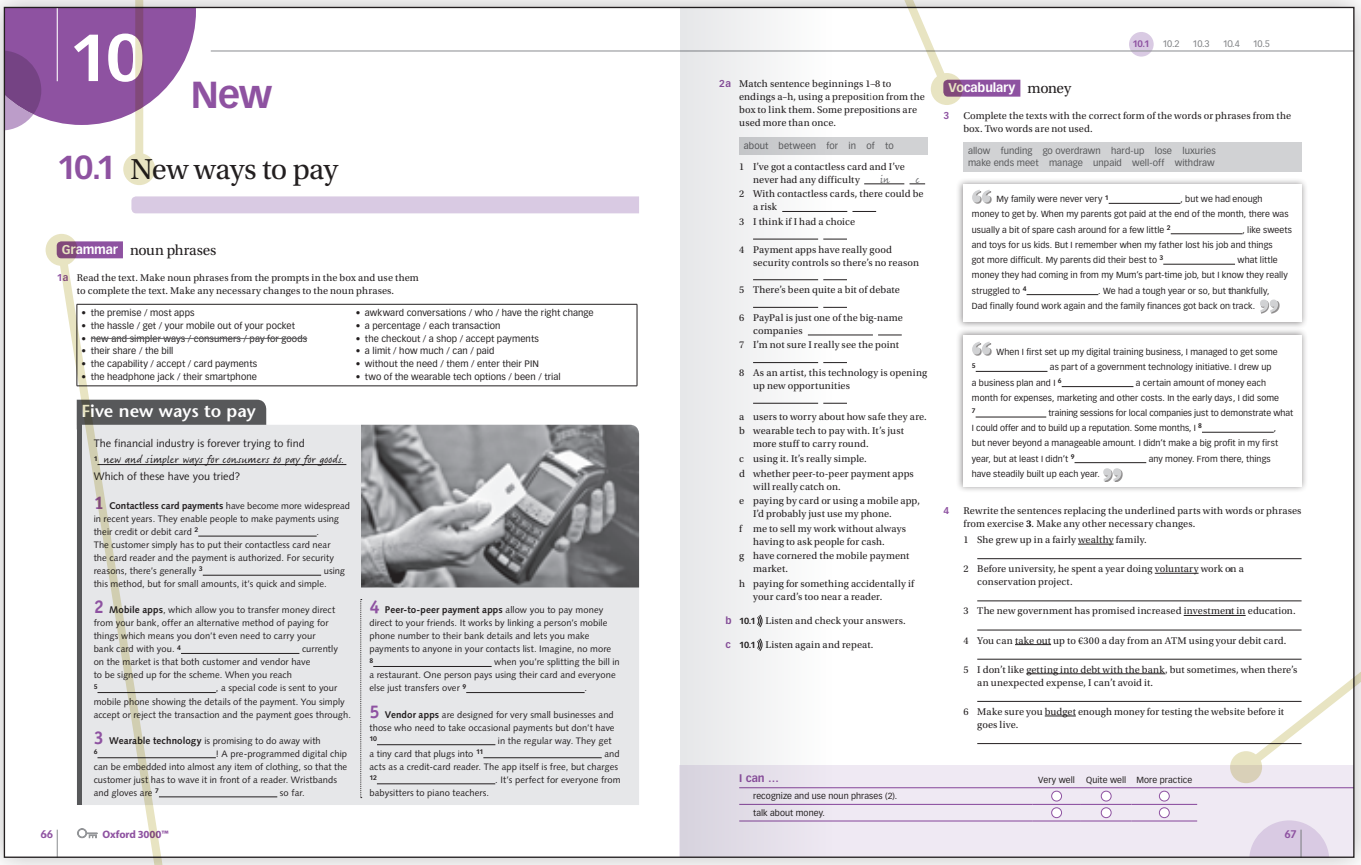
The Workbook follows the Coursebook lessons. The first two spreads each have two pages of exercises which correspond with the Coursebook contents of the same lessons. Spreads 3 and 4 of the Workbook each have a page of extra practice which corresponds to the material in lessons 3 and 4 of the Coursebook.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

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 money.

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).



10 New

10.1 New ways to pay

Grammar noun phrases

1a Read the text. Make noun phrases from the prompts in the box and use them to complete the text. Make any necessary changes to the noun phrases.

- the premise / most apps
- the hassle / get / your mobile out of your pocket
- ~~new and simpler ways / consumers / pay for goods~~
- their share / the bill
- the capability / accept / card payments
- the headphone jack / their smartphone
- awkward conversations / who / have the right change
- a percentage / each transaction
- the checkout / a shop / accept payments
- a limit / how much / can / paid
- without the need / them / enter their PIN
- two of the wearable tech options / been / trial

Five new ways to pay

The financial industry is forever trying to find 1 *new and simpler ways for consumers to pay for goods.* Which of these have you tried?

1 **Contactless card payments** have become more widespread in recent years. They enable people to make payments using their credit or debit card 2_____. The customer simply has to put their contactless card near the card reader and the payment is authorized. For security reasons, there's generally 3_____ using this method, but for small amounts, it's quick and simple.

2 **Mobile apps**, which allow you to transfer money direct from your bank, offer an alternative method of paying for things which means you don't even need to carry your bank card with you. 4_____ currently on the market is that both customer and vendor have to be signed up for the scheme. When you reach 5_____, a special code is sent to your mobile phone showing the details of the payment. You simply accept or reject the transaction and the payment goes through.

3 **Wearable technology** is promising to do away with 6_____! A pre-programmed digital chip can be embedded into almost any item of clothing, so that the customer just has to wave it in front of a reader. Wristbands and gloves are 7_____ so far.

4 **Peer-to-peer payment apps** allow you to pay money direct to your friends. It works by linking a person's mobile phone number to their bank details and lets you make payments to anyone in your contacts list. Imagine, no more 8_____ when you're splitting the bill in a restaurant. One person pays using their card and everyone else just transfers over 9_____.

5 **Vendor apps** are designed for very small businesses and those who need to take occasional payments but don't have 10_____ in the regular way. They get a tiny card that plugs into 11_____ and acts as a credit-card reader. The app itself is free, but charges 12_____. It's perfect for everyone from babysitters to piano teachers.

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10.1 10.2 10.3 10.4 10.5

2a Match sentence beginnings 1–8 to endings a–h, using a preposition from the box to link them. Some prepositions are used more than once.

about between for in of to

1 I've got a contactless card and I've never had any difficulty ___in___ ___c___
2 With contactless cards, there could be a risk _____ _____
3 I think if I had a choice _____ _____
4 Payment apps have really good security controls so there's no reason _____ _____
5 There's been quite a bit of debate _____ _____
6 PayPal is just one of the big-name companies _____ _____
7 I'm not sure I really see the point _____ _____
8 As an artist, this technology is opening up new opportunities _____ _____

a users to worry about how safe they are.
b wearable tech to pay with. It's just more stuff to carry round.
c using it. It's really simple.
d whether peer-to-peer payment apps will really catch on.
e paying by card or using a mobile app, I'd probably just use my phone.
f me to sell my work without always having to ask people for cash.
g have cornered the mobile payment market.
h paying for something accidentally if your card's too near a reader.

b 10.1 Listen and check your answers.

c 10.1 Listen again and repeat.

Vocabulary money

3 Complete the texts with the correct form of the words or phrases from the box. Two words are not used.

allow funding go overdrawn hard-up lose luxuries make ends meet manage unpaid well-off withdraw

"My family were never very 1_____, but we had enough money to get by. When my parents got paid at the end of the month, there was usually a bit of spare cash around for a few little 2_____, like sweets and toys for us kids. But I remember when my father lost his job and things got more difficult. My parents did their best to 3_____ what little money they had coming in from my Mum's part-time job, but I know they really struggled to 4_____. We had a tough year or so, but thankfully, Dad finally found work again and the family finances got back on track."

"When I first set up my digital training business, I managed to get some 5_____ as part of a government technology initiative. I drew up a business plan and I 6_____ a certain amount of money each month for expenses, marketing and other costs. In the early days, I did some 7_____ training sessions for local companies just to demonstrate what I could offer and to build up a reputation. Some months, I 8_____, but never beyond a manageable amount. I didn't make a big profit in my first year, but at least I didn't 9_____ any money. From there, things have steadily built up each year."

4 Rewrite the sentences replacing the underlined parts with words or phrases from exercise 3. Make any other necessary changes.

1 She grew up in a fairly wealthy family.
_____
2 Before university, he spent a year doing voluntary work on a conservation project.
_____
3 The new government has promised increased investment in education.
_____
4 You can take out up to €300 a day from an ATM using your debit card.
_____
5 I don't like getting into debt with the bank, but sometimes, when there's an unexpected expense, I can't avoid it.
_____
6 Make sure you budget enough money for testing the website before it goes live.
_____

I can …	Very well	Quite well	More practice
recognize and use noun phrases (2).	○	○	○
talk about money.	○	○	○

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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 noun phrases as introduced in the Coursebook.



2.5 Reading for pleasure

The Open Window

1 Read the extract from a short story and choose the best description.
1 a ghost story
2 a story about a girl with a lot of imagination
3 a story about a man that is scared of everything

2 How would you have reacted in Mr Nuttel's situation? How would you describe Mrs Sappleton's niece? What do you think the writer means by the last sentence?

The story so far
Mr. Framton Nuttel is a hypochondriac and has moved to a small village to treat his poor nerves. There, he visits Mrs. Sappleton, a friend of his sister, for the first time, but is met by her fifteen-year-old niece, who tells him about a terrible tragedy that happened on that very day three years earlier. Mrs. Sappleton's husband was killed while hunting, and she has kept the window open ever since, still waiting for his return. When Mrs. Sappleton finally comes into the room and introduces herself, Mr. Nuttel already regrets paying her a visit …

The Open Window

'I hope you don't mind the open window,' said Mrs. Sappleton briskly; 'my husband and brothers will be home directly from shooting, and they always come in this way. They've been out for snipe in the marshes today, so they'll make a fine mess over my poor carpets. So like you menfolk, isn't it?'

She rattled on cheerfully about the shooting and the scarcity of birds, and the prospects for duck in the winter. To Framton it was all purely horrible. He made a desperate but only partially successful effort to turn the talk on to a less ghastly topic; he was conscious that his hostess was giving him only a fragment of her attention, and her eyes were constantly straying past him to the open window and the lawn beyond. It was certainly an unfortunate coincidence that he should have paid his visit on this tragic anniversary.

'The doctors agree in ordering me complete rest, an absence of mental excitement, and avoidance of anything in the nature of violent physical exercise,' announced Framton, who laboured under the tolerably widespread delusion that total strangers and chance acquaintances are hungry for the least detail of one's ailments and infirmities, their cause and cure. 'On the matter of diet they are not so much in agreement,' he continued.

'No?' said Mrs. Sappleton, in a voice which only replaced a yawn at the last moment. Then she suddenly brightened into alert attention – but not to what Framton was saying.

'Here they are at last!' she cried. 'Just in time for tea, and don't they look as if they were muddy up to the eyes!'

Framton shivered slightly and turned towards the niece with a look intended to convey sympathetic comprehension. The child was staring out through the open window with a dazed horror in her eyes. In a chill shock of nameless fear Framton swung round in his seat and looked in the same direction.

In the deepening twilight three figures were walking across the lawn towards the window, they all carried guns under their arms, and one of them was additionally burdened with a white coat hung over his shoulders. A tired brown spaniel kept close at their heels. Noiselessly they neared the house, and then a hoarse young voice chanted out of the dusk: 'I said, Bertie, why do you hound?'

Framton grabbed wildly at his stick and hat; the hall door, the gravel drive, and the front gate were dimly noted stages in his headlong retreat. A cyclist coming along the road had to run into the hedge to avoid imminent collision.

'Here we are, my dear,' said the bearer of the white mackintosh, coming in through the window, 'fairly muddy, but most of it's dry. Who was that who bolted out as we came up?'

'A most extraordinary man, a Mr. Nuttel,' said Mrs. Sappleton; 'could only talk about his illnesses, and dashed off without a word of goodbye or apology when you arrived. One would think he had seen a ghost.'

'I expect it was the spaniel,' said the niece calmly; 'he told me he had a horror of dogs. He was once hunted into a cemetery somewhere on the banks of the Ganges by a pack of pariah dogs, and had to spend the night in a newly dug grave with the creatures snarling and grinning and foaming just above him. Enough to make anyone lose their nerve.'

Romance at short notice was her speciality.

Text extract from *The Open Window*, by Saki, from the book *The Eye of Childhood*, Oxford Bookworms Collection

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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 a short story called *The Open Window*.

Review

As well as a Review page in every unit of the Coursebook, the *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:

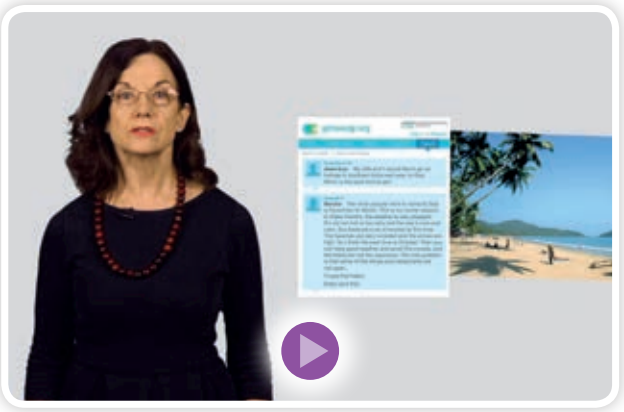
- **Lead-in:** an extra activity at the start of every unit to encourage engagement with the topic of the unit.
- **Extra activity:** an activity that offers an alternative approach to the one in the Coursebook for variety or to tailor the material to a specific teaching situation.
- **Extension:** an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

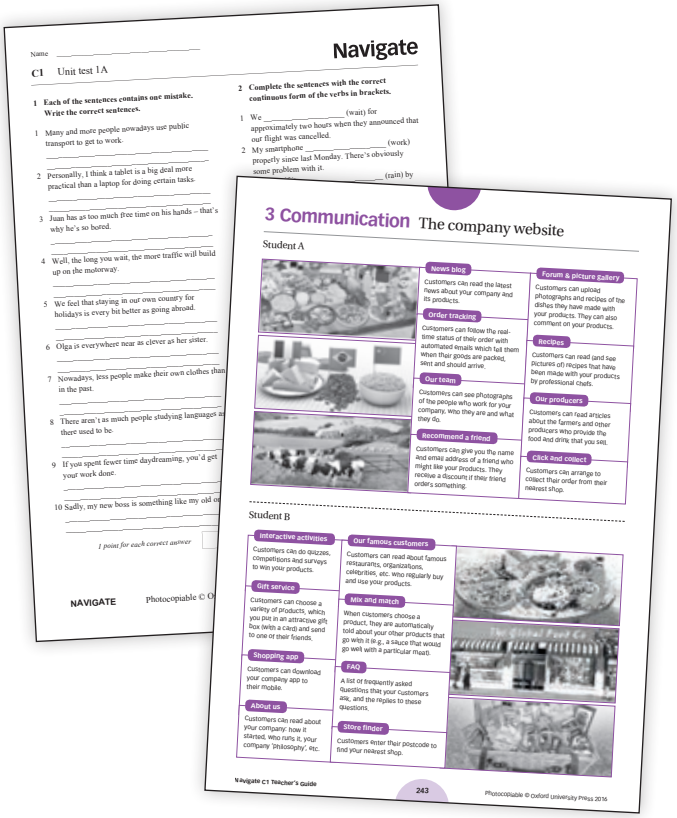
- Essays by influential authors and experts in the fields of reading, listening, grammar, the CEFR, testing and photocopiable materials. These essays have been written by people who have contributed to the development of material used in *Navigate*.
- Photocopiable materials: Extra grammar, vocabulary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

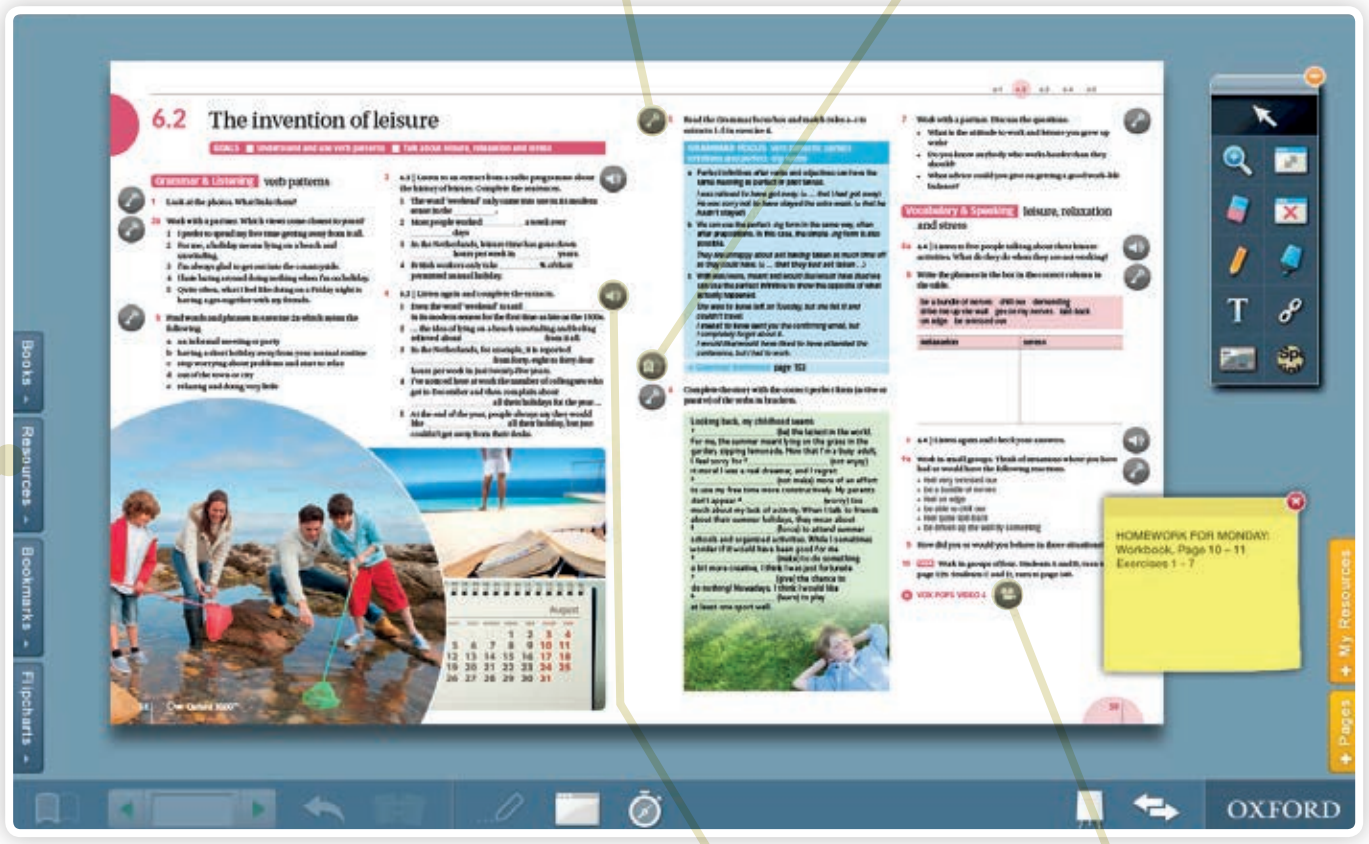
Navigate content overview

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.

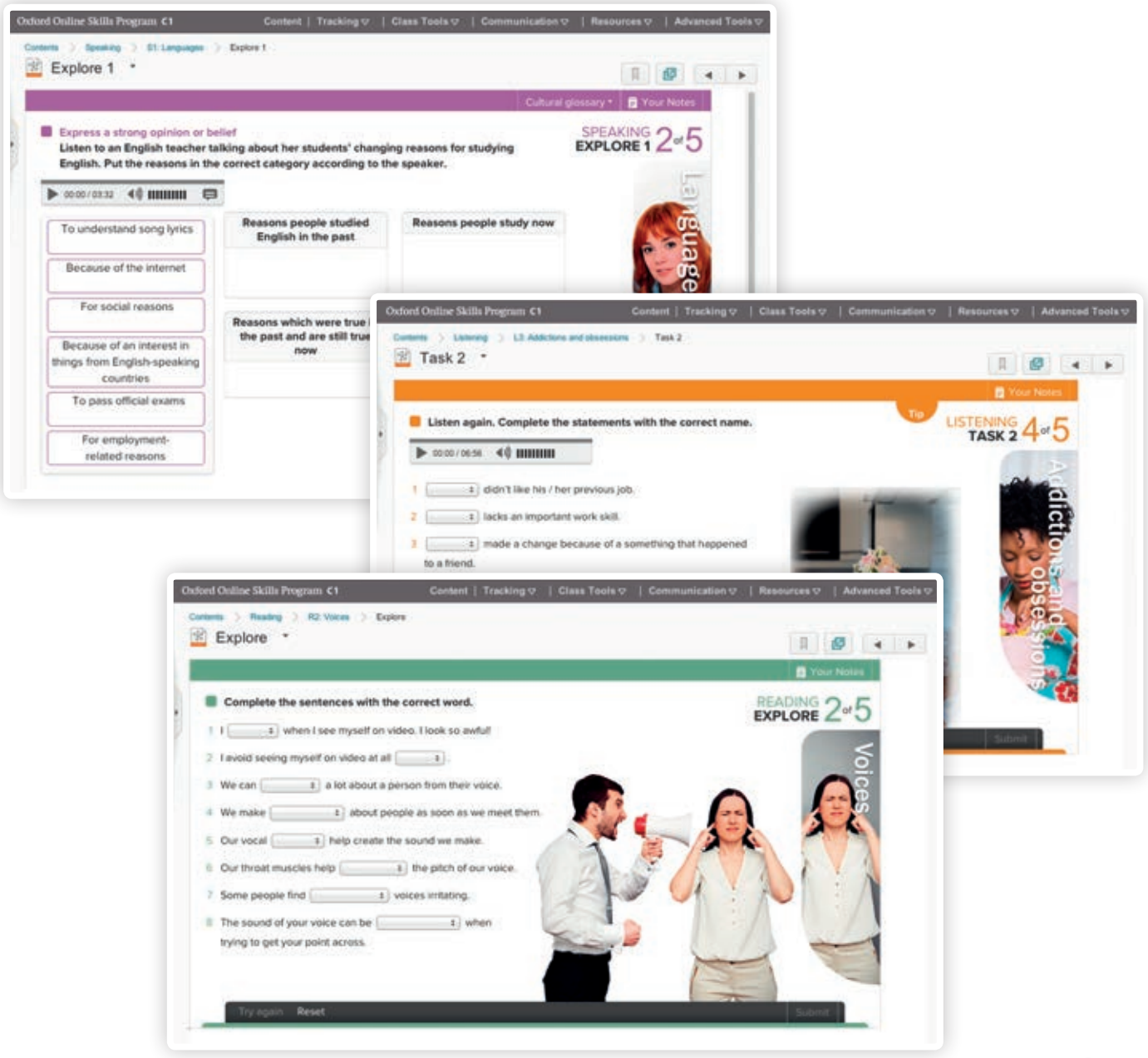
Create your own new content to meet the needs of your learners, including speaking and writing tasks, tests, discussions and live chat. You can also upload videos, audio and PowerPoint® presentations.

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: people-watching, performance appraisals, marketing, travel websites.
- 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.

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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 how writers avoid repetition

Writers usually try to avoid repeating words and names because this can sound clumsy and unnatural:
Last night's Frozen Planet *had an intriguing sequence …*
this wonderful programme *was a reminder …*

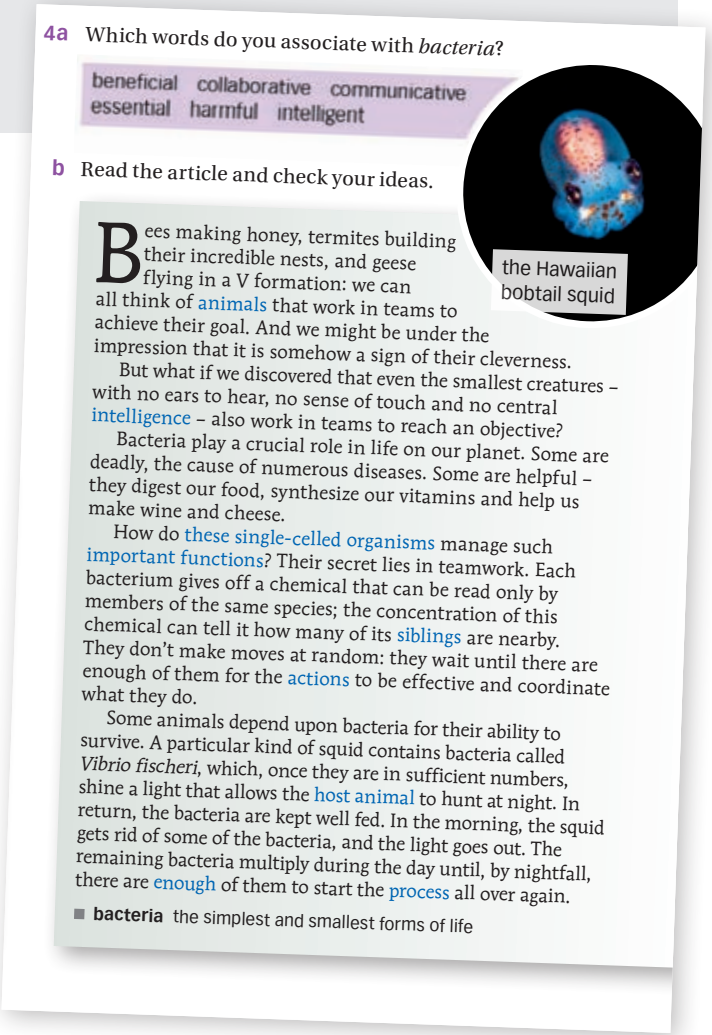
To do this, writers often use:
- a close synonym, e.g. *sea/water*
- a more general word, e.g. *whales/animals*
- a title/descriptive word such as a place, job, show, e.g. *Antarctic/the region.*

UNLOCK THE CODE
understanding links within texts

Writers do not always make the links between ideas and sentences obvious. In these cases, it is the job of the reader to make the connection.

There are several ways in which sentences could be linked. The second sentence could be:

a an example of the first
b a reason for the first
c a consequence or result of the first
d a different way of saying the same thing



4a Which words do you associate with *bacteria*?

beneficial collaborative communicative essential harmful intelligent

b Read the article and check your ideas.

the Hawaiian bobtail squid

Bees making honey, termites building their incredible nests, and geese flying in a V formation: we can all think of animals that work in teams to achieve their goal. And we might be under the impression that it is somehow a sign of their cleverness.

But what if we discovered that even the smallest creatures – with no ears to hear, no sense of touch and no central intelligence – also work in teams to reach an objective?

Bacteria play a crucial role in life on our planet. Some are deadly, the cause of numerous diseases. Some are helpful – they digest our food, synthesize our vitamins and help us make wine and cheese.

How do these single-celled organisms manage such important functions? Their secret lies in teamwork. Each bacterium gives off a chemical that can be read only by members of the same species; the concentration of this chemical can tell it how many of its siblings are nearby. They don't make moves at random: they wait until there are enough of them for the actions to be effective and coordinate what they do.

Some animals depend upon bacteria for their ability to survive. A particular kind of squid contains bacteria called *Vibrio fischeri*, which, once they are in sufficient numbers, shine a light that allows the host animal to hunt at night. In return, the bacteria are kept well fed. In the morning, the squid gets rid of some of the bacteria, and the light goes out. The remaining bacteria multiply during the day until, by nightfall, there are enough of them to start the process all over again.

■ **bacteria** the simplest and smallest forms of life

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
listening and taking notes

Key techniques are:

- only write the main points
- don't try to write every word
- try to use the speaker's stress and intonation to help decide what the key points are
- listen for linkers, e.g. *firstly, on the other hand*
- use bullet points, abbreviations (abbrev) and signs.

UNLOCK THE CODE
understanding word boundaries

1 When one word finishes in a consonant sound and the next starts with a vowel sound, we often join the words together, e.g.
It's all about … /ɪtsɔːləbaʊt/

2 When one word finishes in /d/ or /t/ and the next starts with a consonant, we usually omit the /d/ or /t/, e.g.
just perfect /dʒəspɜːfɪkt/

3 When one word finishes in a vowel sound and the next starts with a vowel sound, we insert /j/, /r/ or /w/, e.g.
the /j/ *other* /ðiːjʌðə/ *Do* /w/ *it!* /duːwɪt/
care /r/ *of* /kærəv/

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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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.



10 New

10.1 New ways to pay

GOALS ■ Recognize and use noun phrases (2) ■ Talk about money

Grammar & Reading noun phrases (2)

1 Which objects have been used as currency in the past?

beads cows fish gold peppercorns rice salt shells stones tea leaves

2a Work with a partner. Read an online encyclopaedia entry about a new currency. What are the key points? Student A, turn to page 131. Student B, turn to page 137.

b Explain what you read about the new currency to your partner.

3 Read the Grammar focus box and write the phrases in bold in 1–5 in the right category a–e.

1 In some schemes everyone's time is equal, so one hour of my time is equal to one **hour of your time**, irrespective of whatever we choose to exchange ...
2 In each case, the participants have **the advantage of being able** to decide what they can offer.
3 More than 120 local shops accept the currency, and it is easy to pay by mobile phone without **the need for people to use physical cash**.
4 Totnes is just one of several UK **towns to have set up** similar schemes, with the aim of keeping money within the local economy ...
5 ... there is considerable **debate about whether they are** a positive development or not ...

GRAMMAR FOCUS noun phrases (2)

Nouns can be followed by:

a a preposition (*of, in,* etc.) + *-ing* form _____
b a preposition + clause _____
c *of* + a noun _____
d *+ for* + an object + an infinitive _____
e an active or passive infinitive _____

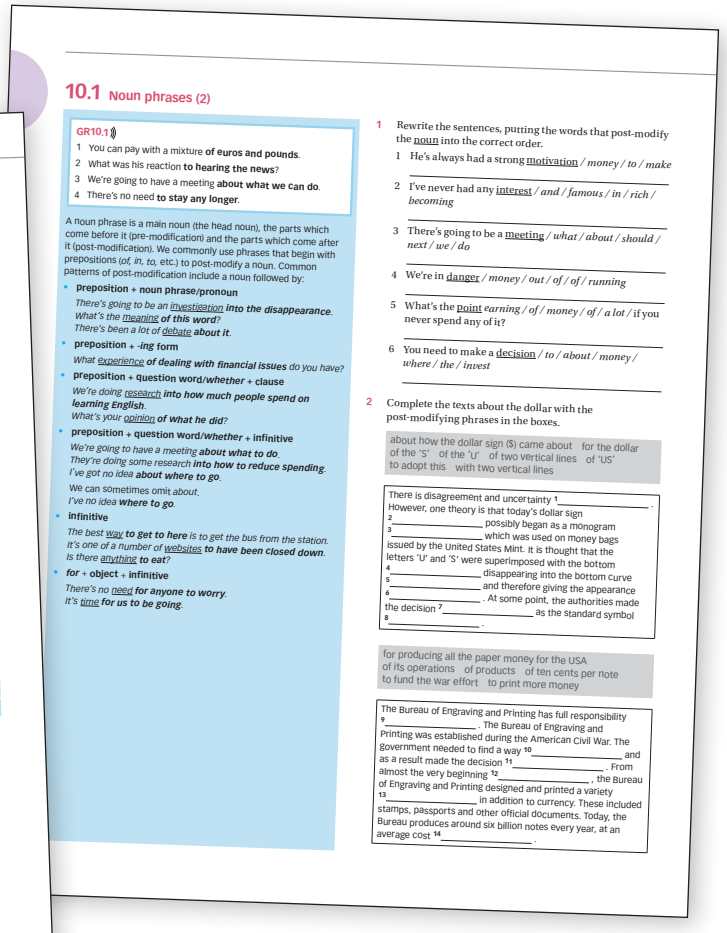
→ Grammar Reference page 160

4 Match beginnings 1–5 with endings a–e.

1 Tomas and Karl had a heated argument over
2 Liverpool was one of the cities
3 The government needs to find solutions to the problem
4 I had absolutely no idea you had an interest
5 His family had to make sacrifices

a of rising youth unemployment and fast!
b in working with animals.
c whether climate change is a natural phenomenon or man-made.
d for him to be able to study abroad.
e to have suffered great economic hardship in post-industrial Britain.

96 Oxford 3000™



10.1 Noun phrases (2)

GR10.1
1 You can pay with a mixture **of euros and pounds**.
2 What was his reaction **to hearing the news**?
3 We're going to have a meeting **about what we can do**.
4 There's no need **to stay any longer**.

A noun phrase is a main noun (the head noun), the parts which come before it (pre-modification) and the parts which come after it (post-modification). We commonly use phrases that begin with prepositions (*of, in, to,* etc.) to post-modify a noun. Common patterns of post-modification include a noun followed by:

- **preposition + noun phrase/pronoun**
  There's going to be an investigation into the disappearance.
  What's the meaning of this word?
  There's been a lot of debate about it.
- **preposition + *-ing* form**
  What experience of dealing with financial issues do you have?
- **preposition + question word/*whether* + clause**
  We're doing research into how much people spend on learning English.
  What's your opinion of what he did?
- **preposition + question word/*whether* + infinitive**
  We're going to have a meeting about what to do.
  They're doing some research into how to reduce spending.
  I've got no idea about where to go.
  We can sometimes omit *about*.
  I've no idea where to go.
- **infinitive**
  The best way to get to here is to get the bus from the station.
  It's one of a number of websites to have been closed down.
  Is there anything to eat?
- ***for* + object + infinitive**
  There's no need for anyone to worry.
  It's time for us to be going.

1 Rewrite the sentences, putting the words that post-modify the noun into the correct order.

1 He's always had a strong motivation / money / to / make
_____
2 I've never had any interest / and / famous / in / rich / becoming
_____
3 There's going to be a meeting / what / about / should / next / we / do
_____
4 We're in danger / money / out / of / of / running
_____
5 What's the point earning / of / money / of / a lot / if you never spend any of it?
_____
6 You need to make a decision / to / about / money / where / the / invest
_____

2 Complete the texts about the dollar with the post-modifying phrases in the boxes.

about how the dollar sign ($) came about for the dollar of the 'S' of the 'U' of two vertical lines of 'US' to adopt this with two vertical lines

There is disagreement and uncertainty 1 _____. However, one theory is that today's dollar sign 2 _____ possibly began as a monogram 3 _____ which was used on money bags issued by the United States Mint. It is thought that the letters 'U' and 'S' were superimposed with the bottom 4 _____ disappearing into the bottom curve 5 _____ and therefore giving the appearance 6 _____. At some point, the authorities made the decision 7 _____ as the standard symbol 8 _____.

for producing all the paper money for the USA of its operations of products of ten cents per note to fund the war effort to print more money

The Bureau of Engraving and Printing has full responsibility 9 _____. The Bureau of Engraving and Printing was established during the American Civil War. The government needed to find a way 10 _____ and as a result made the decision 11 _____. From almost the very beginning 12 _____, the Bureau of Engraving and Printing designed and printed a variety 13 _____ in addition to currency. These included stamps, passports and other official documents. Today, the Bureau produces around six billion notes every year, at an average cost 14 _____.

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

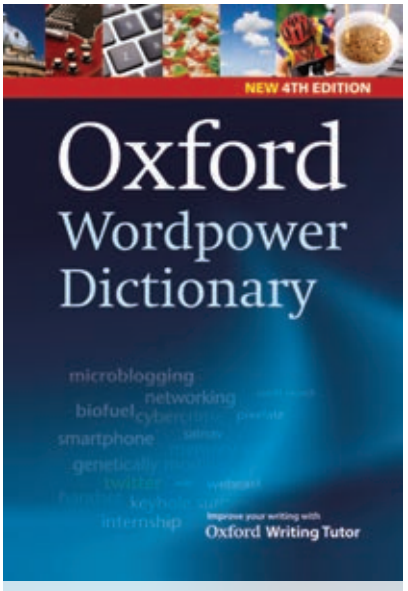
Oxford 3000 is a list of the most important and useful words to know in English informed by corpus-based research. In a recent survey, over 60% of teachers told us they believe that learning the *Oxford 3000* expands their students' vocabulary. The new Learn the *Oxford 3000* app for iPad™/iPhone® helps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

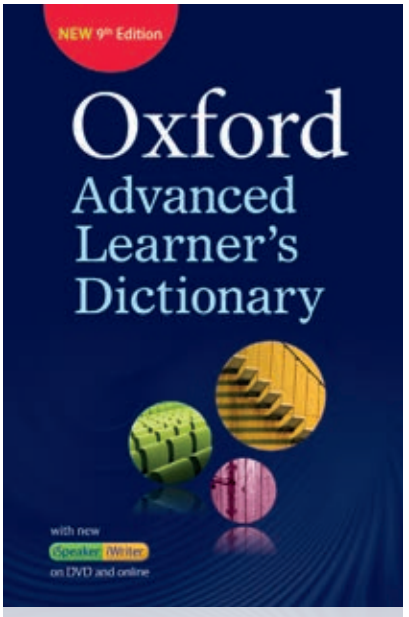
Oxford Wordpower Dictionary 4th edition

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.

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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 textbook 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.

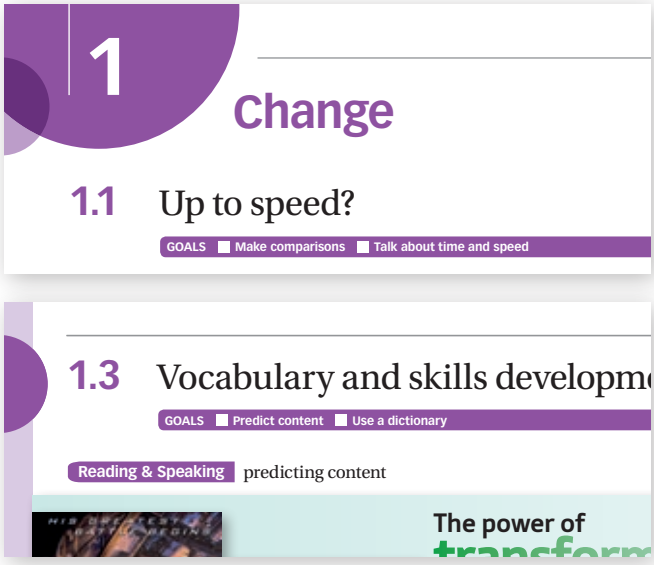
To make the most of the CEFR and its place in the *Navigate* series, I would encourage teachers to learn more about the framework and the ways in which it can help to guide the teaching and learning process (as well as some of the many criticisms that have been made of its use). It is worth taking the 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*

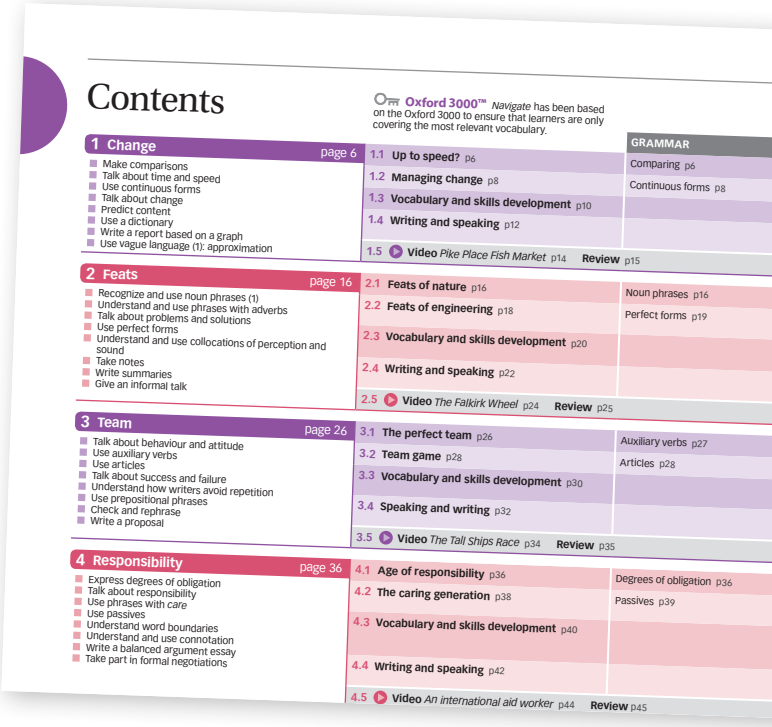
The contents pages of *Navigate* Coursebook show not only what language points are taught in each unit, but also what the communicative goals are. Teachers and learners can relate their learning to real-world situations and see at a glance what Can do activities they will become competent in.

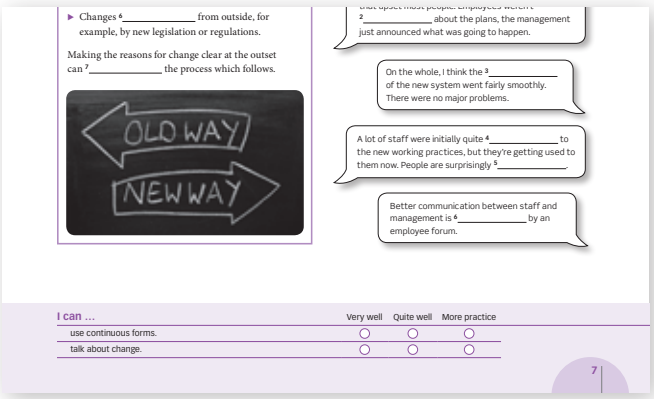
Each lesson shows clear communicative goals.



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 each of the six levels, the teacher is provided with a complete set of tests designed to test learners' understanding and proficiency: twelve Unit tests, four Progress tests and one End-of-course test. Reflecting the course ideology, the tasks in the tests present learners with content that is both information rich and international in flavour, while allowing them to practise newly acquired language in a range of contexts.

Unit tests

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

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

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

Progress tests

There are four Progress tests in the *Navigate* testing package, each one intended to last approximately 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 assesses 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.

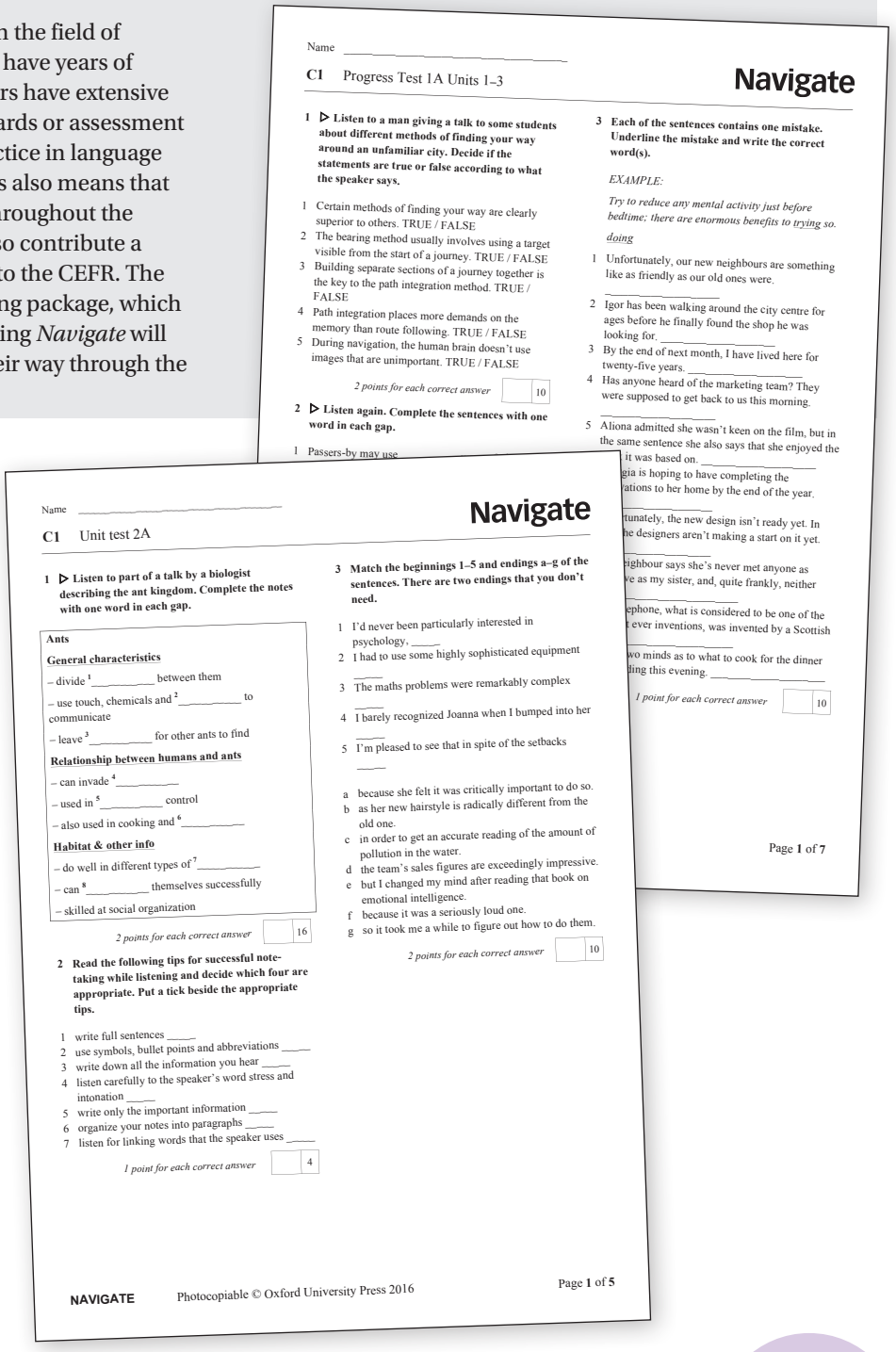
She has written course-based assessment and exam practice materials for *New Headway* (OUP), *English File* (OUP), *Touchstone* (CUP), and *Foundation IELTS Masterclass* (OUP)

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 _____

C1 Progress Test 1A Units 1–3 **Navigate**

1 ▷ Listen to a man giving a talk to some students about different methods of finding your way around an unfamiliar city. Decide if the statements are true or false according to what the speaker says.

1 Certain methods of finding your way are clearly superior to others. TRUE / FALSE
2 The bearing method usually involves using a target visible from the start of a journey. TRUE / FALSE
3 Building separate sections of a journey together is the key to the path integration method. TRUE / FALSE
4 Path integration places more demands on the memory than route following. TRUE / FALSE
5 During navigation, the human brain doesn't use images that are unimportant. TRUE / FALSE

2 points for each correct answer 10

2 ▷ Listen again. Complete the sentences with one word in each gap.

1 Passers-by may use

3 Each of the sentences contains one mistake. Underline the mistake and write the correct word(s).

EXAMPLE:

Try to reduce any mental activity just before bedtime; there are enormous benefits to trying so.

doing

1 Unfortunately, our new neighbours are something like as friendly as our old ones were.
2 Igor has been walking around the city centre for ages before he finally found the shop he was looking for.
3 By the end of next month, I have lived here for twenty-five years.
4 Has anyone heard of the marketing team? They were supposed to get back to us this morning.
5 Aliona admitted she wasn't keen on the film, but in the same sentence she also says that she enjoyed the

it was based on.
gia is hoping to have completing the
ations to her home by the end of the year.
tunately, the new design isn't ready yet. In
he designers aren't making a start on it yet.
eighbour says she's never met anyone as
e as my sister, and, quite frankly, neither
ephone, what is considered to be one of the
ever inventions, was invented by a Scottish
wo minds as to what to cook for the dinner
ding this evening.

1 point for each correct answer 10

Page **1** of **7**

Name _____

C1 Unit test 2A **Navigate**

1 ▷ Listen to part of a talk by a biologist describing the ant kingdom. Complete the notes with one word in each gap.

Ants

General characteristics

– divide [1] _____ between them
– use touch, chemicals and [2] _____ to communicate
– leave [3] _____ for other ants to find

Relationship between humans and ants

– can invade [4] _____
– used in [5] _____ control
– also used in cooking and [6] _____

Habitat & other info

– do well in different types of [7] _____
– can [8] _____ themselves successfully
– skilled at social organization

2 points for each correct answer 16

2 Read the following tips for successful note-taking while listening and decide which four are appropriate. Put a tick beside the appropriate tips.

1 write full sentences ____
2 use symbols, bullet points and abbreviations ____
3 write down all the information you hear ____
4 listen carefully to the speaker's word stress and intonation ____
5 write only the important information ____
6 organize your notes into paragraphs ____
7 listen for linking words that the speaker uses ____

1 point for each correct answer 4

3 Match the beginnings 1–5 and endings a–g of the sentences. There are two endings that you don't need.

1 I'd never been particularly interested in psychology, ____
2 I had to use some highly sophisticated equipment ____
3 The maths problems were remarkably complex ____
4 I barely recognized Joanna when I bumped into her ____
5 I'm pleased to see that in spite of the setbacks ____

a because she felt it was critically important to do so.
b as her new hairstyle is radically different from the old one.
c in order to get an accurate reading of the amount of pollution in the water.
d the team's sales figures are exceedingly impressive.
e but I changed my mind after reading that book on emotional intelligence.
f because it was a seriously loud one.
g so it took me a while to figure out how to do them.

2 points for each correct answer 10

NAVIGATE Photocopiable © Oxford University Press 2016 Page **1** of **5**

1 Change

Unit overview

Language input

Comparing (CB p6)	• *Activities are getting significantly quicker.* • *Intense activity is supposed to be every bit as beneficial as conventional exercise.* • *It can burn fat up to 50% more effectively than low-intensity exercise.*
Continuous forms (CB p8)	• *Tomorrow afternoon, we'll be visiting an amazing fish market.* • *The workplace had been struggling with a very negative work culture.* • *Two old people were laughing uncontrollably.*
Grammar reference (CB pp142–3)	

Vocabulary development

Time and speed (CB p7)	• *behind the times, short and sharp, at the very last minute, up to speed …*
Change (CB p9)	• *resist, bring about, implement, impose, adapt, facilitate …*
Using a dictionary (CB p11)	• *definition, word class, idiom, connotation, synonym …*

Skills development

Reading: Predicting content (CB p10)
Writing: A report based on a graph (CB p12)
Speaking: Vague language (1): approximation (CB p13)

Video

Documentary: *Pike Place Fish Market* (Coursebook DVD & CB p14)
Vox pops (Coursebook DVD & TG p256)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: The right verb, the right tense (TG p205 & TSRD) • Vocabulary: It's time to talk (TG p223 & TSRD) • Communication: Inner city (TG p241 & TSRD)
Tests	• Unit 1 test (TSRD)
Unit 1 wordlist (TSRD)	

1.1 Up to speed?

Goals

- Make comparisons
- Talk about time and speed

Grammar & Reading comparing

Lead-in

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

- Write the following words on the board: *family, English, other languages, sports, work, hobbies*.
- Elicit questions students could ask each other on one of the topics, e.g. *English*: How long have they been learning? Why are they learning? How best do they learn? What 'sort of English' do they prefer (e.g. British, American, international)?
- Put students into pairs and ask them to share information on two or three of the topics. Encourage them to explain their answers. Give them three minutes.
- Elicit ideas on the topics from the students about their partners, and, where appropriate, suggest or elicit similarities or aspects that students have in common.

Exercise 1

- Ask students to look at the photos and find ideas which link them.
- Elicit some answers.

ANSWER

They are all showing the speed of modern life.

Exercise 2

Text summary: The text explains how our lives seem to be moving much faster than previously and mentions a new type of exercise for getting fit more quickly. It also suggests we are, in general, far more impatient than we used to be.

- Students read the article to find out what two things are different about modern life.
- Students check their ideas with a partner.
- Elicit some ideas from them.

POSSIBLE ANSWERS

1 Everything in modern life is shorter and quicker than it used to be.
2 Our personalities are changing as a result.

EXTENSION Ask students if they agree or disagree with the text, and why. What examples do they have to support their opinions? What are their current lives like compared to those of their parents and/or children at the same age?

- Check the meaning of the following: *fad* (= something that people are interested in for only a short period of time; you could elicit examples, e.g. other sports, types of music, etc), *advocate* /'ædvəkət/ (= someone who supports or speaks in favour of somebody, or of a public plan).

EXTRA SUPPORT Point out that *take*, as in *Take exercise* (beginning of paragraph 3), is used to introduce an example – *exercise*.

EXTRA CHALLENGE Ask students to underline the phrases in the text with *get*, i.e. *get up, get ready, get the feeling, get on (that rowing machine), get you fitter,* and *get annoyed*. Point out that they are all relatively informal expressions. *Get on* is used literally; the others are used figuratively. Ask students, in pairs, to compare the use of *get*, and to come up with other suitable, more formal expressions, e.g. *have the feeling*. Suggest they refer to monolingual dictionaries. Note that using *have*, *make* or *become* (for *get the feeling, get you fitter* and *get annoyed* respectively) is more formal.

Exercise 3a

- Students work in pairs. They read the Grammar focus box and match the comparison structures to the six phrases in the article.
- Do the first phrase (1) together.
- Check the answers together.

ANSWERS

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

PRONUNCIATION Check sounds, word stress and the number of syllables in the following: *pleasurable* /'pleʒərəbl/, *considerably* /kən'sɪdərəbli/, *effectively* /ɪ'fektɪvli/, *infinitely* /'ɪnfɪnətli/.

- Remind students to check the *Grammar reference* on page 142, where there are two more practice exercises they can do for homework.

Exercise 3b

- Students work in pairs to read and answer the questions.
- Find the first informal phrase together.
- Check the answers together.

ANSWERS

1 a (not) nearly/not/nowhere near/almost as … as …
  b just/every bit as … as …
  c twice/three times as … as …
2 a much/far/a lot/a great deal/considerably/significantly + (adj)er than/more (adj/adv) than/less (adj/adv) than
  b 25%/a little/a bit/slightly + (adj)er than/more (adj/adv) than/less (adj/adv) than
3 a every bit as b/c a lot/a bit

EXTRA ACTIVITY Ask students to use one phrase from each group of answers in exercise 3b to make another sentence they believe is true. Students compare their answers with a partner. Elicit answers, and encourage other students to give their opinions.

Exercise 4a

- Students work with a partner and use the prompts to complete the sentences.
- Elicit an example using the first prompt, e.g. *Fast food is every bit as nutritious as other food.*
- Note that more than one option may be correct.
- Students work through the rest of the prompts.

Exercise 4b

- When they have finished, put pairs of students together to compare their answers.

SUGGESTED ANSWERS

1 Fast food is every bit as nutritious as other kinds of food.
2 Life in the 21st century is infinitely better than (it was) a century ago.
3 The more I try to organize my life, the more stressed I become.
4 Students must complete this exercise in no longer than five minutes.
5 The service in this restaurant is nowhere near as good as it used to be.
6 Considerably fewer people visited the website this/last month.

EXTENSION You could use sentences 1–3 for a mini group discussion. Encourage students to give examples and/or reasons to support their opinions.

Pronunciation sentence stress

- Draw students' attention to the example sentence: point out that the bold words are stressed, while the double slash is used to indicate a pause.

EXTRA SUPPORT Stressing is done by emphasizing words, e.g. by saying them more slowly, at a slightly higher pitch, sometimes with a very slight pause before, and/or sometimes more loudly. Encourage students to experiment to see what works best for them and their listeners.

- Say the sentence according to the marked stress and pause, or ask one of the students to say it, exaggerating the stressed words and the pause.

Exercise 5a 1.1

- Tell students they will hear four sentences. They should write down what they hear.
- Play track 1.1.
- Check what students have written down. If necessary, play the track again.

Exercise 5b

- Ask students to underline the main stress in each sentence and to indicate if there are any natural pauses.
- Students compare their answers with a partner.
- Ask students to practise with a partner and then elicit an example of each sentence.

SUGGESTED ANSWERS/AUDIOSCRIPT 1.1

1 They're much better organized than they used to be.
2 The more we rush around, the more stressed we get.
3 I waited as long as I could.
4 Events are moving far more quickly than we expected.

Exercise 5c 1.1

- Play track 1.1 again for students to check their answers.
- Ask them to repeat the sentences, paying attention to the stresses and pausing.
- Point out that using effective word stress and pausing is very useful for conveying a message clearly; it is important when giving a presentation, speaking to a group of people, or trying to persuade someone about something, for example.

Exercise 6

- Put students into groups of three or four. Tell them they will be comparing today's lifestyles with those of the 1980s.

EXTRA SUPPORT Prompt students by suggesting they think about office hours (which are often flexible now) and communication (less or no reliance on smartphones, etc.). If you have young students, encourage them to draw on information they know about their parents' generation.

- Ask them to read the five categories they should consider.
- Ask students to work in their groups to consider what aspects of each topic they could discuss and how these have changed over the last thirty to forty years.
- Encourage them to use examples and reasons to support their ideas.
- Give them about ten minutes.
- When they are ready, ask them to choose the most interesting points, and to summarize them. Give them three minutes to do this.
- Ask each group to choose a spokesperson to present their ideas to the class. Remind students to speak slowly and clearly, to stress important words and pause naturally.
- As they listen, encourage students to note down anything of particular interest to comment on afterwards.

FEEDBACK FOCUS Encourage students to comment on each other's ideas at the end of each presentation. Ask them to validate their arguments. You could also comment on the presentation in terms of sentence stress and pausing. At the end, discuss which group found the most ideas, or the most interesting ideas. Students could vote on this.

Vocabulary & Speaking time and speed

Exercise 7

- Students work in pairs. They should read the statements and decide if they are true for them. Encourage them to support their ideas with examples.
- Elicit a few ideas. Is there a pair who agrees with all three statements, or with none of them?

EXTENSION Encourage other students to challenge their opinions, but make sure they do this politely, e.g. *What makes you think that? Could you give me an example to support your opinion?* Discourage students from responding simply with, e.g. *I don't agree./That's not true.*

Exercise 8a

- Students work alone to read the phrases, and then use them to complete the four sentences.
- Students compare their answers with a partner. Ask them only to discuss their answers, not their opinions on the questions yet.
- Check the answers together.

ANSWERS

1 the (very) last minute 2 up to speed, behind the times
3 With hindsight 4 time flies

EXTENSION Check the meaning of the phrases not used, i.e. *short and sharp* (= (a punishment) that is quick and effective); *time and again* (= on many occasions); when *time drags* (= it passes very slowly).

WATCH OUT! Remind students that *and* and *to* are very short in *short and sharp, time and again* (compare *fish and chips*, /ən/) and *up to speed* /tə/.

Exercise 8b

- Put students into groups of three or four.
- Students discuss the questions in exercise 8a together. Encourage them to use examples to support their opinions and use questions to find out more information.
- Encourage them also to use time phrases from exercise 8a.
- When they have finished, and if there is time, elicit from each person in the group what they found most interesting.

FEEDBACK FOCUS As you listen, note down students' use of the phrases from the box. You could suggest that one person in each group puts a tick in the box next to a phrase every time it is used. Students then count up how many ticks there are at the end.

EXTRA ACTIVITY Ask students to work in pairs to choose three phrases from the box and write three new sentences, each using one phrase. Ask them to write the sentences – without the phrase included – on a piece of paper. They should then swap papers with another pair and try to complete the sentences.

DICTIONARY WORK Ask students to use their dictionaries to look up *time* and *speed* and find other useful phrases to record, e.g. *to be ahead of your time, to do time, time's up.* They could work in pairs and check they understand each phrase and are clear on how to use it. Then, together, they should prepare to explain it, with examples, to another pair of students.

STUDY TIP Suggest students keep a record of new words and phrases in their notebooks. You could put a suggested guide on the board to include the following in a table: target word, definition/meaning, pronunciation, word class, example sentence.

Additionally, you could keep a vocabulary box for the class and, at the end of each lesson, ask students to decide which new words/phrases to put onto slips of paper to go into the box. You can then use these regularly for vocabulary revision activities.

Note that keeping vocabulary records will be dealt with in detail in lesson 1.3.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 nothing like 2 far 3 fewer 4 less 5 quicker 6 no 7 the 8 an hour

Exercise 2

1 less 2 a lot 3 fewer 4 the more we 5 more 6 much 7 much less 8 quite a bit 9 as 10 as much 11 a lot 12 as many 13 a lot

1.2 Managing change

Goals

- Use continuous forms
- Talk about change

Grammar & Reading continuous forms

Lead-in

- Write *change* on the board.
- Ask students to think about any major changes they have experienced where they work or live, e.g. a change in working hours or venue, a new shopping centre, etc.
- Ask them to consider the following questions: What was the change, and how did it happen? How easily did they adapt to the change, or not? Why?
- Ask them to share their ideas in small groups.
- Elicit some of their experiences.

Exercise 1

- Students work in pairs. Ask them to look at the photo and discuss what they think is happening, and why.
- Elicit their ideas and ask them to explain their reasons.

Exercise 2

Text summary: The book review of *FISH!* describes some of the things which happen at Pike Place Fish Market in Seattle, US. It explains that the story illustrates how a business was revolutionized through four principles, and how these have been applied successfully to other places of work.

- Students read the review and answer the three questions.
- Students check their answers with a partner.
- Check the answers together.

SUGGESTED ANSWERS

1 **The atmosphere is positive or exciting. Customers seem to enjoy it, and stay to watch the 'show'.**
2 **The Pike Place Fish Market used four principles to change their business; others have now applied these to their own businesses to help motivate staff.**
3 **Students' own answers.**

- Check *to tease* (= to laugh at someone and make jokes about them; can be friendly and/or annoying or embarrassing).
- Ask if students would like to read the book. Why/Why not?

EXTENSION If your students work, ask them which of these principles they have experienced in their own environment. Do the principles work? Is it possible to influence whether you have a good or bad day? Is 'playing' at work a good idea? How easy is it to make someone's day? For students who don't work, ask what they have experienced or know about motivating people and/or building a good team.

Exercise 3a

- Students read the text again and complete it by putting the verbs in the correct form.
- Do the first one together.

Exercise 3b

- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 threw 2 was 3 was teasing
4 were laughing 5 've been watching 6 tells
7 is going 8 are still taking care/still take care
9 had been struggling

Exercise 4

- Students read the Grammar focus box and match the example sentences with the descriptions.
- If students need extra help with any of these tenses, use a timeline on the board to indicate when the activity takes place, relative to the past/now/the future and any other relevant activity happening around the same time.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 e 2 a 3 b 4 d 5 c

WATCH OUT! Remind students that some verbs are rarely or never used in the continuous form. These verbs do not describe actions, e.g. *like, know, seem*, etc. Elicit any other similar verbs they can remember, e.g. *believe, doubt, guess, imagine, mean, remember, think, want*.

EXTRA CHALLENGE Elicit the difference in meaning between each use of *think* and *feel* in these examples: *I think it's a good idea/I'm thinking of you*. In the first, *think* expresses an opinion; in the second, it is the action of having something in your mind. *I don't feel like going out/I'm feeling ill.* In the first, *feel* is about a state of mind; in the second, the speaker is describing their physical state.

- Remind students to check the *Grammar reference* on page 143 where there are two more practice exercises they can do for homework.

Exercise 5a

- Students work alone to complete the questions with the correct verb form.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 makes
2 did the market workers do/are the market workers doing ('did the market workers do' describes their everyday actions, 'are the market workers doing' talks only about the specific situation being described)
3 do the market workers want
4 did the businesswoman apply, happened
5 have seen

EXTRA SUPPORT If students ask, explain that in question 5, *see* can be used in the continuous form when it is an action and means 'to meet', e.g. *I'm seeing John on Friday*.

Exercise 5b

- Put students into pairs to ask and answer the questions.
- When they have finished, elicit some of their answers.

SUGGESTED ANSWERS

1 The book explains that workers rather than management revolutionized their business.
2 They threw fish to each other, they teased their customers and made them laugh, they had a positive attitude, they were serious about business but still had fun, they tried to make their customers' day, and they tried to be present.
3 They want their customers to experience the energy they put into their jobs, and make them feel like they are watching a show.
4 It changed the negative work culture significantly and improved her team's motivation.
5 Students' own answers.

Vocabulary & Listening change

Exercise 6 1.2

Background note: 'Change management' is an approach to helping individuals, teams and organizations move towards a desired future state. The aim is to implement changes smoothly and successfully to achieve lasting benefits.

Audio summary: The introduction to the seminar explains why change is difficult for companies to implement. In the main part, the speaker explains how change is approached in different regions, and why. She refers to Anglo-Saxon countries, Scandinavia and the Netherlands, Mexico, Russia and India, and Germany and Austria.

- Ask students to work in pairs, A and B.
- They should listen and answer their own question, A or B.
- Students then share their answers in turn.
- Elicit answers from the students.

EXTENSION Ask students if they have experienced change in their own places of work. For non-working students, ask them to think about any changes they have experienced where they study/studied or at home. How successfully was the change implemented? What were the impacts, and how were they and their colleagues/peers affected?

SUGGESTED ANSWERS

Workers: feel threatened by change, prefer things to stay as they are because they fear the unknown, get nervous when managers show anxiety
Managers: anxious about communicating change, don't communicate well, show anxiety

AUDIOSCRIPT 1.2

The management of change is one of the most difficult things for organizations to do well. Many people feel threatened by change, and fear of the unknown means workers often prefer things to stay as they are. Managers in turn are often anxious about communicating change. This may mean that they don't communicate appropriately or that the team picks up on their anxiety and becomes nervous in turn.

Exercise 7a 1.3

- Tell students they will hear the next part of the seminar. Ask them to note down the three general factors which affect a culture's response to change.

- Students check their answers with a partner.
- If necessary, play the recording again.
- Check their answers together.

SUGGESTED ANSWERS

1 respect for power
2 importance of the individual versus the group
3 the necessity of avoiding uncertainty

AUDIOSCRIPT 1.3

People in different cultures do not respond in the same way to approaches to change management. Factors which affect the way people react include how much respect people have for power and those in authority, and the importance of the individual versus the group. Another key factor would be how people react towards uncertainty – not being sure what is going to happen. If managers fail to take these factors into account, they may find workers are highly resistant to change.

Exercise 7b 1.4

- Students read the information in the two columns and then listen to the final part of the seminar and match them.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 c 2 a 3 d 4 b

AUDIOSCRIPT 1.4

German-American psychologist Kurt Lewin, one of the pioneers of organizational psychology, devised a three-step model for the effective management of change. The first step, which he calls 'unfreezing', concerns explaining why things should be done in another way. This step is very important and a particular approach may be more effective in one culture than another.

In Anglo-Saxon countries, it's important to show how change will benefit the individual. If people can see that doing things a different way will help their career or bring a reward, they are more likely to respond positively.

In Scandinavia and the Netherlands, people like to feel a high level of autonomy in their work and believe that they, not managers, fully understand their work. In this culture, consultation and decision-making by the team is very important.

In countries such as Mexico, Russia and India, people believe that the person at the top of the company has a good overview and can make the best decisions. Communication of change should also be done formally, through written documents.

In Germany and Austria, the emphasis is on being an expert. An expert is believed to be in a position to define new directions. Therefore, anyone who wants to implement change must first ensure that their knowledge and expertise is recognized. It's not enough just being a manager.

The next step in Lewin's model is known as …

EXTENSION Ask students which of the four issues a–d is the most important to them, and why. Is this in line with their culture/nationality? Ask them to think again about any changes they have experienced. How were the changes introduced? Which style did they most closely resemble?

Exercise 7c

- Students work in pairs. They read the sentences and decide if they are true (T) or false (F).
- Do the first one together. Encourage students to give reasons for their decision.

ANSWERS

1 F 2 T 3 F 4 T 5 F 6 F

Exercise 7d 1.3, 1.4

- Ask students to listen again and correct the false sentences.
- Play the recording again.
- Check their answers.

SUGGESTED ANSWERS

1 People may resist it.
3 They need to highlight benefits to the individual.
5 Indians expect to be informed by their superiors.
6 In Mexico, Russia and India, written communication is preferred.

Exercise 8

- Students match the words in bold in exercise 7c to meanings a–g.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

a adapt b facilitate c impose on d bring about
e implement f resist g consultation

EXTRA ACTIVITY Write *adapt* on the board. Elicit from the students what the noun and adjective forms are (*adap**ta**tion*; *a**dapt**ed*). If you have a strong class, you could also include *adaptor* (= a device for connecting pieces of electrical equipment that were not designed to fit together, e.g. to use a European plug in the UK). Check word stress. Then ask students to draw a table with four columns headed 'verb/noun (person)/noun (thing)/adjective'. Add the following words to the board: *facilitate, impose, implement, resist, consider.* Ask students to complete the table for the words from the same families and to underline the stressed syllable in each word. Note that not all forms exist for each word in each part of speech.

Exercise 9

- Students will be working in groups as part of a company which wants to expand into new markets. Each person in the group will be preparing a presentation on business information from a different country: Japan, Brazil and Spain. They read the information on the country they are researching, summarize the most important issues, and then present it to their group. The group then has to decide which country its company wants to expand into first.
- Students work in groups of three: A, B and C. Each student looks at the relevant page at the back of the Coursebook (Students A turn to page 126, Student Bs turn to page 133 and Student Cs turn to page 139).
- Make sure students understand what they read, and check any pronunciation issues, e.g. Student A: exper**tise**; Student B: casual /ˈkæʒuəl/; Student C: hierarchy /ˈhaɪərɑːki/.

- Students read the business information about 'their' country, and decide what information to include in their one-minute presentation.
- Remind students to think carefully about the delivery of their presentation and to use appropriate pausing and stress, as illustrated in lesson 1.1.
- Students should present their findings as objectively as possible, without being negative about any of the facts.
- When they are ready, students give their presentations to each other in their groups. They should be prepared to answer questions.
- The other two students should be ready to ask questions to find out any more information they need at the end of the presentation.
- Finally, students review all the information and decide which country they feel their company should expand into, and why.
- When all groups have finished, ask each in turn which country they will expand into first and why. Encourage other students to challenge their opinions, but with reasons.

EXTRA SUPPORT If you have a weaker group, ask students to work in same-country groups first to put their ideas together and prepare their presentations. Then regroup them – A, B, C – to give their presentations to each other.

FEEDBACK FOCUS As you listen to the presentations they give, note down some of the following: their awareness of the countries' different cultural issues, how these might help or hinder their work and their ability to convey the facts clearly. You could also comment on their delivery. This would include pausing and stress (as demonstrated in lesson 1.1), as well as eye contact and gesture.

EXTRA ACTIVITY When they have finished, you could brainstorm and collect words (from the country fact sheets, and the students themselves) describing behaviour and situations, e.g.
Japan: *polite, respectful, annoyance, impatience, arrogant, self-confident*
Brazil: *successful, unnerving, stiff, reserved, appearance*
Spain: *make assumptions, hierarchy, delegated, sincerity, punctuality, restricting*.
Ask students to check the meanings of the words in a dictionary (if they haven't already done so), and to work in groups using the words to describe their own, or another, culture.

CRITICAL THINKING Ask students to reflect on the characteristics mentioned about each of the groups of countries. Is it a good idea to be very specific about such features? What other factors are important to bear in mind (e.g. gender, background, preferences, individual personalities, etc.)? What examples do they have of inappropriate stereotyping?

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 Have you been waiting
2 Is it still snowing
3 'll be having
4 A 's/is your new job going
  B 's going, 've just been meeting, getting
5 A were coming
  B 'd been helping/was helping, 's/is looking, was helping/'ve been helping

Exercise 2

1 are constantly evolving
2 have increasingly been using
3 has revealed
4 has completely changed
5 shows
6 are more and more turning to
7 believe
8 will have colonized
9 will be living
10 are currently being developed
11 may be travelling
12 has indicated
13 have known
14 have been increasing
15 to be increasing

1.3 Vocabulary and skills development

Goals

- Predict content
- Use a dictionary

Reading & Speaking predicting content

Lead-in

- Ask students to work on their own and think of a book they have read recently or a film they have seen. Encourage them to think of something that the others in the class will have heard of. They should keep their choice a secret.
- Then ask them to write five key words which they could use to convey the main idea of the book or film. (These will probably be adjectives or nouns.)
- Then put students into groups of three or four.
- Students show their group the words they have written. The others try to guess what the film or book is.
- When they have guessed or been told the answer, ask them how easy it was to guess the book or film. Which words helped? What made it difficult?
- You could demonstrate this idea yourself first with a book you have read or film you have seen.

Exercise 1

- Tell students to look at the film and book titles and illustrations.
- Ask them to work in pairs and guess what the common theme is.
- Elicit some answers from the students.

SUGGESTED ANSWER

They all feature a transformation of some kind.

EXTENSION Ask students what the connection here is with the theme of unit 1 (Change). What phrases can they remember which include the word 'change' (e.g. *adapt to, facilitate, impose, bring about, resist*, etc.)?

Exercise 2

- Students read the information in the Unlock the code box about predicting content.

- Ask students which of the ideas they use regularly, e.g. do they read the headline of a newspaper article to decide whether to read the article or not? How important are pictures or photos in influencing whether they read something or not?

Exercise 3a

- For question 1, focus students attention on the article and ask them to look at the title, visuals and first sentence.
- Ask them what they expect to read about in the article.
- Ask students to share their ideas with a partner.
- Then elicit their ideas.
- Move on to question 2. Students now discuss which words they would expect to find in the article.
- Elicit their ideas, but don't finalize this until they read the article.
- For question 3, ask students if they can predict what the writer will say about the topic and what the conclusion will be.
- There are no specific answers to this exercise. Explain that we often use a variety of clues to predict what we are going to read about, sometimes without being aware of this. However, when reading in a second language, it's a good idea to use these strategies in a more direct and focused way.

Exercise 3b

- Students read the first sentences of each paragraph.
- You could divide students into three groups and allocate one paragraph to each group.
- Students share their ideas with each other.
- Elicit some of their ideas.

Exercise 4

Text summary: The text discusses the popularity and reasons for books and films about transformation. The first paragraph gives examples of such films. The second explains the tradition of such stories. The third paragraph attempts to rationalize why such stories are popular, in terms of mirroring changes and developments in technology, lifestyle and the weather.

- Students read the article to see how closely they managed to predict its content.
- Students compare their ideas with a partner.
- Elicit their ideas. What was the text about? How closely did they manage to predict it?
- Check *multiplex* (= a large cinema/movie theatre with several separate rooms with screens), *zombie* (= a dead body that has been made alive again by magic), *symptomatic* (= being a sign of an illness or a problem).
- Check the pronunciation of *prestigious* /pre'stɪdʒəs/.

EXTENSION What aspect(s) of exercise 3a was the most useful in helping them predict the content of the text? Why?

EXTRA ACTIVITY Ask students to think of something they regularly read, e.g. a newspaper (print or online), a magazine related to their work, a blog, etc. Using the ideas in the Unlock the code box, what influences them most in deciding whether to read on? What helps them most in predicting what they are going to read? If they find they don't read what they are expecting to read about, are they willing to change their minds, (i.e. how tolerant are they?) You could suggest students try out some of these ideas before the next lesson and report back on their findings.

WATCH OUT! Remind students that although it's helpful to try to predict content from a headline or title, sometimes these can be misleading: it's worth reading the first sentence of each paragraph to establish how relevant the headline is.

Exercise 5

- Students think of other books, films or stories they know where a key character is transformed in some way.
- Give students one or two minutes to work out how they will explain what happens.
- When they are ready, students tell a partner about the transformation.
- You could suggest they listen and decide which of their two transformations is the most interesting or strange and why.
- Elicit some ideas from the group.

Vocabulary using a dictionary

Exercise 6a

- Put students into pairs. Ask them to match the categories on the left to the questions.
- Do the first one together.
- Check the answers together.

ANSWERS

1 j 2 g 3 a 4 i 5 d 6 b 7 e 8 c 9 f 10 h

EXTRA SUPPORT If your students need more help with these, use words the students are familiar with to elicit or give examples of each category. You could use words from the reading text in lesson 1.1 for this, e.g. elicit the relevant information about each of the following words: *fad, short and sharp, advocate*, etc.

Exercise 6b

- Ask students which features 1–10 they usually include in their notebooks.
- They could discuss these with a partner, before you discuss as a class.
- Are there any features which they think are unnecessary? Why?
- If necessary, refer back to the Study tip in lesson 1.1 about recording new words.

Exercise 7

- Students look at the list of words in the box and decide which of the ten features in exercise 6a they would record.

STUDY TIP You could ask students to draw up a table with the eight words listed horizontally, and the ten features listed vertically down the side. Ask them to put a tick in each box for each feature they would record. They could do this in pairs, and then you could ask them to compare notes.

- Then ask students to read the Vocabulary focus box on using a dictionary.
- Ask students to discuss their ideas with a partner.
- Elicit some of their ideas. Which features are most typically or almost always included? Which features are only included for some of the words? Why?

EXTENSION Ask students to discuss if they agree with the *essential* and *useful* groups. Why/Why not?

SUGGESTED ANSWERS

Point out that some features are especially important for some words, while sometimes some of the features are not important (see exercise 8 below).
allow: definition, associated grammar
fairy tale: definition, connotation (usually for children)
feisty: definition, pron, connotation (informal, approving)
multiplex: definition, pron, variety (British English)
nerdy: definition, word class, connotation (sometimes negative)
plot: definition, pron, word class (both verb and C/UC noun), idiom? (the plot thickens)
prestigious: definition, pron, grammar (usually before noun)
roughly: definition, pron

Exercise 8

- Make sure your students have (preferably) monolingual dictionaries to work with, or a good online dictionary, e.g. http://www.oxfordlearnersdictionaries.com.
- Students work alone to answer the questions.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 adjective
2 a change in the form or structure of something
3 with
4 both
5 informal
6 /ˈmʌs(ə)lz/
7 *-ing* form/noun
8 approval
9 make

PRONUNCIATION/EXTRA SUPPORT Remind students that recording pronunciation means noting down sounds, as well as word stress; at this stage they should be able to use the phonemic script, or at least recognize and copy the more difficult and important sounds (e.g. /ə/, /ɪ/ vs /iː/, etc.). For recording stress, they should either use a stress marker before the stressed syllable, or underline the stressed syllable.

WATCH OUT! At this level, it's important that students are using a monolingual dictionary; this will give them the ten features described in exercise 6a. A bilingual dictionary will not be sufficient.

Exercise 9a

- Students work alone to do this exercise.
- Again using dictionaries, ask students to look up the words in bold.
- Ask them to read the dictionary entry and decide which of the ten features in exercise 6a are important for each word.
- They could draft a table to include the ten features to help them record which ones are most important.
- You could do the first one together, eliciting their reasons for including or excluding each feature.

Exercise 9b

- When they have finished, put students into pairs.
- Ask them to discuss their answers, giving reasons for what they chose to include and exclude.
- Elicit answers from the students.

EXTENSION If they are interested, students could discuss the questions in exercise 9a.

SUGGESTED ANSWERS

1 variety (*fall* = American English for *autumn*)
2 connotation (disapproving) or style/register (informal)
3 grammar (*eligible* is followed by *to* + verb or *for* + noun)
4 style/register (medical/formal)

FEEDBACK FOCUS When listening to their answers, do a brief survey of your students to find out what categories from exercise 6 they find most important to note down, and why. Check your findings with them. Encourage them to make a habit of referring to the categories, perhaps even using the list as a checklist when they are recording new words. Remind students that failure to do this will prevent them from using words effectively and communicating efficiently.

EXTRA ACTIVITY Ask students to work in pairs and look back at lessons 1.1 and 1.2. Ask them to choose which words they want to record, and what information they will include for each word. Give them five to ten minutes to do this. Then ask them to group with another pair to compare notes.

You can also do something similar in future lessons, as a means of revising vocabulary, as well as refreshing students' study skills.

1.4 Writing and speaking

Goals

- Write a report based on a graph
- Use vague language (1): approximation

Reading & Writing a report based on a graph

Lead-in

- If your students are of mixed nationalities, ask them to work in groups of three to compare the capital cities of their countries in terms of population, industry, economy and tourism, and to compare how cities are developing. Give them time alone first to collect ideas.
- If students are the same nationality, ask them to compare their capital city with, e.g., London or New York.
- Elicit a few facts. Ask what they think influences these aspects of their city: location, history, culture, etc.

Exercise 1

- Students work in pairs and look at the map to answer the questions.
- Prompt them to use the information on the map to help.
- If necessary, for question 3, prompt students to consider geography, history, climate, industry (manufacturing), etc.
- Elicit some ideas. Accept all reasonable ideas at this stage.

EXTENSION Ask students if they have been to any of these places, or places which may be similar. Do these cities have anything in common with their own capital?

ANSWERS

Students' own answers

Exercise 2 1.5

Audio summary: The speaker explains that six of the world's current fastest-growing cities are mostly not very well known. It gives more details about each of the cities on the map and reasons for their growth potential.

- Ask students to listen to check their ideas.
- Play track 1.5.
- Students check their answers with a partner.
- If necessary, play the recording again.
- Check the answers together.

ANSWERS

1 Beihai (China), Surat (India), Ghaziabad (India), Bamako (Mali), Kabul (Afghanistan), Sana'a (Yemen),
2 Beihai: near Vietnam, Hong Kong, and Macao – economic development and tourism
Surat and Ghaziabad: industrial cities
Bamako: shipping and industry, rural migration
Kabul: rural migration
Sana'a: ancient city, oil industry
3 They are the six fastest-growing cities in the world

AUDIOSCRIPT 1.5

When we think of the world's biggest cities, we might think of places like Tokyo or Mexico City. While these are certainly big, the map shows us the six fastest-growing cities in the world and the cities which are likely to continue growing rapidly from now till 2020. None of them are in Europe or the Americas. Five of them are in Asia and one is in Africa.

The world's fastest-growing city in terms of population is Beihai in the Guangxi region of China. Its location near Vietnam, Hong Kong and Macao has aided its economic development, and tourism is also on the increase. Its average population growth from 2006 to 2020 is estimated to be nearly 11% per year.

Surat and Ghaziabad are both important industrial cities in India. Bamako, the capital of Mali, is a centre for shipping and industry which has grown due to rural migration – as has Kabul in Afghanistan. The ancient city of Sana'a in the Middle Eastern country of Yemen has existed for more than 2,500 years but has grown recently due to the oil industry.

Exercise 3a

- Ask students to look at the graphs.
- They should find out what information the graphs give and what differences there are between the cities.
- Ask students to discuss their ideas with a partner.
- Elicit a few ideas.

ANSWER

They show the population and rate of growth of population in three Indian cities from 1991 to 2011. The populations of both Ghaziabad and Surat have doubled over this period, whereas the more famous Mumbai has grown more gradually. When comparing the two decades, the rate of growth has been significant in Surat and Ghaziabad. In Mumbai there has been a drop in the rate of growth.

Exercise 3b

- Before students read the report, ask them to read the questions.

Text summary The report summarizes the information in the graphs, also comparing similar cities. The students should have most of this information from looking at the graphs.

- Ask students to work alone to answer the questions.
- Students then check their answers with a partner.
- Check the answers together.

ANSWERS

1 to establish the topic for the report and present a new aspect of city growth.
2 **Paragraph 1:**
introduces the subject and mentions two interesting/surprising pieces of information (that despite having the fastest-growing city, there are more Indian than Chinese cities in the top thirty; that better-known Indian cities are not the fastest-growing)
Paragraph 2:
provides statistical and background information on two of the fastest-growing cities
Paragraph 3:
presents the contrasting case of Mumbai
3 Surat grew by an incredible 55% between the 1991 and 2001 census and continued to grow by 82% in the ten years to 2011.
The population of Ghaziabad has more than doubled in the past twenty years – from 2.3 million in 1991 to 4.7 million in 2011.
Mumbai, though still India's largest city with a population of nearly 12.5 million in 2011, has grown at a much slower rate. From 1991 to 2001 its population grew by about 20%; but in the decade to 2011, population growth stood at just 4%.
4 Background information about the study of the growth of Indian cities and the number of Indian cities in the top thirty in terms of growth.
Background information about the three cities in the graph, including location and industry.
Predictions about future growth.

EXTENSION Ask the students if any of the information in the text surprises them. Why/Why not?

Exercise 3c

- Students work alone first.
- Ask students to read the article again and underline phrases used to describe statistical change.
- They then use the phrases to complete the Language for writing box.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 According to (a recent study)
2 in terms of (growth)
3 in the ten years to 2011
4 in the next ten years
5 By contrast

Exercise 4

- Students work in pairs and look at the task on page 126.
- Draw their attention to the two illustrations and the information included about three megacities in Latin America (Buenos Aires, Mexico City and São Paulo).
- To prompt them, elicit some of the information.
- Tell students they will be writing a report about the city. You could set a word limit of 200–250 words.
- In part b, students work together to decide what information to include in the three sections.
- Refer students back to exercise 3b; remind them to include a suitable opening sentence and clearly defined paragraphs.
- Remind students to refer back to the sample report on Indian cities if necessary.
- In part c, students write the report: remind them to include phrases from each category of the Language for writing box.
- Before they finish, remind students to read through the report again to check spelling and punctuation in particular.

EXTRA SUPPORT Give students plenty of class time and support to prepare the content of their report together. They could write a first draft at home to bring to class next time. Alternatively, suggest they collaborate in pairs.

STUDY TIP Encouraging students to employ draft stages should help them produce a better final text.

EXTENSION If students are interested, suggest they circulate their reports in class to compare what they have written. Encourage them to find something they particularly like about each report and one suggestion for improvement.

FEEDBACK FOCUS Make sure students, in pairs, agree on their written report. Collect the reports in. Be sure to include, at the end, an overall comment on the content of the report (e.g. interest and/or surprise at the speed the cities are growing, etc.). Then focus on language: you might decide to focus only on language from the Language for writing box. Instead of correcting it, use correction symbols (e.g. sp = spelling mistake, ww = wrong word, vf = wrong verb form, t = wrong tense, etc.). Make sure that your students are familiar with these symbols.

SUGGESTED ANSWER

Buenos Aires' population increased from approximately 11 million to 13.5 million. In the decade between 1991 and 2001, it had a population growth of 7%. During the following decade, the population growth increased to over 12%.
Mexico City's population increased from approximately 16 million to 20 million. In the decade between 1991 and 2001, it had a population growth of 18%, which dropped to 10% in the following decade.
São Paolo grew from approximately 15 million to 21 million, and experienced a rate of growth in each decade of 21% and 17% respectively.

Listening & Speaking vague language (1): approximation

Exercise 5

- Students work in pairs.
- They should look at the photos and discuss the questions.
- Elicit a few ideas from them.

ANSWER

The photos show Shanghai in 1987 and 2013.

Exercise 6 1.6

Audio summary: The speaker describes how Shanghai has changed over the past thirty years. She gives examples of recent construction work (new commercial buildings, shops and museums, housing, etc.) all as a result of Shanghai's growing population. She specifically mentions changes to the waterfront area and public transport, but says the city is still very polluted, despite the number of parks.

- Ask students to read the questions, and then listen for the answers.
- Play track 1.6.
- Students check their answers with a partner.
- Check the answers together.

SUGGESTED ANSWERS

1 It's doubled in population in thirty years. Rural areas have been transformed. A lot of skyscrapers have been built, along with shops, museums and restaurants. The Pudong district has changed considerably.
2 They're constantly building. People are being moved out of old housing. It's getting more westernized and more expensive and there's a bigger middle class. More people are moving to Shanghai.
3 Pros: quality of housing, the waterfront area, improvement to public transport including the metro, greener than it used to be with more parks and a green belt
Cons: some residents not happy about being moved, more expensive, pollution is still a problem
4 They're planning to build seven more metro lines. People will continue to move to Shanghai.

AUDIOSCRIPT 1.6

Shanghai has changed enormously in the last thirty years or so. I mean, it's really grown a lot. There are now just under twenty-four million people living here – that's double the population of the late eighties; so the past thirty years or so have seen some big changes.
I think the area that's undergone the most dramatic change is probably Pudong: it used to be a rural area, but it's been completely transformed. They've built an incredible number of skyscrapers, and the skyline has changed beyond recognition. A lot of the big financial institutions which used to be in the Bund – that's another district – well, they've moved to Pudong. You've got the Shanghai Tower – that's the tallest building in China – and Pudong is also where the airport is now. There are loads of shops, museums and restaurants – it's a really lively part of the city.
But it's not just the centre of the city that's changed – the way Shanghai's growing means they're constantly putting up new tower blocks and residential areas all over town. I know some people aren't happy about being moved out of their old houses, but I think the quality of housing has improved a lot, and most people see it as something positive.

I suppose in some ways I think it's becoming more westernized, or maybe more globalized – you see all the same stores and chains you would in London or New York. I think it's also getting a lot more expensive because of this. There's also a much bigger middle class.
I absolutely love what's happened in the waterfront area – that's all really changed. They always seem to be building a new expressway or widening an existing one. The metro's great – it's now got, what, something like twelve lines? And I think they're building or planning to build somewhere in the region of seven more – that's a big improvement.
One thing that hasn't changed too much, though, is the pollution – Shanghai's a lot better than Beijing, but the air quality's still not that great. But Shanghai is a much greener city than it used to be – they've established a green belt, and there are dozens of parks now – a lot more than there used to be. And, there doesn't seem to be any sign of it stopping – more people are moving to Shanghai all the time.

EXTRA SUPPORT If your students find the listening quite long, play it in shorter parts, giving them time to discuss their answers with a partner.

DICTIONARY SKILLS If you have a strong group, ask students to use their dictionaries to check the difference in meaning between *house* and *residential area*, and any other similar words related to 'a place to live'.

Exercise 7a 1.6

- Students read the extracts and then listen to choose the correct option.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 in the last thirty years or so
2 just under
3 an incredible number of skyscrapers
4 loads of
5 somewhere in the region of
6 dozens of parks

Exercise 7b

- Ask students to read the Language for speaking box.
- Draw their attention to the five categories.
- Then ask them to look back at exercise 7a and put the expressions they underlined into the appropriate category.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 just under
2 somewhere in the region of
3 in the last thirty years or so
4 an incredible number of
5 loads of
6 dozens of

Exercise 8

- Students will be preparing a talk about a city or town they know well, or about Austin, Texas (see page 127).
- Suggest their talk lasts approximately two to three minutes.
- Ask students to read the categories for consideration under part a.
- Students look at the task to see the information that is included. If they prefer to use a different place, suggest they use the information in the task as a guide.
- Students then make notes under each heading.
- Remind them to compare data they find with how it has changed; they could compare today's information to twenty or thirty years ago, as appropriate.
- Students could check specific information on the internet at home, and find a photograph of the city to bring next time.
- Remind students to refer to the Language for speaking box, for phrases to compare data and be less precise.

EXTRA SUPPORT Students could work on the same city and work together on content and talk preparation. However, they should give separate talks.

Exercise 9

- Put the students in groups of three to five. If you have a small group, the talks could be to the whole class.
- Remind students who are listening to be ready to ask a question about the talk at the end.
- In turn, students give their talks.
- When they have finished, ask each group to decide which city they would most like to visit, and why.

FEEDBACK FOCUS Apart from commenting on the content of the talks, ask students to mention one thing they particularly liked about the talk and one idea to improve it. You could also make notes as you listen on content, structure (how the information is organized) and delivery (voice, stress, pausing, gestures, eye contact, etc.).

1.5 Video

Pike Place Fish Market

VIDEOSCRIPT

Seattle is a large city in Washington state in the north-west of the USA. Today, it's probably most famous for its great coffee and its wet weather, but traditionally Seattle was a port town. At the turn of the 20th century, most people here made their money from the area's abundant natural resources, and the city's two biggest industries were logging and fishing.

Today, Seattle is home to some of the largest multinational companies in the world, so logging is not nearly as important as it once was. But fishing still plays a vital role in the local economy. It is estimated that the commercial fishing industry is worth around six billion dollars and employs more than 10,000 people.

One employer is the Pike Place Fish Market, which was founded in 1930. The open-air market was initially very successful, but business declined throughout the 20th century. Supermarkets became significantly more popular, and by 1986 the fish market was almost bankrupt.

Today, however, business is booming. At its busiest, the market attracts up to 10,000 customers every day. And they don't just come for the fish. The market has become one of the city's most popular tourist attractions. Visitors come to see the famous flying fish, and to enjoy the hustle and bustle of a typical market day. Most of all, they come to have fun. So, what's responsible for this change in fortunes?

The current owner, John Yokoyama, bought the fish market in 1965. For over twenty years, he worked tirelessly and demanded the same of his employees. He was quite strict and severe, but nothing seemed to work. The fishmongers weren't happy, and fewer people were coming to the market.

John decided to change his entire management style. He realized that in order to transform the business he needed to motivate the staff.

At that time I met Jim Bergquist, who brought this new philosophy into the market, and he enrolled me into taking that on. And he brought a new philosophy … and a philosophy of being. And since that time, the company has just grown hands over fist … no I mean, every year we break records …

He wanted everybody – from the manager to the market trader – to feel part of the business, so he created a shared goal and asked each member of staff to make it happen. The goal was simple – to make Pike Place Fish Market world-famous.

To do this, they decided they weren't just selling fish; they were selling a whole consumer experience. The fishmongers invented games, like 'catch the fish'. They played practical jokes and started shouting and repeating every customer's order.

The more fun the workers had, the more good it did the business. Soon the marketplace was buzzing with the sound of flying fish, laughing customers and the shouts of the market traders.

Before long, the team had achieved their ambition, and today Pike Place Fish Market is world-famous – both for its fresh fish and its positive management style. In 1998, the team were featured in a corporate video on teamwork and motivation. This has transformed workplaces across the globe and the market has been featured in all kinds of books and articles. In 2001, CNN named Pike Place Fish Market as the most fun place to work in the United States.

The Pike Place Fish Market has become well known for its vibrant atmosphere and playful staff, but behind the fun is a strong commitment to friendly service and quality products. And from wild Alaskan crab to sockeye salmon, the Pike Place Fish Market will be selling world-famous seafood for a long time to come.

VIDEO ANSWERS

Exercise 1

a 3 b 1 c 2

Exercise 2

Students' own answers

Exercise 3

1 north-west 2 fishing
3 companies/corporations/businesses 4 successful
5 financial/terrible/desperate 6 change 7 fun
8 success/decision 9 well 10 example

Exercise 4

a value of the commercial fishing industry (in dollars)
b year the Pike Place Fish Market was founded
c customers per day at the Pike Place Fish Market/ number of people employed by fishing industry
d year John Yokoyama bought the Pike Place Fish Market
e year the Pike Place Fish Market featured on a video on corporate management
f year the Pike Place Fish Market was named most fun place to work by CNN

Exercise 5a–c

Students' own answers

Review

ANSWERS

Exercise 1

Suggested answers:

1 three times as many out-of-town stores as
2 The more we use cars, the more we are inclined to do our shopping
3 the food is every bit as fresh as
4 visit independent stores considerably less often than
5 of supermarkets is slightly lower than

Exercise 2

1 have been finding
2 are starting
3 will be watching
4 was working
5 had been working
6 had been waiting
7 are always looking

Exercise 3a 1.7

ANSWERS/AUDIOSCRIPT 1.7

(underline indicates the main stress)

1 We're living in a period of great transformation.
2 The internet has brought great benefits but also many problems.
3 Change in modern life is being accompanied more and more by a sense of nostalgia.
4 Future generations will look back on the present day as one of enormous technological advances.

Exercise 3b

Students' own answers

Exercise 4

1 symptomatic, behind
2 very, management
3 implementing, time
4 eligible, speed

Exercise 5a

approximately	twenty-odd, 1187 or thereabouts
less/few	anything up to 1,000, just under 40,000
more/many	loads of, upwards of 500,000
numerical	dozens of

Exercise 5b

Suggested answers:

twenty-odd – about twenty
loads of – a large number of
upwards of 500,000 – over 500,000
dozens of – a large number of
anything up to 1,000 – nearly 1,000
1187 or thereabouts – approximately 1187
just under 40,000 – a little less than 40,000

2 Feats

Unit overview

Language input

Noun phrases (1) (CB p16)	• *Professor Brian Cox's fascinating programme on BBC2 this evening* • *vast colonies of millions of monarchs huddling together for warmth* • *another particularly surprising fact about these insects*
Perfect forms (CB p19)	• *By 2040, we will have found alternative fuels …* • *The use of electricity has been transforming our lives ever since.* • *Until the invention of the wheel, humans had made pots by hand.*
Grammar reference (CB pp144–5)	

Vocabulary development

Phrases with adverbs (CB p17)	• *seriously loud, remarkably complex, utterly astonishing, …*
Collocations for describing problems and solutions (CB p18)	• *present difficulties/challenges, pose a problem/a question, an outstanding achievement/effort, …*
Collocations of perception and sound (CB p20)	• *a noisy environment, total silence, catch sight of, notice the difference, …*

Skills development

Listening: Taking notes (CB p21)
Writing: A summary (CB p22)
Speaking: An informal talk (CB p23)

Video

Documentary: The Falkirk Wheel (Coursebook DVD & CB p24)
Vox pops (Coursebook DVD & TG p256)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: That's nothing! (TG p206 & TSRD) • Vocabulary: A difference of opinion (TG p224 & TSRD) • Communication: Housemates (TG p242 & TSRD)
Tests	• Unit 2 test (TSRD)
Unit 2 wordlist (TSRD)	

2.1 Feats of nature

Goals

- Recognize and use noun phrases (1)
- Understand and use phrases with adverbs

Grammar & Reading noun phrases (1)

Lead-in

- Use the beginning of this lesson to revise some of the vocabulary from unit 1 (see the wordlist on the Teacher's Support and Resource Disc).
- Students work in two groups.
- Place two chairs in front of the board. One person from each team sits with their back to the board.
- Tell students you will write a word on the board. They should elicit the word from their team member, defining or explaining it, but not saying it. The first team whose person says the word gets a point. Change players after each word.
- Keep team scores on the board.

Exercise 1

- Check *feat* (= an action or a piece of work that needs skill, strength or courage). Elicit examples from students, e.g. climbing a very high mountain, doing an MA or PhD while bringing up a family, etc., and ask questions to find out what extra skills, strength or courage were required.
- Students work in pairs to read and answer the questions.
- When they have finished, elicit ideas from the students.

ANSWERS

1 A cockroach. In fact, it can run faster than a horse.
2 In pure weight, obviously a human, but in proportion to their own weight, a beetle. Some beetles can lift more than 1,000 times their own weight.
3 A lion. A lion's roar can be heard eight kilometres away.
4 A human, but chimpanzees can do basic maths, including adding up.
5 Debatable! Elephants don't kill each other. They feed and wait for crippled members of the herd.

Exercise 2

Text summary: The online article talks about the monarch butterfly, which is able to fly south to the same forests where previous generations flew.

- Students read the article to find the main topic.
- Students check their answers with a partner.
- Elicit their ideas.

ANSWER

How monarch butterflies manage to navigate 5,000 kilometres and find the right tree.

- Check *due south* (= in a southern direction).

WATCH OUT! Compare the pronunciation (sound) of *co* in the following words: ***co****mpass* /ˈkʌmpəs/, *ac****co****mplish* /əˈkʌmplɪʃ/, ***co****lony* /ˈkɒləni/.

- Check also the pronunciation of *monarch* /ˈmɒnək/.

Exercise 3

- Students read the text again to find the three main points.
- Students check their ideas with a partner.
- Check the answers together.

ANSWERS

1 The monarch butterfly manages to navigate 5,000 kilometres south.
2 It does this by a combination of watching the sun and using an internal clock.
3 The butterflies manage to find the correct trees even though they have never been there before (and we don't know how they do this).

Exercise 4

- Draw students' attention to the noun phrases in the Grammar focus box.

ANSWERS

1 before 2 after 3 adjectives 4 nouns

EXTRA SUPPORT Elicit other examples (students' own) for each category, to be sure that students are clear on the word classes and grammatical terms.

- Remind students to check the *Grammar reference* on page 144, where there are three more practice exercises they can do for homework.

Exercise 5

- Students work alone to identify the parts in each phrase.
- They check their ideas with a partner.
- Check the answers together.

ANSWERS

1 this (B), amazing (B), feat (N)
2 Brian Cox's fascinating (B), programme (N), on BBC2 (A)
3 one of the most incredibly sophisticated and accurate (B), internal clocks (N), found in nature (A)

Exercise 6a

- Students match the phrases from the article to the examples in the Grammar focus box. Do the first one together.

Exercise 6b

- Students check their answers with a partner.
- Check the answers together.

ANSWERS

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

Exercise 7

- Students put the words in order to make noun phrases.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 complex computer equipment costing a fortune
2 Gino's new machine for making perfect Italian coffee
3 a carefully constructed argument against the proposal
4 this amazingly complicated biological clock helping them to navigate

Vocabulary & Listening phrases with adverbs

Exercise 8 2.1

Audio summary: The presenter interviews three zoologists about amazing feats of nature. A zoologist is someone who studies the behaviour, origins, genetics, diseases and life progression of animals and wildlife.

- Ask students to listen, number the photos and add each animal's skill.
- Play track 2.1.
- Students check their answers with a partner.
- Check the answers together.
- Check *saliva* (= the liquid that is produced in your mouth that helps you to swallow food).

ANSWERS

1 lion – loud roar (can be heard eight kilometres away)
2 snapping shrimp – loud snap (that heats up the water to hotter than the sun's surface)
3 blue whale – loud call (travels 1,600 kilometres, as loud as a rock concert)
4 termite nest – complex nest (with special rooms, ventilation systems)
5 peregrine falcon – speed over short distances (320 kilometres an hour)

AUDIOSCRIPT 2.1

I Welcome to *Everyday Nature*, our weekly look at the world around us. Today we have three zoologists who are going to tell us about animals and their astonishing powers! Let's start with you, Dr Marshall. What's your area of interest?
Z1 OK, so I've been investigating sound. There are some pretty noisy animals around. For example, the lion has a seriously loud roar which can be heard eight kilometres away.
I And isn't there a kind of shrimp which makes an awfully big click?
Z1 That's right. It's called the snapping shrimp, and it makes an astonishingly loud snap that lasts for just one millisecond. But it's so loud and powerful that it heats up the water around it to a temperature hotter than the sun's surface! But the blue whale is the most impressive of all. Its calls travel more than 1,600 kilometres through the ocean, and are roughly as loud as a very loud rock concert.
I But we humans are unable to hear it, right?
Z1 That's right.
I Professor Green, I believe your field is building. There are some notably good builders out there in the animal world, am I right?
Z2 Oh, yes. Just think of a bird's nest, for example. It's so remarkably complex and beautiful that it was used as the model for the Olympic stadium in Beijing. But, I think it's beaten by the termite's nest, which is utterly astonishing. It's more like a city than a nest. It involves highly sophisticated systems. Did you know that inside the environment is temperature-controlled with special ventilation?
I So it's air-conditioned?
Z2 It certainly is, and what's more, there are special rooms that store food, contain gardens …
I Gardens?
Z2 … gardens, and of course, house the queen. It's an exceedingly impressive piece of work – and just made from simple materials like soil and saliva!
I So, Dr Johns, you study animals from which point of view?
Z3 Well, I'm particularly interested in how fast animals can travel, but also how long they can travel at the fastest speeds. For example, some birds, especially hunting birds like the peregrine falcon, are extraordinarily fast over a short distance – even up to 320 kilometres an hour, if they want to catch a mouse, for example – but they can't sustain that over several minutes.
I And it's fair to say that humans are hopelessly slow when it comes to running and swimming and so on, isn't it?
Z3 That's true, but we do have a critically important advantage, which is that we can run for long distances – much further than any other animal. It's because we have a radically different body structure. And being able to run for a long time can give you advantages that pure speed doesn't have. Not least, you can win marathon races!
I Well, thank you very much, Dr Johns …

EXTENSION Ask students which of the three aspects they are most interested in, and why. Find out also if they know any other facts relating to sound, building or speed.

Exercise 9 2.1

- Before playing the track again, ask students to read the eight phrases with adverbs. Can they remember what each one described?
- Play track 2.1 again for them to check and find out.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 the lion's roar
2 the termite's nest
3 the termite's nest
4 the system inside the termite's nest
5 the 'piece of work', i.e. the termite's nest
6 Dr Johns' interest in how fast animals can travel
7 the advantage that humans have in long distance running
8 body structure of humans

PRONUNCIATION Point out that we tend to put the stress on the adverb – the first word. Get students to practise each phrase with a partner, exaggerating the stressed words.

EXTRA CHALLENGE Ask students to think of something else they know (in the animal world or elsewhere) which they could describe using these phrases, e.g. *seriously loud*: the banging from the neighbours upstairs; *utterly astonishing*: the students' grades in their exam, etc.

Exercise 10a

- Tell students to choose three things they could describe in detail. Each description should include at least one noun phrase and one phrase with an adverb.
- Suggest they read the example to get the idea.
- Remind students to look back at the Grammar focus box too.
- Give students time to collect their thoughts and ideas.

EXTRA SUPPORT Students could work together to come up with their ideas and then present at least one idea each.

Exercise 10b

- Put students into pairs. They should describe their three things without saying what the item or person is. Their partner should try to guess.
- Elicit one or two of their ideas.
- Find out which descriptions were the easiest, or most difficult to guess, and why.

FEEDBACK FOCUS As you listen to their ideas, note down how students describe their three things. Comment afterwards on which descriptions were the most interesting. Ask students which person, place or object that they heard about they would like to meet, visit or see most, and why. Also, note down their use of noun and adjective phrases. You could suggest that students record the number of phrases each student uses in two columns: *noun phrases* and *adjective phrases*.

GRAMMAR REFERENCE ANSWERS

Exercise 1

The tarsier is a small nocturnal **primate** found in the rainforests of South-East Asia. It is the only fully predatory **primate** in the world. The tarsier feeds on lizards and insects and is even known to catch birds in mid-flight. The tarsier's most remarkable **feature**, however, is its enormous **eyes**, which, relative to body size, are the largest **eyes** of any mammal. The tarsier's **eyes** are fixed in the skull and can't turn in their sockets. To compensate for this, the tarsier has a very flexible **neck** capable of turning over 180 degrees. Because of the huge **size** of its eyes, the tarsier has extremely acute **eyesight** and superb night **vision**. However, like many **animals** which are active primarily at night, they are thought to have very poor colour **vision**.

Exercise 2

a Determiners: a, the, many
Possessives: tarsier's, its
Adjectives: small nocturnal, fully predatory, most remarkable, enormous, largest, very flexible, huge, extremely acute, superb, very poor
Nouns: night, colour

b Prepositional phrases: in the world, of any mammal, of its eyes
Relative clauses: found in the rainforests of South-East Asia, capable of turning over 180 degrees, which are active primarily at night

Exercise 3

1 Research has shown that chimpanzees are capable of making relatively intricate plans for the future.
2 The dung beetle is thought to be the strongest insect in the world. It can pull over 1,000 times its own body weight. This is equivalent to a human being pulling around 80,000 kilograms.
3 American William James Sidis is believed to be the most intelligent human who ever lived. He was a child prodigy who had exceptional mathematical abilities and a mastery of many languages. He is reported to have had a staggering IQ of over 250.
4 The first animals sent into space were insects and mice. In 1957, a Russian dog called Laika was the first animal to enter into orbit around the Earth. Laika died during the flight, as was intended, because the technology to return from orbit had not yet been developed. Today, many animals spend time in space as part of numerous experiments investigating the physiological effects of spending time in space.

2.2 Feats of engineering

Goals

- Talk about problems and solutions
- Use perfect forms

Vocabulary & Reading collocations for describing problems and solutions

Lead-in

- Ask students to think about something difficult they achieved. They should think first about the problems, then about how they managed to solve them.
- You could demonstrate this first yourself with an idea of your own.
- Students tell each other their experiences.
- Elicit a few ideas.
- Explain that this section will be about problems and solutions.

Exercise 1

Background note: **The Great Pyramid at Giza**: the oldest and largest of the three pyramids in Egypt. It is the oldest of the Seven Wonders of the Ancient World. It was built in 2,560 BCE. **Machu Picchu**: an Incan citadel high in the Andes Mountains in Peru, at 2,430 m. It was built in the fifteenth century. **The Great Wall of China**: a series of fortifications made of stone, brick, earth and wood. It was started in 700 BCE. It is over 21,000 km long. The **Burj Khalifa**: a skyscraper in Dubai, UAE, and the tallest man-made structure in the world (829.8 m). It took five years to build, and opened in 2009. **The Panama Canal**: a seventy-seven-kilometre ship canal connecting the Atlantic to the Pacific Ocean. Building began in 1881; it was opened in 1914.

- Before doing the exercise, ask if any of the students have seen the buildings/places listed. You could bring in pictures of the places.
- Students work in pairs, choose two of the buildings/places, and tell each other what they know about them.
- Elicit information about each place from the students.

EXTENSION Ask students to decide which building/place is the most impressive, and why. You could try to elicit the adjective phrases from lesson 2.1, e.g. *exceedingly impressive, utterly astonishing, remarkably complex*, etc.

ANSWERS

Students' own

Exercise 2a

- Students look at the three photos. Ask if they know what they are. (They don't need to know this yet.)
- Students read the instructions and work in pairs to discuss each aspect of each place.
- Elicit their ideas.

Exercise 2b

Text summary: The text describes the three places illustrated in the photographs. **Teotihuacan** /teɪˌəʊtiːwəˈkɑːn/ in Mexico is one of the most important pre-Columbian pyramids. The **Large Hadron Collider**, the largest particle collider and the biggest machine in the world, was built between 1998 and 2008, involving 10,000 scientists. The **International Space Station** is a space station at Earth orbit (orbiting Earth at a distance of between 160 km and 2,000 km from Earth). It is the largest artificial body in orbit and can often be seen with the naked eye from Earth.

- Students read the questions and then read the text to find the answers.
- Students check their ideas with a partner.
- Check the answers together.

SUGGESTED ANSWERS

Teotihuacan was special because it was built by hand before the invention of the wheel, and to a height of almost 3,000 metres.
The Large Hadron Collider is special because it was built underground, and because it involves cutting-edge physics research.
The International Space Station was built to stay in orbit, but more importantly it had to be built, and then launched, in several stages, and constructed in space.

PRONUNCIATION To help with word stress, put a chart on the board with three columns for grouping words (stress on the first, second or third syllable). Ask them to group the following: a**chieve**ment, con**stru**ction, en**coun**ter, engi**neer**, la**bor**atory (BrE) – **la**boratory (NAmE), **nu**merous, **ob**stacle, over**come**, **phy**sical, **re**alize, recre**ate**, so**lu**tion.

Exercise 3a

- Students work in pairs. They should decide which two words in italics in each case form a phrase.
- Elicit their answers.

ANSWERS

1 difficulties, challenges
2 an effort, hard work
3 a dream, an ambition
4 a problem, difficulties
5 a problem, a question
6 an idea, a solution
7 obstacles, difficulties
8 achievement, effort
9 problems, difficulties

EXTRA CHALLENGE Ask students if they can add any words to the lists, e.g. *to present an idea, to tackle a task, to come up with a plan, an outstanding result*.

Exercise 3b

- Before students read the text, ask them to look at the photograph. Do they know where it is?
- Ask them to read the text and find the difficulties they had in building the bridge, and the reasons why.
- Elicit their answers.

ANSWERS

The two countries use different electrical systems. Swedish and Danish trains run on different sides. Air traffic at Copenhagen Airport also caused difficulties. There were World War II bombs on the seabed.

Background note: Construction of the Øresund Bridge began in 1995. It was finished in 1999. Users have to pay around €40 to cross the bridge by car, and around forty million people travel across it each year (by car, coach or train).

Exercise 3c

- Students read the instruction.
- Explain, using the example, that they need to rewrite the numbered phrases in bold in the text using phrases from exercise 3a.
- Students work alone to rewrite the sentences.

Exercise 3d

- Students then check their answers with a partner.
- Check the answers together.

ANSWERS

1 presented several challenges to the engineers
2 Another difficulty they had to tackle …
3 posed a problem.
4 designers (came) up with the idea of combining
5 overcome the obstacle
6 realize their dream

Grammar & Speaking perfect forms

Exercise 4

- Students work in groups. They should read the list of inventions and decide which one(s) have had the greatest impact on our lives and how.
- Prompt by asking what they would do without any of these.
- Encourage students to give reasons for their decisions and try to reach a consensus.
- When they are ready, listen to each group's ideas.
- Encourage other groups to challenge their opinions.

Exercise 5a 2.2

Audio summary: Three people take part in a radio show. They each have sixty seconds to convince the audience which breakthrough they think had the biggest impact: the wheel, electricity or new types of fuel (which has not yet happened).

- Tell students that they will hear part of a radio programme about significant breakthroughs.
- Ask them to note down each breakthrough and its impact.
- Play track 2.2.

Exercise 5b

- Students compare their ideas with a partner.
- If necessary, play the track again.
- Elicit their answers.

EXTENSION Ask students which contestant they think will win, and why. Which argument was the most convincing?

ANSWERS

1 the wheel; enabled man to make pots, transport self and objects, and later invent the watch, car, computers …
2 electricity; key to modern engineering, revolutionized modern life

3 alternative fuels; address problems with energy supply and environment

AUDIOSCRIPT 2.2

P Hello, and welcome to *In My Opinion*, the radio show in which three contestants have just sixty seconds to present the best answer to a topical question. And of course as usual, our audience here in the studio will vote after hearing the three speakers.

Our first question tonight is: 'What was the most significant breakthrough in engineering?' And over now to our first contender, Marion. Your sixty seconds starts now.

M Good evening. In my opinion, the most significant breakthrough in engineering was … the wheel. Until the invention of the wheel – in Mesopotamia about 6,000 years ago – early humans had made pots by hand, dressed in animal fur, and pulled heavy objects from place to place. How inefficient! But even once they'd invented the wheel, its use was limited to things like making pots. In fact, early humans had been using the wheel for 300 years before they realized they could use it to transport both themselves and heavy objects. But the wheel is not just about transport. It's had a huge impact on many later inventions – without the wheel, inventions such as the watch, the car or the computer would have been impossible.

P Thank you, Marion. Now over to Trevor – your sixty seconds starts now.

T Thanks. Well, in my opinion the most important breakthrough was … electricity. In the past 100 years, engineering is said to have produced some of its greatest achievements to date. And the key to most of these is electricity. Electricity has revolutionized virtually every aspect of modern life. Its use became widespread at the end of the nineteenth century and it has been transforming our lives ever since. Can you imagine our life today without it?

P That sounds like it from Trevor. Now on to our final contestant in this first round, Lucy. Lucy, your time on the most significant breakthrough in engineering starts … now.

L OK, well, my answer to the question is a little unusual. You see, in my opinion the most significant breakthrough has not yet happened. According to the National Academy for Engineering in the USA, some of the biggest breakthroughs are predicted to have taken place by the middle of the twenty-first century, and I think the most significant is that experts say that by 2040 we will have found new types of fuel. This could have a dramatic effect on our current problems with energy supply and the environment. Some say that in just a few decades, new energy sources will have been developed through nanotechnology – the engineering of matter at the level of molecules. And that's a really …

P Sorry to interrupt, Lucy. I'm afraid your time's up. And now having heard our three speakers, it's over to our audience to decide who …

DICTIONARY SKILLS Ask students to look up the following words from the audioscript: *breakthrough/break through, impact, object, present, produce, transport, use*. Ask them to check how these words are pronounced (word stress) when they are nouns and when they are verbs, and what pattern they notice (nouns are stressed on the first syllable, verbs on the second). Note: *to use* is pronounced /juːz/; *use* (n) is pronounced /juːs/.

Exercise 5c 2.3

- Before playing the track, ask students to read the extracts.
- Then play track 2.3.
- Students listen to complete the extracts.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 had been using the wheel
2 Electricity has revolutionized
3 are predicted to have taken place
4 will have been developed

AUDIOSCRIPT 2.3

1 Early humans had been using the wheel for 300 years before they realized they could use it to transport both themselves and heavy objects.
2 Electricity has revolutionized virtually every aspect of modern life.
3 Some of the biggest breakthroughs are predicted to have taken place by the middle of the twenty-first century.
4 In just a few decades, new energy sources will have been developed.

Exercise 6

- Focus students' attention on the Grammar focus box and the rules comparing perfect forms.
- Ask them to read the three sentences and sets of common expressions, and to write down what tense is used in each.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1, 4 future perfect
2, 6 present perfect
3, 5 past perfect

- Remind students to check the *Grammar reference* on page 145, where there are two more practice exercises they can do for homework.

Exercise 7

- Students read the sentences and discuss the difference in meaning between the pairs of sentences.
- Do the first one together.
- Check the answers together.

ANSWERS

1 a still works as one; b completed in the past
2 a at some time before June;
  b in the month of June
3 a focus on the process, decision not necessarily made;
  b focus on outcome, decision has been reached
4 a duration from past to now;
  b duration from now into the future
5 a the decision happened first;
  b the arrival of the engineer happened first

Exercise 8

- In this activity, students will discuss two other feats of engineering. Student A will be reading information about the Channel Tunnel on page 127, while student B will be reading about the Warsaw National Stadium on page 134.

- Give students time to read and understand the information.
- Check the pronunciation of the following: (Student A) *law* /lɔː/, *ensure* /ɪn'ʃʊə(r)/. (Student B), *stadium* /'steɪdiəm/, *award* /ə'wɔːd/.
- For each feat, students need to find out information for each of the four categories.
- Remind students to check the verb + noun collocations for describing problems and solutions in exercise 3, as well as the perfect tenses under exercise 6.
- Students may need ten to fifteen minutes for this. If you are short of time, they could do the preparation part at home.
- You could suggest that their interviews take five minutes.

SMART COMMUNICATION Suggest students include a clear introduction, and a brief summary at the end of their presentation. This helps orientate listeners, but will also help students conclude their presentation.

- When they are ready, students join up (A and B) and in turn conduct their interviews. Encourage listeners to be ready to ask a question at the end.
- Finally, students try to find two things the constructions have in common.
- Elicit their ideas.

EXTRA SUPPORT If students need extra support, they could work in pairs on the same topic and then re-pair to tell a new partner about their construction.

FEEDBACK FOCUS Ask students to decide which of the two constructions impressed them most, and why. Give credit for good use of language for expressing themselves. Listen for students' use of verb + noun collocations, as well as accurate use of tenses.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 had … travelled
2 have enabled
3 have … improved
4 have been
5 have been developed
6 has been
7 has … changed
8 had … taken
9 has ridden
10 had … seen
11 has become
12 will have reached

Exercise 2

1 Have you been waiting, had just left
2 'll have eaten
3 Have you lost, 've looked
4 had already started, 've just been speaking/'ve just spoken
5 'd been living

2.3 Vocabulary and skills development

Goals

- Understand and use collocations of perception and sound
- Take notes

Vocabulary collocations of perception and sound

Lead-in

- Ask students to name the five senses (sound, sight, touch, smell and taste).
- Ask them to decide which one they think is the most important and which one is the least important, and why.
- Students compare their opinions with a partner.
- Elicit some ideas.

Exercise 1

- Students work in pairs, read the three situations, and discuss how good they are at each one.
- Elicit a few ideas. Find out which they find easier or more difficult and why.

ANSWERS

Students' own answers

Exercise 2a

- Students work in pairs to match the words to make collocations.
- Do the first one together.
- Check the answers together.

ANSWERS

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

EXTENSION Ask students to think of a situation for each collocation, e.g. *a noisy environment – working in the university/office canteen*.

Exercise 2b 2.4

- Students listen to four very short extracts and decide which collocation follows.
- Do the first one together.
- Play track 2.4.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 make a noise
2 a noisy environment
3 total silence
4 start up a conversation

AUDIOSCRIPT 2.4

1 Most of the patients are asleep at this time, so it's important that you don't …
2 This music is so loud! I just can't work in …
3 When I'm working, I have to have …
4 He's a very shy kind of guy. When he's at a party, and he doesn't know anybody, he finds it difficult to …

Exercise 2c

- Students match the words to make six more common collocations.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

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

- Check *twenty-twenty vision* (= the ability to see clearly at a distance of twenty feet/approximately six metres).

Exercise 2d 2.5

- Students listen to four more short extracts and decide which collocation follows.
- Play track 2.5.
- Students check their answers with a partner.

- Check the answers together.

ANSWERS

1 pay attention
2 twenty-twenty vision
3 notice the difference
4 perceptive observation

AUDIOSCRIPT 2.5

1 Eric, could you stop fiddling with your phone, please? This is supposed to be a serious meeting. I wish you would …
2 You mean you can see somebody standing on that bridge in the valley? I can't see anything. You must have …
3 Haven't you noticed that my husband speaks with a Mexican accent, and I speak with a Spanish accent? Or maybe you don't …
4 Now, Lukasz, when you said that there is no relationship between the two events, I thought that was a very …

WATCH OUT! Remind students to record these collocations in full in their notebooks; using the wrong verb, for example, can change the meaning of the phrase.

Exercise 3a

- Students read information about collocations in the Vocabulary focus box.
- Draw their attention to the second point; remind them of familiar collocations such as *do your homework*, *make a mistake*, etc.

EXTENSION Find out if any of the collocations in exercises 2a or 2c are the same in students' own languages.

Exercise 3b

- Students then read the two paragraphs and complete them with collocations from exercises 2a and 2c.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 the human brain
2 background noise
3 start up a conversation
4 paying attention
5 caught sight
6 twenty-twenty vision
7 making a noise
8 noisy environment
9 notice the difference
10 total silence

Exercise 4a

- Students work in small groups and discuss their answers.
- Check *get on your nerves* (= to be annoying).

Exercise 4b

- Students report back to the class on two things they have in common.

FEEDBACK FOCUS Find out how similar their ideas are. If they like background noise while studying, ask whether they would like to have music playing while they are doing exercises in class. Suggest they listen to more examples of their preferred accent, e.g. national radio (British, American, etc.) or on YouTube or TED.com.

Listening & Writing taking notes

Exercise 5a

- Students work in pairs and think of situations when they need to take notes.
- You could make this competitive and see which pair can come up with the longest list in sixty seconds.
- Elicit their ideas.

SUGGESTED ANSWERS

on the phone; in lectures and classes; in business or academic presentations; at meetings; when researching topics, e.g. on the internet or TV; when you need to transfer the information to somebody else, e.g. a friend is going to miss a presentation and asks you to take notes

Exercise 5b 2.6

EXTRA ACTIVITY Before doing this exercise, ask students how they usually take notes: what do they write down?

Audio summary: Students will hear six very short interviews about taking notes.

- Remind students not to write down every word.
- Play track 2.6.

EXTRA SUPPORT You could play the track first for students to listen for the situation, and then again for them to listen to how each person takes notes and what they write down.

- Students compare their answers with a partner.
- Check their answers together.

ANSWERS

1 Use the agenda items as headings. Highlight the action points.
2 Listen out for key words. Listen for stressed words.
3 Try and write down every word the speaker says.
4 Never write down details or examples.
5 Use abbreviations. Use bullet points.
6 Listen for conjunctions and discourse markers like *because* and *therefore*. Use symbols for these.

AUDIOSCRIPT 2.6

1

A Do you ever have to take notes?
B Yes, I usually take notes in business meetings at work.
A And do you have a particular way of doing that?
B I usually make notes about the agenda. I use the agenda items as headings. And I highlight the action points, particularly mine, so I don't forget what to do for the next meeting.

2

A Can you tell me if you ever have to take notes?
C Oh yeah, all the time, in lectures and seminars, things like that.
A Have you ever been trained how to take notes?
C Not really. I just picked it up, through practice.
A And your top tip?
C I guess, it would be to listen for key words.
A And how do you know what the key words are?
C They're usually stressed in some way. Like, the lecturer says, 'so it was the economic situation, rather than the political …', so you know to write 'economic' …

3
A So tell me how you take notes.
D My technique is to write down everything.
A Really? Everything?
D Yes, because you never know what information you're going to need later.
A Do you even write down words like 'and' and 'the'?
D Um, well, ye-e-es ….
4
A Hi. We're doing some research into how people take notes.
E OK … well, I take notes at meetings, usually.
A And do you have any particular technique or strategy?
E Not really. I just type straight onto a tablet. I can type much faster than I can write.
A And you put down everything?
E Um, I never write details – things like statistics or … examples.
5
A Any advice for note-taking?
F Well, when I was at school, I was taught a lot of abbreviations, like the plus sign for 'and', and three dots for 'therefore', and so on. And I've found that to be really useful. Also bullet points are great, because if you're writing a list, you can make it very clear which are the items on the list, and which is extra information.
A So you have a special system?
F Not really. I don't think it matters what your system is, as long as you can reconstruct the lecture from your notes afterwards.
6
A You've been studying here for a couple of years now so I guess you've been to a load of lectures.
G Sure have. And talks, and seminars …
A And have you developed a particular way of taking notes?
G Not especially, but I find it's very useful to try and listen for the structure of the argument. The best lecturers really signal the direction their talk is going. So I would say listen out for discourse markers, linkers, and conjunctions …
A Such as?
G Things like 'because' and 'therefore' and 'in addition'. Also words and phrases which introduce examples. Then I use little symbols like three dots for 'because', or 'e.g.' for an example, or a plus sign for 'in addition'. It's easy to get confused and not be sure if something is an example or a new point.

Exercise 5c

- Students work in pairs, and discuss which bits of advice they think are most useful, and why.
- Elicit their ideas.

ANSWERS
Students' own answers

Exercise 6

- Students read the information in the Unlock the code box about taking notes.
- Ask students to tick which things they already do and put an asterisk next to those ideas they could try out.

EXTENSION Ask what other abbreviations students use. Write them on the board, e.g. bc = because, ~ = approximately, ≠ = is not, > = greater than, < = less/smaller than, etc.

Exercise 7

- Students work in pairs and order the situations from easy to difficult.
- Elicit their answers in open class, with reasons.
- Find out how similar their ideas are.

Exercise 8a

- Ask students to discuss in pairs or small groups what they think the difference is between hearing and listening.
- Elicit their ideas.

Exercise 8b 2.7

Audio summary: This is a talk about how the brain works. The talk is divided into three parts. In the first part, the speaker deals with what we already know and understand about hearing. In the second part, the speaker explains how humans can distinguish between several sounds simultaneously. In part three, he talks about how the human brain can make these distinctions and use them to focus on a specific sound. Scientists are working on how to make computers which can do this to improve communication.

- Students hear the first part of a talk about the human brain. They listen and complete the notes.
- Before they listen, ask students to read the notes in the box.
- Play track 2.7.
- Check *to clink* (= to cause something to make a sharp ringing sound).

Exercise 8c

- Students compare their notes with a partner.
- Elicit answers.

ANSWERS
1 amazing
2 listening
3 mysterious
4 understand
5 medical/biological
6 transformed
7 signals
8 bats

AUDIOSCRIPT 2.7
One of the most amazing feats of the human brain is that of hearing and listening. Of these, I think that listening is the more mysterious.
Don't get me wrong. Hearing is an incredible feat, too. The human ear is a complex and wonderful organ. But we understand, more or less, how it works. That is to say, we understand it from the medical or biological point of view. The transformation of sound into electrical signals to the brain is reasonably well understood. And of course, there are many animals, including famously bats, who have much superior hearing mechanisms to humans.

Exercise 9a 2.8

- Students then listen to the second part of the talk and take notes under the headings.
- Play track 2.8.

Exercise 9b

- Students compare their notes with a partner.
- Elicit their ideas and discuss the reasons for any differences.

SUGGESTED ANSWERS

Machines: find it tougher to listen than to hear
Party noise: we can cut out the music or background noise
Computers: can distinguish rhythm, can tell if a note is high/low

AUDIOSCRIPT 2.8

In fact, if you think about it, we have been able to build machines that can hear for many years. Scientists are now getting interested in the skill of listening.
Because machines, and we're talking about computers now, actually find it tougher to listen than to hear. You can tell the difference if you listen to a recording of a noisy party. You can hear lots of different sounds – the chatter of people engaging in conversation, the sound of glasses clinking, maybe music, too. But they all sound the same volume or loudness – it's not possible to notice any real difference between them.
But we can. When we're at a party, we can focus or concentrate on the conversation we are having and cut out or ignore the music or other background noise. In other words, we can sort out what is important to us, and what isn't.
In the same way, computers are good at certain aspects of listening to music. Computers can distinguish rhythm – da da DA da DA da da – and they can tell if a note is high or low DAAAA – DAAAAA. Some computers can now even tell the difference between a violin and a piano.

Exercise 10a 2.9

- Before doing this exercise, remind students to look at the note-taking strategies in the Unlock the code box. Ask them to use these for the final part of the talk.
- Students listen to the final part of the talk and take notes.
- You may need to play the track twice.

Exercise 10b

- Students compare their notes with a partner and discuss the questions.
- Encourage them to give reasons for their answers.
- Elicit their ideas.

CRITICAL THINKING Ask students what they think about the researchers' ideas for improving communication. What situations could the results, if successful, be used for? For example, medical situations: patients who lose their hearing, or have bad hearing; business situations: helping businesses understand what customers want, and deciding what action to take, etc.

AUDIOSCRIPT 2.9

A scientist called Mounya Elhilali and a group of university researchers are working on this. They're trying to find out how the human brain perceives all these different sounds in a noisy environment. Whether you're at work, in the street or in the home, you're surrounded by a cacophony of sounds, and all these sounds compete for your attention. How does the brain deal with this?
The researchers claim there are two types of activity going on in the brain when you're listening in these environments. The first hears all the sounds. But the second can zero in, can focus, on a particular sound (like the conversation you are engaged in), and that is controlled by your state of mind. The scientists hope to understand the relationship between these two activities. The immediate aim of the research is to build a computer model which can listen in the same way as a human. But the eventual aim is to design better products that will improve and enhance communication.

EXTRA ACTIVITY Suggest students try out a new strategy next time they have to take notes and then reflect on how effective it was. They could report back to the class.

STUDY TIP Ask students to look at the audioscripts (2.7–2.9) at the back of the Coursebook and underline all the words connected with hearing and listening. Then ask them to group them into categories, e.g. word classes, or any other logical grouping, e.g. *hearing, listening, ear, organ, sound, signal, noisy,* etc. Students compare their lists in pairs or small groups. Can they add any other words to their lists? Which words do they use regularly? Which are more specialized (e.g. medical)? Encourage students to record words in lexical sets in their vocabulary records.

2.4 Writing and speaking

Goals

- Write summaries
- Give an informal talk

Listening & Writing a summary

Lead-in

- Ask students to think of one difficult thing they have achieved over the past week. Elicit an example, e.g. passing a difficult exam, doing a full-time job while caring for an elderly person, etc.
- Students compare their ideas.
- Elicit the ideas.
- Find out who achieved the most difficult challenge.

Exercise 1

- Students work in pairs to discuss the questions and photos.
- Encourage students to give reasons for their answers.
- Give them three minutes, then elicit their ideas.

Exercise 2

- Students read the email and answer the questions.
- Students check their answers with a partner.
- Check the ideas together.

SUGGESTED ANSWER

send a summary of the talk; she can't attend.

Exercise 3 2.10

Audio summary: Dr Forde explains what we usually think of as a challenge and how this can be re-interpreted.

- Students first read Kasper's notes, then listen to the first extract and complete the notes with one or two words in each gap.
- Play track 2.10.
- Students check their answers with a partner.
- Check the answers together.

SUGGESTED ANSWERS

1 mental
2 marathon
3 achievement
4 Wider
5 end point
6 disappointment

AUDIOSCRIPT 2.10

This leads us on to a consideration of the conventional thinking about what a challenge actually is. For most of us, the meaning usually centres around an individual task which is in some way demanding or difficult to complete. Physical or mental tasks commonly spring to mind and the outcome is often clearly a success or a failure without much scope for any grey areas in the middle. So we can probably all recognize that feats such as running a marathon, climbing a mountain, or crossing the Grand Canyon on a tightrope present enormous challenges to the individual. They require physical and mental resilience that most of us cannot identify with, and potentially offer a sense of achievement that is likely to contribute exponentially to the well-being of the individual. However, some definitions suggest a wider meaning, and that a challenge may additionally involve the testing of abilities and character. There may not be an obvious end point, any recognizable achievement or an attempt which ends in disappointment. We can therefore include the everyday chores we face day after day within our concept of a challenge, and these daily challenges should be seen in a different way to the one-off tasks that arise from time to time in our lives.

EXTRA SUPPORT If necessary, refer back to unit 2.3 exercise 6, and ask students to check the tips on note-taking.

Exercise 4

- Students read Kasper's summary and then decide which of the points he has included: suggest they tick those items.
- Students check their ideas with a partner.
- Check the answers together.

SUGGESTED ANSWER

Kasper includes 2, 4, 5, 6, 8 and 10.

Exercise 5 2.11

Audio summary: In her talk, Dr Forde discusses why many people are often reluctant to ask for help for some of life's everyday challenges. She claims that people who are given support cope much better.

- Students will hear a second extract from Dr Forde's talk. Ask them to listen and take notes.
- Remind them to use the note-taking techniques from the previous section, 2.3.
- Play track 2.11.
- Students check their ideas with a partner.
- Elicit the key information.

EXTENSION Ask students to look at each other's notes and compare how they wrote down the information: what note-taking strategies did they use? Elicit some tips.

SUGGESTED ANSWER

Life events, e.g. having children, new job: v few people seek help unless things become catastrophic, e.g. new mother w post-natal depression. For most, these are part of life & we shouldn't need help. But Dr. Forde thinks people who have support are less likely to suffer stress and depression. Data from last 50 yrs shows how effectively people deal with problems w or w/o support.

AUDIOSCRIPT 2.11

How many of you have children? Quite a few, I see. And how many of you have lost a loved one? Not so many, but still a significant minority. What about a new job? How many of you have started a new job in last two or three years? Yes, quite a few too.
And how many of you received emotional or psychological support while these life events were happening? Hmm, not so many. Of course, that's not surprising. Very few people seek help during times of change such as these. It's generally only when things become catastrophic for the individual that they make the effort to seek out help or coping strategies. For example, the new mother who can no longer cope due to post-natal depression. For most of us, these are events that people live through all the time. They are part and parcel of human existence. Perhaps people shouldn't need extra attention or support – they might appear weak. But is this a sensible attitude? Should we expect people to soldier on regardless? In my view, no. Through my research I have gathered concrete evidence that people who find themselves in a life-changing scenario are much less prone to stress or depression when given support and coping strategies from the outset. I've looked at medical data from the last fifty years and at the beginning of this period, concerns with mental health and associated terms such as counselling and coaching were significantly less common than they are today. But this relative absence of help in the past has allowed me to see the differences in how effectively those both with and without support during significant changes in life go on to deal with their issues.

Exercise 6

- Students read the information in the Language for writing box about summarizing.
- Students then write a summary of the second extract. Encourage them to refer to the Language for writing box.
- Students compare their summaries with a partner.
- Discuss with them what aspects from the talk they chose to include or not include, and why.

EXTENSION Ask students if they have to write summaries, and if so, in what context. How easy do they find it? Why?

Listening & Speaking an informal talk

Exercise 7a

- Before doing this exercise, ask students to look at the photos and discuss which one they think is the most difficult or stressful, and why.
- Students look at the list of achievements and choose two which are important to them.

Exercise 7b

- Students share their ideas, and talk briefly about the experiences. Ask them to give reasons for their choices.
- Elicit their ideas.

Pronunciation consonant clusters

Exercise 8a 2.12

- Students read the information about consonant clusters.
- Play track 2.12, giving them time between words to repeat.

EXTRA SUPPORT If students find this difficult, suggest they first say the last syllable of each word, and then add the other syllables one by one, e.g. *achievements* /əˈtʃiːvmənts/: /mənts/, /ˈtʃiːvmənts/, /əˈtʃiːvmənts/.

Exercise 8b

- Students write an example sentence using each word from exercise 8a.
- Draw their attention to the example sentence.

ANSWERS

Students' own answers

Exercise 8c

- Put students into pairs and ask them to practise reading the sentences to each other.

Exercise 9a

- Students read the instructions and then the description.
- Ask them to answer the two questions and check their answers with a partner.

SUGGESTED ANSWERS

1 getting into university
2 He hadn't been a good student in his later teens. It was the result of him deciding to work at it for himself.

Exercise 9b 2.13

- Students will now hear this introduction; it is unprepared and includes informal expressions.
- Ask them to listen and add in the expressions.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 OK, so I guess 2 kind of 3 a bit 4 about
5 really 6 I suppose 7 all the 8 utterly 9 really
10 incredible

AUDIOSCRIPT 2.13

OK, so I guess my biggest achievement so far is probably getting into university. I was a good student in my early teens, but I kind of slacked off a bit at about sixteen and then I suddenly realized that exams were just around the corner so I really had a lot of catching up to do, which presented a challenge! However, I was determined to get into university, so I suppose that gave me the incentive. For years my parents had been telling me to study, but in the end making the decision for myself was what made all the difference and so I organized myself and tackled the problem and got the grades I needed. When I heard I'd got in, I was utterly amazed. I've done other things since, but at the time, it really was an incredible achievement.

Exercise 10

- Students look at the expressions and decide what the function of each one is.
- You could put a chart on the board with two headings: *a – being less direct, thinking time; b – being more emphatic*.
- Elicit an example to add to each column to get them started before they complete the rest of the task with a partner.

SUGGESTED ANSWERS

a being less direct, buying thinking time: OK, so I guess; kind of; a bit; about; I suppose
b being more emphatic: really; all the; utterly; incredible

EXTRA CHALLENGE Ask students to add other phrases to the list, e.g. a: *sort of, you know,* b: *absolutely*, etc.

- Refer students to the Language for speaking box.

WATCH OUT! Remind students that we do not use *very* with extreme adjectives.

Exercise 11a

- Tell students they will be thinking about an achievement in their own lives, or in the lives of someone they know well.
- Ask them to work alone to make notes under the four headings in the instructions.
- Tell them that they will be sharing their achievements in small groups. They should prepare to give a short talk and include expressions from the Language for speaking box.

Exercise 11b

- Put students into groups of three to listen to each other's achievements.
- Remind them to think of a question to ask each person.
- Students take turns to give their talk.

FEEDBACK FOCUS Encourage students to interact naturally when asking and answering questions. Comment on how they overcame the difficulties of their achievements and how they used phrases to make their talk sound informal.

SMART COMMUNICATION Remind students that asking a question at the end of a talk is positive, as it demonstrates that you've been listening, and you're interested. If students need help answering, or time to organize their thoughts, suggest ways of 'buying time', e.g. *That's a good question* or *'I'm pleased you ask that*. Suggest that if they don't know the answer to a question, they can ask someone else in the audience, or offer to find out.

2.5 Video

The Falkirk Wheel

VIDEOSCRIPT

Today, we take for granted how easy it is to transport goods across countries and around the world.
With highly-sophisticated and complex international ports that provide national road and railway systems with a constant supply of freight traffic, it's hard even to imagine how industries functioned before the internal combustion engine and the rail network.
Just as the primary method of moving goods around the world is still over water via container ships, water was also the key to the Industrial Revolution in the 18th and early 19th centuries. Carrying heavy or fragile goods on barges was cheap, safe and relatively quick.
So, historically, canals were critically important to the industrial development of the United Kingdom and many other countries. By the mid-19th century, a network of over 7,000 kilometres of waterways had been constructed, linking newly industrialized cities across the UK. The swift construction of these canals was one of the most impressive engineering feats of the Industrial Revolution.
But the United Kingdom isn't flat. And the hills and mountains created an enormous challenge when it came to building a network of canals that could cross the entire country. While multiple locks were used to gradually raise or lower a boat, the method was exceedingly slow. And, for the engineers of the time, finding a way around this issue proved impossible. As a result, and with the arrival of the steam train, the supremacy of the canal in the UK was short-lived.
So since the mid-20th century, people in the UK have been using canals mostly for leisure and recreation. Canal-side warehouses have been converted into highly-desirable apartments and, for many people, spending a week quietly cruising through the countryside on a houseboat is a perfect way to spend their holidays. But unfortunately, the canal network is fragmented, and in many regions waterways have fallen into disuse.
And for many years, this was the story of the historic Forth & Clyde and Union canals, between Edinburgh and Glasgow. Located in an area of Scotland renowned for its stunning lochs and mountains, the two canals were separated by a height difference of 35 metres. Since 1933, when a series of eleven locks at Falkirk were dismantled, there had been no way for a boat to cross Scotland from east to west on the canals.
That was until 1994, when engineers decided to tackle linking the canals once more, this time using modern technology. After years of research and development, engineers came up with a beautiful and radically-new solution to the age-old challenge.
This extraordinary structure is the Falkirk Wheel, a 35-metre-tall steel rotating boatlift, with two gondolas that can lift boats up and down between the two canals in just four minutes, using less power than it takes to boil eight kettles.
At a cost of over £17 million to construct, and using 1,200 tonnes of steel, the Wheel opened to the public in 2002. Today, it's a popular tourist attraction, with visitors, young and old, keen to experience the unique sensation of being in a boat and rising up through the air as if by magic.
Obviously it's not magic that drives the wheel. In fact, it's ten hydraulic motors and a series of linked cogs that turn the massive arms that support a water- and boat-filled gondola at each end. All of this is made possible by clever engineering and the application of Archimedes' principle of displacement. This basic principle of physics guarantees that the weight of any boat in a gondola will displace an exactly proportional volume of water, so the final 'boat plus water' will always remain the same. It's this precise balance that means a minimal amount of energy is required to rotate the gondolas from top to bottom around the massive central spine.
The giant mechanism's controlled by computer and constantly monitored to guarantee the safety of everyone using the Wheel. All the moving parts are regularly checked, and the operators are careful to ensure that the Wheel rotates an equal number of times clockwise and anti-clockwise to reduce stress on the structure.
The Falkirk Wheel was built more than 200 years after the golden age of the canal in the 18th century, but it's proof that technology and innovation can breathe new life into old ways of doing things. And who knows – a hundred years from now, if we haven't managed to find alternative fuels to address problems with current energy supplies, maybe we'll have returned to using canals for transport. And maybe we'll have more magnificent boat-lifts like the Falkirk Wheel, providing an elegantly engineered and energy-efficient solution to an age old problem.

VIDEO ANSWERS

Exercise 1
Students' own answers

Exercise 2
2 with locks
3 It lifts the boats up and down over a greater height, and so replaces the multiple locks.
4 between 1994 and 2002

Exercise 3
1 18, 19
2 7,000
3 35
4 33, 11
5 1994
6 17 million, 1,200
7 200

Exercise 4
Students' own answers

Review

ANSWERS

Exercise 1a

1 have shown
2 has won
3 had been training
4 had saved
5 has received
6 has always denied
7 had only done

Exercise 1b

Before the noun	Noun	After the noun
a champion *article + noun*	**finswimmer** *noun*	**from Armenia** *prepositional phrase*
a bus *article + noun*	**accident** *noun*	**one morning** *adverb phrase*
almost complete *adverb + adjective*	**darkness** *noun*	
dozens of *quantifier*	**passengers** *noun*	**trapped in the bus** *clause*
an incredible twenty *article + adjective + number*	**people** *noun*	**from certain death** *prepositional phrase*
numerous *quantifier*	**awards** *noun*	**for his underwater rescue** *prepositional phrase*

Exercise 2a

1 particularly
2 critically
3 utterly
4 unbelievably
5 remarkably

Exercise 3a

1 realize
2 come up with
3 encounter
4 entail
5 pose

Exercise 3b 2.14

Suggested answers:

1 We encountered a lot of problems/difficulties.
2 Financing the business and staffing posed a problem.
3 We came up with the idea/solution of starting a co-operative.
4 Getting everything organized entailed a lot of effort.
5 We finally realized our dream/ambition.

AUDIOSCRIPT 2.14

My brother and I had always wanted to have our own taxi company. But it wasn't easy. Things kept going wrong. Financing the business was hard and so was finding the right staff.
At first we couldn't think what to do, but eventually we decided the best way to sort things out was to open a co-operative with other drivers.
Of course getting everything organized wasn't easy – there was a lot of hard work.
However, we managed to launch our business last March. It was a source of tremendous satisfaction when we finally achieved our goal.

Exercise 4a

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

Exercise 5a

Students' own answers

Exercise 6 2.15

Expressions we use to be less direct or buy time when speaking: I guess; I reckon; sort of; you know what I mean; I suppose; anyway; kind of
Intensifying expressions used for emphasis: utterly; dreadful; unbelievable; ridiculous; all the time; extremely

AUDIOSCRIPT 2.15

I guess
I reckon
utterly
sort of
dreadful
unbelievable
you know what I mean
ridiculous
all the time
I suppose
anyway
extremely
kind of

3 Team

Unit overview

Language input

Auxiliary verbs (CB p27)	• *Ideally, and I do stress that we are talking about …* • *Do note that another word for …* • *Have you encountered this kind of person … I guess you have!*
Articles (CB p28)	• *The football fan is a strange beast.* • *The psychology of supporting a particular group or team …* • *This kind of attitude is common in all walks of life.*
Grammar reference (CB pp146–7)	

Vocabulary development

Behaviour and attitude (CB p26)	• *boost the morale of the team, have high expectations, sit on the fence, troublemaker, …*
Success and failure (CB p29)	• *flop, breakdown, work out, pay off, triumph, get to the top, …*
Prepositional phrases (CB p31)	• *at random, in two minds, on the ball, for the most part, …*

Skills development

Reading: How writers avoid repetition (CB p30)

Speaking: Checking and rephrasing (CB p32)

Writing: A proposal (CB p33)

Video

Documentary: The Tall Ships Race (Coursebook DVD & CB p34)

Vox pops (Coursebook DVD & TG p257)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: Article or no article? (TG p207 & TSRD) • Vocabulary: The right stuff (TG p225 & TSRD) • Communication: The company website (TG p243 & TSRD)
Tests	• Unit 3 test (TSRD) • Progress test: Units 1–3 (TSRD)
Unit 3 wordlist (TSRD)	

3.1 The perfect team

Goals

- Talk about behaviour and attitude
- Use auxiliary verbs

Vocabulary & Speaking behaviour and attitude

Lead-in

- Ask students to think of a team/teams they have been part of (e.g. in sport, at work, with friends, etc.).
- Ask them to think about which team they enjoyed most (or least), and why.
- Students share their ideas with a partner.
- Elicit some of their ideas.

Exercise 1a

- Students work in pairs to think of the most important qualities needed to be a good team player, e.g. good communication skills.
- Elicit their ideas and add these to the board to refer to later.

Exercise 1b

- Students read the expressions, and then use them to replace the words in italics.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers (see exercise 1c) together.

WATCH OUT! Be careful students don't confuse *morale* /məˈrɑːl/ (= the amount of confidence and enthusiasm, etc. that a person/group has at a particular time), with *moral* /ˈmɒrəl/ (= concerned with principles of right and wrong behaviour). Note the different word stress).

Exercise 1c

- Students decide if the phrases are positive (+) or negative (–).
- Check their answers together.

ANSWERS

1b and 1c

1 have high expectations – can be either
2 the big picture – can be either
3 flexible and open to new ideas – positive
4 likes being the centre of attention – negative
5 willing to get their hands dirty – positive
6 sit on the fence – can be either
7 troublemaker – negative
8 boost the morale of the team – positive

Exercise 1d

- Ask students which of these ideas came up in exercise 1a.
- Ask them to choose the three most important ideas.
- Discuss their answers together.

EXTENSION Ask students if they think any of these qualities are very necessary for a good team, or whether a team is better without any of them. Why?

Exercise 2a 3.1

Text summary: These are four short conversations, each illustrating one of the phrases.

- Tell students to listen and decide which phrase each conversation illustrates.
- Play track 3.1.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

1 willing to get their hands dirty
2 have high expectations
3 likes being the centre of attention
4 troublemaker

AUDIOSCRIPT 3.1

1

A What's the matter, Jack?
B I've just been talking to Meriel, and apparently the company that supplies those handbags which are so popular has gone bankrupt. So, somebody has to ring about fifty customers to tell them they can't have the handbags they ordered. They're not going to be happy!
A Oh, I can do that. Maybe I can persuade them to buy something else.
B Oh, thanks, Natasha – you're an angel. You never mind doing work that other people don't want to do. I don't know what I'd do without you!

2

A So we have to make this group presentation next week …
B That's right.
A And we all want to make sure it's really good, yeah?
B Of course, yeah.
A So, no making jokes when we're supposed to be working. I want it to be top-class.
B So do we, Jade. We're right with you on that.

3

A How's your new colleague?
B Marcel? He's OK. He works really hard, and he's very pleasant to everybody and all that. Trouble is, he's a bit of a 'me-me-me' person.
A How do you mean?
B Well, you know, when we have a meeting, and someone's speaking, he's always tapping his pen on the table, or making little jokes, or something like that. You get the feeling that he can't stand it when the spotlight's on somebody else. And he wears the most extraordinary clothes! Sometimes I think he'd rather be a model than a sales rep …

4

A How are you getting on with the new administrator?
B I really don't like him. He seems very friendly at first, but then he keeps making nasty little remarks about other people in the department. Little bits of gossip. But he doesn't say anything to your face. It's like he's trying to set people off against each other. Not nice.

STUDY TIP Remind students to record these phrases accurately in their notebooks; point out that, e.g. the following do not work: *have ~~tall~~ expectations; like being the ~~middle~~ of attention.*

WATCH OUT! Remind students that *gossip* (conversation 4) is uncountable when talking about information, e.g. *I heard some gossip the other day*. We say *a gossip* when referring to a person, e.g. *She's a terrible gossip*.

Exercise 2b

- Ask students to work in pairs, and write a four-line conversation where one of the speakers demonstrates the behaviour of one of the two phrases not used in exercise 2a (i.e. *flexible and open to new ideas, sit on the fence*).

Exercise 2c

- Then pair them up with another pair. Ask them to act out their conversation to another pair. They should guess each other's phrase.

EXTENSION Does any student know different people they can describe using all the phrases?

Grammar & Listening auxiliary verbs

Exercise 3a 3.2

Audio summary: This is a lecture about the four main roles which make up the perfect team.

- Students listen to the lecture, and write down the four roles.
- Play track 3.2.
- They check their ideas with a partner.
- Check the answers together.

ANSWERS

A contributor
B collaborator
C communicator
D challenger

AUDIOSCRIPT 3.2

So, now we're going to move on to have a quick look at the work of Glenn M Parker, who is a business expert who has spent thirty years studying and writing about how teams work – or don't work! And Parker says that the perfect team has a balance between different personality types. Ideally, and I do stress that we are talking about the ideal team, not what happens in real-life situations, we would have four different roles.

The first of these we call the contributor, and this role is that of the person who is interested in technical detail. They provide data and information to the team, and they really get the team to concentrate on short-term tasks. This person is usually very dependable and punctual; they often carry a notepad with them to write down key ideas. Have you encountered this kind of person? I can see people nodding, so I guess you have! And finally, they have high expectations of the team – they expect quality work. They are task-oriented.

The second role is called the collaborator, and this person is very much the visionary. They have a clear idea of the long-term mission of the team; they focus on the long-term outcomes. This individual is a 'big-picture' person. They're often high-spirited and help to boost the morale of the team. You might think they would act very inflexibly, but they don't – they're actually very flexible and open to new ideas. They're also willing to 'get their hands dirty', and they do so to achieve the team's goals.

The third role is that of the communicator. This kind of individual really cares about how people get along with each other, how well they communicate with each other, and they want to build a positive, relaxed atmosphere. They're the kind of person who, if you ask them to organize a party or a social activity for the team, then they will do, and happily! They possess excellent communication skills, they're very open, and they have a sense of humour.

The fourth and final role is that of challenger. Do note that another word for the challenger is 'troublemaker', so are you convinced this is a good person to have on the team? Well, neither was I, but I've come to realize that rather than being just a pain in the neck, in fact they do play a crucial part, because they question the goals and processes of the team. They are willing to disagree, even with the leader, and they ask tough questions. They are never satisfied with the outcomes; they push the team to take risks and be more creative.

PRONUNCIATION Check the word stress on the four answers. How does the stress change when the word form changes, e.g. *to con**tri**bute, con**tri**butor, contri**bu**tion*? Ask students to make the other word forms of each team role, and to underline the stressed syllable in each case.

Exercise 3b 3.2

- Students read the skills the people with these roles have.
- Before playing the lecture again, ask students to try to guess which skills belong to which role.
- Then play track 3.2 for students to check.

ANSWERS

1 C 2 D 3 D 4 C 5 A 6 B 7 A 8 B

Exercise 4

EXTRA SUPPORT Before doing this activity, check students understand *auxiliary verb*. Ask them to look at sentence 1 in the box, and the words in bold: *do* is an auxiliary; it helps convey the meaning (here, it emphasizes the verb).

- Students read the Grammar focus box and match the six extracts with their uses a–c.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

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

- Remind students to check the *Grammar reference* on page 146, where there are three more practice exercises they can do for homework.

Exercise 5a

- Students add an auxiliary to the sentences to add emphasis.
- Students check their ideas with a partner.
- Check the answers together.

ANSWERS

1 The management say it's not obligatory for them to inform people about changes, but they **do** have to.
2 It's a really interesting website. **Do** go and have a look at it!
3 They **do** look after you well in your company!

Exercise 5b

- Students delete any parts of the exchanges which are not necessary.
- Students check their ideas with a partner.
- Check the answers together.

ANSWERS

1 I am.
2 Yes, I think they have.
3 Yes, we're pretty sure they were.

Exercise 5c

- Students use an auxiliary, with *so* if necessary, to change the underlined parts.
- Students check their ideas with a partner.
- Check the answers together.

ANSWERS

1 No, but we plan to **do so** next week.
2 I **did so** as quickly as I could.
3 The company needed to expand the research department, and it **did so** last year.

Pronunciation auxiliary verbs

- Students read the information about weak and strong forms of auxiliary verbs.
- Model both forms, or ask a student to do so, e.g. /dəz/, /dʌz/; /bɪn/, /biːn/.
- Elicit other words with weak and strong forms, e.g. *was* /wəz/, /wɒz/; *were* /wə(r)/, /wɜː(r)/and *have* /həv/, /hæv/.
- Ask the students to practise saying the sentences with a partner.

Exercise 6a 3.3

- Students will hear six sentences to write down.
- Play track 3.3.
- Students then decide if the auxiliary in each was stressed.
- Students compare their ideas with a partner.
- Check their ideas together.

ANSWERS/AUDIOSCRIPT 3.3

1 yes – I WAS waiting for you.
2 no – Where do you want to GO tonight? (main verb)
3 yes – I HAD got the time of our appointment wrong.
4 no – We've HEARD there's a strike on public transport.
5 yes – But DID you make trouble for him?
6 yes – She HAS been to the doctor.

Exercise 6b 3.4

- Students will hear the same sentences again, but this time in context.
- They decide why the auxiliary is stressed.
- Students compare their ideas with a partner.
- Check their ideas together.

ANSWERS

1 to contradict what the other person said
3 to confirm an expectation/something said before
5 to emphasize the main verb
6 to contrast with what the other person said

AUDIOSCRIPT 3.4

1
A Why didn't you wait for me at the station?
B I was waiting for you – didn't you see me?
2
A Where do you want to go tonight?
B Let's phone George and see if he fancies going bowling.
3
A So did you manage to meet up with Hattie?
B No, it was a disaster. I had got the time of our appointment wrong, just as I thought, so we never saw each other.
4
A Why are we going by taxi?
B We've heard there's a strike on public transport.
5
A David accused me of making trouble for him at work.
B That's not a very nice thing to say. But did you make trouble for him?
6
A Why didn't Lucy go to the doctor?
B She has been to the doctor. She went yesterday morning.

Exercise 7

- Students will be working in groups of three or four to discuss teams they have worked in.
- First, give each student time to think of a team they know, and how the roles each person had in that team fitted the roles mentioned by Glenn M Parker. Remind them to check the skills those roles included (exercise 3b).
- Remind students, too, to refer back to the Grammar focus box, and to use phrases for emphasis, or avoiding repetition, as appropriate.
- When they are ready, put students into groups.
- Give each student time to describe their team to their group, with details, and then time for the others in the group to respond and check the skills of each person.
- Students compare their teams, and find out which team included which of the four roles.
- When they have finished, ask each team to summarize their findings about the teams in their group to the class.

FEEDBACK FOCUS Find out which teams included most or all examples of the four roles. When discussing these, were they able to include ways of emphasizing the strengths of the roles in their team?

CRITICAL THINKING Ask students how important they think the team roles are. Have they been part of successful teams which did not include each of the four roles? What was it about their team which made it successful?

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 The weather wasn't so great, but we **did have** a good time.
2 I **do wish** I played a musical instrument.
3 The conference was OK, but I **did think** the venue needed to be a bit bigger.
4 **Do give** me a call if you are ever in Manchester. It would be great to see you again.
5 David's really nice, but he **does talk** a lot, doesn't he?
6 I used to live in Geneva, so **do get** in touch if you have any questions about the place.

Exercise 2

1 A lot of my colleagues don't seem to like the new office, but I do.
2 We'll get married one day, but we're not going to do so just yet.
3 I didn't speak to Ulrich. I think Erika did though.
4 If you haven't finalized the itinerary, you need to do so as soon as possible.
5 We won't be at the meeting. However, Donatella and Chiara will (be).
6 We absolutely must get the product launch 100% right. Not to do so will be a financial disaster.

Exercise 3

1 The managers didn't like the proposal and neither/nor did the workers.
2 A few people in my department speak French and so do I, actually.
3 A I can't make it to the meal on Friday, sorry.
  B Don't worry. Neither/Nor can I.
4 A I think I'm going to be a little late.
  B Yes, so am I, actually.

3.2 Team game

Goals

- Use articles
- Talk about success and failure

Grammar & Reading articles

Lead-in

- Ask students if they support a particular football (or other sports) team, and why they support that team.
- Ask them to share their ideas in pairs, and also to discuss what they do to demonstrate their support (e.g. go to matches, wear some of the kit, etc.).
- Elicit some of their ideas.

Exercise 1

- Students work in pairs. Focus their attention on the photo, and elicit how the people feel.
- Ask them to discuss when they might feel the same, and why.
- Elicit some of their ideas.

Exercise 2

Text summary: The blog discusses the psychology of being a team fan, and what it is that drives the support of a team.

- Students read the blog to find out what research says about people who support teams.
- They then share their ideas with a partner.
- Check their ideas together.

ANSWER

It gives people a goal to focus on, and goals give our lives meaning.

- Check *allegiance* /ə'liːdʒəns/ (= a person's continued support for a political party, religion, ruler, etc.), *daft* (= silly, often in a way that is amusing), *discernible* /dɪ'sɜːnəbl/ (= that can be recognized or understood).

EXTENSION Ask students whether they agree with the research. What are the goals of the teams they support? How important are these goals for supporters? Are they loyal supporters, or have they moved their support from another team? Why/Why not?

EXTRA CHALLENGE Highlight the collocation at the beginning of paragraph 3, *to advance a theory*. Ask students what other verbs they know which collocate with *a theory*, e.g. *have*, *propose*, *prove*, *disprove*, etc. Ask students what verbs they can think of, or find, which collocate with *a team*, or *a goal*, e.g. *lead/pick a team/score/allow a goal*.

Exercise 3

- Before students do this exercise, elicit the general rules for articles. You could do this by asking the students to think about the difference between *a team, the team,* and *teams* (no article). They could discuss their ideas with a partner, and then read rules a–e in the Grammar focus box to check.
- Students then read the extended rules, f–k, and match them with the example phrases in the blog.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

f 6 g 2 h 1 i 3 j 5 k 4

EXTRA ACTIVITY Ask students to find a short paragraph in a newspaper or magazine article, and underline all the nouns. They should then note whether *a/an*, *the* or no article is used, and discuss in pairs in each case, why. This sort of 'noticing' language task helps to raise students' awareness for their own writing.

- Remind students to check the *Grammar reference* on page 147, where there are two more practice exercises they can do for homework.

Exercise 4

- Students read the final part of the blog.
- They then complete it with an appropriate article, or no article.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 a 2 the 3 – 4 an 5 the 6 – 7 – 8 a 9 – 10 –

EXTRA SUPPORT Ask students to check against the rules in the Grammar focus box to explain their answers.

EXTRA ACTIVITY Articles are rarely used in newspaper headlines. You could ask students to bring two recent headlines to the next lesson. They should work with a partner to expand the headline to make a full sentence, and decide where it would be appropriate to use articles, e.g. *West United appoint new manager on three-year deal.Australia beat USA 3-1 to win World Cup.*

Vocabulary & Speaking success and failure

Lead-in

- Ask students if they know any films connected with sports, e.g. (football) *Bend it like Beckham* (2002) (GB); (Formula 1 drivers) *Rush* (2013) (GB); (rugby) *Invictus* (2009) (USA). Do they enjoy such films? Why/Why not? What characteristics of playing sports are usually highlighted in the films?

Exercise 5a

- Students look at the extracts and decide which verb could replace the highlighted parts.

ANSWER
succeed

Exercise 5b

Text summary: The article describes a film which was inspired by a 1940s women's baseball team, and the rules the team had to follow.

- Before students do the exercise, ask them to read the text and find the following pieces of information: what the sport it is about (*baseball*), the name of the film the team inspired (*A League of Their Own*), the name of the team's best player (Dottie Kamenshek), the name of a successful contemporary Japanese player (Eri Yoshida).
- Students then look at the words in blue, and decide if they are to do with success or failure.
- Do the first one together.
- Students check their ideas with a partner.
- Check their answers together.

ANSWERS
Success: overcame, got to the top, paid off, turned out, a triumph, make it, come off
Failure: a flop, give in, didn't work out, fell flat, a breakdown

- Check pronunciation of *league* /liːg/. You could explain the film's title, that leagues are used in many competitive sports, and that the expression 'in a league of one's own' means 'much better than all the others', so this refers to the women!
- Check *scout* in paragraph 2 (= (here) someone sent with a specific aim to find information or people) and *publicity stunt* in the penultimate paragraph (= something that is done in order to attract people's attention for marketing purposes).

STUDY TIP Suggest students record these words in these two groups in their notebooks. Some students might find it useful to present them in the form of a mind map, or to use different colours for each set of words.

CRITICAL THINKING There are more and more women competing in sports once considered appropriate for men only. The text also suggests sports women nowadays would not respect the rules the baseball team had in the 1940s. Ask students their opinions about female players and sports. They could discuss this in small groups, e.g. Should all sports be played by both men and women? Should the rules be different for men and women? Should men and women compete against each other?, etc. Encourage them to give reasons for their opinions.

Exercise 5c

- Students match the words and definitions.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

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

Exercise 5d

- Students match the words with the definitions.
- Students check their answers with a partner.
- Check the answers together.

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

EXTENSION Ask students to look again at the words in exercises 5c and 5d, and in pairs, decide if they are positive, negative or neutral. Then ask them to choose two from each group, and use the words to tell each other about a person or event.

Exercise 6

- In the task, students will be carrying out interviews. To do this, they will be working in groups of four – A, B, C – and D: these include a sportsperson, a business person and a writer. Role D is the interviewer. Each of the interviewees will be asked questions about overcoming difficulties in their life.
- Remind students that we call the person being interviewed the *interviewee* /ˌɪntəvjuːˈiː/.
- Allocate the roles and ask each student to read their role. Students A turn to page 128; Students B turn to page 133; Students C turn to page 140; Students D turn to page 141. Give them enough time to prepare on their own (e.g. five minutes), and remind them of the language for talking about success and failure (exercise 5).
- When they are ready, students work together in groups of four. In turn, the interviewer will ask them questions.
- Students, in their roles, should be encouraged to comment on each other's answers.
- If you have a small group, or an uneven number of students, include Student D (the interviewer) and one or two of the other roles. Alternatively, two students could work together as interviewers.

FEEDBACK FOCUS When they have finished, ask each group to decide which of the interviewees was most successful, either in terms of overcoming the biggest difficulty, or in achieving the biggest success. You could also praise them for accurate use of language for talking about success and failure.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 A –
B –, –, –
2 A –, –
B the, a
3 A the, –
B –, a
4 A the
B the, a
5 A a
B a, a
6 A a
B a
A the, a, the, a, –

Exercise 2

1 – 2 an 3 – 4 a 5 – 6 – 7 – 8 – 9 –
10 the 11 – 12 – 13 – 14 –/a 15 – 16 – 17 –
18 the 19 – 20 – 21 – 22 – 23 – 24 – 25 –
26 – 27 a 28 – 29 the 30 – 31 – 32 – 33 a
34 a 35 an/– 36 an 37 – 38 – 39 – 40 An
41 a 42 a 43 – 44 – 45 – 46 –

3.3 Vocabulary and skills development

Goals

- Understand how writers avoid repetition
- Use prepositional phrases

Reading how writers avoid repetition

Lead-in

- Tell students you're going to play a quick game called *word associations*. In turn, each student says a word closely related to, or associated with, the previous word. This moves round the class. For example, if the first person says *team*, the next might say *football*, the next *baseball*, then *American sports*, and so on. Suggest that it isn't about speed, but that the word must have an association. Other students can challenge if they think there is no connection.
- Start by saying a word, and eliciting the next from a student on your left, and then prompt the person on their left.
- If a student cannot think of a word, then either they are 'out' of the game, or they start a new round.
- Continue until everyone has had at least one turn.
- When you have finished, put students into pairs, and ask them to try to write down all the words they heard, in order. Give them two minutes.
- Ask them to decide how the words connect, e.g. are they synonyms, or other examples?
- Tell the class this lesson will be about avoiding repetition.

Exercise 1

- Students look at the photos, and with a partner discuss how animals work together to achieve a goal.
- Check they know the names of the animals *meerkat* /ˈmɪəkæt/, *lions* /ˈlaɪənz/, *killer whale or orca* /ˈɔːkə/).
- Elicit some of their ideas.

EXTENSION Ask students if they know how any other animals work together (e.g. bees, to make honey, etc.).

Exercise 2

Text summary: The review extract explains how killer whales (orcas) work together for prey.

- You could divide this exercise into two parts: students first read the article to find out how whales work together (they create a wave to knock a seal off the ice into the sea); then they read it a second time to decide what the words set in blue refer to.
- They then check their ideas with a partner.
- Check the answers together.

ANSWERS

beasts of the sea = whales
prey = the seal
the water = the sea
this wonderful programme = *Frozen Planet*
the region = the Antarctic

- Check *intriguing* /ɪnˈtriːgɪŋ/ (= very interesting because of being unusual or not having an obvious answer), *ruthless* (= hard and cruel; determined to get what you want and not caring about the effect of your actions), *prey* (= an animal, a bird, etc. that is hunted, killed and eaten by another).

EXTENSION Ask students if they knew about this before, and whether they think of humans as individually motivated. Are they motivated more on their own, or as part of a team? Why?

Exercise 3

- Students read the information in the Unlock the code box about avoiding repetition, and identify which strategies were used in the text.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

beasts of the sea = synonym
prey = more general word
the water = synonym
this wonderful programme = title/descriptive word
the region = title/descriptive word

EXTENSION If you did the lead-in activity, ask students if they used any of these strategies.

Exercise 4a

- Students work in pairs to decide which words they associate with *bacteria*.
- Elicit a few ideas. They will check when reading the text.

Exercise 4b

Text summary: The text talks about the smallest forms of life, their crucial role in life on earth, and explains how bacteria can work together to benefit other living creatures.

- Students read the article and check their ideas.
- They then check their answers with a partner.
- Elicit their ideas. Did they choose the right words? Why/Why not?

ANSWERS

beneficial, collaborative, essential, harmful

- Check *to synthesize* /ˈsɪnθəsaɪz/ (= to produce a substance by means of chemical or biological processes); *sibling* (= sister or brother); *squid* (= a sea creature that has a long soft body, eight arms and two tentacles, i.e. long thin parts like arms around its mouth that are sometimes fried and eaten, e.g. calamari).

WATCH OUT! Remind students that *bacteria* (plural) is of Latin origin; the singular form is *bacterium*.

Exercise 5

- Students read the statements and decide if they are true or false.
- Encourage them to give reasons for the answers from the text.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 T
2 F – We think it's a sign of intelligence: 'we imagine that it is somehow a sign of their cleverness'.
3 F – They shine a light once they are in sufficient numbers.
4 F – It's the bacteria who benefit from food – the squid benefits from the light (for hunting).
5 F – The bacteria benefit from food, not protection.

Exercise 6

- Students read the phrases in blue in the text, and work in pairs to find which words have been replaced to avoid repetition.
- Check the answers together.

ANSWERS

animals – bees, termites, geese
intelligence – cleverness
these single-celled organisms – bacteria
important functions – digest our food, etc.
siblings – members of the same species
actions – moves
host animal – squid
enough – sufficient
the process – illuminate a light, etc.

EXTRA ACTIVITY Ask students to find a short text in English relating to a subject or topic they are interested in, e.g. connected to their work, or hobby. It could be from a product/service document, blog or magazine. Ask them to note down or underline how the writer has avoided repetition, e.g. by using words with similar meanings, paraphrasing, etc. Students could discuss their findings with a partner.

DICTIONARY WORK If students have access to a thesaurus (it could be online), ask them to refer to it when writing to avoid repetition. This will give them options of similar words they can use. They need to use it with care (e.g. checking the part of speech, and reading through all the possibilities). Remind students also that it is crucial to double-check any possible alternative word they want to use in a dictionary before using it.

Vocabulary prepositional phrases

Exercise 7a

- Students read the information in the Vocabulary focus box about prepositional phrases.

EXTRA SUPPORT Prepositional phrases have many purposes: they can behave like adjectives (*for sale*), or adverbs (*at the weekend*), add information (*with blue shoes*), or may be idiomatic.

EXTRA CHALLENGE Ask students if they can add any other similar phrases to the box, e.g. *not at all, all the time, over the top*. Encourage them to check the meaning of such phrases by looking up the key word in a good dictionary.

Exercise 7b

- Students read the mini-conversations, then underline the best meaning of the prepositional phrases in bold.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 without any regular pattern
2 I can't make up my mind.
3 knowledgeable
4 generally speaking
5 had no idea
6 not working
7 pretty certain
8 Unexpectedly
9 as a minimum
10 sometimes

STUDY TIP Suggest students record three or four prepositional phrases in their notebooks with example sentences based around one topic. This should help remember them, e.g. *The coffee machine was* out of order. *I really needed a coffee, so I was* on the ball *for a meeting with my boss. I was* in two minds *whether to make tea instead, or go out for a coffee.* At times*, a good coffee really helps. So finally I went to the take-away coffee shop opposite*.

Exercise 7c

- Students check their answers with a partner.

PRONUNCIATION Go through each phrase, and ask students to underline the word in each phrase which is stressed, e.g. *I'm in <u>two</u> minds*. Note that sometimes it isn't obvious which word is stressed.

Exercise 8a

- Students practise the phrases, working alone.
- Ask them to write four true sentences about themselves, each one using a prepositional phrase.
- Give help if necessary, or an example, e.g. ***At times**, I know I give you too much homework.* Or *I was **under the impression** we finished the class at half past.* There is another example in the Coursebook on page 31.

Exercise 8b

- When the students are ready, tell them they will be working with a partner and responding to each other's sentences.
- Demonstrate by saying one of your example sentences, and eliciting an example, e.g. *Yes, you do!* Or *No, we finish at quarter past.*
- Put students into pairs. In turn, each reads out their sentences, and their partner responds naturally.

FEEDBACK FOCUS Focus on students' ability to exchange ideas and converse naturally. Check, too, that the meaning of each phrase is clear within the context in which it is used.

3.4 Speaking and writing

Goals

- Check and rephrase
- Write a proposal

Listening & Speaking checking and rephrasing

Lead-in

- Ask students when they were last involved in a survey. Maybe they initiated a questionnaire, or perhaps they filled one in online or on paper.
- Ask students to discuss their experiences in pairs or groups of threes: what was the questionnaire about, and what did the researchers want to find out?

Alternative lead-in

- Ask students if they have ever been involved in a team-building event, at work, or as a student. This could be, e.g. a short getting-to-know-you activity, or even a long weekend away involving activities to get to know how others operate. Ask them to think about the event, what they did, what they learnt about each other, and how this helped them co-operate together better.

Exercise 1

- Students read the email, and decide why the HR manager is writing to her staff.
- Students check their answers with a partner.
- Check their answers together.

ANSWERS

Staff are unhappy with the way they communicate in the organization. Tracy wants them to come up with ideas for improving teamwork and communication.

EXTENSION Ask students if they think the email is formal, informal or neutral, and why. (It is quite formal, although uses some informal language, e.g. phrasal verbs, e.g. *come up with*).

Exercise 2 3.5

Audio summary: This is a discussion between the three staff who received the email. They are discussing how to summarize the feedback from the questionnaires.

- Play track 3.5.
- Students listen and write down the four main ideas.
- They check their answers with a partner.
- Check their ideas together.

ANSWERS

Weekly meetings with a rep from each department
Social events between the departments
Job rotation
In-house social media feed
Mentioned but not included:
Team-building weekends
Each department to circulate information each week

EXTENSION Ask students which of the four ideas they think is best, and why. Can they add to the list of how to improve teamwork and communication?

AUDIOSCRIPT 3.5

N OK, so Tracy has asked us to go through these questionnaires and come up with the best ideas for better communication between the departments.
A So … am I right in thinking that we have to list as many ideas as possible?
N No, I think we should restrict it in some way.
S I agree. Let's brainstorm first, then choose the best ideas from that list.
A Sorry, I don't follow you. What do you mean?
S What I'm saying is, we put all the ideas together, then choose … four?
A That sounds good. I wrote down a few ideas already.
N OK, let's hear them.
A So first up, a lot of people said: how about meetings between the departments?
S OK, but some of the departments have twenty staff. How would that work?
A Well, they'd have to choose somebody to attend. In other words, each department would send one person. Are you with me?
N And this group of people, one from each department, would meet regularly – is that what you mean?
A Yes, maybe once a week.
S Sounds good. It's pretty simple to organize. Next idea?
A The next one which loads of people mentioned was for more socializing between departments, like more social events, you know, cinema trips or meeting up after work. And there was a suggestion for team-building weekends …
N Oh yeah, brilliant, that's great. Let's put that down.
S Hold on. What did you mean when you said there was a suggestion for 'team-building weekends'?
A You know, where we all go away to a hotel for the weekend and play silly games.
S Oh no. I can't think of anything worse! It all sounds way too wishy-washy to me.
N I beg your pardon?
S Let me rephrase that. What I meant was that not everybody would enjoy that sort of thing. But going out after work is fine.
N OK, let's not put in team-building weekends. So that's two ideas so far. I thought the idea of job rotation between departments was a really good one.
A Oh cool, yeah. Then I could spend a week in the sales department trying to work out what they do all day …
S Sorry, what was that again?
A I'm joking! But I think job rotation's a great idea.
S Me too. You would really find out what other people are thinking. OK, we need one more. I've got a couple of ideas from the questionnaires I read. One would be for an in-house social media feed. Like a Facebook page where anybody from any department could contribute ideas and suggestions.
A Hmm … maybe … and the other?
S The last one was some kind of system where each department has to email all the other departments each week with information about what they're doing.
A I think that just repeats the weekly meeting. I prefer the social media idea.
N Me too. Everybody knows how to use Facebook these days. Great! That's four ideas … now we just need to write the proposal!

Exercise 3a 3.5

- Before playing the track, ask students to read the beginnings of the expressions, and see if they can complete them.
- Then play track 3.5 again and ask them to complete the expressions.
- Students check their answers with a partner.
- Check their ideas together.

ANSWERS

1 follow
2 with
3 did you mean
4 me rephrase
5 what was

Exercise 3b

- Draw students' attention to the Language for speaking box, and the first group of expressions. Ask what these expressions do (expressions for checking).
- Then ask them to complete the Language for speaking box with the other headings.

ANSWERS

1 Expressions for checking
2 Expressions for rephrasing
3 Expressions to check if the listener has understood

Exercise 3c

- Students then put the expressions in exercise 3a into the correct category.
- Students check their answers with a partner.
- Check their answers together.

ANSWERS

a Sorry, I don't follow you.
b What did you mean when you said …?
c Sorry, what was that again?
d Let me rephrase that.
e Are you with me?

Pronunciation checking and rephrasing

- Draw students' attention to the information about pronunciation and stress.

Exercise 4a 3.6

- Play track 3.6.
- Students listen to the phrases in the Language for speaking box, and mark the stress.

ANSWERS/AUDIOSCRIPT 3.6

1 **Expressions for checking:**
Am I **right** in **think**ing that …
Sorry, I don't **follow** you.
What did you **mean** when you **said** …?
… is **that** what you **mean**?
Sorry, I didn't **catch** that.
Sorry, what was that **again**?
2 **Expressions for rephrasing:**
What I'm **say**ing is …
In other **words** …
What I **meant** was …
Let me re**phrase** that.
I'll **put** that another way.
3 **Expressions to check if the listener has understood:**
Do you **follow**?
Are you **with** me?
Do you understand **so** far?

Exercise 4b

- Students compare their answers with a partner.
- Check their answers together.
- Students practise saying the phrases which they think they would use, paying particular attention to the stresses.

EXTRA ACTIVITY Tell the students they're going to be 'experts'. They should think of one thing they are able to do, and which they'll explain to a partner, e.g. how to download an app or video, how to cook a special dish, how to change the TV settings, etc. They should think of how they will explain this, and then pair up and tell each other. Listeners must be sure they understand, and should use phrases from the Language for speaking box to check. When they have both told each other the tasks, they should find a new pair, and tell their new partner about their first partner's area of expertise. You could repeat this once or twice, and then ask listeners to compare the instructions with the expert. Note that this activity could take at least fifteen minutes.

Exercise 5a

- Put students into groups of three or four. Ask them to think back to the ideas in exercise 2 for developing teamwork and communication.
- They should now think of one or two more ideas for increasing collaboration at work, and discuss how they would work in practice.
- Monitor, and make sure they come up with some ideas. You could give them cue words, e.g. real or online suggestions box, specific occasions (when and where) for colleagues to chat over a coffee, etc.
- When they are ready, ask them to prepare to summarize their ideas to the group.

Exercise 5b

- Students present their ideas to the rest of the group, and include reasons for their decisions.
- Encourage other groups to ask questions for clarification, or challenge the ideas, to be really sure they would work!

FEEDBACK FOCUS Make sure, however, that each idea is properly developed, and would work in practice. You could ask the class to vote on which ideas they think are the best. Focus, too, on their use of the expressions from the Language for speaking box.

Reading & Writing a proposal

Exercise 6

Text summary: The proposal is for Tracy, their manager, and is based on the feedback from the questionnaires.

- Before reading the proposal, ask students to read the section ideas, and try to think of a logical order for them.
- Then ask them to read the proposal, and work with a partner to find what each paragraph includes.
- Check their ideas together.

ANSWERS

a states the aim of the proposal
b gives the background information, including the problem
c proposes ideas, with reasons
d makes recommendations and gives a conclusion

- Check *feed* in bullet 4 (= (here) a special feature on a website that allows you to see new information that has been added without having to visit the website, usually using a *feed reader*, i.e. a piece of software that displays this information).

EXTENSION Ask students if they thought the information was ordered logically, according to their ideas. Why/Why not? Would they present it in any other way?

Exercise 7

- Students read the questions, and answer them.
- They should discuss their answers with a partner.
- Elicit their answers.

SUGGESTED ANSWERS

1 The text is divided into separate sections, with headings for each section.
2 to guide the reader to the relevant part of the content
3 The reader can see where one idea finishes and a new one starts.
4 The tone is impersonal; the style is neutral to formal. Examples: passive voice as in *communication could be improved*, *how this could be done*; individual words as in *measures*, *commissioned*, *conducted*, *rectify*, *implement*, *inexpensive*, *provide*, *However*, *outweighed*, *potential benefits*

EXTRA SUPPORT Help students by working through some of the more formal vocabulary and finding informal equivalents, e.g. *measures – steps, conduct – carry out*, etc. They could also compare audioscript 3.5 with the words used in the report for a closer comparison.

SMART COMMUNICATION Remind students that having a logical layout is reader-friendly, and will get a better response. Using headings to help you write can be very helpful in organizing content before you start writing.

Exercise 8

- Students match words on the left with their meanings on the right.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 d **2** g **3** i **4** a **5** f **6** j **7** c **8** b **9** e **10** h

- Check the pronunciation of *overwhelmingly* /ˌəʊvəˈwelmɪŋli/ and *deteriorate* /dɪˈtɪəriəreɪt/.

Exercise 9

- Students will be writing a proposal based on their ideas in exercise 5. They should initially work on this alone.
- Ask them to look back at their ideas from exercise 5.
- First, ask them to think about how to order the content: remind them to look at exercise 6 for help. They should decide what information they will include in each section.
- Then ask them to decide whether they will be using any numbering or bullet points, and how this will help to convey a clear message.
- Remind them that the proposal should be neutral to formal: this means including passive voice so as to avoid naming specific people, using Latinate words (not phrasal verbs), etc.
- When they are ready, ask students to draft a first report.
- If you are short of time, students could write the first draft at home.
- Students could be encouraged to read each other's proposals and comment on the ideas, and recommendations, and offer any suggestions.

FEEDBACK FOCUS Focus on the ideas the students present in their proposals, the reasons, the recommendations and conclusions. Add a comment based on how useful they would be in practice. You could also comment on the style of the proposal, as well as students' use of language from exercise 8.

EXTRA ACTIVITY You could ask students to carry out a survey on something more closely connected to them or the group as a whole, e.g. ways to get more practice in speaking English or ways to extend their vocabulary. Depending on their motivation, they could both design and carry out the survey amongst the group, and friends/colleagues, and then write up a proposal.

3.5 Video

The Tall Ships Race

VIDEOSCRIPT

On a beautiful August afternoon, dozens of tall ships of various shapes and sizes, accompanied by hundreds of smaller boats, formed the largest flotilla in living memory as it left the small town of Falmouth in the south-west of England. These magnificent ships were all heading for the start of a race to Greenwich, over 200 miles away in London.

On board these ships were over 800 trainee crew members, many of whom had never been to sea or even been sailing before. These trainees had been recruited to support the professional sailors, and given the chance to experience life as part of a tall ship crew. The professional sailors had high expectations of their trainees, as the race would be a physical and emotional challenge, and a life-changing experience for many of them.

This Tall Ships Race was organized by Sail Training International, a charity dedicated to the development and education of young people through sailing experiences. Over half of the trainees were under twenty-five years old, and many had difficult backgrounds to overcome. But there was no room on board for troublemakers. If the crew was going to make it, all the trainees needed to be open to new ideas and willing to get their hands dirty. The trip would take them far away from their creature comforts, and force them to work together as a team.

It's a huge challenge because one of the great powers of Sail Training is that it goes out of range of the mobile phone. And everybody can see – it's very obvious – why everybody has to work together. The sails don't go up unless you all pull together. Somebody has to steer the boat, has to cook, has to wash up … and all the other tasks on board. And even people who have no idea about boats at all very soon understand why it's necessary to work together. And it has a terrific effect on the crew. So right now, at the beginning of this race, we've got a lot of very anxious young people climbing the masts for the first time in port, pretty worried, white-knuckled. But once they get to Greenwich at the other end next weekend, they'll be confident, working together, and they'll remember it for the rest of their lives.

For some of the trainees, this is not their first time on board, and they're eager to spend more time at sea.

I started off not liking sailing at all. I was scared of boats, and, um, now you … I'd happily live on one.

I think it's made me more confident as … for meeting new people, um, and kind of making the most of it, like the time you've got, because, if you've only got a week on a boat, you kind of don't want to hang around and be like not doing much at the start. So I think it's just kind of taking things as soon as you can and making the most of it while you can.

Jack now helps first-timers on board find their sea legs.

I think probably the biggest thing is, um … I mean sometimes, when it's really rough, it's a bit uneasy, but you just get on with it. And as soon as you've been off for a couple of days, you forget that you even felt slightly ill in the first place.

And what's the biggest challenge when a new crew arrives?

I think it's just getting to know new people, really. I mean, obviously you're always going to find people that you don't get on with quite as well, but, um, it's just learning to kind of get round things and make the best of what you've got.

But it isn't just young people who have the opportunity to experience life as part of a tall ship crew. The most remarkable ship in the flotilla is, without a doubt, the Tenacious. Launched in the year 2000, the ship is fully accessible for disabled crew, giving people of all abilities and all ages the same opportunities as their able-bodied crewmates.

My name is Helen Leehy, and I'm sailing here as voyage crew on Tenacious, and this is my tenth voyage on Tenacious, which is one of the two ships owned by the Jubilee Sailing Trust, which specializes in access for disabled people as well as able-bodied sailors, um, on this wonderful three-masted ship. So every single detail is as, er, accessible as possible for the widest number of people.

So for example, you might be surprised to know that somebody who's blind can actually steer the ship, because the compass has a speaking compass, so they can hear where they're going even if they can't see where they're going.

But for me, I think, as a disabled person in particular, it's about meeting other people who have different sorts of disabilities, working together with people as a crew. And when you come on board, you really don't know who your fellow crew members are going to be. They can be all ages, you know, all shapes, sizes, colours, creeds, and that's fantastic. So it becomes a community of people who really become one, as it were, become as the crew and work together, and live together in a fairly confined space for a week or so. And that's a very special experience, and I don't think it's an experience that you can have on land very easily.

The beautiful sunshine and the enthusiastic support of the crowds were a real morale boost for the crews as they embarked on their sailing adventure. And if they could all work together and support each other, there's little doubt that their efforts would pay off with a triumphant arrival into Greenwich.

VIDEO ANSWERS

Exercise 1
Students' own answers

Exercise 2a and b
Students' own answers

Exercise 3
b

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

Exercise 5a–c
Students' own answers

Review

ANSWERS

Exercise 1

1 an
2 –
3 the
4 the
5 –
6 the
7 a
8 a
9 the
10 the
11 the
12 –

Exercise 2

1 hasn't/didn't
2 have
3 do
4 did
5 does like
6 be
7 has/have, does/do

Exercise 3a

1 S 2 W 3 W 4 S

Exercise 3b

Students' own answers

Exercise 4a

1 impression
2 most part
3 times
4 two minds
5 loss
6 ball

Exercise 4b

Students' own answers

Exercise 5a

1 I'll put that another way.
2 Sorry, what was that again?
3 Do you understand so far?
4 Let me rephrase that.
5 Sorry, I didn't catch the last part.
6 Are you with me?

Exercise 5b

Students' own answers

4 Responsibility

Unit overview

Language input

Degrees of obligation (CB p36)	• *You can't apply to adopt a child until you're eighteen.* • *You don't need parental permission to marry at the age of eighteen.* • *You should wear a seatbelt in a car.*
Passives (CB p39)	• *The airport was being rebuilt.* • *Smoking is not permitted anywhere in the building.* • *People in sheltered housing are said to live happier, more independent lives.*
Grammar reference (CB pp148–9)	

Vocabulary development

Responsibility (CB p37)	• *own up, blame for, be held responsible, in charge of, …*
Phrases with *care* (CB p38)	• *be without a care in the world, careless, the caring professions, handle with care, …*
Connotation (CB p41)	• *slim/skinny/underweight, dull/peaceful/quiet, simple/plain/bland, …*

Skills development

Listening: Understanding word boundaries (CB p40)
Writing: A balanced argument essay (CB p42)
Speaking: Formal negotiations (CB p43)

Video

Documentary: An international aid worker (Coursebook DVD & CB p44)
Vox pops (Coursebook DVD & TG p257)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: Have your say (TG p208 & TSRD) • Vocabulary: Recruitment drive (TG p226 & TSRD) • Communication: Formal negotiations (TG p244 & TSRD)
Tests	• Unit 4 test (TSRD)
Unit 4 wordlist (TSRD)	

4.1 Age of responsibility

Goals

- Express degrees of obligation
- Talk about responsibility

Grammar & Reading degrees of obligation

Lead-in

- Ask students to think about what they liked/didn't like about growing up as a teenager, and taking on different responsibilities. Did they like this period? Why/Why not?
- Students discuss their ideas with a partner.
- Elicit some of the students' ideas.

Exercise 1

- Before doing this task, ask students to cover the webpage referred to in exercise 2.
- This activity will work better if students of the same nationality work together, if possible.
- Ask students to look at the photos. Students work in pairs, and discuss what age people in their country have to be to do the activities.
- Elicit their ideas.

EXTENSION If you have a mixed nationality group, compare their answers, and discuss the pros and cons of being a different age to do some of the activities. Do they think the ages in their country are appropriate? Why/Why not?

WATCH OUT! If it is relevant to your students, point out that in British English, *licence* is spelt with a 'c'. In American English it is *license*.

Exercise 2

Text summary: The webpage shows the ages people have to be in England to carry out certain activities.

- Students look at the website, and decide who it is for.
- Elicit their answers.

ANSWER

for young people, or people working with young people

- Check *(parental) consent* /kən'sent/ (= permission to do something, especially given by somebody in authority) and *donor* (= a person who gives blood or a part of his or her body to be used by doctors in medical treatment).

Exercise 3

- Students read the information in detail to find the minimum age for each activity.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

Order your own passport (16)
Be charged with a crime (10)
Open a bank account (11)
Get a private pilot's licence (17)
Work up to eight hours on a Saturday (15)
Buy fireworks (18)

EXTENSION Ask students to discuss the following questions with a partner: *What information did you find surprising or different to your ideas in exercise 1? Is it the same or different in your country?*

Exercise 4a

- Students read the sentences and decide if they are true or false.
- Do the first one together.
- They should then correct the false statements.

Exercise 4b

- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 F – You can't apply to adopt a child until you're twenty-one.
2 T – (with parental consent)
3 T
4 F – You're not allowed to work more than two hours per day.
5 F – You have to stay till your eighteenth birthday.
6 F – It's compulsory. It's your responsibility from the age of fourteen and it's the law.

EXTRA SUPPORT Students may get confused with how these verbs are used, as making the verb negative doesn't always make the meaning opposite, e.g. *You need to get a ticket.* (obligation); *You needn't/don't need to get a ticket* (you decide: you can if you want)

WATCH OUT! Note that some of these verbs change in some tenses when expressing obligation, e.g. *You must go to school.* (present)/*You had to go to school.* (past). *You'll have to go to school.* (future). (Note: for expressing strong certainty, we can use *must* in the past and present, e.g. *He must've been quite old by then.*)

Exercise 5

- Before doing this exercise, make sure students have corrected the sentences in exercise 4.
- Students match the statements in exercise 4a with their meanings a–d.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

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

EXTRA SUPPORT If students need extra help, use concept questions for each structure, e.g. *Do you have a choice? Who decides? It is a good idea?*

Exercise 6

- Students read the Grammar focus box, and decide what the function of each group is.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 d 2 c 3 b 4 a

WATCH OUT! Although the difference is small, remind students that we often use *must* for 'internal' obligation – something you yourself decide to do – and *have to* for 'external' obligation, e.g. *I must stop eating so much chocolate.* (my decision)*/The doctor says I have to lose weight.* (his/her decision).

- Remind students to check the *Grammar reference* on page 148, where there are two more practice exercises they can do for homework.

Exercise 7a

- Students read the sentences, and rewrite them using the correct form of the word in brackets.
- Do the first one together.
- Remind them to check the sample phrases in the Grammar focus box.

Exercise 7b

- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 It is compulsory for all visitors to have a visa.
2 You'd better hurry up before the shops close.
3 You're not allowed to use mobile phones in this area.
4 It's up to you to decide.
5 You ought to see a doctor about that cough.
6 We're not supposed to park in this street.

PRONUNCIATION Highlight which word in each expression is stressed (sometimes there is more than one option), e.g. *You'd better …, It's up to you.* Remind students also that *to* in *have to, ought to* and *up to you* is weak /tə/.

EXTRA ACTIVITY Students could work in same-nationality pairs, or find corresponding information online about a country. Ask them to find five facts about age restrictions of the activities mentioned in exercises 1 and 2. Ask them to make them into statements: three sentences should be true, and two should be false. Students then join another pair, and guess whether each other's statements are true or false.

Vocabulary & Speaking responsibility

EXTRA ACTIVITY Before doing the next activity, you could write *responsibility* on the board, and ask students, in pairs, to discuss what they understand by this at home/when studying/at work, etc. Elicit a few ideas.

Exercise 8 4.1

Audio summary: Students will hear three short conversations. Two of the conversations take place in the workplace; the second one takes place at a school or college.

- Students read the rubric, and listen for the answers to the questions.
- Play track 4.1.
- Students check their answers with a partner.
- Check the answers together.

EXTENSION What clues helped them decide who was speaking, and where the conversation was taking place?

ANSWERS

Situation 1
1 two colleagues
2 office
Situation 2
1 welfare officer and students
2 language school/some type of college
Situation 3
1 boss and member of the team
2 office

AUDIOSCRIPT 4.1

1
A You should have heard Kevin from Accounts this morning.
B Why? What was it this time?
A Well, he came down here to use the photocopier and somebody had left it jammed again.
B Uh-oh. What did he say?
A Well, you can imagine. 'Who did this? Is anyone going to own up?' As if anyone was going to confess with him going on like that.
B I bet I know who's to blame for it. That Michael – he's useless with machines.
A I really don't feel any of us can be held responsible – we all know the machine's at least ten years old – they need to get a new one. Simple as that.
2
OK, hi everyone. Welcome to English Now. I'm the welfare officer here and my name's Maria. I'm responsible for everything to do with your accommodation and also things like health, banking and so on. If you have any problems with your host family or need to know anything about local transport or where to get a SIM card for your mobile phone, I'm the person to see. I'm also in charge of reservations for the social programme, so if you want to sign up for any of the trips or activities on offer, come and let me know.
3
A Well, Scott, the reason I've called you in today is that we'd like you to take care of the Miller account from now on.
B Miller? But that's one of our biggest customers.
A Indeed, which is why we feel you're the man for the job. You'll answer to Melanie and you need to keep her informed about what's going on, but you're trustworthy and reliable, and we know we can count on you to get the job done.
B Wow, I, er, don't know what to say. I mean, thanks. It's a real vote of confidence. Um, yes, I'd be delighted to take it on. I hope I don't let you down.
A I'm sure you won't.

- Check *jammed* in situation 1 (= not able to move (because something is stuck), *welfare* in situation 2 (= the general health, happiness and safety of a person) and *welfare officer* in situation 3 (= an employee concerned with these issues).

Exercise 9a 4.1

- Before playing the conversations again, ask students to read the sentences from the three situations, and see if they can complete them.
- Play track 4.1 again.

- Students listen and complete the sentences.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS
1 own up
2 to blame for
3 be held responsible
4 responsible for
5 in charge of
6 take care of
7 reliable
8 count on

STUDY TIP Remind students to pay attention to the dependent prepositions (i.e. *blame for, in charge of*), and record this in full in their notebooks.

WATCH OUT! Note that *to own up* is a phrasal verb, so the stress is on the particle *up*.

Exercise 9b

- Students match the eight phrases with their meanings a–h.
- Students check their answers with a partner.
- Check the answers together

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

Exercise 10

- Ask students to read the sentences, and then use the phrases from exercise 9a to complete them. Remind them to check the form of the words they use.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS
1 held
2 taken
3 count
4 charge
5 blame
6 own

Exercise 11

- Divide the class into Students A and B. Students A turn to page 128; Students B turn to page 134 of the Coursebook.
- Ask them to copy the table, and follow the instructions.
- Give them time to write something in each of the six boxes.
- When they are ready, put the students into pairs. Each student should show their partner their completed grid (but without showing them their own instructions).
- In turn, students should ask yes/no questions about the item in each box until they guess it correctly.
- When they guess an item correctly, encourage them to ask their partner at least two more questions about it to find out more.
- You could make this competitive, seeing which pair can guess each other's items first, but make sure they only ask yes/no questions!
- When all the pairs have finished, ask each person to report back to the group about one fact they found particularly interesting.

FEEDBACK FOCUS Listen for information about students' experiences. You could use this afterwards to ask each student one question about one thing they wrote down. Note down good use of language for describing obligation (or lack of it), as well as phrases for talking about different degrees of obligation.

GRAMMAR REFERENCE ANSWERS

Exercise 1
1 It's compulsory to have at least third party insurance to drive a car.
2 (I think) we're supposed to go to reception when we arrive.
3 We'd better leave before it's too late.
4 It's not obligatory to give your personal details.
5 Are we allowed to take photos in the gallery?
6 It's not necessary to wait if you don't want to.
7 I don't think we are supposed to be doing this. / We're not supposed to be doing this.
8 My advice is/would be to speak to your boss about it.

Exercise 2
1 mustn't
2 allowed
3 must
4 had
5 can't
6 compulsory/obligatory
7 supposed
8 couldn't

4.2 The caring generation

Goals

- Use phrases with *care*
- Use passives

Vocabulary & Speaking phrases with *care*

Lead-in

- Ask students to work in pairs. What experiences do they have of looking after very young children, or elderly people, perhaps members of their own family?
- Students discuss their experiences.
- Elicit a few ideas.

Exercise 1

- Focus students' attention on the photos.
- Ask them to discuss with a partner where they would see these things.
- Elicit a few ideas.

ANSWERS
'HomeCare' – on an identity card of a social or community worker.
'Handle with care' – on a box containing glassware or fragile items
'Essential care' – on some type of beauty product, skin cream, etc.

EXTENSION Ask students to share their experiences of the situations, and elicit some of these.

Exercise 2

- Students read the words in the box, and then work alone to match them to the definitions.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 handle with care
2 health care
3 take care of
4 careless
5 I couldn't care less
6 carefree
7 a carer
8 day care
9 Be careful!
10 the caring professions
11 be without a care in the world

WATCH OUT! Note that the expression *I couldn't care less* sounds rude and could be offensive. In the US, the expression, with the same meaning, is *I could care less*.

PRONUNCIATION Check the word stress on these phrases. Ask students to underline the word or syllable which is stressed, discussing their ideas in pairs. Do the first one together, then elicit and check their answers. Encourage the students to read the list out loud, exaggerating the word stress: ***Han****dle with* ***care****; Be* ***care****ful!; take* ***care*** *of;* ***care****less; I* ***couldn't*** *care* ***less****;* ***care****free; carer; daycare; healthcare; the caring professions; be without a care in the world.*

Exercise 3 4.2

Audio summary: The four mini-conversations each end with a gap for the students to complete using an expression from 1–11 in exercise 2. The situations are set at work, and in the home.

- Students listen to the conversations, and decide what the last word or phrase should be.
- Play track 4.2.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 careless
2 be careful
3 I couldn't care less
4 health care

AUDIOSCRIPT 4.2

1
A I think there's something wrong with the remote control.
B You mean you've dropped it again! Do you have to be so …?
2
A I'm not happy about you driving tonight – the roads are really icy.
B Don't worry, I'll be fine.
A Well, …
3
A Just look at you: green hair, long black clothes and all that jewellery. Whatever will the neighbours think?
B People should judge you on the person you are, not what you look like. As for the neighbours, …
4
A Right, so apart from the salary, what benefits are there?
B OK, so as part of the package you get four weeks' holiday, free parking, and private …

EXTRA ACTIVITY Ask students to choose two of the other phrases in exercise 2, and, with a partner, to make up a mini-conversation which uses the key phrases at the end. Students could then join up with another pair, role-play their conversation and guess each other's phrases.

Exercise 4

- Students look at the photos and discuss in pairs what each job entails, and what qualities are needed.
- Elicit some of their ideas.

EXTRA SUPPORT If you have a weaker group, ask students first to describe what is happening in each photo and what the people do. Then ask students to think about the jobs and skills. The fourth picture is rather ambiguous – it shows a human resources manager.

Exercise 5a 4.3

Audio summary: The first interview is with a warden of a sheltered housing complex. The warden describes what sort of home it is, explains that she is there to help when it is needed, and that it's important to be a good listener. The second interview is with a human resources manager, who is involved in recruitment and staff development. Being a good listener is important, as well as having a very professional relationship with staff.

- Tell students they will hear interviews with two of the people pictured in exercise 4.
- Ask them to read the instructions and make notes under the three headings.

Exercise 5b

- Students check their answers with a partner.
- What parts of their job, or the skills needed, were similar or different? Ask them to give reasons to support their answers.
- Elicit their ideas.

ANSWER

Speaker 1

1 warden at a sheltered housing complex, on call daytime and three nights, maintenance, on hand for emergencies
2 allowing people independence in a supported environment
3 patience, being a good listener, respect for people's privacy

Speaker 2

1 HR manager
2 staff welfare
3 being a good listener, be present, discretion

AUDIOSCRIPT 4.3

1

I Could you tell us a bit about your job?

A Well, I'm a warden at a sheltered housing complex – that's a kind of supported residential option for older people. The people who live here are all retired, they all have their own flat, and they don't tend to have any major health care issues, but they're also reaching a point in their lives when it's kind of comforting to have someone available, just in case they have any difficulties.

I'm on duty three nights a week – I have a colleague who covers other nights – and I'm around during the day. I don't go round unless I'm asked, but the residents know that I'm on hand should they need anything. This can be small things like helping them change a light bulb, or taking care of minor maintenance jobs that need to be done, say, if something gets broken, through to helping in the event of some kind of medical emergency.

I OK, so you're in what could be termed a 'caring profession' – what does 'caring' mean to you?

A Well, in this job, I think it's about allowing people to have their independence, but knowing that there is somebody who does care and is there if they need it.

I And the qualities needed for your job?

A Well, you need to be patient. You need to be a good listener. Some people in this situation can be a little lonely, but I think you also need to have respect for people's independence and privacy. Yes, I think that's the most important thing, really.

2

I What do you do?

B I'm a Human Resources Manager. I have a background in psychology and I was hired because of this, so although HR – Human Resources – could be seen as just part of a business, for me it's very much a caring profession.

I And what does your job entail?

B Well, we work in various different areas like recruitment – taking on new staff, contracts, staff development and so on, but I think one of the most important things for me is staff welfare – making sure that people feel good and are looked after – because I think happy people will do their job better. We encourage our staff to come in and talk about any problems or concerns they may have and these tend to be work-related – contracts, pay and so on – but sometimes staff members come and talk to me about more personal matters, other things that might be having an impact on their work.

I So what does 'caring' mean to you?

B I think being a good carer is about being a good listener – I think it's important to listen well and to be present – that is, not distracted by your own stuff when someone's talking to you.

I OK, so apart from that, are there any other qualities you need in this job?

B The other thing is total discretion. People often talk about very personal or private issues – my relationship with them is a professional one, so it's important to keep that conversation private and to be careful that anything they say is treated in complete confidence.

- Check *discretion* at the end of interview 2(= care in what you say or do, in order to keep something secret or to avoid causing embarrassment to, or difficulty for, somebody).

EXTENSION Ask students to work in small groups, and consider and discuss what they think the most satisfying and the most challenging aspects of each job would be. Elicit some of their ideas.

DICTIONARY SKILLS Ask students to look up *home* and *house* in a good monolingual dictionary, and find examples of both words used as nouns, adjectives and verbs. Ask them to choose either *home* or *house*, and to write a sentence illustrating the meaning of the word in each form.

WATCH OUT! Note that when we use *home* without an article, it means where you live. *A home* is a place where someone goes to live and is looked after by someone else.

Pronunciation pacing and spacing in natural speech

Exercise 6a 4.4

- Ask students to read the short text under Pronunciation.
- Before playing the track, ask them to read the extract. Point out that the first pause is marked by a double slash. Ask them to guess where they think there are other pauses.
- Play track 4.4 and ask them to mark in the pauses.

Exercise 6b 4.4

- Students then underline the stressed words. Before playing the extract again, elicit one or two words which were stressed.
- Then play track 4.4 again, and ask students to underline the stressed words.
- Students check their answers with a partner.
- Elicit their answers.

ANSWERS/AUDIOSCRIPT 4.4

I'm on duty three nights a week // I have a colleague who covers other nights // and I'm around during the day. // I don't go round unless I'm asked, // but the residents know that I'm on hand should they need anything.

Exercise 6c 4.4

- Students listen again, and practise. Encourage them to speak simultaneously with the recording, out loud. This will help get the pauses and stresses in the right places.
- Elicit one or two examples.

Exercise 7a

- Tell students they will be looking at a topic, and preparing a short talk.
- Divide the class into three groups: A, B and C. Each group should look at their topic, and work together to come up with reasons for, or against the topic.
- Give students three minutes.
- Remind them that, when they present their talk, they should try to remember to include appropriate pausing and stress.

Exercise 7b

- Students stay in the same group, and prepare their talk.

Exercise 7c

- Regroup the students. In turn, each person presents their ideas.

Exercise 7d

- Ask listeners to decide if they agree or disagree with the speaker, and why. Remind them to ask questions, and give reasons for their opinions.

FEEDBACK FOCUS Listen and check that students present a clear argument with reasons. Praise them for good use of vocabulary connected with the caring professions.

Grammar & Speaking passives

Exercise 8a

- Students read the Grammar focus box, and underline the correct words to complete the rules.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 beginning
2 the action
3 more
4 not certain
5 informal

- Remind students to check the *Grammar reference* on page 149, where there are two more practice exercises they can do for homework.

Exercise 8b

- Students match the examples with the uses of the passive from the Grammar focus box.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

a 3 b 1 c 4 d 5 e 2

Exercise 9

- Before doing this exercise, ask students whether they are aware of any changes in care for older people over the past ten or twenty years. Do the elderly generally prefer to stay at home, or move into a home with care?
- Ask students to read the article and compare their ideas.
- Finally, ask them to complete the text using the verbs in the correct form, deciding whether they should be in the passive or active.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 is predicted
2 will present
3 were/have been cared for
4 have changed
5 to be looked after
6 has been
7 moving
8 are given

Exercise 10

- Students will be working in pairs to discuss the situation of caring for the elderly in Asian cultures. Student A is the interviewer; Student B is the researcher.
- Give students time to read their roles, and check they understand. Students A turn to page 128; Students B turn to page 134 of the Coursebook.
- Remind interviewers to think carefully about how they will ask the questions, and researchers to give full answers.
- When they are ready, students should work in A+B pairs.
- Give them time to carry out the interview.

EXTRA SUPPORT You could initially have Students A working together, and Students B working together, to check what they need to do, and the information they need to ask for, or give.

FEEDBACK FOCUS Comment on the success of the interviews in terms of a clear question-answer structure. You could find out if they needed to ask any more questions or give more information.

EXTENSION Find out if any of the information surprised them, and why. How similar or different is care for the elderly in their own country?

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 Bags must not be left unattended.
2 The first YouTube video was posted in 2005.
3 The problem seems to have been caused by a virus.
4 The new health centre is going to be opened next month.
5 It is believed that a few children born today will live to be 130.
6 They have arranged to be met at the airport.
7 The prisoners escaped without being seen.
8 The windows need to be cleaned/The windows need cleaning.

Exercise 2

1 restricted
2 was introduced
3 was originally intended
4 is estimated
5 have been prevented
6 has been relaxed
7 was changed
8 are now allowed
9 being relaxed
10 to be obtained
11 to be made
12 explains
13 had been expected/was expected/expected
14 is being closely monitored
15 is expected
16 be relaxed

4.3 Vocabulary and skills development

Goals

- Understand word boundaries
- Understand and use connotation

Listening & Speaking understanding word boundaries

Lead-in

- Explain *bucket list* (= a list of things you want to do before you die). Ask students to think about some of the things

they would like to do before they die, e.g. see the northern lights, go to a show on Broadway, learn to sail, etc.
- Ask students to share three ideas each with a partner.
- Elicit some ideas.

Exercise 1a

- Students read the sentence starters and then work alone to think of a way to finish each one so that it is true for them.

EXTRA SUPPORT Elicit ideas onto the board, and help students with the form of the verb in each case, i.e. *One thing I regret doing is* (not) **-**ing … *One thing I wish I'd done when I was younger is* + bare infinitive.

Exercise 1b

- Students share their ideas with a partner.
- Ask students what common regrets they think people have.
- Elicit some of their ideas. Find out if there are any similarities in their answers.

Exercise 2a 4.5

Audio summary: The report explains how most elderly patients complain about having worked too hard, and not having spent more time with family and friends. They also mention being too concerned with other people's expectations of them.

- Ask students to listen to the report, and find out what people commonly regret.
- Play track 4.5.
- Students check their ideas with a partner.
- Check their ideas together.

ANSWERS

working too hard
not staying in touch with friends
living the life others wanted them to live

- Check *to slip by* (= to disappear, almost unnoticeably).

EXTENSION Ask students whether they, or elderly people they know, have similar feelings. Can they do anything about it now? Is it too late?

AUDIOSCRIPT 4.5

According to a nurse who works with elderly people, there is a pattern of things they commonly regret when they look back on their life.
Every male patient she met shared the same wish: I wish I hadn't worked so hard. They felt they always put work before wives and children and regretted missing out on their children's youth.
Another commonly shared feeling was: I wish I'd stayed in touch with friends. People felt they'd been so focused on their own lives and responsibilities that they'd let good friendships slip by over the years.
The most frequently expressed wish was: I wish I'd had the courage to live a life true to myself, not the life others expected of me. Many people had ignored their own feelings in order to satisfy the wishes of others. As a result, they had a strong sense of frustration that so many of their dreams had gone unfulfilled.

Exercise 2b 4.5

- Before playing the track again, ask students to read the introduction and to try to complete the summary.
- Elicit a few ideas.
- Then play track 4.5. Pause after the first sentence for students to check their answers.

ANSWERS

a to a b pattern of c regret when

Exercise 2c

- Students find out how many words are missing in each gap. This leads to a discussion on word boundaries.

Exercise 3a 4.6

- Students read and listen to the information in the Unlock the code box about word boundaries.
- Play track 4.6.

EXTRA SUPPORT If necessary, play the track again, pausing after each example for students to hear the linking sounds.

Exercise 3b

- Highlight the sounds and letters immediately before and after each connection.
- Ask students to look at the three sets of examples, a–c.
- Ask them to decide which set refers to which rule.
- Suggest the students say words out loud, and as naturally as possible, in order to hear the way the words connect.
- Students compare their ideas with a partner.
- Elicit their answers.

ANSWERS

a 2 b 1 c 3

Exercise 3c

- In pairs, students practise saying the words, and linking them together.
- Elicit an example from each pair of students.

EXTRA ACTIVITY Ask students to write down two things they currently have on their to-do list, e.g. their English homework, finish a report, iron a shirt, etc. Students share their ideas with a partner. Elicit some of them.

Exercise 4a

- Ask students to read the rubric, and, with a partner, make a list of other, more liberating things to do, instead of the things on their to-do list, e.g. go for a long walk in the fresh air.
- Give the students two minutes to share at least three ideas.
- Elicit some of them.

Exercise 4b

- Before doing this exercise, ask the students to read the extract about doing liberating things. Where did Speaker A read about it? (on a blog on the internet)
- Then ask students to read it again, focusing on the words in bold. Ask them to decide which rule from the Unlock the code box is being exemplified in each case.
- Students work alone, and then check their ideas with a partner.
- Elicit their ideas.

Exercise 4c 4.7

- Students listen to the extract to check their ideas.
- Play track 4.7.
- Check the answers together.

ANSWERS

1, 3, 4 – Rule 2
2 – Rule 3
5, 6, 7, 8, 9, 10 – Rule 1

Exercise 5a 4.8

Audio summary: The conversation is between two people discussing the list of liberating ideas. Speaker A seems to find the idea very good, whereas Speaker B is more cautious, and perhaps more serious.

- Tell students they will now hear the rest of the conversation. They should write down the five ideas mentioned.
- Play track 4.8.
- Students check their ideas with a partner.
- Check their ideas together.

ANSWERS

1 Invent an illness and call in sick.
2 Climb a tree and sit there all day.
3 Throw out your TV.
4 Drop at least one obligation that doesn't serve you any more.
5 Jump on a train to somewhere. Anywhere.

AUDIOSCRIPT 4.8

B Now you just keep your hands off my to-do list …
A OK, OK! Now there are some things that I know you're not going to like …
B Like what?
A Like, 'invent an illness and call in sick'.
B Yup, you're right – that's just irresponsible.
A Or 'climb a tree and sit there all day'.
B Right.
A Yeah, but there are also some good ones …
B Such as?
A Let's see, 'throw out your TV' – now you've been saying for ages how much time we waste watching nonsense.
B Well, that's true enough.
A OK, here's another: 'drop at least one obligation ' – I mean, we all go round worrying about all our responsibilities and half the time we don't even stop to question the things we do.
B Yeah, you've got a point.
A Now what about this one: number seventy-seven, 'Jump on a train to somewhere. Anywhere.' I like the spontaneity of that – just go to the station and see where fate takes you.
B Yeah, but don't you think this is all a bit, I don't know …
A Carefree? Adventurous?
B No, I was thinking more on the lines of reckless or frivolous.
A Oh, lighten up a bit – you only live once.

- Check *reckless* (= showing a lack of care about danger and the possible results of your actions).

Exercise 5b

- Put students into groups of three or four. Ask them to read and discuss the questions.
- Give them three or four minutes, and encourage them to give reasons for their answers.

Exercise 5c

- Put each group together with another group.
- Ask them to report their ideas, and compare them.

FEEDBACK FOCUS Find out which group was the most cautious, and which group was most willing to try out some of these ideas. Give praise for fluent language, with good examples of linking words together.

EXTRA ACTIVITY Students work in pairs, and think of five additional liberating activities for the Freedom Experiment. They should write down why they feel each should be included. Students then join up with another pair and share their ideas. Ask them, in groups, to choose the four best ideas to present to the class.

Vocabulary & Reading connotation

Exercise 6 4.9

- Tell students they will hear the last part of the conversation again. Ask them to write down the adjectives they hear.
- Play track 4.9.
- Students decide if the adjectives have a negative or positive connotation, or if they could have either, depending on the context.
- Students compare their ideas with a partner.
- Compare their ideas together.

ANSWERS

A carefree, adventurous (positive about the ideas)
B reckless, frivolous (negative about the ideas)

Exercise 7a

- Ask students to read the Vocabulary focus box about connotation.

Exercise 7b

- Students work in pairs, and decide what connotation each word or phrase in the six groups has.
- Do the first one together.
- Check the answers together.

ANSWERS

1	a positive	b negative	c negative
2	a depends	b positive	c negative
3	a negative	b positive	c depends
4	a positive	b depends	c depends
5	a positive	b negative	c depends
6	a positive	b negative	c positive

Exercise 7c

- Students read the six situations, and decide which word in exercise 7b each person would be likely to choose.
- Students compare their answers with a partner.
- Elicit their ideas.
- Accept various answers, as long as students can give viable reasons!

SUGGESTED ANSWERS

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

WATCH OUT! Some words in English have different meanings in American and British English, e.g. *mad* in BrE means 'crazy', and in AmE means 'angry'.

DICTIONARY SKILLS Ask students to choose a group of words from exercise 7b, and look them up in a good monolingual dictionary: they should find example sentences, compare use, and check the connotation.

EXTRA SUPPORT Ask students if they know any other pairs of words which have similar meanings but different connotations, e.g. *young* (neutral) – *childish* (behaving like a child: negative) and *talkative* (negative) – *chatty* (positive).

Exercise 8a

Text summary: The article is about how older people usually take greater risks when they are on holiday.

- Tell students they will read an article about older people doing extreme sports. Ask them to decide if the writer thinks it is a good thing or not, and why.
- Students compare their ideas with a partner.
- Then ask students to underline the words which helped them to decide.
- Students compare their ideas with a partner.
- Check their ideas together.

ANSWERS

The writer does not think it is a good thing.
Possible words: risky business, take a chance, extreme sports, frivolously, risky activities, adrenaline junkies, high-risk, less cautious, alarmingly, potential dangers, daring, never even think of

EXTENSION Ask students whether they agree with the writer. Why/Why not?

Exercise 8b

- Ask students to work alone, and to read the positive phrases, 1–6, and find similar words with a negative connotation in the article.
- Students compare their answers with a partner.
- Check their ideas together.

ANSWERS

1 risky activities
2 high-risk
3 daring
4 frivolously
5 potential dangers
6 adrenaline junkies

Exercise 9

- Tell students they are going to write a short article about elderly people doing extreme sports, but in a more positive way, and using the phrases in exercise 8b.
- Encourage the students to support their arguments with reasons or examples.
- Give them about ten minutes.

EXTRA SUPPORT You could ask students to work in pairs to write the text together.

FEEDBACK FOCUS If the students are willing, you could ask them to swap their articles with each other. Ask them to rate how positive the article is, and whether it would encourage, or deter the elderly from doing extreme sports.

CRITICAL THINKING Ask students what other ways there are to help elderly people live a full life, apart from doing extreme sports (e.g. regular social events with friends and family, organized outings to a concert/the theatre/tourist sites, etc.). How can they be encouraged to take part or discouraged from doing anything too risky?

4.4 Writing and speaking

Goals

- Write a balanced argument essay
- Take part in formal negotiations

Reading & Writing a balanced argument essay

Lead-in

- Ask students to think about a favourite company – not one they work for, but one they like and respect. Students share their ideas with a partner.
- Elicit their ideas, and encourage them to give reasons.

Exercise 1a

- Students work in pairs, look at the photos, and discuss what they have in common.
- To help, ask students to think about what *action* could mean here.
- Elicit some of their ideas.

EXTENSION Ask students if they know of any 'responsible' companies and/or responsible tourism, i.e. companies which do something extra to benefit society or the environment.

ANSWER

Both talk about awards on a worldwide level. In both cases, responsible practices are the focus.

Exercise 1b

- Students read the definition of *responsible*.

EXTENSION Ask students to think of examples of what companies or tour operators/hotels do to be 'responsible', e.g. hotels do not change your towels every day; restaurants source their food locally; for every five T-shirts sold, one is donated to charity, etc. Ask students what companies they know, or work for, do, or could do, to be 'responsible'. Encourage them to think of specific examples.

EXTRA ACTIVITY Suggest students go to the Ethisphere website, *ethisphere.com*, and decide how useful and valid they think it is. Ask them to look at companies they know, and consider the reputation of those companies in their country.

Exercise 2a

- Students read the example about responsible journalism. You could ask them to think of a recent news story which conforms to these criteria.
- Students may be able to add to the bullet point list, e.g. *not hurting other people, presenting true facts, not leaving out important information,* etc.
- Give them one minute to discuss it with a partner, and then elicit their ideas.

WATCH OUT! Remind students that the adjective from *tourist* (noun), and *tourism* (noun) is *tourist* (not *touristic*).

Exercise 2b

- Two students, A and B, will focus on responsible business practices; Students C and D will focus on responsible tourism.
- Ask each pair to work on their topic, and to write a list of points, similar to the example.
- Prompt them by suggesting they draw on any experience they have, or examples they know of. Some companies have policies for, e.g. saving energy, paper, etc.; some run events to raise money for charity, and so on.

Exercise 2c

- When they have finished, ask the pairs to compare their lists with each other.
- Then ask each pair to finalize their list of points to present to the rest of the class.
- In turn, each pair should present their ideas. If these are done by topic (i.e. the ideas for responsible business first, and then the ideas for responsible tourism), it will be more interesting to compare them.

ANSWERS

Responsible business practices:
Working ethically
Working to minimize the environmental impact of the business
Healthy, safe work conditions for employees
Zero tolerance of discrimination
Having a positive impact on the local community
Responsible tourism:
Minimise negative environmental, economic or social impact
Bring benefits to the local community
Involve local people in decision-making
Help preserve local traditions and culture
Enable visitors to understand local culture and engage with the local community

FEEDBACK FOCUS Students could vote on which pair had the best ideas.

CRITICAL THINKING Ask students to think about what their company, or the national tourist office of their country, could do to be more 'responsible'. They could check online which companies in their country already sign up to corporate social responsibility (CSR). Students could work in pairs. Encourage them to come up with at least four ideas.

Exercise 3a

- Exercise 3 is divided into four parts, a–d. In each case, students use the sample essay as a model to help. Make sure they are sitting next to each other, to be able to see both the task and the essay.
- Ask students to read the sample essay on page 128 of the Coursebook.
- While they read, ask students what the author's opinion of current journalistic practices is.

Exercise 3b

- Students work in pairs and discuss what the typical structure for an argument essay is, focusing on the function of each paragraph.
- Then they look at the function of the first sentence in each paragraph.
- Check answers together.

ANSWERS

a **introductory paragraph; paragraph of arguments for; paragraph of arguments against; conclusion**
b **topic sentence which introduces the theme of the paragraph**

Exercise 3c

- Ask students to look at the list, and decide which points are not characteristic of an argument essay.

ANSWERS

3, 5, 6, 9

EXTRA SUPPORT Encourage students to find examples in the sample essay for the points which are characteristic of an argument essay.

Exercise 3d

- Finally, students add the headings to the Language for writing box.
- When they are ready, elicit their answers.

ANSWERS

1 Introduce arguments in favour
2 Introduce additional information
3 Introduce a contrast
4 Introduce arguments against
5 Describe a consequence
6 Close the essay

EXTRA CHALLENGE Ask students if they can think of any other phrases to add to the categories, e.g. (for the idea) *Many people are in favour of …*, (against the idea) *An important disadvantage is that …*, (contrast) *However, it should be remembered that …*, etc.

SMART COMMUNICATION Point out that when presenting arguments formally, and especially in writing, it is sometimes important to present a neutral stance (i.e. without stating where the information is from), e.g. *It is said that …, Some say that …, According to some sources …* Students could add this as an extra category in the Language for writing box.

Exercise 4a

- Students work in pairs, and choose a statement to work on.

Exercise 4b

- Students work together to think of two or three arguments both for and against the statement.
- Remind them to make sure they have a balanced number of arguments.

Exercise 4c

- Students then divide their ideas, one argument per paragraph. Encourage them to work together on the vocabulary they want to use, as well as on linking expressions. If necessary, refer them back to the sample essay.

Exercise 4d

- When they are ready, ask them to write, individually, the introductory paragraph. Give them three minutes.

- They should then compare this with their partner's paragraph and comment on the good points of each introduction.
- Give students time to revise their introduction if necessary.

SMART COMMUNICATION A good argument essay has a balance of arguments both for and against. The strength of how convincing the essay is depends on how well you can prove that the reasons against your argument are not true.

WATCH OUT! Remind students to plan the concluding paragraph carefully, and not to include any new information at this point in their essay.

Exercise 5a

- Remind students to check the structure of their essay against the information they found while working through the points in exercise 3.

Exercise 5b

- Students write the rest of the essay.
- If you are short of time, students could write their essay at home.
- You could ask students to work in the same pairs to compare the first draft of their essay.

FEEDBACK FOCUS When you read the essays, focus first on how convincing their arguments are in persuading the reader. Comment also on the structure of the essay, and linking phrases used.

STUDY TIP Leaving a longer piece of text overnight, or asking someone else to read it, helps to be objective about your writing. Encourage students to read and comment on each other's writing.

Listening & Speaking formal negotiations

Lead-in

- Ask students to think about other contexts where it's important to provide a balanced argument. Encourage them to think about situations at home, with friends and/or at work. Elicit a few ideas.

Exercise 6a 4.10

Audio summary: Students will hear two short conversations, both work-related: the first is about relocating the company, and the second is about paid holiday.

- Students listen and decide what the relationship between the two speakers is, and what each negotiation is about.
- Play track 4.10.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

Conversation 1: company directors (B could be an HR manager) and a mediator. The negotiation is about possible staff relocation.
Conversation 2: interviewer and candidate. The negotiation is about the amount of annual leave.

AUDIOSCRIPT 4.10

1

A … and the only solution is to reduce costs, and relocating the whole company to our northern office is the best way to do that.
B But that's nearly 500 kilometres away! Some of the staff in this office have been with the company since the 1980s. Their lives and the lives of their families are in this city. You can't just suddenly expect them to move to the other end of the country. There must be an alternative.
A I'm afraid I think you're missing the point here. If we don't do something, the whole company will go under.
C Perhaps if I could just say something here? It's nearly 4.00 now – that means we have another hour, and I'm keen to make a decision today, so perhaps if we just take a short break and then we can come back …

2

A Well, first of all, I'd like to thank you for your offer. I'm certainly interested in the opportunity. I just have a small problem with the conditions.
B Could you expand on that a little, Graham?
A Sure, well in my current post I actually get twenty-four days' leave a year, whereas you're offering twenty.
B I'm afraid twenty-four days is out of the question.
A OK, well, um, do we have any room for negotiation here?
B We could maybe take it up to twenty-two. I could put that to Human Resources and see what they think.
A I'd be very grateful if you could. Now in terms of my salary, I was thinking that …

SMART COMMUNICATION A good negotiation is a win-win situation, where at the end each party benefits in some way. Ask students always to bear in mind what they can give their negotiating partner.

Exercise 6b

- Students read the questions, and discuss them in pairs.
- When they have finished, elicit some of their more interesting ideas.

Exercise 7a

- Focus students' attention on the Language for speaking box. Ask them to use the verbs in the box in their correct form to complete phrases 1–7.
- Students compare their ideas with a partner.
- Check their answers together.

ANSWERS

1 come to
2 expand
3 come in
4 'm/am
5 look at
6 have
7 put, to

Exercise 7b 4.11

- Students will hear seven phrases, and should write them down.
- Play track 4.11.
- Students check their ideas with a partner.

Exercise 7c

- Students add each phrase to a category in the Language for speaking box.
- Students check their ideas with a partner.
- Check the answers together.

ANSWERS/AUDIOSCRIPT 4.11

Stating objectives of the meeting:
We'd like to make a decision at this meeting.
Asking for detail/clarification:
What exactly do you mean by that?
Trying to take a turn:
If I could add something at this point.
Refusing an offer:
I'm not sure we can accept that.
Disagreeing firmly:
No, I don't see that at all.
Asking for flexibility:
Would you be open to a reduction in …?
Expressing initial agreement:
That could work for us.

PRONUNCIATION Remind students that how they say each phrase will have a significant impact on the message they convey. Remind them that intonation is very important here, and it should match their negotiating style and approach. Reaching a win-win situation will be best for everyone. Using these phrases with neutral or polite intonation will be more effective than using direct language and stronger (more aggressive) intonation.

Exercise 8a

- Focus students' attention on the photo, and ask them to discuss the questions in pairs.
- After a few minutes, elicit their ideas.

Exercise 8b

- Tell students that there is going to be a new holiday complex at the local beach. Each of them will play a role in the decision-making.
- Allocate roles to the students. They should read the role carefully. Each of them has information that the others don't know. Students A turn to page 128 of the Coursebook; Students B turn to page 135; Students C turn to page 140; Students D turn to page 141.
- Remind students to support their ideas with arguments.

SMART COMMUNICATION Remind students that it's also a good idea to think ahead and try to anticipate what counter-arguments there will be, and be ready to discuss them.

- Give the students time to read and understand their role, and to ask any questions if necessary. Point out that Students A will be leading the discussion.
- Remind them to use phrases from the Language for speaking box.
- When they are ready, students take on their roles. Give them about ten minutes to have the discussion, and remind them to reach an agreement! It might be helpful to give them a time-check two minutes before the end.

EXTRA SUPPORT If you have a weaker group, you could first ask all Students A to work together, and Students B, and so on, and then re-group them (A+B+C+D) afterwards.

EXTRA ROLE If you have an odd number of students, you could add a fifth role to one of the groups:

Student E (optional): You represent a small group of local residents whose property adjoins the beach. You've been living in the area for years and your homes and lifestyle would be completely ruined by the resort. You recently made contact with a journalist in the national media who has promised to write an article in support of your case.

What the others don't know: People in your group have been hard-hit by the economic situation. If you can agree a significant compensation package and an option to relocate to another stretch of the coast, you might consider it.

Make some notes on your arguments.

FEEDBACK FOCUS When they have finished, ask each group to report back to the class on their discussion. Which party managed to convince the others more effectively? What strategies did they use? What would the others do differently if they had the chance to run the negotiation again? Comment also on their use of negotiating phrases.

4.5 Video

An international aid worker

VIDEOSCRIPT

Christa Hook is a retired doctor. She spent the first half of her career working in general medicine and community medicine in the UK. But shortly before her 50th birthday she trained in tropical medicine, then began working in overseas relief work with the international organization, Médecins Sans Frontières.

I Why did you move into overseas relief work?

H I always wanted to work overseas from the time I was very small. When you're aware of all the problems overseas , for some people it's so much easier to simply say, 'There's something I can do about that. I can go and work overseas', and actually do something to help the situation.

I So, why did you choose to work with MSF in particular?

H Well, Médecins sans Frontières is an organization; it is an international and private organization which works mainly in conflict and with major epidemics, and with people who are excluded from healthcare in their own countries. It focuses very much on quality medical care. There is no place for poor medicine for poor people. It appealed to me because I had worked in situations where health care was a poor relation in, in, in that sometimes less good medicines and less, um, innovative work was done because people could not afford it or it was never done that way before. For me, it is important that the innovative and the good treatment is done for everybody, whether or not they can afford it. And this is what M … MSF has specialized in over the years.

I Was it an advantage or a disadvantage to get into overseas work at an older age?

H Well, it's certainly true that, um, most overseas work is done by younger people. However, when you're older and your family don't need you around any more, it's often useful to be able to offer the experience – and the life experience as well as the work experience – and the fact that you've often worked in a team and you can understand team dynamics, and also that you can, uh, understand and respect the people that you're working with. Younger people have the energy and the drive and it's great to have them, but a mixed team is probably best.

I Tell us about some of the projects you've worked on.

H The first time I worked with Médecins sans Frontières was in Zaire, which is now known as the Democratic Republic of Congo. I went there to work in North Kivu province on a project which involved epidemic preparedness in a very remote area of North Kivu. While I was there, the huge problem of a refugee crisis started with people coming over, escaping after the massacre and genocide in Rwanda. And in the course of four days, 800,000 people came across from the northern provinces of Rwanda in, into, into North Kivu province. There was very little there for them. It's a very poor country. They landed on an area which, in which there was very little water, and the water there was in the lake was contaminated with cholera. So, the cholera epidemic started within a few days and swept through these thousands of people, with a very, very high death rate in spite of all the efforts of both MSF and many other international organizations. I've also worked in Uzbekistan and some of the other Central Asian republics where there is a very big problem of drug-resistant tuberculosis, which is spreading rapidly. Latterly I was working much more with malaria. Malaria is still a huge problem worldwide. There are millions of cases every year. And there are hundreds of thousands of young children, especially children under the age of five, who die every year from malaria.

I What challenges did you encounter?

H There are a lot of challenges working with MSF. For example, when I was working in Congo during the cholera epidemic, we would leave our team house in the morning, having hopefully had enough to drink, but not be able to put your hands anywhere near your mouth for the whole of the day because of the risk of catching cholera from your contaminated fingers. There were not enough gloves; there was nowhere to wash during the day. So, that was always a real risk. Other risks we face are from physical danger in conflict situations. There is a risk of being caught in crossfire, and I have lost friends and colleagues in this way.

I Can you describe a typical MSF project team?

H Yeah. Uh, a typical team involves some doctors and nurses, but a lot more people who are giving them all the backup that they need, especially logisticians and people who are involved with the, the transport and with the bringing in of the drugs from other countries, and looking after the finances. And while the majority of the work in the field is done by staff who are recruited in the region, we also find it important to have staff coming, international staff, because of their objectivity and neutrality in the political situation where the conflict arises.

I Give us your happiest memories from your work.

H Some of the happiest times were seeing children recovering from severe malnutrition. Uh, these children can come into a feeding centre really utterly miserable with this … their hair falling out, very pot-bellied, skinny arms, skinny legs. And within a few weeks, they can be properly nourished, happy – that's the great thing: they get happy again – and they are able to walk and to walk off home with their families.

I Do you have any regrets?

H About my work, no. Um, I always wanted to be a doctor; I always wanted to work overseas. Uh, I have been one of these very fortunate people who have never regretted my decision and have never regretted being a doctor.

VIDEO ANSWERS

Exercise 1

receiving and distributing supplies/foreign aid, giving out medicine, raising awareness and providing education

Exercise 2a

Logical division would be:

illness/disease – cholera, epidemic, malaria, malnutrition, tuberculosis

types of medical work – community health, general medicine, relief work, tropical medicine

Exercise 3

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

Exercise 4
1 because it is an international organization which believes in innovation and quality care for all
2 older have life experience, experience of working in teams; younger have energy and drive
3 Zaire (Democratic Republic of Congo), Uzbekistan and other Central Asian Republics
4 risks to personal health, physical danger in conflict situations (e.g. crossfire)
5 doctors and nurses, logistics staff, those who transport drugs, financial staff; both local and international staff
6 seeing children recover from malnutrition and being happy again

Exercise 5a
Students' own answers

Exercise 5c
Students' own answers

Review

ANSWERS

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

Exercise 1b and c
Students' own answers

Exercise 2
1 to be treated
2 infections were treated
3 they (antibiotics) have increasingly been used
4 they are said to
5 Health professionals are therefore being encouraged
6 Other measures, such as improving hospital hygiene and increasing preventative vaccination, have also been introduced.

Exercise 3a 4.12
1 be reliable
2 own up
3 be responsible for sth.
4 blame sb. for sth.
5 be in charge of sth.
6 count on sb.

Exercise 3b 4.12
Suggested answers:
1 He's reliable.
2 He owned up (to having left the printer on).
3 They are responsible for safety in an emergency.
4 He blamed him/her for the lack of motivation in the team.
5 Jo is in charge of room allocation.
6 She's counting on him/her.

Audioscript 4.12
1 He's really dependable and trustworthy. If he says he'll do something, he will.
2 OK, I admit it. It was me who left the printer on all weekend. I'm sorry.
3 OK, so the emergency team are the people who have to coordinate in the event of a fire, for example. It's up to them to call the police and fire brigade, evacuate the building and check everyone is out.
4 If you don't look enthusiastic, how can you expect your team to feel excited about their work? I'm sorry, but I think the problem with motivation in the department is really down to you.
5 So if you need a room for a meeting or anything, the person you have to speak to is Jo.
6 Don't let me down here. I told the others you'll definitely have the report finished by Monday and I'm depending on you to do so.

Exercise 4a
1 caring profession
2 health care
3 taking care of
4 carefree
5 day care
6 careless

Exercise 4b
Students' own answers

Exercise 5a and b 4.13
ANSWERS/AUDIOSCRIPT 4.13

The first patient to be treated with antibiotics // was a policeman in Oxford // who developed sepsis // after he pricked himself on a rose.

Exercise 6a and b 4.14
ANSWERS/AUDIOSCRIPT 4.14

Positive connotation	Negative connotation
peaceful	dull
adventurous	reckless
slim	underweight
challenging	high-risk
curious	nosey
carefree	frivolous

5 Power

Unit overview

Language input

Relative clauses (CB p46)	• *a group of new growing economies working together* • *which means they can breach security and bring down governments* • *the world in which we live*
Quantifiers (CB p48)	• *All nine planets orbit the sun.* • *The whole civilization was based on …* • *People would either stay out of the sun or use lead oxide …*
Grammar reference (CB pp150–1)	

Vocabulary development

Common phrases with relative pronouns (CB p47)	• *the way in which, instead of which, the reason why, the day when, …*
Phrases with *of* to describe quantity (CB p49)	• *a great deal of, a handful of, a shortage of, a surplus of, …*
Compound adjectives and nouns (CB p51)	• *a man-eating tiger, a world-famous actor, chocolate milk, …*

Skills development

Reading: Understanding complex sentences (CB p50)
Speaking: Managing conversations (CB p52)
Writing: Emphasis: inversion and cleft sentences (CB p53)

Video

Documentary: The power of the sun (Coursebook DVD & CB p54)
Vox pops (Coursebook DVD & TG p258)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: Where you live (TG p209 & TSRD) • Vocabulary: Relatively speaking (TG p227 & TSRD) • Communication: Talk about … (TG p245 & TSRD)
Tests	• Unit 5 test (TSRD)
Unit 5 wordlist (TSRD)	

5.1 Who holds the power?

Goals

- Use relative clauses
- Use common phrases with relative pronouns

Grammar & Reading relative clauses

Lead-in 1

- Write down words you want to revise from Unit 4 on individual slips of paper, e.g. *care home, skinny, argument essay, responsibility* (see the wordlist on the Teacher's Support and Resource Disc). Ask students to stand up. Give each student a piece of paper. They should find a partner, and explain or describe their word, without saying it, to elicit it from their partner. Then they swap roles. When they have both guessed each other's words, they exchange words, find a new partner, and repeat the process.

Lead-in 2

- Ask students if they watch soap operas or TV series now, or if they used to. Ask them to name any they know, and say why they like or don't like them. (Examples could include *Downton Abbey*, *ER / Emergency Room, How I Met Your Mother, House of Cards,* etc.)

Exercise 1

- Focus students' attention on the quotation from a political TV drama set in Washington, DC.
- Then ask them to read the questions, and discuss them with a partner.
- Elicit their ideas.

SUGGESTED ANSWERS

1 power – money 'starts falling apart'; power 'stands for centuries'
2 'Mc' is used to describe something cheap, of poor quality.

EXTENSION Ask the students what they think about *power* and *money*. Do they agree with the speaker? Why/Why not?

Exercise 2a

Text summary: The text describes how today's world is controlled by the 6,000 most powerful people, which the author calls the Superclass. Many of these people are extremely wealthy, and control multinational corporations.

- Students read the two questions and then find the answers by reading the text.
- Students compare their answers with a partner.
- Check the answers together.

SUGGESTED ANSWERS

1 The 6,000 most powerful people on the planet who control the other seven billion of us.
2 Their power transcends borders; its members have more in common with each other than with their fellow citizens.

- Check *purse strings* (= a way of referring to money and how it is controlled or spent), *hacker* (= a person who secretly finds a way of looking at and/or changing information on somebody else's computer system without permission), *to infiltrate* (= to enter or make somebody enter a place or an organization secretly, especially in order to get information that can be used against it), *to breach (security)* (= to make a hole in a wall, fence, etc. so that somebody/something can go through it; also used figuratively (e.g. to gain access illegally to 'secret information/data'), *prestigious* (= respected and admired as very important or of very high quality), *networking* (= a system of trying to meet and talk to other people who may be useful to you in your work), *philanthropist* (= a rich person who helps the poor and those in need, especially by giving money), *wary* (= if you are wary of someone or something, you do not trust them completely).

Exercise 2b

- Write *money* and *power* on the board, and elicit a word from the text associated with each one.
- Ask students to complete these lists with other words or phrases from the text related to each word.

SUGGESTED ANSWERS

money: economies, banks, financial, purse strings, wealthy, billionaire, wealth, economy
power: superpower, control, knowledge, infiltrate, bring down, superclass, powerful, influence, authority, oversee

DICTIONARY SKILLS Ask students to check the text again and also find these words in a good monolingual dictionary. Ask them to find what words they collocate with, e.g. *hold the purse strings*, *financial institutions*, etc.

CRITICAL THINKING Ask students what their opinions are on the idea in the text. Is it right that 6,000 people control the way in which we live? Why/Why not? If they were part of the group, what ideas would they want to promote?

Exercise 3a

- Students read the Grammar focus box, and complete the rules with the underlined phrases in the review.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 the wealth they have accumulated
2 A group of new growing economies working together
3 the world in which we live
4 which means they can breach security and bring down governments

EXTRA SUPPORT Some of the rules in the Grammar focus box will be very familiar to students. If necessary, however, help students to identify the subject and object relative pronouns, e.g. *There's the woman (who/that) I was talking about* (= I was talking about <u>that woman</u> = object). When the pronoun is an object, we can omit it.

- Remind students to check the *Grammar reference* on page 150, where there are two more practice exercises they can do for homework.

Exercise 3b

- Check the pronunciation of *lobbyist* /ˈlɒbiɪst/.
- Students read the description of a lobbyist and then choose the best definition.
- They check their ideas with a partner.
- Elicit their answer.

ANSWER

2

Exercise 3c

- Students read the description again, and choose the correct options. Sometimes both are correct.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together. Ask students for reasons for their choice of answer.

ANSWERS

1 who
2 both
3 both
4 for whom
5 which
6 both
7 who
8 both

EXTRA SUPPORT Help weaker students by eliciting why (i.e. the rules) for each one. Working together with a partner will also help them.

Vocabulary & Speaking common phrases with relative pronouns

Exercise 4a

- Students complete the sentences using the correct relative pronouns. Do the first one together.
- Students check their answers with a partner.
- Check the answers together. Ask students for reasons for their choice of answer.

ANSWERS

1 which
2 which
3 why
4 which
5 when
6 whom
7 which
8 where
9 which
10 which

STUDY TIP Suggest that students record the phrases in an example sentence about themselves in their notebooks, in order to help them remember it better. Sharing their ideas with one or two other students will also help.

Exercise 4b

- Put students into small groups. Ask them, as a group, to choose three sentences from exercise 4a which they find interesting.
- Ask the students to decide if they agree or disagree with each statement. They should give reasons for their answers.
- You could demonstrate this activity first, choosing one of the statements, eliciting students' opinions, and then asking them to give reasons to support their ideas.

EXTENSION You could remind students to try to persuade the other people in their group that they are right, using the language from lesson 4.4 on negotiating.

FEEDBACK FOCUS Find out whether any students were able to change the minds of others in their group.

DICTIONARY SKILLS Students might be interested to see how some of these words are used in other contexts. You could suggest they look up the following words in a good dictionary, and note down the ones they find relevant to them: *extent, reason, point*, etc.

Exercise 5

- For this activity, students will work in A+B pairs. First, Students A should look at the activity on page 129 of the Coursebook, and Students B at the activity on page 135.
- Each student completes a set of sentences using a relative clause, and their own ideas.
- If necessary, refer students back to the expressions in exercise 4a.
- Remind students that they will be asked to give reasons for their answers.
- When they have completed the sentences, put students into pairs, A+B, to share ideas.
- You could also encourage them to ask questions to find out more information about the situation.

EXTRA SUPPORT Students could work in groups – all As together, and all Bs together – to help each other complete the ideas, before pairing up with someone from the other group.

FEEDBACK FOCUS When they have finished, elicit the most interesting idea each person in each pair heard. Check also their use of expressions from exercise 4a, and use of relative clauses.

ANSWERS

Student A

a

1 which
2 why
3 which

Student B

a

1 when
2 which
3 where

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 who
2 which
3 who
4 –/which/that
5 –/where
6 which
7 –/when
8 which/that, –/which is/ that is

Exercise 2

With its two universities, Oxford is a city **which** has a celebrated academic tradition and a place **where** students and student life are central to its character. However, a report ~~which was~~ put together by a group of Oxford residents states that there are many more students ~~who are~~ living in the city than the universities claim. In documents ~~which have been~~ presented to the council, it is claimed that the number of homes ~~which are~~ rented by students has gone up and is above the limit ~~which was~~ set by the local council. The Oxford Residents' Association, **which** produced the report, spent several months investigating houses ~~which are~~ registered as student homes as well as those ~~which~~ it claims are unregistered, but in **which** students are living. A spokesperson said, 'There are hundreds or even thousands more students ~~who are~~ living in the city than the university claims. While we welcome a lively and dynamic student community, there are an increasing number of issues, such as noise and other disturbances, **which** need to be addressed.'

5.2 The power of the sun

Goals

- Use quantifiers
- Use phrases with *of* to describe quantity

Grammar & Speaking quantifiers

Lead-in

- Write *the sun* on the board.
- Ask students to think about what the sun means to them, and to draw something related to the sun in their notebooks. Give them one or two minutes only.
- In pairs or small groups, they should try to guess the others' associations with the sun.
- Elicit a few of their ideas.

Exercise 1

- Focus students' attention on the photos, and ask them to work in pairs to find the significance of the sun in each one.
- You could prompt them by asking if the sun plays a positive, negative or neutral role in each case.
- Elicit some of their ideas.

ANSWERS

sun as a source of energy; sun as a symbol on a flag; sun in terms of beauty or a health threat; sun in ancient cultures

Exercise 2a

- Students work in pairs to answer the quiz questions. Suggest that if they don't know the answers, they should try to guess.
- Give them three minutes.

EXTENSION You could go through the answers together, to see how similar or different they are, but don't say which are correct yet.

WATCH OUT! Modern English uses one billion to mean 1,000,000,000 (i.e. one thousand million). Traditionally, and now rather old-fashioned, one billion was 1,000,000,000,000 (i.e. one million million).

Exercise 2b 5.1

Audio summary: On the radio programme, the presenter gives some basic facts about the sun, and then talks in more detail about how ancient cultures used it in their lives, how it affects our well-being, and how plants and humans depend on it.

- Tell students they will hear the start of a radio programme. Ask them to listen and find the answers to the quiz questions.
- Play track 5.1.
- Students check their answers with a partner.
- Check the answers together.
- Find out if any of the information was surprising, and why.

ANSWERS

1 c **2** b **3** a **4** a, b and c **5** b **6** c **7** c **8** a, b and c

AUDIOSCRIPT 5.1

The sun: it wakes us up in the morning, provides us with light and heat, and if it were a person, it would be about forty years old.

The sun is in fact around 4.5 billion years old and it's about halfway through its life. At some point in the future, probably in about five billion years, the sun will start to die. In practical terms the sun is a star located about 150 million kilometres from Earth. It's made up of hydrogen and helium. At its equator the sun completes a rotation every twenty-six days. But the sun means much more to us than this.

Look at any of the ancient cultures and you'll find the sun has an important role. There are over 3,000 structures in dozens of countries from Stonehenge in England to the Mayan pyramids, from the Dancing Stones of Kenya to solar temples in India. Each of the constructions shows our fascination with the sun. The sun was worshipped by Aztecs, Incas, Egyptians, Greeks and Romans. We can only guess at some of the details, but all we know is that the sun was worshipped across the whole planet. Both the sun and the moon influence humanity's view of time, and calendars have been based on each of them.

Many people today still associate a suntan with health and well-being, but in the past this was certainly not always the case. Back in the sixteenth century in Europe, very pale skin was considered beautiful and some people would either stay out of the sun completely or use lead oxide and arsenic – two highly toxic chemicals – to achieve the desired pale effect. As you can imagine, neither of the two was very good for you and poisoning was not uncommon. Today, however, some people have more than enough exposure to the sun and visits to tanning salons are not uncommon: in the USA alone some twenty-two million customers visit them.

The sun is vital to life on Earth. All plants depend on sunlight for photosynthesis, and in turn, plants are vital for feeding humans. Neither plants nor humans could exist without the sun. Without enough exposure to the sun, the body fails to generate vitamin D which helps to regulate both the immune system and the correct functioning of proteins and minerals. Aside from this, a number of other bodily functions, such as our internal body clock, nervous system, and state of mind, all depend on exposure to the sun.

- Check *arsenic* (= a chemical element; arsenic is an extremely poisonous white powder).

Exercise 2c 5.1

- Divide the class into two groups, A and B. Each group will make notes on three sub-topics about the sun.
- Ask the students to read the three sub-topic headings they should make notes under.
- Play track 5.1 again.
- Ask students to check their answers with someone else in their group.

ANSWERS

- **the sun and time: Both the sun and the moon influence our view of time, and calendars have been based on each of them.**
- **structures related to the sun in ancient cultures: There are over 3,000 in a wide range of countries, e.g. Stonehenge in England, the Mayan pyramids, the Dancing Stones of Kenya and solar temples in India.**
- **plants and the sun: Plants depend on sunlight for photosynthesis and, in turn, plants are vital for feeding humans.**
- **the sun's rotation: takes twenty-six days**
- **the sun and health – in the past and today: People associate a suntan with health and well-being, but this wasn't always the case.**
- **body functions which depend on sunlight: our internal body clock, nervous system and state of mind**

Exercise 2d

- Put students into pairs, A+B. Students tell each other what information they noted down.
- Elicit what information they found more interesting.

EXTRA ACTIVITY If your students are interested, ask them to find out more about one of the ancient cultures (students could choose one) outside of class time. Ask them to bring their findings to class next time to share with the group.

EXTENSION Find out students' own experiences relating to the sun, particularly concerning getting a tan, and using the sun's energy: for humans as well as plants the sun is a source of renewable energy, e.g. do they have, or know of, any solar panels?

Exercise 3a

- Students complete the sentences with one of the words from the box.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 several **2** most **3** much **4** many

Exercise 3b 5.2

- Students listen and write down the four sentences.
- Play track 5.2.
- Students then underline the quantifying phrases.
- Ask them to check their answers with a partner.
- Then check the answers together.

ANSWERS/AUDIOSCRIPT 5.2

1 Look at <u>any of the ancient cultures</u> and you'll find the sun has an important role.
2 The sun completes a rotation <u>every twenty-six days</u>.
3 <u>Each of the constructions</u> shows our fascination with the sun.
4 <u>All we know</u> is that the sun was worshipped across the whole planet.

EXTRA ACTIVITY Write the following on the board: *all*, *any*, *each*, *either*, *every*, *neither*, *whole*. Ask students to work alone, choose four of the words, and write a sentence to include each, focusing on a topic relating to the sun, e.g. energy, staying healthy or holidays. Ask students to compare their sentences, and discuss why they chose the ones they did. Then ask them to consider the grammar when using these words: what did they have to bear in mind (e.g. singular/plural verbs, positive/negative, etc.)? Elicit some of their sentences, and any rules they came up with.

Exercise 4a

- Ask students to read the Grammar focus box.
- Then ask them to add the examples from exercise 3b in the spaces a–d.
- Students compare their ideas with a partner.
- Check the answers together.

ANSWERS

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

- Remind students to check the *Grammar reference* on page 151, where there are two more practice exercises they can do for homework.

Exercise 4b

- Students read about another important way the sun is used, and underline the correct words to complete the information.
- They then check their answers with a partner.
- Check the answers together.

ANSWERS

1 We all know
2 all three
3 each
4 either
5 whole
6 all
7 any
8 Every
9 each

CRITICAL THINKING Ask students to work in small groups. They choose one of the following questions to discuss:
1 What should we be doing to make more use of the sun's energy as a renewable source? What could or should governments do to encourage people to use less oil and gas, and more renewable sources?
2 Some people insist on getting a tan, but only many years later do they suffer serious consequences. What more can be done to raise awareness in young people of the dangers of the sun?

Vocabulary & Speaking phrases with *of* to describe quantity

Exercise 5

- Focus students' attention on the house in the photograph.
- Then ask them to read the questions, and discuss their answers with a partner.
- Elicit some of their ideas.

EXTENSION Ask students if they would like to live or work in the house. Why/Why not?

ANSWERS

Students' own answers

Exercise 6a 5.3

- Students listen and write down the three sentences.
- Play track 5.3.

ANSWERS/AUDIOSCRIPT 5.3

1 There's loads of light in the house.
2 Some people might think there's a lack of privacy – anyone can see inside.
3 One problem is where to put cupboards and shelves – with all those windows, there's a real shortage of wallspace.

Exercise 6b

- Ask students to underline the quantity expressions in the sentences in exercise 6a, and then to write them in the correct place in the table.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

too much/ many	a lot	not much/ many	not enough/ none
	loads of		a lack of a (real) shortage of

Exercise 6c

- Students read the expressions, and add them to the table in exercise 6b.
- Students check their answers with a partner.
- Check the answers together.

Exercise 6d

- Students decide if the words can be used with countable (C) or uncountable nouns (U), or both (B).
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

too much/ many	a lot	not much/ many	not enough/ none
a surplus of (B) an excess of (U) an excessive amount of (B) an excessive number of (C)	a great deal of (B) dozens of (C) the majority of (C)	a handful of (C) a touch of (U)	an absence of (B)

EXTRA SUPPORT If you think your students will need more practice, put these phrases on cards – one set of cards per pair or group. Ask students to put them in order, from *none*, or *not enough*, to *too much/many*. There will be several possible answers, but the students will have a chance to experiment with the quantities to help them to learn.

Exercise 7

- Students work in pairs to choose the correct option to complete the sentences.
- Elicit their answers.

ANSWERS

1 a touch of
2 shortage
3 an excessive amount of
4 an excess of
5 A lack of

EXTRA ACTIVITY Ask students to choose three of the quantity phrases, and to write a sentence related to themselves, but putting a gap in place of the phrase, e.g. *I'm not pleased because our teacher has given us … (an excessive amount of) … homework*. When students have written their three sentences, they join one or two other students and try to guess what phrases the writer had in mind.

Exercise 8

- Students work in groups of four. Students A, B and C are all inventors of solar-powered devices, and are looking for an investor. Student D is an investor, but can only invest in one idea.
- Divide students into four groups, A, B, C and D. Tell them to look at their role cards at the back of the Coursebook. Student A should look at page 129, Student B at page 135, Student C at page 140 and Student D at page 141. Give them time to read and understand their role, and ask if they have any questions.
- If you have an extra student, two students could work together as the investor.
- Students A, B and C should work to prepare arguments for why their idea is the best. Student D should prepare questions to ask each inventor.
- Remind students to refer back to the quantity phrases.

EXTRA SUPPORT If you have a weaker group, students could prepare their arguments and questions in groups.

- When the students are ready, regroup them A+B+C+D. In turn, D should ask each A, B and C their questions.

FEEDBACK FOCUS When they have finished, ask each investor which idea they have decided to invest in, and why. What strategies did the inventors use to persuade them? Would the others use some of these strategies next time? Why/Why not? Give praise for good use of quantity phrases.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 all the hydrogen
2 each of the planets
3 All the planets, Each, a little, a few
4 neither, nor, each
5 neither, nor

Exercise 2

1 every
2 each
3 all
4 All
5 either
6 or
7 many
8 many
9 all
10 all

5.3 Vocabulary and skills development

Goals

- Understand complex sentences
- Use compound adjectives and nouns

Reading understanding complex sentences

Lead-in

- Put students into pairs. They are going to make a list. Give them sixty seconds, and find out which pair can make the longest list. They need one piece of paper and pen, per pair. Tell them you will give them one example to start them off.
- Students should write down as many ways of communicating on the internet as possible, e.g. *online chat*.
- Start the clock.
- After sixty seconds, tell students to put down their pens, and count the items.
- Find out which pair has the longest list, and ask them to read it out. Then ask the other students to add any ways of communicating that haven't been mentioned.

Exercise 1a

- Students work in pairs and discuss the three issues.
- Check *go viral* /ˈvaɪrəl/ (= used to describe a piece of information, a video, an image, etc., that is sent rapidly over the internet from one person to another).
- Encourage students to come up with arguments to support their ideas.
- Elicit some of their ideas.

Exercise 1b

- Focus students' attention on the photos of internet campaigns which went viral.
- Students discuss the photos with a partner, and try to decide what each one is about.

EXTENSION Ask students if they were, or if anyone they know was involved in any of these campaigns. What was it like? What was the aim of the campaign?

Exercise 1c

Text summary: The text first describes some of the memes which were used in the online campaigns. It then goes on to talk about what memes are, how they are used, and the benefits and drawbacks of some of these campaigns.

- Students read the introduction and decide what the author's attitude is.
- Students compare their answers with a partner.
- Check the answers together.

SUGGESTED ANSWER

b) The following words make it clear that the author is critical: dumping, for no good reason, craze.

- Check the pronunciation of *meme* /miːm/.

Exercise 2

- Before doing this exercise, ask students to read the Unlock the code box.
- Explain that, as in the first feature, when we add a descriptive phrase after a noun, it is called *post modification* (modifying the noun after it).
- Then ask them to look again at the introduction to the article, and decide which feature each phrase in blue exemplifies.
- Students check their ideas with a partner.
- Check the answers together.

ANSWERS

1 **figures in the business world**
2 **eye-catching photos (which are) posted on the internet**
3 **it seems these crazes are becoming more and more popular**
4 **Looking at some of the things online today**

WATCH OUT! Remind students that if they want to use participle clauses in their own writing, the subject of the main part of the sentence must correspond to the participle, e.g. *Using social media, I have become more active with university colleagues.* NOT ~~*Using social media, my tablet is now a key part of my university life.*~~

EXTRA ACTIVITY If your students have difficulties with complex sentences, you can also ask them to break a sentence down into several very short and simple sentences, e.g. *The questionnaire was answered by people using the internet daily* → *A questionnaire was sent out. Some people use the internet daily. These people answered the questionnaire.* If they are able to break down the complex sentence to its bare facts, they will be in a better position to understand the content, as well as how the sentence has been constructed.

Exercise 3a

Background note: Richard Dawkins is an English ethologist (someone who studies animal behaviour scientifically), evolutionary biologist and writer.

- Before students read the rest of the article, ask them to look at the list of points, 1–6. Ask them to tick which ones they think the article will include.
- Then ask them to read the article and check the points.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

1, 2, 4, 5, 6

- Check *NGO* (= non-governmental organization, e.g a charity, association, etc. that is independent of government and business).

EXTENSION Ask students which bit of information in the article they found more interesting, and why.

Exercise 3b

- Students read the sentences and decide whether they are true or false. Then they read the article again and correct the false sentences.
- Students compare their answers with a partner.
- Check the answers together. You may need to help students with clarifying the meaning of some of the more complex sentences.

ANSWERS

1 F – The term 'meme' was first used by Dawkins. (depends on correctly decoding participle clause *First used by biologist Richard Dawkins in the 1970s, the word 'meme'*)
2 T (depends on correctly decoding the reduced relative in *a joke shared between friends can become a global phenomenon in a matter of hours*)
3 F – They wanted to use this idea once they had seen how effective memes could be. (depends on correctly decoding the participle clause in *Having seen the potential of the meme, marketing executives were keen to use this powerful tool*)
4 T (depends on correctly decoding post-modification in *donations for charities and NGOs*)
5 F – They say many of those who take part are motivated by the meme more than the cause. (depends on correctly decoding *they say many people taking part are engaged more by the meme than by the real issue*)
6 T (depends on correctly decoding omission of *that* and post-modification in *they also feel the income one charity receives may be out of proportion with the relative extent of a given disease, or reduce donations to other causes not in the public eye*)

CRITICAL THINKING Ask students to discuss the ice-bucket challenge (or another similar campaign) in small groups. Are they for, or against, the idea of carrying out such a campaign? Would they join in? Why/Why not?

Vocabulary compound adjectives and nouns

Exercise 4

- Students read the definitions and then find a word or phrase in the article to match each one. It may help to point out that each phrase includes at least two words, or one word made of two words (i.e. a compound noun).
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

1 eye-catching
2 an inside joke
3 a lottery ticket
4 tenfold
5 in the public eye

PRONUNCIATION Remind students that it's important to stress the correct word in each expression. Ask them to decide which word or syllable they think the stress should be on.

eye*-catching,* ***in****side-joke,* ***lottery*** *ticket,* ***ten****fold, in the public* ***eye****.*

- Then ask students to look at the Vocabulary focus box.

EXTENSION Ask students to identify what type of compound word each of the answers in exercise 4 is, e.g. *eye-catching*: *noun + participle*.

STUDY TIP Remind students to record vocabulary not only as single items, but as compounds, collocations or even phrases: doing this in the form of a mind map further helps store them on paper, as well as in their minds.

Exercise 5a

- Students match a word from each column to make compound nouns and adjectives.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

1 b 2 g 3 d 4 f 5 c 6 i 7 e 8 a 9 j 10 h

Exercise 5b

- Students complete the sentences using a compound from exercise 5a.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

1 narrow-minded
2 old-fashioned
3 social media
4 fast-moving
5 quick-thinking
6 time-consuming

PRONUNCIATION Again, remind students to think about which word in each compound is stressed. Sometimes this information is given in a monolingual dictionary.

Exercise 5c

- Put students into small groups, and ask them to discuss the statements in exercise 5b.
- Encourage them to ask each other specific questions to find out what others in their group think, and why. Give them about six minutes, altogether.

FEEDBACK FOCUS Find out which statement students were most interested in, and why. Comment also on students' use of compound words.

EXTRA ACTIVITY Ask students to work in pairs and write down five more compound adjectives and nouns. They should then list the words in two columns, with the words in the right-hand column mixed up. When they are ready, pairs should swap their list with another pair and try to match the compound words.

5.4 Speaking and writing

Goals

- Manage conversations
- Use emphasis in writing

Listening & Speaking managing conversations

Lead-in

- Ask students to decide which they think is more important: healthy food, or keeping fit. Ask them to discuss their ideas with a partner.
- When they are ready, take a vote: ask students who think healthy food is more important to raise their hands. Count the numbers. Then do the same for keeping fit.
- Record both numbers on the board. Try to avoid abstainers (i.e. people who vote for neither!). You could take another vote later and compare results.

Exercise 1

- Put students into pairs. Ask them to read the questions, and discuss their answers with their partner. Encourage them to support their ideas with reasons.
- Elicit some of their ideas, with reasons.

Exercise 2a 5.4

Audio summary: The two short conversations are about staying healthy. In each, one person is for the idea, and the other is against, or more cautious.

- Students listen to the conversations and decide what the specific topic is, and each speaker's opinion about it.
- Play track 5.4.
- Students compare their answers with a partner.
- Check the answers together.

EXTENSION Ask the students what their opinions are concerning food supplements.

ANSWERS

Conversation 1: they're talking about vitamin complex pills; the man thinks they're worth a try; the woman is sceptical and concerned about the risks.
Conversation 2: the man thinks he should eat more superfoods to lose weight; the woman thinks he could start running to get fit; she is sceptical about superfoods and thinks he should have a sensible diet.

AUDIOSCRIPT 5.4

1

A What's that you're taking?
B It's a new vitamin complex pill. I came across it in the health food store.
A What's it supposed to do?
B Well, it says on the box … it builds up your immune system … it helps prevent colds and other minor ailments …. it supplies all of your daily recommended dose of vitamins A, D and E. Sounds like just what I need.
A It sounds too good to be true to me!
B Ah no, that's where you're wrong. Vitamins are good for you.
A Vitamins may be but I'm not so sure that vitamin supplements are!
B Well, I don't know about that, but I think it's a good idea.

2

A I've just discovered I've put on two kilos. I've got to do something about it – fast.
B OK – if you're really serious about getting fit, you could take up running – you know – do five kilometres a day. You could start running one a day and build up …
A Aw no, you're kidding, aren't you? That sounds too much like hard work.
B I guess so – you've got a point there. Perhaps you should try cutting down on fatty food – you do eat fries with everything.
A You're absolutely right! Now … where's that article I was reading last week on superfoods? … Here it is. Yeah, look, it says here you should cut out potato chips, fries and that sort of thing and eat more superfoods.
B Superfoods – what are they?
A You know, things like blueberries, grapefruit, pistachios …
B Really? I'd no idea there were such things as superfoods – but you can't live on those alone – you need to be sensible or you'll never keep it up.

- Check *immune system* /ɪˈmjuːn/ (= the system in your body that produces substances to help it fight infection and disease) and *ailment* (= an illness that is not very serious).

Exercise 2b 5.4

- Before doing this exercise, ask students to read the beginnings of the phrases, and see if they can complete them.
- Then they listen to the conversations again to complete the phrases, or check their answers.
- Play track 5.4 again.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 where you're wrong
2 so sure
3 it's a good idea
4 got a point
5 right
6 I'd no idea

WATCH OUT! Make sure students are aware of the difference between *chips* and *crisps*: in British English, *chips* are usually freshly cooked slices of potato, served hot. *Crisps* are very thin, cold and dry, sold in bags and usually flavoured. In American English, *chips* are known as (French) fries, and *crisps* are known as (potato) chips..

- Then ask students to read the Language for speaking box. They should put the phrases in the correct category in the box.
- Students check their answers in pairs.
- Check the answers together.

ANSWERS

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

PRONUNCIATION Remind students to think about which word or syllable in each phrase is stressed, and where ends of words link with beginnings of words, e.g. *it's a good idea*.

EXTRA SUPPORT Ask students to read the Language for speaking box, read each phrase out loud to themselves, and decide which one or two phrases from each section they like and would feel comfortable using. Ask them to mark each one with an asterisk. Then ask them to compare their ideas with a partner.

EXTRA ACTIVITY As revision next time, you could put each phrase from the Language for speaking box on a separate slip of paper, and give a set to each small group of students, asking them to put the phrases in groups. To make it more difficult, you could include only the key words, e.g. *couldn't* for *I couldn't agree more*, *follow* for *I'm not sure I follow you*, etc. Students will need plenty of exposure to these phrases to be able to use them naturally.

Exercise 3a

- Focus students' attention on the images of the different things people do to stay fit and improve their health.
- Working on their own, students think about the pros and cons of each thing.
- Give tips to get them started, e.g. *over-exercising can be bad for you, especially if you don't warm up properly first*.
- Encourage them to come up with reasons and/or examples to support their ideas.

Exercise 3b

- Put students into groups, and ask them to discuss their ideas. Encourage students to come up with two ideas for, and two ideas against each image.
- Remind them to use the phrases for agreeing and disagreeing from the Language for speaking box.
- When they have finished, ask each group to join another group to compare ideas. Did they have the same or different pros and cons?

SMART COMMUNICATION Make sure no individual student dominates the discussion, and make sure all students participate. One way to raise awareness of how much students speak is to ask them, after a discussion, to draw a circle the size of an espresso cup and to divide it according to how much each person spoke. If they do this in secret, it can then be quite revealing to compare pie-charts afterwards. Help students maintain a more balanced discussion by suggesting they bring in quiet speakers, and use strategies (*May I just* … and body language) to interrupt politely.

FEEDBACK FOCUS Focus on students' ability to agree and disagree politely, and to have a balanced discussion. Give praise for good argument support. Comment also on effective use of phrases from the Language for speaking box.

Reading & Writing emphasis: inversion and cleft sentences

Exercise 4a

- Students discuss the questions with a partner.
- Elicit some of their answers.

Exercise 4b

Text summary: The blog post presents some facts about the dangers of energy drinks in terms of the amount of caffeine and sugar they contain.

- Students read the post and decide what the writer thinks about energy drinks. Encourage them to come up with evidence from the text for their opinion.
- Students compare their ideas with a partner.
- Elicit a few ideas.

ANSWERS

The writer thinks energy drinks are a bad thing – they are now more widely available and consumed; there has been a particular increase in consumption among schoolchildren, one in twenty of whom has an energy drink instead of breakfast; they have a dramatic effect on behaviour (hyperactivity, jitters, then lethargy and tiredness); children as young as ten drink them; they contain thirteen teaspoons of sugar and up to 160 mg of caffeine per litre.

- Check *jittery* (= anxious and nervous, and maybe a little shaky); check the pronunciation of *caffeine* /ˈkæfiːn/.

EXTENSION Ask students if they would 'like' or 'reply' to the post. Would they perhaps 'share' it? Why/Why not?

Exercise 5a

- Students read the Language for writing box about emphasis.
- Ask them to find six sentences in the text, each one illustrating one of the rules in the Language for writing box.
- Students add the examples to the correct place in the Language for writing box.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

Inversion

a Under no circumstances should young children
b Such is the success of the energy drinks industry that
c So popular have the drinks become that

Cleft sentences

d It's children as young as ten who
e What makes them so dangerous is
f The thing that really concerns me, however, is

EXTENSION Ask students to read the sample sentences again and decide if they agree, or not, with each one and the writer.

Exercise 5b

- Students work alone to rewrite the sentences starting with the words given to add emphasis.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 Seldom do you meet someone who dislikes coffee.
2 So popular is caffeine that 80% of people on the planet consume it regularly.
3 What few people know is that a mug of coffee contains more caffeine than an energy drink.
4 The thing which surprises many people is that chocolate contains caffeine.
5 It's espresso coffee which/that contains the most caffeine.
6 Not only does caffeine act as a stimulant, but it also reduces blood flow to the brain.

EXTRA ACTIVITY Ask students to work in small groups. Together they choose four or five phrases from the Language for writing box for adding emphasis. Ask them to choose one of the following two topics, and one age group: a) healthy diet, b) keeping fit, 1 Very young children, 2 Teenagers, 3 The elderly. Ask them to write sentences with emphasis, each one using a phrase from the Language for writing box. They then swap sentences with another group. Each group discusses the new sentences and decides if they agree with them or not. Groups then report back on their ideas.

Exercise 6a

- Students work on their own to write a forum post giving their opinion on one of the topics. Remind them that they should come up with a balanced argument.

EXTRA SUPPORT If you have weaker students, they could work in pairs while they collect a few ideas.

- Give students three or four minutes to put some thoughts on paper, and then five minutes to write the post. If you don't have time, they could write this up outside class time.
- Remind students to use phrases from the Language for writing box.

Exercise 6b

- When they are ready, put students into groups of three. They should read each other's posts and add a comment at the end.
- You could stick the posts to the wall and let students read and comment on several posts. When they have left their comments, the author should read them. They could prepare a very short summary to the class of what was said.

FEEDBACK FOCUS Read students' forum posts and comments and find out which topic or post caused the most comments, and why: was it because of the topic itself, what the author wrote, or how they presented their ideas? Give praise for students' use of phrases for adding emphasis.

5.5 Video

The power of the sun

VIDEOSCRIPT

The sun gives us light, heat and energy. In short, it gives us life. Mankind has always been aware of the sun's importance. Ancient civilizations worshipped it as the giver of life, and it has been a powerful symbol for cultures across the world for thousands of years. But until recently, we knew very little about it.

The discovery that the Earth revolves around the sun – rather than the other way around – was a turning point in our understanding of the universe.

Since then, many people have worked tirelessly to find out more. Today, we know that the sun, which is around 150 million kilometres from the Earth, is a massive ball of gas around which the rest of the solar system orbits. It is made of 92.1% hydrogen and 7.8% helium, and burns at around 15 million degrees Celsius at its core.

For millennia, people have harnessed this extraordinary energy. Early societies built their homes to maximize light and heat, and even the earliest farmers knew the extent to which crops and livestock depended on the sun.

But more recently, we have developed a different use for solar energy – to produce electricity.

For over a century, we have produced most of our electricity using fossil fuels, and today traditional sources such as coal, oil and gas provide 86% of the world's energy. It's a huge industry, and each year we produce 7.6 billion tonnes of coal and over 34 billion barrels of oil every year.

But this supply is about to peak and will soon decline. At the same time, demand for energy is increasing, especially in emerging economies like China and India. In order to meet this growing demand, companies across the world are looking for new energy sources, one of which is the sun.

Avra Valley is a large solar farm in Arizona. It stretches across 300 acres of desert and produces 25 megawatts of electricity. At full capacity, Avra Valley can serve more than 20,000 homes, and over the next twenty-five years, it is hoped the electricity being produced here will offset around 51,500 metric tonnes of carbon dioxide, which is the equivalent of taking 10,700 cars off the road every year. But how exactly does it work?

Avra Valley consists of hundreds of these photovoltaic solar panels. Photovoltaics is the most common way to convert solar energy into electricity. It was first discovered by the French scientist Alexandre-Edmond Becquerel when he was just nineteen, and today's panels are still based on the same fundamental principle.

The panels soak up the sun through these silicon sheets, and this creates an electric charge which is then channelled through these metal conductors. This method is clean and green, but there are some issues – the greatest of which is cost.

Harvesting solar energy in this way is very inefficient. Only around 23% of the sun's energy is converted into electricity. By the time it reaches the electricity grid, this will have reduced to a mere 15%, meaning that 85% of the sun's energy is wasted. These panels are also very expensive to produce and maintain, meaning that at the moment, solar-generated electricity is much more expensive than that produced by coal, oil or gas.
But things are changing. Over the last few years, the cost of solar panels has reduced by around 70%, and it is due to fall even further in the future. Huge solar plants like Avra Valley can also produce cheaper solar energy thanks to their larger economies of scale, making it much more economically viable for energy companies to buy and sell solar-produced electricity.
The sun is by far the greatest source of energy on Earth, but scientists are still working on unlocking its full potential for electricity production. Avra Valley is at the heart of this mission. The workers here hope that if they can produce enough affordable electricity, they can make solar energy a realistic alternative to fossil fuels, helping to create a brighter, cleaner future that we can all enjoy.

VIDEO ANSWERS

Exercise 1
1 religious significance of the sun
2 traditional fuels which are non-renewable and running out, in contrast to solar power
3 solar panels used in the production of solar energy

Exercise 2
1 a powerful symbol, worship
2 ball of gas, universe
3 coal, fossil fuels
4 solar farm, solar panel

Exercise 3
b, c, e, f, h

Exercise 4
1 Until recently, we knew very little about the sun.
2 The sun is made up of 92.1% hydrogen and 7.8% helium.
3 Traditional sources such as coal, oil and gas provide 86% of the world's energy.
4 Avra Valley is located in Tuscon, Arizona.
5 The electricity being produced will offset around 51,500 metric tonnes of carbon dioxide, which is the equivalent of taking 10,700 cars off the road every year.
6 Solar energy can be expensive to produce.
7 85 % of the sun's energy is wasted.
8 The cost of solar panels has reduced by around 70% and it is due to fall even further in the future.

Exercise 5
Suggested answer:
This highly informative documentary looks at different aspects of the sun, such as its religious significance and its physical properties. But can the sun provide a viable alternative to traditional energy sources? To answer this question, the programme looks at the Avra Valley solar farm and the potential of solar power to solve the energy problems facing the planet today.

Review

ANSWERS

Exercise 1a
underline = relative clauses; brackets = omissions
There are many people [1] who feel they have little influence on the world today. However, one way [2] [in which] people can have a positive effect on society is by volunteering. Joining an NGO is just one of the options [3] [which are] available. There is a great variety of organizations [4] [that] you can join, [5] which means there's sure to be something [6] [which] you're interested in.
This type of work brings great satisfaction to the people [7] [who are] involved.

Exercise 2a
1 All of us want to have a more powerful position at work.
2 Neither solar power nor wind power is the answer to our energy problems.
3 We spent the evening arguing about politics.
4 Every region/Every one of the regions in my country is influential in national politics.
5 In any family you look at, it's the women who are in charge.
6 Each of these countries are in the European Union.

Exercise 3
1 The reason why
2 in which case
3 it's got to the point where
4 several of whom
5 the extent to which
6 by which time

Exercise 4a
a surplus of
a great deal of
a touch of
a shortage of
an absence of

Exercise 4b 5.5

ANSWERS/AUDIOSCRIPT 5.5
a scarcity of – a shortage of
a complete lack of – an absence of
an excess of – a surplus of
a shade of – a touch of
a significant amount of – a great deal of

Exercise 5a
1 having a good range of machines and other resources
2 disadvantages
3 post made up of advertising, special offers, etc.
4 nervous or embarrassed about what people think of you
5 things which demonstrate power or wealth
6 taking up a lot of time

6 Play

Unit overview

Language input

Uses of *would* (CB p56)	• *I'd have thought that the games would turn out to be pretty dull.* • *When I was at school, the teachers would make us do these educational games …* • *That's interesting. Would you tell us what happened?*
Verb patterns (CB p58)	• *I was relieved to have got away.* • *They are unhappy about not having taken as much time off as they could have.* • *She was to have left on Tuesday.*
Grammar reference (CB pp152–3)	

Vocabulary development

Preferences (CB p57)	• *loathe, be indifferent to, would far rather, look up to, …*
Leisure, relaxation and stress (CB p59)	• *be a bundle of nerves, chill out, laid-back, on edge, …*
Words with more than one meaning (CB p60)	• *bed, foot, manage, mouth, reflect, …*

Skills development

Listening: Understanding reference (CB p61)
Speaking: Vague language (2) (CB p62)
Writing: an online review (CB p63)

Video

Documentary: Leisure through the ages (Coursebook DVD & CB p64)
Vox pops (Coursebook DVD & TG p258)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: What would you do? (TG p210 & TSRD) • Vocabulary: Find your twin (TG p228 & TSRD) • Communication: Can I interest you in …? (TG p246 & TSRD)
Tests	• Unit 6 test (TSRD) • Progress test: Units 4–6 (TSRD)
Unit 6 wordlist (TSRD)	

6.1 Play games and save the planet?

Goals

- Use *would*
- Talk about preferences

Grammar & Listening uses of *would*

Lead-in

- Write *coffee*, *sugar*, *chocolate* and *Facebook* on the board, and try to elicit what these things could have in common, i.e. they can all be *addictive* (= describing an activity or type of behaviour which some people need to do as often as possible because they enjoy it).
- Ask if students can think of any other things which can be addictive.
- Check *addiction* (= the condition of being addicted), and *addict* (= the person).
- You could ask students how long they spend online and how much of that is on social media, or online games: do they think they spend too much time on these?

Exercise 1

- Students work in pairs and discuss the questions.
- Elicit some of their answers.

EXTENSION Find out if any of your students play online games. Ask any who do, to explain very briefly what the game is and why they enjoy it.

Exercise 2

Text summary: The article gives some facts and data about online gaming and explains how some of these games can have positive outcomes for scientists.

- Students read the extract from the newspaper article and find the attraction of playing online games.
- They discuss their ideas in pairs.
- Elicit ideas from the group.

SUGGESTED ANSWER

to find patterns which can be used to solve medical and scientific problems.

WATCH OUT! Point out that *to game* is now a verb used to describe the activity of playing video or online games, or risking money in games of chance; the person playing is called a *gamer*.

Exercise 3 6.1

Audio summary: The four short extracts discuss online gaming used for solving medical or scientific problems. Each person gives their opinion of whether they think it is a good idea and whether it would work.

- Students listen to the conversations, and specifically for reasons for liking or not liking the idea of playing such games.
- Play track 6.1.
- Students share their ideas with a partner.
- Check the answers together.

ANSWERS

1 The games would be dull and he hated such games at school.
2 It would be good to use the resources in a constructive way; it would make her feel less guilty about playing so much.
3 She found the games addictive.
4 He wouldn't mind having a go; he asked his friends but they refused – they prefer shooting games.

- Check *get a buzz* (*out of something*) in extract 1 (= get a strong feeling of pleasure, excitement or achievement) and *to face* in extract 3 (= to accept that a difficult situation exists, although you would prefer not to).

AUDIOSCRIPT 6.1

1

I Would you be interested in playing games like this?
G1 Well, I'm not so sure. I'd have thought that the games would turn out to be pretty dull. When I was at school, the teachers would make us do these educational games, and I ended up having a deep hatred of them! I think most gamers would say that they play games because they enjoy them, and get a buzz out of them, so the games would have to be much better than the ones they play already.

2

I would've loved to know about these sites before. You know, so much money and resources and creativity go into these games, and I've often asked myself: wouldn't it be good to use those resources in a constructive way? I've always felt rather guilty about playing games, especially when it's two in the morning and I'm still online and I have to get up for work the next day! So to be able to feel that I was helping out in some way would be great. Maybe knowing these games are helping the world in some way would make me feel less guilty!

3

I I think you've actually played one of these games?
G3 That's right.
I That's interesting. Would you tell us what happened?
G3 The thing is, when I started playing, I didn't realize it would get so addictive, and that's important, because, let's face it, most people would sooner spend their time gaining points than saving the planet! I don't think anyone would play these games if they weren't high quality in themselves.

4

Funnily enough, my all-time favourite game is Tetris, which is the simplest, silliest game anybody has ever invented, and these games sound a bit similar. So I wouldn't mind having a go. Mind you, I'm not completely convinced by it. I asked some friends to try them out, but they wouldn't. They'd sooner play shooting games, and I think that would be true of lots of gamers – I don't think they'd be interested in saving a tree!

EXTENSION Ask students which person's opinions and ideas they most strongly agree with, and why.

Exercise 4 6.1

- Before students do this exercise, ask them to read the sentences and see if they can complete them. Then ask them to listen and complete them.
- Play track 6.1 again.

- Students share their answers with a partner.
- Check the answers together.

WATCH OUT! Point out that *sooner* here has nothing to do with time.

ANSWERS

1 'd have thought
2 would make us do
3 Would you tell us
4 would get
5 they wouldn't
6 'd sooner play

Exercise 5

- Students read the Grammar focus box on uses of *would*, and match sentences 1–6 in exercise 4 with the uses in the box a–f.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

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

EXTRA SUPPORT Help students to differentiate between the different uses referred to by using concept questions, e.g. (d) Is it fact? (no) Is it the speaker's opinion? (yes) Is *would* used as part of an expression to give an opinion? (yes); (f) Did it happen in the past? (yes) Did it happen more than once? (yes) Was it a habit or routine? (yes).

- Remind students to check the *Grammar reference* on page 152, where there are two more practice exercises they can do for homework.

Exercise 6

- Students read the two sets of sentence halves, and match them, adding *would* or *wouldn't* in the appropriate place.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 f We never imagined the game **would** become so popular.
2 e Most gamers **would** sooner starve than stop playing in order to eat!
3 a I **would** imagine that the objective is always to make the games addictive.
4 d If you had to choose between career and family, which **would** you go for?
5 g **Would** you ever consider working in the games industry?
6 b There'll be plenty of people interested in this project, I **would** have thought.
7 c I asked to take a selfie with my favourite player, but he **wouldn't** let me.

Pronunciation *would* in connected speech

- Students read the sample sentences. Encourage them to say them out loud, focusing on the contractions.
- Note that we do not usually write *I'd've thought*, although it's regularly used in spoken English.

WATCH OUT! Sometimes students confuse *would* and *had* when they're contracted to *'d*. Make sure students are clear about which word is intended.

Exercise 7a 6.2

- Students listen and write down six sentences, each including *would*.
- Play track 6.2.
- Check students have written down the sentences correctly.

ANSWERS/AUDIOSCRIPT 6.2

1 I'd rather not.
2 Would you give me a hand?
3 She wouldn't say.
4 I always knew I'd be a star!
5 Where would you live if money was no object?
6 I wouldn't have thought so.

EXTRA SUPPORT Point out that in number 5 *were* could also be used (*if money were no object*); this would be more formal. The structure could be labelled as a second conditional.

Exercise 7b

- Students work in pairs and choose two of the sentences. They should write a mini-conversation for each one.
- You could demonstrate the exercise using one of the sentences.
- Encourage students to be creative in how they use the sentences.
- When students are ready, ask them to practise their conversation together and then perhaps demonstrate each one.

FEEDBACK FOCUS Listen to the conversations, and give praise for interesting use of the sentences. Students could vote on the one they find the most interesting/surprising/fun.

Vocabulary & Speaking preferences

Exercise 8a

- Students work in pairs and group the words and phrases in the right category.
- Elicit one or two examples first.
- Students compare their answers with a partner.
- Check the answers together.

STUDY TIP Encourage students to record the prepositions used in these expressions accurately in their notebooks.

ANSWERS

Like: be a role model, take great pleasure in, be an inspiration to, would far rather, express a preference for, all-time favourite, look up to, have the highest regard for, idolize
Don't mind: be indifferent to
Dislike: loathe, look down on, can't stand, take a dislike to

- Check the pronunciation of *loathe* /ləʊð/ and *idolize* /ˈaɪdəlaɪz/.

Exercise 8b

- Students complete the sentences using words from exercise 8a.
- Do the first one together.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS
1 pleasure in
2 dislike to
3 regard for
4 look up to/idolize, role models
5 would far rather
6 preference for
7 looks down on
8 all-time favourite
9 indifferent to
10 loathes/can't stand

Exercise 8c

- Students work in pairs to decide which words and phrases from exercise 8b they would use in a formal situation.
- Check the answers together.

ANSWERS
be a role model
be indifferent to
take great pleasure in
be an inspiration to
express a preference for
have the highest regard for

EXTRA ACTIVITY Students choose three sentences from exercise 8b, and rewrite two of them so that they are true for them, and one so it is false. Students then read their sentences to a partner, who has to guess which one is false.

Exercise 9a

- Students read and discuss three of the questions in pairs. Encourage them to give reasons for their answers.
- You could start by prompting a discussion on the first question.
- Alternatively, you could put each question on a card and give one to each pair. Give them two minutes for each question, and then rotate the cards clockwise to the next pair.

Exercise 9b

- Students decide which of their partner's responses they found most interesting. Elicit some of their ideas.

FEEDBACK FOCUS Focus on students' ability to discuss the questions fluently, and give answers with valid reasons. Comment also on good use of phrases for expressing preference.

CRITICAL THINKING Ask students to discuss the issue of role models: young people these days have a variety of people they idolize, or choose as role models. Sometimes these are celebrities, and sometimes well-known names from the past. Ask students to decide what makes a good role model, and which role models are not beneficial to young people. Encourage students to give reasons and examples to support their arguments.

GRAMMAR REFERENCE ANSWERS

Exercise 1
1 Alex wouldn't tell me what happened.
2 I'd say we'll be there in about half an hour.
3 Would you be able to have a look at it when you have a moment?
4 I'd play them occasionally, but my parents wouldn't let me play them so much.
5 Yes, but who'd have guessed he'd become such a superstar?
6 I'd rather we made it a bit later, if that's OK?
7 Yes, I wish he'd make his mind up about it. /Yes, I wish he'd make up his mind about it.

Exercise 2
1 would often play
2 I'd say
3 wouldn't let me
4 What would you like to do
5 I (really) wish Marco would stop
6 I'd rather have/I'd prefer to have
7 What would you do in my situation?
8 would soon become

6.2 The invention of leisure

Goals

- Understand and use verb patterns
- Talk about leisure, relaxation and stress

Grammar & Listening verb patterns

Lead-in

- Ask students to draw a circle the size of a coffee cup on a piece of paper and to divide it into how they spent the last twenty-four hours: sleeping, eating, working and leisure.
- Ask them to focus on the leisure time. Was it relaxing? Did it benefit anyone else (e.g. their children, friends, etc.)? Did it have a positive/negative impact on anyone else? How?
- Ask students to compare their circles in small groups, then elicit a few ideas from the group.

Exercise 1

- Students look at the photos and decide what links them. Ask them to discuss their ideas in pairs.
- Elicit some of their ideas.

ANSWER
They are all connected with the idea of 'leisure'.

Exercise 2a

- Students work in pairs. Ask them to read the sentences, and decide which one they most closely relate to.
- Encourage them to give reasons for their opinions.
- Elicit a few ideas.

Exercise 2b

- Students find a word or phrase in each sentence in exercise 2a for the meanings a–e.
- Students check their answers with a partner.
- Elicit the answers from the group.

ANSWERS
a a get-together
b getting away from it all
c unwinding
d into the countryside
e lazing around

Exercise 3 6.3

Audio summary: The radio programme talks about the history of the idea of leisure, how the number of hours per week used to be different, and how this is changing again now.

- Students read the beginnings of the sentences and listen to the recording to complete them.
- Play track 6.3.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 1930s
2 sixty hours, six
3 four, twenty-five
4 77

AUDIOSCRIPT 6.3

I Mike, the whole idea of 'having a holiday' is quite a modern one, isn't it?
M That's right. Until quite recently, people only took one holiday in their lives – their honeymoon! The idea of 'leisure' is a modern one. In fact, most of the words we use for free-time activities are quite new – even the word 'weekend' is said to have been used in its modern sense for the first time as late as the 1930s. Most people then worked sixty hours a week over six days.
I It's strange, isn't it, when holidays and leisure are so important to us now – the idea of lying on a beach, unwinding … and feeling relieved about having got away from it all …?
But in fact, it seems as though the old, bad days of not much free time might be coming back?
M That's right. The amount of time devoted to leisure is dropping, not increasing. In the Netherlands, for example, it is reported to have gone down from forty-eight to forty-four hours per week in just twenty-five years. People are tending to work longer and longer hours.
I Yeah, I've noticed here at work the number of colleagues who get to December and then complain about not having taken all their holidays for the year …
M Yes, apparently, British workers only take 77% of the annual holiday to which they are entitled. That means they work six days a year for free! At the end of the year, people always say they would like to have taken all their holiday but just couldn't get away from their desks. It does seem …

Exercise 4 6.3

- Before playing the recording again, ask students to read the five sentences, and try to guess what words are missing.
- Students will then hear the extract again, and should complete the sentences with the exact words they hear.
- Play track 6.3 again.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 to have been used
2 having got away
3 to have gone down
4 not having taken
5 to have taken

- Encourage students to describe the tense used in each case.

PRONUNCIATION Remind students that words such as *have, had* and *been* have both strong and weak forms, depending on whether they are stressed or not, e.g. *I'm pleased to have been /bɪn/ able to visit my aunt regularly./ I thought you were to be organizing the event? – Yes, I was supposed to have been.*

Exercise 5

- Students read the Grammar focus box, and match the sentences in exercise 4 with rules a–c.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

a 1, 3 b 2, 4 c 5

EXTRA SUPPORT Ask students to look at each rule and check they understand it, e.g. 'rule a' relates to verbs and adjectives. Ask students to underline the relevant verbs and adjectives in the examples in the Grammar focus box (*relieved, sorry*), and in the corresponding sentences from exercise 4 (1 *said,* 2 *relieved*). 'Rule b' relates to prepositions: ask students to circle the preposition in the example (*about*) and corresponding answer from exercise 4 (*about*).

- Remind students to check the *Grammar reference* on page 153, where there are three more practice exercises they can do for homework.

EXTRA ACTIVITY Before doing exercise 6, ask students to think back to when they were younger: did they use their free time well, or did they waste it? Encourage students to share a few ideas briefly, and then move on.

Exercise 6

- Students read the story and complete the text with an appropriate perfect form of the verb in brackets.
- Do the first one together.
- Students check their answers with a partner. Note that in some cases more than one verb form is possible.
- Check the answers together.

ANSWERS

1 to have been
2 not having enjoyed/not enjoying
3 not having made/not making
4 to have worried
5 having been forced
6 to have been made
7 to have been given/to be given
8 to have learnt

DICTIONARY SKILLS Ask students to work in pairs to look up these words in a dictionary to find the dependent prepositions: *agree, beware, deal, decide, rely, respond, succeed, worry, addicted, convinced, grateful, qualified, tired.*

WATCH OUT! Point out that *I would like to attend …* and *I would have liked to have attended …* are both grammatically correct: the first refers to a future event, the second (with the double perfect infinitive) refers to something in the past and is usually only used in informal spoken English. *I would have liked to attend …* is the more formal version.

Exercise 7

- Students work in pairs and discuss the questions.

- Give them four or five minutes and then open the discussion to the whole class.
- Which question did students find most interesting? Why?

EXTENSION To elicit more examples of the target language (specifically 'rule c', find out what plans students had which didn't happen, e.g. *I was to have stayed with my aunt, but …/ I would like to have taken a gap year, but …*, etc.

FEEDBACK FOCUS Focus on students' ability to relate an interesting story or anecdote, or give advice on this topic, clearly, and with good reasons. Give praise for accurate use of verb patterns.

Vocabulary & Speaking leisure, relaxation and stress

Exercise 8a 6.4

Audio summary: Six people describe what they like doing in their free time, and why.

- Students listen and note down each person's way of relaxing.
- Play track 6.4.
- Students compare their ideas with a partner.
- Check the answers together.

ANSWERS
1 jet-skiing
2 going to art galleries
3 watching TV
4 eating out
5 karaoke

EXTENSION Ask students why each person does what they do in their free time. Are they surprised at what any of them do? Which person's reasons are closest to students' own reasons for how they relax?

AUDIOSCRIPT 6.4

1
I work in a large school in Perth, Australia. My students are aged between fifteen and eighteen, and most of the time they're really lovely but you know, they sometimes just get on my nerves. So I guess my job is quite stressful, and it's really essential for me to get away from it all occasionally. And the way I do that is jet-skiing.

2
I reckon most people wouldn't think plumbing is a very demanding job, and I'm a pretty laid-back kind of guy. There are a few things that drive me up the wall, mainly customers who keep changing their minds! The job's fairly repetitive – 90% of my work is changing taps that have started leaking – so I need to do something that's completely different. My hobby is to go on trips to art galleries. They're very tranquil places, and that's what I need.

3
I get pretty stressed out in my job. I work most evenings and quite a lot of weekends. I get back from the office at 8 p.m. at the earliest. If I've got a big presentation to make, I'm a bundle of nerves the night before. My girlfriend's always telling me to reduce my workload – she says I'm always on edge – but I just want to slump in front of the TV and watch the latest detective series.

4
Of course, different people have different ways of chilling out. I think it's important to strike a balance between work and down-time. Being a street cleaner involves a lot of dirt, so I try to get right away from that. My hobby is to find the best or the most interesting restaurants around, and every two weeks or so, I eat out with a group of friends.

5
I really can't bear just lazing around. I have to be on the go all the time. Studies have shown that a change of activity is more important than just doing nothing. For example, if you work in an office like I do, you want to get outside and do something active, but for me, the best way to unwind is karaoke!

- Check *to strike a balance* (= to manage to find a way of being fair to two opposing things; to find an acceptable position which is between two things) and *it stands to reason* (= it must be clear to any sensible person who thinks about it).

Exercise 8b

- Students write the phrases in the box in the correct column.
- Elicit one for each column to get them started.
- Check *bundle* (= a number of things tied or wrapped together; something that is wrapped up).

Exercise 8c 6.4

- Students listen again to hear the phrases in context.
- Play track 6.4 again. If necessary, pause the recording immediately after each speaker, so that students can digest and understand better what they hear.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS
Relaxation: chill out, laid-back
Stress: be a bundle of nerves, demanding, drive me up the wall, get on my nerves, on edge, be stressed out

Exercise 9a

- Put students into small groups. They should think of situations relevant to each feeling/emotion.
- Encourage them, at first, simply to think of the situations, not the details; they should have one example for each of the six phrases.

Exercise 9b

- Students should then think about how they behaved, or how they would behave, in each situation and share their ideas with the group.
- Ask them to find out what differences and similarities there are between them, and how each person reacts in each situation.
- Focus on accurate use of the phrases in exercise 9a.
- When they have finished, elicit one or two ideas. How similar or different are students' responses? Why?

Exercise 10a

- Students will be working in groups of four: A, B, C and D, but first they work in pairs, A+B and C+D.

- First, Students A and B should turn to page 129 of the Coursebook and Students C and D should turn to page 140. They should read their role cards and complete the text using the appropriate phrases relating to relaxation and stress. Check these before moving on.

ANSWERS

Students A and B

1 stressed out
2 demanding
3 chill out/unwind
4 on edge
5 get away from it all

Students C and D

1 getting on
2 nerves
3 laid-back
4 lazing around
5 get-together
6 up the wall
7 bundle of nerves

Exercise 10b

- Then ask students to discuss their case and come up with three suggestions.
- Put students into A+B+C+D groups, and ask each pair to summarize their case and present their suggestions. The other pair should listen and make any further suggestions.

FEEDBACK FOCUS Ask students which case was the most difficult, and why. What confidence do they have that their suggestions will work? Give praise for good use of phrases.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 to have forgotten
2 to have finished
3 having said
4 to have seen
5 having met
6 to have left
7 Having won
8 not having won
9 having set off
10 to have been, having been

Exercise 2

3 saying
5 meeting
8 not winning
9 setting off
10 to be, being

Exercise 3

1 We were to meet/were planning to meet on the Friday, but the itinerary changed.
2 I meant to have left at least an hour before I did.
3 I would (really) like/have liked to have gone with you, but I couldn't.
4 You were supposed to have used a gram, not ten grams!
5 I was originally to have been posted to Paris, but they sent me to Berlin instead.
6 I would love/have loved to have been able to go with you.

6.3 Vocabulary and skills development

Goals

- Understand words with more than one meaning
- Understand reference

Vocabulary words with more than one meaning

Lead-in

- Choose a selection of words from lessons 6.1 and/or 6.2 to revise, e.g. *to idolize, to look down on someone, to chill out, to be a bundle of nerves*, etc.
- Put each word or phrase on a card and give a set, face down, to each group of three students.
- Tell them that, in turn, they should take a word and define it to the others in their group (without saying the word).
- When the group has guessed it, the next person takes a card and does the same.
- The first group to use up all the cards wins.
- This also works well by asking students to draw the words (no writing allowed) or mime them to each other.

Exercise 1

- Students work in pairs. Ask them to read the five sentences, and work out two different contexts where each one could be used. They should focus on one word in each sentence which has more than one meaning.
- Do the first one together.
- Elicit some of their ideas.

ANSWERS

1 I don't understand the reason (for doing something). / I can't see the point (of light, etc.).
2 a computer virus/a health virus
3 We booked some places/tables, etc. /We have some doubts (about a plan, proposal, etc.).
4 an animal/part of a computer
5 the commercial organization/the people we were with

Exercise 2a

- Students read the Vocabulary focus box and find out why it's important to be flexible when reading and/or listening. Words which can have totally different meanings are called 'homonyms'.

EXTENSION Ask students what other words they know which have more than one meaning (e.g. *bank, key, light, rock*).

WATCH OUT! Point out that sometimes the word class changes: *chair* can be used as both a noun and a verb.

Exercise 2b

- Students think of the missing word for each pair of sentences.
- Ask them to read the example and then work alone to find the other words.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS
1 foot
2 review
3 manage
4 reflect
5 mouth
6 roots
7 bed
8 race
9 ring

Exercise 2c

- Ask students to try to make a connection between the words, discussing their ideas with a partner. Encourage them to be creative: this will help them to remember the words.
- Elicit their ideas.

ANSWERS
1 both words suggest the lowest part of something
5 both words suggest an opening
7 both words are a flat surface on which something can lie
9 both are circular

EXTRA CHALLENGE Ask students to check the word class of each word in the sentences. Then ask them if they can use those words in a different form, e.g. 'I've just read a great *review* of that film.' (noun). Note that the verb *to mouth* /maʊð/ (= to move your lips as if you were saying something, but without making a sound) is pronounced differently from the noun /maʊθ/.

EXTRA ACTIVITY Some students may find it useful to make associations to connect the words. They could do this with a mini-story or anecdote, or by drawing a connection, e.g. The manager stood on a chair to chair the meeting; a picture of someone thinking seriously about something (*reflecting*) in front of a mirror.

Listening & Speaking understanding reference

Exercise 3 6.5

Audio summary: The two jokes play on the words *change* and *bright* having more than one meaning.

- Students listen to two short jokes.
- Play track 6.5.
- In pairs, students discuss why they think the jokes are funny.
- Elicit their ideas.

ANSWER
Both the jokes depend on a word with a double meaning: change = difference and coins; bright = giving off lots of light and intelligent

AUDIOSCRIPT 6.5
1 A small boy swallowed some coins and was taken to hospital. The next day, his grandmother phoned the hospital to see how he was getting on. 'No change yet,' said the nurse.
2 Why did the teacher wear sunglasses? Because her students were so bright.

Exercise 4 6.5

- Ask students to read the two questions, and then listen to the jokes again.
- Play track 6.5 again.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS
1 the small boy
2 the teacher

Exercise 5

- Students read the Unlock the code box about referencing in listening.

EXTRA SUPPORT Students will find the first two rules straightforward. Focus on rules 3, 4 and 5, where the reference words relate back to a whole phrase or clause.

Exercise 6a 6.6

Audio summary: The speaker first explains the joke the students heard, and then discusses the issue of homonyms (words with more than one meaning) as a typical feature of many languages.

- Students read the question, and then listen to the podcast extract.
- Play track 6.6.
- Students check their answer with a partner.
- Check the answers together.

ANSWERS
Because it's an important part of language use.

AUDIOSCRIPT 6.6
Good morning, everybody. Today's talk continues our series of talks about different aspects of language. I'd like to start with a joke. It's very short! A small boy swallowed some coins and was taken to hospital. The next day, his grandmother phoned the hospital to see how he was getting on. 'No change yet,' said the nurse.
Now, as you will have realized, the joke depends on the fact that the word 'change' has two meanings. Such words are called 'homonyms', and they're very common in English. This kind of wordplay is widespread in English, and in many other languages, too. It seems to cut across national and cultural boundaries. I'm sure there are similar jokes in most languages. But despite this, wordplay (as in this joke) is often regarded as trivial and childish. But if you enjoy this kind of wordplay, and many people certainly do, (including me!), then you start to think that it must be an important use of language, and certainly one that's worth studying. Indeed, one of the joys of languages like English, which contain lots of homonyms, is that they allow for this kind of joke.

EXTRA SUPPORT Write *homonym* on the board, so students know how it is spelt.

Exercise 6b 6.6

- Ask students to read the extracts.
- Before playing the podcast again, ask students if they can remember what the underlined words referred to.
- Then play track 6.6 again for students to check their answers.

- Students check their answers with a partner.
- Check the answers together.

ANSWERS
1 the joke
2 words with two meanings
3 wordplay
4 the fact that it cuts across boundaries
5 enjoy this kind of wordplay
6 an important use of language
7 languages like English

Exercise 7 6.7

Audio summary: In the next part of the podcast, the speaker goes into more detail about homonyms, and how they are used in international literature and ancient cultures. He then talks about three types of communication: transactional, interactional and a third function which he calls 'play', to which such jokes belong.

- Students listen to the podcast and take notes. You might like to remind them of the note-taking strategies discussed in lesson 2.3.
- Play track 6.7.
- Ask students to compare the notes they have taken with another student.

AUDIOSCRIPT 6.7

Of course, plenty of people hate the use of these double meanings. The famous writer and scholar Samuel Johnson called it 'the lowest form of humour'. However, they are frequent in the works of many great authors, including Shakespeare, Lewis Carrol and, Vladimir Nabokov, and also in the Greek tragedies. Double meanings are found in the literature of ancient Egypt, China and Iraq, and many other places.

Language has often been described as fulfilling two functions: the first is called T-communication, with 'T' standing for 'transactional'. This means it helps us to get things done, like ordering a meal in a restaurant (though if you do not know the local language, it's enough to do this by simply pointing at the menu). The second type is called I-communication, which means 'interactional'. That is to say, language is an aid to building and maintaining relationships.

But I think there's a third function, one that we might call P-communication – with 'P' standing for 'play'. Just think how much we play with language, have fun with words, inventing new ones or using old ones in new ways. Unlike other aspects of play, until recently, this fun aspect of language was rarely studied seriously. Why should this be so? Children are happy to sing meaningless rhymes in the playground, and so are adults at football matches. Many millions do crosswords and other word puzzles that depend on wordplay. Italians have *rebuses*, the Argentinians have *jeringozo*, and the Japanese have *shiritori*, so we can't conclude that it's a feature of one particular language. Maybe we have simply taken wordplay for granted. Of course, plenty of …

STUDY TIP It may be useful to remind students of the importance of effective note-taking strategies. Comparing what they have written down with other students may provide useful tips/reminders on what to record.

Exercise 8a

- Students read the questions, and work with a partner to answer them using their notes.

Exercise 8b 6.7

- Students listen again to check their answers.
- Play track 6.7.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS
1 the use of double meanings
2 to show how frequent and widespread the use of double meanings has been
3 T is transactional – getting things done with language; I is interactional – language as an aid to building and maintaining relationships.
4 at the menu, to order a meal without using language
5 words
6 sing meaningless rhymes

EXTENSION Ask students what homonyms they have in their own language, and whether they know any jokes which include them. (These probably won't translate successfully!)

Exercise 9

- Students read the five wordplays and discuss them with a partner.
- Check *boomerang* (= a curved, flat piece of wood that you throw and that can fly in a circle and come back to you).

EXTRA SUPPORT Ask students to decide which word in each wordplay is the key (*pointless, time-consuming, put down, come back, fly*).

- Elicit ideas from students as to why the wordplays are funny.
- Check *fruit fly* (= a small fly that eats plants that are decaying, especially fruit).

FEEDBACK FOCUS This activity will be a success if, initially, students find at least one wordplay amusing or funny. Listen for their ability to explain the joke.

6.4 Speaking and writing

Goals

- Use vague language (2)
- Write an online review

Listening & Speaking vague language (2)

Lead-in

- Ask students to think of a well-known film or book. Give them two minutes to think of how to describe it without saying the title.
- In pairs, students say whether they chose a book or film, and then describe it. Their partner tries to guess what it is.
- Elicit a few ideas afterwards; find out what helped, and what it made it difficult to guess.

Exercise 1

- Focus students' attention on the picture and put them into groups to discuss *Cowboys and Aliens*.

- Elicit some of their ideas.

Exercise 2a 6.8

Audio summary: Three people are discussing the film. They talk about the characters and the plot.

- Students listen and decide what each person thought of the film.
- Play track 6.8.
- Students check their answers with a partner.
- Check the answers together.

ANSWER

a Amy
b Marco
c Ross

AUDIOSCRIPT 6.8

A What did you think of the film, Marco?
M Well, I thought it was a bit of a mess. I liked the basic idea, but there were quite a few bits that I just couldn't get my head round.
A Like what?
M For a start, when was it supposed to be set?
A I guess it was the 1800s or something like that.
M And the plot was kind of strange. At the start, the main female character seems to be a normal woman, then you realize she's actually some sort of alien! Come on, Amy, that's just daft.
A Oh, I thought the bit when we found that out was great – you can't expect a story like that to be realistic – it's called *Cowboys and Aliens*, right?
M Yeah, I suppose so. But something else I didn't get: how did the hero know about the alien ship? I found it a bit confusing. And pretty silly – there were loads of times when I thought, 'this is for teenagers'!
A Well, that's the whole point – it *is* for teenagers! How about you, Ross?
R No, I wasn't confused, I was just bored. I thought it was pretty awful! There was something about the story that was really … mechanical, formulaic. I felt the characters were all, you know, just like robots – there was nothing new or original about anything they did. What a waste of time!
A Isn't that funny? It's as if we've seen two completely different films! I thought it was great. I agree there were one or two twists in the plot, but I liked the characters. And what about the stuff at the end where the heroine sacrifices herself? Wasn't that really heart-wrenching?
R That just made me laugh. I finally realized it was a comedy! It *was* a comedy, right?

- Check *twist* (= (here) an unexpected change in a situation or story) and *heart-wrenching* (= causing great pain or unhappiness).

EXTENSION Having heard these opinions, ask students if they would now like to read/see the film? Why/Why not?

Exercise 2b 6.8

- Students listen to the track again, and write down the vague language they hear.
- Play track 6.8 again.
- Check *flop* (= a film/book/party, etc. that is not successful).
- Students check their answers with a partner.
- Check the answers together.

SUGGESTED ANSWERS

a bit of a mess
something like that
kind of strange
some sort of alien
a bit confusing
pretty silly
loads of times
pretty awful
one or two twists
the stuff at the end

Exercise 2c

- Students read the Language for speaking box and add the phrases they wrote down in exercise 2b.

ANSWERS

Nouns:
something like that
some sort of alien
the stuff at the end
Quantifiers:
a bit of a mess
a bit confusing
loads of times
one or two twists
Generalizing:
kind of strange
pretty silly
pretty awful

Exercise 3a 6.9

- Students read the list of topics and then listen to the sentences.
- Play track 6.9.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 a party
2 a mansion
3 a film
4 a business presentation
5 a sportsperson

Exercise 3b 6.9

- Before playing the track again, ask students to read the sentences and see if they can remember what words are missing.
- Play track 6.9 again.
- Students complete the sentences.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS/AUDIOSCRIPT 6.9

1 I didn't enjoy it. The food ran out, so it was **a bit of** a disaster, really.
2 The palace belonged to a duke, or lord, **or someone like that**.
3 There's **extra stuff** on the DVD, like interviews with the actors, some scenes they didn't use, **and that sort of thing**.

4 The shareholders' meeting was actually quite exciting. **One or two** people got up and started shouting while the CEO was speaking.
5 She played in **a couple of** matches, and then had to retire because she had **something** wrong with her leg. It was **rather** sad, really.

Exercise 3c 6.10

- Students listen and repeat the phrases.
- Play track 6.10.
- You could ask students to work with a partner to repeat and listen to each other.

AUDIOSCRIPT 6.10

1 it was a bit of a disaster, really
2 a duke or a lord, or someone like that
3 interviews with the actors, some scenes they didn't use, and that sort of thing
4 One or two people got up
5 something wrong with her leg

PRONUNCIATION Remind students to include linking sounds between words, and to use word and sentence stress (e.g. *a **bit** of a*).

EXTRA CHALLENGE Ask students what other phrases they know which they could add to the Language for speaking box.

WATCH OUT! Students may ask about, or suggest adding, *like* to the box. For vague language, this use is acceptable: *a bit like when you go abroad* (generalizing). However, *like* in *I was like, I'm not doing this* is very informal, and is a marker of reported speech. In *It's OK, like, to arrive at 10 a.m.* , *like* is used as a filler. This is not vague language.

Exercise 4a

- Students work in pairs.
- Each pair works on one of the conversations and adds in phrases from the Language for speaking box. Remind them to change precise phrases to vague ones. You could divide the two conversations equally amongst the pairs.
- You might like to do one example from each conversation.
- You could make this exercise competitive, and see how many phrases and expressions students can use.

Exercise 4b

- Students join up with another pair who have worked on the other conversation, and each pair reads their conversation out loud.
- Their partners write in the vague language.

SUGGESTED ANSWERS

1
A That was the best film I've seen for a long time. There were **one or two** moments when I wanted to cry.
B Really? I thought it was **a bit** sentimental. The final part was **kind of** unwatchable.
A Apparently, it cost $40 million to make **or something like that**.
B That was **a bit of** a waste of money, in my opinion.

2
C I like your new phone. It looks like it cost **loads of** money.
D Not really. I got a really good contract. Five hundred free texts, two hours of free calls … **and so on**. And with this make, you get **plenty of** free apps **and stuff**.
C Sounds great. Did you get it online?
D No, I went to that new shop called Phoneworld, Phonehouse … **something like that**.

FEEDBACK FOCUS When both pairs have finished, ask them to evaluate each other's conversations: ask them to consider how natural they sounded. You could also ask to hear one example of each conversation.

SMART COMMUNICATION In written English, we are often much more precise. However, vagueness is a characteristic of informal conversation. Having suitable phrases to hand is useful and helps speakers sound more fluent and natural.

Reading & Writing an online review

Exercise 5

- Students read the question, and discuss their ideas in groups of two or three.
- Elicit some ideas from the group.

Exercise 6a

Text summary: The first review is of a musical, and describes the dancing and singing. The second is of a book, and talks about the writing, and the author's previous novels. The third review is of a computer game, with mention of puzzles and adventure games.

- Students read the online reviews and decide what each one is reviewing.
- Students check their answers with a partner.
- Check the answers together.

Exercise 6b

- Students read the reviews again and decide if they are positive or negative.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 musical (broadly positive)
2 book (broadly negative)
3 computer game (broadly negative)

- Check *alluring* /əˈlʊərɪŋ/ (= attractive and exciting in a mysterious way), *hitch* (= a problem or difficulty that causes a short delay) and *instalment* (= (here) one of the parts of a story that appears regularly over a period of time in a newspaper, on television, etc.)
- Check the word stress on *admirable* /ˈædmərəbl/.

Exercise 7a

- Students underline the words and phrases in the reviews from exercise 6a which show praise or criticism.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1

A notable highlight of the show was the real conviction and confidence of the singing. Sam Hall was a joy to watch, with perfect comic timing, as was Emma Williams, thoroughly believable and convincing in the role of the alluring murderess. These two young talents stole the show, in my opinion. The only disappointments were the dancing, which showed a lack of originality, and the opening scene, which fell a little flat. Despite the occasional technical hitches, this was a highly enjoyable and greatly impressive production, which the company should be proud of.

2

I was really looking forward to Jonathan Baker's latest, which is set in an imagined, but realistic, London of the near future. But I found this new effort was let down by the slightly one-dimensional characterization, and the writing is below standard for the most part: some of the early scenes between Martha and her husband are slightly monotonous. The superb characterization and ambition that Baker demonstrated in his previous novels, seem to be missing here. Baker's commitment to describing the lives of ordinary people is admirable, but the whole thing is lacking in energy.

3

This is instalment number three in the nearly twenty-year-old series, delivering a captivating story and loads of comedy. There is some strong writing and voice acting, but the new instalment chooses to go for a linear narrative, with some puzzles included along the way, which is less involving than the theme of exploration and conversation which previous instalments have depended on. Besides, the puzzles are not particularly engaging, and many of them have been seen before in other adventure games. The visuals are stunning, of course, as we have come to expect, this time featuring locales in Catalonia. But overall, a slight disappointment.

Exercise 7b

- Students transfer the words and phrases from exercise 7a to complete the Language for writing box.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 perfect comic
2 convincing
3 stole
4 one-dimensional
5 engaging
6 fell

Exercise 8a

- Tell students they are going to write a review of a book/film, etc. they have read/seen.
- Give them time to plan what they want to include, and to decide which words and phrases from the Language for writing box to use.
- Suggest they write 120–150 words.

EXTRA SUPPORT Remind students to refer back to the three review examples to check what is included (e.g. background, previous books/films by the same person, originality, etc.).

Exercise 8b

- Put students into groups of three to read each other's reviews, or pin the reviews to the walls, and let students walk around and read them.

FEEDBACK FOCUS You could ask students to indicate their interest in reading/seeing the book/film, etc. by putting a tick, question mark or cross on the review. You could then elicit reasons from the group.

EXTRA ACTIVITY Students could find reviews online and compare them with what they have written. They could bring these to class next time to report back to the group.

CRITICAL THINKING Find out from students where they get recommendations for books and films. Do they read them online? How do they know what to trust? What criteria can they come up with for trusting online reviews?

STUDY TIP Suggest students collect words on a mind map or spidergram in their notebooks. They could do this by using one page for positive expressions (based on a book or film they really liked), and one for negative expressions. Having a specific film or book in mind will help them remember the expressions.

6.5 Video

Leisure through the ages

VIDEOSCRIPT

In today's fast-paced society, free time is a precious commodity. Many of us feel we spend far more time stressing out than chilling out, and if we had the choice, many of us would work less and play more. But our modern concept of leisure is a relatively recent phenomenon.

Our ancestors would never have imagined that we'd have so much free time and so many different things to do – but of course they did play. Relics unearthed from ancient civilizations across the world show people taking part in all kinds of games and activities. However, this kind of leisurely fun was largely limited to the upper classes, who didn't work at all. For the majority of people, work and life were intertwined and leisure time didn't exist – until Ancient Greece.

The Ancient Greeks took great interest in the arts and sport. The success of their civilization meant their basic needs were met, so they could pursue other interests. The wealthy elite, who had the luxury of leisure time, would spend it listening to storytellers, watching plays and enjoying early examples of modern games like draughts, dice and marbles.

The rest – who couldn't afford such frivolous games – played sport. This was an essential part of Greek society and was often central to religious festivals, including the very first Olympic Games. Here, in the Olympia valley, athletes would take part in events like wrestling, long jump, javelin and the discus, while thousands of their countrymen looked on. They would have travelled across the country to watch, and experts estimate that a single event could attract more than 50,000 spectators.

As the Greeks gave way to the Romans, the role of ritualized sport changed. They also used it to worship their gods, but it was viewed less as entertainment and more as a training ground for future soldiers.

However, as the empire grew in both size and wealth, many Romans had more time on their hands. They demanded to be entertained, and thousands of people would pay to watch acrobats, musicians, and, of course, gladiators in amphitheatres across the empire, the most famous of which was the Coliseum.

These large-scale spectacles disappeared with the decline of the Roman Empire. Over the next 2,000 years, few people had the time or the money to do much other than work. Of course people played games and had fun, and if you were to look at most civilizations during this time, you would find early versions of most modern sports. But these activities were ill-defined and differed from place to place. It wasn't until the Industrial Revolution that leisure once again became organized.

This was an era of great change. People moved from rural villages to big cities and worked in factories rather than farms. While people had always rested on Sunday, some now had Saturday afternoon off too. With this new-found time and hard-earned cash, people started to enjoy themselves. During the day, they played newly codified sports like football, rugby, or basketball, and improvements to transport infrastructure meant people could also travel to support their local team. In the evenings, they went to the theatre or to dance halls.

The impact of this leisure revolution can still be seen today. Many of our modern leisure activities have their origins in the 19th century, and the attitude toward free time changed dramatically. In 1800, it was still seen as the preserve of the rich, but by the middle of the 20th century it was viewed as a right rather than a privilege.

By the 1960s people were spending more money on leisure than ever before. New employment laws recognized people's right to free time outside of work, and increased income meant they had more money to spend. The era of popular culture had arrived, and people started to take their free-time activities as seriously as their work time.

Today most of us fill our free time with a wide range of hobbies and interests, but it seems another revolution is underway. The Industrial Revolution created a routine that clearly divided our work time from our free time, but this is changing. Some of the biggest companies in the world pride themselves on offering fun activities in the office, while many of us find ourselves working in the evenings and at weekends. So we play during work time, and work during play time. This is redefining our concept of leisure time, and who knows how it will change in the future?

VIDEO ANSWERS

Exercise 1

1 Ancient Greece
2 the early twentieth century
3 the 1960s

Exercise 2

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

Exercise 4

Ancient Greece: first period when leisure existed; interest in arts and sport; wealthy elite; storytellers, early examples of modern games (draughts, dice, marbles); first Olympics; mass spectators

Roman times: sport seen as a way of training soldiers; also acrobats, musicians and gladiators

Industrial Revolution: people had Sunday and often Saturday afternoon off; newly codified team sports; theatre and dance halls; better transport made travelling as a supporter easier

1960s: more money for leisure; legislation about workers' right to free time

Now: play spills into work and work into free time (working at home)

Exercise 5

Students' own answers

Review

ANSWERS

Exercise 1

1 The researchers were convinced the games **would** provide useful data.
2 Every weekend we **would** make the trip to some stadium far from home.
3 You **would have** thought this change produced results, but it was not the case.
4 The press wanted to publish the results, but the medical companies **wouldn't** release the information.
5 Most people **would sooner/rather** stay at home than get out into the countryside.

Exercise 2a

1 having returned
2 having been
3 to have seen
4 to have left
5 having seen
6 to have been

Exercise 3

1 a bundle of nerves/on edge
2 chill out
3 laid-back, on edge/a bundle of nerves
4 took an instant dislike to Franco
5 Parents who bring up children alone fill me with admiration.
6 took great pleasure in
7 drove me up the wall
8 my all-time favourite Italian dish
9 show/have a clear preference for

Exercise 4

1 race
2 head
3 manage
4 reflection
5 roots
6 review

Exercise 5a 6.11

ANSWERS/AUDIOSCRIPT 6.11

A Why's the flight so delayed? It's difficult to understand.
B It looks like there's a problem with the plane. I heard an announcement saying there was a technical fault.
A You always get announcements when something goes wrong, but they never give you useful information. It's frustrating.
B There was some information on the screens a few minutes ago, but it's gone now.

7

Emotion and reason

Unit overview

Language input

Hypotheses (CB p66)	• *If I had known what I know now, I wouldn't have made that decision.* • *Supposing you were asked to judge a meal in a restaurant, what do you think the answer would depend on?* • *If the company had built the furniture as well, you might not feel so good about them!*
Unreality (CB p68)	• *I'd rather people didn't know about it.* • *He acts as though he was the manager.* • *If only I felt more confident.*
Grammar reference (CB pp154–5)	

Vocabulary development

Emotions (CB p67)	• *apathetic (about), astonished (at/by), frustrated (at/with), self-conscious (about), …*
Reacting to events (CB p69)	• *have a heated argument, be mortified, keep your temper, take sth. personally, …*
Metaphor (CB p71)	• *in high spirits, feel down-hearted, ups and downs, …*

Skills development

Reading: Understanding links within a text (CB p70)
Speaking: Informal negotiations (CB p72)
Writing: Comment adverbs (CB p73)

Video

Documentary: Decisions, decisions (Coursebook DVD & CB p74)
Vox pops (Coursebook DVD & TG p259)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: Unreality check (TG p211 & TSRD) • Vocabulary: I know how you felt (TG p229 & TSRD) • Communication: Three holidays (TG p247 & TSRD)
Tests	• Unit 7 test (TSRD)
Unit 7 wordlist (TSRD)	

7.1 Fooled by our feelings

Goals

- Talk about hypotheses
- Talk about emotions

Grammar & Listening hypotheses

Lead-in

- Ask students to think about the decisions (either very small or big) they have already made today. Which were easy to make, which were difficult, and why?
- Students share their ideas with a partner.
- Elicit some ideas from the group.

Exercise 1

- Students read the situations and, in pairs, discuss what criteria they use to make the decisions.
- Elicit some of their ideas. You could list some criteria on the board to refer to later.

Exercise 2

Text summary: The extract discusses the criteria we use for decision-making, and questions its accuracy. The writer describes research which shows that hard data is more reliable than emotional data.

- Students read the text to find the answer.
- Students compare their answer with a partner.
- Check the answer together.

SUGGESTED ANSWER

When we make decisions, we rely too much on our 'gut feeling'.

- Check *to bombard* /bɒm'bɑːd/ (= to attack somebody with many questions, criticisms, etc., or give them too much information).

EXTENSION Ask students their opinions on the research. Do they have any similar experiences?

WATCH OUT! Remind students that in English, in words beginning *ps-*, the *p* is not pronounced.

Exercise 3 7.1

Audio summary: In the interview, the psychologist explains how we can be fooled by our emotions. Two examples are given: one based on customers' opinions of food, and a second on how doing favours for someone, even a company, results in us liking them more.

- Students read the three sentences and then listen to the interview to choose the correct answer in each case.
- Play track 7.1.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 more expensive
2 get them to do you a favour
3 more

AUDIOSCRIPT 7.1

I The idea that we can be fooled by our feelings – is that an area that has been proved by research?

P Yes. There is considerable evidence that indicates we can be tricked by our emotional responses. I heard recently of a piece of research by Cornell University about eating.

I Eating?

P Mmm. Let me explain. I want you to imagine this scenario – supposing you were asked to judge a meal in a restaurant. What do you think the answer would depend on? The taste of the food? The look of the food? No. In this experiment, 139 customers were asked to rate the tastiness of their meal at an Italian buffet, but half of them had been told it cost $4, and the other half $8. The ones who had the more 'expensive' – so-called – meal rated it 11% higher. And this was because the ones who ate the cheaper meal reported loading up their plates and then feeling guilty about it, leading to the negative results.

I So had they thought they were eating a more expensive meal, they would have answered differently.

P That's right. And of course companies and brands spend a huge amount of time and energy finding ways to exploit these emotional responses. For example: How do you get someone to like you?

I Er … maybe I do something nice for them?

P No – the opposite! You get them to do you a favour. Because it turns out that if you do someone a favour, you'll like them more. Why is this? The answer is the brain is thinking like this: 'I am doing this person a favour, therefore I must like them.' And a lot of very successful companies actually play on this kind of psychological trick.

I How do you mean?

P OK, the most famous example is the furniture company IKEA, which sells you the different parts of the table or cupboard or whatever, and asks you to build it. You feel you are doing the company a favour and so you start to like them more. It's actually got a name – the 'IKEA effect'. If the company had built the furniture as well, you might not feel so good about them! Strange, isn't it? Once again, you're fooled by your feelings.

EXTENSION Ask students how they think they would have reacted in the two situations described by the psychologist. Would they have been fooled? Why/Why not?

Exercise 4

- Students read the Grammar focus box and match rules a–d with sentences 1–4 from the interview.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

a 2 b 4 c 1 d 3

- Remind students to check the *Grammar reference* on page 154, where there are three more practice exercises they can do for homework.

EXTRA SUPPORT Use concept questions to help students with the tenses, e.g. *Is it true now? Did it happen in the past? Can we change the situation now?*

Exercise 5

- Students read the sentences and complete them, starting with the words given.
- Do the first one together.
- Students check their ideas with a partner.
- Check the answers together.

ANSWERS

1 If the company had employed enough staff, its productivity wouldn't have gone down.
2 If people didn't make decisions based on emotion, they would make better decisions/the decisions wouldn't be poor.
3 Had we not gone to Jamaica last year, we'd have enough money to go on holiday this year.
4 Supposing you had made the decision based on your gut feeling, what would have happened?
5 Just imagine how different things would be if you hadn't passed your final exams.

EXTRA SUPPORT We can use *suppose*, *supposing* or *what if* all in the same way, with the same meaning.

EXTRA CHALLENGE Students choose three sentences from exercise 5 and change the content words so that they are true for them, e.g. *Had I not bought those expensive speakers last year, I'd have enough money to buy a laptop!*

Exercise 6a

- Students work on their own to think about their decisions and then to think about the questions.

Exercise 6b

- Students work in pairs and discuss their decisions.
- Encourage partners to question the criteria for their decision-making, suggest alternatives and discuss how the outcomes would have been different.
- Ask them to decide if they think their partner made the right decision or not, and why.
- Elicit some ideas about the decisions from the group. You could refer back to the criteria for decision-making if you discussed this earlier on.

FEEDBACK FOCUS Focus on students' ability to make good decisions based on the information available to them. You could discuss what information this was, e.g. hard facts and data, or an emotional response. Give praise for good use of phrases for hypothesizing.

Vocabulary & Speaking emotions

Exercise 7a 7.2

Audio summary: The audio comprises twelve people explaining their emotions in certain situations.

- Students first read the list of words and definitions, then listen and underline the definition which is the closest.
- Play track 7.2.

Exercise 7b

- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

1 not interested
2 worried (about something you have to do)
3 surprised
4 extremely upset
5 wanting the same thing as someone else
6 annoyed and impatient (about something you can't do)
7 showing no interest in
8 angry
9 happy (because something unpleasant has stopped)
10 nervous about what people think of you
11 kind and understanding
12 rather embarrassed about something

AUDIOSCRIPT 7.2

1 Am I apathetic about politics? Older people often say the young are apathetic about politics nowadays, but I don't think that's true at all. We're just not interested in the same things they are.
2 When do I feel apprehensive? Let me think … I'm always a bit apprehensive when I have to disagree with my boss about something. Sometimes he's happy to listen to suggestions and other times he's not.
3 The last time I was astonished? That would have been when I won the award for employee of the month. I was absolutely astonished … because I never win anything!
4 I can't think of a time I felt devastated, but I know that my friend Alexander's family were devastated when he gave up a great job in a bank and became a clown. They thought he was throwing away a really well-paid career.
5 When did I last feel envious? Well, when my sister bought a brand new car I was a bit envious. Mine's ten years old now!
6 Well, yes – I can definitely think of one time I felt frustrated recently. It was when my brand new laptop kept crashing while I was trying to write an important assignment – very frustrating. I took it back to the shop and demanded my money back.
7 I'm rarely indifferent about things. I find it's hard not to be affected by other people's problems when I hear about them in the news.
8 What do I find irritating? I got very irritated with the road repairs outside my house last month. They started at seven o' clock every morning, including Saturdays. Awful!
9 Relieved? Definitely! I was very relieved when my ten-year-old son arrived home yesterday evening – he was over an hour late and I was getting very worried. He'd been playing football with a friend and hadn't noticed the time – typical!
10 I tend not to get self-conscious these days, but I have a young colleague who was very self-conscious when he had to give his first presentation last week. You could tell he wasn't relaxed in front of all those people.
11 I suppose the most sympathetic person I know is my sister. She'll always listen to people when they have a problem and try to help them. I don't think I'm very sympathetic, though – I rarely have people telling me their problems.
12 What makes me uncomfortable? Well, I'll tell you – it's when my wife's family get together. They love

to sing round the piano and that makes me really uncomfortable. I can't sing very well, you see.

WATCH OUT! Remind students that *sympathetic* in English includes being understanding, not simply 'nice'; it is an example of a 'false friend' (a word which has a similar word in another language, but a different meaning).

PRONUNCIATION Students group the words in exercise 7 into three columns (on a piece of paper or on the board), according to the word stress, e.g. on the first syllable: ***de****vastated*, second syllable: *a****ston****ished* and third syllable: *apa****the****tic*.

Exercise 8a

- Students work alone to complete the sentences with ideas which are true for them.

Exercise 8b

- Students work in pairs and tell each other about the situations and their emotional reactions. Remind students to refer back to the Grammar focus box in exercise 4 when talking about hypothetical situations.

Exercise 8c

- Students discuss each other's reactions in these situations and whether anything surprised them.
- Elicit some of the situations and reactions from the group.

FEEDBACK FOCUS Focus on students' ability to describe a situation clearly and explain how they felt. How similar were their situations and reactions? Would other students have reacted differently? Why?

EXTRA ACTIVITY Students choose three words from exercise 7a they would like to remember and think of a situation for each word. Students work in groups of three and tell each other their situations, but without mentioning the word. The others have to guess the emotion.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 wouldn't be, hadn't gone
2 could be, would it be
3 would come, didn't have
4 wouldn't have chosen, wasn't
5 would cope, lived
6 would be, had left

Exercise 2

1 If I hadn't overslept, I wouldn't have been late for college.
2 If she wasn't so busy at the moment, she could've/would've helped me.
3 If we hadn't missed the last bus, we wouldn't be having to walk home.
4 If I didn't like her, I wouldn't be going to her party.
5 If I liked Chinese food, I would've gone to the meal.
6 If we'd been listening, we wouldn't have got into this mess.

Exercise 3

1 Suppose you were offered the job, would you take it?
2 Were it that simple, everyone would do it.
3 Had I known, I'd've told you.
4 Where would you live assuming money was no object?
5 Imagine you could go on a one-way trip to Mars, would you?

7.2 Embarrassment

Goals

- Talk about unreality
- React to events

Grammar & Listening unreality

Lead-in

- Write words describing emotions from lesson 7.1 on cards. Give a set, face down, to each group of students.
- In turn, a student takes a card and mimes the emotion, either by demonstrating it or by illustrating a situation in which they would feel that emotion.
- The team which gets through the cards the quickest, without speaking, wins.

Exercise 1

- Students read the situations and decide which would be most embarrassing.
- Students compare their answers with a partner.
- Elicit a few of their ideas.

Exercise 2a

- Before listening, students think of situations where embarrassment might be useful and discuss their ideas with a partner.
- Elicit a few ideas from the group.

SUGGESTED ANSWERS

People feel superior when they see others' embarrassment and so treat them better.
People feel sorry for embarrassed people.
People who are easily embarrassed seem more likeable and less threatening.

Exercise 2b 7.3

Audio summary: The introduction to the radio programme explains the positive and negative aspects of embarrassment: embarrassment can help build social relationships; however, it can also stop us from seeking help when needed.

- Students listen and check their predictions.
- Play track 7.3.
- Students compare their answers with a partner.

AUDIOSCRIPT 7.3

Today's episode of *Fooled by our Feelings* concentrates on embarrassment.
Most people don't like being embarrassed. But we certainly remember it when it happens! I think we can all recall those excruciating moments when we wished we hadn't said or done something. But since embarrassment is a powerful force that nearly everybody experiences, I think it's worth trying to understand. Why are we so quick to feel an emotion that makes us so uncomfortable?
On the plus side, one reason is that embarrassment fulfils an important social function. After all, we humans live in groups, and it helps our social living if we have a way of saying 'Oops! I shouldn't have done that' when

we go against what people think is normal behaviour. If you break or depart from a social norm, then it helps to maintain good social relations if you show you're embarrassed.
But also, people like us more when we show embarrassment. I know it's surprising, but there is plenty of research which shows that, for example, if you praise somebody, and that person goes very red, you're more likely to find that person trustworthy.
Of course, embarrassment does have its dark side, so to speak. As we know, the desire to avoid embarrassment is very strong, and it can lead to real-world consequences. One common situation is that maybe you have some embarrassing health problems, and you think, 'Well, I'd rather other people didn't know about this. Maybe it will just go away'. So perhaps you don't even go to the doctor, and that could lead to more serious health problems. Furthermore, at a very extreme level, severe embarrassment can make people avoid social situations, and even not go out at all.
However, the good news is that we judge ourselves much more harshly than other people do. When volunteers were put in embarrassing situations, researchers found that observers were much kinder on them than they expected. So maybe it's time we stopped worrying about being embarrassed, and accepted it as part of everyday life. After all, in most cases, it's not as if what we've done really matters.

- Check *excruciating* /ɪk'skruːʃieɪtɪŋ/ (= extremely painful or bad).

Exercise 2c 7.3

- Students read the questions and then listen again.
- Play track 7.3 again.
- Students check their answers with a partner.
- Check the answers together.

SUGGESTED ANSWERS

1 when we wish we hadn't said or done something
2 It helps to maintain good social relations.
3 if people don't go to the doctor because they would rather other people didn't know about their problems
4 We judge ourselves more harshly than other people do.

EXTENSION Ask students what positive experiences they have had with embarrassment. Does this confirm what the radio programme mentions?

Exercise 3a 7.4

Audio summary: The psychologist explains that using a second language can also cause embarrassing moments. Two incidents are mentioned: one relating to smoking, and another which took place in a hotel.

- Students listen to a later extract from the radio programme and find the two language problems.
- Play track 7.4.
- Ask students to be specific in their answers. What happened, and why was there a misunderstanding and then embarrassment?
- Check the answers together.

ANSWERS

1 The man misunderstood the phrase *I'd rather you didn't (smoke)* and carried on smoking at a dinner party.
2 The woman described a VIP as a *lunatic* (= *madman*) because in Russian, the word *lunatic* means *sleepwalker*.

AUDIOSCRIPT 7.4

One area that is particularly likely to produce embarrassment is that of language. And this is especially true when you are talking in a second language, where maybe you don't quite understand the power of a phrase, or the exact meaning of a word. We asked some foreign language speakers about their experiences.
Yeah, I was invited to dinner at somebody's house, and I used to smoke, and I asked the host, 'Do you mind if I smoke?' and she replied, 'I'd rather you didn't', and my English wasn't very good then, and I thought that 'I'd rather you didn't' meant she didn't mind, like, it was the same for her, so I lit a cigarette, and she didn't say anything but later another guest explained to me that that expression is really quite strong. It means, basically, 'No, you can't.' So, at the end of the evening, I went to her and said I was really sorry – my English was very bad, and I could only apologize.
Yes, we had a very important man staying in our hotel, and he was like a VIP, a 'very important person', and he had this unfortunate habit of sleep-walking, and he would go out of his hotel room, and walk down the corridor, fast asleep. And this woman, another guest in the hotel, she came to reception one day and actually complained about the guy who was sleep-walking. And I said to her, well, really there is nothing we can do, because he's a lunatic. Because *lunatic* is the Russian word for sleepwalker, do you understand? And the woman said, 'Well, I think it's time you stopped letting lunatics stay here!' And then I remembered that *lunatic* means something completely different in English. So, I had just told a guest that this VIP guy was a madman.

Exercise 3b

- Ask students if they have experienced any embarrassing moments when using English or another foreign language. Allow them time to share any ideas in pairs.
- Elicit some of their ideas.

Exercise 4

- Students read the Grammar focus box about past tenses and using *would* for unreal situations, and complete the rules with the words from the box.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 hypothetical
2 past
3 prefer
4 near future
5 unreal
6 regrets

EXTRA SUPPORT Use questions to help students find out what period of time is being talked about, and refer back regularly to the example sentences.

EXTRA CHALLENGE Students choose two sentence starters from the grammar box and write a true sentence about themselves or someone they know, e.g. *Sometimes Carla acts as if she's the teacher!*

- Remind students to check the *Grammar reference* on page 155, where there are two more practice exercises they can do for homework.

STUDY TIP Recording phrases with mini-drawings and a word is a useful memory aid, e.g. *I wish I hadn't sent that email* with an email icon (envelope) and *No!* in red.

Exercise 5

- Students read the sentences and complete them with the word in brackets in its correct form.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 I'd realized
2 wish I felt
3 you didn't use
4 wish they'd stop making
5 you'd caught
6 we had
7 high/about time they were repaired

WATCH OUT! Remind students that in answer 4 *stop* doing *something* means to finish the activity; *stop* to do *something* means stopping one activity in order to do something else.

Vocabulary & Speaking reacting to events

Exercise 6a

- Students read the sentences and then discuss their reactions with a partner.
- Elicit a few ideas from the group.

EXTENSION Which situation is the most/least embarrassing?

Exercise 6b 7.5

Audio summary: Each short extract is how one person would react in the situations in exercise 6a.

- Students listen and find out what the speakers would do in these situations.
- Students compare their answers with a partner, and compare them with how they would react.
- Discuss the answers together.

ANSWERS

1 go bright red and feel embarrassed/humiliated
2 get very annoyed/shout at them
3 be very angry but try to stay calm/demand an upgrade
4 wouldn't be able to stand it
5 keep out of his way/know it wasn't directed at me
6 be amazed

AUDIOSCRIPT 7.5

1
A What would you do if your boss criticized your work in front of your team?
B That would really embarrass me. I'd probably go bright red and feel awful. It would be a bit humiliating.

2
A How would you feel about your neighbours having big noisy parties all hours of the night?
C Well, I know I wouldn't be able to sleep so then I'd get annoyed. If they ignored my protests, I'd get really mad and we'd probably end up shouting at each other.

3
A Just imagine you arrived at the check-in desk at the airport and you were told that your flight was overbooked and you couldn't board.
D Oh, that would be awful. I'd be SO angry. But I'd try to stay calm, not get angry, and think about what to do. Maybe I'd demand an upgrade on the next flight.

4
A What if your neighbour had a dog that barked all day and night, how would you react?
E Oh, I wouldn't be able to stand that. I work at home and it would drive me mad after a while.

5
A What if your boss was in a terrible mood and shouted at you for no real reason?
F I'd try to keep out of his way. I'd know it wasn't directed at me; it was simply that he'd lost his temper about something. He'd probably apologize afterwards.

6
A How would you react if your manager praised you in front of your colleagues?
G To be honest, I'd be amazed as he never praises any of us, even when we win a big order.

Exercise 6c

- Students read the six expressions and match them to the situations in exercise 6a.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

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

EXTRA CHALLENGE Ask students to find the opposite expression for *to keep one's temper* (to lose).

Exercise 6d

- Students can do this exercise in small groups. They discuss how close their own reactions were to those they heard.
- Students think of other situations when they would be angry, embarrassed, etc., using the expressions from exercise 6a.
- Elicit some of their ideas.

Exercise 7a

Text summary: The blog extract describes how an employee was asked to be the manager of a new branch in Japan, only six months after joining the company.

- Students read the extract and compare the employee's reaction with how they would have reacted. Would they have done the same thing? Why/Why not?

Exercise 7b

- Students match the words from exercise 7a in blue to the definitions.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 think straight
2 grab an opportunity
3 think twice
4 rush into sth.
5 make a point of

Exercise 8a

- Divide students into two groups, A and B. Students work initially on their own and read the instructions: Students A should turn to page 129 of the Coursebook and Students B to page 135.
- Give students time to think of an answer for each situation.
- When they are ready, put students into pairs, A+B, to tell each other the situations and their examples.
- Encourage them to challenge what they hear and compare their reactions.

Exercise 8b

- Pairs of students join another pair and share the most unusual or surprising answers.

FEEDBACK FOCUS Find out which situations were most interesting, and what answers other students had: how similar or different were they? Praise students for good use of phrases for describing emotions and reactions, as well as for discussing unreal situations effectively.

DICTIONARY SKILLS Students look up two key words from the expressions in exercises 6c and 7b (e.g. *nerves*, *temper*, *chance*, *think*) in a monolingual dictionary. They should find two other expressions for each word and check whether the expressions are formal or informal. Students share their findings in groups.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 went/were going
2 didn't say
3 remember
4 got
5 play
6 hadn't posted, had stopped
7 did, stayed
8 is/was

Exercise 2

1 I really wish I hadn't left my last job.
2 It's time we started thinking about our holiday plans.
3 I'd rather we met on Monday.
4 He's acting as though/if he was made of money.
5 If only I hadn't said all those things!
6 I'd rather you didn't do anything just yet.

7.3 Vocabulary and skills development

Goals

- Understand links within a text
- Understand metaphor

Reading understanding links within a text

Lead-in

- Ask students to discuss in pairs how they travel around their neighbourhood: how they get to the shops, to work, etc., and give reasons for their choice. Do they use public transport? Why/Why not? What's the traffic like in their area, etc.?
- Elicit their answers, finding out the most popular means of transport, and why, and perhaps when they prefer one mode to another.

Exercise 1

- With their Coursebooks closed, ask students to think of how the number of car accidents could be reduced.
- Elicit some of their ideas.
- Students then read the five suggestions, rank them and compare their answers with a partner.
- Elicit their answers.

EXTENSION Ask students where they would rank their own ideas in the list.

Exercise 2

- Students read the responses and tick the ones they agree with.
- Students compare their ideas with a partner.
- Discuss their ideas together.
- Check *invulnerable* (= that cannot be harmed or defeated; safe) and *dedicated* (= (here) used for one particular purpose only).

Exercise 3a

- Ask students to read the sentences in exercise 2 again and decide how they could link them.

SUGGESTED ANSWERS

1 At seventeen we think we are invulnerable. To put it another way, seventeen-year-olds have no awareness of the risks involved.
2 As we get older our eyesight gets worse. As a result, after seventy-five all drivers should have their eyesight and reaction time tested every year.
3 I know it sounds crazy, but I would say: *increase* the speed limits. People are going to drive fast anyway, so why make them into criminals?
4 Decreasing the speed limits would be a double winner – it would make life safer for everybody and also reduce pollution. In other words, it would solve two problems at once!
5 There should be dedicated cycle lanes on all main roads. This would mean that cyclists would only be allowed to cycle there.

Exercise 3b

- Ask students to read the Unlock the code box about understanding links within texts.
- Students find what links each pair of sentences in exercise 2.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 d 2 c 3 b 4 d 5 a

EXTRA CHALLENGE If students had other suggestions for reducing car accidents in exercise 1, ask them to present one of these with a follow-up sentence linked in one of the four ways a–d in the Unlock the code box.

STUDY TIP Remind students that practising these devices of linking ideas together into a text helps make their writing more coherent, credible and relevant.

Exercise 4a

Text summary: The politics lecture suggests that we should expect politicians to make laws on reliable data, whereas in many countries laws are proposed based on emotional reactions and are insufficiently thought through.

- Students read the extract and find the main point.
- Students check their ideas with a partner.
- Check the answer together.

SUGGESTED ANSWER

He is worried that laws are being made on the basis of emotion rather than data.

WATCH OUT! Point out that *sound* here means sensible – something that you can rely on and that will probably give good results.

EXTENSION Find out what laws exist in students' countries for cyclists: Are helmets compulsory? If not, should they be? Why/Why not? Do cyclists wear high-vis bike-wear? Are there good cycle paths, etc.?

Exercise 4b

- Students work in pairs to match sentences 1–5 in the extract to definitions a–d.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 a 2 d 3 b 4 c 5 a

CRITICAL THINKING Ask students to find out what rules of the road exist in their country (e.g. speed limits within a built-up area or on the motorway, rules for cyclists/pedestrians, etc.). Students could, in the next lesson, compare rules, decide which ones they think are good, which they would change and why, and then decide which country currently has the best road rules.

STUDY TIP Encourage students to build their vocabulary by finding other words related to bikes, cars, traffic and accidents. They could work in pairs and start by finding all the associated words in the text and putting these on a mind map. Each pair then builds up their mind map, and after two minutes, these are circulated clockwise around the class. Continue until students have their own mind map back. Students then check with each other that they understand all the words.

DICTIONARY SKILLS Encourage students to build their vocabulary with words with the same suffix, e.g. *-ment*: *government*, *punishment*, *argument*. Ask them to work in pairs to find five more words ending with *-ment* (e.g. *advertisement, temperament, parliament, replacement, development*). They could then pool their words and choose a total of eight to include in a short story/paragraph.

Vocabulary metaphor

Exercise 5

- Students read the dictionary entry.
- Ask them to think of other metaphors they know in English, or in their own language.
- Elicit some of their ideas.

Exercise 6

- Students read the extract and underline all the words connected to buildings.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

constructed, collapse, foundations, solid, demolish, supported

EXTRA CHALLENGE Ask students what other word they could add to the following metaphors: an argument as a tree (*grow, branch, …*), an argument as a battle (*war, weapon, …*).

Exercise 7a

- Students read the information in the Vocabulary focus box about metaphors.
- Focus students' attention on the information at the end of the box, about metaphors not necessarily transferring between languages, and about making associations.

EXTRA ACTIVITY Write the following weather metaphors on the board and ask students to think of situations when they could be relevant: *to clear the air, a stormy relationship, you are my sunshine, my memory of that's a bit foggy, I was blown away by his ideas, every cloud has a silver lining*. An example could be: *After the problems at work with my colleagues, we talked it all through and managed to clear the air.*

EXTRA ACTIVITY Give each pair of students a word (e.g. *weather, food, liquid*). Ask them to brainstorm associated verbs, nouns and adjectives (e.g. *to rain, fog, cloudy, unpredictable; to digest, vegetables, spicy; to flow, water, damp*). Then ask them to choose one set of words as a metaphor to describe their English classes/a recent project/their place of study or work, etc.

Exercise 7b

- Students complete the sentences using the phrases from the box, changing the form if necessary.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 gave me a lift
2 in low spirits/feeling down-hearted
3 rollercoaster of emotions
4 ups and downs
5 feeling down-hearted/in low spirits

- Check *rollercoaster* as shown in the photo (= a track at a fairground that goes up and down very steep slopes).

Exercise 7c

- Students compare the metaphors in exercise 7b with how they would say them in their own language.
- Give them time to think this through, then ask them to share their ideas with a partner.
- Elicit a few ideas from the group.

EXTRA ACTIVITY Students could collect two or three metaphors from their own language at home and bring them to class next time.

Exercise 8

- Students work in pairs and discuss each metaphor in turn.
- You could do the first one together.
- Encourage students to be creative and perhaps think of situations when this metaphor could be used.

SUGGESTED ANSWERS

'The past …' – things are changing, and time is going forward rather than staying where it is, just as a foreign country is different from your own.
'All the world's a stage' – life is like a play.
'And all the men …' – we merely go through the stages of our life, acting it out.
'Time is a thief' – time steals opportunities from you when you might be unaware you are losing them.

EXTENSION Students could join with another pair and compare their ideas.

FEEDBACK FOCUS Focus on students' ability to build on the metaphor and explain what the authors meant. Give extra credit for any appropriate examples they include.

EXTRA ACTIVITY Students could bring to the next class an example of another metaphor by a famous writer, perhaps from their own language, and discuss what the writer wanted to say.

7.4 Speaking and writing

Goals

- Take part in informal negotiations
- Use comment adverbs

Listening & Speaking informal negotiations

Lead-in

- Ask students to think about their last negotiation, large or small, at work, at home, with a friend, etc. How easy was it? Was it a win-win situation? Why/Why not?
- Ask students to share their ideas with a partner.
- Elicit a few ideas from the group.

Exercise 1

- Before doing this exercise, check the pronunciation of *negotiate* /nɪˈgəʊʃieɪt/. You could also check the two nouns (person and abstract noun): *negotiator* and *negotiation*.
- Focus students' attention on the photos illustrating informal negotiations. Ask them to think what sort of situations these people could be involved in.
- Students discuss their ideas in pairs.
- Elicit some of their ideas.

SUGGESTED ANSWERS

Colleagues could negotiate who is to do tasks, dates for meetings, etc.
Customers and market traders could negotiate a discount.
Customers and car mechanics could negotiate prices.
Housemates could negotiate tasks such as cleaning and shopping.

Exercise 2 7.6

Audio summary: The first conversation is between flatmates, negotiating the house rules. The second is between a car mechanic and customer, negotiating work to be done on the car.

- Students listen to find out who the participants are in each negotiation, and what they want.
- Play track 7.6.
- Students check their ideas with a partner.
- Check the answers together.

ANSWERS

1 Housemates. One housemate wants to explain the rules, and the other to accept them. The other wants some changes in the rules to suit their personal situation.
2 Customer and car mechanic. The mechanic wants £500. The customer wants a reduction.

AUDIOSCRIPT 7.6

1
A OK, so here are the house rules. We all have to agree to them, otherwise it'll be chaos.
B OK, fair enough. Let's have a look. Hmm, I'm not sure about number four. 'All house members must clean the kitchen at least twice a week.'
A Is there a problem with that?
B Well, that's not really fair on someone like me, who probably won't be using the kitchen very much. Maybe if I could be excused the kitchen duty, then I might do more of something else. How does that sound?
A Yeah, maybe, provided we don't have to change everything. I'd rather we didn't start making too many special rules for individual people.
B Hmm, that sounds fair enough. I'll tell you what. Supposing you let me off the kitchen cleaning, I could do more of the cleaning of the rest of the house.
A OK, we might be able to make an exception in this case. But I'll have to ask the others if that's OK with them.
2
C OK, so we had a look at your car, Mr Jones …
D Right. Is it bad news?
C Yes and no. There's nothing seriously wrong with it, but there's quite a lot of small things that need doing.
D OK, that doesn't sound too awful. Can you give me an idea of how much you think it's going to cost?
C We reckon about £500.

D Five hundred? Oh, right. That's a lot more than I expected. You did say just small things. Frankly, I'm not really happy with that.
C Well, like I say, there's quite a lot to do.
D Actually, the other places I've taken it to have given me a much better price.
C Oh right. Well, maybe we could … What if we were to bring it down at bit?
D Well, it depends what you mean when you say 'bring it down a bit'. What did you have in mind?
C How about 400? If we did the more important things, and left the smaller things for another time? How do you feel about that?
D OK, that sounds reasonable. I could go along with that.

PRONUNCIATION Remind students that *excuse* (in conversation 1) can also be used as a noun. Elicit how the verb /ɪk'skjuːz/ and noun /ɪk'skjuːs/ are pronounced. Compare this with *to advise* and *advice*, and other words with similar pronunciation of /s/ vs /z/.

EXTENSION Ask if students have ever negotiated in either of these, or similar, situations? What strategies did they use?

SMART COMMUNICATION Remind students of the 'win-win' approach in negotiations mentioned in lesson 4.4. Ask students to think about how to demonstrate that the other party also gains, e.g. in the car negotiation, the customer suggested he would take his car to another garage, so the mechanic had to compromise, but also 'won' something. What other strategies can they think of for demonstrating some sort of benefit to their negotiating partner (e.g. new opportunities, challenges, etc.)?

Exercise 3a 7.6

- Before doing this exercise, ask students to read the phrases from the negotiations and see if they can remember what words are missing.
- Students then listen again and complete the phrases.
- Play track 7.6 again.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

Conversation 1
1 problem with that
2 does that
3 an exception (in this case)

Conversation 2
4 really happy with that
5 were to bring it down
6 do you, about that
7 along with that

Exercise 3b

- Students write the phrases from exercise 3a in the Language for speaking box in the right place.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS
a What if we were to (bring it down a bit)?
b Is there a problem with that?
c ... we might be able to make an exception (in this case).
d I could go along with that.
e Frankly, I'm not really happy with that.
f How does that sound?
g How do you feel about that?

EXTRA CHALLENGE Ask students what other phrases they could add to the box, e.g. (making suggestions) *Suppose I/you …*, (clarifying) *Could you be a bit more specific?*, etc.

Pronunciation intonation in negotiating phrases

Exercise 4a 7.7

- Students listen to the examples of phrases in the box.
- Suggest students first underline the words which are stressed.
- Play track 7.7.
- Then ask them to listen again and mark with arrows what happens to the intonation on each phrase. Pause the recording after each phrase. You could do the first one together.

Exercise 4b

- Students compare their answers with a partner and then practise saying the phrases they think they would use.

EXTRA SUPPORT Ask students to say a phrase out loud; sometimes it's easier for them to hear a peer saying the phrase, and repeat, if the stress and intonation are clear.

Exercise 5

- Students will be taking part in two of three short negotiations: one about a friend's dinner, one about neighbours and one about a business meeting.
- Check *to alienate* (= to make somebody less friendly or sympathetic towards you) and *fallback* (= a plan of action that is ready to be used in an emergency if other things fail).
- Divide the class into two groups, A and B. First, students read their role cards, one negotiation at a time. Students A turn to page 130 of the Coursebook and Students B turn to page 135. Check they have understood what they need to do.
- When they are ready, put students into pairs, A+B. Allow five minutes for each negotiation.
- You could copy the phrases from the Language for speaking box on page 72 onto strips of paper, give a set to each pair, and ask students to turn one over every time they use it.
- Students could do each negotiation with a new partner.

WATCH OUT! Remind students not to be too direct when negotiating and to use intonation to sound tactful and supportive of their negotiating partners.

FEEDBACK FOCUS Listen for students' success in reaching a satisfactory negotiation for both sides. When they have finished, bring the group back together and find out which negotiation was easier, or more difficult, and why. What strategies did they use, and which were most successful?

Reading & Writing comment adverbs

Exercise 6

- Students read the questions and discuss them with a partner.
- Give them two minutes and encourage them to share their experiences.
- Then elicit a few ideas from the group.

Exercise 7a

Text summary: The extracts each describe an aspect of a trip or holiday, reviewed by visitors. They include comments about a hotel, a restaurant and a building.

- Students read the extracts and decide what each post is about, and how the reviewer felt about the place.
- Students share their ideas with a partner.
- Check their ideas together.

ANSWERS

1 hotel
2 restaurant
3 palace
4 hotel

- Check *rim* (= the edge of something in the shape of a circle) and *scrumptious* /ˈskrʌmpʃəs/ (= (informal) tasting very good).

EXTENSION Ask students if they have experienced anything similar to these reviewers.

- Ask students to read the Language for writing box about comment adverbs.
- Highlight how, in each case, the adverb introduces a sentence which matches the meaning of the adverb.

Exercise 7b

- Check students are clear what *comment adverbs* are (adverbs which convey the user's opinion).
- Students underline the comment adverbs in the posts.
- You could elicit the first one.
- Students share their ideas with a partner.
- Check the answers together.

ANSWERS

1 Evidently
2 Unfortunately
3 Admittedly
4 Ideally

EXTRA SUPPORT Ask students to clarify how each adverb conveys the writer's opinion, e.g. *evidently* (= the writer has evidence, i.e. lipstick).

Exercise 8a

- Students underline the correct comment adverb in the extracts from city guides and advice websites.
- Students share their answers with a partner.
- Check the answers together.

ANSWERS

1 Thankfully
2 Predictably
3 Incidentally
4 Happily
5 Theoretically
6 Incredibly
7 Coincidentally
8 Absurdly

Exercise 8b

- Students work in pairs and choose three of the adverbs they didn't use in exercise 8a, then write a sentence using each one.
- Before they start, ask them to read the example sentence and decide how the speaker felt (disappointed).
- Give students time to write their sentences.

Exercise 8c

- Students work in small groups and read each other their sentences to see whose are the most logical.
- Encourage the other students to listen and check that the opinion being conveyed by the comment adverb matches the rest of the sentence.
- Elicit a few examples from the group.

SUGGESTED ANSWERS

1 Regrettably, I didn't have enough time to see the city properly.
2 Astonishingly, Sydney has more cars per head than any other major city.
3 Frankly, it is not worth using public transport.
4 Typically, it is full of business people.
5 Miraculously, the bus service is cheap and very efficient.
6 Luckily, it is not far from the city centre and major hotels.
7 Evidently, I like cities which are famous for beer.
8 Honestly, I don't think they will improve the pollution problem much.

Exercise 9a

- Students will be writing two short paragraphs for an advice website. Ask them to read the rubric.
- Remind them that they will be writing about one place only, once positively and once negatively.
- Give them time to make notes about what they want to write, and to include comment adverbs.
- Remind them to refer back to the Language for writing box.
- Students write their paragraphs.

Exercise 9b

- You could ask students to work in groups of three to read each other's reviews. Alternatively, you could pin the reviews up on the wall and let students read any other two.
- You could ask students to indicate with a tick or a cross whether they would definitely go or not go to the place, based on the review.

FEEDBACK FOCUS When marking students' writing, it's important to comment on the content (e.g. why you would/wouldn't like to visit the place). If you comment on language, you could use correction symbols (see lesson 1.4 exercise 4 notes in this book).

7.5 Video

Decisions, decisions

VIDEOSCRIPT

Dr Mike Browning is a psychiatrist and researcher at the University of Oxford. His research interests include a focus on finding new treatments for people who suffer from anxiety and depression.

I So Dr Browning, can you tell us what your research is about?

M So my research looks at why some people might develop illnesses such as anxiety and depression, and how those treatments for anxiety and depression might work.

I And why did you become interested in this area?

M So, um, I'm a psychiatrist – I treat patients with a range of disorders including anxiety and depression, and one of the, um, realities of treating people with, with these difficulties is that the treatments that we have don't work as well as we'd like. So I, uh, do research to try and understand why people become anxious and depressed in the first place, and then I look to see whether I can use that knowledge to improve the treatments for these patients, so that in the future we'll have treatments that work a little bit better.

I In your opinion, how much does emotion and gut reaction influence decisions in our daily lives?

M OK. So I think probably the first thing to say is, is that almost all of the decisions that we actually make in our daily lives we're not consciously aware of making – we make them by habit. So if you think of the example of, of driving to work, for example, every drive you take involves making hundreds of decisions. So how fast to go, which pedal to press, whether I turn left or right. And you're not aware of making pretty much any of those decisions. They happen, by habit and automatically. And so, as you can imagine, your emotions, or the way you feel, will influence a number of those decisions. So, for example, if you're feeling really happy and buoyant, you might drive a little bit faster. And if you're sad, you might drive a little bit slower. Uh, and the other, uh, thing I think influences us – those decisions – is what you described as 'gut reaction'. So some of the complex decisions you make, for example if you're thinking about driving to work. You might be at a junction and you might have to decide when it's safe to go. Now there's a couple of ways you can make that decision. One is to calculate exactly where every other car is, what speed it's going, where it's going to be in a few seconds, and decide whether it's safe for you. The other is just to look and just get the feel about when it's safe. And almost everyone does the second – uh, it's the second way of making decisions because that's much more efficient and much quicker. So those decisions are – are influenced by your gut reaction, rather than really thinking out each decision, uh, to its logical conclusion.

I Do you think that going with our gut feelings and emotions leads us to make better decisions?

M Yeah. So there's clear examples when emotions will be quite useful, ah, and help you to make a decision. Maybe a better decision or make the right decision more quickly. Ah, but there are other contexts where it's much better not to be driven by your emotions and where a more considered, thought-out approach is probably the best approach. So, if we take, uh, an example – if you're walking down the street and a tiger jumps out in front of you, then you're likely to feel fear. And one of the reasons that, that people feel fear is that it gets you ready to run away or to fight, and scan your environment for threats, and all the things that are a really good thing to do if a tiger jumps out. So following your emotions when a tiger jumps out is a really good idea, whereas thinking it through too much would be a really bad idea. But there are other decisions, for example, as we mentioned before, buying a car, or, or something a bit less urgent and a bit less emotionally charged, where it's often better to make a more considered – a decision.

I In general, are people who suffer from anxiety more likely to make decisions based on their emotions or are they more likely to think things over more carefully?

M Um, I suppose it's quite a complex question, actually. They tend to make decisions in a different way to people who are less anxious. So whenever you make a decision, you'll often have to weigh up the pros and cons of the different options that you have available to, to you. And what you'll find with anxious people is they tend to be more adverse, or more worried about the bad things that might happen to them. And so that changes the decisions they make a little bit. So anxious people will tend to make decisions that, um, they think are less likely to put them in harm's way. So that can be a good thing. But the problem is that sometimes you'll miss out something really good happening because you're not willing to take the risk that maybe it won't turn out well. So to give you a sort of real-world example of this – there's a couple of studies that have suggested that if you're anxious, particularly if you're male – if you're a man – you're less likely to be run over by a car in your twenties. And possibly because people who are anxious will look more assiduously both ways to see if a car is coming. However, to balance that out, once you get up to your thirties and forties you're more likely to die of things like heart disease, so the worrying isn't all good. But there's obviously some benefit to being a little bit worried about the things in your environment that might harm you.

VIDEO ANSWERS

Exercise 1

Students' own answers

Exercise 2

He mentions 1, 2 and 3.
Situation 1: automatically/emotions
Situation 2: emotions
Situation 3: thought

Exercise 3

1 They tend to be more worried about the bad things that might happen to them.
2 They tend to make decisions that keep them out of harm's way.
3 These decisions are likely to lead to good things. Because they're not willing to take risks, they'll miss out on something good.
4 It's good if it leads to avoiding accidents (as in twenty-year-old men worrying about crossing the road), but less good when (for example) worrying about heart disease.

Exercise 4

Suggested answers:

1 research what other medicines exist already, ask experts to assess the new medicine, decide if the medicine will bring overall financial benefits (e.g. because there will be fewer days lost at work)
2 decide how long the job is likely to last, ask friends and family for their advice, decide how much your happiness depends on your location, assess how much your present job is likely to bring satisfaction in the longer term
3 ask your friend to provide his/her business plan, research the field or market where his/her company is operating, find out how the money will be spent and (if relevant) what returns you will get on it, ask friends and family for advice
4 assess/research the current work situation in your field, research how much further courses of study will cost, talk to people who have done further study in your field, ask your teachers for advice

Review

ANSWERS

Exercise 1a

1 If you were to get a job abroad, would you take it?
2 If I were to be accepted on this course, I'd be over the moon!
3 It would be good if they were to make Wi-fi available (and free) everywhere.

Exercise 1b

1 Had the group known about the terrible weather forecast, they wouldn't have gone out for a walk in the hills.
2 Had the shop not been closed when I got there, I would have been able to hand in my CV.
3 Had the last match of the season not been cancelled, we would have won the title.

Exercise 2

1 was/were
2 talk
3 had had
4 got
5 had been
6 hadn't

Exercise 3a

1 apathetic
2 self-conscious
3 indifferent
4 proud
5 uncomfortable
6 frustrated

Exercise 3b

Students' own answers

Exercise 4a

Students' own answers

Exercise 4b 7.8

1 Keep your temper at all times.
2 Make sure you criticize your staff in such a way that they don't take it personally.
3 Never rush into decisions.

AUDIOSCRIPT 7.8

1 This kind of boss I call 'The Volcano'. Most of the time, they're dormant, and they go about their business quietly and peacefully. And then occasionally, something gets on their nerves and they erupt! Problem is: this reduces everybody's productivity, because they're walking on eggshells all the time.
2 It's very frustrating for employees when they don't get feedback on their performance. You're thinking 'the new sales rep is doing well,' but if you don't let them know, they'll just start floating along. By the same token, if you do have to criticize, make sure that your criticism is informational – I mean, the employee needs to know what and why they're doing wrong, and how they can improve. Keep it objective. This kind of boss is 'The Motivator'.
3 This kind of boss is sometimes called a 'Social Director'. This means they always try to reach a consensus in their team. They want to create a community. The positive side of having this kind of boss is that they consult with everybody before they make up their mind about something. On the other hand, it takes them a long time to do it!

Exercise 5

1 down-hearted
2 constructing
3 sound
4 demolish
5 ups and downs

8 Plastic

Unit overview

Language input

Probability and speculation (CB p77)	• *Prosthetics may soon be available at a fraction of the previous price.* • *The world must have been a very different place before plastic.* • *You're bound to have some fleece clothing in your wardrobe.*
Participle clauses (CB p78)	• *the woman holding a reusable bag* • *Having made the decision, I took a closer look at how I shopped.* • *On seeing the photo, …*
Grammar reference (CB pp156–7)	

Vocabulary development

Properties of materials (CB p76)	• *absorbent, biodegradable, elastic, fragile, …*
Phrasal verbs (CB p79)	• *keep on, catch on, build on, give off, put off, go off, …*
Formal and informal language (CB p81)	• *make a positive impression/get on well, cause/make, adopt/take on*

Skills development

Listening: Knowing what to concentrate on (CB p80)

Speaking: Speculating, comparing and contrasting (CB p82)

Writing: A problem-solution-evaluation essay or report (CB p82)

Video

Documentary: Net value (Coursebook DVD & CB p84)

Vox pops (Coursebook DVD & TG p259)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: We have the technology (TG p212 & TSRD) • Vocabulary: One space at a time (TG p230 & TSRD) • Communication: A walk in the woods (TG p248 & TSRD)
Tests	• Unit 8 test (TSRD)
Unit 8 wordlist (TSRD)	

8.1 The multi-purpose material

Goals

- Describe the properties of materials
- Express probability and speculation

Vocabulary & Speaking properties of materials

Lead-in

- Give students one minute to find as many different materials as they can on them, e.g. cotton, wool, wood, plastic, metal, etc. Elicit an example to start, e.g. *a leather briefcase*, *cotton socks*.
- Students compare the range of materials with a partner.
- Elicit from the group some of the items they have, and what these items are made of.

Exercise 1a

- Focus students' attention on the photos, and ask them to decide what each one is and what they have in common.
- Students compare their ideas with a partner.
- Elicit a few ideas from the group.
- Check *fleece* (= a type of soft, warm fabric that feels like sheep's wool), *prosthetic* /prɒs'θetɪk/(= used as an artificial part of the body) and *bitumen* (road surface) /'bɪtʃəmən/ (= a black sticky substance obtained from oil, used for covering roads or roofs).

ANSWERS
1 EcoARK, fleece top, prosthetic hand, road surface
2 They are all made of plastic.

EXTENSION Ask whether the students have, or have seen, any of the items in the photos.

Exercise 1b

Text summary: The leaflet describes plastic: a brief history, its properties and how it is now being used in many new ways – in medicine, clothing and road surfaces.

- Students read the paragraph headings and then use them to label the text.
- Students compare answers with a partner.
- Check the answers together.

ANSWERS
1 A history of plastic
2 Physical qualities
3 An important new use of plastic
4 New life for old plastic?

Exercise 1c

- Students read the questions and then discuss them with a partner.
- Elicit a few of their ideas.

EXTENSION Ask students if they know of any other interesting ways in which plastic has been used.

Exercise 2a

- Students match the words set in blue in the leaflet to their definitions.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS
1 water-resistant
2 lightweight
3 flexible
4 versatile
5 durable
6 rigid

- Check the pronunciation (sounds and stress) of the following: *versatile* /'vɜːsətaɪl/, *durable* /'djʊərəbl/, *rigid* /'rɪdʒɪd/.

Exercise 2b

- Students match the words in the box to their definitions.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS
1 tough
2 elastic
3 absorbent
4 fragile
5 transparent
6 magnetic
7 biodegradable

- Check the pronunciation (stress) of the following: *biodegradable*.

PRONUNCIATION Some students may need help with words with consonant clusters (*absorbent, magnetic, transparent*, etc.). Help them by breaking the words into syllables, starting at the end and working backwards, e.g. /bənt/, then /'zɔːbənt/, and finally /əb'zɔːbənt/. This is also a good strategy for learning and remembering chunks or phrases.

DICTIONARY SKILLS Ask students to find the nouns from the adjectives, e.g. *resistant* → *resistance*, *rigid* → *rigidity*, etc., and then explain why each noun is a positive quality for an object to have, e.g. *The rigidity of my mattress means I get a good night's sleep and I don't harm my back.*

Exercise 2c

- Students use the words in the box to describe different objects. These could be in the room or elsewhere.
- Check the answers together.
- You could make this competitive – ask students to work in pairs and give them one minute to find as many items as possible.

Exercise 2d 8.1

Audio summary: The audio describes a pair of swimming goggles by talking about their properties.

- Students listen and decide what the person is describing.
- Play track 8.1.
- Check the answer together.

ANSWER
swimming goggles

WATCH OUT! Remind students that *goggles* (like glasses) are used in the plural.

AUDIOSCRIPT 8.1

They're made of plastic. This is good because it means they're lightweight. The lenses are rigid and obviously they're transparent so I can see where I'm going, but because they're plastic as opposed to glass, they're a lot tougher and far less fragile and there's less danger of them breaking. The strap is made of some type of flexible plastic or rubber, and they're elastic which means they fit well and don't let water in.

Exercise 2e 8.2

- Students listen again and note down the adjectives. The recording is the same as track 8.1, except with pauses after the adjectives.
- Play track 8.2.
- Check the answer together.

ANSWERS

lightweight, rigid, transparent, tougher, less fragile, flexible, elastic

Exercise 3

- Students work alone to think of one of their possessions and how they could describe it. Tell them to keep the item a secret.
- Give students two minutes to write down a few notes.
- You could demonstrate this first, and see if students can guess the item you describe.
- Then put students into pairs. In turn, each describes an item while the other guesses.

EXTENSION Students could swap partners and try again, or describe a second item. Or they could do the activity in groups of three.

Grammar & Speaking probability and speculation

Exercise 4a 8.3

Audio summary: The report explains the potential of graphene, which could be as successful as plastic, revolutionizing the production of many household objects.

- Students first read 1–4, then listen to a report and take notes.
- Play track 8.3.
- Students compare their notes with a partner.
- Check the answers together.

EXTRA SUPPORT You could remind students of the note-taking skills discussed in lesson 2.3.

- Check the spelling of *graphene*.

ANSWERS

1 Two scientists from Manchester University discovered it.
2 graphene
3 thinnest material, excellent conductor, tough, strong, elastic
4 flexible phones and tablets; digital devices in clothes, windows and walls; display inside glass; fight diseases, like Alzheimer's and cancer; photo-therapy

AUDIOSCRIPT 8.3

When the Royal Swedish Academy awarded the 2010 Nobel Prize for Physics to two scientists from Manchester University, they described their discovery as having 'a vast variety of practical applications, including the creation of new materials.' Some people say that their work could represent as much of a change to humanity as plastic did in the past. But what is it?

Its name is graphene.

Graphene has a unique set of physical properties. It's really quite simple, because Graphene is carbon, a one-atom- thick layer of carbon. That makes it the thinnest material ever discovered. But what else is special about graphene? Well, it's an excellent conductor of heat and electricity. It's tougher than a diamond and stronger than steel. It's also very elastic and can stretch up to 20% its original length. Because of all this, it's guaranteed to revolutionize the production of hundreds of household objects.

With graphene, scientists say we'll be able to produce a new generation of flexible phones and tablets. In just a few years they're likely to be putting digital devices like phones inside your clothes, windows and walls. And you may well be able to read a display inside a transparent material like glass.

But graphene could also help in the fight against diseases such as Alzheimer's and cancer because scientists believe it could help both in diagnosis and in new types of photo-therapy.

And if all this is true, graphene is sure to be as important for the twenty-first century as plastic was for the twentieth.

Exercise 4b 8.3

- Students read the list of words and phrases, and then listen again to find out what each one refers to.
- Play track 8.3 again.
- Students compare their ideas with a partner.
- Check the answers together.

ANSWERS

1 what graphene is made of
2 what graphene is tougher than
3 the number of household objects that will be revolutionized by graphene
4 flexible phones and tablets made using graphene
5 one way in which graphene can be used to fight against diseases

Exercise 4c

- Students work in pairs and write a short summary about graphene. Suggest they write 80–100 words.
- Remind students to think about the key points to include.

EXTRA SUPPORT Refer students back to lesson 2.4 to check their summary for style, content and effect.

FEEDBACK FOCUS Students will probably be interested to read each other's summaries to compare with their own. If you collect the summaries, give credit for including key information (e.g. when graphene was discovered, its key properties and uses), as well as accuracy.

Exercise 5a

- Students read the extracts and decide what each phrase in bold refers to.
- Students compare their ideas with a partner.
- Check the answers together.

ANSWERS

1 c 2 b 3 a

Exercise 5b

- Students complete the rules on expressing possibility and speculation in the Grammar focus box, using the words in the box.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 may
2 have
3 past participle
4 most
5 least

STUDY TIP Students may find it useful to record these phrases in their notebooks along a cline scale, as in the Grammar focus box, with the least and most likely phrases at either end of the scale.

- Remind students to check the *Grammar reference* on page 156, where there are two more practice exercises they can do for homework.

Exercise 6

- Students rewrite the sentences using the words given.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 We might see more clothes …
2 We're bound to see a lot more …
3 There's a chance they'll invent …
4 It's doubtful if everyone will become …
5 You must have heard about the new …
6 3D technology is sure to have …

Exercise 7a

- Students look at the topics and work in pairs to speculate about how different things were in the past, or will be in the future.
- Give students five minutes to come up with three or four ideas for each topic.

EXTRA SUPPORT Elicit ways to speculate about the past by asking how our parents/grandparents lived without computers, mobile phones, etc., e.g. *It must/could have been …*, *It's unlikely that they …*, etc.

Exercise 7b

- When they are ready, join one pair with another pair and ask them to share their ideas.
- Then ask them to decide what has changed most, and what future developments are most likely to happen. Encourage them to give reasons for their opinions.
- Elicit groups' ideas together.

FEEDBACK FOCUS Comment on students' ability to justify their opinions and present a clear summary. Give credit too for good use of language for expressing probability and speculating.

EXTRA ACTIVITY Give students a chance to speculate on their own lives: how they might have been different if their circumstances had been different, or what developments they predict for the future. Allow students to share their ideas in pairs or small groups.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 could
2 likely to
3 is possible
4 could
5 could
6 could
7 possibly
8 possible
9 could
10 likely

Exercise 2

1 You must've been quite surprised by the results.
2 There's a chance (that) I won't be able to make it to the meeting.
3 It's possible that graphene will/might/could change the nature of manufacturing in a big way.
4 (I assume that) the research will have taken several years.
5 You can't have seen Oscar this morning.
6 It's doubtful (that) the meeting will take place as planned.
7 Humans are bound to visit Mars one day.
8 Paula might have forgotten to send the email.

8.2 My life without …

Goals

- Use participle clauses
- Use phrasal verbs

Grammar & Listening participle clauses

Lead-in

- Revise language for speculating by asking students to guess *What's in the bag*? Use an opaque plastic or material bag and put some objects inside, e.g. a pencil sharpener, a wallet with cards in, etc. Let each student touch the outside of the bag and feel what's inside, then have one guess.
- Remind them to use the language for speculating from lesson 8.1 (*It must/can't be*, *Perhaps it's a …*, etc.).
- Students can then work in pairs and do the same.
- Elicit from the group what they managed to guess, and which items were easier or more difficult.

Exercise 1

- Students make a list of all the plastic things they have used so far today, then divide their list into essential and non-essential items.
- Students compare their lists with a partner.
- Elicit some ideas from the group. Find out who has the longest 'essential' list.

- Before doing exercise 2a, ask students what they think the listening is going to be about, based on the photo.

Exercise 2a 8.4

Audio summary: In the introduction, Silvia explains why she decided to cut down on her use of plastic.

- Students listen to what Silvia decided to do and work out the relevance of the photo.
- Play track 8.4.
- Students compare their ideas with a partner.
- Check their ideas together.

ANSWERS

1 reduce her consumption of plastic
2 She saw something in a magazine about an island of waste plastic and it shocked her into doing something.

AUDIOSCRIPT 8.4

I OK, Silvia, so first of all can you tell us why you decided to give up plastic?
S First, I think I should point out that what I've been trying to do is cut down on my use of plastic – it's pretty difficult to cut it out completely these days, but I was interested to find out if I could significantly reduce the amount I used.
I And what made you decide to do this?
S Well, I was already aware that a huge proportion of my rubbish at home was made up of plastic, but I guess the main thing was that I saw something in a magazine about this massive island of waste plastic in the middle of the ocean – it was really horrifying. When I saw the photo, I decided I couldn't just sit there, so I found out about some people who were trying to, you know, do something about it.
I By reducing the amount of plastic in their lives?
S Exactly. And that's why I decided to see how much I could reduce my plastic consumption in a month.

EXTENSION Ask students how possible it might be for them to cut back on, or cut out, their use of plastic.

WATCH OUT! Note that when *pretty* and *quite* are used with an adjective, putting the stress on the adverb (*pretty*, *quite*) reduces the strength of the meaning of the adjective. When the adjective is stressed, the meaning is stronger.

Exercise 2b 8.5

Audio summary: In the remaining part of the interview, Silvia explains some of the difficulties she had initially and what she had to do to overcome these. She ends by explaining why it was a very positive experience.

- Before playing the interview, ask students to read the statements.
- Play track 8.5.
- Students correct the statements.
- Students compare their ideas with a partner.
- Check their ideas together.

SUGGESTED ANSWERS

1 She was already using reusable bags before the experiment. Her first change was to avoid other packaging.
2 She uses a glass or a metal bottle.
3 She's been trying it for four weeks.
4 The main difference is the time it takes.
5 The advantage of local shopping is knowing more about where things come from.
6 There's no doubt she will continue.

AUDIOSCRIPT 8.5

I So having made the decision, what was the first thing to go?
S Well, I thought I was doing OK, you know – I'd been using reusable bags for my shopping for ages – but I started taking a closer look at all the packaging food comes in before you even put it in your bag.
I What, you mean like plastic on pre-packed meat and plastic egg boxes and things like that?
S Yeah, though being allergic to eggs, that wasn't a problem for me, but yes, for example cheese is wrapped in plastic, fruit comes in plastic bags – I worked out that I was producing three bags of rubbish a week just from packaging – it's completely crazy.
I Yes, I see what you mean.
S Then there's all those plastic water bottles we seem to get through now. So many people just seem to drink up, throw it out and buy another one, without even thinking about it. Now I just use a glass or a metal bottle.
I OK, so you've been trying this out for four weeks now. Since giving up, or rather cutting down on plastic, do you think you've ended up spending more?
S Well, I've gone over to shopping more in local shops rather than supermarkets but I think it's probably more a question of time than money – I mean, doing the shopping takes up more time, but the quality of the experience also goes up – you know, you get to actually have conversations with people when you use smaller shops. And given the choice, I think many people would prefer to buy their fruit and veg direct from the producer or from a local shop where you know it hasn't travelled thousands of miles.
I So you're at the end of the initial experiment – what next? Do you think you're going to keep it up?
S Definitely, no doubt about it. Looking back, it's hard to think why I hadn't tried it before. It's really just a question of changing a few habits, becoming a little more aware. Taking everything into consideration, it's been a great experience.

EXTENSION Ask students to discuss what they think about Silvia's experiment. Would they consider doing anything similar? Why/Why not?

DICTIONARY SKILLS Ask students to think of all the different ways food is packaged, and to check how these words are used, e.g. *packet, pack, tin, carton, jar, bag, bottle, box, tub*, etc. You could help by asking them what they would put the following in: *jam*, *milk*, *yoghurt*, *ice cream*, *margarine*, *sweetcorn* (not fresh), *cornflakes*, *chocolate*, *coffee*, *biscuits*, *cream*, *eggs*, *orange juice*, etc. Note that *package* is usually used for something you take to or get from the post office; *packaging* describes the material used to wrap something (usually paper, card or plastic).

Exercise 3a

- Students look at the words in bold in the extracts from the interview: ask them to underline the present participles and circle the past particles.
- Students compare their ideas with a partner.
- Check the answers together.

ANSWERS

1 Looking back, it's hard to think why I hadn't tried it before.
2 Being allergic to eggs, that wasn't a problem for me.
3 Given the choice, I think many people would prefer to buy their fruit and veg direct from the producer …
4 Since giving up, or rather cutting down on plastic, do you think you've ended up spending more?

Exercise 3b

- Students work in pairs to rephrase the words in bold in exercise 3a.

Exercise 3c

- Students read the Grammar focus box on participle clauses and compare their answers to exercise 3b with the examples in the box.
- Check the answers together.

ANSWERS

1 If I look back, it's hard to think …
2 Because I am allergic to eggs …
3 If they were given the choice …
4 Since you gave up, or rather cut down on plastic …

- Remind students to check the *Grammar reference* on page 157, where there are two more practice exercises they can do for homework.

Exercise 4a

- Students put the words in the right order.
- Students check their answers with a partner.
- Check the answers together.

WATCH OUT! Point out that the subject of the second part of the sentence must be the same as the person doing the action in the participle clause, e.g. *Having given us homework, the students left* is wrong. It doesn't work because the teacher (not the students) gave out the homework. *Being allergic to wheat, Tom cooked rice for him and his daughter, not pasta* is correct if Tom is allergic to wheat, but is not correct if only his daughter is allergic to wheat.

ANSWERS

1 Generally speaking, I recycle most household rubbish.
2 Given the choice, I'd rather use a car than public transport.
3 Being a busy person, I don't have time to worry about the environment.
4 Having decided to give something up, I generally keep at it.

Exercise 4b

- Students rewrite the sentences, using a participle clause to replace the words in bold.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 Looking out of the window, I can see …
2 Having given up plastic shopping bags, we (then) started …
3 Having small children, I find that the supermarket …
4 I stopped using plastic bottles, firmly believing this …
5 On/After seeing the documentary, I decided …
6 When asked about the experiment, I …

EXTRA ACTIVITY Ask students to choose three phrases from the Grammar focus box and complete the sentences about themselves or someone they know. Two of the sentences should be true, and one false. Put students into groups of three to share their sentences and to try to guess which one is false. You could start by giving three sentences about yourself, e.g. *Being very lazy, I never get up before 10.00am. Having passed my advanced English exam, I'm going to learn Russian next. All things considered, I really enjoy these English classes.*

CRITICAL THINKING Find out what students currently do to cut back on waste (plastic, bottles, paper, etc.) and ask them to think of three more things they could do, at home or at work, to reduce waste.

Vocabulary & Speaking phrasal verbs

Exercise 5a 8.6

- Students read the two short extracts then listen and complete them.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS/AUDIOSCRIPT 8.6

a What I've been trying to do is *cut down on* my use of plastic – it's pretty difficult to *cut it out* completely these days …
b … doing the shopping *takes up* more time, but the quality of the experience also *goes up*.

Exercise 5b

- Students match the meanings of the verbs in exercise 5a to a similar verb.
- Check the answers together.

ANSWERS

1 c 2 d 3 a 4 b

Exercise 5c

- Students match each of the phrasal verbs in exercise 5a to a category, 1–4.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 goes up
2 takes up more time
3 cut it out
4 cut down on

WATCH OUT! Remind students that in type 3 (with an object and separable), if the object is a pronoun, we put it before the particle, i.e. *look a word up/look up a word/look it up* (not ~~*look up it*~~).

Exercise 6a

- Students read the three possible meanings for the two particles.
- Give students time to discuss their ideas for the sentences with *on* with a partner.
- Check the answers together. Point out that there can be some overlap.

ANSWERS

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

Exercise 6b

- Give students time to discuss their ideas for the sentences with *off* with a partner.
- Check the answers together. Point out again that there can be some overlap.

ANSWERS

7 e 8 d 9 e 10 f 11 f 12 d

Exercise 7 8.7

Audio summary: The man talks about a trip they had to postpone because of work.

- Students read the headings and take notes.
- Play track 8.7.
- Students compare notes with a partner.
- Check the answers together.

ANSWERS

1 last year
2 holiday plans; a big order came in
3 put off the trip a few weeks

AUDIOSCRIPT 8.7

Something I've had to put off? … Well, actually, last year I had to change all my holiday plans because of work. What happened was, my wife and I had been planning a trip to the USA for ages and we were really looking forward to it. We'd always wanted to do a road trip – you know – just book the flights, get there and then set off down the highway, stopping whenever and wherever we felt like it. I've had friends who've gone on similar trips and had a fantastic time.

But then something that we weren't expecting came up – one of the companies we do a lot of business with asked for a big order that needed to be sent out as soon as possible. There was nothing for it – I had to put my trip off and get on with fulfilling the order. We worked really hard and got the order out on time – the company was so pleased they placed a second big order, and then another. By doing this one rush job, we've been able to build on the relationship and they now give us at least one big order per month.

And in the end, we were able to have our trip – just a few weeks later than we'd planned. We got to New York and set off heading west. It was a fantastic trip – I'll never forget it …

EXTENSION Ask students to look at the audioscript and underline all the phrasal verbs. You could then ask them to think of a (near) synonym for each one. Then ask them to close their books and to summarize the story using as many phrasal verbs as possible.

Exercise 8a

- Students work in pairs and choose one of the topics. They should prepare a short talk, based on the structure of the story in exercise 7.
- Give them four minutes.

Exercise 8b

- Regroup the students so that each student is now working with a different person.
- In turn, each student gives their talk. Encourage the listener to ask questions to find out more.

FEEDBACK FOCUS Bring the class back together and find out which was the best story, and why. Give credit for a good structure, as well as accurate use of phrasal verbs.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 Being vegetarian, I think I have a good diet.
2 Not having been here before, I don't know what it's like.
3 Can you talk to me before making a final decision?
4 Stored in the fridge, it should last for a few days.
5 Rotherham United had a good end-of-season, winning two of their last three games.
6 Walking up the path, he saw the broken window.
7 Having been woken/Woken by a noise, we ran outside to see what had happened.
8 Since taking office six months ago, the prime minister has visited over ten countries.

Exercise 2

1 speaking
2 Known
3 Talking
4 Not being
5 published
6 reaching
7 Having been beaten/Beaten
8 having made/making
9 Not wanting
10 Sold

8.3 Vocabulary and skills development

Goals

- Know what to concentrate on while listening
- Use formal and informal language

Listening knowing what to concentrate on

Lead-in

- Students intially work alone: ask them to write down, in secret, a short message to pass on to their partner, e.g. *Have you done your homework?* or *Did you have a nice weekend?* Make sure the messages are short and simple.
- When they are ready, ask students to mime their messages to each other in turn: they should try to guess each other's message.
- Make sure these happen simultaneously so that no one feels embarrassed in front of the group.
- When students have finished, ask them how easy or difficult it was, and why.

Exercise 1a

- Focus students' attention on the photos and ask them to work with a partner to find similarities and differences, e.g. in both pictures, the people seem to have known each other for a while; on the left, the people aren't drinking anything and they are inside.
- Ask students to tell you what they found.

Exercise 1b

- Students read the questions about non-verbal communication and discuss them with a partner.
- Give them three minutes and then elicit some answers from the group.

EXTENSION Ask students about their own experiences of non-verbal communication, e.g. do some people use a lot, and others very few gestures? Why? Does it cause a problem? Have they ever experienced a situation where someone's words have not matched their body language?

Exercise 1c 8.8

Audio summary: In the first part of the business seminar, the speaker explains how important human interaction is, and how powerful non-verbal signals are in all aspects of work and business where communication is visible.

- Students listen and check their answers to the questions in exercise 1b.
- Play track 8.8.
- Students check their answers with a partner.
- Check the answers together.

SUGGESTED ANSWERS

1 body language: the way we move, our facial expressions
2 It's unconscious: we deliver and receive these signals without being aware of it.
3 because business is concerned with human interaction, and non-verbal communication is a powerful tool

AUDIOSCRIPT 8.8

Much of what we do in business, as well as outside work, is concerned with human interaction. It's therefore very important to understand some basic principles. Whenever we speak, whether we know it or not, all kinds of unspoken, or non-verbal, signals are being exchanged. Of course a lot of this is down to instinct – it's quite unconscious – and we often both deliver and receive these signals without being aware we are doing so. The study of non-verbal communication, or kinesics /kɪ'ni:sɪks/, is vital to management and leadership, and to all aspects of work and business where communication can be seen. By becoming aware of our body language – the way we move, our facial expressions and the effect it has on other people – we have in our hands a very powerful communicative tool. One very …

- Check *instinct* (= a natural tendency for people and animals to behave in a particular way, using the knowledge and abilities that they were born with rather than thought or training).
- Check the spelling of *kinesics*.

Exercise 2a 8.9

- Students read and listen to the information in the Unlock the code box about listening more efficiently.
- Play track 8.9.

EXTRA SUPPORT You could read the final sentence of the box out loud, reading the words in brackets in a lower, quieter voice.

Exercise 2b 8.10

- Students listen to a sentence from the seminar and mark with brackets the two phrases which can be ignored.
- Play track 8.10.
- Students check their answers with a partner.
- Check the answers together.

ANSWER/AUDIOSCRIPT 8.10

Whenever we speak, (whether we know it or not,) all kinds of unspoken(, or non-verbal signals,) are being exchanged.

Exercise 2c 8.11

- Students listen to another sentence and write down only the most important information.
- Play track 8.11.
- Students check their answers with a partner.
- Check the answers together.

ANSWER

By becoming aware of our body language, we have in our hands a very powerful communicative tool.

AUDIOSCRIPT 8.11

By becoming aware of our body language – the way we move, our facial expressions and the effect it has on other people – we have in our hands a very powerful communicative tool.

Exercise 2d 8.12

- Students read the nine clauses and then listen. Ask them to mark in brackets the clauses which contain non-essential information.
- Play track 8.12. You may need to do this twice.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

Important: 1, 3, 5, 7, 9
Non-essential: 2, 4, 6, 8

AUDIOSCRIPT 8.12

One very interesting aspect, of which most of us are unaware, is mirroring. Mirroring is when one person copies the body language of another – if one person sits forward, the other person sits forward and so on. Mirroring is a non-verbal way to say, 'I am like you. I feel the same'. Making this kind of connection, or bond, will help us develop a good relationship with the other person, who will, as a consequence, perceive us as being friendly.

Exercise 3a 8.13

Audio summary: In the final part of the seminar, the speaker explains that people mirror voices, as well as body language. Being aware of kinesics and thinking about mirroring is important.

- Students read the questions and then listen to find the answers.
- Play track 8.13.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 the Chameleon Effect
2 voices
3 speech style and accent (these are the two key things – intonation and speed are part of speech style)
4 use all the tools at their disposal
5 kinesics and mirroring

AUDIOSCRIPT 8.13

But mirroring, or the Chameleon Effect, as it is sometimes known, is not restricted to body language. People also mirror voices. In an effort to make a positive impression on another person, to show they're on the same side, the brain can cause people to adopt characteristics of their speech style – including intonation and speed of speech – and even alter their accent to fit that of the person they are talking to.

So, if we want to build understanding and trust – as of course we do when we're trying to get a new customer or sell a product – we need to use all the tools at our disposal. Become aware of kinesics – body language and facial expressions – and think about mirroring. There's no better way, according to research, to win a customer over.

Exercise 3b

- Students discuss the questions with a partner.
- When they have finished, elicit a few comments from the group.

EXTRA ACTIVITY Ask students to think about their last or next holiday. Ask them to make brief notes about what they want to say. Students work in groups of three and, in turn, tell each other about the holiday. One person talks, one listens actively and asks questions, and the other observes body language, facial expressions and gestures. Encourage them to give helpful feedback to each other after each round.

Vocabulary & Speaking formal and informal language

Exercise 4a

- Students read the two sentences and discuss the questions with a partner.
- Check the answers together.

ANSWERS

1 Yes, essentially.
2 B has contractions, phrasal verbs and more verbs – it's less formal than A.
3 A
4 A
5 A

EXTRA SUPPORT Ask students to circle and link words or phrases in each sentence which are similar, to have a visual record, e.g. *adopt/take on*.

Exercise 4b

- Students read the Vocabulary focus box on formal and informal language and compare what they read with their answers to exercise 4a.
- Students compare their ideas with a partner.
- Check their ideas together.

Exercise 5a

- Students read the sentences and then use the phrases in the box to substitute the words in bold.
- Students compare their ideas with a partner.
- Check the answers together.

ANSWERS

1 make use of, talk someone into (buying)
2 took against, have something to do with

WATCH OUT! Point out that substituting some of the verbs may mean changing the forms of other words in the sentence.

Exercise 5b

- Students discuss the questions in exercise 5a with a partner.
- Elicit some ideas from the class.

CRITICAL THINKING Should non-verbal communication be taught as a subject in its own right in secondary or higher education? Would employers and employees benefit from specific training in this? Why/Why not?

Exercise 6a

- Students make nouns from the words and phrases.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 an agreement
2 an awareness
3 reference
4 a lack of respect/disrespect
5 an understanding
6 a memory
7 a modification
8 a decision

STUDY TIP Remind students that it's useful to record different word classes for new words in their notebooks.

DICTIONARY SKILLS Ask students to look up the words in exercise 6a and find other noun forms. Ask them to write a sentence to include each new noun they find (*disagreement, referral, remembrance*).

Exercise 6b

- Students make phrases using the nouns in exercise 6a with the three verbs: *make, have* and *show*.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

make: an agreement (to), a modification (to), reference (to), a decision
have: a memory (of), awareness (of), a lack of respect (for), (an) understanding (of)
show: awareness (of), a lack of respect (for), understanding (of)

Exercise 6c

- Students read the three questions and then use the noun-based phrases in exercise 6b to make the sentences more formal.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 Do you think you/Do you **have good awareness of** your body language?
2 Is it a problem for you if people **show a lack of respect** for your personal space?
3 Can you think of any situations in which you **make modifications to** the way you speak depending on who you are speaking to?

Exercise 6d

- Divide the class into two groups, A and B. Students will be doing two short role-plays. Students A turn to page 130 of the Coursebook and Students B turn to page 136.
- Give students time to read and understand their roles; encourage them to think of specific examples they can talk about.
- Suggest that for each role-play, the manager starts the conversation.
- When they are ready, pair the students A+B to carry out the role-plays. Give them four minutes for each one.

FEEDBACK FOCUS Focus on students' ability to carry out a potentially difficult discussion, and to use non-verbal signals to match their words. When they have finished, ask students to comment on their own performances, as well as that of others. What did they find difficult, easy or surprising?

8.4 Speaking and writing

Goals

- Speculate, compare and contrast
- Write a problem-solution-evaluation essay or report

Listening & Speaking speculating, comparing and contrasting

Lead-in

- Ask students to think about all the different plastic cards they have used in the last three days (e.g. credit cards, ID cards, etc.).
- With a partner, students explain when, where and why they used them.
- Elicit some of the more interesting anecdotes from the group.

Exercise 1a

- Focus students' attention on the photo. Students work in pairs and discuss what each of the cards is for.
- Elicit from the group some of their ideas.

Exercise 1b

- Students discuss whether they are carrying any similar cards.
- Elicit a few ideas from the group.

Exercise 2a 8.14

Audio summary: The person talks about two cards, the library card and the ID card which is often used by people for accessing different parts of a building. The practicalities of these cards in terms of digitalization are mentioned, but also that they can sometimes be uncomfortable to wear.

- Students read the questions and then listen and write the answers.
- Play track 8.14.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 library card, ID card
2 similarities: used for purposes of identification
differences: library card records what you've borrowed, ID card identifies the person visiting a building
3 The ID card can be uncomfortable and can be difficult to get on clothes

AUDIOSCRIPT 8.14

Right, the first card I'm going to choose is, well, I think it's probably – it's a library card. I think it might be a university library or something like that. And the second one is one of those ID cards that business people wear round their neck. So both cards are used for the purpose of identification. With the first one you'd be likely to use it to identify yourself, but I guess it would also have the additional function of recording, perhaps, the books that you've borrowed and the books that you have yet to return. But I think the other one is one of those cards that you have when you're a visitor. So this person could be some kind of visitor to the building, to the office, and has to wear this card to identify themselves as someone who is permitted to be there. I suppose with the first one, the card would enable you to borrow books and obviously to use the facilities of the library and to study there, while the second one would simply enable you to access the building.

In terms of how I'd feel about using a card in each situation, well, I wouldn't have any issues I guess – particularly in the example of the library. It seems to me to be something very practical – it's nice to see the digitalization of that kind of resource now. I think it's a lot more efficient, so I wouldn't have any problem with that. When it comes to the ID card for the office, I have to say whenever I've had to wear one of these I've found them pretty uncomfortable – they're difficult to get on your clothes. But I suppose, you know, it's practical – it's important that people can identify who should and shouldn't be in the building – so I think in both cases the use of the card is practical and justified.

WATCH OUT! Point out that we sometimes use *they/them/themselves* (in the plural) when we don't know or can't specify if someone is male or female (e.g. the audio says *this card to identify themselves*).

EXTENSION Ask students if they agree with the speaker. Why/Why not?

Exercise 2b 8.14

- Divide the class into two groups, A and B. Ask them to read the instructions.
- Play track 8.14 again.
- Ask Students A and Students B to check their answers together in their groups.
- Then put students into pairs, A+B. Students tell each other what they found.
- Check the answers together.

ANSWERS

Speculate: I think it's probably … , I think it might be … , you'd be likely to … , I guess it would … , I think, I suppose
Compare and contrast: both cards are used for … , With the first one … , the other one… , while the second one … , When it comes to …

Exercise 2c

- Students read the information in the Language for speaking box on speculating, comparing and contrasting.
- You could ask them to highlight phrases which they know but don't use.

WATCH OUT! Remind students we use *both* before the main verb, but after *to be*.

EXTRA SUPPORT Students might like to compare the language for speculating with the language they looked at in lesson 8.1, exercises 5 and 6.

Exercise 3

- Divide the class again into A and B. Ask students to read their role cards. Students A should turn to page 130 of the Coursebook and Students B to page 136.
- Give students time to look at the three situations and to plan what they want to say. Remind them to refer back to the Language for speaking box.
- Encourage students to be creative in speculating what might be happening in each picture.
- When students are ready, pair them A+B and ask them to talk about their pictures in turn. Their partner should note down language for speculating, comparing and contrasting.

EXTRA SUPPORT You could ask students to work in groups, Students A and B separately, to prepare what they want to say, and then pair them up, A+B.

FEEDBACK FOCUS Praise students for creative and interesting descriptions, as well as for drawing out similarities and differences. You could put the phrases on cards for students to use, or ask them to tick off the phrases they hear.

EXTRA ACTIVITY Bring in, or suggest students bring in next time, extra pictures (photos or pictures from newspapers, etc.). Students work in pairs, without showing their partner their picture, and in turn describe it by using language for speculating and expressing their feelings, but without actually stating what is happening in the picture. Their partner tries to guess each situation.

EXTENSION Find out which set of pictures students found more interesting, and why.

PRONUNCIATION When we speculate, we usually use wider intonation to illustrate uncertainty: this is usually higher on modals (*might, could*, etc.) or key words (*probably, guess, something*, etc.). We sometimes say these words a little more slowly.

Writing a problem-solution-evaluation essay or report

Exercise 4a

- Students read the text and discuss the questions with a partner.
- Elicit a few answers from the class.

Exercise 4b

- Students read the essay question. Ask them to discuss their ideas with a partner, generating reasons and solutions.
- Elicit from them some of their ideas before moving on.

Exercise 4c

Text summary: The essay provides a clear context, and then presents three problems and a number of solutions. Towards the end, the writer evaluates the solutions and, finally, summarizes the essay.

- Students read the sample answer.
- You could ask students to tick any ideas which they mentioned in exercise 4b.

Exercise 4d

- Ask students to find the purpose of each paragraph.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

paragraph 1: introduction, paragraph 2: discuss problem, paragraph 3: present solutions, paragraph 4: evaluate solutions, paragraph 5: conclusion

Exercise 4e

- Students look at the phrases in bold and discuss the purpose of each with a partner.
- Do the first one together.
- Elicit some of their ideas.
- Then ask students to add the phrases to the Language for writing box.
- Check the answers together.

EXTRA SUPPORT Ask students to choose one phrase from each section that they would find particularly useful. Ask them to compare their ideas with a partner and give reasons.

ANSWERS

Introducing the subject: This essay focuses on
Identifying and listing problems: For one thing, Another point, Additionally
Offering solutions: A logical way to solve this problem, One option would be, An alternative would be
Evaluating solutions/presenting your preference: Both of these ideas, Of the two, the second is preferable, Furthermore
Concluding: Whichever alternative is chosen

STUDY TIP Remind students that it's important to organize your thoughts, make an outline of an essay/blog post, etc. before starting to write the details. This makes it significantly easier to write, and will result in a more logical final product.

Exercise 5a

- Students work individually and choose one of the issues to consider about where they live.

Exercise 5b

- Students complete the table with the problem, the reasons, two solutions and an evaluation.
- Give them five minutes.
- Students could discuss reasons and solutions in pairs.

Exercise 5c

- Students write an essay. Suggest they write 250 words.
- Refer them back to the Language for writing box and encourage them to divide their writing into logical paragraphs.
- Students could write the plan in class, but the essay for homework.

FEEDBACK FOCUS Students may be interested in reading each other's essays; if so, ask them to evaluate the solutions and decide if they agree with the writer. Students could indicate this with a short comment. Students could also add any ideas for solutions at the end in a comment. When you collect these, give credit for valid solutions and the evaluation, and add your own comment on the ideas the writer has included.

SMART COMMUNICATION Remind students that a well-structured piece of writing says as much about the writer as it does the topic of the piece: a clear, logical argument is easy to read and reflects well on the writer's ability to express ideas clearly.

EXTRA ACTIVITY Students work in groups of four. Write a number of problems (e.g. four) on slips of paper, e.g. *too much English homework*, *not enough hours in the day*, *lack of up-to-date facilities at work/in school*, *face-to-face learning is too expensive*, etc. In turn, one student takes a problem and gives two reasons for it. The next two students each suggest a solution, while the fourth person evaluates the options.

8.5 Video

Net value

VIDEOSCRIPT

Bags, bottles, food packaging … plastic is everywhere in our modern world, and it quickly becomes rubbish. For example, in the USA alone, around 90% of plastic packaging is used only once, and around eight billion dollars' worth of the material is thrown away every year. But plastic isn't biodegradable, and a lot of it ends up in our oceans. This is a huge threat. According to scientists, there are more than five trillion pieces of plastic in the ocean, weighing an astonishing 269,000 tonnes. This kills more than a million seabirds and 100,000 marine mammals every year.

All this plastic drifts along the ocean's currents, trapping other debris and eventually coming together to form into huge islands of waste. There are five such rubbish islands in the world today and, according to some experts, the largest – often referred to as the Great Pacific Garbage Patch – is twice the size of Texas.

Of course, we need to look at reducing the amount of plastic we produce, but it's also crucial we look at reusing and recycling the plastic that already exists.

Bureo is a small business that makes skateboards out of recycled plastic. It is based in Chile, and takes its name from the native Mapuche word for 'waves'.

The company's founders – Ben Kneppers, David Stover and Kevin Ahearn – are all keen environmentalists, and as surfers they spend a lot of time in the ocean, frequently encountering plastic waste, much of it from local fishing boats.

The fishing industry accounts for an estimated 10% of the oceans' plastic pollution. Fishing fleets across the world often discard used equipment, such as lines and nets, into the water. Over decades, this has had a devastating effect on both the ocean and its sea life. These nets are large and don't break down, so anything from small sea creatures to dolphins and whales can get caught up in them.

In Chile, fishing is a huge industry. It creates a lot of employment and is a major source of income for many people. But it's also caused a lot of damage to the country's stunning coastline. For local fishermen, disposing of worn fishing nets is expensive, so more often than not, they will simply throw their waste overboard, because it's quicker, easier and much, much cheaper.

Bureo's first mission was to encourage these fishermen to stop doing this and to keep and collect their old nets instead. To do this, they distributed collection bags around three fishing villages on the Chilean coast. Convincing these fishermen to break the habit of a lifetime wasn't easy, but the locals soon saw the benefits to the ocean and to the local community. Within six months, Bureo had collected three tons of plastic – enough to start manufacturing the company's first product, the Minnow Cruiser.

Once they've been collected, the plastic nets are transported from these small fishing villages to Santiago, where Bureo has a recycling and manufacturing facility. Here they shred the nets and break them down into their original pellet form. This is then melted and injected into

a mould, creating the deck of the skateboard. The wheels are added and the product is ready to be sold.
So far the business has been a huge success. The focus on sustainability meant the company initially attracted a lot of interest, quickly raising $64,000 through Kickstarter and obtaining a grant from the Chilean government. The boards are proving popular with customers, too, with their appropriately designed 'minnow' boards selling all over the world, but especially in California – the centre of the skateboarding universe.
Over the next few months, Bureo hopes to extend its programme, encouraging more fishermen to donate their used nets so that they can produce more skateboards.
Ben, David and Kevin know their efforts are just a drop in the ocean. It'll take a lot more than one small start-up to stop the flow of cheap and disposable plastic into our seas and oceans. But Bureo's early success shows that there is a demand for eco-friendly products that actually make a difference. And if this trend continues, it could help to turn the tide on marine pollution.

VIDEO ANSWERS

Exercise 1
The use of discarded plastic fishing nets in the production of skateboards.

Exercise 2b
1 c 2 c 3 b 4 a

Exercise 3
1 b 2 b

Exercise 4
1 plastic/packaging/waste/rubbish
2 make/change/transform
3 attracted
4 California
5 eco-friendly
6 difference

Exercise 5
Students' own answers

Review

ANSWERS

Exercise 1a 8.15

Definite	Possible or probable	Improbable
bound to guaranteed to sure to	likely to might	unlikely to

AUDIOSCRIPT 8.15

bound to
unlikely to
guaranteed to
likely to
might
sure to

Exercise 1b
Suggested answers:
1 might
2 is unlikely to
3 are sure to
4 are likely to
5 are bound to
6 are unlikely to

Exercise 2a
1 Generally speaking
2 given the choice
3 On arriving
4 Having taken off
5 Looking back
6 all things considered

Exercise 2b
Suggested answers:
1 In general
2 if you gave me the choice
3 When we arrived
4 After he took/had taken off
5 If I look back
6 if I weigh everything up/weighing everything up

Exercise 3a 8.16
●● fragile, lightweight, rigid
●●● durable, flexible, versatile
●●● absorbent, elastic, magnetic, transparent
Other strong, biodegradable, tough, water-resistant

AUDIOSCRIPT 8.16

absorbent
durable
elastic
flexible
strong
fragile
lightweight
magnetic
rigid
biodegradable
tough
transparent
versatile
water-resistant

Exercise 3c
1 rigid, durable, transparent, strong, tough
2 lightweight, durable, elastic
3 lightweight, flexible, absorbent, biodegradable

Exercise 4
1 a moved (forward)
b not stop
c not stop
d start
2 a stopped
b postponed
c stop/lose connection
d stopped

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

Exercise 5b
Students' own answers

9 Learning

Unit overview

Language input

Uses of *will* (CB p86)	• *Right now, in a classroom somewhere in the world, a child will be losing their excitement about new things.* • *Left alone, children will come up with a solution to any problem.* • *To answer a question, the children will have had to work out what they need to do.*
The future (CB p89)	• *Information technology is sure to play an increasing role in higher education.* • *More students will be following blended learning programmes.* • *The use of virtual learning environments is on the point of changing the nature of both local and distance learning.*
Grammar reference (CB pp158–9)	

Vocabulary development

Idiomatic phrases with *will* (CB p87)	• *I'll believe it when I see it, I'll let you know, I won't hear of it, We'll see, …*
Higher education (CB p88)	• *apprenticeship scheme, blended learning, tuition fees, virtual learning environment, …*
Three ways to create new words (CB p91)	• *e-mail, e-learning; staycation, fanzine; landline, whole milk, …*

Skills development

Listening: Paraphrasing (CB p90)

Speaking: Giving a presentation (CB p92)

Writing: Discourse markers (CB p93)

Video

Documentary: Academic excellence (Coursebook DVD & CB p94)

Vox pops (Coursebook DVD & TG p260)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: First to twelve (TG p213 & TSRD) • Vocabulary: Six conversations (TG p231 & TSRD) • Communication: Innovation in education (TG p249 & TSRD)
Tests	• Unit 9 test (TSRD) • Progress test: Units 7–9 (TSRD)
Unit 9 wordlist (TSRD)	

9.1 The best way to learn

Goals

- Use *will* in different ways
- Use idiomatic phrases with *will*

Grammar & Listening uses of *will*

Lead-in

- Ask students to think for two minutes about their education: how traditional/radical was it? What helped them learn most/least, and why?
- Students compare their ideas with a partner.
- Elicit a few of their ideas.

Exercise 1

- Students work in pairs and read the statements about education. They should discuss whether they agree or not, and why.
- Elicit some of their answers.

Exercise 2

Text summary: Text A is about Dr Sugata Mitra, known as the Slumdog Professor (after the 2008 film *Slumdog Millionaire*, about an Indian boy who grew up in the slums, and went on to win a popular TV show). He has run a number of experiments to demonstrate that children are capable of learning without a teacher. Text B talks about Sir Ken Robinson's research into creativity and his work with governments and education authorities to ensure that young people growing up will be able to face new challenges.

- Divide the class into two groups, A and B. Each student reads their text. Students A turn to page 131 of the Coursebook; Students B to page 136.
- When they are clear about what they have read, pair students up, A+B, and ask them to tell each other about the person they read about. Encourage listeners to ask questions.
- Check *slum* in text A (= an area of a city that is very poor and where the houses are in bad condition) and *rigid* in text B (= very strict and difficult to change).

EXTRA SUPPORT Tell students that talks, and extracts of talks, by both people are easy to find online.

Exercise 3a 9.1

Audio summary: Two teachers talk about the ideas of Dr Sugata Mitra and Sir Ken Robinson. They explain the reasons behind each person's research and experiments.

- Students listen and decide if they agree with the teachers or not, and why.
- Play track 9.1.
- Students compare their ideas with a partner.
- Check the ideas together.

ANSWER

The woman agrees with Ken Robinson's ideas as she says that children need to be interested in something to learn about it. She disagrees with Sugata Mitra, as she says his ideas are a bit controversial and she does not think the children in her class could come up with answers if left on their own with computers.

The man largely agrees with Ken Robinson's ideas because schools tend to concentrate on facts and technology rather than creativity, but he also says that some learning of facts is necessary. He agrees with Sugata Mitra's ideas, as he says that the children came up with solutions to the problems, although he does admit it might be difficult for them to decide which are the best sources of information.

AUDIOSCRIPT 9.1

A I've just finished reading a book by Ken Robinson about how schools are killing off children's creativity. It really made me think. All the stress about exams and grades could be stifling children's creativity. In some ways it's really sad – according to him, right now in a classroom somewhere in the world, a child will be losing their excitement about new things and enthusiasm for learning. I think it's true that children won't learn what they aren't interested in.

B You're right there.

A Yes, but it wasn't just that. He was saying that this is actually causing a major problem for companies right now – one that experts are quite concerned about.

B What do you mean?

A Well, he said that in tomorrow's fast-moving world, a company's success will depend on its ability to come up with innovative solutions, but it seems there's a real problem with the way graduates have been taught to think. They are steered towards more practical and technical degrees, but they aren't encouraged to experiment with ideas and make mistakes.

B I suppose that's true enough. If schools and universities will focus so much on facts and technology, it's no surprise that many companies can't find graduates who can produce imaginative solutions. But I think we have to remember that students do have to learn some facts. I mean, they can't always just be creative all the time. That might get a bit tedious too.

Anyway, he's not the only one with some interesting ideas on education. I was going to tell you about that talk I saw by Sugata Mitra.

A I've heard of him, but aren't his ideas a bit controversial?

B Well, yes, a lot of people don't agree with him but he has done some amazing things.

A Yes, I read about the Hole in the Wall experiment. It sounded intriguing, but I wasn't really convinced it would work.

B Well, Mitra says if you give a child a computer, it won't be long before he or she starts to use it. That's exactly what he tried out in the Hole in the Wall experiment.

A And those kids didn't know how to use a computer before, right?

B Not only that, they didn't know English either, but Mitra says that left alone, children will come up with a solution to any problem – you know, find out how to do it or learn other things they need on the way.

A Really? I find that a bit hard to believe. Did it work?
B Well, it seemed to – for a while, anyway. More recently he's started leaving children problems to solve, you know, just asking a question and letting them research it on their own, without a teacher around at all. And it's amazing what they come up with – to answer a question, the children will have had to work out what they need to do and then visit lots of different websites to find the answers.
A And they just do it on their own, right – no teacher? So how do they judge which sites are worth reading and which are just rubbish? Wouldn't they need some help from someone with that?
B Um, I can see that is a problem. Something else he told us about was a thing called the Granny Cloud.
A I read about that too – the idea behind that was to encourage the kids, wasn't it?
B Yes. He claims that just by someone saying something like 'Your project sounds amazing. Will you tell me about it?', that's enough to keep the kids enthusiastic. I mean, we all know it's a good idea to involve as many people in the community as possible – then the children feel what they are doing is valued.
A You can't disagree with that. I'm just not convinced I could leave my class alone with a load of computers and expect them to come up with any answers.

- Check *to stifle* /ˈstaɪfl/ (= to prevent something from happening) and *intriguing* /ɪnˈtriːgɪŋ/ (= very interesting because of being unusual or not having an obvious answer).

Exercise 3b 9.2

- Students read and then listen to the sentences. Ask them to choose one they agree with and one they don't.
- Play track 9.2.
- Students discuss their ideas with a partner. Encourage them to give reasons for their answers.
- Elicit some of their ideas.

Exercise 4

- Students match phrases a–g in the Grammar focus box to each use of *will* from sentences 1–7 in exercise 3b.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

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

EXTRA SUPPORT Help students to differentiate between the meanings by asking questions, e.g. *Is it information? Is it a prediction? Do we know for sure? Is it the result or consequence of something else?*, etc.

- Remind students to check the *Grammar reference* on page 158, where there are three more practice exercises they can do for homework.

Exercise 5

- Students rewrite the sentences using *will* and the word in brackets so that the meaning stays the same.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 Not feeling confident, children **will** keep asking the teacher rather than working things out.
2 **Will** you lend me that book?
3 If you **will** persist in helping your son with his homework, it's no wonder he can't do it alone.
4 The classroom **will** be empty by now.
5 It's three o'clock. The exam **will** have finished.
6 Some parents **won't** believe that their children misbehave at school.
7 Educational technology **will** definitely be most important in the future.

Pronunciation use of stress on *will* and *would*

Exercise 6a 9.3

- Students read the pronunciation tip about stress with *will* and *would* for criticizing.
- They listen and repeat the sentences.
- Play track 9.3.

Exercise 6b 9.4

- Before they listen, ask students to underline the stressed words.
- Play track 9.4.
- Students check their answers with a partner.
- Encourage students to exaggerate the stress and practise saying the sentences with a partner.
- Check the answers together.

ANSWERS/AUDIOSCRIPT 9.4

1 He will always call just as we're sitting down to dinner.
2 She would say that, wouldn't she!
3 If you will stay up late, it's not surprising you're tired!
4 He was a nice guy, but he would always have to have the last word.

WATCH OUT! Point out to students that in sentence 3, the meaning will only be conveyed if the stress is appropriate; without the stress, the meaning changes.

EXTENSION Ask students to work in pairs to think of a context for each sentence. Compare their ideas together.

Vocabulary & Speaking idiomatic phrases with *will*

Exercise 7a

- Students read the conversations and complete them with the phrases in the box.
- Students compare their answers with a partner.

Exercise 7b 9.5

- Students listen to check their answers.
- Play track 9.5.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 it won't be long
2 I'll believe it when I see it
3 you'll see
4 I won't hear of it
5 I'll let you know
6 That'll be
7 If you'll just
8 We'll see

WATCH OUT! Point out that *We'll see* and *I'll let you know* are very similar: the former is used to delay making a decision (often in a parental role), but keeping control of the decision; the latter is usually more factual, and based on information usually not currently available.

Exercise 7c

- Students match a–h to expressions 1–8 in exercise 7a.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

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

Exercise 8a

- Students first read the statements about learning and education. Ask them to think about what each one means, and what their reaction to it is.
- Then put students into groups to discuss the statements. Encourage them to give reasons for their reactions.
- Suggest students check the Grammar focus box for uses of *will* (exercise 4), as well as idiomatic phrases with *will*, and to try to incorporate these, with appropriate stress, into their discussions.

EXTENSION Find out which statement caused the most interest, and why.

Exercise 8b

- Students then work as a group to think of one or two ideas which would help people to learn successfully.
- Encourage them to include ideas from their own experience.

FEEDBACK FOCUS Give credit for valid ideas with good rationale. Discuss how these might be implemented within the educational system. Give extra credit for accurate uses of *will*.

CRITICAL THINKING Ask students to think of successful strategies for language learning. You could put students into groups and give each group a sub-topic, e.g. developing spoken fluency, building vocabulary, developing listening skills, gaining confidence, etc. Give them five minutes and then ask each group to summarize their discussions to the class.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 I think we'll get the exam results sometime in June.
2 You need someone to help you? I'll do it.
3 You'll all be pleased to hear that our proposal was accepted.
4 My supervisor won't give me an extension for my assignment.
5 Milena will be boarding the plane about now.
6 My neighbours will insist on playing their music loud all the time!
7 It will have cost a fortune to give every student a new tablet.
8 Prof Jones says he'll be available between 10.30 and 12.30 on Friday for anyone who wants to see him.

Exercise 2

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

Exercise 3

1 The exam will be in Room 113 as usual.
2 We'll be seeing my brother's family as usual this Christmas.
3 They'll have been waiting for a long time.
4 Magdalena will be in her room. She'll be doing some work.
5 Room 7 will be free. Let's go in there.
6 I'm sure they'll have made a decision by now.
7 I'll get the door. It'll be Marek.
8 We'll usually eat out once or twice a month.

9.2 The future of higher education

Goals

- Talk about higher education
- Talk about the future

Vocabulary & Listening higher education

Lead-in

- Ask students to think about levels of education in their own country. Use the following questions: *How many young people stay in full-time education until eighteen? How many go on to college or university? How many people in their own family continued in education after eighteen?*, etc.
- Students compare what they know with a partner.
- Elicit a few ideas from the group.

Exercise 1a

- Students read the definition and look at the map.
- Check the pronunciation of *tertiary* /ˈtɜːʃəri/.
- They should try to find the connection between tertiary education and the size of the countries.
- Students compare their ideas with a partner.
- Elicit their ideas.

Exercise 1b 9.6

Audio summary: The text briefly explains what the map shows, with the size of the countries dependent on the number of students in tertiary education.

- Students listen to check their ideas.
- Play track 9.6.
- Ask students the relevance of the data listed.
- Students check their ideas with a partner.
- Check the answers together.

ANSWER

The map shows the proportion of the population in tertiary education.
170 m: the number of students worldwide between fifteen and twenty-four who are enrolled in tertiary education.
43: the percentage of Finns in this age group who are students.
China and India: the two countries with the biggest increase in student numbers.

AUDIOSCRIPT 9.6

Next slide … The map shows the proportion of the population between fifteen and twenty-four years of age who are enrolled in tertiary education in different countries. Over 170 million students are in tertiary education. The country with the highest percentage is Finland, where around 43% in this age group are studying. The two countries with the biggest increase in students in recent years are India and China.

- Check *to enrol* (= to arrange for yourself or for somebody else to officially join a course, school, etc).

Exercise 2a

- Students complete the phrases using the words in the box.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 year abroad
2 vocational training
3 offshore campus
4 external accreditation
5 student loan
6 tuition fees
7 virtual learning environment
8 quality assurance
9 mature student
10 blended learning
11 international student
12 apprenticeship scheme

WATCH OUT! Students may be more familiar with *virtual* in this IT context; however, point out that is it very commonly used in spoken English in its adjective and adverb form meaning *almost* or *very nearly*, e.g. *It's virtually free!*

PRONUNCIATION Compound nouns are usually stressed on the first word. However, check word stress too, e.g. *vo**ca**tional training*, *ex**ter**nal accredi**ta**tion*.

EXTRA ACTIVITY Get students to test each other. Ask them to work in pairs. In turn, each student says one word of a compound noun, and their partner says the other, e.g. Student A: *year?* Student B: *abroad.*

Exercise 2b 9.7

Audio summary: Each person briefly talks about a different aspect of tertiary education.

- Students read the list of phases and then listen to find out what the people are talking about.
- Play track 9.7.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 external accreditation
2 tuition fees
3 apprenticeship scheme
4 mature student
5 virtual learning environment

AUDIOSCRIPT 9.7

1 Before you can enrol, you need to send us proof of your level of English. This needs to come from an officially recognized examining body – if you look on the webpage, you'll see a list of those we accept.
2 We've got three kids and in the next five years they're all going to be going to university. In the past, you had to worry about paying for the accommodation, books and so on, but at least the classes themselves were free. But now we've got to pay this on top of everything else. I really don't know how we're going to afford it.
3 I think in some countries everyone wants to go to university, but here in Australia there are a lot of programmes which are more practical and combine work and study. That's how I learnt to be an engineer. I think employers in many areas value this type of practical experience more.
4 When I finished school I wasn't interested in studying any more; I wanted to start work and start earning some money. However, last year, I decided I did want to do a degree and I have to say I'm thoroughly enjoying it. My years of work experience are a real benefit and I definitely appreciate the opportunity to study a lot more than I would have done when I was eighteen.
5 So this is where you log in … and then on the left you can see the courses I'm enrolled on. In the centre are the messages I've got from other people on my course and also from my tutors – look, my psychology tutor's uploaded a video for us. And there are also assignments we do online.

Exercise 3a

- Students complete the questions with phrases from exercise 2a.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 vocational training
2 tuition fees
3 apprenticeship scheme
4 offshore campus
5 international student
6 external accreditation

DICTIONARY SKILLS If students have a good dictionary app, they can save words they look up by adding them to a folder (under a name, e.g. *education*). Encourage students to save words in groups, on paper or online, for easy reference later.

STUDY TIP Learning chunks or collocations together greatly helps students' fluency. Encourage students to record and learn these new expressions with verbs, e.g. take out *a student loan,* take part in *a blended learning course,* study *as a mature student*, etc.

Exercise 3b

- Students work in small groups and choose three questions from exercise 3a to discuss.
- Alternatively, you could put copies of the questions on cards and distribute them evenly amongst the groups.
- Encourage students to use their own experiences, and others they know about, to support their ideas.
- To help them use the compound phrases, you could put these on slips of paper, one per group.

FEEDBACK FOCUS If you teach a mixed nationality group, find out how similar or different tertiary education systems are in each country, and what students' opinions of these are. Give credit for accurate use of the new vocabulary.

EXTRA ACTIVITY Ask students to find data online, e.g. how many students are enrolled in tertiary education in their countries, how popular apprenticeship schemes are, how much university tuition fees are, etc. Ask students to bring this to class next time to compare with each other.

Grammar & Speaking the future

Exercise 4 9.8

Audio summary: The news item talks about increasing trends in numbers of students worldwide, and the role of IT in learning. Key countries in this area are likely to be China, India and Brazil.

Background note: UNESCO stands for the United Nations Educational, Scientific and Cultural Organization.

- Students read the list of trends and then listen to find out which are mentioned.
- Play track 9.8.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

numbers of students worldwide
information technology
mega-universities
countries that will dominate teaching in the twenty-first century
offshore campuses
top research companies

AUDIOSCRIPT 9.8

If current trends continue, the number of students worldwide is set to increase by nearly 50% in the next fifteen years, with developing economies leading the way, according to a recent report commissioned by UNESCO. Information technology is sure to play an increasing role in higher education: more students will be following blended learning programmes and it seems clear that the use of virtual learning environments is on the point of changing the nature of both local and distance learning dramatically in the very near future. This is also going to lead to the development of more mega-universities, like the Indira Gandhi National Open University in India, which is due to reach two million students in the next decade, or the African Virtual University which works in over twenty-five different countries.

The study predicts that different countries will dominate research in the twenty-first century, and says China will probably have overtaken the USA as the world's main producer of research by as early as 2020 and India will be in the top five.

The current trend towards internationalism is also here to stay: the development of offshore campuses is expected to continue and the number of international students is likely to reach seven million by 2020.

But measures may be needed if countries are to hold on to local talent; in Brazil the government is to fund tuition fees abroad for 100,000 students – on condition that they return home after graduating.

EXTENSION If your students are learning English face-to-face, ask their opinions on distance language learning. How would this be different, and how could it work?

Exercise 5a 9.8

- Students listen again and complete the extracts from the report.
- Play track 9.8 again.

Exercise 5b 9.9

- Students listen to the extracts only.
- Play track 9.9.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 is sure to play
2 will be following
3 is on the point of changing
4 will probably have overtaken
5 is expected to continue

AUDIOSCRIPT 9.9

1 Information technology is sure to play an increasing role in higher education.
2 More students will be following blended learning programmes.
3 The use of virtual learning environments is on the point of changing the nature of both local and distance learning.
4 China will probably have overtaken the USA as the world's main producer of research by 2020, and India will be in the top five.
5 The development of offshore campuses is expected to continue.

Exercise 5c

- Students read the Grammar focus box and then classify phrases in 1–5 in exercise 5a according to rules a–d.

EXTRA SUPPORT Point out that *rule a* is divided into two parts.

ANSWERS

a 2, 4 b 3 c 5 d 1

EXTRA CHALLENGE Ask students to use each form for talking about the future in a sentence about themselves, e.g. ***I'm about to take*** *an Advanced level English language exam. This time next week* ***I'll be*** *on a hiking trip in the Alps.*

- Remind students to check the *Grammar reference* on page 159, where there are two more practice exercises they can do for homework.

Exercise 6

- Students read the pairs of sentences with a partner and discuss the difference in meaning and a suitable context or timeframe for each one.
- Do the first one together.
- Elicit ideas from the group.

ANSWERS

1 **a** the lecture is scheduled to end; **b** a lecture that should finish by 6 p.m. but might overrun
2 **a** it is about to be completed; **b** it should be completed in a week
3 **a** expected start time, based on a schedule; **b** a future action completed before a future point in time
4 **a** reporting a formal plan; **b** a plan
5 **a** is going to happen very soon; **b** a prediction about an action in progress in the future

EXTRA SUPPORT Use concept questions to help students differentiate between these forms, e.g. 1a *Is there a schedule? Is this the plan?* 1b *Is this expected? Is it possible that it could be longer?* Try to avoid using the target language in the questions.

Exercise 7a

Text summary: The information includes three brief descriptions about possible online tertiary-level courses.

- Students read the three course descriptions and decide which ones really exist.
- Students check their ideas with a partner.
- Elicit ideas from the group.

ANSWER

They all exist.

- Check *hacking* (= the action of secretly finding a way of looking at and/or changing information on somebody else's computer system without permission).

Exercise 7b

- Students decide alone which course they would choose.
- They then explain their choice to a partner.
- Elicit some of their ideas.

Exercise 7c

- Students work in groups of three or four. This activity will work best if there are at least three groups.
- Together, students should design a new degree course, perhaps based on the ideas given.
- Remind them to bear in mind the list of considerations.
- Suggest students first take notes and then prepare a one-minute presentation on the course.
- Remind them to refer back to the vocabulary for tertiary education, as well as ways of talking about the future.

Exercise 7d

- Students plan how they will present their ideas to the rest of the class.
- In turn, each group presents their course. The others vote according to the criteria given.

FEEDBACK FOCUS Focus on students' ability to comply with the criteria and present a convincing course. Give credit, too, for accurate use of forms for talking about the future and vocabulary connected with tertiary education.

EXTRA ACTIVITY Students could, in pairs, write a short course description based on the models given in exercise 7a.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 The university will be 200 years old next year.
2 The university is going to introduce several new courses over the next five years.
3 I'm meeting Natalia on Friday at 3.30.
4 I suppose I'll resit any exams that I fail.
5 Next year's conference is from 15 to 18 July.
6 The research team will be conducting the initial trials from June to September …
7 … and they will have collated and analysed the data by December.

Exercise 2

1 will be using
2 are on the verge of letting
3 will have established
4 are set to become
5 will be taking
6 will be able to
7 will also enable
8 will have
9 is going to be
10 will bring

9.3 Vocabulary and skills development

Goals

- Understand paraphrasing
- Understand three ways to create new words

Listening paraphrasing

Lead-in

- If you have monolingual dictionaries available (printed or online), ask students, in pairs, to come up with one aspect of using a dictionary that they find especially useful, e.g. how to pronounce a word, a list of collocations, example sentences, etc.
- Elicit their ideas.
- You could discuss these and encourage students to exploit their dictionaries more fully in class.

Exercise 1

- Focus students' attention on the photos and ask them to discuss the issues with a partner.
- Elicit some of their ideas.

Exercise 2a

- Students read the rubric and then, in pairs, write down what changes they expect to hear about.
- Elicit some ideas from the group.

Exercise 2b 9.10

Audio summary: The editor talks about recent and future changes in dictionaries, as well as in the dictionary business, which now involves more technology and more sophisticated tools for analyzing words.

- Students listen and compare their ideas with the speaker's.
- Play track 9.10.
- Students compare their answers with a partner.
- Check the answers together.

AUDIOSCRIPT 9.10

I Could you tell me about your job and what it entails?
D Well, I'm a managing editor in the English Language Teaching dictionaries department. That means that I produce new dictionaries for learners of English – for example, this year we produced our first-ever dictionary of academic English for students studying at university or college – but mostly what we do is we revise and update existing dictionaries, such as the *Oxford Advanced Learner's Dictionary*.
I How has the dictionary business changed recently?
D Well, there are two ways in which it's changed: one is that there's a lot more technology involved and we now have more sophisticated tools for analysing words. The other thing is the people who are using our dictionaries. There are many, many more people learning English around the world and they have a really diverse range of needs; the result is that we're putting more and more words into the dictionary. There are also more informal words and more different varieties of English – it used to be just British and American English but now we have Australian English, South African English, Indian English, West African English – we have words from all sorts of different places where English is the first language.
I What further changes do you foresee?
D Um, well, technology is going to go on changing things because first we had print dictionaries and then it was print dictionary and CD-ROM – but CD-ROMs are on their way out now I think, so now it's all about apps and online, and that's going to get even more important – and it'll also change how we produce the dictionaries because instead of doing a new print edition every five years, we can just keep constantly updating when we're online.

EXTENSION Ask students about the range of print and online dictionaries that exist for their native language.

Exercise 2c

- Students read the sentences. Later, they will hear some sentences which may be similar or different, so they should check the meaning of each sentence carefully.

Exercise 2d 9.11

Audio summary: The six extracts include similar sentences to the ones students read in exercise 2c.

- Students listen and decide if each extract has the same (S) or a different (D) meaning to the sentences they read, and mark them accordingly.
- Play track 9.11.
- Students check their answers with a partner.
- Check the answers together.

SUGGESTED ANSWERS

1 S 2 D 3 S 4 D 5 D 6 S

AUDIOSCRIPT 9.11

1 I'm a managing editor in the English Language Teaching dictionaries department. That means that I produce new dictionaries for learners of English.
2 This year we produced our first-ever dictionary of academic English for students studying at university or college – but mostly what we do is we revise and update existing dictionaries, such as the *Oxford Advanced Learner's Dictionary*.
3 There are two ways in which it's changed: one is that there's a lot more technology involved and we now have more sophisticated tools for analysing words.
4 There are many, many more people learning English around the world and they have a really diverse range of needs; the result is that we're putting more and more words into the dictionary.
5 There are also more informal words and more different varieties of English – it used to be just British and American English but now we have Australian English, South African English, Indian English, West African English – we have words from all sorts of different places where English is the first language.
6 Technology is going to go on changing things because first we had print dictionaries and then it was print dictionary and CD-ROM – but CD-ROMs are on their way out now I think, so now it's all about apps and online, and that's going to get even more important – and it'll also change how we produce the dictionaries because instead of doing a new print edition every five years, we can just keep constantly updating when we're online.

Exercise 2e 9.11

- Students listen again and correct the paraphrases of the sentences they marked as different.
- Play track 9.11 again.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

2 The main focus of her team's work is on updating existing dictionaries.
4 The dictionary is getting bigger because more people with diverse needs are learning English.
5 English has not recently become the first language of many different countries; there are now more varieties of English.

Exercise 3a

- Students read the information in the Unlock the code box on paraphrasing.

STUDY TIP Remind students that paraphrasing is crucial, especially in academic papers, where plagiarism (*to plagiarize* = to copy another person's ideas, words or work and pretend they are your own) can be a problem. When paraphrasing, they should reference the source of the idea.

Exercise 3b 9.12

Audio summary: The editor explains how she selects new words for a dictionary, the trend of single-letter prefixes and popular new suffixes.

- Before they do this exercise, ask students to read the six sentence extracts.
- They should then listen and paraphrase what they hear by completing the sentences.
- You could do the first one together.
- Play track 9.12.

Exercise 3c

- Students compare their answers with a partner and check each other's answers against the rules in the Unlock the code box.
- Check the answers together.

SUGGESTED ANSWERS

1 … by using information from their reader group and by observing words themselves in the media and at home.
2 … it's been around since the late seventies, though became popular in the early nineties.
3 … the meaning of the prefix is changing and does not only refer to communication.
4 … include 'i' meaning interactive, 'm' meaning mobile and 'p' meaning print.
5 … a new word for something whose meaning needs clarifying now.
6 … it has changed from a political idea to mean an expert rather than a follower.

AUDIOSCRIPT 9.12

I So how do you go about selecting new words for a dictionary?
D Well, two ways really – we have a group of readers and they send in new words that they notice, so we use that, but also the people in our team, well, we keep our eyes and ears open for new things that we read or that we hear in the media, things that our kids say …
And of course we have a Word of the Year competition where people vote for new words, like 'selfie', which won a couple of years ago.
I Oh yes, I remember that one. Now, recently there seem to be a lot of new prefixes around – could you tell us something about those?
D Well, I think it's worth saying that a lot of them aren't quite as new as you might think. If you take a very prominent one like 'e-', that was first used in 'e-mail' and that term was around as far back as 1979, though it didn't really become popular until the early nineties.
I And did 'e-' start being used for other words apart from e-mail right from the start or is that much more of a recent thing?
D That's more recent. We introduced 'e-' as a prefix in the dictionary in the year 2000 and now we have words like e-reader, e-learning, and actually a very recent one is e-cigarette which is interesting because it's not about electronic communication: it's broadening the meaning of 'e-'. In fact there seems to be a bit of a trend for single-letter prefixes.
I Such as?
D Well, 'i' – for interactive – that's obviously a popular one, particularly as a brand name. 'M' – for mobile, as in m-learning. My favourite new one is p-book.
I P-book – what's p-book?
D It's a print book.
I Really! So that's now known as a print book as opposed to an e-book!
D That's an example of what we call a retronym – a new or modified word for an old thing that now needs clarifying, like snail mail or landline.
I What about suffixes?
D Let's see … '-gate' from the Watergate crisis in the USA in the seventies is still being used in the press for any kind of scandal, not only in the USA and the UK but in lots of other countries too – so you have 'Pizzagate' in the UK, 'Moggigate' in Italy, 'Valijagate' in Argentina. Then you have '-ista' which started off as a political thing – 'Zapatista' and 'Blairista' – meaning a follower of – and then became things like 'fashionista' and 'barista', but that's different because here '-ista' means more like an expert rather than a follower. And one of the latest is '-tastic' – from fantastic – which expresses a rather indiscriminate enthusiasm I think, so you have things like 'poptastic' or 'choc-tastic' recipes. It's not a very sophisticated word!

Background note: Students may be interested to know more about the following: *Pizzagate* was used to describe a 2004 football incident when pizza was thrown at the Manchester United manager, Alex Ferguson, after his team beat Arsenal 2–0. *Moggigate* was a 2006 Italian football scandal involving a number of top teams, and was named after one of the Juventus team managers, Luciano Moggi. *Valijagate* was a 2007 Argentinian-Venezuelan scandal (*valija* is a Spanish word for suitcase) involving a businessman carrying a lot of cash which he did not declare. *Zapatista* is a member of the Mexican revolutionary group named after Emilio Zapata (1879–1919). *Blairista* is a supporter of Tony Blair, British prime minister from 1997–2007)

DICTIONARY SKILLS Some dictionary apps allow you to search to find parts of words, e.g. searching **ista** (using asterisks) will find all words which include those letters together (e.g. *Afghan**ista**n, bar**ista**, d**ista**nce*, etc.).

WATCH OUT! Remind students that if they paraphrase or write a short summary, it is not appropriate to include any extra information which is not also in the original!

Vocabulary & Listening three ways to create new words

Exercise 4a

- Students complete the table with example words from the interview or others they know.
- Students check their answers with a partner, and check the meaning of the prefix in each case.
- Check the answers together.

ANSWERS

e-	e-mail, e-reader, e-learning, e-cigarette
i-	iPad, iPhone, iPlayer, iPod
m-	m-learning
p-	p-book

'e-' stands for electronic, but the first three are to do with communication, whereas the last (e-cigarette) isn't.

DICTIONARY SKILLS Ask students to see if they can find these new words in the English dictionaries they use.

Exercise 4b

- Students complete the texts in an appropriate way by explaining the words in bold.
- Do the first one together.
- Students check their ideas with a partner.
- Elicit their ideas.

SUGGESTED ANSWERS

1 a phone, tablet or other device.
2 is much more convenient/is available twenty-four hours a day.
3 printed tickets.
4 download the book.

EXTENSION Ask students how often they use these items or services *Do they have an e-reader? Do they use any m-learning strategies or apps on a smartphone for developing their English?*

Exercise 5

- Students work in pairs to try to decide the meaning of the word in bold in each sentence.
- Encourage them to be creative.
- Elicit some of the ideas from the group. Ask them to say which words the photos illustrate (*chillax* and *fanzine*).

ANSWERS

1 stay + vacation = a holiday spent at home
2 fan + magazine = magazine for fans
3 chill + relax = do both these things
4 guess + estimate = approximation
5 advertisement + editorial = promotional article which looks like a real article

Exercise 6a 9.13

Audio summary: The editor gives three examples of retronyms (a new or modified word for an old thing which needs clarifying).

- Students listen to three examples of retronyms and what they mean.
- Play track 9.13.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

snail mail = normal post; alternative to e-mail
landline = a fixed telephone line; alternative to a mobile
p-book = a print book; alternative to an e-book

AUDIOSCRIPT 9.13

I What's a p-book?
D It's a print book.
I Really! So that's now known as a print book as opposed to an e-book!
D That's an example of what we call a retronym – a new or modified word for an old thing that now needs clarifying, like *snail mail* or *landline*.

Exercise 6b

- Students work in pairs to think of new phrases for the list of retronyms. Explain that each one is so called because there is a more modern version.
- Do the first one together.
- Check the answers together.

ANSWERS

1 a digital clock
2 a microwave oven
3 an automatic car
4 a decaffeinated coffee (or a latte, cappuccino, etc.)
5 an electric guitar
6 bottled/mineral water
7 a rechargeable battery
8 (= on paper) a digital copy
9 skimmed/semi-skimmed milk

- Focus students' attention on the Vocabulary focus box.

STUDY TIP Ask students to add the words given so far in the unit to the categories in the Vocabulary focus box, or transfer these to their notebooks.

Exercise 7a

- Students work in pairs. They should discuss the questions in connection to the words in the box.
- Explain that each word may need to be replaced in the future due to updated versions of the items.
- Suggest students deal with each question, and the set of words, in turn.
- Encourage students to decide on the new word/retronyms based on the three ways listed in the Vocabulary focus box.

SUGGESTED ANSWERS

camera – Possibly in the future the majority of photos will be taken on phones, so we might need to say 'traditional' camera or 'independent' camera to refer to a traditional device
computer – We may do most things on a smaller device (phone or tablet), leading to the need to say 'full computer'
money – We may use more virtual payment methods, so might differentiate by saying 'coin and note money'
notebook – this term may normally refer to a digital tablet, so we might need to say 'a paper notebook' or 'a written notebook'
supermarket – We may do more online shopping, thus needing to say 'a real supermarket'

Exercise 7b

- Students present their new words to the group, explaining why and how they decided on them.
- Collect all the words, write them on the board and ask each student to choose three words which they think are most likely to be adopted.

FEEDBACK FOCUS Focus on students' ability to convey meaning and explain themselves clearly; this will require both paraphrasing and being creative with vocabulary.

9.4 Speaking and writing

Goals

- Give a presentation
- Use discourse markers in writing

Listening & Speaking giving a presentation

Lead-in

- Ask students to discuss, in pairs, at what age children in their country go to nursery/kindergarten/school. What are the typical ages, and what is the compulsory school age? What time does school start in the morning? How suitable do they think this is for children, and why?
- Ask them to discuss their ideas and opinions together.
- If you teach students from one country, ask them to clarify the answers and give their opinions on them.
- Then elicit some of the students' ideas.
- How similar or different are traditions in their countries?

Exercise 1a

- Focus students' attention on the photos and ask them, in pairs, to match each photo to one of the headlines.

Exercise 1b 9.14

Audio summary: The news broadcasts suggest that children starting school at a later age, and a later time in the morning (i.e. delaying formal education, and responding to natural body clocks) leads to improved well-being and exam results.

- Students listen and compare their answers from exercise 1a.
- Play track 9.14.
- Students check their ideas with a partner.
- Check the answers together.

ANSWERS

Photo 1: Too much too soon …
Photo 2: Fresh air and no testing …
Photo 3: Later school day …
Photo 4: Kindergarten toughens up …

AUDIOSCRIPT 9.14

A report has shown that the trend to start school younger in many countries is far from ideal. A study in New Zealand showed that by secondary school, children who started literacy classes aged five had no significant advantage over those who started aged seven, and if anything, had less positive attitudes to reading.
Experts point to European countries such as Sweden and Estonia, where formal schooling is delayed till the age of seven, and where children nevertheless display higher levels of academic achievement and well-being.
At the Dandelion Forest School, children learn through outside play all year round in sun, rain and snow. Founder Emma Harwood was worried that even pre-school was too centred on formal education and testing, and it seems many parents would also prefer to see their children learning through experimentation and play in a natural environment. Aside from being happy and physically stronger, children develop greater autonomy and a wide range of problem-solving and interpersonal skills.
According to scientists, the change in circadian rhythms during adolescence means teens with an eight or nine o'clock start at school are expected to concentrate at a time which is incompatible with their body clock. In a trial at the Hugh Christie Technology College in Kent, starting school at 11.30 has meant an improvement in attendance, attention, and even exam results for students.
Many Taiwanese parents fear that their children lack confidence and courage compared to youngsters from other countries. A kindergarten in Taichung has responded to this by including one to two hours of military exercise and gymnastics designed to improve mental and physical strength. The change has been welcomed by parents and the classes have proved to be a sell-out.

- Check the meaning, spelling and pronunciation of the following: *literacy* /ˈlɪtərəsi/ (= the ability to read and write), *circadian* /sɜːˈkeɪdiən/ (= connected with the changes in the bodies of people or animals over each period of twenty-four hours), *incompatible* /ˌɪnkəmˈpætəbl/ (= not acceptable or possible together, because of basic differences).

Exercise 1c 9.14

- Students listen again to discuss their opinions about each story.
- Play track 9.14 again, pausing after each extract.
- Students decide whether they think the change is a good idea or not.
- Elicit opinions from the students.

Exercise 2a 9.15

Audio summary: The presenter describes an educational project that was organized in Madrid to promote bilingualism in primary schools, its successes, and comments from critics.

- Focus students' attention on the flow chart and ask them to listen to the presentation and complete the chart.
- Play track 9.15.

Exercise 2b

- Students compare their completed chart with a partner.
- Elicit what they have written.

ANSWERS

Topic: bilingual education programme in Madrid since 2004
Background: poor language level despite English being first foreign language for thirty years; started with twenty-six primary schools in 2004 and expanded to 335, now 44% of the total
How it works in practice: two class teachers, one for Spanish and maths (in Spanish), one for science, arts and crafts and P.E. (in English)
Positive results: can be very good – increased confidence in speaking, pass official exams sooner
What critics say: politically motivated, depends on parents being able to help and the initial language proficiency of the teachers
Conclusions/Prospects: remain to be seen, but general level of proficiency will improve

AUDIOSCRIPT 9.15

The purpose of this presentation is to look at the Bilingual Education Programme which has been operational in schools in Madrid since the year 2004.

I'd like to start by providing some background to the programme and why it was introduced in the first place. Despite being the first foreign language taught in schools for the past thirty years, a lot of Spanish people continue to have quite a poor level of English and for this reason, the regional government decided to launch a project to tackle the issue of language proficiency in Madrid. The project started in the year 2004 with twenty-six primary schools, and was rolled out across the region, so that currently 335 primary schools – that's about 44% of the total – are bilingual.

Moving on to how it works in practice, in bilingual primary schools, children have two class teachers. Generally speaking, one teaches subjects in Spanish, such as Spanish language and maths, and the other teaches subjects through the medium of English – these include science, arts and crafts, and P.E.

In terms of the success of the project, on the whole the results have been positive – where it works it can be very good: children speak with increased confidence and in most cases take official exams and get external accreditation much earlier than previously.

However, not everyone sees it in such a positive light. Critics say it's largely been motivated by politics rather than education. And certainly the effectiveness of the programme does depend to a large degree on the capacity of parents to support their children's studies and also on the language proficiency of the teachers in the first place, because obviously a programme of this nature would require huge amounts of funding and there really is, you know, a relatively limited amount of language training available to teachers.

The long-term implications of the programme remain to be seen. However, there can be no denying that a whole generation of children are going to leave school with a far greater level of proficiency in English than had ever been the case previously.

- Check *to roll out* (= to officially make a new product available or start a new project).
- Ask students to discuss their opinions of the project, in pairs, and whether it could be a success where they live.
- Elicit some ideas from the group.

EXTENSION What opportunities do primary-school-age children have in students' own countries to learn a second or third language?

EXTRA SUPPORT Remind students that when using phrases to orientate their audience, it's useful to pause slightly and think carefully about sentence stress and intonation. Making eye contact at these points can also be very helpful.

Exercise 3a 9.15

- Before playing track 9.15 again, ask students to read the phrases and try to remember what the speaker said.
- Play track 9.15 again.
- Students listen and complete the phrases the speaker uses for signposting the presentation.

Exercise 3b

- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 The purpose of this presentation is to look at
2 I'd like to start by
3 Moving on to
4 Generally speaking,
5 the results have been positive
6 not everyone sees it
7 there can be no denying

Exercise 3c

- Students categorize their phrases from exercise 3a into the Language for speaking box on signposting and generalizing in presentations.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

a The purpose of this presentation is to look at
b I'd like to start by
c Moving on to
d the results have been positive
e there can be no denying
f not everyone sees it
g Generally speaking

EXTRA CHALLENGE Ask students what other signposting phrases they know and can add to the categories, e.g. *My aim today is to …*, *Let's now look at …*, etc.

Exercise 4a

- Ask students to read the two options (a choice of two topics, or their own topic), and decide what they will give a presentation on.
- If they choose a new topic, remind them to use the flow chart to help them to organize their ideas and structure the talk.

Exercise 4b

- Give students time to plan their talk. Remind them to include phrases from the Language for speaking box to signpost their talk and to generalize.

EXTRA SUPPORT Students could work with a partner after they have organized their ideas and decided which phrases to use, for some peer support and help.

Exercise 4c

- Put students into groups of three or four. In turn, they should give their presentations. While they do this, the other students should write down two or three questions to ask at the end.

Exercise 4d

- At the end of each presentation, encourage the students to ask their questions, and to thank the presenter. afterwards

SMART COMMUNICATION Encourage students to deal confidently with questions: thank the person who asked the question; ask them to repeat the question if necessary; ask if anyone else has any comments/anything to add; be honest if they do not know the answer.

FEEDBACK FOCUS When everyone has finished both their presentations and question-and-answer sessions, ask students which topics they enjoyed listening to most, and why. Give credit for well-structured presentations, as well as those which orientated the audience through good use of signposting.

Reading & Writing discourse markers

Exercise 5a

Background note: The report discusses a programme for bilingual education which was introduced in Madrid in 2004.

- Students read the report on page 137 of the Coursebook and decide if there is any additional information.
- Students compare their ideas with a partner.
- Check the answers together.

ANSWERS

poor ratings in international tests, the development of bilingual secondary schools

Exercise 5b

- Students read the list of features and decide which ones are not characteristic of a report.
- Students compare their ideas with a partner.
- Check the answers together.

ANSWERS

dramatic opening sentence to make the reader want to read on
use of direct speech
use of questions to hold the reader's interest

Exercise 5c

- Students look at the Language for writing box on discourse markers and find one more example for each category, from the highlighted phrases on page 137 of the Coursebook.
- Students compare their ideas with a partner.
- Check the answers together.

ANSWERS

a The aim of this report is to …
b While it's quite clear that …
c For one thing …
d Consequently …
e It is held by many …
f If things carry on as they are …

EXTRA CHALLENGE Ask students what other phrases they know which they can add to the Language for writing box.

WATCH OUT! If you're not sure what style is acceptable to your audience, it's a good idea to be more neutral (or even more formal) than too informal, e.g. Informal: *Most people said the programme was a huge success*. Neutral: *There is no doubt that many people found the programme very successful*. Formal: *It is held by many that the programme has been an unqualified success*. Remember, too, that it's probably a good idea to avoid contractions in formal writing (e.g. *haven't, won't*).

Exercise 6a

- Students should write a report based on the presentation they gave earlier. This time, however, they should focus on the discourse markers from the Language for writing box.
- Give students time in class or at home to write their report. You could set a limit of 250 words.

Exercise 6b

- Students exchange reports with a partner and add comments based on the features listed in exercise 5b.
- Encourage students also to add a comment to the report based on the content.

9.5 Video

Academic excellence

VIDEOSCRIPT

For centuries, universities were almost exclusively for the wealthy and the privileged. They taught classical subjects such as philosophy, theology, Latin and Greek, and prepared students for a lifetime of learning rather than a lifetime of work.

But in the 19th century, the Industrial Revolution created a demand for people with practical knowledge. Suddenly the world wanted scientists and engineers rather than philosophers or theologians.

To meet this need, a new kind of institution emerged, known as a technical college. Here students could further their education while acquiring skills and technical knowledge relevant to their chosen career.

ETH Zurich, established in 1855, was the first such institution in Switzerland. Today, it has around 18,500 students from over 110 different countries. It is a leading centre of science and technology and is regularly rated as one of the top universities in the world. For over 160 years, it has linked academia with industry, a tradition that began at the height of the Industrial Revolution.

Professor Nicholas Spencer, President of the ETH Research Commission, explains why.

There was a growing feeling in the country that there was a need for teaching engineering … The rest of Europe was building railways, and there was a danger they were going to build them around Switzerland. And if Switzerland wanted to be part of this developing movement, then Switzerland needed railways, they needed engineers, they needed tunnels – and the problem was there weren't any engineers. And the universities at that time said they weren't prepared to teach engineering, mostly for cost reasons, and they said the responsibility was with the federal government to found an engineering school – and that's what we became.

However, the university quickly grew. Today, it is spread across a number of campuses and offers a wide range of subjects across sixteen departments.

We have the full range of engineering subjects: mechanical engineering, electrical engineering, etc. … and civil engineering, of course. And then we have all the natural sciences: chemistry, physics, biology. And then we have sciences that are somewhere in between, like the earth sciences or material science, my own area. And then we do also have some, uh, support areas in the humanities. So we have full professorships in, in, in areas such as, um, literature, but these are really intended to be rounding out the education of the engineers and scientists rather than offering a full programme in those areas, which is what is done by the more classical universities in Switzerland.

Over the last 160 years, ETH Zurich has grown from a small specialist college to one of the most prestigious universities of science and technology in the world. It has produced an astonishing twenty-one Nobel Prize winners, including the 20th century's most famous scientist – Albert Einstein. How does Professor Spencer account for this extraordinary success?

Well, I think there are three main reasons. Uh, one is that it's had the support of the federal government from the beginning, and it's still very well supported by the federal government – uh, to a level that most countries don't support their universities. So that's a very good starting point, but that's not enough. There are examples of universities that are well supported that don't have that reputation. Um, the other is, from the very beginning, it's been – it's been international. Even in the middle of the 19th century, there were many professors who weren't Swiss, and we now have 60% of our professors who are not Swiss. Uh, and I think this makes a big difference in outlook because we're always trying to recruit the best in the world in any subject …

I think the third reason is that professors are really given a very high degree of autonomy, which means they're given a good situation in terms of doing research … they have good students at their disposal and they're given complete freedom to work on whatever projects they think are right.

ETH Zurich has always been on the cutting edge of both science and technology, and this emphasis on innovation is reflected in its teaching.

We're looking at a lot of different new trends in – in education and trying some of them out in our – in our teaching offerings right now, and one I particularly like is the inverted classroom where the students arrive prepared for the lecture … um, so they're not arriving ready to learn, they're arriving already having started the learning process – for example, by watching videos or – or looking at material in books or on the Web the night before and asking questions in an online forum before they get to the class. And then the first thing that's done in the class is to discuss the questions they have on the material they've already learned. So we're doing that right now in an experimental class over this summer, and, uh, we have high hopes that that's going to be a new mode of teaching various techniques in material science in a hands-on way.

Since it began, ETH Zurich has adapted to meet the challenges of the modern world. It has continued to develop and evolve in both its research and its teaching methods. This ability to change with the times has made it one of the leading science and technology universities in the world.

VIDEO ANSWERS

Exercise 1
Students' own answers

Exercise 2
Students' own answers

Exercise 3
They are all mentioned except good social life and location in an interesting and vibrant city.

Exercise 4
Suggested answers:
When and why ETH Zurich was founded: founded 1855 to meet new need for scientists and engineers created by the Industrial Revolution
Number of students and departments, main subjects taught: 18,500 students from 110+ countries,
16 departments. Full range of engineering subjects (electrical, mechanical, etc.) plus natural sciences (chemistry, physics, etc.) plus earth sciences, material science and some humanities, like literature
Reasons for its continuing success: 1 had the support of the federal government; 2 international focus from the

start (60% of professors not Swiss – can recruit the best in the world); 3 professors have a lot of autonomy/freedom so can do good research and they have good students
The new teaching method Professor Spencer wants to try out: the 'inverted classroom' – students prepare for lectures before they attend them – e.g. by watching videos/reading books/asking questions in online forums. They come to class ready to discuss questions/already involved in the learning process.

Exercise 5
Students' own answers

Review

ANSWERS

Exercise 1
1 present request
2 future prediction/promise
3 prediction of present action in progress
4 action completed by future point in time
5 prediction of present state
6 criticism of habitual action

Exercise 2a
1 are on the verge of taking
2 will have become/is going to have become
3 are set to become
4 are expected to be replaced
5 are to be
6 aim to educate

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

Exercise 4a 9.16
1 vocational training
2 apprenticeship scheme
3 student loan
4 mature student
5 external accreditation
6 tuition fees

AUDIOSCRIPT 9.16
1 The type of education connected with the practical skills you need for a particular job.
2 A system of education in which a person works for an employer for a fixed period of time in order to learn the particular skills needed in their job, while studying part-time.
3 Money lent to a student to pay for the cost of education.
4 An adult student who goes to college some years after leaving school.
5 Official approval given by an organization saying that someone or something has reached a required standard.
6 The money you pay to be taught, especially in a college or university.

Exercise 4b
Suggested answers:
blended learning: a study programme which combines face-to-face with distance learning
virtual learning environment: an online study platform
year abroad: part of a university course spent working or studying in a different country
international student: a person who goes abroad to study

Exercise 5
1 business + leisure: trend of business people to add on some sightseeing to a trip
2 glamorous + camping: camping in luxury surroundings
3 volunteer + tourism: spending holiday working on projects in the developing world
4 Spanish + English: combination of the two languages
5 man + vacation: a holiday for male friends only
6 baby + honeymoon: a holiday taken shortly before a first baby is born as a last pre-parental vacation

Exercise 6
Well, if you **will** keep arriving late, it's **no** surprise you get into trouble.

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

10 New

Unit overview

Language input

Noun phrases (2) (CB p96)	• *one hour of your time* • *the advantage of being able to …* • *the need for people to use physical cash*
Position of adverbials (CB p98)	• *They have always used computers.* • *In the last two years, the Rolling Stones have earned …* • *Younger people only use social media …*
Grammar reference (CB pp160–1)	

Vocabulary development

Money (CB p97)	• *luxuries, make ends meet, go overdrawn, unpaid, hard-up, …*
New and old (CB p99)	• *changing our world, obsolete, positive development, revolutionize, …*
Understanding idioms (CB p101)	• *a raw deal, at your fingertips, easier said than done, get your hands on, …*

Skills development

Reading: Understanding writer stance (CB p100)
Speaking: Reaching a consensus (CB p102)
Writing: An email enquiry (CB p102)

Video

Documentary: A self-build community (Coursebook DVD & CB p104)
Vox pops (Coursebook DVD & TG p260)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: Money talks! (TG p214 & TSRD) • Vocabulary: 'Turn back time' advertising company (TG p232 & TSRD) • Communication: So that's decided, then! (TG p250 & TSRD)
Tests	• Unit 10 test (TSRD)
Unit 10 wordlist (TSRD)	

10.1 New ways to pay

Goals

- Recognize and use noun phrases (2)
- Talk about money

Grammar & Reading noun phrases (2)

Lead-in

- Ask students, in pairs, to choose ten words/phrases from unit 9 that they want to remember. They should write each one on a slip of paper. (Alternatively, give each pair a set of words/phrases to revise, e.g. *I won't hear of it, blended learning, tuition fees*, etc.).
- Give students two minutes to check they can remember the meaning of each word/phrase.
- Write two or three of the following sayings on the board: *Education is a gift that none can take away. / The influence of a good teacher can never be erased. / You're never too old to learn. / The great aim of education is not knowledge, but action. / Education is not preparation for life; education is life itself.*
- Ask each pair to choose one of the sayings and try to use the words/phrases to discuss it. They should use each word or phrase in turn.
- Find out if each pair agreed on their topic, and which pair used all of their words and phrases.

Exercise 1

- Focus students' attention on the photos and the words in the box, and ask them to guess which objects listed have been used as currency in the past.
- Students share their ideas with a partner.
- Check their ideas together.

ANSWER
all of them

Exercise 2a

Text summary: Text A describes 'timebanks' – a system whereby people buy or exchange services where time, not money, is the currency. In some schemes all services are worth the same; in others, some professions can 'charge' more. Text B is about a new currency which was introduced in a town in the UK in 2007, with the aim of developing the local economy and cutting back on the costs of imports of food and other goods.

- Divide the class into two groups, A and B, and ask them to look at their texts at the back of the Coursebook. Students A should turn to page 131 of the Coursebook and Students B to page 137. They should each read the five subheadings and find the information in the text.
- Give students time to read and understand their text.
- Check *reciprocal* /rɪ'sɪprəkl/ (= involving two people or groups who agree to help each other or behave in the same way to each other), *to redeem* (= to pay the full sum of money that you owe somebody), *to levy* (= to charge an extra amount of money for something, usually as a tax to the government), *airmiles* (= (usually) 'points' that you collect by buying plane tickets and other products, which you can then use to pay for air travel; (here), the cost of transporting goods over long distances).

EXTRA SUPPORT Students could work with someone else with the same text to help understand the key issues.

Exercise 2b

- Put students into pairs, A+B, and ask them to tell each other about their currencies.
- Encourage students to ask questions about anything they do not understand.

EXTENSION Ask which currency students would prefer. Why?

Exercise 3

- Students read the extracts from the texts and then the Grammar focus box, and write the phrases in bold into the correct place in the Grammar focus box.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS
a 2 the advantage of being able
b 5 debate about whether they are
c 1 one hour of your time
d 3 the need for people to use physical cash
e 4 towns to have set up

WATCH OUT! When using structure *e*, remind students that in the negative, *not* comes before the full infinitive, e.g. *We're the only group of students* not *to have failed any of the tests!*

- Remind students to check the *Grammar reference* on page 160, where there are two more practice exercises they can do for homework.

EXTRA CHALLENGE Write the following sentence starters on the board and ask students to complete them so that they are true for, or relevant to, themselves:
The experience [of] … taught me a lot about …
The best way [to] … is to …
All my colleagues are wondering [if/whether] …
If you live abroad, you have the advantage [of] …
These days, I have need [for] …

Exercise 4

- Students match beginnings 1–5 with endings a–e.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS
1 c 2 e 3 a 4 b 5 d

WATCH OUT! Remind students that *phenomenon* is singular; *phenomena* is plural.

Exercise 5

- Students put the words after the nouns in bold in the right order.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 of introducing timebanking in the locality
2 for parliament to discuss the new currency
3 to be avoided at all costs
4 about how to introduce the scheme quickly/about how quickly to introduce the scheme
5 of the 2015 national elections
6 of keeping money in the local economy

EXTRA ACTIVITY Ask students to match the phrases in exercise 5 to the types (a–e) in the Grammar focus box. (structure a – sentence 1, 6; b – 4; c – 5; d – 2; e – 3)

Exercise 6a

- Students work in pairs, read the rubric and discuss the questions.
- Give them about four minutes and prompt them to think of two advantages and two disadvantages.
- Encourage students to refer back to the sample sentences and structures in the Grammar focus box, and to try to include them.

Exercise 6b

- Students work together in their pairs to prepare a short talk (one to two minutes) about their conclusions.
- Students give the short talk. Encourage others to compare what they hear with their own ideas, ask questions and add comments after the talk.

FEEDBACK FOCUS Give credit for constructive ideas with good rationale. At the end, you could carry out a class vote for the best new alternative currency.

CRITICAL THINKING Students work in small groups and think of how timebanking could work in their own context. This could be at work or study, within their family or within the class: what services could each person offer, and would each service be charged at the same 'rate'? Give students a few minutes, and ask them to present their ideas to the group.

Vocabulary & Speaking money

Exercise 7a

- Students read the ten sentences and decide which ones apply to them, or which ones they agree with.
- Students compare their ideas with a partner.
- Elicit a few ideas from the group.
- Check the pronunciation of *luxury* /lʌkʃəri/.

Exercise 7b

- Students read the extract from the autobiography and replace the phrases in blue with some of the phrases in bold from exercise 7a.
- Do the first one together.
- Point out that they may need to change the form of the expressions.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 hard-up
2 managed my money
3 made ends meet
4 well-off
5 went overdrawn
6 luxuries
7 fund
8 lost money

EXTRA CHALLENGE Ask students to work in pairs to use the three extra phrases (*unpaid*, *allow a certain amount of money*, *withdraw*) in a sentence to illustrate its meaning, e.g. *I didn't mind doing* unpaid *work during the summer holiday because the experience was invaluable*. Elicit some of their examples.

DICTIONARY SKILLS Ask students to look up *money* in a dictionary and, in pairs, find one idiom they would like to learn. (Idioms come towards the end of dictionary entries.) Ask them to write down a clear explanation of the idiom and an example when they could use it. Students pair up, or mingle with other students, and share their ideas.

STUDY TIP Suggest students record these phrases in their notebooks under sub-categories of money, e.g. *too much*, *not enough*, *helping others*, etc. They could also come up with their own categories.

Exercise 8a

- Students work in pairs and discuss the questions.
- Encourage them to give honest answers and valid reasons.
- If you are short of time, ask students to choose two questions to discuss.

Exercise 8b

- Students pair up with another pair to find out their views.
- Together, they should decide on the most interesting responses.
- In turn, each group gives their summary to the class.
- Encourage other students to challenge their opinions.

FEEDBACK FOCUS Focus on students' ability to discuss and present their ideas clearly, and comment on the most creative and constructive ideas for using money. Give extra credit for use of expressions related to money.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 He's always had a strong motivation to make money.
2 I've never had any interest in becoming rich and famous.
3 There's going to be a meeting about what we should do next.
4 We're in danger of running out of money.
5 What's the point of earning a lot of money if you never spend any of it?
6 You need to make a decision about where to invest the money.

Exercise 2

1 about how the dollar sign ($) came about
2 with two vertical lines
3 of 'US'
4 of the 'U'
5 of the 'S'
6 of two vertical lines
7 to adopt this
8 for the dollar
9 for producing all the paper money for the USA
10 to fund the war effort
11 to print more money
12 of its operations
13 of products
14 of ten cents per note

10.2 Live!

Goals

- Understand the position of adverbials
- Talk about new and old

Grammar & Listening position of adverbials

Lead-in

- Ask students to think of three items or routines they couldn't live without (not including people!), e.g. coffee first thing in the morning, a two-day weekend, etc.
- Students compare their ideas with a partner.
- Elicit a few ideas from the students and see how similar they are.

Exercise 1

- Students read the statements about modern life and, in pairs, decide if they agree with them.
- Encourage them to give reasons for their answers.

EXTENSION How important is the internet and social media to your students? Ask them to grade them on a scale of 1–10, where 10 is high. Compare their answers.

Exercise 2 10.1

Audio summary: The speaker explains that we are beginning to value experiences over possessions. Live events are becoming more popular again as a means of promoting human interaction, which is missing in the internet age.

- Students listen and find out what the main change is that the speaker talks about.
- Play track 10.1.
- Students compare their ideas with a partner.
- Check the ideas together.

SUGGESTED ANSWER
People want to experience things live again now, rather than through electronic devices.

AUDIOSCRIPT 10.1
Good afternoon. I'm going to talk to you today about an exciting revolution which is sweeping our world.
I notice many of you have smartphones, and some of you are even filming me on them – don't worry, I'm not going to take them away. See how nervous you got when I just suggested it? But I'm proposing that all these gadgets – laptops, tablets, smartphones – are already out of date. The internet is so … last year. Because we're living in the post-digital age …
Let me give you some examples. In a recent art show in London called '512 hours', the public were required to give up all cameras, recorders, smartphones and even digital watches at the door. The reason for this so-called 'technology hijack' was so the public could better experience 'silence and mindfulness'. The rationale was that because of all our technology, our ability to concentrate is a disaster. Life is short; art should be longer.
Second example: this is an elementary school in Seattle, USA, the home of technology. It's also one of the most exclusive schools in Seattle – where the bosses of the most important technology companies send their kids. So you might expect it to be full of technology. But what do you notice? There are no screens – the kids spend most of their day playing with mud.
Third example: this is the biggest rock band in the world – the Rolling Stones. But when I say biggest, I mean highest earning. And here's an interesting fact: in the last two years, the Rolling Stones have earned sixteen times more money from their live concerts than from their sales of CDs and downloads. Sixteen times!
OK, so what am I saying here? Conventional wisdom is that the internet and smartphones are changing our world. We only access the world through our screens. We are losing human contact.
But in fact the opposite is true. Everything 'live' is booming. Big rock festivals sell out in minutes, even at £300 a ticket. Live conferences, seminars, cookery courses, musicals – these activities should be obsolete, but they're actually more popular than ever. Here's a good quote: 'In the digital age, there is a real necessity for a live experience, for physical interaction.'
And you can see this happening in what we spend our money on. Purchasing patterns are shifting rapidly from 'having' to 'being' – in other words, from owning new products to buying an experience.
Digital is an astonishing means of communication. But it has not satisfied the human appetite for meeting, for touching and for experiencing. I find this hugely reassuring. We still need the live experience.

- Check *to sweep* (= (here) to spread quickly), *hijack* (= (here) taking control of something), *mindfulness* (= the act of remembering somebody/something and considering them or it when you do something), *a disaster case* (= a situation which has become critical, and where damage has been caused), *rationale* (= the principles or reasons which explain a particular decision, course of action, belief, etc.), *conventional wisdom* (= the view or belief that most people hold).

EXTRA SUPPORT Play track 10.1 and ask students to find examples of evidence to support the speaker's theory (e.g. removing people's gadgets on entering a show, to encourage them to experience the show itself or not use their phones to record it in some way; the Rolling Stones are earning far more from live concerts than from CD sales; etc.).

EXTENSION Ask students if they agree with the speaker. What examples like this do they have from their own experience?

CRITICAL THINKING Ask students to consider whether it would be a good idea to remove or ban gadgets from children, young people or adults for certain events, in order to encourage them to benefit more from the experience. What events would they suggest in each case, and why?

Exercise 3a

- Students decide where to place the adverb in each sentence.
- Do the first one together. Note that in some cases more than one position is possible.

ANSWERS

1 The speaker suggests that modern gadgets like smartphones are already out of date.
2 At the '512 Hours' art show, visitors were required to borrow tablets, smartphones and even digital watches at the door.
3 The school in Seattle mainly teaches kids who are skilled in technology.
4 In the last two years, the Rolling Stones have earned much less money from live concerts than from downloads and CDs./The Rolling Stones have earned much less money from live concerts than from downloads and CDs in the last two years.
5 According to the speaker, we only access the world through screens.
6 Purchasing patterns are rapidly shifting from 'having' to 'being'.

EXTRA SUPPORT Point out that sometimes adverbs can go in different places, resulting in a different meaning or simply giving the sentence a different emphasis, e.g. *already* could also go at the end in sentence 1; *only* can go before *through* in sentence 5.

Exercise 3b 10.1

- Students listen again to the audio and decide if the statements are true or false.
- Play track 10.1 again.
- Students correct the false statements and then check their answers with a partner.
- Check the answers together.

ANSWERS

1 T
2 F – At the '512 Hours' art show, visitors were required to give up (or leave) all cameras, recorders, smartphones and digital watches at the door.
3 F – The school in Seattle doesn't use technology in its classrooms. It mainly teaches kids of the bosses of the most important technology companies.
4 F – In the last two years, the Rolling Stones have earned much more money from (their) live concerts than from (their sales of) CDs and downloads.
5 F – Everything 'live' is booming and live experiences are actually more popular than ever .
6 T

Exercise 4

- Students look at the sentences from exercise 3a and then complete the rules in the Grammar focus box with words from the box.
- Students check their ideas with a partner.
- Check the answers together.

ANSWERS

a auxiliary
b beginning, end
c meaning
d order

EXTRA SUPPORT If your students speak German, they may know that in German, adverb order is usually 1 time, 2 manner, 3 place. Check the adverbs with students, e.g. sentence 2 *even* (manner), *at the door* (place).

- Remind students to check the *Grammar reference* on page 161, where there are two more practice exercises they can do for homework.

Exercise 5a

- Students put the words in the correct order to make sentences. Note that in some cases more than one option is possible.
- Do the first one together.

SUGGESTED ANSWERS

1 Frankly, you haven't begun to address my doubts. / You haven't begun to address my doubts frankly.
2 Although the recording has sold in huge numbers, the music was even better live.
3 Live performances have actually become more lucrative than recordings or downloads. / Actually, live performances have become more lucrative than recordings or downloads.
4 Are there any really good reasons for ignoring new ideas? / Really, are there … / Are there really… / …for ignoring really good ideas?
5 It is not enough merely to listen to whatever digital device we have at hand. / It is not enough to merely listen to whatever digital device we have at hand.

Exercise 5b

- Students look at the sentences where the adverb can be in different places and discuss, in pairs, the different meanings.
- Elicit their ideas together.

SUGGESTED ANSWERS

1 In *Frankly, you haven't* …, the meaning is 'this is what I think, if I am being honest'; In … *my doubts frankly*, *frankly* refers to *address my doubts* and is accusing the person being spoken to of dishonesty.
3 In *Live performances have actually* …, *actually* gives more emphasis to the fact that live performances have become more lucrative.
Actually, live performances … suggests a contradiction or correction to a previous statement.
4 In *Are there any really good reasons* …, *– really* refers to good reasons. *Really, are there* … means, 'If you are being honest, are there …?', In *Are there really* …, *– really* means 'in fact'.

STUDY TIP Ask students to choose three adverb structures they think they can use themselves, and to record an example, in context, of each one in their notebooks, e.g. *I <u>actually</u> managed to hand in my assignment on time this week! <u>Even</u> my boss joined us for a drink after work!*

Pronunciation sentences with *only*

- Ask students to read the three sentences individually, out loud, putting the stress on the parts in bold. Note that here it is not the position of the adverb, but the words which are stressed which convey the meaning.

Exercise 6a 10.2

- Before playing track 10.2, ask students to read the four sentence starters and to think about the different words that could be stressed.

- Play track 10.2, and ask them to decide which word or idea *only* refers to.
- Students compare their ideas with a partner.
- Check their ideas together.

SUGGESTED ANSWERS
1 in 2 draft 3 first 4 at school

Exercise 6b
- Based on their answers for exercise 6a, students decide which continuation of each sentence is correct.
- Do the first one together.
- Students check their answers with a partner.

ANSWERS
1 b 2 a 3 b 4 b

Exercise 6c 10.3
- Students listen to check their answers to exercise 6b.
- Play track 10.3.
- Check the answers together.

ANSWERS/AUDIOSCRIPT 10.3
1 She's only been working in Copenhagen since January – she used to work just outside the city.
2 He's only been writing the draft report, because the final one isn't due for months.
3 Brazil only scored two goals in the first half, but they scored three in the second!
4 These children only eat fresh food at school, and at home they probably eat very unhealthily.

EXTRA CHALLENGE Students work in pairs and, in turn, say the first halves of the sentences in exercise 6a, stressing a different word and so changing the meaning. Their partner must continue the sentence so that it makes sense.

Vocabulary & Speaking new and old

Exercise 7a
- Students complete the statements with the words or phrases in the box.
- Students check their answers with a partner.
- Check their answers together.

ANSWERS
1 revolutionize
2 obsolete
3 so last year
4 positive development
5 shifting rapidly
6 changing our world

Exercise 7b
- Students read the sentences again and decide which ones they agree with, and why.
- Students compare their answers with a partner. Encourage them to question their partner's opinions and ask for reasons.
- Elicit some of their ideas.

EXTENSION Ask students to think of ideas of their own using the words and phrases, e.g. *Face-to-face learning will soon be obsolete!*

WATCH OUT! Point out that *so last year* or *so last week* are examples of phrases used often by young people to describe ideas or items which are out of fashion.

Exercise 8a 10.4

Audio summary: The four radio adverts are for a video device, a special restaurant, a biography and an online furniture company.

- Students listen and decide what is being advertised.
- Play track 10.4.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS
1 a games console
2 a restaurant (where you eat in the dark)
3 a biography
4 a website selling objects from the 1950s to the 70s

AUDIOSCRIPT 10.4
1 From Newco … the masters of innovation … a product that will change your experience of gaming … a games console that breaks new ground in terms of performance and price.
2 It's the latest thing in eating out. Come to Blackout, the restaurant where you eat … in total darkness. Share a table with strangers who you can't see! You will enter a new world where your other senses – especially taste! – will take over. Brilliant food, fine wines, an unbelievable trip … a radical departure in the appreciation of food.
3 This is the story of a man who changed music forever. Buddy Holly was a pioneer in the world of rock and roll, and this biography explains why his music has lived on, unlike other stars from that period whose music now seems dated.
4 Some people are always searching for the last word in design. Sofas, tables, bathrooms … but here at Marshall and company, we look back to the 1950s, 60s and 70s for the best in retro and vintage. Want a reconditioned radio from 1953? Retro telephones in gorgeous red plastic? Beautiful Italian lamps and lights from the 1970s? Visit our website at retro and vintage objects dot com and just click on the photos.

- Check *console* (= a small electronic device for playing video games).

Exercise 8b 10.4
- Before playing track 10.4 again, ask students to read the phrases and possible meanings.
- Then play track 10.4 again.
- Students choose the correct meaning of each phrase.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS
1 new things, does something not done before
2 an action which is different from what is usual or expected
3 the first person to do something, old-fashioned
4 the most recent or advanced thing

EXTENSION Ask students if they would be interested in seeing or learning more about any of the four items. Why/Why not? What items do they possess which they treasure because they are old-fashioned or dated, or because they are very new and cutting-edge (at the newest, most advanced stage in the development of something)?

Exercise 9a

- Students first work alone to think of an example for each of the four categories.

EXTRA SUPPORT Students could do exercise 9a in pairs (or in groups), and then change partners for exercise 9c.

If students need help, you could start them off with an idea, e.g. *Stephen Hawking* (scientist), *Jurassic Park* (film, 1993), *smartphones* (invention), *soap operas* or *TV series*.

Exercise 9b

- Students think of two reasons why their choices are good.

Exercise 9c

- Put students into pairs and ask them to discuss their choices and their reasons.

FEEDBACK FOCUS You could take a class vote on the best example in each group. Give credit to students who are able to describe old and new items and ideas fluently.

EXTRA ACTIVITY Students work in groups of three and, individually, think of something that is dated, or an innovation, etc. Using as many of the vocabulary items as they can from exercises 7 and 8, but without mentioning the item itself, ask them to describe the item, while the others try to guess what it is.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 Apart from emails and messages, I'll *generally* go online *several times a day.*
2 Smartphones and the like make it *even* easier to do everything *from the comfort of your sofa*.
3 You can *usually easily* find and listen to *absolutely* anything you want *on the internet*.
4 I *only occasionally* download songs *these days*. I *mostly* listen to music on-demand. / I mostly download songs these days. I only occasionally listen to music on-demand. (Note that 'these days' can go at the beginning or end of either sentence.)
5 If we set off *in the next couple of minutes*, we might *just* catch the bus.
6 Are you *still* not ready *yet*? I've *already* told the taxi driver to wait a bit longer.
7 I'm *pretty* sure he's *only* been working *here for about two months*.
8 I've been working *in London quite* a bit *for the past few months*./I've been working *quite* a bit *in London for the past few months.*

Exercise 2

1 b 2 a 3 a 4 b 5 a 6 b 7 a 8 b 9 b 10 a

10.3 Vocabulary and skills development

Goals

- Understand writer stance
- Understand idioms

Reading understanding writer stance

Lead-in

- Present the students with an idea to agree, disagree, or partly agree with, e.g. *Students should be given homework at the end of every class.*, *You can only really learn a language properly by living in a country where it is spoken.* You could write this on the board.
- Ask them to express their ideas in full sentences and include a reason (i.e. not simply *I agree*, etc.), e.g. *It's sometimes a good idea, but* …, etc.
- Students could discuss their ideas in pairs or small groups.
- Then elicit an opinion from each student.
- Explain that this lesson looks at presenting an opinion in writing.

Exercise 1a

- Ask students to read the list of items and consider which of these they would be happy to share.
- Students compare their opinions with a partner.
- Elicit some of their ideas .

EXTENSION Ask students if, in general, they are happy to lend and borrow items to and from others, if they prefer to own things themselves, or if they are happy just to have access (e.g. online) to music, films, etc.

Exercise 1b

- Focus students' attention on the picture. Students decide which items they would be happy to rent from a stranger, and why or why not.
- Students discuss their ideas with a partner.
- Discuss their opinions together.

Exercise 2a 10.5

Audio summary: The business commentator explains what the 'sharing economy' is, and includes a few examples.

- Students read the three sentence starters and then listen to the introduction to complete them.
- Play track 10.5.
- Students check their completed sentences with a partner.
- Check the answers together.

SUGGESTED ANSWERS

1 bringing together people who can offer a service with those who need it.
2 allowed all these different sites to spring up now.
3 offering a spare room in your house, and sharing your car with somebody when you are driving to work.

AUDIOSCRIPT 10.5

The 'sharing economy' is really a very simple idea.
You have something that you can share with other people: let's say you live close to the commercial zone of a big city, where it is difficult to find somewhere to park, and you have a space in front of your house which somebody could park in. Now out there are thousands of people who work near your house, and would be very happy to park in that space – and pay for it too! So the sharing economy is a way of bringing together you and all these people.
So there's a website called Parking Panda which does just that. And in fact it's the internet which has allowed all these different sites to spring up now.
It could be a spare room in your house, and in fact one of the most successful sites is Airbnb, which allows you to stay in a stranger's house. Or maybe you drive to work, and have a space in your car, and somebody would pay you to get a lift to work. So there's a site for that as well.

Exercise 2b

- Find out if your students would be willing to pay to use the services mentioned. Why/Why not?
- Elicit answers from the group.

EXTENSION Ask students whether they already do any of these things, which ideas are easy to do, and whether they have any other ideas about things they could share and/or rent. Don't spend too long on this, as it comes up again in exercise 9.

Exercise 3

- Students first read the four sentences. For each one, they decide how strongly the writer is stating their opinion, and what words helped them to decide this.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

a (a) very strong (b) really
b (a) not very strong (b) would appear
c (a) strong (b) crucially
d (a) not very strong (b) it is often argued

Exercise 4

- Students read strategies 1–4 in the Unlock the code box and find examples of these in the sentences in exercise 3.
- Students compare their ideas with a partner.
- Check the answers together.

ANSWERS

1 b **2** a, c **3** d **4** c, d

PRONUNCIATION Although this is a written blog, remind students that when using such language in spoken English, they should use sentence stress and intonation to help convey meaning (**dis**agreement, **un**certainty, etc.).
Later in this section, students have a chance to use this language orally (exercise 9).

SMART COMMUNICATION Point out to students that the sample language in the Unlock the code box is useful for sounding more sophisticated, and also more polite, in a situation when you do not want to be too direct or negative about someone else's idea.

Exercise 5a

- Students work in pairs and make a list of advantages and disadvantages of the sharing economy.
- You could elicit one example for each list to get them started, e.g. (+) *makes use of otherwise wasted resources*, (-) *people may not trust strangers*.
- Elicit their answers.

Exercise 5b

Text summary: The blog discusses the pros (exploiting resources, earning money) and cons (undermining traditional businesses, tax avoidance, lack of security/ regulation) of the shared economy.

- Students read the blog and compare it with their list of pros and cons.
- Elicit from the students some of the extra ideas they read about in the blog.
- Check *to undermine* (= to make something, especially somebody's confidence or authority, gradually weaker or less effective) and *to lose out to* (= to not get business, etc. that you expected or used to get because somebody/ something else has taken it).

EXTENSION You could discuss together which are the most important advantages and disadvantages, and why, as well as ways to overcome the disadvantages.

Exercise 6

- Students decide if the writer is mainly for or against the sharing economy, and discuss with a partner what words or phrases helped them to decide.
- Refer students back to the Unlock the code box on writer stance.

SUGGESTED ANSWERS

The writer presents arguments for and against, but seems mainly against. She/He says it is here to stay.
Advantages: both participants make or save money, facilities which would not be used get used
Disadvantages: undermines traditional businesses, providers don't pay tax and are not bound by safety regulations

EXTRA ACTIVITY Write *strongly for*, *not very strongly for*, *strongly against* and *not very strongly against* each on different slips of paper. Give a set to each group of four students, and ask each student to take one slip, but not show anyone else in the group. Ask students to discuss further their ideas on the sharing economy (or another controversial topic students are interested in). Challenge them to use two or three phrases from the Unlock the code box to give their opinion, with reasons. The others should guess whether they are strongly, or not strongly, for or against the sharing economy.

Vocabulary & Speaking understanding idioms

Exercise 7

- Students match the phrases in the blog with meanings 1–4.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS
1 On the face of it
2 living from hand to mouth
3 going under
4 to say the least

EXTENSION Ask students which word in each idiom is the most helpful in understanding the meaning (e.g. *face, hand, under, least*). Encourage students to give reasons for their choice, as a means of familiarizing them with the idioms.

Exercise 8a

- Before they do this exercise, ask students to close their books.
- Write on the board *a raw deal*, and then read out the sentence at the end of the Vocabulary focus box on idioms.
- Ask students to decide with a partner what the idiom means; suggest they paraphrase it. Ask them which word helped them to understand the phrase.
- Then ask students to read the Vocabulary focus box.

Exercise 8b

- Students complete the sentences with the idioms in the box.

Exercise 8c

- Students check their answers with a partner.
- Check the answers together.

ANSWERS
1 get my hands on
2 easier said than done
3 ring the changes
4 forking out
5 take some beating
6 at your fingertips

WATCH OUT! Point out that idioms can be difficult to use accurately and fluently. If they are used incorrectly, comprehension can be seriously affected, and the result can make a non-native speaker sound clumsy. Suggest students only use them when they can do so confidently.

STUDY TIP Suggest students record the idioms in their notebooks in full and include a sample sentence. They might also like to try to illustrate the idioms. (Examples can easily be found online, e.g. *to have egg on your face*) This will greatly facilitate students' ability to remember them. You could also suggest each student illustrates one of the idioms from exercise 8b, and the others try to guess what it is.

DICTIONARY SKILLS Ask students to work in pairs and choose two idioms to look up in a dictionary: they will need to decide which word to look up, and where to find it in the dictionary entry. Increasing tolerance for unknown words, or familiar words in new contexts with new meanings, is an important skill at advanced level, in order to cope with longer texts.

Exercise 9a

- Students work in small groups and plan an idea for a sharing economy service.
- Prompt them by suggesting ideas which they could share at home, at college or at work (books, machinery, space – inside and out, skills and services, etc.).
- Encourage students to think through the idea carefully and plan why people would want to use it, and how the service would work. Remind them to consider payment issues too.

EXTRA CHALLENGE If you have a strong group, you could encourage students specifically to think of how they can use language to be persuasive. This is relevant in the next part of the exercise. Persuasive language includes giving valid reasons for ideas, using emotive language (e.g. 'strong' adjectives such as *accurate*, *effective* or *remarkable* and adverbs such as *certainly, likely, truly*, etc.) and using the 'power of three' (e.g. using three adjectives: *It's useful, convenient and cost-effective*).

Exercise 9b

- Ask groups to work with another group and present their idea. Encourage them to use persuasive language and perhaps 'create' a need in their audience for their idea.
- Suggest that listeners ask questions to get details and to be sure of how the idea works.

Exercise 9c

- Listeners should come up with something positive and something negative about the idea: they could discuss this within their group before presenting it to the other group.
- Suggest they consult the Unlock the code box for suitable language to give their opinions.
- Find out at the end whose ideas were best, and which ones students feel could work in practice.

FEEDBACK FOCUS Give credit for ideas which have been carefully thought through and could really work. Encourage communication between students to refine the ideas and discuss the details. Praise students for effective use of language for presenting their opinions on each other's ideas tactfully (i.e. not too directly).

10.4 Speaking and writing

Goals

- Reach a consensus
- Write an email enquiry

Speaking reaching a consensus

Lead-in

- Ask students to work in pairs and estimate the size of the room they are in. Is it the right size for its purpose, or too big or too small? Could the space be used more effectively? How? What suggestions can they come up with?
- Elicit a suggestion from each pair.

Exercise 1a

- Students read the information in the box about a new room.
- Ask them to imagine the size, where the windows are and so on.

Exercise 1b

- Ask students to work in groups of three to decide what the new room could be used for. You could suggest that they draft it on a piece of paper.
- Elicit one or two ideas from each group.
- Decide on the best idea.

Exercise 2 10.6

Audio summary: Three colleagues discuss how they could use a new room. They have very different ideas, but also include preferences of another colleague, Jack, and finally reach a consensus.

- Students hear three people doing the same task and listen for what they decide.
- Play track 10.6.
- Students compare their ideas with a partner.
- Elicit from the students the decision the colleagues came to.
- How similar was the conversation to their own?

ANSWER

a chill room at one end and a café at the other end

AUDIOSCRIPT 10.6

A So Jack has asked us to come up with some ideas for the new room. What do you reckon?
B It's quite a big space, isn't it? Personally … I'd go for something that really exploits the space.
C I think you could be right. It's twenty square metres. Maybe we're looking at something like a table tennis room. We all need to relax!
A Well … I understand what you're saying, but don't forget that we've got the garden for sporty things like that. It seems like a bit of a waste of a fantastic facility just to give it over to table tennis. I get the idea from Jack that it should be something serious and work-related.
B Well, one way of keeping Jack happy would be to have some kind of decent meeting room. At present we have to hold our meetings in that tiny room at the top of the building.
A I'm not so sure I agree with you. That room at the top of the building is hardly used anyway. After all, we never really have big formal meetings. We meet up more informally, in small groups. That's the company style if you like.
C In that case, we could always go Californian and have a chill room, you know with pods and stuff like that!
B That would be SO cool. Because, if you think about it, we haven't really got a communal space where workmates can meet up and just hang out.
A True. And most people I've talked to have said they'd really like something like that.
C Why don't we suggest a chill room with a café attached? That might be a good option. It's a pretty decent space.
A That's a great idea. And we can sell it to Jack by saying we won't need to keep popping out to the café every ten minutes. Right, so that's decided then. Let's just recap what we've decided. One end of the room will be a chill room and the other end will be some kind of café or …

- Check *pod* (= (here) a type of chair that converts into a horizontal space where you can rest or sleep for a short period of time), *communal* (= shared by, or for the use of, a number of people, especially people who live together), *decent* (= (here) acceptable, e.g. in size).

EXTENSION Ask the students if they think the idea is a good use of space. Why/Why not?

Exercise 3 10.6

- Before playing track 10.6 again, ask students to read the phrase beginnings in the Language for speaking box.
- Students then listen and complete the phrases.
- Play track 10.6 again.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

1 go
2 what you're saying
3 would be
4 think about
5 recap

EXTRA SUPPORT Point out that in 3, the construction is *one way of -ing*. The *-ing* clause may be only one word, or a clause (as in the example *keeping Jack happy*).

SMART COMMUNICATION Remind students that disagreeing in English is usually very indirect, as in the examples, e.g. *But wouldn't you say that …? I understand what you're saying, but …*

PRONUNCIATION Remind students to use appropriate word stress on the phrases to convey meaning and sound convincing.

Exercise 4

- Divide the class into three groups: A, B and C. Ask students to read their page at the back of the Coursebook: Students A should turn to page 131 of the Coursebook, Students B to page 136 and Students C to page 140. Tell them they are going to plan a day out together in the city.
- Give students time to read their brief individually and decide what they want to do, what they don't want to do, and why.
- Remind them that when they speak to each other, they should use phrases from the Language for speaking box.
- When they are ready, put students into groups of three, A+B+C.
- Ask them to discuss their plans and try to agree on how to spend the day, where to eat and how they will get around.
- When they have finished, ask each group to present their ideas on how to spend the day together to the class.

EXTENSION Once students have decided, you could bring the class back together and ask the groups to work together to reach a general consensus on how to spend the day.

SMART COMMUNICATION Remind students to be sure that in such a discussion they involve all speakers, even quieter ones, by asking questions and bringing them into the conversation; it's important not to dominate when reaching a consensus.

FEEDBACK FOCUS Comment on students' ability to reach a fair agreement where everyone is happy with the outcome. Give extra credit for accurate use of phrases.

Writing an email enquiry

Exercise 5

- Before they do this exercise, ask students if they have ever been on a language course in another country. If so, what was it like? Would they recommend it? Why/Why not?

Text summary: Each advertisement is for language learning with another activity: the first is with Greek cookery, the second is horse riding and the third is scuba-diving.

- Students read the advertisements and decide which course they would like to do, and why.
- Students compare their ideas with a partner.
- Elicit a few ideas from the students.
- Check *to immerse* (= to become or make somebody completely involved in something) and *homestay* (= an arrangement that provides accommodation for students or tourists in the home of a family, in exchange for payment).

Exercise 6

- Before they do this exercise, you could ask students what extra information they would want to know if they were going to apply for one of these courses.
- Students read Simona's questions and decide which advertisement she is interested in.
- Students check their answer with a partner.
- Check the answer together.

ANSWER

advert B

Exercise 7

- Students first read the three questions and then read Simona's email and answer the questions.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 She's fine for the language part; it's not clear from the advert whether beginner riders are accepted.
2 Paragraph 1: reason for writing. Paragraph 2: question about if she can do the riding part. Paragraph 3: question about how much progress she will make. Paragraph 4: question about a discount for two people attending together.
3 She's forgotten to ask about the accommodation.

CRITICAL THINKING Ask students their opinions about doing such courses where they learn a skill in the target language. Have they ever experienced this? What advantages and disadvantages can there be? (e.g. If there is a group speaking the same language, they may chat in that language and learn less of the target language; however, it can be more comfortable with people you know, etc.). What skill would they choose to learn in English (or another language) if they had the chance, and why?

Exercise 8

- Students read the Language for writing box on fixed phrases for enquiry emails.
- Then ask them to re-read Simona's email and underline the phrases which are too colloquial, e.g. *I need some information*.
- Students compare their phrases in pairs.
- Ask them to choose a phrase from the Language for writing box to replace each of the colloquial phrases.
- Check their answers together.

EXTRA CHALLENGE Ask students if they can add any more phrases to the sub-categories in the box.

SUGGESTED ANSWERS

I was interested in your advertisement → I am writing with regard to the advertisement
I need some information → I would like you to provide some information/I would be grateful if you could provide
I've done … for ages → I have been studying … for three years
There's an attachment here with … → Please find attached …
I want to know … → I wonder if you could tell me …
Tell me … → I would like to know/I wonder if you could tell me …
a quick answer → an early response
Write soon! → I'm looking forward to hearing from you,
All the best → Yours/Yours faithfully

Exercise 9

- Students choose one of the other two courses in exercise 5 and write an email asking for further information.
- Remind students to include a relevant subject line.

EXTENSION Students could swap emails with a partner and reply to each other's, inventing information as necessary.

SMART COMMUNICATION Suggest students divide their emails into clear paragraphs, each one focused on one topic area. Remind them that in order to get a timely reply, emails should be reader- (not writer-) focused.

FEEDBACK FOCUS Collect students' work and comment on the content: this could be in the form of a 'reply' to their email and/or a comment on the clarity of presentation. You could also refer to the language used, and check it is suitably formal for the purpose.

EXTRA ACTIVITY Students could search online for other real courses where they can study skills in a language they want to develop (e.g. English!). They could bring these to class and recommend them to other students.

10.5 Video

A self-build community

VIDEOSCRIPT

Hello and welcome to the Yard, the centrepiece of a housing project just outside Bristol in the UK. But this isn't an ordinary property development. It's only two miles away from one of the UK's major cities, yet its beautiful location and strong community spirit make it feel more like a village than a suburb.

This is because it has been built and maintained by the people that live here. Thirty-two of these houses have been designed and developed by their owners. This row of terrace houses and this apartment block – home to six flats, the Wildgoose Space community centre and three offices – were planned by the Ashley Vale Action Group, the organization that runs the development.

The neighbourhood has a private road, a play area and numerous community gardens.

But it wasn't always like this. Over twenty years ago this entire area was owned by a scaffolding company and consisted of little more than a couple of warehouses and a dilapidated office block. However, when the company tried to sell it to a property developer in the late 1990s, a group of local residents decided to intervene.

They formed an action group and campaigned to buy the plot. They wanted to serve the local community rather than a wealthy property developer, so they decided to focus on self-building – selling plots that people could build on. The idea quickly became popular and before long, the group had raised enough money to buy the site.

By the mid-noughties construction had begun. Although many of the people here didn't have a background in building, they quickly learned together – sharing skills, knowledge and resources.

As well as construction tips, they pooled their knowledge on sustainability too. Many residents used natural materials like lime render and insulated their properties with recycled newspapers packed into the walls. All the windows were double-glazed to keep the heat in, and some residents planted sedum grass on the roof. They also equipped each property with solar panels to generate both heat and electricity. By around 2009, the residents here had created one of the most distinctive residential areas in the country: a housing estate that each member of the community had helped to build.

This is at the heart of the philosophy here. In an age where properties are often seen as mere investments, this development offers people a personal connection to the home they live in. Because of this, people stay long-term and all the residents know each other. There's a strong sense of community here and residents share everything from sugar to lawnmowers to childcare.

Today residents often get together to work on the site's common areas. They've even created a 'homezone' outside of the complex, where green spaces help to control the traffic flow. But it isn't all work. The Wildgoose Space often holds events for the local community, including film nights, workshops and pop-up restaurants.

Over the last fifteen years this area has transformed from a disused wasteland to a prize-winning development. But more importantly, it has become a community.

The residents here have invested more than just money to create a place that feels like a real home.

This is increasingly rare in the modern world, but demand for places like this is soaring. A recent poll showed that one in seven British people want to build their own home, a 12% increase from the year before. Sadly, this won't be possible for everybody, but the development here at Ashley Vale proves that it is possible to not just build a house, but to build a community, too.

VIDEO ANSWERS

Exercise 1

a 3 **b** 1 **c** 2

Exercise 2

1 where the community is located
2 what the site was like before
3 learning how to self-build
4 eco-friendly aspects of the community
5 not just a place to live
6 self-building is increasingly popular

Exercise 3

1 intervene
2 plots
3 pool
4 sustainability
5 distinctive
6 soaring

Exercise 4

1 when the company who owned the site wanted to sell it to a property developer
2 plots of land – so that people could self-build on them
3 skills, knowledge, resources and knowledge of sustainability
4 use of natural materials, insulation with newspapers, double-glazing, grass on the roofs, solar panels
5 the fact that the people who live here also built the houses
6 A survey has shown a 12% increase in the number of people who would like to build their own house.

Exercise 5

Students' own answers

Review

ANSWERS

Exercise 1

1 will have no difficulty in persuading the government of their position
2 need for him to pay the bill straight away
3 emphasis on (us) living within our means
4 dozens of pay claims to be processed/to process
5 (which had been) donated by ordinary
6 long/lengthy discussion about how they could/how to raise the funds
7 the President's departure

Exercise 2

1 The team lost miserably in Barcelona last year. OR Last year, the team lost miserably in Barcelona. (no difference in meaning)
2 In time, the new ideas will bear fruit. OR The new ideas will bear fruit in time. (no difference in meaning)
3 We've never been flooded with new ideas for products.
4 Actually, he was proud of his invention. OR He was proud of his invention, actually. (both of these imply a contradiction of what has been said before) OR He was actually proud of his invention. (showing surprise he was proud)
5 They usually speak French at home. OR At home, they usually speak French. (no difference in meaning)

Exercise 3a and b

Students' own answers

Exercise 4a 10.7

1 E 2 D 3 A 4 B 5 C

Exercise 4b 10.7

1 revolutionized
2 dated
3 innovation
4 last word in
5 pioneers

AUDIOSCRIPT 10.7

1 This object was the key to a fundamental shift in the economics of the world, because it provided Europeans especially with a reliable method of traversing the world's oceans, and this gave Europe the wealth and power that later fuelled the Industrial Revolution. Ironic, really, because it was a Chinese invention.
2 I hate to say this, but I think the wristwatch is on the way out. I wanted to buy one for my son's twenty-first birthday, but he just said to me, 'Mom, I really don't need a watch – that's a bit last year or even last century! I just use my smartphone now.' It's such a pity, because they can be works of art as well as wonders of science.
3 The first ones appeared in the early 1990s, though they didn't start to get really popular until about 2010. I think the key to their success was in the fact that you operated them with your finger, so there was no need for a mouse or for all that clicking. In that sense, I think they were something genuinely innovative and took computers in a fresh direction.
4 You know when you're in a foreign city and you really, really need to use the internet? So you're constantly looking for a hotspot? Well, this will let you know where all the perfect internet hotspots are. It displays the strength of Wi-fi signals in your vicinity no matter where you happen to be in the world. Just look down at your chest! (Or ask a passer-by how strong your signal is … a great way to make friends ….)
5 The printing press is a fairly obvious example of a crucial innovation, but I don't think people realize how many different fields of study and behaviour it affected. From religion to science to the arts, it literally changed everything. Of course, as with most inventions, many different people were involved in its development, but it was mainly due to people like Gutenberg in Germany that it became so widespread around Europe.

Exercise 5

1 you're living from hand to mouth
2 to say the least
3 fork out
4 get my hands on
5 Easier said than done
6 on the face of it
7 at my fingertips
8 takes some beating

11 Origins

Unit overview

Language input

Adjective position (CB p106)	• *natural sounds* • *languages used for communication* • *at the present time*
Whoever, whatever, wherever, no matter (CB p108)	• *There's no doubt whatsoever that the world is becoming a smaller place.* • *Who ever thought of taking day-old tortillas, frying them and serving them with cheese?* • *It just goes to show that no matter what ingredients you have, a tasty snack can be made.*
Grammar reference (CB pp162–3)	

Vocabulary development

Adjectives and adverbs beginning with *a-* (CB p107)	• *alert, awake, afraid, alone, aware, afloat, …*
Food preparation (CB p109)	• *beat, chop, grate, grill, melt, …*
Fixed and semi-fixed expressions (CB p111)	• *by no means, over the years, at least half, have a long history of, …*

Skills development

Reading: Noun reference (CB p110)
Speaking: Emphasis (CB p112)
Writing: A blog entry (CB p113)

Video

Documentary: Chinese New Year (Coursebook DVD & CB p114)
Vox pops (Coursebook DVD & TG p261)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: Whatever, wherever, however … (TG p215 & TSRD) • Vocabulary: 'Master-cook' (TG p233 & TSRD) • Communication: The best and the worst! (TG p251 & TSRD)
Tests	• Unit 11 test (TSRD)
Unit 11 wordlist (TSRD)	

11.1 Origins of language

Goals

- Understand adjective position
- Use adjectives and adverbs beginning with *a-*

Grammar & Speaking adjective position

Lead-in

- Ask students to think about any funny experiences they have had, at home or abroad, when using or hearing their own or another language, e.g. sometimes menu items are mistranslated into English, or you get something you didn't think you'd asked for. If the students need prompting, you could mention the following: [in a hotel lift in France] *Please leave your values at the desk.* (instead of *valuables*), [at a Budapest zoo] *Please do not feed the animals. If you have any suitable food, give it to the guard on duty.*
- Elicit some stories from the group.

Exercise 1a

- Students draw five circles and write the answer to each question in the circles.

Exercise 1b

- Students work with a partner and try to guess which answer refers to which question.
- Encourage them to ask questions to find out more information about each answer.
- Elicit some answers from the group, finding out what they have in common, what words they find interesting, and why.

EXTENSION Students may have other favourite or difficult words: encourage them to share any information they have, especially about other languages.

Exercise 2a

- Students do the quiz together in pairs and discuss their answers.

Exercise 2b 11.1

Audio summary: The text addresses each quiz question in turn and gives reasons for the answers.

- Students listen and check their answers.
- Play track 11.1.

ANSWERS

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

AUDIOSCRIPT 11.1

1 Africa is home to more languages than any other continent. At the present time there are about 1,300 languages spoken by over 400 million speakers. There are four main language groups and various *lingua francas* – languages used for communication between people from different language groups across a wide area.

2 The Bow-Wow theory states that language is based on imitation – that when language began, our ancestors imitated natural sounds around them, such as animal noises. However, critics say this is unlikely, as while in English children describe a dog's call as 'bow wow', – in China, for example, they call it 'wang wang'. The Yo-He-Ho theory says that language evolved from the noises people make while using extreme physical effort. However, as linguists point out, this doesn't account for all the other words in our vocabulary. As yet, no linguists have described the Bang-Bang theory!

3 The answer's logical. It's generally agreed that despite the fact that the brain was increasing in size, early humans didn't start using tools extensively until they started communicating using speech. The reason for this is that until this time, they couldn't use tools because their hands were being used for communicating in gestures.

4 Chimpanzees certainly don't have the intellect that humans do, but experiments have shown that they can be trained to work out logical connections and – in the right environment – acquire a vocabulary of up to 200 items. However, efforts to get chimps to speak have been a total failure. The reason they cannot speak is simple: their bodies are not designed for speech.

5 By the age of eighteen, the average person has a vocabulary of some 60,000 words. This means he or she must have learned an average of ten new words every day, about one word every ninety minutes.

6 The Finno-Ugric languages are a group of languages which are alike in some respects and share common roots. They're spoken in the north of Europe, in Finland, Estonia and parts of northern Sweden, and in one country in central Europe: Hungary.

- Check *lingua franca* (= a shared language of communication used between people whose main languages are different).

EXTENSION Ask students if they know any other interesting facts about languages and learning.

CRITICAL THINKING Ask students whether they think adults could also learn, on average, ten to twelve words a day. How best could they do this, and how could they ensure they remember the words? Ask them in pairs to come up with three strategies for learning (understanding meaning and use), and three ways to revise and remember the words.

Exercise 3

- Students read the Grammar focus box on adjective position and match each sentence 1–6 to one of the rules.
- Point out that one rule has two sentences.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

Rule 1 a1: sentence 1
Rule 1 a2: sentence 2
Rule 1 b: sentence 6
Rule 2 a: sentence 5
Rule 2 c: sentence 4
Rule 3: sentence 3

EXTRA SUPPORT Point out that link verbs are used to join an adjective to a subject; these include *seem, appear, smell, taste* and *feel*.

EXTRA SUPPORT Explain that these post-modifying adjectives beginning with *a-* are often formed from verbs, e.g. *sleep – asleep*.

EXTRA CHALLENGE Adjectives which we use *after* nouns, with a link verb, usually have a similar adjective we can use *before* the noun: ask students to find the 'partner' adjectives of the following, which we use after nouns: *afraid, alight, alike, alive, alone, ashamed, asleep, awake* (*frightened, lit, similar, live/living, lone/lonely/solitary, embarrassed, sleeping, waking*).

- Remind students to check the *Grammar reference* on page 162, where there are four more practice exercises they can do for homework.

EXTRA ACTIVITY Ask students to choose three adjectives they use, or would like to use, and ask them to write a personalized sentence using each one. Students compare their sentences in pairs.

WATCH OUT! Point out the difference in meaning and use between *small* and *little*: *small* refers only to size, whereas *little* usually expresses some kind of emotion. *Little* is also usually used after the verb, and not in the comparative or superlative forms (~~*littler*~~, ~~*littlest*~~), unlike *small*, e.g. *I only have a small suitcase.*

Exercise 4a

- Students choose the correct option in each case to complete the sentences.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 spoken
2 small
3 certain
4 alive
5 time available
6 work conducted
7 complete
8 satisfactory

Exercise 4b

- Students choose one adjective from the box to complete each pair of sentences.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 old
2 present
3 concerned
4 conscious

Exercise 4c

- Students discuss the meanings of the adjective in each pair of sentences with a partner.
- Refer students to rule 3 in the Grammar focus box.
- Elicit their ideas.

ANSWERS

1 **a** old = for a long time, **b** old = of advanced age
2 **a** present = current, **b** present = not absent
3 **a** concerned = worried, **b** concerned = affected by a problem or situation
4 **a** conscious = deliberate, **b** conscious = awake, able to use your senses and mental powers to understand what is happening

Vocabulary & Speaking adjectives and adverbs beginning with *a-*

Exercise 5

- Students finish each sentence so that it is true for them.
- They compare their answers with a partner and ask further questions to find out more information.
- Elicit some of their answers to find out any similarities or differences among group members.

Exercise 6

- Students read sentences 1–8 and match the phrases in italics to their meanings a–h.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

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

Exercise 7

- Divide the class in half, into A and B. Ask Students A to work in pairs and look at their instructions on page 132 of the Coursebook, and Students B to look at their instructions on page 138.
- They should read the three sentences and choose one to start a story.
- Remind students to refer to the Grammar focus box, the *Grammar reference* and the adjectives in exercise 6.
- Encourage students to include as many adjectives beginning with *a-* as they can. You could copy these onto slips of paper and give one set to each pair of students.
- When they are ready, re-pair students A+B, and ask them to tell each other their stories.

EXTRA CHALLENGE You could add an element of interest by suggesting that, when students pair up into A+B, they don't use the first sentence or the key word in their story, but suggest their partner guesses the word and the situation.

FEEDBACK FOCUS Give credit for creativity in students' stories. You could suggest that students rate each other's stories out of ten for creativity, and also give a point for every *a-* adjective used.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 It was a complete waste of our time.
2 Is the language easy in terms of grammar?
3 It's an old problem.
4 The meeting was an absolute disaster.

Exercise 2

1 It's an utter mess./~~The mess is utter.~~
2 It's an ancient language./The language is ancient.
3 Was it a good lecture?/Was the lecture good?
4 Is there much time left?/~~Is there much left time?~~
5 ~~Did you know any of the present people?~~/Did you know any of the people present?
6 ~~Who's the dancing person over there?~~/Who's the person dancing over there?

Exercise 3

1 similar
2 sleeping
3 key
4 convincing
5 frightened
6 completed

Exercise 4

1 conscious
2 old
3 conscious
4 present
5 an old
6 present
7 responsible
8 responsible

11.2 Origins of world food

Goals

- Use *whoever, whatever, wherever, no matter …*
- Talk about food preparation

Grammar & Listening *whoever, whatever, wherever, no matter*

Lead-in

- Ask students to think of a well-known dish. Give them one minute to think about how they can describe it.
- Then ask students to work in pairs, and in turn to tell their partner what is in the dish and how it is made.
- Partners should try to guess the dish.
- Elicit from the group the dishes they guessed.

Exercise 1a 11.2

- Students listen to five questions about food and write down a short answer for each.
- Play track 11.2.

AUDIOSCRIPT 11.2

1 Can you think of a food which reminds you of your childhood?
2 Is there any ingredient you really don't like?
3 What foreign restaurants are popular where you live?
4 Which is the best region in your country in terms of food?
5 What's the best type of street food in your country?

Exercise 1b 11.2

- Students work in pairs, compare what they have written and try to remember what the questions were.
- Play track 11.2 again to check the questions together.

Exercise 1c

- Students join up with another pair and ask and answer the questions again.

EXTRA SUPPORT If your students are from the same country, find out where they have travelled to, or what sorts of foreign restaurants they enjoy eating in.

EXTENSION Find out what differences and similarities there are between the students in terms of types of food they like and typical food in their countries.

Exercise 2a

- Students read the three questions, look at the list of countries in the table in exercise 2c, and discuss the questions with a partner.
- Encourage them to think of something savoury, as well as something sweet.
- Ask students to share their ideas with the group.

Exercise 2b

Text summary: The programme listing suggests that we can find most types of international food in most places, but the programme will talk about the origins of world food.

- Students read the listing to find out what the programme will be about.
- Students check their ideas with a partner.
- Check their ideas together.

ANSWER

origins of world food

Exercise 2c 11.3

Audio summary: The presenter talks about the origins of four well-known national dishes: nachos from Mexico, kebab from Turkey, Pad Thai from Thailand and paella from Spain.

- Students listen and complete the table.
- Play track 11.3.
- Students check their answers with a partner.
- Check the answers together.

SUGGESTED ANSWERS

Country	Name of the dish	Origin
Mexico	nachos	Ignacio 'Nacho' Anaya created the dish from the ingredients he found as a quick snack for American servicemen's wives who came into his restaurant in northern Mexico at the end of the day.
Turkey	kebab	Different countries claim the kebab, cooked horizontally on skewers (formerly on soldiers' swords). The döner kebab (cooked vertically) is thought to have been invented by Iskender Efendi of Bursa.
Thailand	Pad Thai	Popularized by the prime minister in an effort to promote national unity and advance the country's economy and health.
Spain	Paella	Farm workers' dish easily prepared in the countryside with ingredients to hand and eaten from a communal pan. Later, recipes were refined and seafood was added.

AUDIOSCRIPT 11.3

Who ever thought of taking day-old tortillas, frying them, and serving them with melted cheese, chillies and tomato sauce? The answer is Nacho, or to give him his full name, Ignacio Anaya. The story goes that a group of women – the wives of US servicemen – walked into a restaurant in northern Mexico. It was the end of the day and Nacho

threw together a meal with the ingredients he had to hand. The customers were delighted, and nachos, as they became known, were quickly exported over the border into the United States. It just goes to show that no matter what ingredients you have, a tasty snack can be made.
Who invented the kebab? It seems whoever you ask, they'll tell you a different story. From Greece to Iran, Turkey to India, everyone is claiming responsibility. However, it does seem likely that the kebab started out as a food for soldiers: while on duty they would put meat on their swords and grill it over an open fire. Many kebabs today are still cooked horizontally on a metal skewer. However, the modern döner kebab, in which the meat is cooked vertically, is generally agreed to have been invented by Iskender Efendi of Bursa, Turkey. Whichever direction you have your meat cooked, it's sure to be delicious!
Pad Thai is arguably the most famous dish to come out of Thailand. A simple dish of rice noodles and meat and vegetables, it's the dish that Thai restaurants around the world are judged on. In Thailand itself, you can find it in every café and street stall. Surprisingly, though, the origins of this national dish don't go back that far. Before the 1940s, Pad Thai didn't really exist. It was the prime minister of the time who popularized the dish in an effort to promote national unity and advance the country's economy and health. The recipe was rolled out across the country and street vendors were encouraged to make and sell it. It's not known who invented the recipe, although it has strong Chinese influences. Whoever invented it, though, it has undeniably become the national dish of Thailand in a relatively short period of time.
Paella was originally an easy lunch dish for farm workers to cook in the fields near Valencia, Spain. Whenever I think of paella I think of seafood, but this was not one of the original ingredients. It was made with rice, plus anything else found in the surrounding countryside: tomatoes, onions and beans, with some snails, rabbit or whatever. Traditionally it was shared and eaten straight from the pan. Later the recipes were refined and seafood was added, and there are now some 200 paella recipes in the Valencia area alone, with many more varieties in other parts of Spain and abroad.

- Check *serviceman* (= a man who is a member of the armed forces) and *undeniably* (= in a way that is true or certain and cannot be denied).

EXTRA ACTIVITY Ask students to choose one other country each and talk about one or two food items they particularly like or don't like. They could find out about the origins in their own time at home.

Exercise 3

- Students read the Grammar focus box and then read sentences a–h and write each one by the appropriate rule.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 as the subject: e, f; as the object: d
2 c
3 g
4 b
5 h
6 a

EXTRA CHALLENGE Ask students which of these words or phrases they could use to talk about food or ingredients from their country, e.g. *Fruit salad: it's made with apples, strawberries, melon and* whatever. No matter who *makes it, it's never as good as my mum's version.*

WATCH OUT! Remind students that using *whatever* in answer to someone is usually taken as rude; it is often used in the UK by teenagers to their parents, e.g. *Don't forget to take your sports gear. I'll pick you up after school to take you to football.* – *Whatever*. It suggests disinterest, although it can depend on how it is said!

- Remind students to check the *Grammar reference* on page 163, where there are four more practice exercises they can do for homework.

Exercise 4a

- Students read the groups of sentences and replace the words in bold so that the meaning stays the same.
- Do the first one together.

Exercise 4b

- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 a Whenever = Every time
  b whenever = any time/when
2 a However = How was it possible that you managed
  b However = No matter how much
3 a Who ever = Who
  b Whoever = The person who;
  c Whoever = No matter who
4 a whatever = lamb, etc.
  b whatsoever = at all
  c whatever = I don't care

Exercise 5

Text summary: The text describes the origins of sushi as a means of preserving salted fish in rice.

- Students read the information about sushi and complete it with a word or phrase from the Grammar focus box.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 No matter where/Wherever
2 whenever
3 how ever
4 what(so)ever
5 Wherever/No matter where
6 whichever

EXTENSION Ask students for one piece of information in the text which surprised them, and why.

EXTRA ACTIVITY Write the words and phrases from the Grammar focus box on cards. Give one set to each group of three students. Ask students to talk about a dish or restaurant they know well (it could be a chain restaurant), and to use, in turn, one phrase each to describe the place and what you can eat or drink there, e.g. [a well-known café] Whichever *way you look at it, the coffee tastes good.* No matter how *much you paid me, I wouldn't ever go there.*

Vocabulary & Speaking food preparation

Exercise 6a

- Focus students' attention on the photos and ask them to label each with a verb from the box.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS
1 peel
2 chop
3 season
4 grate
5 beat
6 slice
7 grill
8 melt

EXTENSION What other interesting verbs related to cooking do students know, e.g. *to drizzle* (oil over salad), *to shave* (parmesan cheese over pasta).

Exercise 6b 11.4

Audio summary: The chef describes the steps she takes in making moussaka, a Greek dish with meat, vegetables and a white sauce.

- Divide the class into two groups, A and B. Students A should listen and write down the verbs related to cooking; Students B should listen and write down the ingredients.
- Play track 11.4.

ANSWERS
Student A's verbs: (thinly) slice, season, brush, bake, (make), (roughly) chop, soften, add, stir, peel, cook, reduce, melt, beat in, beat, grate, rise, sprinkle, grill, serve
Student B's ingredients: aubergine, salt and pepper, olive oil, (meat), onion, garlic, cinnamon, oregano, lamb, tomatoes, tomato puree, red wine, butter, flour, milk, pecorino cheese, eggs, nutmeg

AUDIOSCRIPT 11.4

P Let me introduce my next guest, who is making us a classic Greek dish here in the studio. Eleni Papadakis, you run a small but enormously popular Greek restaurant in East London, and you've also written two Greek recipe books.
E That's right.
P And you're making us one of your signature dishes, moussaka.
E Mmhmm.
P Welcome to the show. (E: Thank you). So tell me, are you following a traditional recipe?
E It's my version of it, but it's based on the traditional recipe.
P OK, so tell us what you're doing.
E Well, I've already prepared the aubergine layer – I thinly sliced two aubergines, seasoned them with salt and pepper and brushed them generously with olive oil. They're baking in the oven. What I'm making now is the meat layer: I've roughly chopped up some onions and softened them in oil, then I added garlic, cinnamon and oregano, and after that I stirred in the lamb. Then I added peeled tomatoes (you have to peel them, as the skin goes bitter if you leave it in the sauce), tomato puree and red wine. So, this now needs to cook gently for at least half an hour to reduce the liquid.
P Mmm, it smells delicious already!
E I know – it's good, isn't it! Anyway, now I need to make the white sauce for the top layer. So I'm melting the butter with some flour, and now I need to add some warm milk and beat it in.
P How do you avoid getting lumps?
E I just beat it vigorously so they don't have the chance to form! … OK, that's done. Now I've grated some pecorino cheese here and I'm going to melt that into the white sauce. There you go. Now, this is what makes the white sauce special – I'm going to beat two eggs into it. The eggs make the sauce rise when it's cooked.
P It's almost like a custard.
E Yes, it goes nice and fluffy. And once the eggs are beaten in, I'll season it and add some grated nutmeg.
….
P So, Eleni, all three elements are now ready. What are you doing now?
E I'm putting layers of the aubergines and meat in an oven dish. There, that's done. And the final touch – the white sauce covers the whole thing. Then back into the oven for forty-five minutes. Some people like to sprinkle cheese on top and grill it at the end.
P Do you do that?
E No, I add the cheese to the sauce. I don't think it needs any more.
P Well, I can't wait to try it. What would you serve with your moussaka …

- Check *signature* (*dish*) (= something for which someone is particularly well-known), *vigorously* (= in a way that is very active, determined or full of energy), *pecorino* (= a hard cheese from Italy made from ewe's milk) and *to season* (= to add salt and pepper to give food more flavour).

WATCH OUT! Remind students that British English uses *aubergine*; American English uses *eggplant*.

Exercise 6c

- Students work in pairs, A+B, to put their words together and try to reconstruct the recipe.
- When they have finished, you could ask one pair to talk through their recipe to the rest of the class, who should check and comment.

Exercise 6d

- Students match the verbs in exercise 6b to the adverbs.
- Do the first one together.
- Students check their answers in pairs.
- Check the answers together.

ANSWERS

1 season
2 chop, slice, grate
3 beat
4 slice

EXTRA ACTIVITY Students work in groups of three. In turn, each student should mime one of the cooking verbs, while the others try to guess it. Increase the challenge by suggesting they include the adverbs, e.g. *beat vigorously*, *slice thinly*, etc.

DICTIONARY SKILLS A collocation dictionary (hard copy or online) will help students discover what adverbs can be used with these verbs, e.g. *coarsely/finely grated*, *freshly grated*, etc.

STUDY TIP Suggest that students choose a favourite recipe of their own to write down, using as many cooking verbs as possible.

Exercise 7a

- Students work on their own to describe a dish they know well.
- Ask them to look at the three areas and to address each one.

Exercise 7b

- Put students into groups of three or four. In turn, each student talks about their dish.
- Encourage students to ask questions if there is anything they do not understand, or to get more information.
- Students then decide which of the dishes would be most suitable for each of the events listed, with reasons for their choice.

FEEDBACK FOCUS Find out what dishes your students came up with and what events they would be best for. Give credit for good rationale for when each dish should be eaten.

EXTRA ACTIVITY Ask students to give one recommendation of somewhere to go for a good meal out, focusing specifically on the food and explaining why they chose it. They could bring details of the venue to class next time.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 whenever
2 wherever
3 Whoever
4 Whoever
5 Whatever
6 whichever
7 whenever
8 however

Exercise 2

1 Whenever I go to their house, they're always cooking something exotic.
2 Whatever I cook, my kids always eat it all.
3 We kept hearing the same song whichever bar we went in./We kept hearing the same song wherever we went.
4 Whoever comes along, we'll have a good time. It's your birthday!

Exercise 3

1 whatever
2 whenever
3 whatever
4 who(m)ever
5 wherever

Exercise 4

1 Why ever anyone would want to live here, I don't know.
2 Who ever eats jam and tuna sandwiches! Yuck!
3 When ever did I say that? I said nothing of the sort!
4 The person who thought this was a good idea needs sacking. What ever were they thinking of!

11.3 Vocabulary and skills development

Goals

- Use noun reference
- Understand fixed and semi-fixed expressions

Reading noun reference

Lead-in

- Ask students to think of five English words individually that are used in their own language.
- Put students into groups of three, and ask them to listen to each other's lists of words and explain any unknown words to their group. Ask them to try to categorize their joint list in any way they choose. Potential categories might include *food*, *sport* or *words used in computing*. You might choose to monitor and suggest one category to get them started if required.
- Elicit from the students what their categories are. You could round off the activity by asking for more suggestions of English words for the most common categories.

Exercise 1a

- Focus students' attention on the photos and ask them, with a partner, to find words in A–E which are not of English origin.
- Find the first one together.
- Students write a definition of each word and decide which language they think it comes from.
- Elicit answers from the group.

ANSWERS

1 A bungalow
B mosquito
C canoe, kayak
D ketchup
E tattoo

2 bungalow: a house built all on one level, without stairs
mosquito: a flying insect that bites humans and animals and sucks their blood
canoe/kayak: types of simple boat
ketchup: a tomato sauce commonly eaten with fast food
tattoo: a picture or design that is marked permanently on the skin with ink

3 bungalow – Hindi
mosquito – Spanish
canoe – Haiti
kayak – Inuit
ketchup – Malay
tattoo – Tonga

EXTENSION Ask students what other 'foreign' words in English they know. Find out if they use the words in exercise 1a in their language and/or if their own languages have foreign words.

Exercise 1b

- Students read the extracts and then match them to two of the photos.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 tattoo – E
2 canoe/kayak – C

EXTENSION Ask students what words helped them to match the extracts to the photos.

Exercise 1c

- Students read the information in the Unlock the code box about using noun reference.

EXTRA SUPPORT Ask students to look back at the first extract in exercise 1b and find the example of referencing (*The procedure*).

Exercise 1d

- Students circle the reference word in each extract and underline the part in the preceding text it refers to.
- Refer students back to the Unlock the code box if necessary.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 Place the garlic and bread in a food processor and chop finely. Tip the ingredients into a bowl and add the mince and seasoning.
2 The making of traditional objects using natural materials was later abandoned and this custom – which had existed for generations – was soon forgotten.
3 After the discovery, the hospital was closed, quarantine was introduced and the community was informed. These measures eventually brought an end to the epidemic, but not before 300 people had died.

- Check *quarantine* /ˈkwɒrəntiːn/ (= a period of time when an animal or a person that has/may have a disease is kept away from others to prevent the disease from spreading).

Exercise 2a

Text summary: The article mentions that many languages have adopted English words, although this is not always popular. English itself includes many words and expressions from other languages.

- Students read the article and think of a suitable title.
- Students compare their answers with a partner.
- Elicit some of the titles from the students.

SUGGESTED ANSWER

English: a language from around the world

- Check *to rank* (= to give somebody/something a particular position on a scale according to quality, importance, success), *to invade* (= to enter a country, town, etc. using military force in order to take control of it), *the Anglo-Saxons* (= people from continental Europe who inhabited Britain from the fifth century), *colonial* (= connected with or belonging to a country that controls another country) and *to assimilate* (= to make an idea, a person's attitude, etc., fit into something or be acceptable).

Exercise 2b

- Students read the questions and then read the article again to answer them.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 the practice of adopting English expressions
2 It has also borrowed many words from other languages.
3 They don't have an official body to control the admission of new words.
4 the borrowing of words from other languages
5 through invasion, settlement, trade and colonization
6 words were borrowed to aid communication

EXTRA ACTIVITY Ask students to think about three words from the lead-in that their own language has borrowed from English. Then ask them to write down the equivalent term used in their own language. Which word is more popular? Why? Ask also how the borrowed English word is pronounced and spelt. (Sometimes this is very different.)

DICTIONARY SKILLS Ask students to look up words in an English dictionary which they know are of foreign origin. It might be useful or interesting to find out which dictionaries give the etymology (origin) of the language. There are online etymological dictionaries; these would also be worth checking.

Vocabulary & Speaking fixed and semi-fixed expressions

Exercise 3a

- Ask students to cover the article and then read sentences 1–5.
- Ask them to try to complete the expressions.
- Students compare their answers with a partner and then re-read the text to check them.

ANSWERS

1 means
2 over
3 least
4 early
5 history

Exercise 3b

- Students read the Vocabulary focus box on fixed and semi-fixed expressions.

Exercise 4a

- Students put the words in the right order to make common fixed expressions.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 if you know what I mean
2 I really haven't a clue.
3 to tell you the truth
4 It all happened so suddenly.
5 right before my very eyes

PRONUNCIATION Such expressions are very common in spoken English. Ask students to decide where the stress is in each expression. 1 = *mean*; 2 = *clue*; 3 = *truth*; 4 = *all*, suddenly; 5 = *right*, *very*.

Exercise 4b

- Students cross out the word which cannot be used to complete the expressions in exercise 3a.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 minutes – needs to be a long period of time
2 many – needs to be a specific quantifier
3 often – needs to refer to a period or point in time, not usually a frequency
4 past – collocation

WATCH OUT! Note that we can say *as often as three times a week*, if talking about frequency.

DICTIONARY SKILLS Ask students to look up three of the following words and find one idiom for each one they want to learn: *mean, eyes, over, least, truth*. Ask them to write a sentence which includes the idiom and helps explain it. Students share their ideas with a partner or in small groups.

Exercise 5

- Students work in groups and discuss the questions.
- Encourage them to give examples to support their opinions.

EXTRA CHALLENGE Put the fixed and semi-fixed expressions on slips of paper and challenge students to use as many of them as possible, moving each to one side when they use them.

FEEDBACK FOCUS Elicit some opinions from the students on borrowing language. Which question did they find most interesting, and why?

CRITICAL THINKING Ask students to find out, or to invent, a set of strategies an official body for their native language would adopt to keep it as pure as possible, without foreign words. Ask them to consider publications (e.g. dictionaries, or guidelines for schools), ways of 'patrolling' the language and checking for new words each year, who they would elect to be on the committee and so on.

11.4 Speaking and writing

Goals

- Use emphasis
- Write a blog entry

Listening & Speaking emphasis

Lead-in

- Ask students to think about a festival which is specific to their own country: where and when it takes place, what happens and what makes it special.
- Students share their ideas with a partner.
- Elicit some ideas from the students.

Exercise 1a

- Focus students' attention on the photos and ask them to discuss the questions about them with a partner.
- Elicit some answers from the group.

EXTENSION Ask students whether they have been to a festival like this, or any other festivals abroad. What were they like and what made them special?

Exercise 1b 11.5

Audio summary: The radio programme describes what happens at the Songkran festival and offers tips and advice to visitors.

- Students listen to the radio programme and take notes to answer the questions in exercise 1a.
- Play track 11.5.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 Thailand, 13–16 April
2 religious – cleaning and preparing for a fresh start in the New Year
3 large-scale street party with lots of water
4 Book accommodation ahead, don't try to take public transport into the centre, respect religious customs, leave valuables in your hotel room and don't forget a bucket or water pistol.

AUDIOSCRIPT 11.5

OK, so the *best* street festival in Asia is without any doubt Songkran. No way should you miss this amazing party. Songkran is a major festival in Thailand, it's the celebration of the Thai New Year, and apart from anything else, it's the biggest water fight in the world.

It takes place each year in April, which is the hottest time of the year. Originally, the date was determined by the lunar calendar but now it takes place officially from the thirteenth to the sixteenth of April, although the celebrations can go on for a whole week.

Again going back to its origins, it was a religious festival and it was all to do with cleaning and making fresh starts; people would clean out their houses, they would clean religious statues and very respectfully they would pour water on their family and on their neighbours – just a little water, to symbolize the start of the new year.

Now it's all become an absolutely massive street party and it's totally fine and normal to soak complete strangers. The whole thing is designed to bring you good luck in the New Year and it's a huge party with dancing, drinking and lots and lots of water.

Thai people often go home to their villages, but for visitors, the place where you can have the best Songkran experience is Bangkok. It gets really busy though, so you do need to book accommodation well in advance. The city gets incredibly busy and in terms of advice, well, be super-careful with your cameras, your phones and any other valuables because everything will get wet. While your actual room is probably safe, the staff may 'attack' you elsewhere in the hotel – that's how serious it gets.

Don't try and use public transport to get into the centre of town because it's just crazy. You must show respect for the religious elements of the ceremony which are still there and what you absolutely have to remember is this: don't come to Songkran without a bucket or a water pistol, because you've got to fight back!

- Check *lunar* (= connected with the moon), *to soak* (= to make somebody/something completely wet) and *water pistol* (= a toy gun that shoots water).

WATCH OUT! Point out that *would* in the radio programme is used for talking about past habits (e.g. *people would clean out their houses, they would clean religious statues and very respectfully they would pour water on their family and on their neighbours*). Refer back to lesson 6.1 for more on the uses of *would*.

Exercise 2

- Focus students' attention on the extracts from the radio programme. Ask them to underline words or phrases which express how the speaker feels.
- Students compare their ideas with a partner.
- Check their ideas together.

ANSWER

The speaker shows us they feel very positive by using emphatic structures.

EXTRA SUPPORT Ask students to use one of the phrases to describe a festival they know. Students share their ideas in pairs.

Exercise 3a 11.6

- Students listen to the extracts and circle the stressed word.
- Play track 11.6.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS/AUDIOSCRIPT 11.6

1 Now it takes place officially from the thirteenth to the sixteenth of April …
2 Thai people often go home to their villages …
3 While your actual room is probably safe …

Exercise 3b

- Students work alone to decide how the sentences in exercise 3a will finish.
- Students compare their answers with a partner.

Exercise 3c 11.7

- Students listen to the complete sentences to check their answers.
- Play track 11.7.

ANSWERS

1 a 2 b 3 b

AUDIOSCRIPT 11.7

1 Now it takes place officially from the thirteenth to the sixteenth of April, although the celebrations can go on for a whole week.
2 Thai people often go home to their villages, but for visitors, the place where you can have the best Songkran experience is probably Bangkok.
3 While your actual room is probably safe, the staff may 'attack' you elsewhere in the hotel.

EXTRA SUPPORT Point out the language of concession, *though, but, while,* if students have difficulties. Remind students that these are important linking words.

Exercise 4a

- Students read the Language for speaking box on emphasis.

EXTRA SUPPORT Point out that cleft sentences are complex sentences and have two parts. They are also useful in writing when we cannot use intonation for emphasis.

EXTRA SUPPORT Ask students to find two examples of giving emphasis, which they know and use, and two which they recognize and would like to use.

WATCH OUT! Remind students that the examples in the Language for speaking box are relevant for spoken (and usually informal) English, and would not usually be suitable in a written context.

PRONUNCIATION Point out that students need to make sure that their use of stress and intonation on these phrases matches what they are trying to say. Ask them to decide which word they would stress, e.g. *No* ***way*** *will I … ,* ***Never*** *in a* ***million years*** *could I ….*

EXTRA ACTIVITY Ask students to look at the other sentences in the Language for speaking box and underline which words they would stress. Answers are: *Only when …, What makes it really amazing is …, The thing you absolutely can't forget is …*

Exercise 4b

- Students rewrite the sentences with the given words.
- Remind them to refer back to the Language for speaking box for help.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 No way would I (ever) try something so dangerous.
2 Never in a million years did I think I'd see such an amazing sight.
3 Only after the sun went down did the fun start.
4 The thing I liked best were the costumes.
5 It's the people that make this ceremony so special.

EXTRA CHALLENGE Ask students to use three of the sentence starters from the answers to exercise 4b to write their own endings, relevant to themselves, e.g. *No way would I ever be late for English classes! Never in a million years did I think I'd pass the exam.* Students compare sentences and ask questions to find out more about each situation.

STUDY TIP Suggest that students make a note of useful ways of adding emphasis, and revise these, repeat the phrases out loud and use a gesture on the stressed words: this will greatly facilitate their ability to remember the phrases.

Exercise 5

- Each student will look at details about a world festival. Students A will look at an Asian ice and snow festival; Students B will look at a Mongolian festival involving sports; Students C will look at a kite festival in India and Pakistan. The students will be presenting their festival to each other. Students A turn to page 132 of the Coursebook; Students B turn to page 138; Students C turn to page 141.

- Divide the class into three groups, A, B and C. Students read the instructions on the relevant pages.
- Give each student time to read the different sections about their festival and understand what happens there and what visitors can do.
- Check the following: (in A) *lantern* (= a lamp in a transparent case, often a metal case with glass sides that has a handle, so that you can carry it outside), *sledding* (USA; UK = *sledging)* (= the activity of riding on a wooden or metal vehicle across the snow), (in B) *wrestling* /ˈreslɪŋ/ (= a sport in which two people fight by holding each other and trying to throw or force the other one to the ground), *archery* (= the art or sport of shooting arrows with a bow), (in C) *kite* (= a toy made of a light frame covered with paper, cloth, etc., that you fly in the air at the end of one or more long strings) and *saffron* (= a bright yellow powder used as a spice in food).
- When students are ready, remind them to check the phrases for emphasizing and choose how to present their ideas, in order to help convince each other how good their festival is!
- Put them into groups, A+B+C. In turn, each student should present their festival to the group.
- Encourage listeners to ask questions to find out as much as possible about the other two festivals.
- Alternatively, students could prepare to talk about a different festival they know, and tell each other about that instead.

FEEDBACK FOCUS Listen for students' ability to present an exciting event, by focusing on how they use their voice as well as how they engage their listeners. When everyone has presented their festival, take a vote, asking students to decide which of the other two festivals they would choose to go to, and why.

EXTRA ACTIVITY Ask students to find information about a festival they have been to, and to bring pictures and basic information to class next time. Suggest they focus on three key elements which make it special.

CRITICAL THINKING Ask students if they know of any festivals which they think could be culturally inappropriate. Suggest they think of festivals in their own country, or others they have visited, and imagine how people from different countries would react. If they see any problems, ask them to discuss in pairs or small groups how these could be overcome in order to help people appreciate other cultures without being offended in any way.

SMART COMMUNICATION Point out that using language for emphasizing well can have a powerful effect on listeners and be very persuasive. Remind students to make sure that how they use and say words and phrases matches what they want to communicate: this can also require preparation time.

Reading & Writing a blog entry

Exercise 6a

- Before they do this exercise, ask students if they have ever contributed to someone's blog, or if they have ever entered a competition. What was it about and why did they choose to take part? Students could share their ideas in small groups.
- Students read the information about the competition and underline what they would have to do.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

As part of our Intercultural Month, we're trying to find the Best World Festival. We're inviting all students to write a blog about a festival or celebration in their own country. Tell us where and when the festival takes place, what happens and why we should go. Include who the festival is suitable for and what activities there are. There's a prize of two theatre tickets for the winning entry. Space is limited, so please keep your blog to between 200 and 250 words.

Exercise 6b

Text summary: The competition entry focuses on the Hermanus Whale Festival in South Africa and gives details of what happens and how to enjoy it fully.

- Before students read the competition entry, ask them to read the title. Focus their attention on *whale of a time* and elicit what they think it will be about.
- Check *to have a whale of a time* (idiom) (= to enjoy yourself very much; to have a very good time).
- Students then read the competition entry and check the contents against the instructions given in exercise 6a.
- Students compare their answers with a partner.
- Check the answers together.

ANSWER

Yes, but it's a bit short (188 words).

EXTENSION Ask students if they would be interested in going to the festival. Why/Why not?

Exercise 6c

- Students read the checklist in the Language for writing box and discuss, in pairs, how well the writer meets the criteria for writing a blog entry.
- Ask students to find an example of each point in the competition entry.
- Check the answers together.

Exercise 6d

- Students find other examples of phrases which the writer uses to ask about the reader's wishes and interests and to say how the festival satisfies those wishes.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

1
Are you looking for …?
A fun time …?
if you fancy …
Looking for something family-friendly?
If sport's your thing, …

2
Then look no further …
… ticks all the boxes
… is (the place) for you

- Check *to tick the boxes* (= to do exactly the right things to please somebody), *it's my/your/his thing* (= it's something that I/you/he really enjoy(s) or am/are/is interested in).

Exercise 7

- Students think of a festival or celebration they could write about.
- Remind them to check the competition instructions, as well as the Language for writing box.
- Students could check their draft blog with a partner before submitting it.

STUDY TIP Remind students, when they check their writing in general, to read it through several times, each time looking at a different aspect (e.g. tenses, punctuation, vocabulary, etc.).

FEEDBACK FOCUS Encourage students to read each other's blog posts. You could put the blogs up on the wall or circulate them, and ask students to do two things: a) decide which festival they would like to go to most, and b) decide which one meets the competition criteria. Collate the results for the group. You could also collect the blog posts and give written feedback: focus first on the content, and then add a comment about language use related to emphasis and blog-writing criteria.

11.5 Video

Chinese New Year

VIDEOSCRIPT

Chinese New Year is one of the world's biggest festivals, celebrated by around one sixth of the global population. The largest festivities take place in China's major cities, like Shanghai and Beijing. But there are parties wherever Chinese people live, so today Chinese New Year is a truly global phenomenon.

The start of this fifteen-day festival depends on the moon, but it's usually sometime between 21 January and 19 February.

Its origins lie in the fourteenth century BCE, when the legendary Yellow Emperor, Huangdi, created the first Chinese calendar based on the movements of the moon. Although China has used the western Gregorian calendar for over a century, it still celebrates the ancient lunar New Year.

Over the last 3,500 years, numerous traditions and customs have developed around the New Year. Many of these are still observed today and at the heart of these celebrations is the family.

In the lead-up to the festival, almost everybody tries to travel to the family home, no matter how far away they live. Here several generations gather under one roof. They clean and decorate the house before they start preparing for the New Year's Eve meal.

Food plays an important role in Chinese culture and is central to the New Year celebrations. In traditional Chinese style, families gather to share different dishes and to chat about the year that has passed. The food is often symbolic, too.

These *jiaozi* dumplings, for example, are an important part of any New Year's meal. Their crescent shape, which is reminiscent of the gold ingots once used in ancient China, represents the wealth and prosperity of the family. Steamed fish is also popular, because the sound of its Chinese character, *yu*, is a homophone of the Chinese word for 'abundance', so it represents good fortune in the year ahead. Whole roasted chickens or ducks stand for the unity of the family, noodles represent long life and special desserts symbolize the sweetness of reunion.

After the family meal, everybody stays up to observe *shousui*, which loosely translates as 'keeping watch over the year'. They talk and have fun, play games like mahjong, an old and very popular Chinese game, or just watch television. Most people watch China Central Television's New Year's Gala, which runs from 8 p.m. to midnight, and is the most watched show on the planet, with an estimated 800 million viewers. Then, just as the clock strikes twelve, everyone rushes out to watch the fireworks.

Fireworks are an important part of Chinese culture. Gunpowder is said to have been invented here around 2,000 years ago, and today the country makes around 90% of the world's fireworks. Huge displays are now central to the New Year's celebrations, and almost everybody participates. Traditionally they were lit in order to scare away a mythical beast that terrified rural communities. But today most people come for the incredible spectacle, as millions take to the streets and fireworks light up the night sky.

The following day – New Year's Day – is a time for reflection. Many families go to the local temple, where they observe a variety of ancient customs. They burn incense in memory of their ancestors, pray for good luck in the year ahead and ring a small bell to ward off the evil spirits of the year gone by. Gift-giving is also an important part of Chinese New Year, and again, luck is a central theme. People use red envelopes to exchange money with loved ones – especially children – and to give offerings to the temple. These gifts are called 'lucky money' because, according to ancient Chinese tradition, red is the colour of good fortune.

At over 3,500 years old, it is hardly surprising that Chinese New Year has changed a lot since it was first created. But wherever they are in the world, many Chinese people still observe the same ancient rituals, customs and traditions. People still wish for good luck and try to banish evil spirits. They stay up late to keep watch over the year, they light fireworks and give each other 'lucky' gifts. But most importantly of all, they still reunite with their families to remember the past and look forward to the future.

VIDEO ANSWERS

Exercise 1
1 Emperor Huang Di who invented the Chinese calendar
2 family sharing traditional meal
3 fireworks – a key part of celebrations

Exercise 2
Students' own answers

Exercise 3
1 it varies depending on the moon, but between 21 January and 19 February
2 principally with family
3 dumplings to represent wealth and prosperity; fish because the word sounds like abundance, so represents good fortune; chicken or duck for the unity of the family; noodles for long life; special desserts for the sweetness of reunion
4 They play games like mahjong, watch TV or go and see fireworks. They stay up to keep watch over the year and also talk and have fun.
5 Many people go to the local temple where they observe a variety of ancient customs. They burn incense in memory of their ancestors, pray for good luck in the year ahead and ring a small bell to ward off the evil spirits of the year gone by.
6 They give red envelopes with money.

Exercise 4
1 global
2 lie in
3 heart
4 gather
5 reunion
6 rushes out
7 ancestors
8 observe

Exercise 5
Students' own answers

Review

ANSWERS

Exercise 1
While there is **little** doubt that jazz has its origins in the music of Africa and Europe, its roots are generally considered to lie in the music **played** in New Orleans at the start of the twentieth century. At the time, New Orleans was a **complete** mix of different cultures, it was a city which came **alive** at night and was famous for its **live** music. Jazz was more than a **mere** local fashion and from New Orleans it spread to Chicago and New York and evolved into the wide range of musical genres we know at the **present** time.

Exercise 2a
1 Whoever
2 Whichever
3 Whenever
4 Who ever
5 whatsoever
6 whatever

Exercise 2b
Suggested answers:
1 It doesn't matter who told you that, they don't know what they're talking about.
2 It doesn't matter which island you visit, you're sure to have an amazing time.
3 Any time I smell bread baking, it reminds me of my grandmother's kitchen.
4 Who was it who/that made this terrible mess?!
5 That makes no sense at all.
6 Going to the gym, running, etc. can really take up a lot of time.

Exercise 3a
1 alone
2 awake
3 alike
4 afraid
5 ashamed
6 alert

Exercise 4
a Peel
b chop
c roughly
d Slice
e finely
f gently
g Beat
h vigorously
i season
j generously
k Cook

Exercise 5
1 in the meantime
2 to my amazement
3 under the circumstances
4 for the time being
5 it goes without saying
6 once in a while
7 it all happened so suddenly
8 in the middle of the night
9 for as long as I can remember

Exercise 6a 11.8

1 No way will I ever forget that holiday.
2 What really impressed me was the architecture.
3 Not for a minute did I think about the danger we were in.
4 Only when I got back to the village did I stop running.
5 The thing I liked best was the food.

AUDIOSCRIPT 11.8

1 I'll never forget that holiday.
2 The architecture really impressed me.
3 I never thought about the danger we were in.
4 When I got back to the village I stopped running.
5 The food was the best thing.

12 Memory

Unit overview

Language input

Causatives *have* and *get* (CB p116)	• *You can get people to describe their experiences.* • *… or when they had their car stolen.* • *… when you need to get your hair cut.*
Reporting verbs (CB p118)	• *Older people should be advised to take exercise.* • *It has been asserted that there is a link.* • *I would endorse everything she says.*
Grammar reference (CB pp164–5)	

Vocabulary development

Special meanings of *off*, *down* and *over* (CB p117)	• *the wedding is off, £10 off the original price; down to the dreadful weather, the whole system's down; argue over sth., over the last ten years, …*
Describing research and results (CB p119)	• *associated with, broadly similar, have a tendency to, noticeable, …*
Noticing, selecting and recording collocations (CB p121)	• *publish/conduct a study, make an arrangement, treat an infection, …*

Skills development

Listening: Non-standard word order (CB p120)
Speaking: Talking about a magazine story (CB p122)
Writing: A magazine story (CB p123)

Video

Documentary: How to train your memory (Coursebook DVD & CB p124)
Vox pops (Coursebook DVD & TG p261)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: Who said it? (TG p216 & TSRD) • Vocabulary: Research and results (TG p234 & TSRD) • Communication: Did you hear the story about …? (TG p252 & TSRD)
Tests	• Unit 12 test (TSRD) • Progress test: Units 10–12 (TSRD)
Unit 12 wordlist (TSRD)	

12.1 Types of memory

Goals

- Use causatives *have* and *get*
- Understand special meanings of *off, down* and *over*

Grammar & Speaking causatives *have* and *get*

Lead-in

- Ask students to work alone and, without checking their books or notebooks, try to remember what they did in the previous English lesson. Ask them to write down three things.
- Ask students to compare their ideas with a partner. What sorts of things did they remember? Why were those things memorable?
- Elicit from the students some of their memories.

Exercise 1a

- Focus students' attention on the items. Don't let them write anything down! Give them three minutes to look at the items and then tell them to close their books.
- With books closed, ask students if they can, alone, reproduce the information.
- Give them two minutes and then ask them to compare what they have written with a partner.
- Then ask them to open their books and check.
- Find out how closely students were able to remember or reproduce the information.

Exercise 1b

- Students discuss with a partner which items they found easier to remember, and why.
- Elicit a few ideas from the students. Find out if they have anything in common, or if they can draw any conclusions about what was easy or difficult to remember, and why.

Exercise 2 12.1

Audio summary: In the interview, Dan talks about short- and long-term memory, with examples, but also talks about other more complex categorizations of memory.

- Before playing the interview, focus students' attention on the diagram and the words in the box. Ask them if they are able to use any of the words to complete the diagram.
- Play track 12.1.
- Students complete diagram boxes A–D with words from the box.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS
A short-term
B long-term
C implicit
D explicit

AUDIOSCRIPT 12.1
I Today's visiting 'expert' is Dan Harrison. Dan, you've been studying the different types of memory. Can you give us just a simple run-down of the different types?
D Well, I'll try! But it's a very complex area. There's a lot of debate over how memory works, and a complete understanding of how memory works is a long way off. Work is being done all the time around the world on the brain and how it processes information. I think most people know that memory is basically divided into 'short-term' memory and 'long-term' memory, though there are plenty of experts who disagree even with those two terms! But let's stick with them for now.
I Can you define those terms?
D So short-term memory lasts for just a few seconds. And we know that with short-term memory, most people are able to remember a telephone number of, say, six digits but not of twenty-six. And that is down to the fact that short-term memory has restricted capacity.
I Whereas …
D Whereas long-term memory lasts forever, and has no upper limit as far as we know. But as always, the situation is much more complicated than that. For a start, long-term memory is separated into two types. These are sometimes called 'implicit' memories and 'explicit' memories …
I Implicit and explicit …
D That's right. So implicit memories are things that you don't have to think about – like riding a bike or playing a musical instrument.
I Don't some people call this 'muscle memory'?
D Yes, especially in sports. You do an action so many thousands of times that it becomes unconscious and automatic. But it's not just actions: it can be things you have no control over. An example would be the memory that comes back when we smell fresh bread or taste a chocolate cake. Another crucial point about implicit memories is that they often are non-verbal – you find it hard to describe them to somebody. By the same token, with explicit memories, you can get people to describe them – and what's more you could give details about the situation, such as who was there, what the weather was like and so on.

- Check the pronunciation of *muscle* /ˈmʌsl/.

Exercise 3 12.1

- Students listen again and complete the notes about each type of memory under boxes A–D.
- Play track 12.1 again.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS
A Lasts for just a few seconds/Has restricted capacity
B Lasts forever/Has no upper limit
C Don't have to think about them/Examples: riding a bike, playing an instrument/Hard to describe (non-verbal)
D Can be described/Can give details about the situation

EXTENSION Ask students for examples from their own experience of short- and long-term memories, as well as implicit and explicit memories.

Exercise 4 12.2

Audio summary: In the second part of the interview, Dan goes into more detail about explicit memory and explains episodic and semantic memories.

- Students listen and complete boxes E and F, and also the notes underneath.
- Play track 12.2.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

E episodic – Episodes that happen to you
F semantic – Deals with pieces of information/Examples: capital of China, name of a plumber or hairdresser

AUDIOSCRIPT 12.2

I But I think you're going to say that it's even more complex?
D Absolutely! Because explicit memories are further sub-divided into episodic and semantic memories. Obviously, episodic relates to episodes that happen to you. So in our experiments, we had the subjects describe their first kiss, or when they met someone famous, or when they had their car stolen. And that was obviously very easy for them.
I So what's semantic memory?
D That's the kind of memory for pieces of information, like what's the capital of China …
I Beijing!
D Er, right, or the name of a good plumber to call when you have water coming through your kitchen ceiling, or the name of your hairdresser when you need to get your hair cut.
I Well, thanks for that, Dan – it's been unforgettable!

- Check *episodic* (= happening occasionally and not at regular intervals) and *semantic* (=connected with the meaning of words and sentences).

EXTENSION Ask students for examples from their own experience of episodic and semantic memories.

CRITICAL THINKING Ask students what impact they think understanding different types of memory has on language learning. What strategies do they have for remembering things? How important is context in remembering information? How can they move information from their short- to their long-term memory?

STUDY TIP When learning new words, suggest students use 'spaced repetition', a technique that includes increasing the time between revising new words, e.g. after ten minutes, after an hour, after half a day, the next day, two days later, a week later and so on. Challenge students to try this out with a list of ten or fifteen words they want to remember and then test each other a week later.

Exercise 5

- Students read the Grammar focus box and match sentences a–e with functions 1–4.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

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

EXTRA SUPPORT To help students relate to the functions, use questions, e.g. *Did you persuade someone else to do something? Who pays for the service? Are you happy about it?*, etc.

EXTRA CHALLENGE Ask students to use the phrases in bold to talk about something relating to themselves, e.g. *I got Selina to do my homework for me./ I had my smartphone stolen last month.*

- Remind students to check the *Grammar reference* on page 164, where there are three more practice exercises they can do for homework.

Exercise 6

- Students read the sentences and then rewrite the underlined sections using structures from the Grammar focus box.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

1 Joe had his wallet stolen from his desk.
2 The policeman got us to fill in a great long form.
3 It's so nice to have the children sing in the choir at the concert.
4 You won't have/get me telling you my secrets!
5 My father had someone build/got someone to build a wall in our garden.
6 I had my watch repaired while I waited.

EXTRA SUPPORT Note that *great long form* is a colloquial way to describe a very long (and probably time-consuming) form.

WATCH OUT! Point out that *have someone do something* does not include the *to*, i.e. *had a man build* (not ~~*had a man to build*~~); however, with *get* we use *to*, i.e. *get someone* to *do something.*

Exercise 7

- Divide the class into two groups, A and B. Students read their roles at the back of the book. Students A turn to page 132 of the Coursebook; Students B turn to page 138.
- Give them time to read through their text and to prepare their questions. They will need to make questions to find out the missing information from their partner.
- Refer them back to the Grammar focus box if necessary.
- Check *to go (off) with a (tremendous) bang* (= to be very successful).
- Put students into pairs, A+B, to ask and answer the questions. Remind them not to show each other their text, nor to read the text aloud.

EXTRA SUPPORT You could check the questions with the students before pairing them up.

ANSWERS

Student A:
1 organize parties, conferences or product launches
2 a top Japanese chef
3 security
4 interfering too much with my work

Student B:
1 1,200 customers and staff
2 Holland
3 change the smallest detail
4 the hotel ring me up

FEEDBACK FOCUS Make sure students have the complete story. What part of the story was the most or least interesting? Why? Give credit for accurate use of phrases using the causative *have* or *get*.

EXTRA ACTIVITY Ask students to close their books and notebooks to see how much of the story they can remember and tell each other. Then ask them to check back in their books: what information did they remember or forget? What sort of memories were they using (short- or long-term, explicit or implicit, episodic or semantic)?

Vocabulary & Reading special meanings of *off*, *down* and *over*

Exercise 8

- Students read the interview extracts and choose the closest meaning to the underlined parts of the sentence.
- Students check their ideas with a partner.
- Check the answers together.

ANSWERS
1 b 2 a 3 b

Exercise 9

- Students match the words in bold in sentences 1–8 to definitions a–h.
- Students check their ideas with a partner.
- Check the answers together.

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

STUDY TIP Encourage students to personalize these phrases with *off*, *down* and *over*, by noting these words down in their notebooks in complete sentences relating to themselves.

Exercise 10

- Students complete the sentences with one of the phrases from exercises 8 and 9.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS
1 over
2 a long way off
3 to get all the information down
4 took £20 off the bill
5 was down
6 was off
7 was/has been down
8 over

DICTIONARY SKILLS Ask students to look up the words *off*, *down* and *over* in a dictionary and to find another idiomatic expression using each word. They should write a sentence including the expression, which also helps to explain it, e.g. *Well, I've seen six apartments so far. That's six* down *and four to go! /Look – the horses are finally ready, and they're* off*!* Students share their sentences in small groups.

Exercise 11a

- Students read the questions and ask and answer them with a partner.
- Encourage them to give or ask for more background information as necessary.
- Alternatively, give students a chance to work with other students, by putting the questions on slips of paper, enough for one each: they stand up with their question and mingle, and ask and answer their questions. Then they swap questions, find another partner, and continue.

Exercise 11b

- Students decide which two pieces of information were the most interesting and share these with the group.

FEEDBACK FOCUS Comment on the content of what students report back on their discussions. You could find out which students keep food the longest or shop for bargains, etc. Give praise for idiomatic use of adverbs and prepositions used accurately.

EXTRA ACTIVITY Students could work in groups of three and discuss one question in turn; one student notes down how many times each of the others uses *off*, *down* and *over*. Find out which group uses the most idiomatic expressions in their discussion.

GRAMMAR REFERENCE ANSWERS

Exercise 1
1 doing
2 valued
3 look
4 to look
5 complaining/complain
6 running
7 stolen
8 telling

Exercise 2
1 had the crowd singing and clapping
2 have it delivered
3 've had three people look
4 had people queuing
5 to get her hair cut
6 's got me to agree

Exercise 3
1 I had my bags searched at the airport.
2 We're going to have/get the test results verified next week.
3 The researcher had us talk/got us to talk for two minutes about our favourite memory.
4 We had loads of people volunteer/volunteering for the research.
5 We are going to have the windows cleaned next week.

12.2 Improving your memory

Goals

- Use reporting verbs
- Describe research and results

Grammar & Reading reporting verbs

Lead-in

- Ask students, with their books closed, to write down as many phrases as they can remember from lesson 12.1 with *off*, *down* and *over*.
- Students compare their notes with a partner.
- Elicit a few examples.

- Find out which phrases they found easiest to remember, and why.

Exercise 1

- Focus students' attention on the photos and ask them to guess which items might improve your memory.
- Students compare their ideas with a partner.
- Elicit ideas from the students.

EXTENSION Try to find out why students thought certain items were beneficial to the memory.

ANSWER

all of them except salt

Exercise 2

- Students read the questions and discuss them with a partner.
- Elicit ideas about what they think.

Exercise 3

Text summary: Extract A is a newspaper article about different types of exercise and how they affect memory. Extract B is a comment to an online post and describes the benefit that studying music can bring to improving one's memory.

- Divide the class into two groups, A and B. Each student reads their corresponding article. Students A turn to page 132 of the Coursebook; Students B turn to page 138.
- Give them time to read and understand the article: they should try to decide what type of text it is and how convincing the evidence is.
- Ask them to read it a second time and to take notes. Then ask them to work from their notes only. Encourage them to remember or note down reasons to support their ideas.
- Put students into pairs, A+B. In turn, students tell each other the main points of their extract. They should then decide which extract they think is more persuasive, and why.
- Elicit ideas from each pair, with examples of persuasive language.

SUGGESTED ANSWERS

Student A:

1 a A is from the news pages of a newspaper.
b Students' own answers. (A is more scientific and based on research.)

Student B:

1 a B is a comment on an online post.
b Students' own answers. (B is anecdotal and based more on experience).

- Check (extract A) *regime* (= a method or system of organizing or managing something); *scan* (= a medical test in which a machine produces a picture of the inside of a person's body on a computer screen after taking X-rays;) (extract B) *to endorse* (= to say publicly that you support a person, statement or course of action); to assert (= to state clearly and firmly that something is true); *to urge* (= to advise or try hard to persuade somebody to do something); *to instigate* (= to make something start or happen, usually something official).
- Check the pronunciation of *aerobic* /eəˈrəʊbɪk/ in extract A, with the stress on the second syllable.

CRITICAL THINKING Some people say memory is like a muscle and needs regular exercise: ask students what strategies they can think of for keeping the memory active, especially in older people. Students work in small groups and then share their ideas with the rest of the class.

Exercise 4

- Students read the Grammar focus box and complete the grammatical constructions that follow the reporting verbs, using words from the box.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 to
2 that
3 have
4 on
5 object
6 on

- Remind students to check the *Grammar reference* on page 165, where there are two more practice exercises they can do for homework.

Exercise 5a

- Students read the sentences and match each one to a verb from the box.
- Do the first one together.

ANSWERS

1 compliment
2 urge
3 suggest
4 emphasize
5 insist
6 claim

Exercise 5b

- Students report the sentences using the verbs they matched in exercise 5a.

Exercise 5c 12.3

- Students listen to compare their answers.
- Play track 12.3.
- Check the answers together.

AUDIOSCRIPT 12.3

1 He complimented Andrea on the presentation she'd made at the conference!
2 She urged us never to believe the advertisements that say that chocolate is good for your memory.
3 He suggested the management should change the plan.
4 He emphasized the need for older people to retain their independence.
5 She insisted on having Japanese green tea for breakfast.
6 He claimed he had been accepted by a top German university when he was fifteen.

Vocabulary & Speaking describing research and results

Exercise 6

- Students read the sentences and rewrite the underlined words using the more academic phrases from the box.
- Students compare their ideas with a partner.
- Check the answers together.

ANSWERS

1 have a tendency to
2 associated with
3 broadly similar
4 substantially
5 noticeable
6 retain

EXTRA SUPPORT Point out that other words could also be used, and would be appropriate in an academic context, e.g. 4 *significantly*, 5 *obvious*, 6 *maintain*.

Exercise 7a

- Students match the words in bold in the statements to meanings a–f.
- Point out that the words in bold are more suited to academic writing.
- Students compare their ideas with a partner.
- Check the answers together.

ANSWERS

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

Exercise 7b

- In pairs, students choose two statements from exercise 7a and discuss them.
- Encourage them to use the reporting verbs from the Grammar focus box to add convincing arguments to their ideas. They could also include evidence from their own experiences.
- Alternatively, you could encourage students to choose a statement and then take different sides each, one for and one against the statement. Find out which of them can be the most convincing by including (real or invented) evidence using the reporting verbs. This could also be done with two small groups, in the form of a debate.

FEEDBACK FOCUS Find out which statements interest the students most, and why, and whether they agree.

Pronunciation stress in word families

Exercise 8a

- Before they do the exercise, ask students to read the information about stress in word families.
- Read out, or ask a student to read out, the groups of words exaggerating the word stress.
- Then ask students to read the groups of words in the exercise and to underline the stress on each word.
- Encourage the students to say the words out loud or work with a partner and read through the groups of words aloud together.
- Students compare their ideas with a partner.

Exercise 8b 12.4

- Students listen and compare their answers.
- Play track 12.4.
- Check the answers together by asking a student to say each set of words, exaggerating the word stress.

ANSWERS/AUDIOSCRIPT 12.4

imply → **im**plied → implication
pro**por**tion → pro**por**tionate → dispro**por**tionate
substance → sub**stan**tial → sub**stan**tially
as**so**ciate → as**so**ciated → association
in**ter**pret → interpre**ta**tion → in**ter**pretative
repro**duce** → repro**duc**tion → repro**duc**tive
funda**men**tal → funda**men**tally

Exercise 9

Text summary: The blog entry gives two reasons why older people can remember events from between the ages of ten and thirty better than from other periods of their life.

- Students read the blog entry about recalling events and choose the correct options.
- You could suggest students use their dictionaries to check which word, or words, are possible.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

1 noticeable
2 reproduced
3 interpret
4 proportion
5 significant
6 fundamental
7 interpretation

WATCH OUT! Remind students that we use *criterion* in the singular and *criteria* in the plural.

EXTENSION Ask students which of the findings they find most reasonable, and why.

DICTIONARY SKILLS Ask students to choose three of the words they did not use in the blog post and to check in a dictionary how they differ from the correct word, e.g. *noticeable* – easy to see or notice, clear or definite; *substantial* – large in amount, value or importance, e.g. *There is substantial evidence to suggest* ….

Exercise 10a

- Students work in pairs and write a questionnaire about memory. They could choose one of the topics listed, or a relevant topic of their own choice.
- Draw their attention to the instructions to write five questions, with three options for answers.
- If necessary, prompt students by suggesting they think about learning by heart, vivid memories associated with senses (smell, sound, etc.) and strategies for remembering vocabulary.

STUDY TIP If your students study at college or university, you could suggest they think carefully about the sort of answers they want to get from their survey. If the survey is for a lot of people, then a tick-box questionnaire (choosing from various options) is a good idea. If they list options on a scale, having three or five options often results in participants choosing the middle option; giving only four options helps to avoid this.

Exercise 10b

- So that each pair can complete two other questionnaires, suggest they write their answers to each one on a separate piece of paper. To get more answers, suggest that each person in each pair completes the questionnaire individually.
- When each pair has completed two questionnaires, ask students to compare their results.

Exercise 10c

- Each pair should summarize the results and plan to present the results to the class.
- You could encourage them to present their results according to an academic survey, by using reporting verbs language and being as convincing as possible.
- Give each pair three minutes to present their results.

EXTENSION You could suggest that students add one or two sentences evaluating the data they collected, and explaining why they think they got the answers they did. You could also ask them to think about what follow-up study they could do to find out more information on the topic, or part of it, and whether they would do this as a questionnaire by interviewing people, or by other means, and why.

FEEDBACK FOCUS Find out how successful students' questionnaires have been: ask them how they would revise any of the questions to give different answers if they were to do this a second time. Ask other students which questionnaires they most enjoyed completing, and why.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 urged
2 complimented
3 endorsed
4 objected
5 acknowledged
6 asserted
7 admitted
8 suggested

Exercise 2

1 He apologized for not believing me (earlier).
2 She reassured me (that) everything would be absolutely fine.
3 Frankie encouraged me to go for that new job.
4 He denied having any knowledge of the incident (at all).
5 The Dean complimented me on my/a fantastic presentation.
6 The guidelines recommend drinking/(that) we drink at least two litres of water a day.
7 Satoshi suggested (that) we don't/didn't make a decision today, but meet again in a couple of days' time./Satoshi suggested not making a decision today, but meeting again in a couple of days' time.
8 She congratulated me on passing my exam.
9 The report warned about/against the dangers of being too complacent./The report warned (that) we mustn't/shouldn't be too complacent.
10 Dr Jenkins and his team claim to have discovered a previously unknown language in the Amazon./Dr Jenkins and his team claim that they have discovered a previously unknown language in the Amazon.

12.3 Vocabulary and skills development

Goals

- Understand non-standard word order
- Notice, select and record collocations

Listening non-standard word order

Lead-in

- This lesson looks at word order. To heighten students' awareness, write the words of a sentence jumbled up on the board and ask students to put the words in the correct order. You could use a sentence from today's news, from a text you've worked on recently with the students (e.g. lesson 12.1, exercise 9), or the instruction from exercise 1a of this lesson.
- Ask students to 'find' the sentence by unjumbling the words.
- Give them a chance to help each other.
- Elicit final versions from the students. Ask or discuss with them what other ways the words could be ordered and whether the meaning or emphasis changes. Tell your students this lesson is about non-standard word order.

Exercise 1a 12.5

- Students listen and write down, word for word, the four statements from language learners about remembering new words.
- Play track 12.5.
- Students compare what they have written with a partner.
- Check they have written down the sentences correctly.

ANSWERS/AUDIOSCRIPT 12.5

1 What makes learning English words so difficult is the pronunciation.
2 Memorizing lists of words, I find very unproductive.
3 Can't be bothered with learning words, myself. I just listen and then try to use them.
4 I've been learning French for I don't know how long, but I still love learning new words.

Exercise 1b

- Students discuss with a partner which statements they agree with, and why.
- Elicit a few answers from the students.

Exercise 1c

- Ask students to rewrite the sentences using standard word order.
- Do the first one together.

SUGGESTED ANSWERS

1 Pronunciation makes learning English words so difficult.
2 I find memorizing lists of words very unproductive.
3 I can't be bothered with learning words.
4 I don't know how long I've been learning French, but I still love learning new words.

EXTRA SUPPORT Ask students to discuss the differences between each pair of sentences with a partner.

Exercise 2a

- Students look at the pairs of sentences in the two columns and find the differences between the two.
- They discuss their ideas with a partner.
- Discuss the differences together.

ANSWERS

1 In the second version, the object ('that exercise') has become the first element in the sentence.
2 In the second version, the clause 'I can't tell you how long' has moved to later in the sentence.
3 In the second sentence, the speaker starts with 'what' (= 'the thing that…') so as to move the words that we want to emphasize ('the pronunciation') to the end.
4 In the second sentence, the whole of the object ('how the man escaped from prison') has moved to the start.
5 In the second sentence, the compliment ('very interesting') has moved towards the start, and the original subject comes later.

EXTENSION Ask students which structures, i.e. which changes, they find easier, which they find more unusual, and why.

Exercise 2b

- Students discuss which word order is more common in informal, spoken English.
- Elicit answers from the group.

ANSWER

the sentences in the right-hand column

EXTRA SUPPORT Point out that more formal language tends to follow more conventional word order, i.e. subject + verb + object.

EXTRA CHALLENGE Ask students to choose three sentences from the right-hand column and rewrite them to make sentences about themselves or their situations, e.g. *It took me I can't tell you how long to do last night's homework./ How Jana got to class on time we'll never know!*

Exercise 3a 12.6

Audio summary: Five people say what they find difficult to remember.

- Students listen to five people saying what they find difficult to remember and write down their answers.
- Play track 12.6.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

1 people's names
2 his mobile number
3 the words to songs
4 PINs for her credit card, phone, etc.
5 parents' birthdays

AUDIOSCRIPT 12.6

1 People's names, that's what I can never remember. It can be very embarrassing when you meet them again.
2 Always forget my own mobile number, I do. I never phone myself, you see.
3 What I can never remember is the words to songs. But as I can't sing, that's probably a good thing.
4 My PINs – you know, the numbers you use for your credit card, phone and so on – I'm always forgetting those. We have so many nowadays.
5 I've forgotten my parents' birthdays I don't know how often! I forgot my mother's last year and she didn't speak to me for a month.

EXTENSION Ask students what things they find most difficult to remember.

Exercise 3b 12.6

- Students listen again and decide how they would say the answers in a more conventional style.
- Play track 12.6 again.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

1 I can never remember people's names.
2 I always forget my own mobile number.
3 I can never remember the words to songs.
4 I'm always forgetting my PINs, the numbers you use for your credit card, phone and so on.
5 I don't know how often I've forgotten my parents' birthdays!

Exercise 4

- Students read the information in the Unlock the code box on understanding non-standard word order.

EXTRA SUPPORT Ask students to find examples of the three ways in which word order can change in the sentences in exercises 1a, 2a and 3a.

EXTENSION Some languages use different word order in both formal and informal language for adding emphasis. You could ask your students how their own language works in this respect.

Exercise 5 12.7

Audio summary: Two students discuss their opinions of a lecture: they talk about associating new ideas with items in a room, learning by heart, learning chunks and using mind maps.

- Students listen to two students discussing a talk on memorization and write down the four techniques mentioned.
- Play track 12.7.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 association between rooms or objects in an imaginary house and the items to be recalled
2 learning by heart/rote
3 learning words in chunks or expressions
4 mind maps

AUDIOSCRIPT 12.7

A What did you think of Professor Glazunov's talk?
B For the most part I thought it was very interesting – especially the bit about using rooms. I actually used that technique last year for my final exam.
A So how does it work exactly? In that section, I got a bit lost – he went so fast.

B Well, the idea is that if you want to remember a lot of different things in order, you imagine yourself in a big house, and each room represents something you want to remember. Or it could be each item in a room represents something. So let's take the bones of the hand – you have to remember them for a test or something – you associate, say, a vase with the first bone, then a mirror with the second bone and so on.
A So how does that really help?
B Well, when you want to recall the names, you imagine yourself in the house, and when you see the vase, it triggers your memory of the name of the bone. That's the theory, anyway.
A And does it work?
B Up to a point, I think it does. What they don't tell you is how to remember the objects in the room! You have to keep the picture of the room in your head and if you've got a lot of things to learn – well, it can get a bit complicated. What really interested me was the research about learning words – the stuff that seems to prove that there's not much difference between learning something by heart and repetition and using other methods!
A Yes, but there was only one source he cited. What about the research on learning in chunks?
B That was quite good – especially the bit about learning words in phrases. It appears that's how we remember names – if you can remember their first name, the surname is like part of a chunk, so you remember the name as a whole.
A What did you think about the idea of mind maps?
B It was good stuff, that. I use mind maps all the time.
A Yeah, we had a lesson about them right at the start of the course, but it's good to be reminded about these things every now and again. Just in case we forget about them!

- Check *to trigger* (= to make something happen suddenly) and *to cite* (= to mention something as a reason or an example, or in order to support what you are saying).

Exercise 6 12.7

- Students read the questions and listen again to answer them.
- Play track 12.7 again.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 He thought it was mostly very interesting.
2 the names of the bones of the hand
3 up to a point (i.e. not 100%)
4 He couldn't remember the items that were in the 'house' – i.e. to be associated with the names.
5 the research into learning by heart
6 that learning by heart/rote is just as effective as other methods

Exercise 7a

- Students read the questions and discuss them in small groups.
- Suggest they try to use examples from the Unlock the code box by, e.g. starting a sentence with *What …* or saying the key thing they want to say first.
- Encourage them to draw on their experiences during the discussion.

Exercise 7b

- Students discuss in their group what they think the top three methods for remembering new vocabulary are.
- Ask each group to present their ideas to the rest of the class.

FEEDBACK FOCUS Find out what methods your students find most effective for remembering vocabulary. Where do they record new words/phrases? Do they make connections or illustrations for new words? Do they revise them regularly? How? You could challenge them to try out someone else's method, suggest a set of words from a recent section to try to learn with the method, and report back next class on how effective it is. Students could test each other on the words they learnt by giving a definition, synonym or paraphrasing the word/phrase.

Vocabulary noticing, selecting and recording collocations

Exercise 8

- Students read the sentences and try to think of another word to replace part of the collocation.
- Do the first one together.
- Students compare their answers with a partner.
- Check the answers together.

SUGGESTED ANSWERS

1 triggers → brings back; memory → recollection
2 source → study; cited → quoted/mentioned/referenced
3 good → great, etc.; stuff → material

Exercise 9

- Students read the Vocabulary focus box about collocations.
- Suggest students look at the collocation examples in exercise 8 and decide if the collocations are useful for them or not, and why.

STUDY TIP Suggest students record the base form of collocations they want to learn (e.g. *to conduct a study*), as well as an example sentence.

DICTIONARY SKILLS Ask students to use a dictionary and look up *make*, *do*, *take* and/or *have*, and find useful collocations to record. Suggest they write down four or five strong collocations (words which nearly always go together) which are useful for them to learn.

EXTRA SUPPORT As suggested in the Vocabulary focus box, collocations can be strong (fixed) or weak (not fixed, where either word can change); however, they can also be semi-fixed. They can be made up of verb + noun, adjective + noun, verb + adverb, etc. Strong (fixed) collocations include, e.g. *distinctly remember*, *long-term memory*, etc. Less strong (i.e. less fixed) collocations include *to lose one's memory* (where *one's* changes accordingly to *my/his*, etc.), *hire* or *rent a car*, etc. Weak collocations are very common and not at all fixed, e.g. *a long word*. Compare this with this strong, fixed collocation (also called a *lexical phrase*): *to get a word in edgeways*, where the phrase is always used with exactly those words; this is also considered idiomatic.

There are a few collocation dictionaries on the market, including the *Oxford Collocations Dictionary for Students of English* (OUP).

Exercise 10a

- Students read the statements and then discuss whether they agree with them with a partner.
- Suggest they include examples from their own experience to support their arguments.
- Encourage students to express their ideas in informal English, by using unusual word order: refer them back to the Unlock the code box.

Exercise 10b

- Students join up with another pair to compare their ideas.

FEEDBACK FOCUS Find out which sentences most of your students agreed with, and why. Give praise for accurate use of informal English with unusual word order.

Exercise 10c

- Students look at the collocations in bold in exercise 10a and decide which ones to note down.
- Encourage students to share their ideas with a partner or with the whole class.

Exercise 11a

Text summary: The paragraph describes apps which claim to improve one's memory, although there is little evidence to support these claims.

- Before they do the exercise, ask students if they know or use any apps to help them improve their memory or learn new words, how effective they think these are, and why.
- Then ask students to read the text and see if they agree.
- Students find the words which collocate with the underlined words.
- Students check their ideas with a partner.
- Check their answers together.

ANSWER

huge number, photographic memory, reading speed, main idea, significantly improve, long-term memory, have an effect, slight scepticism

EXTRA CHALLENGE Ask students if they can find any other collocations in the paragraph, e.g. *improve (your) memory*, *increase your reading speed*, *constant repetition*, *provide evidence*, *required effect*, *immediate reaction*.

EXTRA SUPPORT Unless students are already aware, you could mention that there are several downloadable apps for recording and remembering new words. Suggest they find one. You could discuss which are best, and why, in class.

Exercise 11b

- Ask students to decide which collocations from this section they would want to remember and understand, and which they would want to understand and use.
- Ask them to note these down and then to compare their ideas with a partner.

Exercise 11c

- Students consider, in pairs, how best to keep a record of collocations.
- Elicit these ideas from your students and encourage other students to try them out.

SUGGESTED ANSWERS

They could be organized by topic:
Memory and brain activity: *photographic memory, reading speed, long-term memory*
General: *huge number, main idea, significantly improve, have an effect, slight scepticism*
Or by usefulness or productive vs receptive use:
Useful (productive): *Huge number, main idea, significantly improve, have an effect, slight scepticism*
Less useful (receptive): *photographic memory, reading speed, long-term memory*
Some items could be organized by key word:
memory: photographic/long-term + memory

STUDY TIP As suggested in the Vocabulary focus box, noting down collocations, one topic per page, will help students to remember them.

SMART COMMUNICATION Point out that knowing and using collocations or fixed phrases helps promote fluency in both writing and speaking, as students do not need to concentrate on individual words, but can begin to focus attention on larger structures of discourse.

12.4 Speaking and writing

Goals

- Talk about a magazine story
- Write a magazine story

Speaking & Listening talking about a magazine story

Lead-in

- Ask students to think about a recent story they have heard or read: it could be a novel, a magazine article or a news item.
- Then ask them to think about what made the story memorable: was it the story itself, who told it, how it was told, the situation in which it was told? etc.?
- Students compare their ideas with a partner.
- Elicit a few ideas from the students.

Exercise 1a

- Ask students to look at the map and the words in the box,and try to predict what happened in the story.
- Students discuss their ideas with a partner.
- Elicit a few ideas from the students.

Exercise 1b 12.8

Audio summary: In the story, John Wilson went swimming with his grandson off the coast of Scotland. His grandson was wearing a wetsuit, but John wasn't. After ten minutes in the water, John came out and didn't know where he was. He had lost his short-term memory.

- Students listen to the first part of the story and compare their predictions.
- Play track 12.8.
- Students check the story so far with a partner.
- Check the story together.

AUDIOSCRIPT 12.8

A Did you read that intriguing story about the man who went swimming in the sea and then lost his memory?
B No, what was that? I must have missed it. Sounds rather unlikely.
A It does, doesn't it? But it was on the *Guardian* website. Apparently what happened was, he was on holiday in Scotland with his wife and grandson. They found this beautiful beach on the Isle of Mull, I think it was, and he and his grandson decided to go swimming.
B OK … this was in the summer, was it?
A Yes, I reckon it must have been… but the thing is … Mull is actually quite a long way north. I mean it looks beautiful and sunny in all the photos, but it's still pretty cold even in the summer. I guess he thought the water would be warmer than it was.
B Yes, I've been caught out like that in Scotland – the sea always seems to be absolutely freezing whatever the time of year.
A … So anyway, the grandson was wearing a wetsuit …
B … Sounds like a sensible lad …
A Yeah, but the grandfather was only wearing swimming trunks.
B Because he thought the water would be warm …
A That's right. In fact it wasn't anything like as warm as he was expecting. After about ten minutes, the grandfather comes out of the water and he can't remember where he is, or what he's doing there. What made it really weird was that he could recognize his wife, and his grandson, and he could do things like dry himself, but all his recent memories were gone!
B That must have been seriously upsetting.
A And … oh yes, something I forgot to mention: it was his short-term memory that seemed to be really badly affected – he could only remember new things for thirty seconds, so he kept repeating the same things over and over: he kept asking the same questions … Wouldn't that be utterly appalling?
B I can't think of many worse things to happen out of the blue like that. So what happened next?
A Well, his family were really worried so they decided …

- Check *wetsuit* (= a piece of clothing made of rubber that fits the whole body closely. It is worn, for example, by people swimming underwater) and *trunks* (= a piece of clothing covering the lower part of the body and sometimes the top part of the legs, worn by men and boys for swimming).

Exercise 2

- Ask students to read the Language for speaking box about talking about a magazine story.
- Students listen to track 12.8 again and put phrases a–d in the appropriate sections of the box.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS
1 c 2 d 3 a 4 b

EXTRA SUPPORT Note that in *b*, the question uses a positive statement with a positive tag: such 'same-way' tag questions are used to express emotions, e.g. interest or surprise. (Negative + negative questions are rare, and can be hostile.)

EXTENSION Ask students to listen again to the story about John Wilson and find examples of the features in the Language for speaking box. Play track 12.8 again.

PRONUNCIATION Ask students to underline key words in the longer phrases which they would stress, e.g. *What made it really weird was that …. Oh yes, I forgot to say ….*

Exercise 3a

- Divide the class into two groups, A and B. Each student reads the notes on their story on the relevant page. Students A turn to page 133 of the Coursebook; Students B turn to page 139.
- Give students time to understand their story.
- Check (for Students A) *coma* (= a deep unconscious state, usually lasting a long time and caused by serious illness or injury), *to come round* (= to become conscious again), (for Students B) *altitude sickness* (= illness caused by a lack of oxygen, because of being very high above sea level, for example on a mountain), *to black out* (= to become unconscious for a short time), *swell up* (= to become bigger or rounder).
- Tell students they will be telling each other their stories. Remind them to refer back to the Language for speaking box and to find phrases they can include. You could suggest they use at least one phrase from each section.

Exercise 3b

- When they are ready, put students into A+B pairs to tell each other their story.

SMART COMMUNICATION A good speaker can convey a lot of information, or raise interest in their story, by their attitude: remind storytellers to make sure that their voice and gestures match what they are saying. Remind listeners that gestures, including good eye contact, can also help to show they are listening and paying attention.

- Encourage students to ask questions to find out more information and to use phrases for showing interest (as in the Language for speaking box).

FEEDBACK FOCUS Watch, as well as listen to, the students: a good story should provoke interaction (questions, active listening) between students. After each student has told their story, you could ask them to go back to the Language for speaking box and tick the features they heard, e.g. if the speaker set the scene, made the story vivid, etc.

Reading & Writing a magazine story

Exercise 4

Text summary: The final part of the story describes how Mr Wilson was taken to hospital and diagnosed. His condition was not serious, but it had all been very frightening at the time.

- Before they read the story, you could ask students what they think the outcome of the story will be.
- Students then read the story and find the cause of Mr Wilson's loss of memory.
- Students check their answers with a partner.
- Check the answers together.

SUGGESTED ANSWER

Mr Wilson was taken to hospital and diagnosed as having suffered from transient global amnesia, a temporary condition brought on by his immersion in cold water. After a few hours, it began to fade. By the next day, he was tired but behaving normally. He obviously doesn't remember the incident, as he didn't recognize the paramedic who took him to hospital. He now finds the incident funny, though he realizes it was scary for his wife.

WATCH OUT! Note that *horror-stricken* (used here as a reduced relative) is an example of two words which are formed with the past of *to strike*. Others include *star-struck* and *stage-struck* (used as adjectives).

- Check *to dock* (= to sail a boat into a harbour), *stroke* (= a sudden serious illness when a blood vessel, (= tube) in the brain bursts or is blocked, which can cause death or the loss of the ability to move or speak clearly), *transient* (= continuing for only a short time), *snapshot* (= a short description or a small amount of information that gives you an idea of what something is like), *scanner* (= a device for examining something or recording something using light, sound or X-rays).

Exercise 5

- Students read the list of typical features of news stories and find one example of each in Mr Wilson's story.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 quoting – 'Well, how are you?'
2 reporting – 'The consultant offered to keep Mr Wilson in overnight …'
3 past simple to narrate the main events – 'they stopped at a pub'
4 past perfect for events previous to the main events – 'the one who had fetched him …'
5 future in the past/events in the future seen from the past – 'it was very unlikely there would be long-term effects'
6 a single-sentence paragraph – final paragraph
7 a summary noun – 'this whole episode'
8 a comment adverb at the start of a sentence – 'Thankfully'

EXTRA CHALLENGE Ask students to find other examples of the same types of features in the text.

Exercise 6

- Students read the Language for writing box on magazine stories and then match grammar items 1–7 to examples a–g.
- Students check their ideas with a partner.
- Check the answers together.

ANSWERS

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

Exercise 7a

- Students work in pairs. They will be writing a magazine story on the subject of memory, either the one they told earlier or another they know. Refer them to the relevant pages (pages 133 and 139) at the back of the book as a reminder.
- Remind students to refer to the Language for writing box to include the appropriate language features of magazine stories in their story, as well as ways to organize the content. You could suggest they try to include at least four features in their story.

EXTRA SUPPORT Students could work initially in same-story pairs to help in the planning stages. They should use appropriate language and organizing features.

- When they have finished the first draft, suggest students give their story to a pair with the same story to check for the features and offer any helpful suggestions.
  A well-written story, and one which includes the features listed, will be more appealing and interesting to readers.

Exercise 7b

- Students read another pair's story and tell them which parts they like best, and why.
- Encourage readers to check details and ask any necessary questions.
- Finally, as a group, students decide which story is the most unusual, and why.
- Elicit ideas from the group.

FEEDBACK FOCUS You could ask students to read all the stories and compare the different kinds of memories that have been focused on (you could also refer back to those from the radio interview in lesson 12.1). Focus also on students' ability to write a story that the reader wants to read. What features make the story a good read?

EXTRA ACTIVITY Students work in pairs and think of a story they have heard recently in the news. They should write the opening of the story at the top of a clean sheet of A4 paper. Remind them to make it vivid and exciting and to encourage the reader to read on. Students then rotate their stories clockwise to the next pair. Students read the opening and then write a follow-up sentence including a feature from the Language for writing box. They then fold over the opening, to hide it, but leave what they have written visible. Students rotate the papers again. Continue in the same way for four or five turns and then ask students to write a concluding sentence. Finally, students return the paper to the original pair, who read the story and compare it with the original. Ask each pair to relate the original and re-written stories, and highlight successful storytelling features.

12.5 Video

How to train your memory

VIDEOSCRIPT

Michael Tipper is a consultant, teacher and public speaker. He specializes in memory and promotes techniques to improve it.

I Can you tell us a little bit about yourself and what exactly you do?

M Sure. Well, my interests at the moment … It's probably better if I describe who I am really. And I'm someone who has a balance of creativity and process. And that's come back through my background as an engineer:
I was in the military and the Royal Navy for sixteen years in the submarine service, doing systems and processes and managing teams. And then I developed an interest in learning how to think more effectively, which made me more creative. So, the blend of those two skills are the things that I use in the work that I do now. And that's ranged from teaching kids how to learn; um, helping people become better at their leadership; um, consulting; um, writing books and helping people use their minds more effectively.

I Is it quite a common mistake among people to think that they've got a bad memory when it's actually something else?

M Many people come to me and say, 'I've got a poor memory', and invariably what it is – it's very rare that there's a memory problem. Now, there are – there are problems with the brain and illnesses that can cause, um, shortfalls in the memory. But most challenges that people have are often circumstantial and the memory is blamed. To give you an example: a common problem is someone will come home and the keys go on the table – wherever they put their keys – and the following day they get up and they're going to work and they can't find their keys. 'Where are the keys? I can't find my keys. Um, I've forgotten where I put my keys. My memory must be going'. And they blame their memory. When in reality what's happened is that when they've come home from work they've been thinking about something else – they've put the keys down without consciously thinking about it. And so when they come to consciously think about where the keys are, they were never involved in that process in the first place. And so it's a concentration thing.

I What sort of techniques do you use to help people to train their memory and develop better memory skills?

M The techniques for remembering things vary depending on what you're actually remembering … want to remember. So, broadly speaking, what you're looking to do is take something … and the principles of memory are: first of all you use your imagination; and then you use your imagination to create an image that is memorable; then you use association to link it to something that you already know. That, broadly speaking, is how memory works. So, if we take something as simple as a shopping list, for example: you can create a filing system in your mind. So, for example, there is one where we call it the number-rhyme system. So, one, two, three, four to ten, we take a word that rhymes with one: one – sun; two – shoe; three – tree, so that your filing system for the third item would be an image of a tree. If, on a shopping list, item number three was some smoked salmon, for example, you might see your picture of the tree covered in smoked salmon. It's a bizarre image. It's unusual, particularly if it's big pieces of smoked salmon. So, those are the principles that you apply: the imagination and the association. And you make it outstanding – so you make this really weird image that's likely to, um, uh, be easier to recall. So, having created that image, when you're in the shops and you go through: 'OK, I've got item number one' (which was linked to your image of the sun); item number two (which was linked to the image of the shoe); 'oh, what was item number three? OK, oh, it's a tree – smoked salmon. Get my smoked salmon'. So that, in principle, is how most of the techniques works. And there are a variety of ways to create that filing system. So, number rhyme I've just said. Number shape: so numbers – so two could look like a swan; um, four could look like the sails of a yacht; five could be a big hook; six could be the trunk of an elephant, for example. Then beyond that you get into more sophisticated systems that start playing around with um, uh, the, the number systems. You then start looking at things called, um – I mean, some of these techniques are very old. The Greek loci system or the Roman room system, they're the same system. So, the room that we're in, for example, now could be a filing system: so we have the, the sofa; we have the chair; we have the fireplace; we have the window; we have the door – those are fixed items. So, I could link something unusual to the chair, something unusual to the door. So, when I'm coming to recall I would go, 'What was on the door? Oh, oh yeah, there's that weird image that I created'. So, that's fundamentally how it works. Now, there are other variety of techniques as well. Mind mapping is a very powerful memory tool as well. So, if I gave you some information that was across several pages of text and then gave you the mind map, or, or said to you, 'Mind map that', the process of you doing that because you're analyzing, because you're synthesizing, because you're summarizing, because you're organizing, will create a memory trace that is more than if you just copied. So, that will stick in your short-term memory, uh, much better than if you had just read it. Things like names and faces: the problem with … that most people have with names and faces is that they never get the name in the first place, because of the introduction. So, the shaking of the hands – they're too busy saying their own name they never hear the other person's name, so they never remember it – but they blame their memory. So, just giving someone the process of how to introduce themselves and what to do, uh, is an example of another technique. And there are things like mnemonics as well. So, um, how do you remember the colours of a rainbow? Richard Of York Gave Battle In Vain is an example of that. And there's a variety … there are numerous examples of that.

VIDEO ANSWERS

Exercise 2

Suggested answers:

1 a (temporary) inability to recall something
2 must be deteriorating (permanently)
3 it's a question of concentration
4 organize information in a logical way
5 will allow you to remember information

Exercise 4
1 F – It was when he was with the military and Royal Navy.
2 T
3 F – They depend on what you want to remember.
4 T
5 F – It's important to make the images as strong and weird as possible.
6 F – It's because they didn't listen to the name when they were being introduced.

Review

ANSWERS

Exercise 1a
1 have them checked
2 had our weekend spoilt
3 did not have her job application accepted
4 had your heart broken

Exercise 1b
1 won't have smoking
2 had the council remove our old dishwasher
3 Have him wait
4 had smoke pouring

Exercise 1c
(a) 1 get them checked
(b) 2 got the council to take away …
(b) 3 Get him to wait …

Exercise 2
The manager emphasized the commitment of the staff/that the staff are/were really committed, and complimented Jon on being accepted by the head office training academy. He/She urged all personnel to apply to the academy for extra training. He/She asserted (that) in the coming year, the company will/would fight for every last customer, although he/she acknowledged market conditions to be tough/(that) market conditions are/were tough and the task to be difficult/(that) the task will/would be difficult.

Exercise 3a
1 of
2 to
3 to
4 over/about
5 down
6 with
7 on
8 off

Exercise 3b
1 open to
2 recent research
3 scientific paper
4 associated with
5 on the increase
6 significant improvement

Exercise 4 12.9
1 same
2 different (a = his house was painted by someone else; b = he painted his house)
3 same
4 same
5 same
6 different (a = the neighbour cut down the tree after being asked; b = the neighbours cut down the tree after being paid)

AUDIOSCRIPT 12.9
1 a An awful thing happened to me yesterday.
  b I had an awful thing happen to me yesterday.
2 a He had his house painted.
  b He had painted his house.
3 a I refuse to let you bring your boyfriend home!
  b I won't have you bringing your boyfriend home!
4 a This product is endorsed by several celebrities.
  b This product is recommended by several celebrities.
5 a Please have the next applicant come in.
  b Please ask the next applicant to come in.
6 a We got the neighbours to cut down the tree.
  b We paid the neighbours to cut down the tree.

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Grammar

Unit 1 The right verb, the right tense

Paired activity identifying which verbs to use in sentences, using these verbs in their correct forms

Language

Continuous forms: present continuous, past continuous, present perfect continuous, past perfect continuous, future continuous

Preparation: Make one copy of the worksheet for each student and fold the sheets in half.

1 Write the word *change* at the top of the board and write the names of the five continuous forms below it (see Language box). Go around the class asking students for sentences that use *change* and these forms. Write their examples on the board and ask them what function the form is performing. Elicit or add any other examples to the board (see the Grammar focus box on page 9 of the Coursebook).

2 Divide the class into pairs and give each student a Student A or Student B section of the worksheet.

3 Explain that Student A should read a sentence pair to Student B, who should complete the corresponding single sentence with an appropriate verb from the list in its correct continuous form (note that there are five verbs they do not need, contractions such as *I've* count as one word and they will need to add other words such as pronouns and/or adverbs). Student B should then do the same for Student A using their sentence pairs. They can read each of their sentence pairs twice only.

4 Review their answers and award the student pairs two points for a correct answer: one point for using the correct verb, one point for using the correct form.

ANSWERS

Student A: **1** they'll still be building **2** are demanding **3** had been selling **4** had been complaining **5** I'm staying **6** has been gradually/steadily/slowly rising (these adverbs can come before *been*) **7** was blowing

Student B: **1** I was driving **2** I've been writing **3** I'll be earning much/considerably/lots/far **4** we're still waiting **5** had been getting **6** I was watching **7** I'll be sitting

5 In their pairs, students now choose two or three of the sentences and develop them into short conversations. Each conversation should contain as many continuous forms as possible. Allow about ten minutes, then ask a few pairs to repeat their conversations to the rest of the class.

EXTRA SUPPORT Tell students which verbs to delete from their list. You could also partially complete some of their sentences for them (e.g. Student A's sentence 1 needs the word *still*, which you could give them).

Unit 2 That's nothing!

Paired speaking activity practising using perfect forms

Language

Perfect forms: present perfect, past perfect, future perfect, including continuous and passive forms

Preparation: Make one copy of the worksheet for each student.

1 Divide the class into pairs and give each student a copy of the activity. They should only look at Part 1 at this stage. Tell them to look at gapped sentences 1–4 and decide what they all have in common (they all need to be completed with a perfect form). Ask them what perfect forms do (they connect two actions at two periods in time, often when the first action has an impact on the second one). Go through the sentences, eliciting how each one should be completed. Then let them complete sentences 5–12 together. Remind them to think carefully about the sentence stems and which tenses to use to complete the sentences. Review their answers.

ANSWERS

Part 1

1 had been **2** had been playing **3** hadn't had **4** had been stolen **5** hasn't stopped **6** 've been **7** 've been working **8** 've been told **9** 'll have been **10** won't have eaten **11** 'll have been travelling **12** will have been locked

2 Tell students to fold their worksheet so that one of them can see the Student A section and one of them can see the Student B section. Tell them they should work on their own to complete their sentences with an appropriate perfect form. The sentences do not have to be true. Let them do this for about five minutes.

3 When they have finished, explain that they are going to play a game. They take it in turns to read one of their sentences to their partner. Their partner should then try to add another action to that sentence. In turn they should then try to add yet another action, and so on (e.g. Student A: *When I finally sat down to dinner last night, I had been working all day.* Student B: *When I finally sat down to dinner last night, I had been working all day, too. What's more, I had gone for a run.* Student A: *That's nothing. When I finally sat down to dinner last night, I had been working all day and I had gone for a run. I had also phoned my parents.*). They should see how long they can 'go one better' than their partner. Note that they should not just reel off a list of actions – they should use appropriate conjunctions and linkers, and bring in other colloquial phrases (e.g. *That's nothing. Really? Well* . . .) to make their conversations more natural.

EXTRA SUPPORT Students can work in small groups rather than pairs, in which case you can pair two weaker students together.

EARLY FINISHERS Students can add some examples of their own, some of which are true and some of which are false. Their partner should decide which are which by asking questions.

Unit 3 Article or no article?

Team board game identifying whether sentences need articles, extending single sentences into longer monologues

Language

Definite and indefinite articles

Preparation: Make one copy of the worksheet for each team of two or three students and fold the sheets in half. You will also need spare paper.

1 On the board, write sample sentences that use definite and indefinite articles following rules b–i in the Grammar focus box on page 28 of the Coursebook. Ask for the rule for each article used. Then do the same for sentences that don't need articles, following rules a, j and k. Ask students to give you more sentences for each rule (but don't write their suggestions on the board).

2 Divide the class into groups of four or six, and ask each group to split into two teams: A and B. Give each team a copy of the relevant section of the activity – they should only look at their section.

3 Write a blank grid on the board 1–4 by A–D, as on the worksheet. Explain that they are going to play a game in which they collect pairs of boxes in their separate grids, either joined horizontally or vertically (e.g. B2 and B3, C4 and D4).

4 Team A begins by giving Team B a grid reference (e.g. C3). Team B reads the sentence in that box on their section of the worksheet. They should do this as naturally as possible, but omit any articles in bold. Team A writes the sentence on a separate sheet of paper, adding any definite or indefinite articles that they think are necessary. They read their complete sentence to Team B, who tells them if it is correct. If it is correct, they 'win' that box; if it is not, they cannot try that sentence again, and Team B should strike through the box.

5 Stage 4 is repeated with Team B choosing a grid reference and Team A giving them a sentence from their grid.

6 Teams continue, repeating Stages 4 and 5. Note that once a pair of connected boxes has been won, they are 'dead' (i.e. they cannot be used to form part of another pair). Let them play for about fifteen minutes, then add up their pairs. The winning team is the one with the most pairs.

7 Now tell them to extend some of their sentences into short conversations. Each student takes one of the sentences (e.g. *I go out for dinner once a month.*) and adds another sentence which also uses one or more articles (e.g. *There's a small restaurant on Kavanagh Road that does the best pizzas in town.*). The other students in the group then join in – in this particular example talking about when and where they eat out. They should pay particular attention to their use of articles, correcting one another if they spot any mistakes.

EXTRA CHALLENGE Students create their own version of a noughts and crosses-type game. In pairs, they draw a grid three squares across and three down, then write a sentence in each space. Each sentence should need at least one article, but they should omit these from the sentences. They then pass their grid to another pair, who uses it to play a game of noughts and crosses (the aim being to collect three spaces in a row: horizontally, vertically or diagonally). The students take it in turns to choose a sentence, decide where the article (or articles) should go and insert them into the sentence. They check their answers with the pair who prepared the grid. If they are correct, they win that space; if they are wrong, the space is awarded to the other pair. The winning student is the first to get a row of three spaces.

Unit 4 Have your say

Group activity discussing proposals, and voting for which should become law

Language

Expressing degrees of obligation: *be compulsory (for)/ necessary to/allowed to/supposed to/up to, can, had better, have to, must, need to, ought to, should*

Preparation: Make one copy of the worksheet for each student and fold the sheets in half.

1 Ask students to discuss in small groups if they think that smoking or eating and drinking while driving should be banned and to justify their answers. Gather feedback, writing any examples of the target language on the board. Elicit further phrases and modal verbs.

2 Tell students to imagine that their government has made a series of proposals and guidelines for new laws and they wish to consult with citizens on their opinions. Divide the class in half and give everybody in one group a Team A section of the worksheet and the other group a Team B section of the worksheet.

3 Tell students that each group has different proposals to talk about. Give students two minutes to read their texts. Ask students to note the phrases in bold and to try to use them and other phrases in their discussions. Within each group, students work in pairs, discuss their statements and decide together if they are in favour of or against the proposals, giving reasons for their opinions. Students can also modify laws in any way they like, e.g. changing positive verbs to negative: *It is (not) compulsory for anyone to pay for their health care* … Then put two pairs together within the same group to compare their ideas and to agree on three proposals they would like to see introduced, and three they think should definitely not be introduced. Monitor and help as necessary.

4 Then put two As with two Bs. Each pair presents their three proposals each, explaining their reasons. From these ideas, the new A+B group must now agree on two proposals that should be introduced as law. Students need to try and convince the other pair in their group that their laws are the most urgent.

5 Each group should then present their ideas to the whole class for an open debate. Do error-correction feedback together on the board.

EARLY FINISHERS Write another proposal for each category.

Unit 5 Where you live

Group activity, with presentations on different topics about where the students live and voting on the most important topics for visitors

Language

Quantifiers: *a lot/lots of, all, any, each one/of, either/neither, many/much/most/several, not (nearly) enough, plenty of, the whole*

Phrases with *of* for quantity: *a surplus of, an excess of, an excessive amount/number of, loads/dozens/the majority/ a great deal of, a handful/touch/few of, a lack/shortage of, an absence of, every one of*

Preparation: Make one copy of the worksheet for each group of three to six students and cut into cards.

Non-cut alternative: Make one copy of the worksheet for each student and fold so students can only see one card.

1 Dictate the following statements to your students:
Every major city has an affordable and highly efficient transport system, which the majority of the population uses every day.
There is a shortage of secondary school science teachers because most science graduates either go into industry or move abroad.
Ask students to discuss the statements and decide if they are true for their country. Allow two to three minutes and elicit feedback on the main points of their discussion.

2 Ask students to identify the four quantifiers/phrases with *of* for quantity in the two statements (underlined). Ask how they might change these quantifiers to make the sentences true for their country. Are there any other quantifiers they can use that keep the meaning the same? Do they need to change anything else in the sentence? For example, if *every* is changed to *all/not all* in the first statement, change the verb to a plural. Elicit other quantifiers and phrases from the Grammar focus box on page 49 of the Coursebook.

3 Tell students some foreign visitors are coming with their families to their company/college for a year and they are to prepare mini-presentations to help the visitors understand their host country better. Put students in groups of three to six and give each group a set of cards, allowing students time to choose one topic card each.

4 Ask students to talk about statements 1 and 2 on their cards in their groups. This should help them to start thinking about ideas for their presentation. When groups have finished, tell them that they can start preparing their presentations on their topic. At this stage, students from different groups who are preparing the same topic can work together to share ideas. Students can either use ideas from their discussions, the suggested ideas on the card, or their own ideas on the topic. Tell students not to worry if they do not have concrete data at their fingertips; instead, they can make educated guesses and use the quantifiers and phrases. Encourage students to be honest, but positive. What would a foreigner want to know? How are they going to 'sell' their country to the visitor?

5 Students give their presentations to their original group. Monitor and make notes on interesting content, encouraging the rest of the group to listen and ask questions at the end.

6 Students vote on the three most important areas to be included in their welcome presentation to visitors.

EXTRA CHALLENGE Write up the presentation as a welcome leaflet for visitors.

Unit 6 What would you do?

Small group discussion activity talking about reactions to different situations and dilemmas

Language

Uses of *would* in past, present and future situations: *If you could be a …, what would you do? What would you do if …? What would you have done if …? Would you rather …?*

Preparation: Make one copy of the worksheet for each group of three students and cut the sheets into sets of cards.

Non-cut alternative: Make enough copies of the worksheet and provide two dice for each group of three students. The first person talks about square number 1, then students take turns to roll the dice – the sum of the two dice is the number of the card to talk about for one minute.

1 Ask: *What would you do if a stranger asked you for money? Would you give money or food to a homeless person on the street?* Students discuss the questions in pairs and share ideas in the whole class. Ask students why we use *would* in these situations. Elicit further uses of *would* and example sentences, e.g. for refusing, hypothetical situations and preference, referring to Grammar reference 6.1 on page 152 of the Coursebook, if necessary.

2 Give a set of cards to each group of three or four students. Ask them to read through the situations and check they understand them and the vocabulary, without giving their answers yet. Ask students to think of three more dilemmas in their group, which they write on the blank cards. Monitor and help as necessary. Groups pass the three cards they have written to another group and shuffle the cards they receive with their printed cards, which they put face down in front of them.

3 One student picks up the top card, thinks about the idea for up to 30 seconds and then talks about the idea for one minute. After a minute, they open the discussion to the rest of the group and exchange ideas. Encourage groups to explore the ideas and to continue the conversation to its natural end, before moving on to another topic card. Monitor and note down common errors.

4 After 15 minutes, or when students have finished the cards, ask groups to select three cards they think are the most interesting to talk about with the rest of the class and encourage open discussion, noting new vocabulary on the board. Explore the different responses to their dilemmas and follow up with possible questions: *What were the funniest answers? What were the most difficult dilemmas? Did anyone change their mind/convince someone else to change their mind?*

5 Use any errors for an error-correction activity after the main speaking task, or set them for homework.

EXTRA SUPPORT Students can be given two or three cards to prepare for homework plus a few blank cards to write their own dilemmas on.

Unit 7 Unreality check

Group sentence-matching and completion activity, followed by a sustained speaking activity

Language

Talking about unreal situations using *about/high time, as though, if only, (not) as if, rather, sooner, supposing, what if, wish*

Preparation: Make one copy of the worksheet for each group of three students and cut the sheets into three.

Non-cut alternative: Make one copy of the worksheet for each student and fold so students can only see one section.

1 Divide the class into groups of three and give each student an A, B or C section of the worksheet. They should not show these to one another.

2 Explain that between them they have nine short conversations. The first part of each conversation is numbered 1–9, and the second part is lettered a–i. They take it in turns to read out their numbered sentences. After each person says their opening sentence, the other two look at their lettered responses and the person with the most appropriate response on their sheet calls out. They should then discuss as a group how to complete the follow-on sentence with the words, phrases and the correct form of the verbs from the two boxes. In some cases, more than one answer is possible.

ANSWERS

1 f wish … got 2 c high/about time … went
3 a as though … didn't enjoy
4 g What if/Supposing … fires/had fired
5 b If only … hadn't stayed up 6 d rather … didn't tell
7 h about/high time … started 8 i Supposing/What if … is
9 e not as if … was

3 Review their answers, then tell the groups to continue each of the conversations. They should use different phrases and their own ideas on how the conversation continues. If possible, all three students should take part and keep talking as long as is reasonable. Let them practise the new exchanges in the whole of each conversation for about ten minutes. Then ask a group to join another group and act out (or read out) their conversations.

4 The other group listens and comments on correct usage of the unreality phrases, and general accuracy and fluency.

EXTRA SUPPORT Give weaker pairs their worksheets to complete sentences before the next class.

Unit 8 We have the technology

Group activity persuading a company to invest in a new product

Language

Expressing probability and speculation using modals (*will, must, might, could, can't*); phrases with *a chance that, bound to, doubtful if/that, guaranteed to, improbable that, likely to, prone to, sure to, unlikely to/that*

Preparation: Make one copy of the worksheet for each student and fold the sheets in half.

1 Tell students to imagine that you have invented a new product. It is a hand-held device that looks like a digital camera. It recognizes animal behaviour and noises, and then provides an on-screen 'translation' of what the animal is thinking or saying. People who buy it will be able to communicate more effectively with their pets and other animals. Ask students if they think it will be commercially successful and why/why not. Elicit the phrases of probability in the Language box.

2 Divide the class into groups of four or six students, and ask each group to divide into two teams: A and B. Give each student a Team A or Team B section of the worksheet.

3 Tell them to imagine that they are inventors and have invented the innovations shown on their sheet (you could explain that similar innovations to these already exist as prototypes or are in development). In their teams, they should discuss the benefits of each one and how commercially successful each one might be. They should also discuss who would benefit the most from them. Explain that they will try to get a company to invest in these innovations and they will invest in new inventions themselves. Let them discuss their products for about ten minutes, making notes to use in the next stage.

4 The two teams in each group then take turns at being the inventors and the investors. When they are inventors, they tell the investors (i.e. the other team) about their innovations and try to persuade them to invest in each one. When they are investors, they should reject three products proposed by the inventors and choose just one. Both teams should use language of probability when promoting, rejecting and choosing the innovations. For example, for the electronic arm, the inventors might say: *Our battery-operated arm is bound to be very popular with people in jobs which involve heavy lifting.* The investors might reply: *Well, we think people in jobs like this are sure to have special equipment already, like forklift trucks …*, etc.

5 After about fifteen to twenty minutes, ask for feedback. Which products received the most investors? Extend the activity to a whole-class discussion, where they choose just one of the innovations from the most popular ones. They could then write a short review-style article for the chosen innovation as a homework task.

EXTRA SUPPORT Students can refer to the Grammar focus box on page 77 of the Coursebook.

EARLY FINISHERS The teams try to think of names for their products (e.g. *Robopet* for the artificial pet, *The Blah-Blah Blaster* for the voice-silencing device, *The ArmStrong* for the battery-operated arm). You could extend this into a whole-class activity, with students voting on the best names.

EXTRA CHALLENGE In the same groups or teams, students should 'invent' another device or innovation and tell the rest of the class about it.

Unit 9 First to twelve

Group activity playing a board game with a conversational element

Language

Talking about the future: *will, be going to* + infinitive, present continuous, present simple, future continuous, future perfect and set phrases (see the Grammar focus box on page 89 of the Coursebook)

Preparation: Make one copy of the worksheet for each group of four students. Cut into three parts: the playing grid with the sentences, Team A's answers for Team B, and Team B's answers for Team A. You will also need counters (two for every four students).

1 Write *will* on the board and ask students when we use this word. Elicit the uses on page 89 of the Coursebook and ask for positive, negative and question form examples. Then ask students if they can tell you other forms to talk about the future (*going to* + infinitive, present continuous, present simple, future continuous and future perfect) and when we use them. Elicit the functions, and again ask for examples. Finally, ask if they can think of ways we can talk about the future without using any of these forms. Elicit phrases *aim to, sure to, on the verge of,* etc. Also ask students about using future forms without actually referring to the future, e.g. *He'll be wondering where we are.* = present, *She'll have worked hard to get that grade.* = past.

2 Divide the class into groups of four and ask each group to divide into two teams: A and B. Give each team a copy of the grid, two counters and the Team A/Team B answers (the teams should not show their answer papers to the other team). Tell them to place their counters on the relevant 'Start' space on the grid.

3 Explain that the aim of the activity is to be the first team to get their counter to the last sentence (sentence 12) on their grid. They should do this as follows:

The teams take it in turns to move their counter to their first sentence and decide which of the two phrases in bold correctly completes the sentence. They then check their answers with their opposing team. If they are wrong, they move their counter back a space and wait a turn before revisiting the sentence; if they are correct, their counter stays where it is. The two students in each team then hold a brief conversation using the phrase in bold, but adapting it to talk about themselves or someone they know, e.g. '*Sue borrowed my computer yesterday, and when she returned it, there was a scratch on the screen.*' '*Oh no, you must have been furious!*' '*Well, not really. I was going to get a new one soon, and anyway, accidents will happen, won't they?*'

4 Stage 3 is repeated with the teams progressing down the grid until one team reaches and completes their sentence 12. Alternatively, set a time limit of about twenty minutes, and the team who has got the closest to their sentence 12 in that time is the winner.

EARLY FINISHERS Students go through the sentences in the grid deciding which ones could use more than one form without a change in meaning, (e.g. Team A's sentence 1 could use *will happen*, *can happen*, *often happen* or just *happen*).

Unit 10 Money talks!

Group activity playing a board game to identify noun phrases and a discussion on money and current affairs

Language

Noun phrases

Preparation: Make one copy of the worksheet for each group of four students, cut into sixteen cards, plus one extra copy for the teacher. Also make one un-cut copy for each student for the feedback stage. Make sure each group has the Coursebook for reference in Stage 2.

1 Put students in groups of four and write on the board: *What are the benefits of a university education? Is there a need for more people to gain university degrees in your country?* Ask students to discuss these questions for a few minutes and gather feedback on the board, noting any useful phrases. Ask students to identify all the nouns in the questions. Then ask which noun phrases are post-modified and how, i.e. which grammatical structure follows the noun. Ask students to look at the Grammar focus box on page 96 of the Coursebook if necessary.

ANSWERS

The post-modified nouns are: *benefits* = noun + *of* + noun, *need* = noun + *for* + subject + infinitive, *degrees* = noun + prepositional phrase

2 Hand out one set of cards and an answer sheet per group. These should all be placed face down. Ask groups to split into pairs A and B. Tell students that the objective is for each pair to take turns to pick up a card and identify the noun phrases correctly. Pairs win one point for each noun phrase they identify correctly as post-modified, and one point for matching the type of post-modification correctly to the Coursebook types, i.e. for identifying the grammatical construction that follows the noun. Tell students that the (2) on two of the cards indicates that two nouns are post-modified. Students need to refer to the Grammar focus box on page 96 of the Coursebook to identify the types a–e of post-modification.

3 Pair A chooses a square, discusses their answer together and checks with Pair B, who refers to the answer sheet and notes the points they have won. Then Pair B chooses a square and checks their answers with Pair A, who notes their points. Make sure students leave the answer sheet face down during the discussion and only refer to the relevant question number for each turn. Monitor and help where necessary. They do not need to discuss the topics/questions on the cards at this stage. When all the squares have been discussed, the team with the most points wins.

4 As each group finishes the grammar discussion part, ask them to reshuffle the cards and place them face down again in a pile. Each student in the group takes turns to pick a card and discuss the topic or question. Alternatively, ask groups to select 6–8 cards that they are interested in talking about. Remind students to try and use the post-modified nouns in their discussions.

5 Do feedback together, giving everybody a copy of the worksheet. Ask who won the most points and whether any interesting points came up in discussions.

ANSWERS

See worksheet for answers. N.B. letters in brackets correspond to the grammatical type of post-modification in the Grammar focus box on page 96 of the Coursebook.

Unit 11 Whatever, wherever, however …

Role-play activity complaining about a bad experience and getting advice

Language

however, whatever, whenever, wherever, whichever, whoever

no matter + how/what/when/where/which/who

Preparation: Make one copy of the worksheet for every group of three students, cut into six cards.

Non-cut alternative: Make one copy of the worksheet for each student and assign two cards to each student.

1 Before the activity, ask a strong student to help you have a conversation. Tell them that you are going to complain about not sleeping very well and that you need them to help keep the conversation going by asking questions, e.g. *Have you tried …? Did you try …?* Whenever the student speaks, respond with something like *Oh, whenever I tried that, the book fell on my face and it woke me up* or *It made no difference whatsoever – whatever I ate kept me awake,* etc. Elicit other *whatever* words and phrases from the class.

2 Put students in groups of three and nominate them A, B or C in each group. Tell them they are going to have similar conversations with a partner. Explain that the objective is to use as many *-ever* phrases as possible and to choose the best advice from their partner. Give each student two cards and allow them a few minutes to read and ask you any questions. Encourage them to add more details and really exaggerate the problems.

3 A starts, B listens and helps keep the conversation going by giving advice, and C counts how many times A uses an *-ever* phrase. You may wish to set a two-minute time limit. Get feedback from a few pairs after their first conversation, asking how many times A used a phrase and what the best advice was. Encourage students to use as many phrases as possible.

4 Ask students to swap roles: B now tells C about their situation and A counts. Students continue with their cards and after two rounds the winner is the person with the most points. Ask each group to choose their most entertaining conversation and report on it to class.

Unit 12 Who said it?

Mingling/Pair activity doing a memory test, remembering and reporting back on mini-conversations

Language

Reporting verbs: *acknowledge, advise, assert, claim, compliment, emphasize, endorse, insist, reflect, suggest, urge*

Preparation: Make one copy of the worksheet for each group of up to twelve students and cut into twelve cards.

Non-cut alternative: Make one copy of the worksheet for each student and assign one sentence to each.

1 Tell a strong student *Eat more chocolate.* Ask the other students to report what you said and elicit *You told him/her to eat more chocolate.* Then say *How about eating more chocolate?* and elicit a reported version: *You suggested …* Elicit other reporting verbs and ask students to modify the original *Eat more chocolate.* to match the function, e.g. *insist: You absolutely must eat more chocolate.* and the reported version *You insisted …* Write each reporting verb and its grammatical construction on the board.

2 Tell students they are going to take part in a memory test and they must remember the details of all their conversations with other students. Give everybody a card and explain that each card has information to start a conversation, e.g. your card has *Tell someone to eat more chocolate (suggest, give reasons).* Write this on the board if necessary. Tell students they must not use the bold verb in brackets directly, i.e. it must be implied by how they speak, as you demonstrated in Stage 1, e.g. *How about eating more chocolate?* or *Why don't you try eating more chocolate?* Elicit possible responses: *Why do you think that?/Well, thank you, I'll think about it.*

3 Give students a few minutes to think of phrases to show the meaning of the reporting verb, and how to start their conversation. Remind them to include the additional information in brackets in their conversation. Then students hide their card and take turns to start their conversation with another student (no reading out!). Every minute, call out 'change' and students start a conversation with another student.

4 After eight to ten minutes, ask students to sit together in pairs. Ask two or three students *Who did you talk to? What did you talk about?* Elicit reported versions of what was said, e.g. *X claimed to have been on TV three times. Y acknowledged that Z was the best student.* and write these on the board. Also elicit reasons and other details that the students gave. Pairs now have five minutes to write down everything they talked about in reported form. If they cannot remember or agree on how something was said, this will generate more debate and greater use of reporting verbs, so do not insist on accuracy of memory, only on accuracy of grammar.

5 In the feedback stage, ask each pair to read out one reported statement, and the 'owner' of the original statement can verify, e.g. *Yes, I insisted on you sitting in the corner, because …* or *No, I didn't advise, I insisted on you …* Encourage other students to join in according to how they interpreted the conversation. The pair that remembers the most wins the memory test!

POSSIBLE ANSWERS

1 X advised me to drink more coffee. **2** X urged me to leave the classroom. **3** X acknowledged Y to be the best in the class. **4** X asserted that there was a link between eating bananas and good memory. **5** X suggested we left the classroom and went for a coffee together. **6** X claimed to have been on TV three times. **7** X complimented me on my T-shirt. **8** X emphasized the importance of daily exercise for memory. **9** X endorsed me as English class rep. **10** X insisted on me sitting in the corner of the classroom. **11** X reflected on how/the fact that they might have chosen the wrong job. **12** X complimented me on my English.

1 Grammar The right verb, the right tense

Student A

1 Read the sentence pairs to Student B.

1 I was on my way to work. A small child ran out in front of my car.
2 I started work on this essay three hours ago. I still haven't finished it.
3 My current job pays me £25,000 a year. My new job, which starts next month, will pay me £45,000 a year.
4 We can't leave yet. Jan still isn't here.
5 My old computer gradually became slower and slower. That's why I bought a new one.
6 I turned on the television for the news. Halfway through the programme, the electricity suddenly went off.
7 I'm really excited about my holiday in Australia. My flight there leaves at 8.00 a.m. tomorrow morning.

2 Listen to Student B's sentence pairs and complete each of these sentences with one of the verbs. There are five verbs that you do not need. Make sure you use the correct tense and add other words where necessary.

ask blow build buy complain demand go make rise say sell stay

1 I think that when the Olympics begin in July, _____ _____ _____ _____ the new airport.
2 The employees in my company _____ _____ more money.
3 The company was forced to close down because they _____ _____ _____ fewer and fewer products.
4 The restaurant owner hired a new manager because customers _____ _____ _____ about the poor service.
5 At the moment _____ _____ at my sister's place because my house has been damaged by a flood.
6 The temperature _____ _____ _____ _____ over the last few days.
7 When I woke up in the night, the wind _____ _____ so much I thought it would break the windows.

Student B

1 Listen to Student A's sentence pairs and complete each of these sentences with one of the verbs. There are five verbs that you do not need. Make sure you use the correct tense and add other words where necessary.

become begin drive earn get pay see sit wait walk watch write

1 _____ _____ _____ to work when a child ran out in front of me.
2 _____ _____ _____ this essay for three hours.
3 This time next month, _____ _____ _____ _____ more money than I do now.
4 We can't leave yet because _____ _____ _____ for Jan.
5 I got a new computer because my old one _____ _____ _____ slower and slower.
6 _____ _____ _____ the news when the power went off.
7 Tomorrow morning at 8.30 a.m., _____ _____ _____ on an aeroplane on my way to Australia.

2 Read the sentence pairs to Student A.

1 They started work on the new airport two years ago. I don't think they'll finish it before the Olympics begin in July.
2 Everybody at work says that they aren't paid enough. They insist that the company pays them more.
3 Sales of the company's products fell by 60% over a three-year period. The company was forced to close down.
4 A lot of customers were unhappy with the service they received in the restaurant. The owner hired a new manager.
5 My house was flooded during the heavy rain last week. Fortunately, my sister has let me use her spare room until the damage is repaired.
6 On Monday it was freezing cold outside. The temperature went up by a few degrees on Tuesday, then again on Wednesday, and today it's actually quite warm.
7 I woke up during the night. The wind was so strong I thought it would break the windows.

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2 Grammar That's nothing!

Part 1



I was in a bad mood when I got to work today because …

1 I _____ stuck in a traffic jam for two hours. (be)
2 my neighbours _____ loud music all night. (play)
3 I _____ my morning coffee. (not/have)
4 my mobile phone _____. (steal)

Work with your partner to complete these sentences with the correct form.

Since I got to the office this morning, …

5 my phone _____ ringing. (not/stop)
6 I _____ really busy. (be)
7 I _____ non-stop without a break. (work)
8 I _____ by my boss that I need to work harder. (tell)

When I finally get home tonight, …

9 I _____ awake for more than 18 hours. (be)
10 I _____ anything all day. (not/eat)
11 I _____ for almost 20 hours. (travel)
12 the door to my apartment block _____. (lock)



Part 2

Student A

Complete these sentences about yourself. They do not need to be true.

1 When I finally sat down to dinner last night, _____.
2 By this time next week, _____.
3 For the past five years, _____.
4 By the year 2030, _____.
5 For the past hour, _____.
6 I was in a really good mood yesterday because _____.

Student B

Complete these sentences about yourself. They do not need to be true.

1 By the end of my last holiday, _____.
2 Before today is over, _____.
3 Since I started my new job, _____.
4 By the time I retire, _____.
5 Since 7 o'clock this morning, _____.
6 By the time I left the shopping centre, _____.

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3 Grammar Article or no article?

Team A

1 Read out the sentences that Team B asks for, but do not read any words that are in bold.

2 You have to collect pairs of boxes horizontally or vertically. Write the sentences that Team B reads to you in the appropriate boxes in your separate grid, adding articles (*a*, *an* or *the*) where necessary.

	1	2	3	4
A	I go out for dinner once **a** month.	**The** homeless in my city are **a** big problem.	Politeness and good manners cost nothing.	I have **a** number of friends who have successful careers.
B	**The** suggestion that global warming is **a** man-made problem is probably right.	I like football, but I don't have **a** favourite team.	**The** rich probably have more things to worry about than you or me.	I'm very competitive and make **a** very bad loser.
C	I think that many professional sports people are overpaid.	In my opinion, hard work should be well rewarded.	In my first job, I earned £2,000 **a** week.	I almost never go to **the** cinema.
D	I always get nervous when I see **a** group of young men hanging around outside.	I hate **the** idea of working in **an** office all day.	I don't mind people telling me what they think of me.	I would love to travel into space.

Team B

1 Read out the sentences that Team A asks for, but do not read any words that are in bold.

2 You have to collect pairs of boxes horizontally or vertically. Write the sentences that Team A reads to you in the appropriate boxes in your separate grid, adding articles (*a*, *an* or *the*) where necessary.

	1	2	3	4
A	**The/A** successful team player needs lots of luck.	Everybody loves **a** winner, especially when they have tough competition.	Last year I did **a** photography course, which I found really interesting.	I don't like **the** sort of person who thinks that winning **a** game is more important than taking part.
B	I saw **an** interesting programme last week about **the** history of motor racing.	I find that time usually really drags when I'm at work.	If you want to achieve your goals, you need ambition and determination.	Many people say that knowledge is **the** key to success.
C	I was really pleased when my home city was chosen as **the** next Olympic venue.	I visit my friends in **the** city three or four times **a** year.	**The** theory that men are better than women at some things is nonsense.	Humans have walked on **the** moon and one day they'll walk on Mars.
D	I believe that if you want to succeed in life, you need to work hard.	Some say that one way to deal with crime is to impose heavy punishments.	Some say that **the** main point of working is to make money.	My last job was so bad that I left after only being there for **a** day.

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4 Grammar Have your say

Team A

Transport and travel



1 All public transport during rush hour and working hours **has to** be free of charge.
2 All workplaces and schools **ought to** provide free, secure bike storage and free lunch vouchers for workers who cycle more than 5 km to work. There will be large tax incentives to employers providing these facilities.
3 All high school children **should** spend one year studying in a foreign country.

Society



1 You **are not allowed to** use a mobile device in public places if you are not sitting/standing still, e.g. walking down the street, crossing the road, while moving on public transport.
2 Anyone over the age of fourteen **must** take part in eight hours of charity/volunteer work per month (e.g. helping the elderly or people with disabilities, running a youth group, improving public spaces).
3 Men **shouldn't** get married until they are thirty, women until they are twenty-six.

Health



1 It **is compulsory for** anyone who needs medical treatment because of self-inflicted behaviour such as smoking, dangerous sports or car accidents resulting from breaking the law, to pay for their own health care.
2 Fast food restaurants will **not be allowed to** sell meals of more than 500 calories per person.
3 People **should not** smoke in their homes, private cars or in open public spaces, e.g. parks, beaches, if they are with children or non-smoking adults. Fines may be introduced.

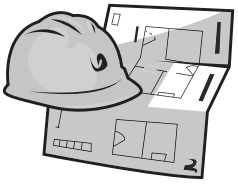
Study and education



1 Children **needn't** stay in full-time education beyond the age of fourteen if they have an alternative full-time occupation, e.g. job, apprenticeships, training.
2 Teachers **cannot** give homework to children under the age of fourteen.
3 University students **ought not to** live with their parents while studying. There will be financial incentives for those who live independently.

Team B

Work and employment



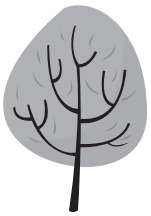
1 From next month, weekends will be three days long. Employers and employees **need to** agree together on which days they should not work.
2 Employees **needn't** pay any tax at all until they are twenty-eight.
3 Employees **cannot** use work computers for private use, even during coffee breaks. Fines will be introduced.

Family and home



1 Men **ought to** cook for their families at least twice a week. This **should** include planning the meal, buying the ingredients, cooking and clearing away after.
2 Families **must** take their children swimming once a week. Swimming pools will be free for families with children up to the age of ten.
3 You **are not supposed to** keep any pets at all if you live in a flat.

Environment



1 It **should be up to** car manufacturers to decide how environmentally friendly their cars are, and therefore it **is up to** the consumer to purchase responsibly. The government **cannot** intervene in the car market.
2 Bottled water will be banned in the next two years. You **had better** start getting used to taking water from home.
3 All plastic and polystyrene packaging will be banned by the end of the year. **It's necessary to** start using more natural packaging products such as paper or wool.

Entertainment



1 Cinemas and theatres **have to** give free tickets to children five times a year.
2 It is **compulsory for** professional singers and musicians to register with the government in order to earn a regular salary. All music can then be downloaded for free from the internet. This will stop music piracy.
3 DVDs of films **should** be released on the same day as a film is released in the cinema. **It's up to** customers how they view it.

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5 Grammar Where you live

Food

Discussion: Are these ideas true?

1 The majority of young people nowadays do not eat or know how to cook traditional foods.
2 There are an excessive number of foreign food restaurants now in our country.

Suggested ideas

- the nation's favourite food, eating habits/timetables
- special diets, organic foods, vegetarianism, genetically modified foods
- how/what children learn about good eating habits
- the best places to buy certain foods
- food allergies, food hygiene
- your own ideas

Health care and healthy lifestyles

Discussion: Are these ideas true?

1 Everyone uses state health care. There are only a handful of private health insurance companies.
2 There are more than enough well-trained doctors in our health system. Only a few emigrate to better-paid jobs.

Suggested ideas

- traditional vs alternative medicines
- smoking, cosmetic surgery, obesity
- how people maintain/the government promotes a healthy lifestyle
- habits of older and younger generations
- popular sports and exercise
- your own ideas

Travel and tourism

Discussion: Are these ideas true?

1 Most people go abroad on holiday once a year.
2 Everyone in the tourism and hospitality services speaks English really well.

Suggested ideas

- the most popular tourist destinations for locals/foreign visitors and types of holiday destinations
- the popularity of luxury/traditional/adventure/nature/eco-friendly holidays
- how the tourism industry has helped, harmed or changed your country
- public transport
- environmentally friendly transport, electric cars, 'green taxes' on large cars
- your own ideas

Education

Discussion: Are these ideas true?

1 Education from three to eighteen is funded by the state. There are no private schools or universities.
2 There are not nearly enough places at university for all applicants.

Suggested ideas

- the advantages/disadvantages of private or state schools in your country
- changes in your education system in recent years
- class sizes at school and university
- the popularity of science or arts subjects at school
- boarding schools, studying abroad, homeschooling
- apprenticeships, practical/vocational training
- the importance of exam grades, uniforms, gap years
- your own ideas

Environment

Discussion: Are these ideas true?

1 Neither the government nor private companies are interested in renewable energy.
2 Most people understand and are well informed about the problems of global warming.

Suggested ideas

- the main causes of environmental damage
- how pollution is affecting people every day
- how people are protecting/harming the environment
- bottled water, energy-saving houses, recycling, power generation, etc.
- the scarcity of natural resources, water conservation
- how the government/industry is protecting the environment
- your own ideas

Work and employment

Discussion: Are these ideas true?

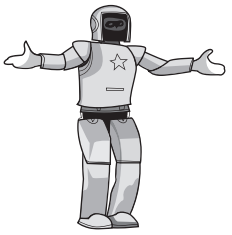
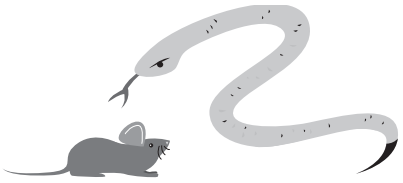
1 All regions have loads of opportunities for work. People do not need to move to find a job.
2 We depend on several countries for foreign workers to do certain types of jobs.

Suggested ideas

- part-time/full-time work, teleworking, flexible working hours, holidays
- changes in work habits in recent years
- unemployment, age of retirement
- equality between male and female employees
- popularity/prestige of certain jobs, training and promotion opportunities
- shared maternity/paternity leave, work–life balance
- your own ideas

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6 Grammar What would you do?

1 Imagine you hadn't chosen your current job/course of study. What would you have chosen to do instead?	2 Think back to when you were a child. What did you think would be good about being an adult? Are these things true now you are an adult? Why/Why not?	3 If you could live in another country, which one would it be and why? 
4 Think back to when you were at high school. What would your teachers make you do that you hated?	5 Imagine you had been alive 200 years ago. Would you rather have been a man or a woman?	6 Would you rather be intelligent and poor, or rich and stupid?
7 Is there anything that you wouldn't eat, even if you were starving and hadn't eaten for three days?	8 How would you imagine the world to be 100 years from now? 	9 If you were dropped in the middle of the Sahara Desert or the Himalayas, what would you do to survive?
10 If you could be an animal for a day, which would you be and why? 	11 What would have thought of doing today, if this lesson had been cancelled?	12 Think of three polite requests you'd like to ask your boss, your English teacher or the head of your college.
13 (Write your own dilemma/situation here.) ?	14 (Write your own dilemma/situation here.) ?	15 (Write your own dilemma/situation here.) ?

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7 Grammar Unreality check

Student A

Read sentences 1, 4 and 7 to Students B and C.

1 I'm sorry I'm late.
4 I told my boss she was one of the worst people I had ever met. She wasn't happy!
7 Would you like to come to the mountains with me this weekend?

Listen to Students B and C's sentences and find a suitable response in sentences f, h and i.
Complete these with the words and phrases from Box 1 and the correct form of one of the verbs from Box 2.

Box 1: about time as though high time if only (not) as if rather supposing what if wish

Box 2: be (x2) enjoy fire get go start stay up tell went will

a Really? It seemed _____ you _____ it. You left very early.
b Me , too. _____ we _____ so late to watch that horror film.
c Yes. It's _____ we _____ home. We don't want to miss the last bus.

Student B

Read sentences 2, 5 and 8 to Students A and C.

2 It's getting late.
5 I'm really tired this morning.
8 That's the fire alarm, isn't it? They must be testing it again.

Listen to Students A and C's sentences and find a suitable response in sentences a, d and e.
Complete these with the words and phrases from Box 1 and the correct form of one of the verbs from Box 2.

Box 1: about time as though high time if only (not) as if rather supposing what if wish

Box 2: be (x2) enjoy fire get go start stay up tell went will

d Yes, but I'd _____ you _____ anyone at work yet.
e Why? It's _____ the service _____ any good, and there was a fly in my soup!
f So am I. I really _____ you _____ here on time like everyone else.

Student C

Read sentences 3, 6 and 9 to Students A and B.

3 I had a great time at Jan's party last night.
6 Is it true you're looking for a new job?
9 We ought to leave a tip for the waiter.

Listen to Students A and B's sentences and find a suitable response in sentences b, c and g.
Complete these with the words and phrases from Box 1 and the correct form of one of the verbs from Box 2.

Box 1: about time as though high time if only (not) as if rather supposing what if wish

Box 2: be (x2) enjoy fire get go start stay up tell went will

g That was stupid. _____ she _____ you?
h I could do. It's _____ I _____ some exercise. I've put on a bit of weight recently.
i Perhaps we'd better leave the building. _____ it _____ a real fire? … Let's go!

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8 Grammar We have the technology

Team A

Describe your inventions to Team B and persuade them to invest in one of them.

A device that you point at people to stop them talking. It records and then almost immediately plays their voice back to them, making it impossible for them to continue speaking.



A portable solar-powered device that cleans water so it is safe to drink. Unlike other similar devices, this does not require filters or tablets.



A battery-operated arm that you attach to your own arm and upper body. It helps you to lift heavy objects (up to 18 kg) with ease, while providing essential back support.



A 3D printer, which can print food from a menu on your computer. The ink cartridges contain basic food ingredients instead of ink. You can then cook the food in a conventional or microwave oven.



Team B

Describe your inventions to Team A and persuade them to invest in one of them.

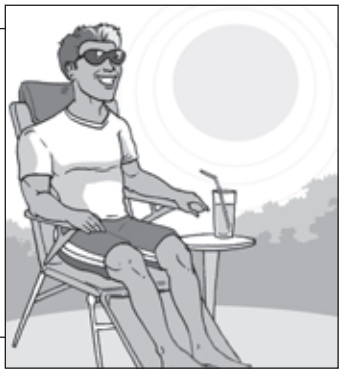
An electronic device covered in fur, which behaves like a pet when you hold and stroke it. It can be programmed to behave like an animal of your choice (cat, dog, rabbit, etc.).



A small, remotely operated helicopter-type device, which can deliver mail and parcels to customers by air.



Your skin will have permanent protection from the sun when it has been given this special laser treatment. People will no longer need to use suncream when they are outside.



Edible food packaging made from a fruit- or vegetable-based material. You can wash and eat the packaging after you've eaten the food inside. A large variety of flavours will be available.



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9 Grammar First to twelve

Be the first team to reach and complete sentence 12 by identifying the correct option in each box.
If you get an answer wrong, move back to the previous space (the other team has your answers).

Team A start	Team B start
1 Andy apologized for breaking my camera, but I told him that accidents **are going to happen**/**will happen** and he shouldn't worry.	1 Professor Williams has asked me to tell you that **you're to see**/**you will see** him as soon as possible so he can talk to you about your exam results.
2 Student numbers are really low at the moment, but **are set to increase**/**plan to increase** over the next few months.	2 I don't feel well. I think **I'll be**/**I'm going to be** sick. Can I be excused?
3 London is such an expensive place to live. I reckon that **I'll be spending**/**I'll have spent** all my savings by the end of my first term.	3 Teachers should get their students involved in the learning process. Do that and **it isn't being**/**it won't be** too long before they make real progress.
4 I need to tell Karel that his college application has been rejected. **You won't say**/**You're not to say** anything to him before I see him.	4 You kept falling asleep in class this morning, but if **you will stay up**/**you are sure to stay up** so late, what do you expect?
5 Everyone says Akiko was lucky to get an A for her assignment, but **she'll have worked**/**she'll be working** really hard for that.	5 I wonder how Maria is getting on at university. I imagine that right now **she'll be sitting**/**she is going to sit** in a lecture room half asleep after another late night!
6 I think Mrs Cardogan is one of the best teachers in the school. It's a pity **she's leaving**/**she's about to leave** us next year.	6 We should wear something warm for the field trip. According to the forecast, **it will have snowed**/ **it's going to snow** this afternoon.
7 I need a break from studying. What **will you do**/ **are you doing** tonight? We could go out somewhere if you're not busy.	7 You'd better decide soon if you want to go on the field trip to Prague. **It's expected to be**/**It's planned to be** very popular and places are limited.
8 Hurry up! The lecture **starts**/**will have been starting** at 2 p.m. and I don't want to be late.	8 The new science block is almost finished. In fact, **it's due to open**/**it will have been opening** its doors to students for the first time on Monday.
9 I've just applied for a place on a course at the local college, but I think **I'll have missed**/**I'll be missing** the last registration date.	9 **I don't do**/**I'm not doing** anything tonight. Do you want to come over and do some revision for the exam?
10 Alice is really upset about her lack of progress on this course. However, if she **is due to keep**/**will keep** missing classes, she only has herself to blame.	10 Have you filled in your college application form? **I take**/**I'll take** a look at it for you, if you like.
11 Information technology has made big advances recently and **is sure to change**/**will have changed** the way we learn over the next few years.	11 Thanks for inviting me over for dinner. What time **will I get**/**should I get** there?
12 I can't go out on Sunday evening. My summer job **is on the verge of starting**/**is starting** on Monday and I need an early night.	12 Our tutorial with Professor Jenkins should have started ten minutes ago. We should call him. **He'll be wondering**/ **He wonders** where we are.

Team A

Here are Team B's answers. Do not show these to Team B.

1 you're to see **2** I'm going to be **3** it won't be **4** you will stay up **5** she'll be sitting **6** it's going to snow **7** It's expected to be **8** it's due to open **9** I'm not doing **10** I'll take **11** should I get **12** He'll be wondering

Team B

Here are Team A's answers. Do not show these to Team A.

1 will happen **2** are set to increase **3** I'll have spent **4** You're not to say **5** she'll have worked **6** she's leaving **7** are you doing **8** starts **9** I'll have missed **10** will keep **11** is sure to change **12** is starting

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10 Grammar Money talks!

1 Is pocket money for children to buy things they want (games, music) or things they need (clothes, shoes, etc.)?	2 The issue of advertising on the internet being targeted to individuals is becoming more of a concern for some. Are you worried about it?	3 Is there a need for people to have more than one job in your country? (2)	4 Name three advantages and disadvantages of being self-employed.
5 What are schools or your government doing about the question of how to prepare young people for work nowadays?	6 In some countries there is much debate about whether to continue using money in cash form or to make all transactions electronic. What do you think? (2)	7 Do you think it is a worthwhile investment for governments to fund space exploration?	8 Do you have plans to save for anything big in the near future?
9 Do you agree there is no need to earn a high salary if you enjoy your job?	10 What are the benefits of renewable energy sources compared with fossil fuels?	11 What do you think about the idea of global warming being an economic problem as well as an environmental problem?	12 Do you think there will be any need to go shopping outside the home in the future?
13 Do you agree with the saying 'the best things in life are free'?	14 Have you ever forgotten to pay for your shopping or for a meal in a restaurant by mistake?	15 Do you have any good ideas for saving money?	16 Is it better to borrow money from your bank, from your family or from your friends?

Answers: Score 1 point for each noun phrase you identify correctly and 1 point for matching the type of noun phrase to the correct grammar type a–e in the Coursebook. Two sentences have more than one noun phrase so you can win more points!

1 pocket money = (d)
2 issue = (a)
3 need = (d) job = (b)
4 advantages and disadvantages = (a)
5 question = (b)
6 debate = (b) money = (b)
7 investment = (d)
8 plans = (e)
9 need = (e)
10 benefits = (c)
11 idea = (c)
12 need = (e)
13 things = (b)
14 meal = (b)
15 ideas = (a)
16 money = (b)

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11 Grammar Whatever, wherever, however …

1 You have just returned from an absolutely terrible holiday. Tell your friend all about it.

1 Your room was dirty and the window was broken. Most of the time, there was no hot water.
2 The hotel lift didn't work and your room was on the tenth floor.
3 The tour guides and hotel staff were rude and lazy.
4 You spoke to the hotel manager and the tour guide several times, but they never responded to any of your problems.
5 Nobody spoke English anywhere.

2 You are absolutely fed up with your flatmates. Tell your friend all about it.

1 They never do any washing-up or cleaning. They expect you to do it all.
2 They play loud music early in the morning.
3 They eat your food and don't share theirs.
4 They bring lots of friends home and have loud parties late at night. The police have been called many times by your elderly neighbours.
5 You lent them money for rent six months ago and they haven't paid you back yet.

3 You have just recovered from terrible food poisoning after eating at a new restaurant last week with your partner. Tell your friend all about it.

1 The fish starter was not cooked properly.
2 The main course was cold but the vegetables were overcooked.
3 The waiter took ages to take your order and was rude every time he spoke to you.
4 Your partner had finished eating his/her main course before the waiter brought your starter.
5 You asked to speak to the maître d' several times, but each time the waiter made different excuses.

4 Your new neighbours are the worst people you could ever imagine. Tell your friend all about it.

1 They moved in last week and still have boxes and bits of furniture in the street, making it difficult to walk on the pavement and causing lots of litter from the packaging.
2 At any hour of the day or night, there are always at least five dogs, six cats and lots of children out in the garden, and friends who park all over the street.
3 You've called the local council to complain, but every time you speak to them it's a different person and you have to explain the whole story again – no one appears to take notes on your case.
4 They never close their windows so you can hear everything day and night.

5 Your mother-in-law has just left after staying with you for a month. She was originally going to stay for only a weekend. Tell your friend all about it.

1 She treated the place like a hotel. She spent almost all her waking hours sitting on the sofa and didn't help cook, etc.
2 She never stopped talking, even through your favourite TV programme, with her mouth full at dinner, when you were on the phone to your friends, etc.
3 She answered the phone and had long 'friendly chats' with your friends before passing the phone to you.
4 Despite asking your husband/wife to make her leave several times, both tactfully and directly, they got upset and said you were being selfish.

6 You recently bought a second-hand car, but it has given you nothing but problems since you bought it. Tell your friend all about it.

1 The car salesman forgot to give you the discount he had agreed on some extras (free oil and brakes check, one-year guarantee, new spare wheel, etc.).
2 As you drove away from the dealer's, the wing mirror fell off and you noticed scratches on the steering wheel.
3 Yesterday, when you were driving in heavy traffic, you noticed people flashing their lights at you and pointing at the back of your car, but you can't see anything wrong.
4 Every time you call or visit the dealer the salesman is mysteriously absent or ill.

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12 Grammar Who said it?

1 Tell someone to drink more coffee to help their memory. (**advise**, say why they need to do this)	2 Tell someone to leave the classroom now. (**urge**, make up a reason)
3 Tell someone why you think another student is the best in the class. (**acknowledge**, give evidence)	4 Say that there is a link between eating bananas and good memory. (**assert**, give evidence or reasons why you believe this)
5 Ask someone to leave the classroom and go for a coffee together now. (**suggest**, think of a place)	6 Say that you have been on TV three times. (**claim**, make up some details)
7 Say you like someone's T-shirt/jacket, etc. (**compliment**, say why)	8 Say why you think daily exercise is so important for a good memory. (**emphasize**, give reasons)
9 Tell someone you will support them as English class rep. (**endorse**, say why you think your class needs a class representative and why you will support them)	10 Tell someone to sit in the corner of the classroom. (**insist**, give reasons)
11 Tell someone how you may have chosen the wrong job/course of studies/house, etc. (**reflect**, say how you feel)	12 Tell someone how much their English has improved. (**compliment**, give details of what they do so well now)

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Vocabulary

Unit 1 It's time to talk

Paired/Group activity paraphrasing expressions in short talks, identifying the original paraphrased expressions

Language

Time and speed words and phrases: (*at) the (very) last minute, behind the times, deadlines, short and sharp, time and again, time management, time flies, time really drags, up to speed, with hindsight*

Preparation: Make two copies of the worksheet for each group of four students and fold the sheets in half (Students A and B, C and D).

1 Write the phrases from the Language box on the board and ask students questions for the first three, e.g. *Karl, is there something you always do at the very last minute? Akiko, do you know anyone who's behind the times? Samira, how good are you at meeting deadlines?* Then divide the class into groups of four and tell them to ask one another questions about the other words and phrases on the board. Let them do this for about five minutes, then erase the phrases from the board.

2 Ask each group of four to divide into pairs. Give each pair a Students A and B or Students C and D section of the activity. They should not show these to the other pair.

3 Explain that the student pairs will take it in turns to have conversations based on the situations they have been given in Part 1. They should not use the phrases in bold; instead, they should paraphrase or use synonyms. The other pair should listen, and match and complete the sentences in Part 2.

4 Allow them about five minutes to plan and make notes for their conversations, and then let them do the activity. You should set a time limit of about 15 minutes for this. They can check their answers by asking for the phrases from their opposite pair.

ANSWERS

Students A and B: 1 b time really drags
2 e with hindsight 3 c time flies 4 d time and again
5 a short and sharp

Students C and D: 1 e the very last minute
2 a time management 3 d deadlines
4 c behind the times 5 b up to speed

5 In their groups of four, students discuss the phrases which are true about themselves in different situations. How many things do they have in common? This could be extended to a whole-class discussion to find out what they all have in common, e.g. everyone in the class thinks that *time flies* at the weekend, nobody has ever missed a *deadline* at work.

EXTRA SUPPORT Weaker students/groups write the time and speed phrases down, then refer to them when doing Part 2.

EXTRA CHALLENGE Tell students to imagine that they have had a work evaluation from their boss, who has been critical about their performance. They write an informal email to a friend explaining what their boss said, and why they disagree with them. They should use as many time and speed phrases as possible. This could be done as a homework task.

Unit 2 A difference of opinion

Paired activity reading short reviews, agreeing or disagreeing with them and saying why

Language

Phrases with adverbs: *astonishingly, critically, exceedingly, extraordinarily, highly, particularly, radically, remarkably, seriously, unbelievably, utterly*

Preparation: Make one copy of the worksheet for each student.

1 On the board, write the adverb phrase *astonishingly complex*. Ask students if they can think of other adverbs that could precede the adjective to make adverb phrases. Write their suggestions on the board.

2 Divide the class into pairs and give each student a copy of the activity. Tell them to look at Part 1 and work together to match as many of the adverbs as possible with each adjective to make adverb phrases. Review their ideas and ask them to use some of the phrases in sentences.

3 Tell the pairs to look at Part 2. Explain that there are six newspaper reviews of different things. They should read these and imagine that they have also experienced the different items being reviewed. One of them should agree with the reviews, and one of them should disagree (they can alternate, so that they each get a chance to agree or disagree). They should use the adverbs and adjectives in Part 1, and add their own ideas. For example, Student A: *I thought* Swimming with Whales *was extraordinarily interesting. I learnt so much about whales and never realized what intelligent creatures they are.* Student B: *Well, I thought it was utterly boring. I don't see why people are so fascinated by these creatures.*

4 Let them do this for about 15 minutes, then ask a few pairs to give their opinions on the items in the reviews.

5 In their pairs, they should now write a short review of something of their choice. They should try to include at least two or three adverb phrases in their review, using the adverbs and adjectives in Part 1 (they could also use adjectives of their own choice).

6 Students then read out their reviews to the others in the class, but omit the adverb phrases. The others should try to decide what these are.

EARLY FINISHERS In their pairs, the students can tell each other about, e.g. films or books they have seen that were extremely enjoyable or unbelievably bad, etc.

EXTRA CHALLENGE Individually, students think of a film, book, building, sporting event, exhibition, concert, etc. that they have seen, read, visited, etc. They then take it in turns to come up to the board and write an adverb phrase that describes it. The others in the class then ask them yes/no questions to find out what they are describing.

Unit 3 The right stuff

Group information activity matching people with their characteristics and deciding who to make redundant

Language

Behaviour and attitude phrases: *a 'big picture' person, boost the morale of the team, flexible and open to new ideas, have high expectations, like being the centre of attention, sit on the fence, troublemaker, willing to get their hands dirty*

Preparation: Make one copy of the worksheet for each student and fold the sheets in half.

1 Write *flexible and open to new ideas* on the board, and ask students what this means when we talk about people (i.e. they are willing to work in different ways to achieve something). Ask if they are flexible and open to new ideas, and in what way.

2 Ask them for any other phrases to talk about behaviour and attitude, eliciting the phrases from the Language box. You could write the first few words on the board. When you have done this, leave the phrases on the board.

3 Divide the class into groups of four to six, and give each student a copy of the worksheet. They should only look at Part 1 at this stage. Explain that there are descriptions of eight people who work together in an office. In their groups, they should decide which phrase on the board best describes each person.

ANSWERS

1 Jordan is a 'big picture' person.
2 Sam sits on the fence.
3 Chris likes being the centre of attention.
4 Shannon has high expectations of others.
5 Ken is flexible and open to new ideas.
6 Ollie boosts the morale of the team.
7 Carla is a troublemaker.
8 Tony is willing to get his hands dirty.

4 Review answers, then tell them to look at the internal memo in Part 2. The director of the company needs to make some of the people in Part 1 redundant and they have to decide which ones. The number of people they make redundant will depend on their group size: they should be left with the same number of people in their group (e.g. if there are five in a group, they should make three people redundant). Let them discuss this for about five minutes, then ask them who they got rid of.

5 Each student in the group now chooses one of the remaining employees and imagines that they are that person. Explain that, as a result of staff cutbacks, one of them is going to be asked to work longer hours and have more duties. In return, they will get more money and other benefits, such as free health care, a company car, etc.

6 Students tell the others in their group why they should be the one to get the extra duties. The others should listen and ask any questions that they think are necessary, e.g. *Why do you think that being a 'big picture' person means you should be given more duties? What other qualities do you have?* At the end, they can vote for the employee in the group who gets these responsibilities.

EXTRA SUPPORT Students make notes between Stages 5 and 6, giving reasons why they should get the extra responsibilities. They can refer to these during Stage 6.

EARLY FINISHERS In their groups, students discuss which employee they relate to the most, or they are closest to in terms of personality. They could also add other personality words and phrases that are true about themselves.

Unit 4 Recruitment drive

A group 'speed-dating'-style activity recruiting and being interviewed for jobs

Language

Language for responsibility from 4.1: *reliable, to be responsible for, to count on, to take care of, to be in charge of, to be held responsible for*

Phrases with *care* from 4.2: *health care, day care, take care of, care for, a carer, caring professions*

Preparation: Make one copy of the worksheet for every two students and cut the sheets in half.

Non-cut alternative: Make one copy for each student and fold the sheets in half.

1 Write *primary school teacher, airline pilot* and *doctor* on the board and ask students to rank them in order of responsibility with a partner. Gather feedback from the class, asking students to justify their answers and noting any vocabulary on the board relating to the theme of responsibility and care. Ask students to recall any other words relating to these areas from previous lessons.

2 Put students into groups of six or eight and then split each group into two sub-groups: A and B. Tell the students that they are all going to have a job interview and find a new job today. Ask all the As to brainstorm questions that interviewers ask related to experience and appropriate responsibility, e.g. *Can you tell me about any experience you have …? Have you ever worked with …?* Ask all the Bs to brainstorm all the questions job candidates ask at an interview about pay, holidays, responsibilities, etc. Write the headings *Interviewer questions* and *Candidate questions* on the board and write up the questions that they suggest. Alternatively, go round orally gathering ideas.

3 Tell students that they are recruitment agents and that they are going to take turns to interview candidates for a job and to find a job. Give each Student A or B their part of the worksheet and ask them to discuss and make notes on each job in their sub-groups. Remind them to use vocabulary from Unit 4. They must not show their paper to the other group.

4 Tell the Student As they are going to be interviewers. They should each choose a job they are going to interview for (it doesn't matter if you have three As – one job will not be recruited for). Ask the As in each group to sit in a line facing a corresponding Student B. Tell them that they have three minutes to find out as much as possible about the job and the candidate. Encourage them to start with appropriate formal phrases: *Good morning, I'm X and I'm interviewing you for the post of … I'd like to start by telling you a little bit about the job/asking you some questions,* etc. After three minutes, B candidates move along the row one place to be interviewed for the next post.

5 When all the jobs have been interviewed for, ask the Student As to get together and decide who they will employ in each post – everyone must be given a job. Student Bs should discuss which post they would like to be chosen for. At this stage do not let each group report

back on their conclusions. Students swap roles and Bs interview As, moving on every three minutes. At the end, interviewers assign jobs and candidates decide which jobs they'd like to do and report back to each other's groups on who was successful in which post.

EXTRA SUPPORT Give students more time to write full questions in Stage 3.

EARLY FINISHERS Write groups of three jobs on the board and ask students to rank them in order of responsibility, importance to society and caring required, e.g. vet/lorry driver/English teacher; car mechanic/hairdresser/midwife.

EXTRA CHALLENGE Write a letter to their candidate offering the post and saying why they are the right candidate.

Unit 5 Relatively speaking

Paired discussion activity writing opinion sentences on the topic of the media and the arts with a follow-up discussion

Language

Common phrases with relative clauses: *as a result of which, get to the point where, in which case, instead of which, only a few of which, several of whom, the way in which, the day when, the extent to which, the reason why*

Preparation: Make one copy of the worksheet for each student.

1 Write the word *advertising* on the board and the following two sentence stems: *I really don't like the way …* and *Advertising on the internet has got to the point …* In pairs, students complete the sentences in a logical way that reflects their opinion. Gather ideas and encourage students to justify their opinions. Elicit further phrases with relative clauses, write some further phrases from the target language on the board, and ask students to make sentences with them on the topic of advertising.

2 Give a copy of the worksheet to each student and dictate the following topics (making sure students write them in a random order, one in each of the nine boxes in the grid) sport, art, music, children's TV, film, social media, books, computer games, advertising. In pairs, students work together to complete each sentence stem, using each topic at least once (there are nine topics and ten sentences), according to their own opinions. Monitor and help where necessary.

3 The next stage is similar to noughts and crosses (tic-tac-toe). Students find a new partner and nominate themselves A or B. Students use A's topic grid first. Student A chooses a square on the grid and reads out their sentence on that topic. Students discuss their opinions, give examples/reasons, etc. Encourage students to ask questions: *Why do you think that? Can you give me an example? I agree with you, but …* Student B reads out their sentence on the same topic and they compare ideas. Student A crosses off the topic on the grid with a nought or cross. B selects a topic square and both students read out their sentences on the topic and discuss their opinions, then B crosses off the square. The discussions continue in this way until one student has scored a line of three. Then Bs find a new A partner, As find a new B partner and this time, using the B grids, they repeat the activity.

4 Gather feedback in the whole class and ask each pair to report back on any interesting or surprising opinions.

EXTRA SUPPORT Weaker groups/students work in pairs for each A or B role when writing their sentences.

EARLY FINISHERS Find another partner to play with.

EXTRA CHALLENGE Choose another topic, e.g. environment, education, fashion, diets, and write three sentences using the target language. Can students find someone who agrees or disagrees with them?

Unit 6 Find your twin

Whole-class mingle activity discussing preferences to find a student's twin

Language

Verbs for preferences: *admire, dislike, hate, please, prefer, regard*

Nouns and phrases for preferences: *admiration, dislike, give pleasure, hatred, pleasure, preference, regard, would rather*

Preparation: Make one copy of the worksheet for each student.

1 Ask students if they know what the phrase *a gut reaction* means. Explain that it is your first impulse or an immediate reaction. Demonstrate by asking a student: *Which do you prefer: travelling by train or travelling by bus?* Then quickly elicit choices around the class, e.g. *rice or pasta? Pepsi or Coca-Cola?* Demonstrate, justifying your answers: *I'd rather eat … than … as I think it goes better with …; Unfortunately I have a real hatred of pasta – when I was a kid my mum cooked it every day; … is definitely my preference,* and elicit further useful phrases from students. Check that students can remember/pronounce the noun and verb forms, e.g. *prefer/preference, hate/hatred*, and note any stress changes on syllables.

2 Hand out copies of the worksheet face down and tell students that they have 30 seconds to read 20 choices. They must circle their gut reaction and not go back and change any options. Tell them that if they do not understand an item, they should continue to the next one. Tell students to turn over their papers and give them 30 seconds to read and make their choices, before turning their paper face down again.

3 Tell students that they have three minutes to look at their answers and prepare to justify their choices – they must not change any! Monitor and help as necessary.

4 Put your class into sub-groups of eight to ten. Tell students they now have ten minutes to find their 'twin' or nearest twin in class, i.e. the person with whom they have the most in common. Elicit and write on the board the questions they will ask to find out what preferences they share, e.g. *Would you rather: … or …? Why is that? What's your preference, … or …? What/Who do you like the least/most?* Ask a couple of students *What do you prefer: tea or coffee?* When someone answers the same as your preference, say *Me, too* and ask some follow up questions, e.g. *Do you drink it in the morning? How many cups a day do you drink?* and encourage students to answer in full sentences, extending their answers. Students record the names of those who have the same preferences in the right-hand column. Monitor and help as necessary.

5 After ten minutes stop the activity. It does not matter if they have not spoken to everybody in their group.

Gather feedback. Was there anybody with whom they had nothing in common? Were there any surprises? Do feedback on any common errors together.

EXTRA SUPPORT Allow students to make notes in Stage 3.

EXTRA CHALLENGE Twin pairs prepare to share a summary of their findings with the rest of the group. Write these phrases on the board and check students understand them: *We both like* (food). *Neither of us likes* …

Unit 7 I know how you felt

Paired and whole-class activity describing how students felt in different situations

Language

Emotions: *angry/annoyed, apathetic, astonished, devastated, disgusted, envious, frustrated, horrified, indifferent, irritated, proud, self-conscious, thrilled, uncomfortable*

Preparation: Make one copy of the worksheet for each group of four students and cut into eight cards.

1 Write the adjectives from the Language box on the board and ask students in which situations we might feel these emotions. Ask for examples in sentences, paying particular attention to the prepositions which can follow, e.g. *indifferent to, apathetic towards, proud of*. Also ask students for the noun forms of the words (*anger, apathy, astonishment, devastation, disgust, envy, frustration, horror, indifference, irritation, pride, relief, self-consciousness, thrill, discomfort*) and any words or phrases which can precede/follow these, e.g. *take pride in, feel a sense of relief, arouse envy*. When you have finished, leave the words on the board.

2 Divide the class into groups of four and ask each group to divide into pairs. Give each group a set of cards, which they should place face down between them.

3 Pairs take it in turns to select a card and, without letting the other pair see it, look at the card and have a brief conversation about the picture on it. One student is the person on the card, indicated by the arrow, and should imagine that the event shown happened to them. Their partner should ask questions to get more information and keep the conversation going. The first student should explain how they felt, without using any of the words on the board.

4 The other pair listens, and after each conversation they write a sentence or sentences using the words on the board on a separate sheet of paper, e.g. *Aneka felt very apathetic about a politician's speech. Her feeling of apathy was due to her mistrust of politicians*. Note that they can use an adjective more than once if it is appropriate (e.g. *apathetic* and *indifferent* could both be correct for situation 1).

5 Review their answers, correcting any mistakes (e.g. incorrect prepositions, wrong collocations).

6 In their groups of four, students then tell one another about a situation in which they experienced the same emotions. These situations should be true, but if your students are reluctant to talk about their own experiences, they can make them up. They should try to keep each conversation going for as long as possible, asking each other questions to elicit further information.

SUGGESTED ANSWERS

1 apathetic **2** disgusted **3** horrified
4 uncomfortable/self-conscious **5** envious
6 devastated **7** irritated **8** astonished

EXTRA SUPPORT Students make notes for each card they turn over in Stage 3.

EXTRA CHALLENGE Students talk more generally about things that spark particular emotions. What are they apathetic about? What are they disgusted by?, etc. This could be done as a class discussion to find things in common.

Unit 8 One space at a time

Paired board game replacing words and phrases in sentences with phrasal verbs

Language

Phrasal verbs using *on, off, up* and *out*: *catch on, cut down on, cut off, cut out, drag on, get on with, give up, go off, go up, keep on, press on, put off, set off, take on, take up*

Preparation: Make one copy of the worksheet for each pair. Each pair will need a sheet of paper.

1 Write the following particles on the board: *on*, *off*, *up*, *out*. Ask the class to think of as many verbs as possible that can go before these particles to make phrasal verbs. Try to elicit all of the phrasal verbs in the Language box. Ask them if they can think of any facts they know about phrasal verbs (they are often used as less formal synonyms for other verbs or longer verb phrases; some have no object, some have an object and may be separable or inseparable, some have three parts, etc.). When you have finished, erase the phrasal verbs from the board.

2 Divide the class into pairs and give each pair a copy of the activity. They should begin in the 'Start' space in the middle of the grid.

3 Explain that the aim of the activity is to replace phrases with phrasal verbs and then move around the board one space at a time. They should follow the instructions on their worksheet and cross out a phrasal verb after they have used it. There is only one correct 'path' on the grid.

4 Let them do this until all the pairs have reached the last space on the grid (*press on*; see completed grid on page 230), or make this more competitive by stopping the activity when the first three pairs reach the last space. Review their answers, including the words/phrases that the phrasal verbs replace in the sentences.

ANSWERS

1 start their journey = set off **2** go on = drag on
3 became popular = caught on **4** increased = gone up
5 employ = take on **6** removing = cutting out
7 not to go = to put off going **8** occupied = took up
9 gone bad = gone off **10** continue = keep on
11 like = get on with **12** stop = give up
13 reduce = cut down on **14** continue = press on

5 Now tell students to imagine that their college or work place is going to try to become more environmentally friendly. In their pairs, they should discuss the measures that could be taken to achieve this. They should try to use as many of the fourteen phrasal verbs in the activity as possible.

cut down on	press on	get on with	go off	press on
give up	go up	cut out	catch on	put off
get on with	keep on	give up	**START**	cut down on
catch on	go off	cut down on	set off	drag on
go up	take up	put off	go off	catch on
drag on	press on	cut out	take on	go up

EXTRA SUPPORT Tell students that the first space they enter is the one with *set off* (optional: and that nine of the spaces they will enter are to the left of the 'Start' space).

Unit 9 Six conversations

Paired/Group dialogue activity incorporating idiomatic phrases

Language

Idiomatic phrases with *will: I won't hear of it, If you'll just …, I'll believe it when I see it, I'll let you know, It won't be long (before) …, That'll be …, That'll be the day, We'll see, What will be will be, You'll see*

Preparation: Make one copy of the worksheet for each group of four and fold the sheets in half (Students A and B, Students C and D).

1 Write *I'll believe it when I see it.* on the board and ask students when we use this phrase (i.e. when something good or positive might happen, but we don't really believe it will happen). Ask some students to make predictions about positive things that might happen in the future and choral drill the phrase. Pay attention to the tone and intonation of the phrase, which is often rather 'flat' to indicate a lack of optimism.
2 Ask students for other examples of idiomatic phrases that use *will* or *won't*. Try to elicit the phrases from the Language box and write these on the board.
3 Divide the class into groups of four and ask each group to divide into pairs: Students A and B, Students C and D. Give each pair a copy of their relevant section of the worksheet.
4 Explain that they each have three conversations and eleven phrases with *will/won't*. The aim of the activity is to use all eleven phrases in the three conversations.
5 In their pairs, the students read through their conversations, and then choose four phrases for each conversation. They should use all the phrases across the three conversations. They can make notes.
6 The pairs then take it in turns to tell the opposite pair what their first conversation is about and which four phrases they have chosen to use in that conversation. They then have that conversation with their partner. Their opposite pair should listen and then decide if they have used the phrases appropriately. They can also suggest other phrases that could have been used.
7 Repeat Stage 6 with the other conversations. As a follow-up, more confident pairs could repeat their best/most interesting/most humorous conversation for the class.

EXTRA SUPPORT Weaker pairs/groups choose only two or three of the phrases to use in each conversation.

EXTRA CHALLENGE In their group, students think of something that concerns them or is of interest to them. They then talk about it, trying to use as many of the phrases as possible in a set time limit.

Unit 10 'Turn back time' advertising company

Group/Paired discussion activity on how some everyday inventions changed the world, creating a radio advertisement

Language

Talking about new and old: *break new ground, change the world, dated, departure, innovation, it's the last word, it's so last year, obsolete, pioneer, positive development, reconditioned, revolutionize, shifting rapidly*

Preparation: Make one copy of the worksheet for each student.

1 Put students into pairs or threes and ask them to discuss what three inventions have changed the way we live in the last 100 years. Why were they so innovative/groundbreaking? What problem did the inventions solve? Did the invention make anything obsolete? Get feedback from the class, eliciting words for describing old and new from previous lessons/the Language box and write them on the board.
2 Ask students to imagine that they work for 'Turn back time' advertising company. They are going to travel back in time, with their radio-recording equipment, to when a revolutionary invention was first made public, and create a radio advert for a new invention.
3 Give students a copy of the worksheet and ask them to read about the products. Groups/Pairs choose one item to advertise, discuss their product and make notes in the mind map. Tell students not to worry if they do not know much about the history of the invention and encourage them to use their imagination. Help as necessary.
4 Once students have made notes about their product, they write the script for a radio advert. Elicit any useful phrases for adverts, e.g. *Do you ever wish you could …? This is the latest in … Call today for your free …*
5 Students rehearse their advert and present it to the class. Emphasize the importance of sounding interesting and using good intonation. To make their presentations more authentic, seat the presenters where the listeners cannot see them, e.g. with their backs to the class. Tell the listeners that they work for the radio channel and will need to select three adverts for a prime-time advertising slot. Ask listeners to make notes on the adverts, e.g. style, humour, positive language, good intonation, how convincing the advert is, which words on the board they heard and whether they were used correctly.
6 When all the pairs/groups have presented their adverts, ask the class to select the three best adverts.

EXTRA SUPPORT Students could work in groups of four.

EARLY FINISHERS Pairs/groups record their advertisement on a mobile device and review their pronunciation/intonation/tone before presenting to the class.

EXTRA CHALLENGE Students rank the inventions in order of how they have most/least changed the world.

Unit 11 'Master-cook'

Paired/Group activity creating a new recipe and select dishes for a class menu

Language

Food preparation verbs: *beat, chop, grate, grill, melt, peel, season, slice*
Adverbs: *generously/sparingly, gently/vigorously, roughly/finely, thickly/thinly*

Preparation: Make one copy of the worksheet for each student.

1 Put students in pairs and ask them if they know anyone who watches TV cookery shows, if they ever make dishes from the programmes, etc. Is their favourite dish to cook the same as their favourite dish to eat? Why/Why not? If there is a dish that several students mention, ask them to explain how it is made, encouraging other students to help. Write up useful vocabulary on the board.
2 Write *garlic, eggs, cheese, fish* on the board and ask how you usually prepare these ingredients so they are ready for cooking. Elicit the verbs on food preparation and write them and any other ideas (*stir, pour, bake,* etc.) on the board.
3 Tell students that they are going to create a recipe – either inventing a new recipe idea or a favourite dish – and two recipes will be chosen for a class dinner. Give each student a worksheet and allow time to read through the task. Students work in pairs to plan a dish for the whole class, so they may need to compromise and be sensitive to all students' cultures. Students make notes on the preparation method. Monitor and help, writing up new vocabulary on the board.
4 Depending on the size of your class, the next stage can be organized as a pyramid discussion or a presentation to the whole class. In each pair, students decide if they are A or B. Regroup three or four As together and three or four Bs together. Students take turns to explain their recipe to the others and vote for the 'best.' Encourage discussion of whether this means the healthiest, the tastiest, the most original, the easiest to prepare, etc. Each group reports to the class and the class selects the final two dishes.
5 Do feedback together of common errors.

EXTRA SUPPORT Weaker students stay in their original pair and present their ideas to another group as a pair.

EARLY FINISHERS Ask students to think of a dessert that would go well after their dish.

Unit 12 Research and results

Group activity reading reports on different research results and sharing information

Language

Describing research and results: *a tendency to, associated with, broadly similar, fundamental, implication, imply, interpretation, noticeable, reproduce, retain, proportion, substantially*

Preparation: Make one copy of the worksheet for every three students and cut as indicated.

Non-cut alternative: Make one copy of the worksheet for each student, folded so they can only see one text.

1 Tell students that they are going to read about some research. Write the following titles on the board with the words in brackets omitted: *A. Does it really matter (when) we eat? B. Sleep: How much is (too much)? C. Is (fat) really so bad for us?* Ask pairs to discuss and suggest missing words(s) for each title. Write the correct words in the gaps and ask pairs to speculate on the main ideas of the research. Encourage them to use the language from the Language box. Gather feedback with students justifying their answers. Write ideas and useful words next to each title.
2 Divide your class into three groups (A, B and C) and give each group their corresponding text. Keep the 'Group discussion cards' to yourself at this point. Tell students not to worry about any words they do not know and to compare the ideas on the board with their text. How close were their predictions? Monitor and help as necessary.
3 Give each group a Group discussion card and allow them five minutes to discuss questions 1–4 based on their own text (they can check any vocabulary in a dictionary if necessary).
4 Regroup students so that there is at least one person with each text (A, B and C), and ask them to take turns within their new groups to summarize their text and report on their answers to questions 1–4. They should not read out or pass their texts for others to read. Encourage students to ask each other questions as they discuss each piece of research. When they have summarized their information, they should discuss questions 5–7 in their groups and present their ideas to the class. Ask the class to vote on the most interesting research, or the one that has most implications for their country's population.

ANSWERS

1 Text A: suggests that when we eat may be important, but research at the moment is limited and inconclusive.
Text B: suggests that more than eight hours is too much and more dangerous than too little sleep.
Text C: suggests that a limited amount of naturally occurring saturated fat is important for the healthy functioning of the human body.
3 Students' own responses, but encourage them to think about the scale of the research in each case, i.e. testing on animals and humans, wide-scale research or a single study, texts A and B suggest that the quality of what we eat or the quality of our sleep respectively may play an important part and as yet research is inconclusive in these areas. Students might like to suggest who is behind the research.
4 Examples of formal language (neutral/less formal language in brackets): a tendency to (often), associated with, broadly, substantially, noticeable, retain (keep), reproduce (make happen again), fundamental (basic or important), imply (suggest something is true), significantly, proportion (part of a whole), interpretation (the way in which something is understood).
7 Students' own response, but encourage students to think about national eating/sleeping habits, the 24/7 society, government health campaigns, and whether they think they/their friends should change anything in their lifestyle after reading this.

EXTRA SUPPORT Students work in pairs in the discussion stages.

EXTRA CHALLENGE Students write a paragraph on the implications that the results have for their country.

1 Vocabulary It's time to talk

Students A and B

Part 1

Have conversations with your partner based on the following situations, but do not use the phrases in bold.

Situation 1

Student A: You and Student B are friends and colleagues in the same company. You think that Student B always does things **at the very last minute**. They aren't very good at **time management** and should improve this. (*Why does this annoy you? Why might this be a problem?*)

Student B: You think that the way you work is fine. You never miss **deadlines** and you don't see why you should change anything.

Situation 2

Student B: You and Student A are friends. You think that Student A is a bit **behind the times** in matters of technology. They need to get **up to speed** with new technology. (*In what way is Student A behind the times? Why does it matter? What could they do to change this?*)

Student A: You don't have the time to learn about, or the money to spend on, new technology.

Part 2

Match and complete these sentences about Students C and D.

1 In Situation 1, Student C complains that ...
2 In Situation 1, Student C feels that ...
3 In Situation 1, Student D tells Student C that ...
4 In Situation 2, people tell Student D ...
5 In Situation 2, Student C recommends leisurely activities instead of ...

a _____ exercise.
b _____ in their new job.
c _____ in their interesting and fun job.
d _____ to get outside and get some exercise.
e _____ they should have turned the job down.

Students C and D

Part 1

Have conversations with your partner based on the following situations, but do not use the phrases in bold.

Situation 1

Student C: You and Student D are friends. You are telling Student D that you don't like your new job. You find that **time really drags** when you're at work. You think that **with hindsight**, you shouldn't have accepted the job and should look for something different. (*What is your job and why don't you like it? What would you rather do?*)

Student D: You think that Student C should come to work for your company. You love the work you do and find that **time flies** because it's interesting and you have so much fun.

Situation 2

Student D: You and Student C are friends. You are telling Student C that you are annoyed because people tell you **time and again** that you need to get outside and get some exercise. You agree, but find exercise boring. (*Why do you need to get some exercise? What do you find so boring about it?*)

Student C: You suggest to Student D that they should do exercise that is slow and enjoyable, like swimming or walking, rather than **short and sharp** exercise like running or aerobics.

Part 2

Match and complete these sentences about Students A and B.

1 In Situation 1, Student A complains that at work Student B ...
2 In Situation 1, Student A suggests that Student B ...
3 In Situation 1, Student B doesn't see any problem because he/she always ...
4 In Situation 2, Student B thinks that in technological matters, Student A ...
5 In Situation 2, Student B tells Student A that when it comes to technology, he/she ...

a ought to improve their _____ skills.
b should get _____.
c is a little _____.
d meets their _____.
e waits until _____, before doing things.

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2 Vocabulary A difference of opinion

Part 1

How many of the adverbs in the first set of words can you match with <u>each</u> adjective in the second set to make adverb phrases?

astonishingly critically exceedingly extraordinarily highly particularly radically remarkably seriously unbelievably utterly

astonishing average basic boring complex different important impressive interesting irrelevant loud similar simple sophisticated

Part 2

Read each review with your partner. One of you should agree with each review and one of you should disagree. Use the adverb + adjective combinations from Part 1 and add your own ideas. You should use each adverb at least once. You will not need to use all of the adjectives.

A television programme

Last night's *Swimming with Whales* (TBC1) was one of those programmes that makes you happy to pay your TV licence fee. Presenter Adam Cray knows a lot about his subject, and his enthusiasm and passion made for a fascinating programme full of amazing facts and figures. I probably learned more about whales in 45 minutes than I had in the previous ten years.

An exhibition on 19th-century art

These days, it seems, you can do anything you like, call it art and sell it for a fortune. The exhibition on 19th-century art and artists currently running at the Lyle Gallery shows us that art involves much more than simply putting a pile of bricks in the middle of a room or projecting a bad video onto a blue wall. I urge all artists and art lovers to visit the exhibition to remind themselves of what real art is.

A smartphone

TeleKonnect's new T16 is their most advanced smartphone to date. It's small and fits comfortably in your hand, but it has a large, bright screen and an amazing range of features. It downloads or streams music and video quickly and efficiently, and its huge memory allows you to store an enormous amount of data. Its specially coated metal body makes it almost impossible to bend or break. The TeleKonnect T16 is tomorrow's phone today!

A book

Rachel Smith's latest book *Bread and Circuses* is a new history of the Roman Empire. While other books on the subject look at this period of ancient history from a distance, this fascinating book relates it more closely to modern times, and makes interesting comparisons between then and now. The Imperial Roman families, for example, are compared to modern criminal families, while modern stadium sports have many similarities with the violent games played out in Roman arenas.

A new building

As you approach the city, the new International Bank tower dominates the scene, and as you approach the building, its sheer size makes everything else around you fade into insignificance. However, it's when you enter the building itself that you realize it really is something special: the hollow interior gives you the impression of standing inside an enormous man-made mountain.

A murder mystery play

I love murder mysteries, and last night's performance of *The Dark Room* at the Apollo Theatre was one of the best I've ever seen. The plot twists and turns so much that before long you find yourself suspecting everyone. And like the detective (brilliantly played by Michael Capaldi), you are unable to separate the truth from the lies. Absolutely brilliant.

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3 Vocabulary The right stuff

Part 1

1 Jordan Jordan is one of those people who sees the situation as a whole. The kind of person, for example, who realizes that if one of our new products is a flop, it might not be because people don't want it. There could be other reasons, such as the price, other versions of the same product already available in the shops, and so on.	**2 Sam** The biggest problem with Sam is that he seems unable to make a decision. This is especially the case when we're trying to solve a problem and people are coming up with different ideas. He's very reluctant to get involved or influence something. Trying to get him to agree to anything is almost impossible!
3 Chris There's always someone in every office who wants to be noticed and who wants people to talk about them all the time. Well, that's Chris! He can be a bit annoying, especially at staff meetings where he tends to dominate any discussion, but he always gets really good sales and makes a lot of money for the company.	**4 Shannon** Shannon has only been with the company for six months, but she is very ambitious and clearly wants to get to the top. As a result, she pushes herself very hard. And this means that she thinks we should all do the same. Shannon wants us all to do well, because she believes that that will reflect well on her.
5 Ken A good employee is someone who is willing not only to work in different ways to achieve something, but also to consider suggestions from others. So, for example, you might say something like, 'We could get bigger sales of such-and-such a product if we changed some of the features', and they would say, 'OK, let's give it a go.' Ken is like that.	**6 Ollie** Ollie is the most popular person in the office. We all like the way that she makes us feel good about what we're doing, even if things aren't going very well or if a new project is falling flat. She's one of those people who will say something like, 'Come on, everyone – cheer up. Things could be worse. We're going to win this one!'
7 Carla The least popular person in the office is Carla. When you first meet her, she seems quite nice, but you gradually realize that she likes to cause problems for people. For example, if you get a call when you're out and Carla takes it, she'll deliberately wait until the end of the day before passing the message on to you, just because it will make your life more difficult.	**8 Tony** If there are problems on the factory floor, if there's a breakdown in communication somewhere, or if there is a rude customer to deal with on the phone, the person you can always rely on to deal with it is Tony. In fact, no matter how unpleasant the situation, Tony will sort it out. I think he actually enjoys the challenge situations like these present!

Part 2

Dear Colleagues,

As many of you are aware, the company has not been doing well for the last two years. The economic crisis has had a negative impact on sales at home, while export sales have fallen owing to an increasingly competitive market. In brief, the company is in trouble, and we will have to make drastic changes if we are to continue operating.

We have looked at many options, but we have decided that the only way we can continue is if we cut down on the number of employees. Therefore, with great regret, we will be asking some of you to leave the company at the end of the year. We hope that some of you might choose voluntary redundancy, in which case you will be given a generous leaving package and a good reference for future employers. If, however, nobody wishes to take this offer, we will have to make the decision ourselves. This would not be an easy task, and we stress that we would only do this as a last resort.

If you would like to see me to discuss this further, please feel free to drop by at any time. As you know, my door is always open.

With kind regards,

Charlie Philpott *Director*

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4 Vocabulary Recruitment drive

Student A

You want to recruit someone for each of the jobs below.
Make notes about the kind of responsibilities the job holds and the ideal experience and personal qualities that you are looking for in a candidate.

Post available	Notes: responsibilities, experience, personal qualities, ...	Candidate selected
Maths teacher in a secondary school		
Catering officer in a large university college		
Nurse in a hospital emergency department		
Chief editor of a national newspaper		

Student B

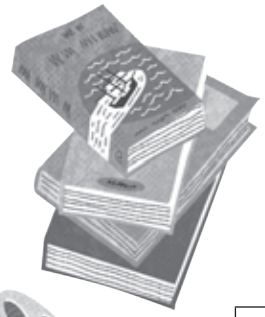
You want to recruit someone for each of the jobs below.
Make notes about the kind of responsibilities the job holds and the ideal experience and personal qualities that you are looking for in a candidate.

Post available	Notes: responsibilities, experience, personal qualities, ...	Candidate selected
Head coach of your country's next Olympic team		
Personal assistant to a top lawyer		
Warden in a residential home for elderly people		
Air ambulance paramedic		

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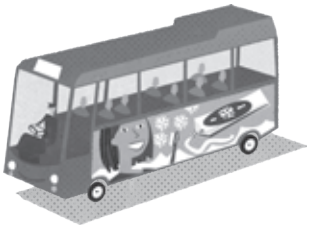
5 Vocabulary Relatively speaking

Listen to your teacher and complete the boxes below in any order with the words you hear.









Complete the sentences below with your own opinions on the topics above. Use each topic at least once.

1. I really like the way _____.
2. I think the reason _____.
3. I can remember the day _____ I first listened to/saw/read/heard about _____.
4. I think the extent _____ is really worrying.
5. I really enjoyed _____ until it got to the point _____.
6. I think young people pay too much attention to _____. As a result, _____.
7. There are lots of really great _____. Only a few _____.
8. I've read/seen/heard all the _____ (name of books/films/songs) several _____.
9. I never _____ late at night. Instead _____ I often _____.
10. I think _____ (name of artist/writer/musician) is going to make/write another _____ soon. In which _____.

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6 Vocabulary Find your twin

Quickly read through the ideas below and circle your first answer – do not stop to think too hard!	**Write the names or initials here of people who have the same preference as you.**
1 tea or coffee	
2 on holiday: skiing or sunbathing	
3 on holiday: sleeping in a tent or a 5-star hotel	
4 bike riding or horse riding	
5 dark chocolate or white chocolate	
6 at the weekend: breakfast in bed or an afternoon nap	
7 swimming in the sea or in an outdoor pool	
8 singing or dancing in public	
9 meat or fish	
10 luxury car or expensive motorbike	
11 skydiving or scuba-diving	
12 the person next to you on a train: singing along to music or having an intimate conversation with their partner	
13 gossip magazines or a serious newspaper	
14 the people at the next table in a restaurant: smoking or very loud conversations	
15 money or health	
16 you need to finish some work: get up early or stay up late	
17 losing your mobile phone or your credit card	
18 writing in pen or pencil	
19 going to the cinema or watching a film at home	
20 rain or snow	

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7 Vocabulary I know how you felt

1



2



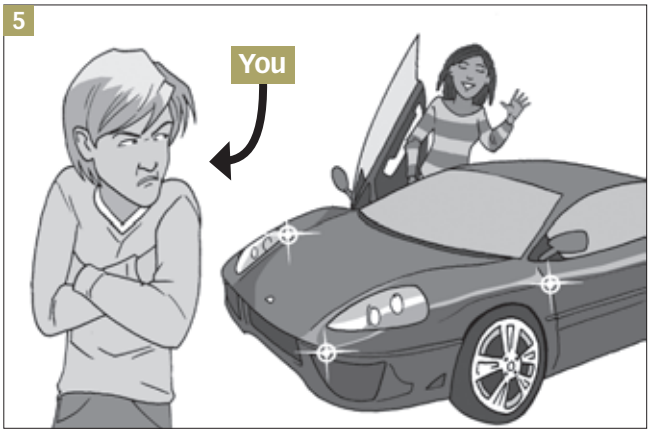
3



4



5



6



7



8



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8 Vocabulary One space at a time

1 Put your counter on START. Read sentence 1 and decide which phrasal verb in the grid can be used to replace a word or phrase in the sentence. Move your counter to that space. You may need to change the form of the verb.

2 Continue with sentence 2 and then the rest of the sentences in turn. You can only move one space at a time, and you can only move horizontally (←→) or vertically (↑↓). You cannot move across any phrasal verbs that you have already used.

3 On a separate sheet of paper, write down the phrasal verb for each sentence in its correct form, and the word or words that it replaces.

1 They couldn't start their journey until Aunt Dorothy arrived with the sandwiches.
2 The lecture was so boring – it seemed to go on forever!
3 Initially people weren't sure about the new recycling scheme, but it became popular quite quickly.
4 The amount of rubbish that we recycle has increased by 50% since the new recycling scheme was introduced.
5 We're so busy these days. We've had to employ two new people to cope with the demand.
6 I managed to lose a lot of weight by simply removing bread, pasta and rice from my diet.
7 We decided not to go to Australia to visit my sister until we'd bought a new house.
8 Early computers were so big that they occupied an entire room and they were much slower than they are now.
9 What's that awful smell? Oh, no, the meat has gone bad!
10 They decided to continue going to the same restaurant despite it having a new manager.
11 I don't like my boss. We're always arguing and he really annoys me sometimes!
12 I've been trying to stop drinking canned drinks ever since I learnt how much sugar they contain.
13 It's hoped that the new speed limit in the city centre will reduce the number of accidents on the road.
14 We decided to continue because we still had a long way to go and it was getting late.

keep on	take on	go off	take up	keep on	give up	drag on
cut out	put off	go off	get on with	cut out	take up	catch on
cut down on	press on	get on with	go off	press on	put off	keep on
give up	go up	cut out	catch on	put off	give up	take on
get on with	keep on	give up	**START**	cut down on	set off	press on
catch on	go off	cut down on	set off	drag on	go up	get on with
go up	take up	put off	go off	catch on	take up	catch on
drag on	press on	cut out	take on	go up	take up	put off
keep on	set off	set off	press on	cut out	cut down on	drag on

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9 Vocabulary Six conversations

Students A and B

Choose four of the phrases on the right for each conversation 1–3. Tell Students C and D about the conversations you are about to have and which four phrases you have chosen for each conversation.

Listen to Students C and D's conversations and decide if they have used their four phrases appropriately in each one.

Conversation 1

You and your partner share a flat. One of you is having a birthday this weekend and wants to have a party. Your partner is not happy about this, because there was a terrible mess after your last party which they cleaned up. You promise that this time you will do all the cleaning afterwards, and you will also prepare all of the food and drink. Talk about this with your reluctant partner.

Conversation 2

You and your partner work for the same company. The company is in trouble. Sales have fallen, costs have risen and the management have reduced your pay. They have also started making some of the employees redundant, and you're both worried that you will be the next to lose your jobs. Discuss the situation with your partner.

Conversation 3

You and your partner are talking about a friend. This friend treats you rather badly: they borrow things without asking, they are always late, they talk about you behind your back and they spend all their time on their mobile when you're out together. You have told this friend that you are not happy with their behaviour, and they have promised to improve. However, nothing has changed. Talk about the friend with your partner.

I'll believe it when I see it.

That'll be … (+ a person, object or situation)

It won't be long before …

We'll see.

You'll see.

I won't hear of it.

If you'll just … (+ action)

I'll let you know.

I'll just … (+ action)

What will be will be!

That'll be the day.

Students C and D

Choose four of the phrases on the right for each conversation 1–3. Tell Students A and B about the conversations you are about to have and which four phrases you have chosen for each conversation.

Listen to Students A and B's conversations, and decide if they have used their four phrases appropriately in each one.

Conversation 1

You and your partner arrived at your holiday destination late last night after a long flight. Your luggage has gone missing and the hotel has given your sea-view room to someone else, putting you in a small, dark room at the back instead. This morning, it's cold, windy and raining. Naturally, you're not happy. Talk about the situation with your partner.

Conversation 2

You and your partner are good friends. You are renting a flat, but the lease runs out in two weeks and you have to leave. Your partner offers to let you stay in a spare room until you find somewhere else to live. You insist that you should pay them rent but they refuse to accept any money. You offer to treat them to something nice instead (e.g., a meal out or a weekend away). Have your conversation.

Conversation 3

You and your partner are going to see a show tonight. The show begins at 8.00 p.m. and it is already 7.20 p.m. You are still at home and it will take you half an hour to get to the theatre. However, you are still waiting for a third friend who hasn't arrived yet. One of you thinks you should leave without them, but the other thinks you should wait a little longer. Discuss this with your partner.

I'll believe it when I see it.

That'll be … (+ a person, object or situation)

It won't be long before …

We'll see.

You'll see.

I won't hear of it.

If you'll just … (+ action)

I'll let you know.

I'll just … (+ action)

What will be will be!

That'll be the day.

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10 Vocabulary 'Turn back time' advertising company



1970s
digital watch



1950s domestic
refrigerator



1950s
domestic TV



1990s
mobile phone



1880s
electric lightbulb



1979, the first
personal music player



1870s brand of
modern toothpaste



1929 electric
washing machine



1964 pair of
soft contact lenses

1 How did people live without the invention?

2 What problem will it solve?

3 Why is it so revolutionary? How will it change the world?

4 What/Where/Who is your target market?

5 What are the main features of the product?

6 How much will it cost? Any special offers, discounts, etc.?

7 What is the key message of your advertisement? Slogan? Monologue? Dialogue?

Name of invention

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11 Vocabulary 'Master-cook'

1 Choose at least one item from each list of ingredients. You may choose more than one item and add any other ingredients of your own, e.g. oil, milk, salt and pepper, etc.






1. cheese, chicken, eggs, fish, mushrooms, prawns
2. apples, aubergine, broccoli, carrots, nuts, onions, spinach
3. bread, noodles, pasta, potatoes, rice
4. fresh chillies, garlic, ginger, lemon, seeds, spices, yoghurt








2 Decide how you will prepare the food to create a new or favourite dish. Write the method below.

Name of dish:

Ingredients:

Method:

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12 Vocabulary Research and results

Text A Does it really matter when we eat?



While we are all aware of the importance of controlling what we eat, do we really need to worry about when we eat? The implications of recent studies claim that we do. Those of us who have a tendency to eat late into the night, or snack throughout our waking hours, may well have a substantially higher risk of obesity than those who pack regular meals into a shorter time period.

Research carried out on two groups of mice eating broadly similar numbers of calories – with one group allowed to graze throughout the test period, while the other group was restricted to three set meals during 8-hour periods in every 24 hours – suggests that there is a noticeable link between when the mice ate and their obesity levels. The grazers put on significantly more weight than the restricted eaters.

While the full implications of such research may still be open to interpretation – and in humans, results may be associated more with what we eat late at night (e.g. fatty snacks) rather than an issue of our increasingly 24-hour society – the results are surely food for thought.

Text B Sleep: How much is too much?



We all know we tend to feel much better after a good night's sleep and an occasional lie-in, but could too much sleep do more harm than too little? The generally accepted ideal night's sleep is somewhere between six and eight hours, and results across most Western countries appear broadly similar, with approximately 75% of adults claiming to sleep close to this target.

However, there is substantial evidence to show that those of us who regularly sleep more than eight hours a night can expect a significantly shorter lifespan than those who sleep less than six hours a night. Even when a significant proportion of results were adjusted for those taking sleeping pills or suffering from depression, a noticeable link between the over-sleepers and shorter life expectancy was reproduced across several studies.

However, a fundamental question associated with research into sleeping patterns still remains inconclusive – how do you measure the quality of sleep as well as the quantity, and what does this imply for life expectancy?

Text C *Is fat really so bad for us?*



While we are all aware that high-fat diets cause a significant proportion of potentially avoidable health problems, recent research shows that not all fats are equally bad for us. Fat supplies substantially more calories per gram than carbohydrates. However, if it is total calories that you are looking to reduce, you might wish to retain some of the fat and consider other changes to your diet for your long-term health.

Research has shown that the food industry's hard sell to simply replace saturated fats (found naturally in dairy and red meats) with manufactured unsaturated fats has not eliminated many of the serious health problems it set out to 'cure'.

Heart problems can now be directly associated with the accumulation in our bodies of these artificially-created fats. In addition, to make low-fat foods tastier, manufacturers have often added more salt and sugar, merely reproducing the high calorie content in a different format, and prompting other health complications such as diabetes. A certain amount of 'healthy' saturated fat, such as that occurring in some fish, nuts, avocados and olive oil, does not only taste much better naturally, but is also fundamental to the healthy functioning of our immune and nervous systems, as well as for the absorption of vitamins.

Group discussion card

Answer these questions about your research results.

1 Answer the question in the title of your text according to the information you have.
2 Did anything surprise you in the research?
3 How convincing do you find the results?
4 Highlight examples of formal language. Can you think of more neutral English for these phrases?

Answer these questions with students who have read the other research results.

5 Which research results are the most/least convincing? Why?
6 Which research results are the most/least surprising? Why?
7 What are the implications of these research results for you, your friends or the population of your country?

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Communication

Unit 1 Inner city

Group activity, deciding on what inner city issues should be prioritized and reporting on the outcome

Language

Vague language (1) – approximation: words and phrases for *less than, approximately, more than,* vague quantifiers, numerical groupings

Preparation: Make one copy of the worksheet for each student.

1 Ask the class what they know about London. What do they think it is like to live there? What are the good and bad things about living in a big city?

2 Divide the class into small groups. Ask them to read the sentences about London in Part 1 and try to guess what numbers should go in each gap. Encourage them to make guesses using vague language, e.g. *I think it must be about 10 mph because there is a lot of traffic.* Briefly discuss ideas in groups, then give the correct answers.

ANSWERS

1 62 2 8.6 3 11 4 34 5 7.2 6 4.6 7 9

3 Divide the class equally into Team A and Team B. If you have a large class, you can have two Team As and two Team Bs. Explain that both teams are members of a residents' association in an area of inner-city London. They are concerned about a number of issues in the area and are going to have a discussion to decide which issues they would like the local council to address. Give out one copy of the relevant Part 2 of the worksheet to each student in each team. The teams should read through their set of issues and, using the model as an example, work together to come up with: a brief heading, an overview of the problem and what they would like to improve, and one or two solutions that will appeal to residents in the area. Encourage students to use vague language where possible. They have fifteen minutes to do this.

4 The teams present their four issues and proposed solutions to each other. A different student from each team should present each issue and solution. The other team listens and makes notes. Do not encourage discussion at this stage but allow students to ask questions if necessary to check they understand the other team's ideas. Write the brief heading of each problem on the board as it is presented to facilitate the discussion in Stage 5.

5 Explain that the teams have to decide together which four of the eight issues the local council should prioritize. Encourage discussion about how easy or difficult the implementation of each solution would be and the likely chances of each one succeeding. If the teams cannot come to a clear decision, conduct a quick vote to help them decide.

EXTRA CHALLENGE Ask the students to write a letter to the local council explaining which issues they think should be prioritized and suggesting some solutions.

Unit 2 Housemates

Paired activity talking about difficult housemates and the things they do, and choosing which housemates to evict

Language

An informal talk: phrases used to be less direct or to buy time, intensifying phrases used for emphasis

Preparation: Make one copy of the worksheet for each student and fold the sheets in half.

1 Tell students that they are going to tell a story to a friend about something that happened to them. What would they do to sound more natural and avoid creating distance from their audience? On the board, write the following as headings: *1 Being less direct or buying time*; *2 Intensifying words and phrases used for emphasis*. Ask students if they can think of words and phrases to go under each heading, eliciting those in the Language for speaking box on page 23 of the Coursebook. You could help them by giving them the first two or three words of each phrase, or the first three or four letters of each intensifying adverb and extreme adjective.

2 Divide the class into pairs and ask the students to tell each other a short story about something that has happened to them recently. Ideally this should be something dramatic, frightening or amusing. While they are telling their story, they should try to use the words and phrases on the board. You could ask a few students to repeat their story for the rest of the class.

3 Give each student a Student A or Student B section of the worksheet. Tell them to imagine that they live in a large house. It costs a lot to run, so they have each rented out three bedrooms to people who pay them rent to live there. These three people share the communal rooms, like the living room, kitchen and bathroom. Unfortunately, these people are not ideal housemates.

4 Individually, students should read through the three descriptions of their housemates and make up a short story or anecdote about them. They should give their partner the background information on the housemates before telling their stories (using their own words). Students make notes about what happened on a separate sheet of paper. Allow about fifteen minutes to make their notes and then tell their stories. Again, they should use the words and phrases on the board.

5 Tell students to now imagine they can afford to get rid of two of their housemates out of the six. Working together, they should discuss/advise which ones to evict, explaining the reasons why (they could predict, for example, what might happen if those people stayed on). When they have finished, ask the groups for their answers. Who was the least popular housemate (i.e. the one that most students decided to evict)?

EXTRA SUPPORT Students/Pairs can work in A+A or B+B pairs during Stages 3 and 4 before telling their stories.

EARLY FINISHERS Students probably know someone who is similar to the individuals in the descriptions. They tell one another about these people, giving specific examples of things they do, the way they behave, etc.

Unit 3 The company website

Paired/Group activity choosing pictures and features for a new company website

Language
Phrases to check if the listener has understood: *Are you with me? Do you follow? Do you understand so far?*
Phrases for rephrasing: *I'll put that another way, In other words …, Let me rephrase that, What I meant was …, What I'm saying is …*
Phrases for checking: *Am I right in thinking that …, Sorry, I didn't catch that. … is that what you mean? Sorry, I don't follow you, What did you mean when you said …?*

Preparation: Make one copy of the worksheet for each student and fold the sheets in half.

1 Write the following at the top of the board: *Nowadays, a business must use modern technology if it is to succeed.* Underneath this, write the three headings from the Language box. Begin a class discussion on this topic (with no input from you during the discussion itself). Students should clarify what they mean where necessary, and also check that the others in the class understand what they are saying. They should also ask for clarification if anything is unclear. As they come up with appropriate phrases, write them under the relevant headings on the board. Let students talk for about ten minutes. At the end, write any other phrases from the Language box on the board.

2 Divide the class into pairs, and give each student section A or B. Tell them to imagine that they work for a company called *The Global Food Co.* which sells food and drink from around the world in shops across the country. They are going to start a website where customers can order online, and in their pairs they are going to decide on a homepage picture, and the features that they would like the website to have.

3 Students look at the pictures together and discuss the advantages and/or disadvantages of each one before choosing one picture for their homepage. Alternatively, they could suggest their own idea. They should try to use the language on the board where necessary.

4 In the same pairs, without showing each other their worksheet, they tell each other about the features on their worksheet (using their own words where possible). This time, they should choose eight of the sixteen features.

5 Put the pairs into groups of four or six. Pairs tell the group which picture and features they chose (including any of their own ideas). The group should then try to agree on one picture and eight features. The 'winning' picture can be chosen by a vote.

6 When all groups have finished, do a quick poll to find the most popular picture(s) and features in the class.

EXTRA SUPPORT Students or pairs could look at both parts of the worksheet when discussing the features.

EARLY FINISHERS Students talk about the other features found on online shops. What are the common words and phrases we use for these in English? (E.g. *shopping basket*, *checkout*, *search engine*, *banners*, *pop-up*, *delivery calculator*.) They could also think of other features that they would like to include on their online shop website.

EXTRA CHALLENGE In pairs, students design their own homepage for the website on a sheet of A3 paper (or in an electronic document). This should include all of the features, links, etc. that they chose during the activity. This could be a class competition to find the best website.

Unit 4 Formal negotiations

Small group activity role-playing a formal situation, reporting back on progress in negotiations

Language
Formal negotiations: stating objectives, asking for detail/clarification, trying to take a turn, refusing an offer, disagreeing firmly, asking for flexibility, expressing initial agreement

Preparation: Make one copy of the worksheet for each group of three students, cut into individual cards as indicated, keeping the two role-play sets separate.

1 Ask students to tell their partner about the last time in their real life they had to negotiate in a formal situation, how successful it was, etc. Elicit any phrases that they used and write them on the board, along with any others from the Language for speaking box on page 43 of the Coursebook.

2 Put students into groups of three and give one role-play situation card to each group. Give them time to read and discuss their situation together. Give each group their corresponding role cards and allow time to read and help with any information. They should not read each other's role cards. Tell students to spend a few minutes thinking about what they are going to say in the meeting. They can add details and further ideas to the notes on their role card.

3 Check that each group knows which person is managing the negotiations and encourage them to make sure everybody has an equal opportunity to talk. Tell students that each group now has ten minutes to negotiate the best deal for everybody and remember to use the phrases on the board. Monitor and note errors as you listen.

4 After ten minutes, decide if groups should continue until they have resolved all of their negotiations or stop the conversations and ask one person in each group to report back on their negotiation. How successful were the negotiations? What progress have they made? If you have a large class, ask groups that did the same role-play to report to each other.

5 Give out a new set of cards for role-play 2 and repeat Stages 2 and 3, reminding students to use the phrases from the board. If you have enough students, ask them to form new groups. Make sure they do not repeat the same role-play or have the same person managing the negotiation.

6 After ten minutes, stop the conversations and ask students to discuss briefly in their groups if they thought their negotiations were successful, and which role-play was more successful, and why. Ask groups to report back in open class on the success of their negotiations.

EXTRA SUPPORT Students can work in pairs on one role.

EXTRA CHALLENGE Write a report/minutes of the meeting, outlining the main decisions and action points.

Unit 5 Talk about …

Group activity playing a board game, taking turns to talk about a topic and interrupting appropriately

Language

Managing conversations: phrases for agreeing/disagreeing/interrupting or changing the subject/asking for clarification/expressing surprise

Preparation: Make one copy of the worksheet for each group of three to five students. Each group will need a dice, counters and stopwatch (or a watch with a second hand).

1 Write the following on the board: *English will never be a truly global language*. Ask students to sit on one side of the class if they agree, and on the other side if they disagree. Give them one minute to think about their reasons in a small group. Then ask a strong student to start talking about their ideas, and politely interrupt them with your own idea/a justification for your interruption, e.g. *What are you trying to say? Because …*, encouraging the student to continue and others to join in.

2 After four or five speaking turns, pause the conversation, write the phrase you used to interrupt and your name next to it on the board, and ask the students which phrases they heard and who said them. Write them up on the board and elicit further phrases from the Language for speaking box on page 52 of the Coursebook, e.g. *I couldn't agree more. I don't see that at all.* Then ask students to continue discussing the same topic together in small groups and to try and use at least two phrases from the board each. Monitor and help, and after two minutes stop the groups and elicit any interesting feedback.

3 Now put students into new groups of three to five and tell them they are going to play a game using the phrases. Give each group a copy of the board. Demonstrate with one group how Player 1 rolls the dice and lands on a square, has 30 seconds' thinking time, and then has to start talking about the topic. Player 2 is the timekeeper/listener and the rest of the players interrupt Player 1 with a phrase from the edge of the board, and extend on their point. Player 1 must try and answer interruptions and change the subject back to their own ideas. Player 2 writes the player's initials on the phrases they hear if the phrase is used correctly. Phrases cannot be repeated within the same topic square.

4 After two minutes, the timekeeper can stop the conversation and points can be counted. The turn of speaker and timekeeper passes to the next players and the game continues. The objective is to get to the end, scoring as many points as possible along the way by using the phrases correctly.

5 Do feedback in whole class. Find out who won the most points in each group and share some of their more interesting discussion points with the class.

EARLY FINISHERS Choose three topics that groups didn't land on and discuss them.

EXTRA CHALLENGE Students pick a topic square that they are interested in and write a 'for and against' essay extending on the main points.

Unit 6 Can I interest you in …?

Whole-class mingle activity describing and exchanging items on a list

Language

Vague language (2): *a bit of, a couple of, and so on/and so forth, masses of, plenty of, some kind of, someone/something/somewhere like that, that sort of thing, things*

Preparation: Make enough copies of the worksheet for students to have a card each. Cut the sheets into five cards.

Non-cut alternative: Make one copy of the worksheet for each student and allocate a card A–F to each student.

1 Ask a couple of students where they got their watch, mobile, etc. Ask if it was a present, what features it has, why it's special to them, etc. Tell students that they are all market dealers and their uncle has asked them to sell some items for him.

2 Give everybody a card and help with any vocabulary problems. Tell students the idea is to exchange ALL the items on their list for more useful or interesting items. Tell students that they must describe the items on their list by giving lots of vague ideas (because the item has come from their uncle so they don't know all the features, but they have to get rid of it quickly). Elicit vague language phrases and write them on the board. Give students a couple of minutes to think about how they will promote their items and add any details, e.g. *The DVD set has got masses of extras, interviews with the actors and director, some games, and so on, …*

3 Say to a student: *Excuse me, Madam/Sir. Can I interest you in a (genuine Rolex watch)?* and elicit language for showing interest/refusing: *I'm afraid I don't … /I'm not keen on …* or *Could you tell me more about it?*.

4 The rules are:
- You cannot exchange more than one item with the same person.
- You must receive something in exchange.
- You do not have to exchange like for like, i.e. a holiday for a holiday.
- You can re-exchange something you have acquired if you find a better deal.
- You should ask lots of questions to find out about the items before you exchange to make sure they are a fair exchange.
- You must write down the name of the dealer next to the item they have acquired.

Tell students they have ten minutes to exchange all their items before the market closes. Monitor and note any errors where appropriate. As soon as the first person has finished, shout *Stop*.

5 Put students in groups of three or four and ask them to talk about the deals they made. Each group should decide who exchanged the most items and who got the best/worst/strangest deal. They report back to class.

6 Do feedback on the board, reviewing any common errors.

EXTRA SUPPORT Weaker groups/students can work in pairs.

EXTRA CHALLENGE Write a blog/eBay entry for a product.

Unit 7 Three holidays

Group activity deciding which holidays to take together

Language

Negotiating in informal situations: making suggestions and offers, clarifying, making adjustments to an offer, accepting/not accepting

Preparation: Make one copy of the worksheet for each student.

1 Tell students that you think you should all do something together this coming weekend. It could be a party, a barbecue, a meal out, a trip somewhere special like the beach or the theatre, etc. (you could specify that you or the school are paying). Ask them what they would like to do and write their suggestions on the board.

2 Divide the class into groups of four to six, and explain that they should now decide which of the options on the board they would like to do. They should reach a unanimous decision, but they can suggest and make compromises if they like. Let them discuss this in their groups for a few minutes, then open it up to the whole class. Students should automatically start using some of the language for negotiation from the Language for speaking box on page 72 of the Coursebook at this stage. Write the phrases they use on the board and add any that they didn't use.

3 Give each student (still in their groups) a copy of the worksheet and tell them to choose one of the people in the box. Tell them to imagine they are now that person. They should choose the holiday(s) in the pictures that they think their character would or wouldn't like to go on, and complete sentences 1–6.

4 Now tell them that they have decided to go on holiday together as a group this summer. They are going to take three holidays in total. In their groups, still as their characters, they should agree on the three holidays they will take, using their completed sentences and language of negotiation. Let them do this for about fifteen minutes, or until most of the groups have chosen the three holidays.

5 Get class feedback on which holidays were chosen and whether the negotiations went smoothly.

EXTRA SUPPORT Reduce the choice of holiday pictures.

EARLY FINISHERS Special-interest holidays are becoming more popular. Students could tell one another what sort of special-interest holiday they would like to go on. It could be active (e.g. photography, walking, golf) or more passive (a guided tour of national football stadiums, etc.). Or students could describe their perfect holiday. Where would they go? What would they do? Who would they go with?

Unit 8 A walk in the woods

Paired activity arranging pictures in their correct order

Language

Speculating, comparing and contrasting

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.

1 Tell students that you are thinking of two objects that are related in some way (e.g. *car* and *aeroplane*). Tell them to find out what these objects are by asking you yes/no questions. They should ask ten questions for each object. If they think they know what the objects are, they should not say anything. When they have used up their questions, tell them to speculate what the objects might be, using language of speculation, e.g. *The first object might be …, It's doubtful that the second object is …* As they come up with the phrases, write them on the board, then elicit the other phrases from the Language for speaking box on page 82 of the Coursebook. When they have identified (or you have told them) what the objects are, ask them to compare and contrast them. Elicit the phrases for comparing and contrasting in the Language for speaking box and add them to the board.

2 Divide the class into pairs, and give each student a copy of the A or B section of the worksheet. They should not show these to each other.

3 Tell them they are going to see pictures that show something amazing that happened to a man in the UK. Unfortunately, each student can see only half of the pictures and they are in the wrong order. They must work together to put them in the correct order. Note that the first and last pictures are already numbered (Student A: A = 1 and Student B: H = 8).

4 The students work together to number their pictures 1–8. They should not show their pictures to each other. Instead, they should describe what is happening (or what they think is happening) in each one and work out the correct sequence by speculating, comparing and contrasting. Ask students for their ideas on what the man saw and what the award was for.

5 Check students' answers as whole-class feedback. Call on different pairs to give a brief description of each photo for the class to check.

ANSWERS

1 A 2 C 3 F 4 G 5 E 6 B 7 D 8 H

EXTRA SUPPORT Put students into groups of four and then divide into pairs for the activity.

EXTRA CHALLENGE In pairs, one student thinks of two related objects, as in Stage 1, and their partner has to work out what the objects are by asking questions and using language of speculation. They then compare and contrast their objects.

Unit 9 Innovation in education

Group and whole-class activity discussing, presenting and choosing educational innovations

Language

Giving a presentation

Preparation: Make one copy of the worksheet for each student.

1 Tell students that they are going to give a presentation on some modern educational ideas. Ask them how they would make the presentation easy to follow and more interesting for the listener. Let them brainstorm a few ideas, then write the following headings on the board: *Introducing the topic; Changing focus; Talking about results; Giving opinions; Generalizing*. Ask them if they can think of

any spoken phrases we use for these functions, and write these on the board. When they have run out of ideas, add any of the remaining phrases from the Language for speaking box on page 92 of the Coursebook.

2 Divide the class into six groups, and give each group a number from one to six. Give each student a copy of the activity and tell them to look at the section for their group.

3 Explain that their section shows three educational innovations which have been (or are being) introduced in schools around the world. They would like to see these introduced to schools in their area. However, they can only choose one of the three.

4 In their groups, they should discuss their three options (the benefits and potential drawbacks of each one) before choosing the one they would like to see introduced. They should then make notes which they will use in their presentation. Set them a time limit of about fifteen minutes for this.

5 The groups then take it in turns to present their proposal to the rest of the class. Each member of the group should take turns to present a part of the proposal, using the phrases on the board.

6 Once each group has finished its presentation, the other groups each give it a score from one (= not a particularly good innovation) to five (= a really good innovation that they think schools should adopt). When all the groups have given their presentations, the scores are added up. The innovation with the highest score is the 'winner'.

EARLY FINISHERS Students could discuss other innovations that they think could be applied to schools and colleges.

EXTRA CHALLENGE In their groups, students think of another innovation that could work (this could be one of the innovations they discussed in the 'Early finishers' section above), and then work together to write a short, informal proposal. They should explain what the innovation is, what benefits it might bring, and list the possible drawbacks. They read out their proposal to the rest of the class, who then vote on the innovation they would most like to see.

Unit 10 So that's decided, then!

Group role-play activity, reaching a consensus

Language

Reaching a consensus: expressing opinions, agreeing and disagreeing, bringing another speaker into the conversation, making a suggestion, giving reasons, coming to a conclusion, justifying opinions, speculating, reaching a decision/recapping

Preparation: Make one copy of the worksheet for every twelve students. Cut up the sheets into three role-play sets. Make sure you have enough sets if you have more than twelve students.

Non-cut alternative: Make one copy of the worksheet for each student; assign a role-play column per group.

1 Tell students to imagine that their employer/head of school will soon require everybody to learn another language for the purpose of dealing with international students/business and ask them for suggestions of which language it should be. Tell students that they are going to discuss the idea in groups and that they must reach a consensus. Elicit phrases that they might use for this. Write the topic headings from the Language box on the board if students need prompting and elicit phrases from the Language for speaking box on page 102 of the Coursebook. Ask students to work in small groups and discuss which language they think would be most useful for international study/business and to reach a consensus in five minutes. Monitor and help as necessary, making a note of any errors in the target language phrases. Gather feedback from groups and take a vote if appropriate.

2 Put students in groups of four, assigning each student a role A–D (it is possible to do role-plays 1 and 2 without role D if necessary). Give each group their Situation card only and ask them to read through it together and check they understand the outcome or consensus that they should try to reach. Then give each member in a group their roles cards, and give them a few minutes to read and make any notes on their role. Encourage them to add their own ideas and expand on their role as they wish. Monitor and help with vocabulary, writing new words on the board.

3 Ask Student As to make sure everyone has fair turns at speaking and remind students to use the language from the board. Give students five minutes to discuss their options and to reach a consensus. Monitor and help if necessary, making notes on frequent errors. In open class, ask each Student B to report back to the class on how successful their discussion was and if they managed to reach a consensus.

4 Ask each group to pass on their cards to the next group (or distribute new ones if you have made enough copies). You can also mix students up to work with different partners, but be careful that they do not repeat the same role-play topic. Repeat Stages 2 and 3, this time asking Student C to ensure everyone has equal turns at speaking, and D to report back on the success of their discussion.

5 Do feedback and error correction together at the end.

EXTRA SUPPORT Students could work in pairs for each role.

EARLY FINISHERS Students discuss if they have been in this/a similar situation in real life, how they negotiated and what the outcome was.

Unit 11 The best and the worst!

Whole class/Group discussion on a variety of topics to convince the listener that the speaker's experience is the best or the worst

Language

Language for emphasis: inversion after negative adverbials, cleft sentences, stress patterns on key words, stress to indicate contrast

Preparation: Make one copy of the worksheet for each group of four students. Make sure each group has the Coursebook for reference in Stage 3.

1 Remind students of the festival task on pages 132 and 138 of the Coursebook and ask them what emphatic phrases they used to convince their group that their festival was the best one to visit. Write the phrases on the board from the Language for speaking box on page 112 of the Coursebook. Also elicit their ideas on the use of stress and make a note on the board.

2 Put students into groups of four and give each group a worksheet. Students nominate themselves A, B, C or D. Allow time to read through the questions and tell students to select from options where indicated, e.g. *What's the funniest/most embarrassing …?* At this point they do not start discussing questions. Show groups that in question 1, Students A, B and C talk, and D listens; in question 2, Students D, A and B talk, and C listens. Explain that the objective is a competition for the three students to convince the fourth person that their idea is the best/worst/funniest, using emphatic language and giving examples, e.g. *What happened was that we were on holiday and …, All I did was open the door and …, No way would I want to do that job!*
The listener must make sure each student has an individual turn and then all three can compete with each other in a joint discussion, e.g. *Your story is quite funny, but in my story …*. The listener can make short notes below the questions and decides at the end who is the most convincing. Listeners can use the Coursebook to tick off phrases as they are used.

3 Allow a few minutes for students to note which questions they will talk about and to prepare a few notes for their speaking turn. When everyone is ready, allow plenty of time for discussions, encouraging the competitive element. Monitor and make a note of common errors and any new vocabulary on the board. Encourage all speakers to use the phrases and structures from the board, and all listeners to use the phrases when explaining their choice of winner, e.g. *While I thought A's idea was the most convincing, it is B's talk that … The reason I chose A was because … The person I thought …*

4 The listener writes the winner's name for each question in the column on the right, and at the end the person whose name appears most in the right-hand column wins.

5 Ask the groups to report back on who the winner is and why. Do feedback with the whole class on any errors and new vocabulary on the board.

EARLY FINISHERS Students write their own topic sentences to ask others.

Unit 12 Did you hear the story about …?

Paired activity ordering magazine stories and turn-taking to tell the stories to a new partner

Language

Talking about a magazine story – speaking: explaining and commenting on the story, making the story vivid, involving the listener, linkers showing the direction of the story; listening: showing interest, prompting, checking

Preparation: Make enough copies of the worksheet for one story per pair, with each story cut into strips and mixed up.

1 Write *No news is good news* on the board, elicit the meaning and ask students if they've heard or read any good news stories since the last lesson. Ask one or two students to tell the stories to the whole class or their group. Did anyone else hear them? Why are they so newsworthy?

2 Pre-teach the following words: *crane, harness, fire extinguisher, firearm*. Put students into pairs and give each pair one cut-up story. Tell students to put their story in order and allow time for checking any vocabulary. Ask students which story has the words from the pre-teaching stage. If students find ordering the story difficult, remind them to look at referencing, synonyms, the use of articles and narrative tenses.

ANSWERS
Pair A: 1 B 2 G 3 C 4 I 5 H 6 A 7 F 8 D 9 J 10 E 11 K
Pair B: 1 F 2 K 3 G 4 B 5 H 6 A 7 J 8 C 9 I 10 D 11 E

3 Write the following questions on the board: *Do you think the person's actions were brave or stupid? How did they get themselves into the situation? What would you have done? How would you have felt in the same situation?* When they have finished, pairs with the same story discuss the questions together. Monitor and help as necessary.

4 Tell students that they are going to try to remember their story and practise telling it to their partner. Ask students to look at the Language for speaking box on page 122 of the Coursebook and give them time to read through the example phrases. Which ones do they think will be most useful? One student starts retelling the story, without reading from or looking at their story paper. Their partner can prompt them and help them tell the story using the listener's language from the box and the ordered text. When the first partner has told their story, ask pairs to look through the Language for speaking box and to decide how well both listener and speaker did, and how they could improve their storytelling or listening roles. Then students swap roles and practise telling the story again. Did the second person do better?

5 Put students into new A/B pairs with two different stories so they can tell each other their stories. Encourage students to use the language that they have practised. Monitor for common errors and good use of target language.

6 Write the following discussion questions on the board for A/B pairs to discuss together about each other's stories: *Which story was the scariest? Which story had the happiest ending? What would you have done in a similar situation? Do you think the people were brave or stupid to do what they did?*

7 Make sure the new A/B pairs can see one copy of a story and ask them to identify examples of: past continuous and past perfect to set the scene, reverse chronological order as a feature of newspaper stories, and vivid language.

8 Do feedback and error correction on the board in whole class. Can students identify and correct the errors?

EXTRA SUPPORT Put students in same-story pairs to tell their story in Stage 4.

EXTRA CHALLENGE Students research the stories on the internet and see if they can find out any additional facts or differences in versions of the story.

1 Communication Inner city

Part 1



Including private gardens, [1]_____% of London is green space.

[2]_____ million people live in London. It is estimated that [3]_____ million will live there by 2050.

Londoners recycle [4]_____% of their waste.

Men living in the richest areas of London can expect to live [5]_____ years longer than those living in the poorest areas. (For women the difference is [6]_____ years.)

The average speed of traffic in central London is about [7]_____ mph.

Part 2

Team A

Although 62% of London is green space including parks and private gardens, much more than many other cities, most people in your area live in flats and there isn't a local park or community gardens where people could grow their own fruit and vegetables.

Green space

There is a clear lack of parks and green space in our area of London due to the high percentage of people locally who live in flats rather than houses. Despite the need for new homes to house London's growing population, a number of former industrial sites are available for non-residential development. To improve environmental quality and increase health benefits, we would like to see the council commit to providing a park and community gardens on at least one of these sites.

1 The number of Londoners who take part in sport regularly each week has fallen by almost half a million since the Olympics in 2012. There's only one public sports centre with a small swimming pool and gym in the area, but it's in desperate need of renovation.

2 Drivers in London wasted 66 hours stuck in traffic last year. Between 4 – 5 p.m. it takes, on average, around 30% longer to complete a journey than at other, less busy times of the day. This is a daily problem where you live, as a major route in and out of central London passes right through your community.

3 Cleaning up litter in London costs £3.8 million a year. 48% of the UK population admit to dropping litter. Where you live is no exception, and the local council is failing to address the problem.

Team B

Graffiti is a widespread problem across London and it's very costly, both in terms of money and time, for the council and local businesses to clean it up. 77% of all Londoners say it reduces the quality of their lives, but the problem is even more pronounced in inner London.

Graffiti

Cleaning up graffiti is very expensive and time-consuming. We would like to reduce the amount of graffiti by giving businesses the opportunity to buy anti-graffiti paint at a reduced price. While there will be an initial cost, we expect this to reduce the amount of new graffiti and the expense of cleaning it up.

1 Londoners only recycled 33.9% of their waste last year, and only 34% the year before. The UK average is 45%, which still doesn't reach the European-wide target for 2020 of 50%. Many residents living in flats are forced to carry their recycling downstairs to collection points which are only emptied every two weeks.

2 In 2013, there were on average 12.7 road accidents involving cyclists every single day of the year in London. There are no cycle lanes for cyclists in the area and the volume of traffic, especially at rush hour, discourages residents from using bikes to get to school and places of employment. Therefore, more people are encouraged to continue driving, which further adds to the amount of traffic and congestion.

3 London has the most expensive public transport in the world with residents spending an average of 8.2% of their annual income on travel. A London underground ticket costs more than four times as much as a similar ticket in Paris, three times as much as in New York, and ten times as much as in Moscow. No discounts are available for workers in low-paid or part-time jobs.

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2 Communication Housemates

Student A

Neil is someone that you don't really trust. He takes your food from the fridge, he borrows things without asking and you think (although you can't prove it) that he has stolen some of your things and sold them. You often find him hanging around outside your room pretending to do up his shoelace or be looking for something. And you are very suspicious of some of the 'friends' he brings round to the house – some of them look like they have come straight from prison!



Carol is the messiest and untidiest person you think you've ever met. She spends hours on the sofa in front of the television, surrounded by empty fast food boxes. When she cooks (which is rare) she never washes up the dirty pans and dishes, leaving them for you to do. She also leaves dirty cups and plates lying around the living room and never tidies the bathroom after using it. Her hair is a mess, and she always wears the same dirty jeans and a jumper with holes.



Rick devotes his life to having a good time. He is always going out in the evening, and he rarely comes home before midnight. He then loves to stay up chatting. He often has friends over at the weekend, which often turns into an all-night party with loud music and dancing. You are getting a bit annoyed. You enjoy other people's company, but sometimes you like to be on your own. And now some of your neighbours have started complaining about the noise at night.



Student B

Catherine is one of those people who is always complaining about something. The television is always too loud, the meals you prepare are always overcooked, the room is always too hot or too cold, the walls in her bedroom are the wrong colour, and so on. If there's a problem, she'll find it. If there isn't a problem, she'll look for one. And of course, when there is a problem, it is always your fault. As you can imagine, she isn't the easiest person to get on with!



Vanessa sees everything as a political issue. She has strong political views on everything. It's impossible to talk to her about anything without politics entering the conversation, and you can't challenge her on any political issue because she always has a good argument that makes you think perhaps she's right. Of course, this can get a bit boring at times. Like many political types, Vanessa won't change her mind and can't change the subject.



Laurence is one of those people who prefers his own company. He rarely spends time with you or your housemates. When he gets home in the evening, he shuts himself in his room, where he spends hours playing computer games. Either that or listening to music or watching television. He only emerges to cook his dinner, which he eats in his room. It's almost impossible to have a conversation with him because he seems to have nothing to say. He's one of the most boring people you've ever met!



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3 Communication The company website

Student A







News blog

Customers can read the latest news about your company and its products.

Order tracking

Customers can follow the real-time status of their order with automated emails which tell them when their goods are packed, sent and should arrive.

Our team

Customers can see photographs of the people who work for your company, who they are and what they do.

Recommend a friend

Customers can give you the name and email address of a friend who might like your products. They receive a discount if their friend orders something.

Forum & picture gallery

Customers can upload photographs and recipes of the dishes they have made with your products. They can also comment on your products.

Recipes

Customers can read (and see pictures of) recipes that have been made with your products by professional chefs.

Our producers

Customers can read articles about the farmers and other producers who provide the food and drink that you sell.

Click and collect

Customers can arrange to collect their order from their nearest shop.

Student B

Interactive activities

Customers can do quizzes, competitions and surveys to win your products.

Gift service

Customers can choose a variety of products, which you put in an attractive gift box (with a card) and send to one of their friends.

Shopping app

Customers can download your company app to their mobile.

About us

Customers can read about your company: how it started, who runs it, your company 'philosophy', etc.

Our famous customers

Customers can read about famous restaurants, organizations, celebrities, etc. who regularly buy and use your products.

Mix and match

When customers choose a product, they are automatically told about your other products that go with it (e.g., a sauce that would go well with a particular meat).

FAQ

A list of frequently asked questions that your customers ask, and the replies to these questions.

Store finder

Customers enter their postcode to find your nearest shop.







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4 Communication Formal negotiations

Role-play 1

Your local sports centre has had a café for years, which recently has been losing money. The café manager, who has now been sacked, was disorganized, the café staff were not trained (they were sports centre cleaners doing extra hours) and the food served is unhealthy junk. It is the only sports centre, located on the edge of town, so there are no other cafés nearby. Many parents bring their children to activities, but have nowhere else to go while they wait. Adult membership of the sports club, a major social centre for local residents, is high so a well-run café should be a huge success here. The sports centre owners are in negotiations with a famous international coffee shop chain keen to open a franchise within the sports centre.

You represent the international café chain and are an experienced café manager.

Must have:

1 The café must look like it belongs to the international chain.
2 The same menu, work methods and processes that are so successful around the world.

Negotiable:

3 Bringing in your own staff.
4 Taking over the new premises within three weeks.
5 Rearranging shifts so the café stays open longer hours.

You own the sports centre and you sacked the previous café manager. You are responsible for organizing and managing the negotiation.

Must have:

1 The café must make money without you doing anything – that's why you are bringing in a professional manager!
2 Happy customers – the more they see the sports centre as a social centre, the more friends they attract.

Negotiable:

3 The café should make money as soon as possible, but you understand that good businesses take time to build.
4 The new café keeps the current café staff – possibility of training?

You represent the current café staff. You were not happy with the previous boss, but they let you do whatever you wanted.

Must have:

1 Guaranteed jobs for all current staff.
2 A pay rise – there has been no pay rise for three years.

Negotiable:

3 Most café staff don't want to work longer hours – the short four- to six-hour shifts fit other commitments, cleaning work, family, etc.
4 You're fed up with serving junk food. You think healthier food options should be available.

Role-play 2

Your local council is in negotiations to convert an old library (with two rooms – and a small kitchen, a small uncovered yard at the back) into a training centre for young people. The building is old, but in reasonable condition – the problems are more cosmetic than structural. Unemployment is high in this part of town and all other apprenticeship places are already taken. There are many young people who are either unemployed or in school/employment, but want to learn practical skills in order to improve their chances of employment or of finding a better job.

You are a local councillor representing the young people of the town.

Must have:

1 It must be open from early to late so that young people can have flexible learning and be somewhere safe in the evenings off the streets.
2 Young people must be involved in the new design and decoration of the centre.

Negotiable:

3 A place that young people can take pride in, good-quality facilities, internet, lighting, comfortable and practical furniture, etc.
4 You would like the young people to be involved in the daily running of the centre as well as adults.

You represent the training company the local council employs in colleges in town.

Must have:

1 A pleasant place for your training staff to work safely and with everything they need.
2 Your trainers cannot take responsibility for young people using the building in their free time, i.e. not on a registered course.

Negotiable:

3 A lounge area with hot/cold drinks machines to encourage young people to socialize.
4 You would like to provide a wider range of courses at this centre, including cookery, parenting, home finances, hairdressing, etc.

You represent the owner of the building. You are responsible for organizing and managing the negotiation.

Must have:

1 No structural changes to the building, i.e. moving walls, rewiring, etc.
2 You are not insured for young people to be in the building unsupervised.

Negotiable:

3 Your cleaners/security guard work between 10.00 a.m. and 5.00 p.m.
4 You will approve redecorating depending on the plans.

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5 Communication Talk about …

What does that mean?

How do you mean?

I'm not sure I follow you.

What are you trying to say?

Yes, but what about …?

Anyway, what do you think about …?

Well, I don't know about that, but I think …

You can't be serious!

Oh, come on!

Ah, no, that's where you're wrong!

Really?! I'd no idea.

I totally disagree with you.

I don't see that at all.

START

1 How should young criminals be treated?	2 Is it ever OK to lie?	3 The pros and cons of having children.
6 The scariest thing you have ever done.	5 The pros and cons of living on Mars.	4 Do all famous people deserve high salaries?
7 A total ban on smoking.	8 The easiest pet to keep.	9 Are we born good or bad?
12 Bad habits in other people that most/least annoy you.	11 The importance of English in 100 years' time.	10 The advantages and disadvantages of being an only child or having eight siblings.
13 Men and women will never be equal.	14 Your national sense of humour.	15 What would the world be like without music or mirrors?
18 How can we prevent natural disasters?	17 Should children have jobs?	16 The pros and cons of living to the age of 150.
19 Dreams, and whether they really mean anything.	20 The importance of television and internet nowadays.	21 The public figure you most admire.
24 Your personal and professional ambitions.	23 How your life would be different if you'd been born in a different country.	22 How schools (will) have changed in the last (next) 100 years.

FINISH

I don't think I'm with you there.

I couldn't agree more.

You're absolutely right!

I see what you mean.

I suppose you're right.

I guess so – you've got a point there.

Yes, but don't you think …?

I'm not so sure about that.

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6 Communication Can I interest you in …?

Card A

1 an all-inclusive trekking holiday in the Andes for two
2 the complete set of James Bond movies
3 an antique Chinese vase
4 two tickets to the next Olympics
5 your ex-boyfriend/girlfriend's old car

Exchanged for … *Name*

1 _____ _____
2 _____ _____
3 _____ _____
4 _____ _____
5 _____ _____

Card B

1 a three-week beach holiday in Thailand
2 eight pairs of top designer shoes
3 Albert Einstein's comb
4 two tickets for a theatre/dinner night in your capital city
5 a second-hand sofa you found on the street

Exchanged for … *Name*

1 _____ _____
2 _____ _____
3 _____ _____
4 _____ _____
5 _____ _____

Card C

1 a two-week adventure-sport and survival trip to Australia
2 the complete set of Michael Jackson's music
3 Bill Gates' first computer
4 two tickets to the next World Cup Final
5 an old map of the London Underground

Exchanged for … *Name*

1 _____ _____
2 _____ _____
3 _____ _____
4 _____ _____
5 _____ _____

Card D

1 a two-week cruise on the Mediterranean
2 the complete set of Harry Potter books
3 a 1950s radio
4 two tickets to a Wimbledon tennis tournament
5 a stray mother cat and three kittens

Exchanged for … *Name*

1 _____ _____
2 _____ _____
3 _____ _____
4 _____ _____
5 _____ _____

Card E

1 a family holiday for ten people in a 5-star resort in the USA
2 a collection of 100 Barbie dolls
3 Mozart's first violin
4 a ticket to an exclusive tour of the Louvre in Paris
5 a blue wig and clown mask

Exchanged for … *Name*

1 _____ _____
2 _____ _____
3 _____ _____
4 _____ _____
5 _____ _____

Card F

1 a one-week shopping holiday in Dubai
2 the complete set of Disney movies
3 a genuine self-portrait by Vincent van Gogh
4 two tickets to next year's London Pet Show
5 a size XXXL pair of baseball boots

Exchanged for … *Name*

1 _____ _____
2 _____ _____
3 _____ _____
4 _____ _____
5 _____ _____

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7 Communication Three holidays

Imagine you are one of the people below. Look at the holiday pictures and complete sentences 1–4, based on the holidays you think that your character would or wouldn't like to go on.

A tired parent with two children aged nine and eleven (children travel for free).
A student who has just graduated from university and doesn't know what to do next.
A businessperson who has been working really hard and needs to relax.
A middle-aged person who loves being outdoors.
A young professional who would love to see the world.
An elderly person who finds it hard to get around.

1 I would really like to go on the _____ because _____.
2 I wouldn't mind going on the _____ because _____.
3 I wouldn't really enjoy the _____ because _____.
4 I would hate to go on the _____ because _____.

Look at your choices for sentences 3 and 4 and complete sentences 5 and 6.

5 I might consider going on the _____ if _____.
6 I would only go on the _____ if _____.

a camping holiday



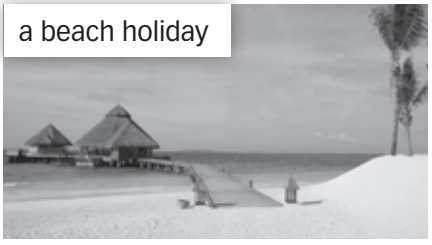
a touring holiday



an eco-holiday



a beach holiday



a city break



an adventure holiday



a volunteering holiday



a working holiday



a safari



a cruise



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8 Communication A walk in the woods

Student A

The pictures that you and Student B have show the different stages of an amazing event in a man's life. Unfortunately, they have become mixed up. Work with Student B to put your pictures in order to form a logical sequence of events.

A



B



C



D



Student B

The pictures that you and Student A have show the different stages of an amazing event in a man's life. Unfortunately, they have become mixed up. Work with Student A to put your pictures in order to form a logical sequence of events.

E



F



G



H



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9 Communication Innovation in education

Group 1	**School farm** Students actively learn about food production by growing and producing their own produce on or near the school premises.	**Mini-internships** Students spend two or three days each month at different companies in the area. They learn about different aspects of the companies and how they operate. The companies that the students select are involved in areas that reflect the students' own skills and interests.	**Live classroom link** Students who are unable to go to school (because they are ill, for example) can follow and take part in the lessons they are missing using the internet.
Group 2	**School meals** At the beginning of each month, students work together to choose what they will eat for their school meals for the coming month. They have a budget they must not exceed and a price list of how much each item costs.	**International project-based learning** Students are given a global issue or problem (e.g. global warming, poverty, food shortages) to 'solve'. They do this with other students in their school and (via the internet) with students in other schools around the world.	**Time for bed** The school has a dormitory where students rest or sleep for an hour after lunch. Afternoon lessons then continue as normal.
Group 3	**Community-service learning** Students do voluntary work in the local community for three or four hours a week. The work they do is based around their skills and interests.	**Morning exercise** Before lessons begin in the morning, students take part in an exercise routine. This would involve light physical exercise, dancing and singing.	**School twinning** Schools have 'partner' schools in other countries. Students spend two weeks studying at one of these schools alongside that school's regular students.
Group 4	**Home alone** Students are given money for food, electricity and other living expenses. In small groups, they then spend two weeks living in a house without adult supervision.	**All-round education** The school programme devotes the same amount of time to art, music, crafts and physical education as it does to more traditional teacher-centred classroom subjects like maths and history.	**Student power** Students choose the way they learn different subjects. This gives them the opportunity to learn the way they want (and which best suits them), rather than the way the teachers think they should learn.
Group 5	**School-Business partnerships** Students work on projects which are guided and graded by professional organizations outside the school, rather than by their teachers (e.g. they design a new school building which is graded by a company of architects).	**Multi-age learning** Students learn some subjects in classes where there are students of different ages.	**Study buddies** Students are paired with other students at the beginning of each school term. They help, guide and support each other in all aspects of their school work, and also offer peer support when the other has problems outside of the school environment.
Group 6	**Cooperative learning** Students work in small groups to learn something. They then teach what they have learnt to another group of students.	**Student newspaper** Students produce a daily school newspaper. This is done without any input or control from the teachers.	**Being the teacher** Students spend an hour or two each month teaching their class (including the teacher) about something that is of interest to them, or a skill they have. This could be anything from cookery to playing computer games or collecting things.

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10 Communication So that's decided, then!

Role-play situation 1	Role-play situation 2	Role-play situation 3
Situation All of you have been working/studying together for several years. Another friend of the group (What's their name?) is moving abroad to start work and a new life with their partner. You should all agree on a leaving present, and organize how and when you will present it to them.	**Situation** It is near the end of a very successful financial/academic year and your whole office/class will be celebrating together with an away day. You should all agree on where you will go, what activities you will do, food, transport to the venue, etc.	**Situation** A local gym has been taken over by new owners and is being completely refurbished. You are invited to a meeting to discuss the refurbishment plans for the gym. You should agree on the range of equipment, a loyalty system for members and a relaxation area.
1A You think that a photograph of your class/office colleagues or a vase might be good ideas. You don't have a lot of money. You have known them the longest and you think that everyone who knows them would like to be present when the gift is presented.	**2A** You love competitive team-building activities and think a day out with lots of physical activity would be perfect. There is an adventure sports centre 20 km from town, on the main bus route. You know a good pizza/pasta restaurant nearby and your brother can get you some 'funny' team T-shirts for a good price.	**3A** You are an independent advisor to the new owners and know that they do not have unlimited funds and will not carry out all the proposals immediately. Make sure you prioritize the most popular suggestions and make everyone feel included. Personally, you'd like the owners to target employees, not only the people who live locally.
1B You think that a camera or a universal solar charger might be good ideas. Your brother works in an electronic goods shop so you can get good discounts. You share a flat with your colleague at the moment, so you could order the gift to be delivered to them at home as a surprise.	**2B** You think that it would be sensible to go to a nearby hotel/conference venue you have used before. The price is reasonable, the hotel buffet excellent, and you know what you're getting for your money. You love organizing and can think of plenty of indoor team-building activities, maybe even a magician or karaoke?!	**3B** You are a serious gym member and want to see a fully equipped gym as you knew it ten years ago. You want the full range of weights, treadmills, rowing machines, etc. You think anyone who goes there to relax should not be taken seriously! Because you live locally and work out every day, you think the reward system should be free sessions with a personal trainer.
1C You think that a vase or some photo frames might be good ideas for the new house. You know that they have plenty of money, so don't really need anything. You could wait and get the item sent to the new house abroad as a 'house-warming.' You know that their family are taking them to their favourite restaurant before they leave.	**2C** You've never been to a famous theme park in your country (What's its name?). You'd like to organize a day trip there and everyone could bring their families, too. Your sister runs a catering business and can provide a special picnic for everyone. You think it would be sensible for everyone to travel together by bus.	**3C** You work locally but do not live nearby, so you would like an incentive to use the gym during your lunchtime, or before/after work hours. You like to use a full range of equipment, and would also use a spa/massage/treatment room if it were there. You don't earn very much so want membership as cheap as possible, so no fancy extras!
1D You think that a voucher for some local shops or some money might be a good idea so that they could choose their own item. You know that they have quite expensive taste and know where their favourite restaurant is, if the others would all like to go out for a meal.	**2D** You think that a boat cruise on the (What's the name of the lake/river/coast?) would be a great opportunity for everyone to relax, talk together, see the sights and do something fun. Your uncle runs a cruise company, which provides great on-board entertainment, a commentary of the sights along the cruise and an international buffet.	**3D** You live locally and are a working parent (like many young local families) so you have limited hours. You would like any loyalty system to be a financial reward rather than freebies you won't use. You want a play area to leave your children in while you work out. You're not into weightlifting and you don't want to waste time queuing to use the very popular machines like treadmills and bikes.

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11 Communication The best and the worst!

Read the questions below and select the ideas you would like to talk about in your group together.

1 What's the funniest/most embarrassing thing that's happened to you in public?
(Choose one option as a group.)

A _____ B _____ C _____

2 What's the most adventurous thing you've ever done?

D _____ A _____ B _____

3 What's the scariest moment in a film you've seen?

C _____ D _____ A _____

4 What's the best restaurant/hotel you've ever been to?
(Choose one option as a group.)

B _____ C _____ D _____

5 Who's the most organized/disorganized person you know?
(Choose one option as a group.)

A _____ B _____ C _____

6 What's the most exciting/expensive holiday you've ever been on?
(Choose one option as a group.)

D _____ A _____ B _____

7 What's the worst/best job in the world?
(Choose one option as a group.)

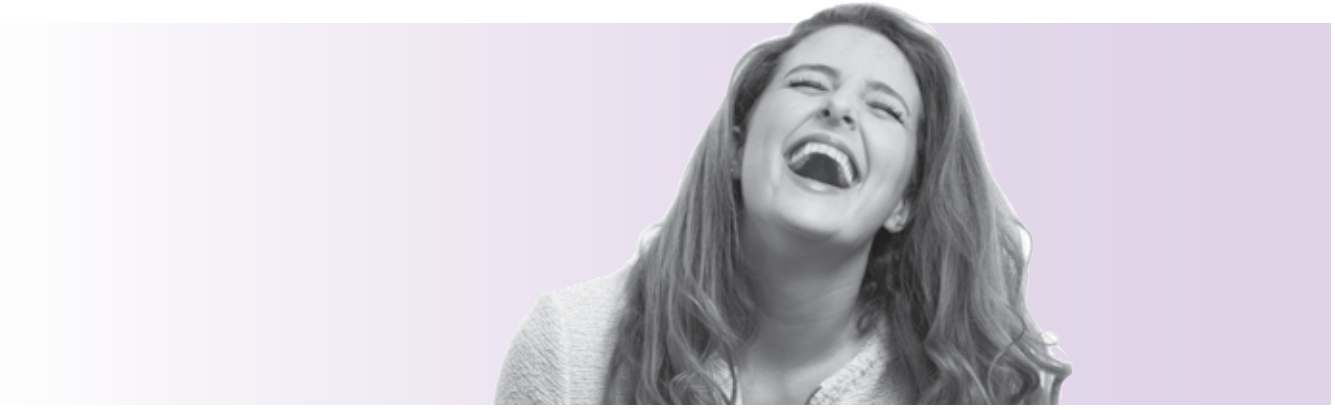
C _____ D _____ A _____

8 What's the funniest film you've seen?

B _____ C _____ D _____

Winner's name

_____



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12 Communication Did you hear the story about …?

Pair A

B Man rescued by helicopter from crane fire

G A 68-year-old man is still recovering in hospital after a dramatic military helicopter rescue in freezing conditions from the end of a 43-metre high crane on Tuesday.	**F** 'It was a crazy situation,' he recalls. He felt freezing on one side in the sub-zero temperatures and so lay down on his bag and pulled his jacket over his head to stay warm. He phoned 911, but was told that a helicopter was already on the way and would take 30 minutes.
C Crane operator Adam Jastrzebski, of Ontario, Canada was working on a crane above a new building when a fire broke out on the fifth floor.	**D** In fact the rescue services only took 20 minutes to reach him. His rescuer put a harness on him and pulled him to safety before taking him to Kingston Hospital.
I Flames spread through the mainly wooden construction, which rapidly turned into a huge fire producing masses of thick black smoke. Jastrzebski, originally from Poland, has operated cranes for 46 years, the first 20 of which were in his native country.	**E** However, the crane's owner, Aran Malek, said that Jastrzebski had done the only possible thing as he would not have had time to put the harness on before the crane cabin was destroyed by the fire.
H And so he quickly realized that it would have been far too dangerous to climb down, and feared falling to his death.	**K** Jastrzebski thanked the emergency services for his swift rescue and says that he will now be retiring from crane operating.
A He climbed out of the control cabin of the crane and waited outside, but suffered burns to his back and right hand. Horrified onlookers shouted at him to go to the end of the crane arm, so without waiting to put a safety harness on, he walked to the end of the 65-metre-long structure and lay down waiting for rescue.	**J** He recalls that at the time of the rescue he did not feel scared as he was in so much shock. 'I'm not afraid of heights. That's why I work in the tower crane.' The Ministry of Labour has expressed its concern that Jastrzebski had not put a harness on before moving to the crane arm.

Pair B

F Window cleaner foils bank robber

K A window cleaner who challenged a bank robber and caught up with him after a street chase has described how he 'wasn't in the mood' for trouble as he paid his bills at a bank in Coulsdon, South London.	**G** James Rowley, 34, from Caterham, and workmate Daniel Sandholm, 23, from Purley, were driving home from work when they stopped for Mr Rowley to use the Lloyds Bank on Brighton Road.
J Mr Rowley shouted at him angrily and grabbed a fire extinguisher off the wall as he chased him out of the bank.	**C** Quick-thinking Mr Rowley recalls expecting to see a getaway car outside and had thought of throwing the fire extinguisher at the car.
A The self-employed window cleaner said he suspected the weapon was a fake so challenged him with some strong language and noticed the man hesitate. Mr Rowley said that he had been 'in a bad mood' and had been rushing around all morning trying to get money together to pay his bills.	**I** Instead, Mr Rowley, along with Mr Sandholm who had been waiting in the van, chased Fernandez up the street. Fernandez had thrown away the fake firearm before they caught up with him. He hit Mr Rowley over the head with his crash helmet, but the window cleaners managed to grab him and hold him down until the police arrived.
H Robber Andrew Fernandez, 47, proceeded to demand cash and threatened to shoot the cashier.	**D** Mr Rowley then went back to the bank to complete his transactions and phoned his wife to tell her that he would be 'a bit late' as he was with the police.
B Father-of-two Mr Rowley recalls he was paying in money at the counter when a man walked in wearing a crash helmet and carrying a gun.	**E** At the time, his wife apparently thought it was an elaborate excuse for him to go to the pub. Mr Rowley is to be awarded a Police Public Bravery Award.

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Vox pops

Unit 1 Change

1 Give a copy of the worksheet to each student. Ask students to decide how they spent their time yesterday. Put students into pairs and ask them to present their information to each other. Feed back as a class.

2 Ask students to look at 1 section of exercise 2. Play the video. Allow students to check their answers in pairs. Ask students to look at the second section. Play the video. Give students time to check their answers with a partner. Check answers as a class.

ANSWERS

1 1 Rupert 2 Angela 3 Jeremiah 4 Heidi

2 Jeremiah – a Heidi – a Rupert – b Angela – a

3 Ask students to work with a new partner and tell them to put the tips from section 2 of exercise 2 in order of importance. When they have finished, ask them to compare their ideas with another pair. Feed back as a class.

Unit 2 Feats

1 Give a copy of the worksheet to each student. Put students into pairs. Ask them to describe the sounds to each other and discuss the questions. Feed back as a class.

2 Ask students to read through sections 1 and 2 of exercise 2. Check students' understanding of key vocabulary, e.g. *nagging*. Play the video, pausing after all speakers have answered the question in that section. Play the whole video again for students to check. Check answers as a class.

ANSWERS

1 1 Music, people walking around and the distant hum of the traffic.
2 Birds tweeting during the dawn chorus; newborn lambs bleating; dogs barking when they're playing.
3 The sea and the wind.
4 The sound of his grandchildren playing. He thinks the sound of giggling is great.
5 Running water. It helps him feel relaxed.

2 1 a 2 b 3 c 4 a 5 b

3 Put students into small groups. Ask students to discuss their feelings about the sounds in exercise 2. Feed back as a class and elicit the most popular and unpopular sounds.

Unit 3 Team

1 Give a copy of the worksheet to each student. Put students into pairs and ask them to brainstorm advantages and disadvantages of working in a team. Feed back as a class.

2 Ask students to read through the summary sentences in section 1 of exercise 2. Play the first section of the video, stopping after the speakers have answered the first question. Allow students to check their answers in pairs. Check answers as a class. Repeat this procedure for the second section.

ANSWERS

1 1 b 2 a 3 d 4 c

2 Duncan (bad) – he was working in the kitchen of a restaurant. The kitchen staff cooked a meal for a big table of thirty people, but the waiters forgot to give them the bill so the customers walked out without paying.
Jeremiah (good) – he started his job in the film industry working with a certain editor who taught him a lot and showed him what to do. He was lucky because it's not common to work with such a supportive editor in the film industry.
Helen (good) – her magazine has been shortlisted for the Consumer Magazine of the Year award. It's great to have the whole team's efforts recognized.

3 Put students into small groups. Elicit whether anyone has been on a team-building exercise. Ask students to discuss their answers to the questions. Feed back as a class. For the second part of the task, list all ideas for team-building exercises on the board and finally take a vote to decide which would be the most popular activity.

Unit 4 Responsibility

1 Give a copy of the worksheet to each student. Put students into pairs and ask them to discuss the question. Feed back as a class.

2 Ask students to look at section 1 of exercise 2. Play the video. Check answers in pairs and then as a class. Ask students to look at the second section. Play the video. Give students time to check their answers with a partner. Feed back as a class.

ANSWERS

1 Deborah – not learning a particular musical instrument – She gave up playing the flute too early because she wasn't very good.
Devon – not carrying on with a particular sport – He gave up basketball too early. He wishes he'd carried on to see where it could have taken him.
Sami – not learning a particular language – He never learnt how to speak Arabic, which he regrets. His dad is an Arab.
Stephen – not adopting a particular lifestyle – He wishes he'd settled down later and travelled more before starting work.

2 1 on the way back up
2 great, but he felt a little scared
3 into serious trouble
4 borrow some money

3 Ask students to think about the riskiest or most adventurous thing they have ever done. Give them a few minutes to think about their ideas. Then set a time limit, e.g. five minutes, and ask students to speak to as many other people as possible, exchanging information about their stories. After this, feed back as a class and answer the final two questions on the worksheet.

Unit 5 Power

1 Give a copy of the worksheet to each student. Put students into pairs. Ask students to complete the sentences. Feed back as a class.

2 Ask students to read through sections 1 and 2a of exercise 2. Play the video, pausing after all speakers have answered the question in each section. Play the whole of the video again for students to check. Then give students time to check their answers with a partner. Check answers as a class. Finally, ask students to work in pairs and try to recall all the sports and activities mentioned in the video. Ask students to compare their list with another pair.

ANSWERS

1 1 F (She only mentions diet.)
2 F (He needs to eat well.)
3&4 T
5 F (She doesn't eat a great deal.)

2a 1 the activities she does already are very time-consuming
2 on maintaining good personal relationships as well as a healthy body
3 paying attention to what he eats and doing regular exercise
4 not only interested in martial arts
5 keeps fit so that she can go on walking and skiing holidays

2b Cycling, dancing, dog walking, going to the gym, horse riding, kayaking, martial arts, skiing, swimming, walking, wrestling

3 Put students into small groups. Ask students to discuss these different sporting pastimes. Feed back as a class.

Unit 6 Play

1 Give a copy of the worksheet to each student. Put students into pairs and ask them to discuss the meaning of this English saying. Elicit any similar sayings which they have in their own language.

2 Ask students to read through sections 1 and 2 of exercise 2. Play the video, pausing after all speakers have answered the question in each section. Play the whole of the video again for students to check. Then give students time to check their answers with a partner. Check answers as a class.

ANSWERS

1 1–3 T
4 F (Debbie prefers to do this alone and not with friends.)
5 F (Peter also unwinds by having a nice meal.)

2 1 worked more during their life
2 unwinds and takes it easy
3 not to waste time worrying about the work-life balance
4 feel happy about the amount of money you earn

3 Put students into small groups. Ask them to discuss the statements. Monitor and prompt ideas if necessary. Feed back as a class.

Unit 7 Emotion and reason

1 Give a copy of the worksheet to each student. Put students into pairs and ask them to compare how they would feel in each of the different situations. Feed back as a class.

2 Ask students to look at the first section in exercise 2. Play the video. Allow students to check their answers in pairs. Ask students to look at the second section. Play the video again. Give students time to check their answers with a partner. Check answers as a class.

ANSWERS

1 1 c 2 e 3 b 4 d 5 a

2 Caroline – at Heathrow airport – When going through airport security, she put her suitcase onto the scanner. When she picked it up again, it flew open and everything fell out because she hadn't zipped it up properly.
Duncan – at school – They had a non-uniform day every year to raise money for charity. He got the day wrong and went to school in his normal clothes when everybody else was in school uniform.
Devon – on stage in a theatre – He ran onto the stage because he was late. He fell flat on the stage. Everyone just looked at him and nobody helped him up.
Andre – at a meeting – He arrived at a meeting. There was someone there who had the same name as the person who he was supposed to be meeting. Before he realized this, he'd told the wrong person several secrets.
Rupert – at his girlfriend's house – One of his girlfriend's cats jumped on the table. When he picked up the cat, he picked up the tablecloth as well and spilled the contents of the glasses all over his girlfriend and her parents.

3 For the first part of this task, ask students to work alone. Tell them to choose one regret from section 1 in exercise 2 and ask them to write a short story similar in length to those in the video. Explain that their story must conclude with the regret they have chosen. Then put students into small groups. Tell students to take turns reading their stories to each other without saying the regret they have chosen. The listeners identify which regret concludes each story. Listen to a few stories in class to round off the activity.

Unit 8 Plastic

1 Give a copy of the worksheet to each student. Put students into pairs. Ask them to discuss their ideas. Feed back as a class.

2 Ask students to read through sections 1 and 2 of exercise 2. Ask students to predict the reasons why the speakers might have given up the habits in the table. Play this section, ask students to check in pairs and then ask if their predictions were correct. Play section 2, ask students to check answers in pairs and then play this section again if necessary. Check answers as a class.

ANSWERS

1 Devon – eating junk food – I need to look after my state of health.
Sami – nothing – I find it very difficult to make this kind of commitment.
Shuang – ballet – It became increasingly difficult and so I lost my enthusiasm.
Stephen – playing squash – A physical problem occurred and it prevented me from continuing.

2 1 F (He couldn't manage it and so he bought himself a new phone.)
2 F (He believes that now he's in his thirties he needs to do more physical exercise.)
3 NG
4 T

3 Put students into small groups. Ask them to discuss the questions. Feed back as a class.

Unit 9 Learning

1 Give a copy of the worksheet to each student. Put students into pairs. Ask them to discuss their responses. Feed back as a class.

2 Ask students to read through sections 1 and 2 of exercise 2. Play the video, pausing after all speakers have answered the question in each section. Play the whole of the video again for students to check. Then give students time to check their answers with a partner. Check answers as a class.

ANSWERS

1 1 business
2 didn't choose an academic path
3 artistic
4 vocational training programme
5 studying for her second degree

2 1 b 2 d 3 c 4 e 5 a

3 Put students into small groups. Ask them to ask and answer the questions about the six jobs listed in exercise 3. Monitor the speaking activity and ask early finishers to think of some other unusual jobs and to discuss advisable career paths for these jobs. Feed back as a class.

Unit 10 New

1 Give a copy of the worksheet to each student. Demonstrate the task by describing a word from the box. Elicit the word. Put students into pairs. Ask them to take turns describing and guessing the words and phrases from the box.

2 Ask students to read through sections 1 and 2 of exercise 2. Play the video, pausing after all speakers have answered the question in each section. Play the whole of the video again for students to check. Then give students time to check their answers with a partner. Check answers as a class.

ANSWERS

1 1 Emily 2 Stephen 3 Deborah 4 Sami

2 1 F (She spends more on going away and on her home.)
2 T
3 F (He spends less on throwaway fashion items these days.)
4 F (Debbie feels it's more important to save money as she gets older.)

3 Put students into small groups. Ask them to discuss their answers to the three questions on spending habits. Encourage them to give reasons. Feed back and compare ideas as a class.

Unit 11 Origins

1 Give a copy of the worksheet to each student. Put students into pairs. Tell students to look at the example in exercise 1 and then ask them to continue the task. When students have finished the activity, ask them to compare their ideas with another pair. Feed back as a class.

2 Ask students to look at the first section of exercise 2. Play the video. Check answers as a class. Then put students into pairs. Before watching the video again, ask students to look at the second section of exercise 2 and ask them to discuss any answers they can remember. If necessary, check vocabulary such as *jousting, inaugural, guild, oath*. Play the video. Give students time to check their answers in pairs. Feed back as a class.

ANSWERS

1 1 d 2 e 3 a 4 c 5 f

2 1 F (speaking to a famous actor)
2 T
3 F (going in special costumes and watching performers)
4 T
5 F (swearing in the first two Grandmasters)

3 Ask students to work with a new partner. Tell them to plan for one of the events. Tell students to prepare a short presentation. Then ask each pair to present their ideas to another pair. Ask them to decide on the best features of each event. As feedback, ask students to report the best ideas for each event to the class.

Unit 12 Memory

1 Give a copy of the worksheet to each student. Put students into pairs and ask them to discuss the meaning of the words in bold. Feed back as a class. Ask students to make their predictions in preparation for the first task.

2 Ask students to read the task in section 1 of exercise 2. Play section 1 of the video, and pause to check if students' predictions were correct. Elicit further details about each story. Ask students to read the task in section 2. Play section 2, twice if necessary. Then give students time to check their answers with a partner. Check answers as a class.

ANSWERS

1 1 d 2 a 3 b 4 c

2 1 a job he used to have
2 her neighbour having problems with an old car
3 getting frustrated with having to wait at the petrol station
4 a certain perfume

3 Ask students to tick the items which trigger positive memory associations. Emphasize the need to focus on positive memories only. Put students into groups and tell them to discuss their memory associations. When doing feedback, elicit the most moving, the funniest and the happiest memories from each group.

1 Video Change

Vox pops

1 How did you spend your time yesterday? How long did you spend on each activity? Present your information to a partner. Did you manage your time well?

2 Watch the video. Do sections 1 and 2.

Are you good at time management?

1 Write the correct name next to each statement.

Jeremiah Rupert Heidi Angela

1 lacks time management skills _____
2 has successfully managed a variety of responsibilities for many years _____
3 doesn't feel that time management is a problem at work _____
4 surprises friends with impressive time management skills _____


Jeremiah


Heidi


Rupert


Angela

Do you have any tips for managing time better?

2 Tick the advice each person gives.

Jeremiah

a Try to complete one task before starting another. ☐
b Don't try to do too much in one day. ☐

Heidi

a Leave additional time for jobs which occur at the last minute. ☐
b Arrive five or ten minutes early for appointments. ☐

Rupert

a Write long lists every day. ☐
b Prioritize which jobs need tackling first. ☐

Angela

a Try to get up early. ☐
b Have a broad outline of what you want to do. ☐

3 Work with a different partner. Discuss the list of good time management tips in section 2 of exercise **2**. Put the tips in order of importance for you (1 = most important). Give your reasons. Do you have any other good time management strategies?

2 Video Feats

Vox pops

1 Work with a partner. Describe the sounds you can hear when you walk outside your house. Which ones do you like? Are there any that you can't stand?

2 Watch the video. Do sections 1 and 2.

What sounds do you love?

1 Answer the questions.

1 What examples of sounds in the city does Peter mention?
2 What examples of sounds in the countryside does Deborah mention?
3 Which sounds did Devon hear when he was staying on the beach in Barbados?
4 What sound does Stephen mention? Why does he like this sound?
5 What sound does Dan mention? Why does he like this sound?

Are there any sounds that you can't stand?

2 Choose the correct options to complete the sentences.

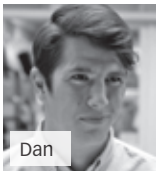
1 Peter hates hearing someone who is nagging because of the ...
a sound of the speaker's voice
b non-stop criticism
c speaker's negative attitude.
2 Devon can't bear the sound of ...
a traffic
b ambulances
c children.
3 Sami hates the noise made by ...
a aeroplanes
b traffic
c children.
4 Stephen dislikes ...
a a certain type of music
b all modern music
c music with an irregular beat.
5 Kamina hates the sound made by people ...
a chatting b eating c crying.

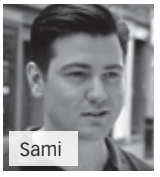

Peter


Deborah


Devon


Stephen


Dan


Sami


Kamina

3 Work in small groups. Discuss how you feel about each of the sounds mentioned in exercise **2**. Give reasons why. Which sounds are the most popular and most unpopular?

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3 Video Team

Vox pops

1 Work with a partner. List the advantages and disadvantages of working in a team. Compare your ideas with another pair.

2 Watch the video. Do sections 1 and 2.

How much of your job involves working in a team?

1 Match each person 1–4 to a summary sentence a–d.

1 Alex 2 Helen 3 Jeremiah 4 Andre

a He/She works in a team and works closely with colleagues in order to meet regular deadlines.

b In his/her work, everyone needs to cooperate with each other in order to perform well.

c His/Her work can be divided into three main areas and teamwork is important at every stage.

d His/Her work involves some teamwork. At times, it's necessary to work on his/her own and sometimes it's important to work in a team.

Tell us about an interesting experience you've had working in a team.

2 Complete the table.

	Good or bad experience?	Why? What happened?
Duncan		
Jeremiah		
Helen		

3 Work in small groups. Answer the questions.

1 Imagine you are on a team-building day out. Which of the following exercises would you like to take part in? Why? How do they boost team morale?

- a circus skills course
- taking part in a charity fun run
- an African drumming workshop
- a mountaineering course

2 What other ideas would you suggest for a team-building day out? Make a list of your ideas.


Alex


Helen


Jeremiah


Andre


Duncan

4 Video Responsibility

Vox pops

1 Work with a partner. Are there any things you wish you had or hadn't done when you were younger? Why?

2 Watch the video. Do sections 1 and 2.

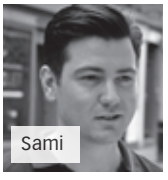
Are there any things you wish you had done when you were younger?

1 Match each person in the first column to a regret in the second column. Write details in the third column.

	Regret	More information
Deborah	not carrying on with a particular sport	
Devon	not adopting a particular lifestyle	
Sami	not learning a particular musical instrument	
Stephen	not learning a particular language	


Deborah


Devon


Sami


Stephen

What's the most adventurous or risky thing you've ever done?

2 Choose the correct options to complete the sentences.

1 Deborah did a bungee jump and she was terrified *before she jumped / the whole time / on the way back up.*

2 Devon's skydiving experience was *great, but he felt a little scared / too scary / amazing and not at all scary.*

3 Sami climbed on the school roof and he got *badly hurt / into serious trouble / really scared.*

4 In order to start his own business, Stephen had to *sell his property / borrow some money / spend a lot of money.*

3 What is the riskiest or the most adventurous thing you've ever done? Look at the questions below and prepare your answers.

When did you do it? Why did you do it?
Where were you? What happened?
How did you feel?

Interview other students. Who took the biggest risk? Who is the most adventurous?

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5 Video Power

Vox pops











1 Complete the sentences.

- Leading a healthy lifestyle is all about ...
- The best way to stay fit is to ...
- Unhealthy lifestyles result in ...

2 Watch the video. Do sections 1 and 2.

Do you think you have a healthy lifestyle? Why?

1 Are the sentences true (T) or false (F)? Correct the false sentences.

1	Sarah mentions a good diet and regular exercise.	T	F
2	Alex needs to eat a lot because of his job.	T	F
3	Andre is keen to stay healthy for many years to come.	T	F
4	Rupert's lifestyle involves frequent exercise and good food.	T	F
5	Angela exercises a lot and eats a lot.	T	F

What kinds of things do you do to stay fit?

2a Circle the correct answers to complete the sentences.

1 Sarah believes that *she has enough time to take up another sport / the activities she does already are very time-consuming.*
2 Alex believes in concentrating *purely on his physical well-being / on maintaining good personal relationships as well as a healthy body* in order to remain fit and well.
3 Andre believes that *paying attention to what he eats and doing regular exercise / focusing on exercise rather than diet* is the key to leading a healthy life.
4 Rupert is *not only interested in martial arts / only interested in martial arts-based activities.*
5 Angela *goes on walking and swimming holidays to stay fit / keeps fit so that she can go on walking and skiing holidays.*

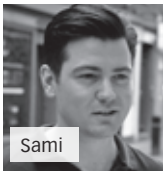
2b Work with a partner. Note all of the sports and activities the speakers mentioned. Compare with another pair.

3 Work in small groups. Discuss which of the activities listed in exercise **2b** you already do/you'd like to take up/you'd never try.

6 Video Play

Vox pops











1 *All work and no play makes Jack a dull boy* is an English saying. What do you think it means? Do you have a similar saying in your language?

2 Watch the video. Do sections 1 and 2.

How do you unwind?

1 Are the sentences true (T) or false (F)? Correct the false sentences.

1	Deborah loves exercising in the countryside surrounding where she lives.	T	F
2	Sami likes both spending time with friends and unwinding alone.	T	F
3	Stephen mentions exercising outdoors as well as relaxing indoors.	T	F
4	Debbie enjoys learning about Japanese culture from her Japanese friends.	T	F
5	Peter only mentions intellectual and cultural activities.	T	F

What advice would you give on getting a good work-life balance?

2 Circle the correct answers to complete the sentences.

1 Deborah says that no one ever dies wishing they had *worked more during their life / more time to carry on working.*
2 Sami *works hard / unwinds and takes it easy* at the weekend.
3 Stephen claims that it is important *to spend time away from the workplace / not to waste time worrying about the work-life balance.*
4 Peter says you should *feel happy about the amount of money you earn / not feel bad about occasionally doing overtime.*

3 Work in small groups. Do you agree or disagree with these statements? Give your reasons.

- *The best way to relax and unwind is at home alone.*
- *Don't take work too seriously.*
- *Live for the weekend.*
- *It's important to stop worrying about the work-life balance.*

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7 Video Emotion and reason

Vox pops

1 Work with a partner. Discuss how you would feel in each of these situations. Choose an adjective from the box.

devastated relieved embarrassed self-conscious irritated surprised angry frustrated mortified

- At work you discover that your T-shirt is inside out.
- Your neighbour called off their annual garden party.
- You missed your flight back home by a few minutes.
- You trip over in a busy street.
- A colleague at work tells you how to do your job better.


1 Caroline


2 Duncan


3 Devon


4 Andre


5 Rupert

2 Watch the video. Do sections 1 and 2.

Tell us about an embarrassing situation you've been in. What happened and how did you react?

1 Match each person 1–5 to one of the regrets a–e.

a I wish I'd been more careful when I picked him up. _____

b I wish I'd managed my time better. _____

c I wish I'd closed it properly. _____

d I wish I'd checked who he was. _____

e I wish I'd got the right day. _____

2 Complete the table.

	Where?	What happened?
Caroline		
Duncan		
Devon		
Andre		
Rupert		

3 Choose one of the regrets from section 1 of exercise **2**. Write a new story which concludes with the regret you have chosen.

Work in small groups. Read your stories to each other, but don't tell your listeners your conclusion. Listen and decide which regret concludes each story you hear.

8 Video Plastic

Vox pops

1 Work with a partner. Are these activities good or bad habits? Do you agree with each other?

- using plastic bags
- checking a smartphone every few minutes
- glancing at your reflection every time you walk past a mirror
- talking to yourself

Do you have any bad habits that you would like to give up?

2 Watch the video. Do sections 1 and 2.

Tell us about something you've given up completely.

1 Connect each speaker to a habit and a reason.

Person	Habit	Reason
Devon	playing squash	A physical problem occurred and it prevented me continuing.
Sami	ballet	I need to look after my state of health.
Shuang	nothing	I find it very difficult to make this kind of commitment.
Stephen	eating junk food	It became increasingly difficult and so I lost my enthusiasm.


Devon


Sami


Stephen


Kamina

Is there something that you would like to give up but can't? Why?

2 Is the information in 1–4 true (T), false (F) or not given (NG)? Correct the false sentences.

1 Devon succeeded in giving up using his smartphone for three whole days. T F NG

2 Age hasn't affected the way Sami thinks about exercise. T F NG

3 Stephen has never tried to give up a bad habit. T F NG

4 Kamina has to eat meat when she goes to see her parents. T F NG

3 Work in small groups. Discuss the questions.

1 How do people manage to give up bad habits?

2 What kind of professional help can they seek?

3 How can they help themselves?

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9 Video Learning

Vox pops

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

- What did you study at school or at university?
- If you could go back in time, would you study the same subjects at school? Why/Why not?

2 Watch the video. Do sections 1 and 2.

What did you study at school or at university?

1 Circle the correct options.

1 Helen's studies prepared her for a job in *business / politics*.
2 Jeremiah *studied unusual subjects at school / didn't choose an academic path*.
3 Alex went to a very *artistic / academic* school.
4 After leaving school, Andre began a *vocational training programme / university course*.
5 Maher is *working in media / studying for her second degree*.

If you could go back in time, would you study the same subjects? What would you do differently?

2 Match each person 1–5 to statements a–e.

a It's taken me two university courses to find out what I really want to do.
b I'd study a similar subject, however the course would consist of more practice and less theory.
c I'd give all school subjects equal attention and work hard in all my lessons.
d I've got no regrets and wouldn't choose an alternative route.
e I certainly wouldn't choose the same course. I'd choose a subject which I now find very appealing.











3 Work in small groups. Look at the list of jobs and answer the questions.

the captain of a large ship	a tree surgeon
a wedding photographer	a politician
a business entrepreneur	a social worker

1 In order to get these jobs, what would be the ...?

- best subjects to focus on at school/university
- appropriate apprenticeship scheme or work experience

2 Which job appeals to you most/least? Why?

10 Video New

Vox pops

1 Work with a partner. Take turns to describe the words and phrases in the box and guess what is being described.

bargain	watch your pennies	
journalists	discount	online shopping
money	decisions	technology trends

2 Watch the video. Do sections 1 and 2.

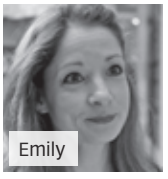
In what ways have spending habits changed over the past few years?

1 Match the people to sentences 1–4.

Deborah Emily Sami Stephen

1 People nowadays are looking for reduced items.
2 Spending habits haven't really changed.
3 People need to save up before buying new items.
4 Many purchases reflect the desire to keep up with technology.











How have your own spending habits changed?

2 Are the sentences true (T) or false (F)? Correct the false sentences.

1 Deborah spends more of her budget on her home and less on going away.	T	F
2 Emily spends a lot less since getting a full-time job.	T	F
3 Sami spends an equal amount on throwaway fashion items as he spends on upmarket fashion labels.	T	F
4 Debbie feels that now she is older she needs to earn more money so that she can buy more things.	T	F

3 Work in small groups. Discuss the questions about spending habits. Do you have the same ideas?

1 Do you prefer quality or quantity?
2 When do you prefer quality over quantity?
3 When do you prefer to go for the cheap and cheerful option?

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11 Video Origins

Vox pops

1 Work with a partner. Name three people or things you would expect to find at the festivals listed in section 1 of exercise **2**. Compare your ideas with another pair.

e.g. at a history festival – historians, people in historical costumes, old weapons

2 Watch the video. Do sections 1 and 2.

Tell us about a festival you've been to. What was special about it?

1 Match speakers 1–5 to five of the festivals mentioned a–f.

a a history festival
b a literary festival
c a jazz festival
d a film festival
e a folk music festival
f a martial arts gathering


1 Jeremiah


2 Sarah


3 Heidi


4 Liliane


5 Rupert

2 Watch the video again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 One of the highlights of this festival for Jeremiah was accompanying a star home. T F
2 One of the highlights of this festival for Sarah was spending time with friends. T F
3 Heidi mentions customs such as going in special costumes and taking part in historical battles. T F
4 Liliane mentions her reason for liking the music. T F
5 Rupert's key role involved swearing loyalty to his organization. T F

3 Work with a new partner. Imagine you are event organizers. Choose one festival in section 1 of exercise **2** and plan it in detail. Consider the following:

- location and setting
- catering
- ideas for the start/the end of the day
- entertainment
- special guests

Prepare a short presentation to outline your plans.

Present your plans to another pair of students. Decide what you like best about each plan.

12 Video Memory

Vox pops

1 Work with a partner. Discuss the meaning of the words in bold. Then match memories 1–4 in column A to memories a–e in column B.

A *I remember …*
1 playing on the front **lawn**
2 the hot summer of 1976
3 **being dragged to** my first dance class
4 sitting on the bottom of the pool

B *I remember …*
a **hosepipe** parties
b liking it in the end
c the colour of my dad's **trunks**
d the **dappled** sunlight and the silvery **bark** of a tree

2 Watch the video. Do sections 1 and 2.

What's your earliest childhood memory?

1 Check your predictions from exercise **1** and note down extra details.

Do you associate any particular sounds or smells with memories? What are they?

2 Circle the correct options to complete the sentences.

1 Peter associates the smell of the earth with *a work colleague he used to have / a job he used to have / the time he spent in the forest as a child.*
2 Deborah remembers the sound of *her mother kicking her old car / her neighbour driving away in his old car / her neighbour having problems with an old car.*
3 Devon associates the smell of petrol stations with his grandfather *getting frustrated with having to wait at the petrol station / kicking his old car / standing for ages in a long queue.*
4 Emily associates *a special sound / a certain perfume / five different smells* with her late grandmother.

3 Tick the items which trigger positive memory associations for you.

a piece of jewellery ☐
cigarette smoke ☐
a particular perfume or aftershave ☐
a seashell ☐
the smell of something cooking ☐
a voice or accent ☐
a certain item of clothing ☐
a particular song ☐

Work in small groups and describe your memory associations. Which are the most moving/the funniest/the happiest memories?


Peter


Deborah


Devon


Emily

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