ROADMAP™

C1-C2

TEACHER'S BOOK

with digital resources and assessment package

Damian Williams, Clementine Annabell

Pearson

GSE Global Scale of English

ROADMAP™

Every class is different, every learner is unique.

Roadmap is a new eight-level general English course for adults which recognises that every class is different and every learner is unique. Built on ***Global Scale of English*** learning objectives, the course is designed to give learners the specific language training they need to progress. Engaging, relevant content and extensive support materials make lessons enjoyable for both learners and teachers.

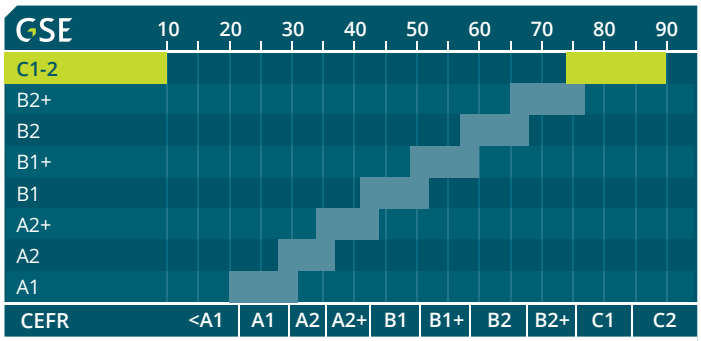
The ***Roadmap*** Teacher's Book with digital resources and assessment package provides everything you need to deliver successful lessons and get the most out of the course.

- Clear instructions on how to exploit each lesson
- Ideas for warmers, fillers, extension and homework activities
- Culture notes and suggestions for dealing with tricky language points
- Answer keys for all practice exercises
- Additional support materials to add 'spice' to your lessons including photocopiable worksheets, games and activities
- Audio and video scripts plus video worksheets
- Unit, achievement, mid and end of course tests in accompanying assessment package

COURSE COMPONENTS

- Students' Book with digital resources and mobile app
- Students' Book with online practice, digital resources and mobile app
- Workbook with key and online audio
- Teacher's Book with digital resources and assessment package
- Presentation tool

Find out more at **english.com/roadmap**



Learn more about the Global Scale of English at **english.com/gse**

Pearson

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ROADMAP™



Teacher's Book

with digital resources and assessment package

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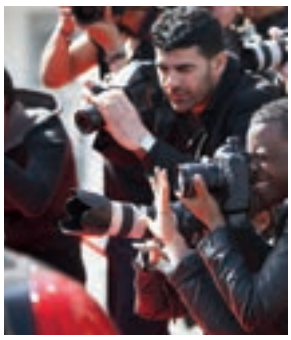
MAIN LESSON	LANGUAGE FOCUS	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
FAST-TRACK ROUTE				
UNIT 1 page 6				
1A **Team building** page 6	present, past and future perfect	phrases with delexical verbs	pronunciation of *have/had* in perfect forms	give feedback on an event
1B **Online/Offline** page 8	subject raising	idioms for expressing and controlling emotions	connected speech	describe your reaction to a situation
1C **Kidfluencers** page 10	infinitive phrases	connotation 1	use of pauses in infinitive phrases	justify a point of view
1D **English in action** page 12		socialising	sounding enthusiastic	join a conversation already in progress
Go online for the Roadmap video.				
UNIT 2 page 14				
2A **Changes** page 14	the continuous aspect	trends	*to have* in connected speech	give a presentation on past, current and future trends
2B **Work, work, work** page 16	probability	agreement and disagreement	elision of *k* in *likely*	speculate about work situations
2C **Local issues** page 18	cleft sentences	connotation 2	weak form of *that*	discuss a proposal
2D **English in action** page 20		conversation	using intonation to indicate a conversation is finished	manage a fast-paced conversation
Check and reflect: Units 1 and 2 page 22 Go online for the Roadmap video.				
UNIT 3 page 24				
3A **Ideas** page 24	question forms	ideas	intonation in questions ending with *wh-* words	use brainstorming techniques
3B **Problems, problems** page 26	reason clauses	problems and solutions	*-le* word endings	solve a problem
3C **Fact or fiction?** page 28	ways of modifying adjectives	the news and reporting	stress in adverb + adjective combinations	discuss how to fact-check news stories
3D **English in action** page 30		idioms related to clarity	assimilation	summarise information
Go online for the Roadmap video.				
UNIT 4 page 32				
4A **High emotion** page 32	non-future uses of *will*	anxiety and excitement	emphatic pronunciation of auxiliary verbs	talk about personal experiences
4B **Volunteering** page 34	real conditionals	adjective + noun collocations	intonation in incomplete requests	discuss political or social issues
4C **The mind's eye** page 36	giving impressions	the senses	intrusion in adjectives with *-ish*	answer questions about abstract topics
4D **English in action** page 38		negotiating	showing empathy	resolve conflicts in negotiations
Check and reflect: Units 3 and 4 page 40 Go online for the Roadmap video.				
UNIT 5 page 42				
5A **Unsung heroes** page 42	linking devices	importance and usefulness	stress in sentences containing linking words	discuss unsung heroes
5B **The power of failure** page 44	unreal conditionals	risk, success and failure	pronunciation of *have* in conditionals	tell an anecdote
5C **The great clean-up** page 46	hypothetical language	near-synonyms	*pronunciation of wish* + *would*/past perfect	discuss problems and hypothesise solutions
5D **English in action** page 48		excuses	indicating willingness or unwillingness	politely refuse a request
Go online for the Roadmap video.				

EXTENDED ROUTE

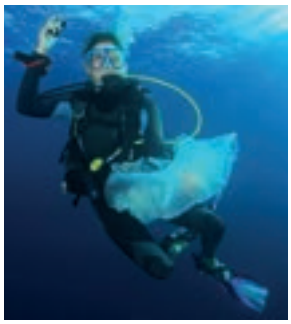
MASTER YOUR SKILLS LESSON	GOAL	FOCUS
1A Master your writing page 126	write a blog post	using hyperbole to enhance impact
1B Master your reading page 106	understand short anecdotes in an article	recognising cohesive devices in a text
1C Master your listening page 96	understand a persuasive speech	recognising persuasive language
2A Master your reading page 108	understand a newspaper article	recognising scepticism
2B Master your listening page 97	understanding an informal explanation	recognising understatement
2C Master your writing page 128	write project communications	rejecting ideas and asking for changes
3A Master your reading page 110	understand business articles	evaluating the effectiveness of an argument
3B Master your writing page 130	write a proposal	using persuasive language
3C Master your listening page 98	understand a formal talk and informal conversation on the same topic	recognising differences in formality
4A Master your reading page 112	understand a narrative or biography	recognising foreshadowing of events
4B Master your writing page 132	write a letter of application for an internship	putting a positive spin on limited experience and skills
4C Master your listening page 99	understand a group discussion	recognising references to common expressions
5A Master your listening page 100	understand a narrative	understanding colloquial language
5B Master you reading page 114	understand a story	distinguishing between literal and allegorical meaning
5C Master your writing page 134	write an essay	synthesising information from a number of sources











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FAST-TRACK ROUTE

MAIN LESSON	LANGUAGE FOCUS	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
UNIT 6 page 50				
6A **Dystopias** page 50	the passive	making connections	Pronunciation of *are* in connected speech	discuss abstract topics about society
6B **Consumer affairs** page 52	Making formal recommendations	regulation	word stress in sentences containing the subjunctive	present formal recommendations
6C **Signs of the times** page 54	comparatives	responding to ideas	intrusive *r*	choose a sign or marketing slogan
6D **English in action** page 56		idioms	sentence stress	take part in a panel discussion
Check and reflect: Units 5 and 6 page 58 Go online for the Roadmap video.				
UNIT 7 page 60				
7A **Journeys** page 60	determiners	idioms related to exploration	stressed and unstressed *any*	plan an unconventional journey
7B **It's a scam!** page 62	relative clauses	deception	weak and strong *to*	talk about financial problems
7C **Skills for life** page 64	reduced relative clauses and similar structures	skills and abilities	pauses in reduced relative clauses	discuss skills and abilities
7D **English in action** page 66		debates	power pauses	chair and participate in a debate
Go online for the Roadmap video.				
UNIT 8 page 68				
8A **We all do it** page 68	describing habits and compulsions	idioms related to feelings	adding emphasis when describing habits	Carry out a survey
8B **Pivotal moments** page 70	the future in the past	decision making and reflection	gemination	describe a pivotal moment in your life
8C **Urban survival** page 72	emphasising advice	idioms related to risk	sentence stress	create a list of survival tips
8D **English in action** page 74		making a call	emphasising advice	deal with problems on a call
Check and reflect: Units 7 and 8 page 76 Go online for the Roadmap video.				
UNIT 9 page 78				
9A **Oral storytelling** page 78	narrative tenses	verb–adverb collocations	pauses and changes of speed in storytelling	relate a non-chronological narrative
9B **Gossip** page 80	reported speech	gossip and rumours	stress in reported speech and passive reporting	take part in a work-based conversation
9C **Rewilding** page 82	participle clauses and verbless clauses	improvement and deterioration	word stress	discuss a course of action
9D **English in action** page 84		employability and competencies	avoiding hesitation	answer questions in a job interview in detail
Go online for the Roadmap video.				
UNIT 10 page 86				
10A **The next big thing** page 86	emphasis and persuasion	collocations: innovation	list intonation	present an idea
10B **It's your turn** page 88	heads and tails	board games	intonation sentences containing heads and tails	explain the rules of a game
10C **Is this the future?** page 90	concession clauses	evaluating	intonation patterns in concession clauses	discuss approaches to language learning
10D **English in action** page 92		success and failure	elision	deliver a progress report
Check and reflect: Units 9 and 10 page 94 Go online for the Roadmap video.				
Language bank page 146	Vocabulary bank page 166	Communication bank page 176		

EXTENDED ROUTE

MASTER YOUR SKILLS LESSON	GOAL	FOCUS
6A Master your writing page 136	write a summary of a scientific experiment	maintaining a neutral scientific tone
6B Master your reading page 116	understand an article on finance	refining understanding of word meaning
6C Master your listening page 101	understand a complex podcast	recognising doubts about word choice
7A Master your listening page 102	understand a debate	recognising digression
7B Master your reading page 118	understand correspondence	identifying a writer's tone
7C Master your writing page 138	write a review	creating vivid imagery
8A Master your reading page 120	understand an authentic novel	recognising humour
8B Master your listening page 103	understand a phone call	recognising the context words are generally used in
8C Master your writing page 140	take part in an online discussion	dealing with rudeness online
9A Master your writing page 142	write a narrative	using emotive language
9B Master your listening page 104	follow a group discussion	understanding overlapping
9C Master your reading page 122	understand arguments in a newspaper article	identifying flaws in an argument
10A Master your writing page 144	write attractive brochures and websites	writing a problem-solution text
10B Master your listening page 105	understand a presentation	taking effective notes
10C Master your reading page 124	understand an article	understanding metaphors











WELCOME TO *ROADMAP*

Roadmap is a new, flexible eight-level general English course for adults. Recognising that every class is different and every learner is unique, *Roadmap* provides a dual track approach that allows all learners to develop confidence in speaking while taking a more tailored approach to skills development. It does this by providing smooth syllabus progression based on the *Global Scale of English*, by putting clear and achievable speaking goals at the heart of every lesson, and by providing in-depth skills development lessons for teachers to choose from at the back of the Student's Book. Multiple opportunities are provided for learners to practise outside the classroom in print, online and using the mobile app.

Map your own route through the course

It can be challenging for institutions and teachers to deal with the different needs, interests and abilities of each student, especially if they have a wide mix of learners in the same class. The unique dual track approach of *Roadmap* helps you solve this problem.

- The **fast track route** concentrates on developing learners' speaking skills as well as giving them the grammar, vocabulary and functional language they need to achieve their goals.
- The **extended route** gives learners valuable practice in reading, writing and listening as well as specific training and strategies for developing these skills.

Fast track route:
10 core units featuring grammar, vocabulary and pronunciation with each lesson leading to a final GSE-related speaking activity.

Extended route:
10 core units plus additional skills-based lessons (reading, writing and listening) linked to the content of each lesson.

This unique approach also allows you to adapt material to suit different course lengths. Whatever the number of hours in your course and whatever the interests of your learners, the flexible organisation of *Roadmap* makes it easy for you to choose the best route for your students' success.

Build your students' confidence

Learners need to know what they are aiming for and why. This is key to building confidence, increasing motivation and helping learners make rapid, tangible progress.

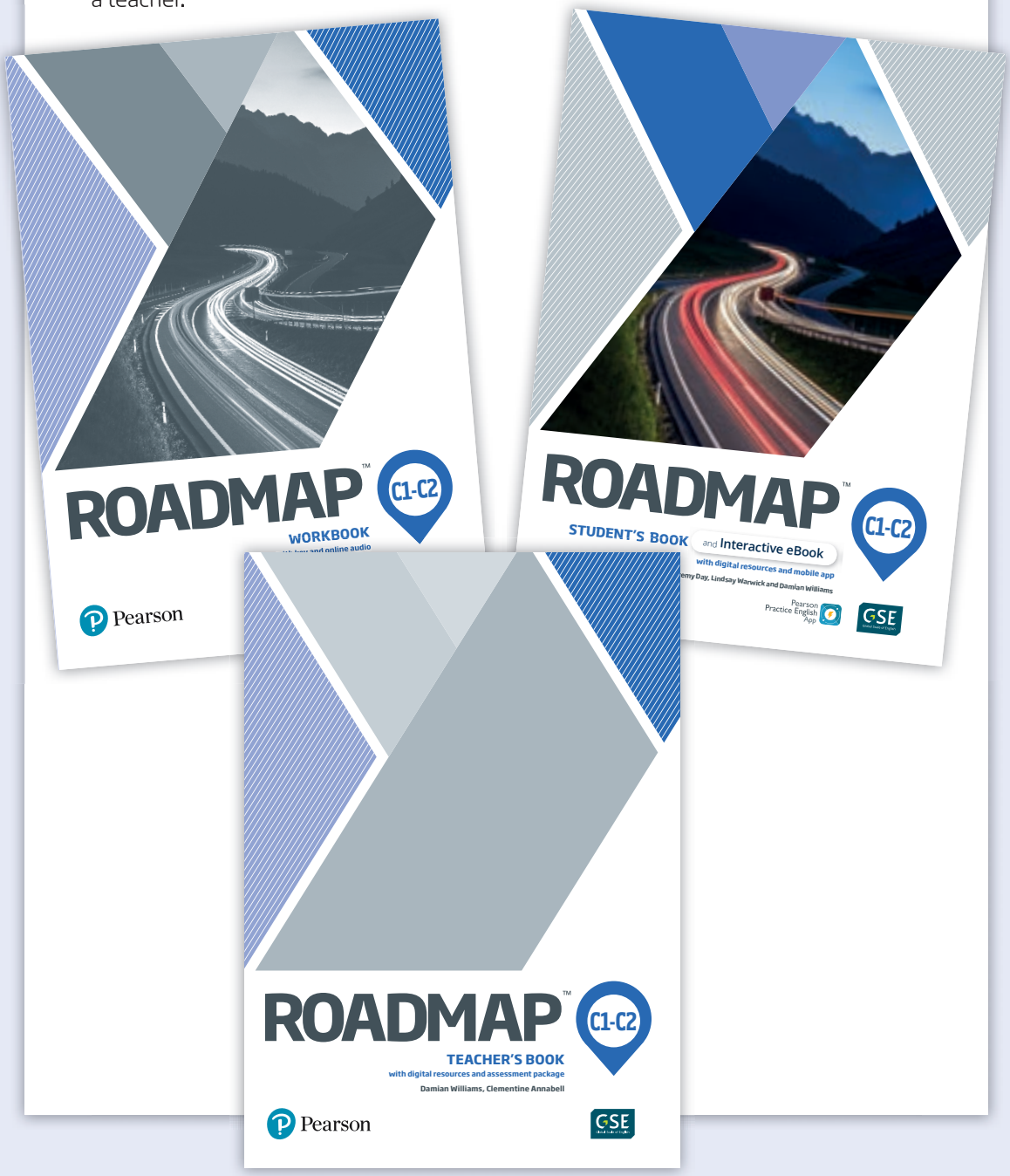
- *Global Scale of English* learning objectives provide students with clear goals for every lesson (the goals have been selected to be useful and relevant to students in real-life situations).
- Grammar and vocabulary has been specifically selected according to how useful it is in terms of helping learners reach specific goals.
- Carefully structured tasks with 'models' and opportunities to review performance, *Check and reflect* activities and regular progress tests allow learners to see how well they are doing and highlight the areas they need to improve.

Make the most of your skills as a teacher

Roadmap is designed to be as supportive and easy to use as possible, whatever your level of experience, with:

- 'pick-up-and-go' lessons with clear aims and outcomes that are guaranteed to work.
- clear instructions on how to exploit each lesson, including help with tricky language points, ideas for warmers, fillers, extension and homework activities.
- a huge range of additional support materials, including video, photocopiable games and activities, online and mobile app practice activities to add variety to your lessons.
- Interactive Student's eBook, allowing you to teach as effectively face to face or virtually.

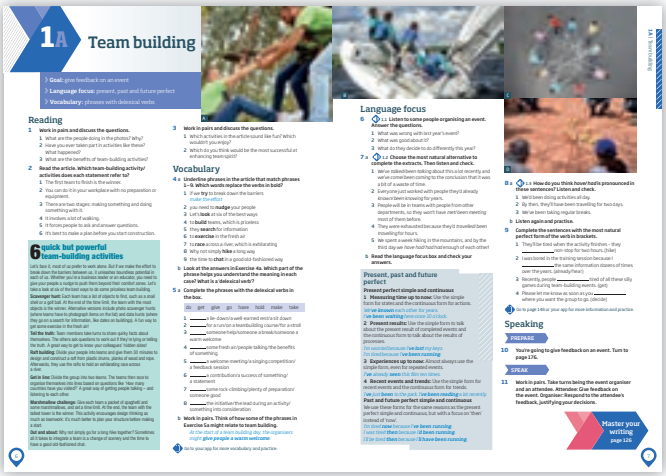
The Pearson English Portal makes it easy to access all the support material, including the front of class presentation tool, in one place and enhances your performance as a teacher.



FOR LEARNERS

STUDENT'S BOOK AND INTERACTIVE EBOOK WITH DIGITAL RESOURCES

- Includes ten units, each having three main input lessons linked to three *Master your skills* lessons at the back of the book.
- Each lesson includes language focus, vocabulary and pronunciation and leads to a final speaking task based on *Global Scale of English* learning objectives.
- Key language is presented and cross-referenced to a *Language bank* at the back of the book.
- A *Vocabulary bank* extends some of the key lexical sets in each unit and focuses on important areas such as word-building and collocation.
- An *English in action* lesson in each unit covers key functional language.
- *Check and reflect* pages at the end of each even unit show learners how their confidence and mastery of spoken language has improved.
- Light-hearted video clips and worksheets (available online) extend and consolidate key language covered in the unit.
- Extra language focus and vocabulary exercises, available on the mobile app (the *Pearson Practice English* app), consolidate language points covered in the Student's Book.
- *Master your skills* lessons at the back of the book expose learners to different genres and give them strategies for developing skills.
- Audio/video scripts and word lists are available online.
- Includes an Interactive Student's eBook to allow students to work effectively online.



STUDENT'S BOOK AND INTERACTIVE EBOOK WITH ONLINE PRACTICE, DIGITAL RESOURCES AND MOBILE APP

- Provides online practice for students, class management for teachers and a gradebook to review performance.
- Includes all the Student's Book material plus a digital version of the exercises and activities from the Workbook and Tests.
- Includes tools for managing and assigning self-study and practice activities to students, with automatic marking to save time.
- Includes a gradebook for reviewing performance of individual students and classes.
- Includes an Interactive Student's eBook to allow students to work effectively online.



WORKBOOK WITH KEY AND ONLINE AUDIO

- Ten units provide additional practice of material covered in the Student's Book.
- Provides additional language focus, vocabulary and functional language practice activities.
- Includes additional reading, writing and listening practice activities.
- Answer key at the back of the book allows learners to check their answers.
- Audio is available online.

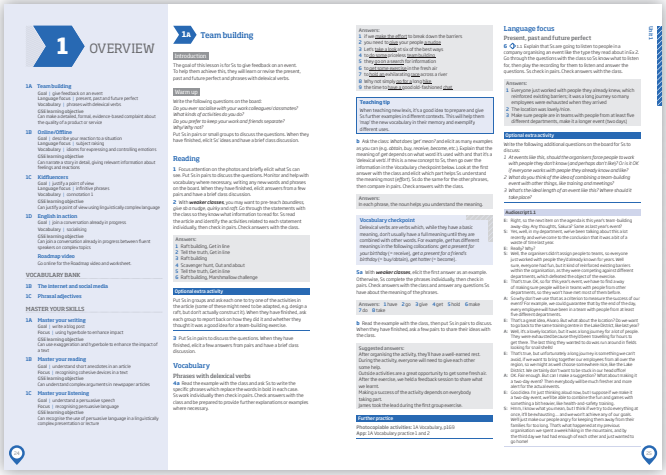


FOR TEACHERS

TEACHER'S BOOK

The Teacher's Book features a host of support materials to help teachers get the most out of the course:

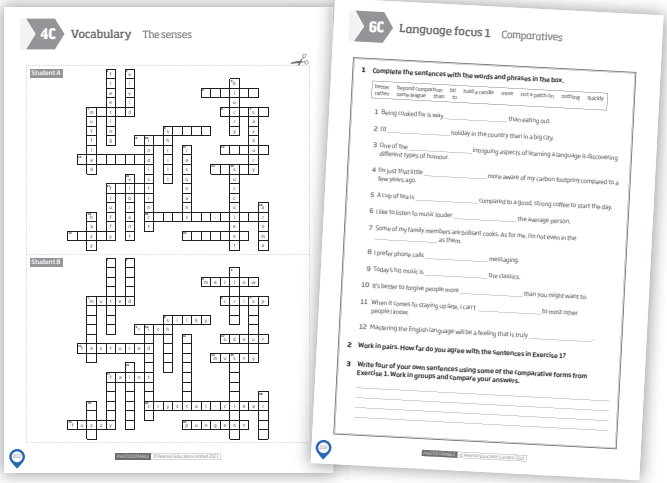
- Teacher's notes for every unit with warmers, fillers, alternative suggestions, advice on dealing with tricky language items, culture notes, etc.
- Teaching tips on useful areas such as dealing with mixed abilities, teaching grammar, vocabulary and pronunciation
- Language focus and vocabulary photocopiable worksheets for every Student's Book unit, including accompanying teacher's notes and answer keys
- Class audio scripts and answer keys



TEACHER'S DIGITAL RESOURCES

Additional resources can be accessed on the *Pearson English Portal* using the access code in the Teacher's Book:

- Presentation tool (see below)
- Class audio
- Video and video worksheets (see below)
- Mediation lesson worksheets
- Pronunciation worksheets
- Audio and video scripts
- Word lists
- Student's Book answer key
- Assessment package with a range of tests including unit tests (language focus, vocabulary and functional language), achievement and mid and end of course tests (language focus, vocabulary, functional language and skills), with accompanying audio
- Workbook audio



VIDEO

- Ten videos – one for each unit – consolidate key language and illustrate some of the quirkier aspects of real life.
- Each video features a roving reporter who goes out on location to visit interesting places, meet interesting people and/or try new experiences.
- Video clips are 5–6 minutes in length and are designed to entertain learners and provide a bit of light relief.
- Video worksheets to exploit the language in the videos and give additional skills practice.



PRESENTATION TOOL

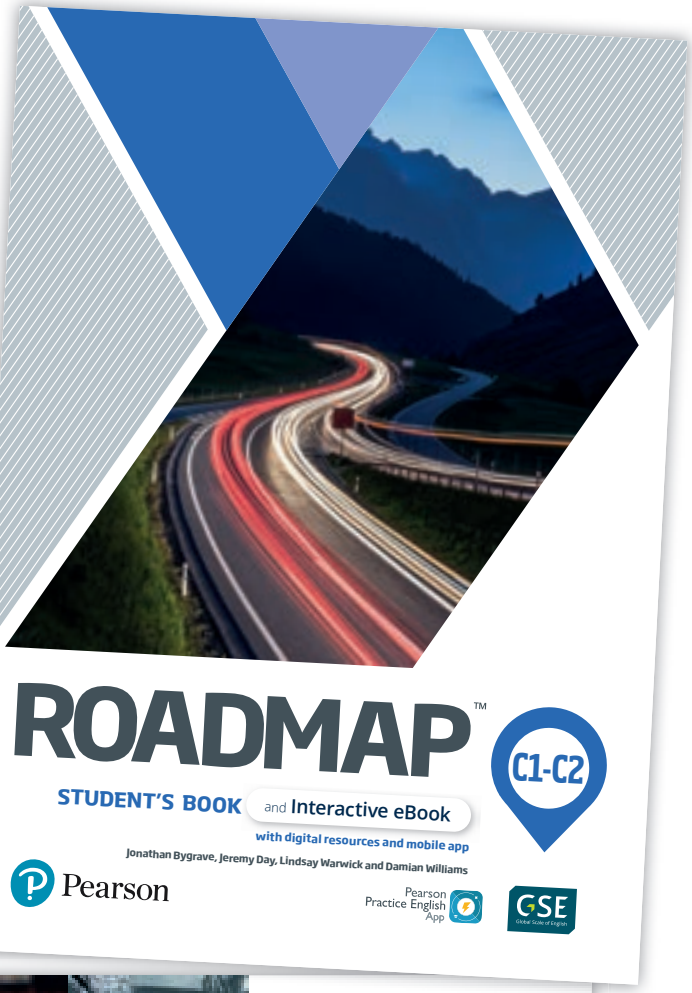
The *Pearson English Portal* also gives access to the Presentation Tool, an interactive version of both the Student's Book and Workbook:

- Fully interactive versions of the Student's Book and Workbook
- Can be used online or offline
- Planning mode (includes teacher's notes) and teaching mode
- Easy navigation via book page and lesson flow
- Answers to exercises at the touch of a button
- Integrated audio
- Integrated video, with time-coded video scripts
- A host of useful classroom tools



The **Student's Book** has ten units featuring three double-page main lessons containing approximately 90 minutes of teaching material. Each lesson features language focus, vocabulary and pronunciation activities which lead up to a final speaking task. Each lesson links to a *Master your skills* lesson and other material at the back of the book including a *Language bank*, *Vocabulary bank* and *Communication bank*.

1. Clearly defined *Global Scale of English* objectives at the start of each lesson
2. Different topics for each lesson to maintain interest and motivation
3. Striking images to provoke interest in the topic and provide a vehicle for teaching vocabulary
4. Key vocabulary presented in context and practised through personalised activities
5. Short reading and/or listening texts featuring real-life information to present grammar and/or vocabulary
6. Clearly highlighted language rules, with target language practised through form-based and communicative activities
7. Pronunciation highlighted and practised in each lesson
8. Additional practice provided on the mobile app and in the *Language bank* at the back of the book
9. Carefully staged speaking tasks with 'models' and time to prepare build learners' confidence
10. Relevant, meaningful tasks to engage learners and prepare them for real life
11. *English in action* pages at the end of every unit that focus on functional language
12. *Check and reflect* pages at the end of every even unit to consolidate key grammar and vocabulary





4A 2 High emotion

1 **Goal:** talk about personal experiences
Language focus: non-future uses of *will*
Vocabulary: anxiety and excitement

5 Reading

1 **Work in pairs. Look at the photos and discuss the questions.**
1 What might cause fear in each situation?
2 What makes you scared or anxious? Why?
3 Do you ever enjoy being scared? Why/Why not?

2 **Read the article quickly and answer the questions.**
1 What's the difference between a fear and a phobia?
2 Why are some people scared of certain foods?
3 Why do many people hate giving presentations?
4 How can you alter your emotions?
5 Why do some people like being scared?
6 Which phrase can help you harness the power of your fears?

How to conquer your anxiety

1 On the whole, fear is a good thing. If we weren't afraid of fires, heights and venomous snakes, we would never survive. But sometimes our fears do more harm than good, holding us back from doing what we want to do. They can also become self-reinforcing: if the sight of a spider once gave you a terrifying **panic attack**, you'll now be scared not just of spiders but also of more panic attacks. In other words, you've become afraid of fear itself, and your simple fear has become a complex phobia.

2 We can categorise fears and phobias into two types. The first type is the fear of death or injury. To give a simple example, arachibutyrophobia is the fear of peanut butter, which may come from a **traumatic** experience of having a sticky substance blocking your throat and being unable to breathe. If you experienced this as a child, it'll be no surprise if the thought of peanut butter **brings you out in a cold sweat**.

3 The second type of fear and phobia involves social embarrassment – basically, looking foolish in front of others. Again, these may originate from traumatic childhood experiences, when social pressure can be at its strongest. For many people, speaking to a large audience can be **a daunting prospect**. Even the sight of a microphone can cause your stomach to **churn**, your knees to go weak and your heart rate to soar – which can be **debilitating** if your job requires you to give presentations.

4 Luckily, there's a simple trick to overcoming fears: convince yourself that you're excited. According to the scientific consensus, our emotions consist of two elements: the physical symptoms we feel and our conscious analysis of what those symptoms mean. This suggests that it's possible to change the emotions simply by changing your interpretation, a process called 'emotional reappraisal'.

5 Emotional reappraisal explains why so many people enjoy bungee-jumping or scary films: they've trained themselves to interpret the physical symptoms of fear as signs of excitement. And it shows why some people report **getting a buzz out of** performing in public: the **rush** of adrenaline and cortisol can create a feeling of **exhilaration**.

6 So if your fears are holding you back, try to transform your anxieties into **thrills**. Just repeat these three simple words: 'I am excited.'

4 Vocabulary

3 **Read the article again. Match the words and phrases in bold with definitions 1–10.**
1 so bad that it prevents you from doing what you want/need to do
2 exciting experiences
3 a sudden large quantity of something (e.g. hormones)
4 a sudden and intense feeling of uncontrollable fear and discomfort
5 to twist and turn unpleasantly
6 feeling excited because of
7 extremely unpleasant with long-term effects
8 something scary in the future
9 extreme excitement
10 makes you feel very anxious

4 **Work in pairs and discuss the questions. Use the words and phrases in Exercise 3. Then compare your ideas with the explanations on page 180.**
1 What bad experiences might lead to chorophobia (the fear of dancing)?
2 What's the connection between sports and emotional reappraisal? What other everyday activities might involve emotional reappraisal?

Go to page 169 or your app for more vocabulary and practice.

6 Language focus

5 a 4.1 **Listen to a conversation between Rickie and Ula.**
1 Who has a hidden talent?
2 Who often uses emotional reappraisal?
3 Who developed a phobia from other people's reactions?
4 Who often wears the same item of clothing?
5 Who shares a fear with a famous person?
6 Who changes their mind during the conversation?

b **Work in pairs. What do you think of the 'I'm excited' technique? Would it work for everybody?**

6 a **Look at extracts 1–7 from the conversation. Why are *will* and *would* used in each case?**
1 They'll probably all be having the same conversation as us right now, ...
2 When I'm alone in the car, I'll happily sing along to the radio.
3 You'll probably have wondered why I always wear T-shirts and pullovers.
4 When I was a child, my parents **would** freak out every time I touched a button.
5 I **won't** wear any clothes with buttons – I **won't** even touch them.
6 You'll remember, I'm sure, that he always wore pullovers, just like me.
7 Near the beginning of his career, he **wouldn't** even touch the multi-button computer mouse ...

b **Read the language focus box and check your ideas.**

Non-future uses of *will*

Predictions
We can use *will*/*won't* to make predictions about the present as well as the future. Use the future continuous to make predictions about events in progress now, and the future perfect to make inferences about the past.
You'll be wondering why I'm wearing this hat, I bet. (= You're probably wondering.)
Don't phone Kim now. He'll be in a lecture at the moment. (= He's probably there.)
You won't have heard this joke before. (= I predict that you haven't heard it.)

Habits
We can use *will*/*won't* to talk about present habits (i.e. repeated actions) and *would* for past habits.
My son will sit for hours playing with his toy cars. (= He often does this.)
When I was younger, I'd often watch scary movies with my parents. (= I used to watch them.)

Refusals
We can use *won't* and *wouldn't* to talk about a refusal to do something in the present or past.
Daniela's angry with me but she won't tell me why. (= She refuses.)
I asked him to help but he wouldn't even listen to me. (= He refused to listen.)
We often use *will*/*would* to pretend that the weather/an object refuses to do something.
Why won't it stop raining? (= Why does the rain refuse to stop?)
Sorry I'm late – my car wouldn't start. (= It decided it didn't want to start.)

7 **Rewrite the parts of these sentences in bold, using *will* or *would*.**
1 Whenever he sees a spider, **he tends to scream** and run out of the room.
2 Ah, you teach at the local school, do you? In that case, **I'm sure you know my son**, Frank.
3 She suffers from a terrible fear of public speaking but **she refuses to tell her boss** – she's too embarrassed.
4 When I was a child, **I used to dance all the time**. But now **I usually just watch** other people dancing.
5 **I'm sure you've heard of claustrophobia** and other well-known phobias.
6 What's wrong with my phone? **It's buzzing all the time and it doesn't want to stop**.
7 You should call them to say you'll be late. **They're probably getting worried** about you.
8 We got lost on the way but **Greg refused to stop** and ask for directions.

8 a 4.2 **Listen to two sentences. In which sentence is *will*/*won't* stressed? Why?**

b **Practise saying sentences with stressed and unstressed *will*/*won't*.**

9 **Work in pairs and discuss the questions using *will* or *would*.**
1 What things do you refuse to do? Why?
2 Is there anything that you refused to eat as a child but you eat now?
3 Do you know anybody with an annoying habit?
4 Did you have any unusual habits as a child/teenager?

Go to page 152 or your app for more information and practice.

Speaking

9 PREPARE

10 4.3 **Listen to part of a radio interview with a person who suffers from asymmetriphobia. Answer the questions.**
1 What is Artur afraid of?
2 What probably caused the phobia?
3 What causes Artur to have panic attacks?
4 How sympathetic are Artur's colleagues?

10 SPEAK

11 **You are going to tell a story about a phobia. Turn to page 181.**

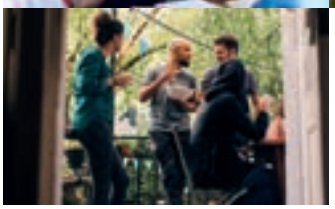
12 **Work in groups. Tell your stories, using language from this lesson. Guess whether each story is real or made up.**

Master your reading page 112

2D 11 English in action

Goal: manage a fast-paced conversation
Vocabulary: conversation







Vocabulary

1 **Work in pairs. Think about speaking in English and discuss the questions.**

1 Do you prefer speaking to one person or in a group?
2 How easy do you find speaking in a group of English speakers?
3 What do you do when you don't understand something in a conversation?
4 What do you do to keep a conversation going?

2 a **Match comments 1–8 with replies a–h.**

1 Can I just **butt in** here? I think those figures need checking.
2 I need to have a **heart-to-heart** with Chris about his problems at home.
3 I can't believe he said that to me!
4 Speaking of Sally, she said a really funny thing to me the other ...
5 So did you have a **chit chat** with Chiara at the party?
6 Let me **reiterate**. This needs to be sorted by Friday before the orders go out.
7 Great party, isn't it? So what did you think of Marcus's presentation?
8 What was Angela **going on about** with you?

a Sorry to interrupt you, I'm sure what Sally said was funny, but you're **going off on a tangent** again. Can you save it for later? We really need to discuss the project now.
b Agreed. We'll **thrash it out** this afternoon and get something to you by tomorrow lunchtime, OK?
c Let's not **talk shop**. We're supposed to be having fun!
d I tried, but I get so nervous around her, I just seem to **clam up** and not say anything.
e Ha, it's just **banter**, don't take it personally.
f Yes, but you need to **broach the subject** carefully.
g Hmm yes, maybe you're right. Let me **confer with** Jackie in finance and double-check them.
h Oh nothing really, she was just gossiping about the people in her team.

b **Work in pairs. Who do you think the people in the conversations in Exercise 2 are? Where do you think they are?**

3 a **Choose the correct alternatives to complete the sentences.**

1 I hate it when people *reiterate/butt in* when I'm in the middle of saying something.
2 I'm terrible at telling anecdotes. I'm forever *going off on a tangent/bantering* and then forgetting where I was in the story!
3 My mates always make fun of each other. It's not serious though, it's just *banter/reiteration*.
4 I don't always agree with my team. When this happens we just have to *butt in/ thrash it out* until we come up with a compromise.
5 It's difficult to *talk shop about/ broach the subject of* politics with my dad, as we have such opposing opinions about what's right.
6 I always *go on about something with/ confer with* my colleagues before making an important decision at work.
7 I hate public speaking. I just seem to *clam up/ go on about something* and not know what to say.
8 I had a really bad history teacher at school. He just used to *have a heart-to-heart about / go on about* his life and didn't notice that nobody was listening.

b **Choose four of the sentences in Exercise 3a and change them so that they are true for you.**

c **Work in pairs. Share your sentences and give more information.**

Listening 1

4 2.11 **Listen to three conversations. Where do you think the people are in each one?**

5 a **Listen again. Which of these techniques do the speakers use to keep the conversation going?**

a using interesting comparisons
b active listening (phrases to show you're listening)
c getting back to what you were saying
d pressing for more details
e keeping your turn

b **Complete the Useful phrases 1 box with four of the techniques in Exercise 5a.**

Useful phrases 1

1 _____
How rude!
Right.
The cheek of it!
No way!
2 _____
Do tell!
How so?
Go on.
So what was going on?
3 _____
Let me finish.
Hang on, there's more.
4 _____
So as I was saying ...
Getting back to ...

c **Add these phrases to the Useful phrases 1 box. Can you think of any more phrases to add to each section?**

a Wait, hear me out.
b Really?
c What I was trying to say was ...
d What happened then?

6 a **Choose a phrase from each section in the Useful phrases 1 box and think of what someone might say before it.**

A: It was all a bit mysterious.
B: So what was going on?

b **Work in pairs. Show your dialogues to your partner. Your partner will add the next line. Practise the conversations.**

Listening 2

7 a 2.12 **Listen to the end of the three conversations in Exercise 4. What does each person say to show they want to end the conversation?**

b **Listen again and complete the phrases in the Useful phrases 2 box with one, two or three words.**

Useful phrases 2
Ending a conversation

I'll [1] _____ back to work.
Anyway, [2] _____ late.
I'd [3] _____ off.
Oh, hey, sorry Ella, but I've [4] _____ seen someone...
It [5] _____ meet you.
I might have to [6] _____, too.

c **How do the speakers use their intonation to show that they want to finish a conversation?**

8 **Work in groups and discuss the questions.**

1 Have you ever been in a conversation which you found difficult to leave? Why?
2 How do you usually finish a conversation?

Speaking

PREPARE

9 **You're going to practise maintaining a conversation. First, pick one of the topics and make notes on what to say. Try to think of as many ideas as possible.**

- gossip about someone you know
- a recent unusual experience
- an issue at work
- ideas for what to do at the weekend
- something silly you've posted online

SPEAK

10 a **Work in groups of three. Student A: Turn to page 176. Student B: Turn to page 179. Student C: Turn to page 177.**

b **Tell your group about the topic you made notes on. Use the Useful phrases 1 box to keep the conversation going as long as possible. When you have finished, end the conversation in a polite way.**

Go online for the Roadmap video.

12 Check and reflect: Units 1 and 2

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

do get give go make take

1 After criticism of the company in the press, the CEO was forced to _____ a statement.
2 I'm exhausted. I think I'll _____ for a quick lie-down.
3 If you complain about poor service in a restaurant, it might _____ the owner some good.
4 Do you prefer to _____ the lead during meetings and group discussions?
5 Can you come back in an hour or so and _____ me a break?
6 I hate it when everybody's sitting in silence. What's a good way to _____ people talking?

b **Work in pairs. Discuss questions 3, 4 and 6. Ask follow-up questions.**

2 **Find the four sentences with a mistake and correct them.**

1 Everyone will be cold by the end of the treasure hunt. They'll have walked around for hours.
2 I was covered in grass because I've been cutting the lawn.
3 We've been having a few problems with our TV lately.
4 I'll phone you when we'll have finished our meal.
5 We tried to sail in the boats that we'd made the previous day.
6 They're my favourite band. I've been seeing them in concert five times.

3 **Put the words in the correct order to make sentences.**

1 be / music / louder / seems / The / getting / to
2 a lot / be / exam / out / we'd / turned / to / harder / than / expected / The
3 see / her to / If / call / Jenny, / tell / happen / me / you / to / please
4 been / seems / earlier / to / a / There / misunderstanding / have
5 eating / have / Somebody / desk / at / appears / been / their lunch / my / to

4 **Match the sentence halves.**

1 I know you're angry, but there's no need
2 I'm sorry I shouted at you – I just needed
3 Thinking about your long-term goals can help you
4 You get a lot of verbal abuse in this job so it's vital
5 Even if you're disappointed about losing, try
6 Instead of yelling at them, it may be better

a to have a thick skin.
b to put things into perspective.
c to put a brave face on it.
d to lash out at me.
e to bite your tongue.
f to let off steam.

5 a **Do the words in bold have a positive (+) or negative (–) connotation?**

1 Should restaurants serve only **modest** portions?
2 Do you ever buy **tacky** souvenirs?
3 Have you ever posted a **lukewarm** review?
4 What's your favourite **nutritious** snack?
5 Why do some people receive a **meagre** salary for important work?
6 Is it good for kids to have **doting** parents?
7 Is it OK for kids to have **sugary** drinks and food sometimes?
8 Can you trust **gushing** recommendations?

b **Work in pairs. Discuss three of the questions in Exercise 5a.**

6 **Complete the sentences with one word.**

1 We were disappointed to finish last, to put it _____.
2 I forgot to lock my bike. _____ to say, it got stolen.
3 I feel sorry for you but, to be _____ it's your own fault.
4 We tried our best but, to cut a long story _____, it didn't work out for us.
5 She ate all my sandwiches and then, to add insult to _____, complained about them.
6 I know they're your friends but, not to put too fine a _____ on it, they're a bad influence on you.

7 **Choose the correct alternatives.**

1 Recent changes in the composition of the workforce look *set/promising* to continue.
2 There has definitely been a *reverse the/downward* trend in the number of people having large families.
3 The melting of the Arctic ice could be a significant tipping *milestone/point* for climate change.
4 It is hoped the new product range will *reverse/rise* the trend of a declining industry.
5 The use of public transport in the city is definitely *at/on* the up.
6 Many farmers are *reverting/marking* to more traditional agricultural practices.

8 a **Complete the sentences with the correct continuous form of the verbs in brackets.**

1 Electric cars in my country _____ (become) more and more popular.
2 In ten years' time, most people _____ (work) from home.
3 This time next year I _____ (learn) English for ten years.
4 I _____ (not do) much exercise lately.
5 The economy of my country seems _____ (get) better at the moment.
6 I _____ (living) with my parents at the moment until I can get a place of my own.

b **Change the sentences in Exercise 8a so that they are true for you.**

9 **Match the sentence halves.**

1 It's highly likely
2 We're unlikely
3 I'm sure that
4 He's likely
5 It's highly unlikely that

a she won't have seen your message yet.
b that there will be job losses after the company merger.
c to have submitted the application already.
d to see many changes in the short term.
e they know about our plans yet.

10 **Put the words in bold in the correct order to complete the sentences. There is one word missing in each phrase.**

1 Do you think they're likely to **with** / **board** / **get** the idea? Or simply reject it outright?
2 We can definitely **along** / **go** the idea of flexible working hours.
3 Most teachers **open** / **are** trying out new methodologies.
4 Sarah's ideas were met with **response** / **lukewarm** during the presentation.
5 The new plans are somewhat **odds** / **at** the government's overall policy.
6 It's not popular, and we're likely to **resistance** / **against** / **come** / **some**.

11 a **Choose the option, a–c, which does not complete the sentences.**

1 The area where I live is very _____ at night.
a lively
b harsh
c rowdy
2 I find English prepositions very _____.
a difficult
b challenging
c firm
3 There are lots of _____ places in my country.
a vintage
b charming
c run-down
4 In my job/studies, I face many _____ every day.
a problems
b mobs
c issues
5 I think people who always buy the cheapest versions of things are _____.
a relaxed
b penny-pinching
c economical

b **Use the correct options in Exercise 11a to make sentences that are true for you.**

12 **Match the sentence halves.**

1 It was Craig
2 All I'm saying is
3 It's people talking about each other that
4 What we need is
5 What we do
6 It's the people in Sales

a I really hate.
b who ate your biscuits, not me.
c who have the highest expenses.
d that we need to invest more in education.
e more affordable housing.
f is to look at how we can save more time.

13 **Complete each useful phrase with one word.**

1 Putting a speaker 'on hold': So I'd love to _____ your brains in a moment. But first, ...
2 Starting a conversation: What _____ you to this conference?
3 Hovering before joining a conversation: Don't _____ me – I'm just listening.
4 Relating your experience to other people's: A _____ thing happened to me.
5 Eliciting more information: So what was _____ on?
6 Getting back to what you were saying: So, _____ I was saying, ...
7 Leaving a conversation: Anyway, it's getting late. I'd _____ be off.
8 Leaving a conversation: I might have to make a _____.

Reflect

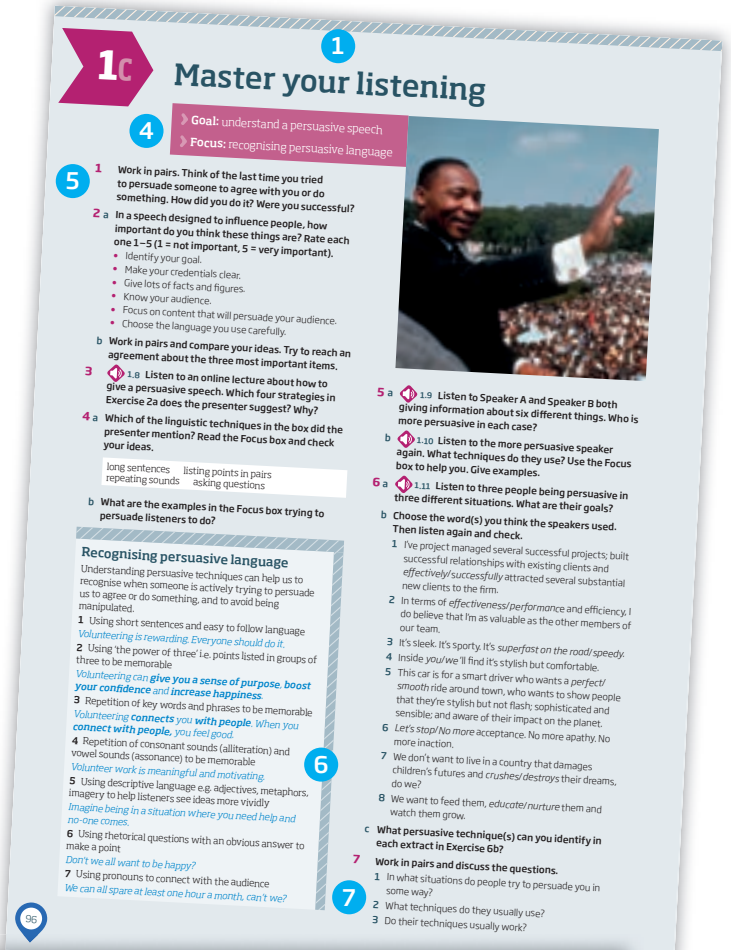
How confident do you feel about the statements below? Write 1–5 (1 = not very confident, 5 = very confident).

- I can give feedback on an event.
- I can describe my reaction to a situation.
- I can justify a point of view.
- I can join a conversation already in progress.
- I can give a clear presentation on past, current and future trends.
- I can speculate about work situations.
- I can discuss a proposal.
- I can manage a fast-paced conversation.

For more practice go to your Workbook or app.

The **Student's Book** also features *Master your skills* lessons at the back of the book. These lessons are based on GSE learning objectives and are thematically linked to the main lessons. They focus on specific strategies for improving reading, writing and listening and expose learners to a wide variety of different text types/genres. The *Master your skills* lessons can either be done in class following the main lessons they are linked to, or they can be used for homework.

1. *Master your listening* lessons provide practice in different types of listening such as speeches, debates, group discussions, complex podcasts, phone calls and presentations.
2. *Master your writing* lessons provide practice of specific genres such as blog posts, application letters, essays, scientific summaries, reviews and online discussions.
3. *Master your reading* lessons provide practice of specific genres such as articles, correspondence, biographies, stories and authentic novels.
4. Each *Master your skills* lesson has a clearly defined genre-related goal and a focus which teaches a sub-skill related to the genre.
5. Practice exercises are provided to ensure learners can recognise and use the sub-skills in focus.
6. Special *Focus boxes* highlight reading, listening and writing sub-skills such as using persuasive language, recognising differences in formality, putting a positive spin on limited experience and skills, distinguishing between literal and allegorical meaning, synthesising information from a number of sources, recognising digression, using emotive language, etc.
7. Follow-up questions round up the lesson and provide opportunities for further discussion.



1C

1

Master your listening

4 **Goal:** understand a persuasive speech
Focus: recognising persuasive language

5 1 Work in pairs. Think of the last time you tried to persuade someone to agree with you or do something. How did you do it? Were you successful?

2 a In a speech designed to influence people, how important do you think these things are? Rate each one 1–5 (1 = not important, 5 = very important).
- Identify your goal.
- Make your credentials clear.
- Give lots of facts and figures.
- Know your audience.
- Focus on content that will persuade your audience.
- Choose the language you use carefully.

b Work in pairs and compare your ideas. Try to reach an agreement about the three most important items.

3 1.8 Listen to an online lecture about how to give a persuasive speech. Which four strategies in Exercise 2a does the presenter suggest? Why?

4 a Which of the linguistic techniques in the box did the presenter mention? Read the Focus box and check your ideas.

long sentences | listing points in pairs | repeating sounds | asking questions

b What are the examples in the Focus box trying to persuade listeners to do?

Recognising persuasive language

Understanding persuasive techniques can help us to recognise when someone is actively trying to persuade us to agree or do something, and to avoid being manipulated.

1 Using short sentences and easy to follow language
Volunteering is rewarding. Everyone should do it.
2 Using 'the power of three' i.e. points listed in groups of three to be memorable
*Volunteering can **give you a sense of purpose, boost your confidence** and **increase happiness**.*
3 Repetition of key words and phrases to be memorable
*Volunteering **connects** you **with people**. When you **connect with people,** you feel good.*
4 Repetition of consonant sounds (alliteration) and vowel sounds (assonance) to be memorable
Volunteer work is meaningful and motivating.
5 Using descriptive language e.g. adjectives, metaphors, imagery to help listeners see ideas more vividly
Imagine being in a situation where you need help and no-one comes.
6 Using rhetorical questions with an obvious answer to make a point
Don't we all want to be happy?
7 Using pronouns to connect with the audience
We can all spare at least one hour a month, can't we?

6

5 a 1.9 Listen to Speaker A and Speaker B both giving information about six different things. Who is more persuasive in each case?

b 1.10 Listen to the more persuasive speaker again. What techniques do they use? Use the Focus box to help you. Give examples.

6 a 1.11 Listen to three people being persuasive in three different situations. What are their goals?

b Choose the word(s) you think the speakers used. Then listen again and check.
1 I've project managed several successful projects; built successful relationships with existing clients and *effectively/successfully* attracted several substantial new clients to the firm.
2 In terms of *effectiveness/performance* and efficiency, I do believe that I'm as valuable as the other members of our team.
3 It's sleek. It's sporty. It's *superfast on the road/speedy.*
4 Inside *you/we'll* find it's stylish but comfortable.
5 This car is for a smart driver who wants a *perfect/smooth* ride around town, who wants to show people that they're stylish but not flash; sophisticated and sensible; and aware of their impact on the planet.
6 *Let's stop/No more* acceptance. No more apathy. No more inaction.
7 We don't want to live in a country that damages children's futures and *crushes/destroys* their dreams, do we?
8 We want to feed them, *educate/nurture* them and watch them grow.

c What persuasive technique(s) can you identify in each extract in Exercise 6b?

7

7 Work in pairs and discuss the questions.
1 In what situations do people try to persuade you in some way?
2 What techniques do they usually use?
3 Do their techniques usually work?

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9A

2

Master your writing

Goal: write a narrative
Focus: using emotive language

1 Work in pairs. Look at the photos and answer the questions.
1 What do you think they show?
2 To what extent can you relate to this?

2 a Read the title of the story. What story genre do you think it might be? What might happen in it?

b Read the story and check your ideas.

c Read the story again and put the structure in the correct order.
a ____ describe the climax of the story
b __1__ briefly introduce the setting
c ____ describe how the character reacts to the story ending
d ____ develop the storyline towards a climax
e ____ briefly introduce the main protagonist and his character
f ____ introduce the main character's problem





Life: a reboot

1 Guy pushed open the heavy factory doors, taking care not to let them swing back and hit the person behind him. He edged forward and joined the throng of workers shuffling their way along the sidewalk. Snow had fallen during the day and it crunched under his heavy work boots. He pulled his collar up around his neck and hung his head low. At a good head taller than those around him, he stood out; a feeling he could never seem to shake.

2 The sun had already dipped below the horizon, leaving only street lights to show him the way. The crowds began to thin around him as he trudged further and further from the central district. Eventually, the crowds dissipated and he found himself on his own. He pulled his car keys from his pocket and pressed the button, the lights on his car flashing up ahead. He saw the snow on his windscreen and sighed. 'There must be more to life than this,' he thought, knowing that he'd be here doing the same thing tomorrow and the day after that.

3 Guy opened his door, felt around the glove compartment and pulled out a scraper. Moving back towards the windscreen, he noticed a flyer tucked under one of the wipers. Surprisingly, it was dry. He looked around. There were no flyers on any other cars. Strange. He picked it up and looked at it.' Are you tired of life? Sick of feeling like something is missing? Do you want an experience of a lifetime? Visit us and find out more.'

4 As Guy stared at the words, he felt a surge of something he hadn't felt for a considerable amount of time. Hope. Perhaps change was possible. He stood there for some time before he finally pocketed the flyer, wiped away the worst of the snow and got into his car. The address wasn't too far from here, maybe he should check it out. He pulled out into the road, turned on his radio and set it to a pop channel. As his car rolled down the icy street, he began to tap his finger on the steering wheel and a hum came out of his mouth, shocking him.

5 As Guy pulled up outside the address on the flyer, he noticed lights coming through cracks in the darkened windows. Someone was there. He stepped out of the car and eagerly strode towards the door of what looked like an abandoned warehouse. He knocked on the door loudly. No answer. He pushed the door and felt it give, so he leant on it harder and it flew wide open. He stepped into the building and blinked as his eyes adjusted to the light in the room. When everything came into focus, his legs gave way and he stumbled back. His mouth fell open. Along the wall in front of him stood dozens of men with their eyes closed. Him. They were all him. 'Ah,' said a woman in white. 'Our curious creature has finally returned.' A man walked behind Guy and closed the door behind him, locking it. 'It takes time, but they always take the bait,' he drawled. 'You've had quite the adventure, haven't you? Don't worry, we'll make sure you don't slip out again.' In that moment, a saying popped into his head. 'Be careful what you wish for.' Then, his mind and his world went black.

3 Work in pairs. Read the Focus box and discuss which emotion(s) sentences a–c evoke through word choice.

Using emotive language

We select particular words in a story in order to create an emotional response in readers. These words might describe the following:
1 A person's movements, e.g. walking (*stroll*), face (*wide-eyed*).
2 A person's voice, e.g. clarity (*mumble*), volume (*yell*), pitch (*squeal*).
3 A person's feelings, e.g. positive (*deliriously happy*), negative (*desperate*).
4 A crowd of people, e.g. their attitude (*hostile*), their movement (*pushing and shoving*)
5 A description of an object, e.g. its size (*massive*), its attractiveness (*sparkling*).
6 A description of a place, e.g. size (*vast*), appearance (*contemporary*), atmosphere (*gloomy*).
The words in bold in sentences a–c exemplify how different words can evoke different emotions.
*The boy **walked** across the playground with his bag in his hand. (=neutral)*
a *The boy **bounded** across the **noisy**, **chaotic** playground, **swinging** his bag back and forth.*
b *The boy **trudged** across the **derelict** playground, **dragging** his bag along the ground beside him.*
c *The boy **crept** as silently as he could across the **eerie** playground, **clinging** onto his bag for dear life.*

4 Underline words in the story that create a sense of the emotions below. What do each of these words describe?
1 hopelessness (paragraphs 1–3)
2 hope (paragraphs 4–5)
3 fear (paragraph 5)

5 a Complete the table with the words and phrases in the box.

bleak | creep quietly | (be) ecstatic | exuberant | hostile | plod | roar furiously | scream hysterically | shiver | squeal in delight

Happiness	Sadness
	bleak
Fear	**Anger**

b Complete sentences 1–4 with the correct form of the words and phrases in Exercise 5a. More than one answer is possible.
1 When we saw what was in front of us, we all _____.
2 I'd never seen a more _____ crowd than the one in front of me.
3 As soon as the first firework went off, we _____.
4 He _____ along the corridor.

6 Work in pairs. Rewrite the sentence below four times. Each sentence should express one of the four emotions in Exercise 5a.
The woman read the message on her phone and then said, 'It's happened.'

Prepare

7 a Work in pairs. You're going to complete the story of *Life: a reboot*. Answer the questions and make notes.
1 What does the protagonist see when he regains consciousness?
2 How does he escape his capture?
3 What happens to his captors?
4 What happens to the other clones?
5 Where does the protagonist end up?

b Plan your story using your notes. Make a list of possible emotive language that you could use in your story.

Write

8 a Write your story. Use your plan to help you. Use appropriate language to get an emotional response from your readers.

b Exchange your story with a partner. What do you enjoy about the story? Which words/phrases in particular create an emotional response from you?

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9C Master your reading

3

Goal: understand arguments in a newspaper article

Focus: identifying flaws in an argument







Conservation:
WHAT IS THE WAY FORWARD?
We only have one world

There's only one argument when it comes to the concept of conserving our planet and protecting endangered species, and that's the simple fact that it's our duty. **[1]After all, it's our fault that species have become extinct.** Chemical fertilisers have reduced the number of insects responsible for pollination; farming and urbanisation have led to a loss of habitat for many species, and the demand for materials such as ivory has been responsible for an increase in hunting. All of these activities have caused thousands of species to be lost over the last century, and continue to wreak havoc on our world.

[2]Maintaining a balanced eco-system is a goal for all of us. When endangered animal and plant species face extinction, that balance is seriously affected, and biodiversity is reduced. It is our duty to ourselves and to future generations to prevent this from happening. While we cannot completely eradicate our impact on the world due to our need for natural resources to survive, we can work towards using those resources in as sustainable a way as possible, so that we, and other species, can survive.

It's not just the planet that we risk when we live unsustainably. We also risk our own health. Without nature, we don't have access to oxygen, clean water or the food we need to sustain us. When habitats are lost and animals are forced to live closer together, diseases spread more quickly across species and humans are also endangered. Nature provides us with the medicines we need to combat existing and potential future diseases. When nature dies, our hope for medicinal cures die, too.

Admittedly, conservation is costly but taking care of our planet is not something we should ever put a price on. **[3]Those people who say that conservation is too expensive care only about economics.** There's no point making lots of money if we have no planet to provide for us. **[4]Making conservation our main priority and protecting all living things is the only way we can ensure a sustainable planet for future generations. If we don't do that, we may as well just not bother.**

1 **Work in pairs. Do you agree or disagree with the statements? Why?**

'Conservation is a never-ending endeavour.'

'Taking care of a forest is like looking after your well-being.'

'The key to a sustainable future is the balance between nature and industry.'

'Nature can look after itself.'

2 a **Read the article *We only have one world* quickly. What is the author's main point?**

b **Read the article again. Which of statements 1–5 does the author state or imply?**

1 Animal extinction over the last century is down to human activity.
2 Humans are able to have zero impact on our planet.
3 Urbanisation can cause epidemics among species.
4 The life expectancy of a human will increase with greater conservation.
5 Providing funding for only some conservation is pointless.

3 **Read the Focus box. Then decide which flaws exist in arguments 1–4 in the article.**

Identifying flaws in an argument

When reading an author's point of view, it is important to be able to identify any flaws in their argument in order to evaluate its effectiveness. Here are some common flaws in logic.

Hasty generalisations
An author makes overgeneralisations or assumptions that cannot be supported by evidence.
People only care about themselves.

Faulty cause and effect
An author states a cause which does not guarantee the effect they claim.
Without the use of chemicals in farming, insect life would flourish.

Either/or
An author suggests there are two options when there are actually further possibilities.
Either conservationists protect all animals, or they protect none.

Personal attacks
An author personally attacks another author rather than attack that author's arguments, or they attack an argument that another author hasn't actually made simply because it's easy to criticise and makes their argument look stronger.
Only someone who has no understanding of animal conservation would suggest such action.

4 a **Read the article *Making harsh decisions*. What is the writer's overall view on conservation?**

MAKING HARSH DECISIONS

Conservation is an issue which may appear clear cut to some but is actually a very challenging, complex issue. On the one hand, we are fully aware that we need to protect nature from harm in order for us to be able to survive here on Earth for generations to come. On the other hand, we have limited financial resources. It has been estimated that we need $76.1bn to protect all endangered species – every single year. This amount is simply not sustainable and requires us to prioritise.

The first thing we need to do is recognise our true role in extinction. We all feel responsible when we hear about animals in danger of becoming extinct, and extinctions have increased over the last hundred years, possibly hundredfold. However, animal species die with or without human interference. It's predicted that 99.9% of all creatures which have lived on Earth have died out. Species therefore come and species go, and it is a natural part of life. We need to focus our efforts on preventing our impact on biodiversity from getting worse, and protecting already affected species whose extinction would jeopardise the planet and our existence on it.

Prioritising means making harsh decisions. Cute animals which attract donations are unlikely to be at the top of the protect list. It would be distressing to see pandas and gorillas go, but if they did become extinct, the impact to us would be minimal to non-existent, whereas the loss of other creatures would be far more devastating. Insects which cross-pollinate crops, for example, must be saved to enable food sources to grow, and squiggly worm-like creatures that live underground may be ugly, but they may also hold the key to cures to currently incurable diseases.

It is understandable that conservationists want to rescue as many species as possible, but they are led by their hearts and not their heads. In a context where it simply isn't possible to save them all, making priorities is the only way forward.

b **Find these points in the article and decide if there are any logical flaws in them.**

1 limited financial resources
2 feeling guilty about losing species
3 prioritising animals which we need
4 how conservationists make decisions about conservation

5 **Work in pairs. How effective do you think these solutions might be in protecting nature in the future? Outline the pros and cons of each.**

- Eat insects to reduce the need to cut down forests to create farmland.
- Introduce laws to ban further urbanisation in industrialised countries.
- Measure the success of a country by things other than economic growth.
- Increase punishment for people who kill wildlife illegally.
- Work towards the reforestation of industrialised countries.
- Add a high tax to all products which are made with unsustainable products or processes.

The **Student's Book** also has extensive back of book material including a *Language bank*, a *Vocabulary bank* and a *Communication bank*.

7A Travel problems

1 a **Complete the sentences with the words in the box.**

capsized colliding congested gridlock grounded impassable jetlag puncture ~~seized up~~ shipwrecked stranded write-off

1 I was driving through the desert when my car's engine *seized up* – some sand or dust must have got into the mechanism.
2 I'm still suffering from _____ three days after my long flight – my body just can't cope with crossing so many time zones so quickly.
3 My bike's front wheel has a _____, so I'll need to take it off and buy a new inner tube.
4 The roads round here can get pretty _____ in the mornings, when everyone's trying to drive to work at the same time.
5 The last bus leaves in three minutes. If you miss it, you'll be _____ here all night.
6 There was total _____ in the city centre during the morning rush hour – nobody could move.
7 After they were _____, they survived for three years alone on a desert island.
8 We had to swerve sharply to avoid _____ with a kangaroo in the middle of the road.
9 All planes were _____ for three hours because of the severe fog and high winds near the airport.
10 Luckily, no one was in the car when the tree fell on it, but the car itself was a total _____ – it'll need to be scrapped.
11 The route through the mountains is _____ for cars during the winter – the only way through is on horseback.
12 The sea was so rough that our small boat nearly _____.

b **Which words from the box can describe problems with:**

1 cars/driving/roads?
2 planes/flying/skies?
3 boats/sailing/waterways?
4 all forms of transport?

2 **Work in pairs and discuss the questions.**

1 Which travel problems in Exercise 1 have you experienced?
2 Which problems are the most/least serious?

7B Finance and investment

1 **Complete the texts with the words and phrases in the boxes.**

collateral creditor credit rating ~~debtor~~ default depreciates repossess

Perhaps the best-known example of a secured loan is a mortgage, which uses the [1]*debtor*'s house as [2]_____ (i.e. the guarantee that the loan will be repaid). Although it's a good way of borrowing large sums of money, it has its risks: if you [3]_____ on your obligations in any way (e.g. by missing repayment deadlines), the [4]_____ (usually a bank) has the right to [5]_____ your house. Even if they decide against such a drastic step, your [6]_____ may be downgraded, making it much harder to borrow money in future. Another risk is that your house [7]_____ (i.e. goes down) in value, and you end up owing more than your house is worth – a situation called 'negative equity'.

appreciate assets hedge speculating write off

In general, investors can make the most money by [8]_____ – buying high-risk [9]_____ that might [10]_____ sharply if you're lucky, but might also collapse in value. They may even become worthless, in which case the investor will have to [11]_____ the investment. For this reason, many investors prefer to invest in [12]_____ funds, which contain a mix of high- and low-risk investments.

bonds commodities derivatives stocks and shares

Two of the most popular forms of investment are [13]_____ (i.e. certificates to prove you've lent money to a government or a large company) and [14]_____ (i.e. certificates to prove you own parts of companies). Investors also often buy and sell [15]_____ (e.g. oil, gold), the price of which is set by the market, not individual companies. However, a lot of modern investment involves [16]_____ – complex financial tools involving (for example) the right to buy or sell something at a certain price in future.

Lesson 3C

Exercise 11

Story A

www.stealthtricks.com/ATM/police

Use this simple trick to stay safe when withdrawing cash. It's a little known fact, but one that might save you money – and possibly your life.

You're alone, late at night, in a quiet part of town, and you need cash to get a taxi home. You approach the ATM, put your card in, but then you hear footsteps and a cruel voice in your ear, 'Take out the maximum amount, give it to me, and don't look round,' your potential attacker says calmly in your ear.

What do you do? Well, not many people know this, but if you enter 999 into the machine, the bank will automatically alert the police, who will arrive within minutes. As long as you can stall the potential robber during that time, you'll be safe.

Be smart, and don't get caught out!

Story B

WELCOME TO CAT ISLAND

Nomination Island, in the Indian Ocean, is home to hundreds of cats. Thought to have been left by early explorers, the cats have bred and multiplied, and taken over the island.



Story C

Over 75% of adults now get their news from social-media websites.

According to a recent survey carried out by the leading national polling company *YourVyu*, 78.3% of adults say they now use social media as their main source of both national and international news.

This figure has increased from 43.7% three years ago, in a similar survey carried out by the same polling company. The figure is highest among those under 30, while those polled over 60 still claim to use traditional sources such as print newspapers and television as the main source of their news.

Story D

New smartphone design to feature holographic projection

A small San Francisco based tech company have announced plans for a new smart phone with the capacity for holographic projection, which they're calling Trufon 1. This amazing new technology will enable owners to watch movies in true 3D, on the go.

It comes with a whole host of other features, including a year's free subscription to their own media-streaming service, allowing you to wow your friends and put on a real show – all from your own mobile phone.

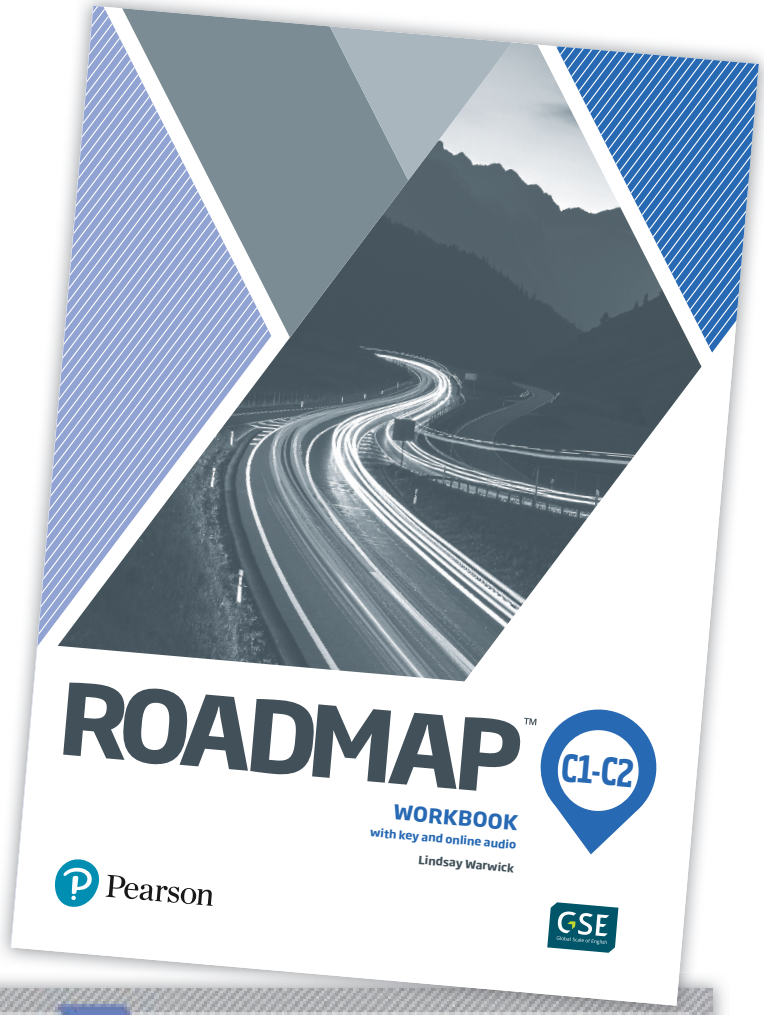


WORKBOOK WITH ONLINE AUDIO

The *Roadmap* **Workbook** contains a wide variety of language focus, vocabulary and functional language exercises that review all the areas covered in the Student's Book. It also features additional listening, reading and writing practice.

- Extensive practice of language focus, vocabulary and functional language covered in the Student's Book
- Additional listening, reading and writing practice to further develop learners' knowledge and mastery of skills
- Full answer keys and audio scripts provided at the back of the book

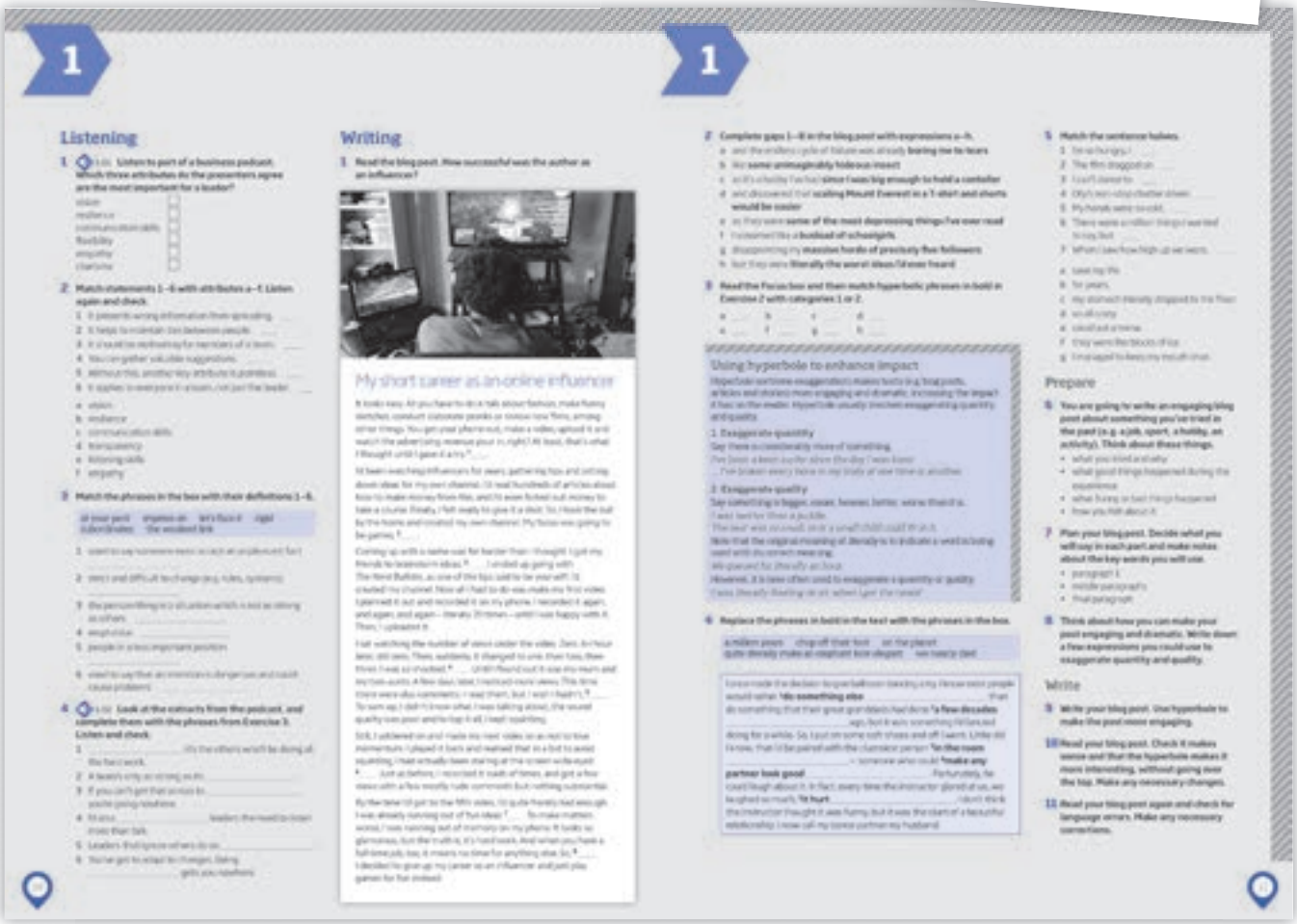
Roadmap Workbook audio is available online for students and teachers in the *Pearson English Portal*.

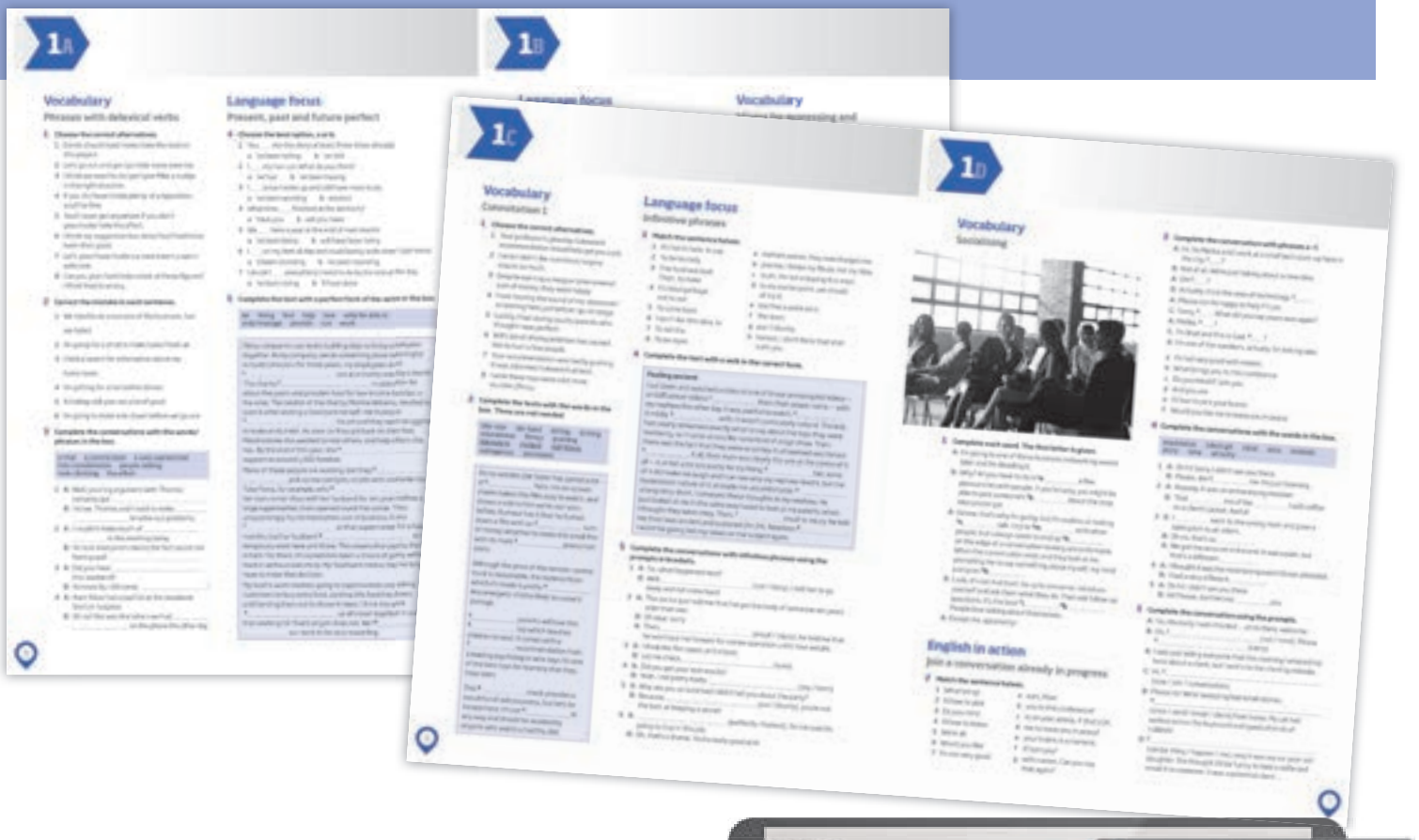


MOBILE APP

Extra language focus, vocabulary and pronunciation exercises, available on the mobile app (the *Pearson Practice English* app), consolidate language points covered in the Student's Book.

- On-the-go, bite-sized practice which can be done anywhere, any time
- Instant feedback provided to students
- Progressive levels of challenge





STUDENT'S INTERACTIVE EBOOK

The *Roadmap* **Student's Interactive eBook** gives students a digital version of the Student's Book with media at the point of use, helping them develop their skills and acquire new language wherever they are, whenever they want.

- Full Student's Book in digital format
- Audio and video easy to find at point of use
- Interactive activities at point of use allow students to work directly into the eBook
- Useful eBook tools such as notes, highlighting, bookmarking



ONLINE PRACTICE

Roadmap **Online practice** provides a blended and personalised learning environment with materials that can be assigned at the touch of a button.

- Interactive Workbook exercises provide instant feedback and feed into an automatic gradebook.
- Common errors report highlights mistakes that learners are making.
- Tips and feedback direct learners to reference materials and encourage them to work out answers themselves.
- Includes unit, achievement, mid and end of course tests.





TEACHER'S BOOK

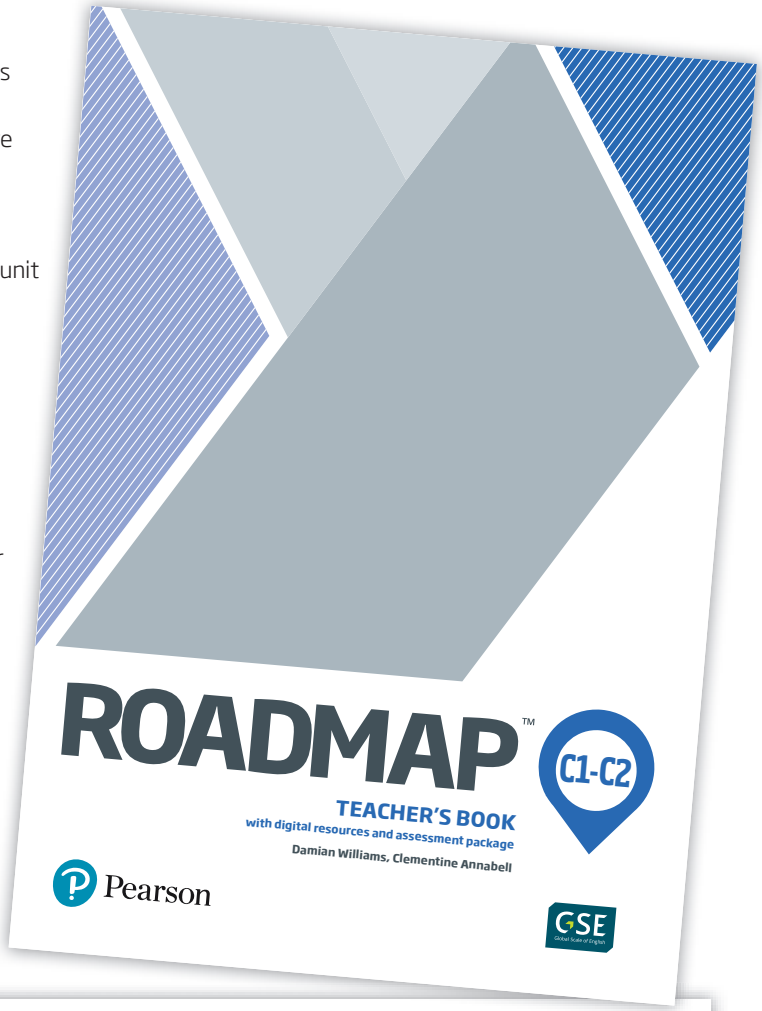
The *Roadmap* **Teacher's Book** provides step-by-step instructions on how to exploit the material, including:

- Teacher's notes for every unit with warmers, fillers, alternative suggestions, culture notes and answer keys
- General teaching tips on useful areas such as grammar, lexis, pronunciation, etc.
- Photocopiable grammar and vocabulary worksheets for every unit
- Class audio scripts
- Access to all of the digital tools for teachers

TEACHER'S DIGITAL RESOURCES

The *Roadmap* digital resources area (accessed via the *Pearson English Portal*) provides a host of support materials to help teachers get the most out of the course.

- Photocopiable language focus and vocabulary worksheets for every unit, with teacher's notes and answer keys
- Class audio and scripts
- Workbook audio and scripts
- Word lists
- Student's Book answer key
- Video, video scripts and video worksheets
- Mediation worksheet for every unit, providing an extension lesson based on one of the *Master your skills* lessons
- Pronunciation worksheet for every unit providing further practice of the pronunciation points from the core lessons
- Unit, achievement, mid and end of course tests
- Tests audio, audio scripts and answer keys



1 OVERVIEW

1A Team building
Goal | give feedback on an event
Language focus | present, past and future perfect
Vocabulary | phrases with delexical verbs
GSE learning objective
Can make a detailed, formal, evidence-based complaint about the quality of a product or service

1B Online/Offline
Goal | describe your reaction to a situation
Language focus | subject raising
Vocabulary | idioms for expressing and controlling emotions
GSE learning objective
Can narrate a story in detail, giving relevant information about feelings and reactions

1C Kidfluencers
Goal | justify a point of view
Language focus | infinitive phrases
Vocabulary | connotation 1
GSE learning objective
Can justify a point of view using linguistically complex language

1D English in action
Goal | join a conversation already in progress
Vocabulary | socialising
GSE learning objective
Can join a conversation already in progress between fluent speakers on complex topics

Roadmap video
Go online for the Roadmap video and worksheet.

VOCABULARY BANK

1B The internet and social media

1C Phrasal adjectives

MASTER YOUR SKILLS

1A Master your writing
Goal | write a blog post
Focus | using hyperbole to enhance impact
GSE learning objective
Can use exaggeration and hyperbole to enhance the impact of a text

1B Master your reading
Goal | understand short anecdotes in an article
Focus | recognising cohesive devices in a text
GSE learning objective
Can understand complex arguments in newspaper articles

1C Master your listening
Goal | understand a persuasive speech
Focus | recognising persuasive language
GSE learning objective
Can recognise the use of persuasive language in a linguistically complex presentation or lecture

1A Team building

Introduction

The goal of this lesson is for Ss to give feedback on an event. To help them achieve this, they will learn or revise the present, past and future perfect and phrases with delexical verbs.

Warm up

Write the following questions on the board:
Do you ever socialise with your work colleagues/classmates?
What kinds of activities do you do?
Do you prefer to keep your work and friends separate?
Why/Why not?
Put Ss in pairs or small groups to discuss the questions. When they have finished, elicit Ss' ideas and have a brief class discussion.

Reading

1 Focus attention on the photos and briefly elicit what Ss can see. Put Ss in pairs to discuss the questions. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they have finished, elicit answers from a few pairs and have a brief class discussion.

2 With ***weaker classes***, you may want to pre-teach *boundless, give sb a nudge, quirky* and *raft*. Go through the statements with the class so they know what information to read for. Ss read the article and identify the activities related to each statement individually, then check in pairs. Check answers with the class.

Answers:
1 Raft building, Get in line
2 Tell the truth, Get in line
3 Raft building
4 Scavenger hunt, Out and about
5 Tell the truth, Get in line
6 Raft building, Marshmallow challenge

Optional extra activity

Put Ss in groups and ask each one to try one of the activities in the article (some of these might need to be adapted, e.g. design a raft, but don't actually construct it). When they have finished, ask each group to report back on how they did it and whether they thought it was a good idea for a team-building exercise.

3 Put Ss in pairs to discuss the questions. When they have finished, elicit a few answers from pairs and have a brief class discussion.

Vocabulary

Phrases with delexical verbs

4a Read the example with the class and ask Ss to write the specific phrases which replace the words in bold in each case. Ss work individually then check in pairs. Check answers with the class and be prepared to provide further explanations or examples where necessary.

Answers:
1 If we make the effort to break down the barriers
2 you need to give your people a nudge
3 Let's take a look at six of the best ways
4 to do some priceless team building
5 they go on a search for information
6 to get some exercise in the fresh air
7 to hold an exhilarating race across a river
8 Why not simply go for a long hike
9 the time to have a good old-fashioned chat

Teaching tip

When teaching new lexis, it's a good idea to prepare and give Ss further examples in different contexts. This will help them 'map' the new vocabulary in their memory and exemplify different uses.

b Ask the class: *What does 'get' mean?* and elicit as many examples as you can (e.g. *obtain, buy, receive, become*, etc.). Explain that the meaning of *get* depends on what word it's used with and that it's a 'delexical verb'. If this is a new concept to Ss, then go over the information in the Vocabulary checkpoint below. Look at the first answer with the class and elicit which part helps Ss understand the meaning most (*effort*). Ss do the same for the other phrases, then compare in pairs. Check answers with the class.

Answers:
In each phrase, the noun helps you understand the meaning.

Vocabulary checkpoint

Delexical verbs are verbs which, while they have a basic meaning, don't usually have a full meaning until they are combined with other words. For example, *get* has different meanings in the following collocations: *get a present for your birthday* (= receive), *get a present for a friend's birthday* (= buy/obtain), *get hotter* (= become).

5a With ***weaker classes***, elicit the first answer as an example. Otherwise, Ss complete the phrases individually, then check in pairs. Check answers with the class and answer any questions Ss have about the meaning of the phrases.

Answers: 1 have 2 go 3 give 4 get 5 hold 6 make 7 do 8 take

b Read the example with the class, then put Ss in pairs to discuss. When they have finished, ask a few pairs to share their ideas with the class.

Suggested answers:
After organising the activity, they'll have a well-earned rest.
During the activity, everyone will need to give each other some help.
Outside activities are a great opportunity to get some fresh air.
After the exercise, we held a feedback session to share what we learnt.
Making a success of the activity depends on everybody taking part.
James took the lead during the first group exercise.

Further practice

Photocopiable activities: 1A Vocabulary, p169
App: 1A Vocabulary practice 1 and 2

Language focus

Present, past and future perfect

6 1.1 Explain that Ss are going to listen to people in a company organising an event like the type they read about in Ex 2. Go through the questions with the class so Ss know what to listen for, then play the recording for them to listen and answer the questions. Ss check in pairs. Check answers with the class.

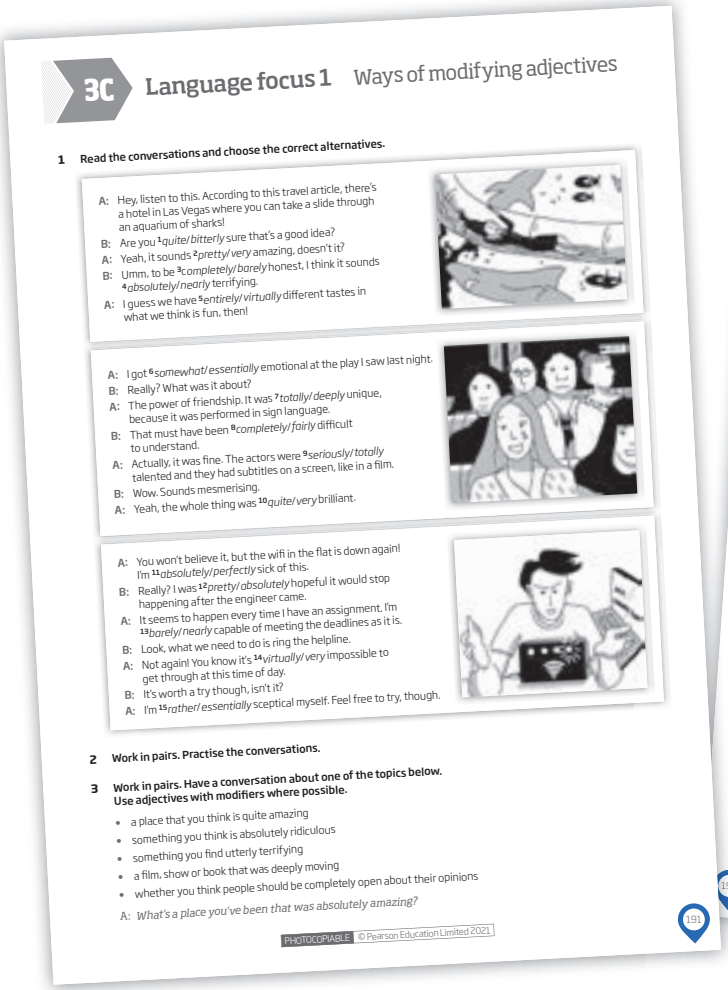
Answers:
1 Everyone just worked with people they already knew, which reinforced existing barriers; it was a long journey so many employees were exhausted when they arrived
2 The location was lovely/nice.
3 Make sure people are in teams with people from at least five different departments, make it a longer event (two days)

Optional extra activity

Write the following additional questions on the board for Ss to discuss:
1 *At events like this, should the organisers force people to work with people they don't know (and perhaps don't like)? Or is it OK if everyone works with people they already know and like?*
2 *What do you think of the idea of combining a team-building event with other things, like training and meetings?*
3 *What's the ideal length of an event like this? Where should it take place?*

Audioscript 1.1

E: Right, so the next item on the agenda is this year's team-building away-day. Any thoughts, Sakura? Same as last year's event?
S: Yes, well, in my department, we've been talking about this a lot recently and we've come to the conclusion that it was a bit of a waste of time last year.
E: Really? Why?
S: Well, the organisers didn't assign people to teams, so everyone just worked with people they'd already known for years. Well sure, everyone had fun, but it kind of reinforced existing barriers within the organisation, as they were competing against different departments, which defeated the object of the exercise.
E: That's true. OK, so for this year's event, we have to find a way of making sure people will be in teams with people from other departments, so they won't have met most of them before.
A: So why don't we use that as a criterion to measure the success of our event? For example, we could guarantee that by the end of the day, every employee will have been in a team with people from at least five different departments.
E: That's a great idea, Alvaro. But what about the location? Do we want to go back to the same training centre in the Lake District, like last year?
A: Well, it's a lovely location, but it was a long journey for a lot of people. They were exhausted because they'd been travelling for hours to get there. The last thing they wanted to do was run around in fields looking for snail shells!
E: That's true, but unfortunately a long journey is something we can't avoid, if we want to bring together our employees from all over the region, so we might as well choose somewhere nice, like the Lake District. We certainly don't want to be stuck in our head office!
A: OK. Fair enough. But can I make a suggestion? What about making it a two-day event? Then everybody will be much fresher and more alert for the actual events.
E: Good idea. I'm just thinking aloud now, but I suppose if we make it a two-day event, we'll be able to combine the fun and games with something a bit heavier, like health-and-safety training.
S: Hmm, I know what you mean, but I think if we try to do everything at once, it'll be exhausting ... and we won't achieve any of our goals. We'll just make our people angry for keeping them away from their families for too long. That's what happened at my previous organisation: we spent a week hiking in the mountains, and by the third day we had had enough of each other and just wanted to go home!



3C Language focus 1 Ways of modifying adjectives

1 **Read the conversations and choose the correct alternatives.**

A: Hey, listen to this. According to this travel article, there's a hotel in Las Vegas where you can take a slide through an aquarium of sharks!
B: Are you [1]*quite/ bitterly* sure that's a good idea?
A: Yeah, it sounds [2]*pretty/ very* amazing, doesn't it?
B: Umm, to be [3]*completely/ barely* honest, I think it sounds [4]*absolutely/ nearly* terrifying.
A: I guess we have [5]*entirely/ virtually* different tastes in what we think is fun, then!

A: I got [6]*somewhat/ essentially* emotional at the play I saw last night.
B: Really? What was it about?
A: The power of friendship. It was [7]*totally/ deeply* unique, because it was performed in sign language.
B: That must have been [8]*completely/ fairly* difficult to understand.
A: Actually, it was fine. The actors were [9]*seriously/ totally* talented and they had subtitles on a screen, like in a film.
B: Wow. Sounds mesmerising.
A: Yeah, the whole thing was [10]*quite/ very* brilliant.

A: You won't believe it, but the wifi in the flat is down again! I'm [11]*absolutely/ perfectly* sick of this.
B: Really? I was [12]*pretty/ absolutely* hopeful it would stop happening after the engineer came.
A: It seems to happen every time I have an assignment. I'm [13]*barely/ nearly* capable of meeting the deadlines as it is.
B: Look, what we need to do is ring the helpline.
A: Not again! You know it's [14]*virtually/ very* impossible to get through at this time of day.
B: It's worth a try though, isn't it?
A: I'm [15]*rather/ essentially* sceptical myself. Feel free to try, though.

2 **Work in pairs. Practise the conversations.**

3 **Work in pairs. Have a conversation about one of the topics below. Use adjectives with modifiers where possible.**

- a place that you think is quite amazing
- something you think is absolutely ridiculous
- something you find utterly terrifying
- a film, show or book that was deeply moving
- whether you think people should be completely open about their opinions

A: *What's a place you've been that was absolutely amazing?*

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3C Language focus 2 Ways of modifying adjectives

barely **credible**	bitterly **cold**	deeply **worrying**
perfectly **straightforward**	pretty **awful**	rather **misleading**
really **alarming**	fairly **honest**	seriously **disappointed**
completely **ridiculous**	totally **useless**	utterly **terrified**
essentially **useless**	quite **hopeful**	really **flimsy**
rather **astounded**	virtually **impossible**	absolutely **terrified**
somewhat **hurt**	extremely **difficult**	very **useful**

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PRESENTATION TOOL

The *Roadmap* **Presentation tool** contains everything you need to make the course come alive. It includes:

- Fully interactive version of the Student's Book and Workbook
- Planning mode (includes teacher's notes) and teaching mode
- Easy navigation via book page and lesson flow
- Answers to exercises one by one, all together or as 'check answers', all at the touch of a button
- Integrated audio, with time-coded audio scripts
- Integrated video, with time-coded video scripts
- A host of useful classroom tools and widgets such as timer, scoreboard and dictionary



Syllabus

The *Roadmap* syllabus is built on *Global Scale of English* language learning objectives (see below) but there is a strong focus on the key grammar, functional language, vocabulary and pronunciation needed to perform those objectives in each of the main lessons. Language items have been selected according to their level of difficulty and how useful they are in helping learners to achieve the communicative goal which is at the heart of each lesson. As a result, learners never feel that they are studying grammar, functional language, vocabulary or pronunciation for its own sake and can immediately see the relevance of what they are learning.

- Syllabus built on *Global Scale of English* learning objectives so learners can immediately see the relevance of what they are learning.
- Strong focus on the grammar, vocabulary, functional language and pronunciation needed to achieve the speaking objective at the heart of every lesson.

The Global Scale of English

The **Global Scale of English** (**GSE**) is a standardised, granular scale that measures English language proficiency. Using the GSE, students and teachers can now answer three questions accurately: Exactly how good is my English? What progress have I made towards my learning goal? What do I need to do next if I want to improve?

The GSE identifies what a learner can do at each point on a scale from 10 to 90, across all four skills (listening, reading, speaking, and writing), as well as the enabling skills of grammar and vocabulary. This allows learners and teachers to understand a learner's exact level of proficiency, what progress they have made and what they need to learn next.

The GSE is designed to motivate learners by making it easier to demonstrate granular progress in their language ability. Teachers can use their knowledge of their students' GSE levels to choose course materials that are precisely matched to ability and learning goals. The GSE serves as a standard against which English language courses and assessments can be benchmarked, offering a truly global and shared understanding of language proficiency levels.

Teacher Mapping Booklet and GSE Toolkit

You will find the GSE Teacher Mapping Booklet for *Roadmap* online on english.com/roadmap. This booklet provides an overview of all the learning objectives covered in each unit of *Roadmap*, lesson by lesson.

These GSE learning objectives are only a selection from the larger collection contained within the GSE. To explore additional resources to support students, there is an online GSE Teacher Toolkit. This searchable online database gives you quick and easy access to the learning objectives and grammar and vocabulary resources. It also gives you access to GSE job profiles: 250 job skills mapped to GSE learning objectives, enabling you to pinpoint the specific language skills required for professional learners.

For more information please go to english.com/gse.

Topics

Maintaining learners' interest is a vital part of the teacher's role. Research suggests that learners get bored if they stay on the same topic for too long so each lesson in *Roadmap* introduces a fresh theme, although there is always a coherent link in terms of language items covered from one lesson to the next. There is also a topic link with the *Master your skills* lessons which are an extension of the main lesson. Fresh angles on familiar topics have been used wherever possible and reading and listening texts have been designed to be as authentic as possible. The texts are based on real-world sources and although they have been graded, especially at the lower levels, to make them accessible for students, the 'tone' of the texts is as realistic as possible. Every unit contains a variety of rich and authentic input material including specially filmed video clips.

- New topics are introduced in every lesson so learners never get bored.
- Fresh angles on familiar topics have been introduced wherever possible.
- Reading and listening texts are designed to be as authentic as possible and are based on real-world sources.

Language focus

Successful communication is dependent on an ability to recognise and use grammatical structures as well as commonly occurring patterns in language, often referred to as *lexicogrammar*. Learners can often manage to make themselves understood with a limited repertoire of words and phrases but, as their level progresses, they increasingly need grammar together with a larger vocabulary bank in order to navigate more complex situations and communicate more sophisticated ideas and opinions. Grammar and enrichment of vocabulary are a core feature of learning a language and *Roadmap* recognises this by giving them a central role in each of the main lessons:

- Language items are introduced in context through short listening/reading texts and are then presented and practised using a 'guided-discovery' approach. Learners study the patterns of a language point and are often asked to identify aspects of meaning or form by completing simple exercises and/or rules and tables.
- Language items are presented in a concise form in a Language focus box in the main lesson with fuller explanations in the *Language bank* at the back of the book.
- Each language point has one or two controlled practice exercises plus a freer personalised activity designed to offer students the opportunity to say something about themselves or the topic.
- The *Language bank* in the Student's Book, the Workbook and mobile app have additional language focus practice exercises. There are also further photocopiable activities in the Teacher's Book.

Vocabulary

Developing a wide range of vocabulary is also key to developing communicative competence. A good knowledge of vocabulary helps learners to improve their reading and listening skills and is also important for writing. A knowledge of high-frequency

collocations and fixed and semi-fixed phrases is also an effective way to increase spoken fluency. Vocabulary is an important feature of every lesson in *Roadmap*. Vocabulary items have been selected a) according to the topic of the lesson and b) according to how useful they are for the final speaking task. Vocabulary is always presented in context through photos or texts and practised through controlled and freer practice activities. Vocabulary is also constantly recycled throughout the course and learners are actively encouraged to use the new vocabulary they have learned to give their personal opinions on the topics in focus and to talk about their own lives and experiences.

- Vocabulary is an important feature of every lesson. It is usually presented in context through quotes and/or short reading texts or illustrated with photos and/or cartoons so that learners can understand how and when an item is used.
- The emphasis throughout is on high-frequency, useful vocabulary. At lower levels, the focus is on presenting lexical sets and at higher levels there is an increased focus on word-building, collocation and useful fixed phrases.
- Vocabulary is practised in a variety of ways with one or two controlled practice activities for each vocabulary section. Learners are often asked to relate the vocabulary they have learned to their own lives making it more memorable.
- Vocabulary is constantly recycled throughout the course and further practice is provided in the *Check and reflect* pages, on the mobile app, in the Workbook and photocopiable activities in the Teacher's Book.
- The *Vocabulary bank* at the back of the Student's Book further extends some of the key vocabulary areas covered in the main lessons.

Functional Language

Learners need to manage communication in a wide variety of different situations and they need to be able to recognise and use phrases and expressions that are appropriate for each situation. These include transactional exchanges, where the focus is on getting something done or interactional exchanges where the focus is on socialising with others.

Roadmap recognises the importance of functional language and each unit has an *English in action* page which focuses on useful areas such as managing a fast-paced conversation, summarising information, chairing and participating in a debate, etc. Each *English in action* lesson has a communicative outcome based on a GSE learning objective and key functional language items are highlighted in a *Useful phrases* box.

- *English in action* lessons focus on useful functional areas such as summarising information, participating in a debate, etc.
- Each *English in action* lesson has a communicative outcome based on a GSE learning objective.
- Key functional language items are highlighted in a *Useful phrases* box.

Pronunciation

Teachers often have mixed attitudes towards teaching pronunciation in their lessons. Some consider that it is relatively unimportant, especially if their learners can generally make themselves understood, but others place great importance on developing pronunciation that is more than just intelligible. They consider that a systematic focus on pronunciation in a lesson, however brief, can have a significant impact on developing learners' communicative competence.

In *Roadmap*, we have taken a practical, integrated approach to developing students' pronunciation by highlighting features that often cause problems in conjunction with the areas of grammar, vocabulary or functional language in focus. Where relevant to the level, a grammatical or functional language focus is followed by practice of a feature of pronunciation, for example, the weak forms of auxiliary verbs or connected speech in certain functional exponents. Students are given the opportunity to listen to models of the pronunciation, notice the key features and then practise it.

- Pronunciation is a prominent feature of the syllabus, and practice is generally linked to the main grammar, vocabulary and functional language in focus.
- *Listen and repeat* activities reinforce pronunciation of new language. As and when appropriate, there is an emphasis on areas of pronunciation that affect communication, for example, sentence stress/intonation.
- Additional practice activities for the pronunciation points covered in core units are included in a photocopiable worksheet.

Skills development

Roadmap recognises that effective communication involves receptive as well as productive skills. Although speaking is the main skills focus in each of the main lessons, short reading and listening texts are used to present and practise new language and introduce topics for discussion. These cover a variety of different genres – blogs, articles, fact files, etc. – but are never very long as research indicates that teachers want to maximise speaking practice during class time. *Roadmap* also recognises the importance of writing and suggestions for writing extension activities are suggested in the teacher's notes for each of the main lessons.

In addition to the reading, writing and listening material in the main lessons, there is a *Master your skills* section at the back of the book for learners who want to improve their reading, writing or listening skills. There are three *Master your skills* lessons for each unit. Each lesson is built around a GSE learning objective and concentrates on a specific skill – reading, listening or writing. They are linked thematically to one of the main lessons and can be done at home or in class. The *Master your skills* lessons expose learners to different text genres of reading (articles, blogs, etc.), writing (emails, reports, essays, etc.) and listening (radio broadcasts, conversations, etc.) and focus on different strategies or sub-skills to improve general competence in each skill. These strategies are particularly useful for exam training.

Speaking

Most learners, whatever their age and whatever specific goals or reasons they might have for learning English, want to improve their speaking skills. Many learners lack opportunities to practise in the real world so they need to make the most of opportunities to speak English in the classroom. *Roadmap* recognises the importance of speaking and there are many opportunities throughout the course for learners to participate in a wide variety of different speaking activities. For example, learners might be asked to discuss a series of questions, respond to photos or cartoons, give their opinions about the content of a reading or listening text or take part in conversations, discussions and role-plays. Speaking is a fundamental part of each lesson and learners are frequently asked to work together in pairs or groups to maximise opportunities to speak in class.

Many learners are reluctant or unable to speak because they have nothing to say or lack the language they need to say what they want to say. *Roadmap* helps learners to overcome these problems and one of the key aims of the course is to increase learners' confidence and fluency. Each of the four core lessons in each unit are built around a *Global Scale of English* speaking objective and all the grammar, functional language, vocabulary and pronunciation is geared towards helping learners achieve that objective. Learners develop fluency when they are motivated to speak and for this to happen, engaging topics and relevant, carefully-staged speaking tasks are essential. In each lesson of *Roadmap* there is a logical sequence of linked activities that have been carefully constructed and staged to help learners perform the final speaking task to the best of their ability. Learners are given time to prepare their ideas and think about the language they need for the final speaking task in a structured way. Giving learners time to rehearse is crucial in terms of building their confidence and this in turn leads to better motivation and greater accuracy and fluency. As learners' confidence increases, their willingness to experiment with the language also increases. Speaking is systematically developed in *Roadmap* through the following activities:

- Lead-in questions and/or striking images engage learners' interest and activate passive knowledge of vocabulary related to the topic.
- Grammar and vocabulary relevant for the final speaking activities are presented and practised.
- Personalised practice activities encourage learners to give their own opinions on the topic and talk about their own lives and experiences
- Learners are given 'models' and time to prepare their ideas for the final speaking task.
- Useful phrases give learners ideas and provide prompts to help them get started.
- Learners perform the speaking task in pairs or groups and are invited to reflect on their performance through a whole class round up activity.

Listening

Listening is an important skill for all users of English and one which learners often find quite challenging. Many learners complain that they can understand their teacher but find it difficult to understand people speaking English outside the classroom, especially if speakers do not make any concessions to their audience in terms of their speed of delivery. Learners with poor listening skills are unlikely to be competent communicators or users of the language, so listening features almost as prominently as speaking in the main lessons in *Roadmap*. It is important to expose learners to real language in use as well as different varieties of English. Listening material, particularly at lower levels, is scripted but aims to reflect the patterns of natural speech and is designed to be as authentic-sounding as possible whilst bearing in mind the need to make it accessible for the level. Listening texts are often used to present new grammar or vocabulary and can act as a springboard to stimulate discussion in class. In addition, there is a listening 'model' for each of the speaking tasks in which one or more speakers perform whole or part of the task. Learners listen to this and try to replicate what they have heard when they come to perform the task themselves.

Listening is a prominent feature in the main lessons but more in-depth practice of different genres, for example, speeches and monologues, conversations, radio interviews and discussions, etc. is provided in the *Master your listening* lessons at the back of the book. The *Master your listening* lessons also provide invaluable training in listening sub-skills, for example, recognising persuasive language, recognising understatement, understanding colloquial language and understanding overlapping. Each *Master your listening* lesson provides an example of the genre as well as highlighting a sub-skill which is outlined in a special *Focus box* and practised in the lesson. As mentioned in the introduction to the Teacher's Book, the *Master your listening* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used in conjunction with the main lessons to form the extended route through the course or they can be used individually and/or given to learners to do for homework.

- Listening is a prominent feature of the main lessons and is often used to present new grammar or vocabulary or act as a springboard to stimulate discussion.
- Listening 'models' are provided to build learners' confidence.
- Listening material is designed to be as authentic-sounding as possible whilst bearing in mind the need to make it accessible for the level.
- More in-depth practice of different listening genres – speeches and monologues, conversations, radio interviews and discussions – is provided in the *Master your listening* lessons at the back of the book.
- *Master your listening* lessons provide an example of the genre as well as highlighting different sub-skills needed to develop mastery of the skill.
- Listening sub-skills are outlined in a special *Focus box* and practised in the lesson.
- *Master your listening* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used individually and/or given for homework.

Reading

Reading is important for many students, particularly if they need it for their work or studies. The learner who develops confidence in reading both in and outside the classroom will undoubtedly make faster progress. We now have access to a very wide range of English language reading material and it is a good idea to encourage learners to read as much as possible outside the classroom. *Roadmap* provides ample opportunities for learners to practise their reading skills, both in the main lessons and in the *Master your reading* sections at the back of the book.

Short reading texts are included in the main lessons to contextualise new grammar or vocabulary and they also often serve as a springboard for discussion. As with the listening material, there is an emphasis on authenticity, and although reading texts have been adapted or graded for the level, there is an attempt to maintain authenticity by remaining faithful to the text type in terms of content and style. Texts are relevant and up-to-date, and are designed to stimulate interest and motivate learners to read. The texts represent a variety of genres and mirror the text types that learners will probably encounter in their everyday lives. Texts are generally not exploited in any great depth in the main lessons (as in-depth work on reading is provided in the *Master your reading* section) but learners are always given a reason to read along with basic comprehension exercises.

More in-depth practice of different genres is provided in the *Master your reading* lessons at the back of the book. The *Master your reading* lessons also provide invaluable training in reading sub-skills such as recognising scepticism, evaluating the effectiveness of an argument, recognising foreshadowing of events, identifying a writer's tone, recognising humour, etc.

Each *Master your reading* lesson provides an example of the genre as well as highlighting a sub-skill which is outlined in a special *Focus box* and practised in the lesson. As mentioned in the introduction to the Teacher's Book, the *Master your reading* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used in conjunction with the main lessons to form the extended route through the course or they can be used individually and/or given to learners to do for homework.

- Reading is a prominent feature of the main lessons and is often used to present new grammar or vocabulary or act as a springboard to stimulate discussion.
- Reading material is designed to be as authentic as possible whilst bearing in mind the need to make it accessible for the level. Text types mirror those learners will encounter in their everyday lives, for example, blogs, social media posts, etc.
- More in-depth practice of different reading genres – stories, articles, reviews, factual texts, reports, social media and blog posts, etc. – is provided in the *Master your reading* lessons at the back of the book.
- *Master your reading* lessons provide an example of the genre as well as highlighting different sub-skills needed to develop mastery of the skill.
- Reading sub-skills are outlined in a special *Focus box* and practised in the lesson.
- *Master your reading* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used individually and/or given for homework.

Writing

In recent years the growth of email and the internet means that people worldwide are writing more than ever before – for business, for their studies and for personal communication. Learners need effective writing skills for professional and academic purposes but people also use writing – email, text messages, social media posts, etc. – as an informal means of communication far more than they used to. The latter isn't simply speech written down and there are all sorts of conventions for both informal and formal writing. It is therefore important to focus on a range of genres, from formal text types such as essays, letters and reports to informal genres such as blog entries and personal messages. *Roadmap* provides extensive training in all these types of writing.

Writing is not a prominent feature of the main lessons in *Roadmap* although learners are frequently asked to make notes as preparation for the speaking task. There are also suggestions in the teacher's notes on ways to extend the tasks with follow-up written work. However, in-depth practice of different genres of writing is provided in the *Master your writing* lessons at the back of the book. The *Master your writing* lessons also provide invaluable training in writing sub-skills such as rejecting ideas and asking for changes, using persuasive language, synthesising information from a number of sources, etc.

Each *Master your writing* lesson provides an example of the genre as well as highlighting a sub-skill which is outlined in a special *Focus box* and practised in the lesson. As mentioned in the introduction to the Teacher's Book, the *Master your writing* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used in conjunction with the main lessons to form the extended route through the course or they can be used individually and/or given to learners to do for homework. Each *Master your writing* lesson follows a similar format:

- Some writing practice is provided in the main lessons and in-depth work on different genres of writing as well as writing sub-skills is provided in the *Master your writing* section at the back of the book.
- Each *Master your writing* lesson starts with a few discussion questions designed to activate learners' vocabulary and get them thinking about ideas related to the topic.
- Each *Master your writing* lesson provides a model of the genre in focus. These are designed to be as authentic as possible whilst bearing in mind the need to make them accessible for the level. Types of writing mirror those that learners will encounter in their everyday lives, for example, stories, formal and informal emails, blog posts, descriptions, reviews, etc.
- *Master your writing* lessons provide examples of the genre as well as highlighting different sub-skills needed to develop mastery of it, for example, rejecting ideas and asking for changes, using persuasive language, synthesising information from a number of sources, etc.
- Writing sub-skills are outlined in a special *Focus box* and practised in the lesson.
- Learners prepare and then write their own example of the genre in focus and are encouraged to use the sub-skills they have practised in the lesson.
- *Master your writing* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used individually and/or given for homework.

Review and consolidation

Language items are regularly recycled in each lesson of *Roadmap*. At end of every other unit, there is a *Check and reflect* page which is designed to review all the language points covered and give learners an opportunity to reflect on how their confidence and mastery of the language has improved. In addition, each unit is accompanied by a short video – *the Roadmap report* – that can be used to provide a break from the routine of the Student's Book as well as revise and consolidate language in a fun, light-hearted way. Each *Roadmap report* features a 'roving reporter' who goes out on location to visit interesting people and places and has a variety of new experiences. The videos are designed to illustrate some of the quirkier aspects of real life as well as show language items covered in the unit in realistic contexts.

- Video clips and extension activities consolidate key language covered in each unit and illustrate some of the quirkier aspects of real life.
- Video clips are around 5–6 minutes in length and are designed to entertain learners and provide a bit of light relief.
- Video worksheets (to exploit the language in the videos) are available online.

1 OVERVIEW

1A Team building
Goal | give feedback on an event
Language focus | present, past and future perfect
Vocabulary | phrases with delexical verbs
GSE learning objective
Can make a detailed, formal, evidence-based complaint about the quality of a product or service

1B Online/Offline
Goal | describe your reaction to a situation
Language focus | subject raising
Vocabulary | idioms for expressing and controlling emotions
GSE learning objective
Can narrate a story in detail, giving relevant information about feelings and reactions

1C Kidfluencers
Goal | justify a point of view
Language focus | infinitive phrases
Vocabulary | connotation 1
GSE learning objective
Can justify a point of view using linguistically complex language

1D English in action
Goal | join a conversation already in progress
Vocabulary | socialising
GSE learning objective
Can join a conversation already in progress between fluent speakers on complex topics

Roadmap video
Go online for the Roadmap video and worksheet.

VOCABULARY BANK

1B The internet and social media

1C Phrasal adjectives

MASTER YOUR SKILLS

1A Master your writing
Goal | write a blog post
Focus | using hyperbole to enhance impact
GSE learning objective
Can use exaggeration and hyperbole to enhance the impact of a text

1B Master your reading
Goal | understand short anecdotes in an article
Focus | recognising cohesive devices in a text
GSE learning objective
Can understand complex arguments in newspaper articles

1C Master your listening
Goal | understand a persuasive speech
Focus | recognising persuasive language
GSE learning objective
Can recognise the use of persuasive language in a linguistically complex presentation or lecture

1A Team building

Introduction

The goal of this lesson is for Ss to give feedback on an event. To help them achieve this, they will learn or revise the present, past and future perfect and phrases with delexical verbs.

Warm up

Write the following questions on the board:
Do you ever socialise with your work colleagues/ classmates?
What kinds of activities do you do?
Do you prefer to keep your work and friends separate?
Why/ Why not?
Put Ss in pairs or small groups to discuss the questions. When they have finished, elicit Ss' ideas and have a brief class discussion.

Reading

1 Focus attention on the photos and briefly elicit what Ss can see. Put Ss in pairs to discuss the questions. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they have finished, elicit answers from a few pairs and have a brief class discussion.

2 With ***weaker classes***, you may want to pre-teach *boundless*, *give sb a nudge*, *quirky* and *raft*. Go through the statements with the class so they know what information to read for. Ss read the article and identify the activities related to each statement individually, then check in pairs. Check answers with the class.

Answers:
1 Raft building, Get in line
2 Tell the truth, Get in line
3 Raft building
4 Scavenger hunt, Out and about
5 Tell the truth, Get in line
6 Raft building, Marshmallow challenge

Optional extra activity

Put Ss in groups and ask each one to try one of the activities in the article (some of these might need to be adapted, e.g. design a raft, but don't actually construct it). When they have finished, ask each group to report back on how they did it and whether they thought it was a good idea for a team-building exercise.

3 Put Ss in pairs to discuss the questions. When they have finished, elicit a few answers from pairs and have a brief class discussion.

Vocabulary

Phrases with delexical verbs

4a Read the example with the class and ask Ss to write the specific phrases which replace the words in bold in each case. Ss work individually then check in pairs. Check answers with the class and be prepared to provide further explanations or examples where necessary.

Answers:
1 if we make the effort to break down the barriers
2 you need to give your people a nudge
3 Let's take a look at six of the best ways
4 to do some priceless team building
5 they go on a search for information
6 to get some exercise in the fresh air
7 to hold an exhilarating race across a river
8 Why not simply go for a long hike
9 the time to have a good old-fashioned chat

Teaching tip

When teaching new lexis, it's a good idea to prepare and give Ss further examples in different contexts. This will help them 'map' the new vocabulary in their memory and exemplify different uses.

b Ask the class: *What does 'get' mean?* and elicit as many examples as you can (e.g. *obtain, buy, receive, become*, etc.). Explain that the meaning of *get* depends on what word it's used with and that it's a 'delexical verb'. If this is a new concept to Ss, then go over the information in the Vocabulary checkpoint below. Look at the first answer with the class and elicit which part helps Ss understand the meaning most (*effort*). Ss do the same for the other phrases, then compare in pairs. Check answers with the class.

Answers:
In each phrase, the noun helps you understand the meaning.

Vocabulary checkpoint

Delexical verbs are verbs which, while they have a basic meaning, don't usually have a full meaning until they are combined with other words. For example, *get* has different meanings in the following collocations: *get a present for your birthday* (= receive), *get a present for a friend's birthday* (= buy/obtain), *get hotter* (= become).

5a With ***weaker classes***, elicit the first answer as an example. Otherwise, Ss complete the phrases individually, then check in pairs. Check answers with the class and answer any questions Ss have about the meaning of the phrases.

Answers: **1** have **2** go **3** give **4** get **5** hold **6** make **7** do **8** take

b Read the example with the class, then put Ss in pairs to discuss. When they have finished, ask a few pairs to share their ideas with the class.

Suggested answers:
After organising the activity, they'll have a well-earned rest.
During the activity, everyone will need to give each other some help.
Outside activities are a great opportunity to get some fresh air.
After the exercise, we held a feedback session to share what we learnt.
Making a success of the activity depends on everybody taking part.
James took the lead during the first group exercise.

Further practice

Photocopiable activities: 1A Vocabulary, p169
App: 1A Vocabulary practice 1 and 2

Language focus

Present, past and future perfect

6 1.1 Explain that Ss are going to listen to people in a company organising an event like the type they read about in Ex 2. Go through the questions with the class so Ss know what to listen for, then play the recording for them to listen and answer the questions. Ss check in pairs. Check answers with the class.

Answers:
1 Everyone just worked with people they already knew, which reinforced existing barriers; it was a long journey so many employees were exhausted when they arrived
2 The location was lovely/nice.
3 Make sure people are in teams with people from at least five different departments, make it a longer event (two days)

Optional extra activity

Write the following additional questions on the board for Ss to discuss:

1 *At events like this, should the organisers force people to work with people they don't know (and perhaps don't like)? Or is it OK if everyone works with people they already know and like?*
2 *What do you think of the idea of combining a team-building event with other things, like training and meetings?*
3 *What's the ideal length of an event like this? Where should it take place?*

Audioscript 1.1

E: Right, so the next item on the agenda is this year's team-building away-day. Any thoughts, Sakura? Same as last year's event?
S: Yes, well, in my department, we've been talking about this a lot recently and we've come to the conclusion that it was a bit of a waste of time last year.
E: Really? Why?
S: Well, the organisers didn't assign people to teams, so everyone just worked with people they'd already known for years. Well sure, everyone had fun, but it kind of reinforced existing barriers within the organisation, as they were competing against different departments, which defeated the object of the exercise.
E: That's true. OK, so for this year's event, we have to find a way of making sure people will be in teams with people from other departments, so they won't have met most of them before.
A: So why don't we use that as a criterion to measure the success of our event? For example, we could guarantee that by the end of the day, every employee will have been in a team with people from at least five different departments.
E: That's a great idea, Alvaro. But what about the location? Do we want to go back to the same training centre in the Lake District, like last year?
A: Well, it's a lovely location, but it was a long journey for a lot of people. They were exhausted because they'd been travelling for hours to get there. The last thing they wanted to do was run around in fields looking for snail shells!
E: That's true, but unfortunately a long journey is something we can't avoid, if we want to bring together our employees from all over the region, so we might as well choose somewhere nice, like the Lake District. We certainly don't want to be stuck in our head office!
A: OK. Fair enough. But can I make a suggestion? What about making it a two-day event? Then everybody will be much fresher and more alert for the actual events.
E: Good idea. I'm just thinking aloud now, but I suppose if we make it a two-day event, we'll be able to combine the fun and games with something a bit heavier, like health-and-safety training.
S: Hmm, I know what you mean, but I think if we try to do everything at once, it'll be exhausting … and we won't achieve any of our goals. We'll just make our people angry for keeping them away from their families for too long. That's what happened at my previous organisation: we spent a week hiking in the mountains, and by the third day we had had enough of each other and just wanted to go home!

7a 1.2 Ss choose the most natural alternatives individually, then check in pairs. When they are ready, play the recording for Ss to check their answers. Don't give any answers yet.

b Before Ss do the activity, ask them to look back at the extracts in Ex 7a and ask what they all have in common (they are all perfect verb forms). Give Ss plenty of time to read the language focus box and check their answers to Ex 7a. Ask Ss to compare answers in pairs, then check answers with the class. Be prepared to provide further examples and explanations where necessary.

Answers: **1** been talking, come **2** known **3** met **4** been travelling **5** had had

Teaching tip

At this level, it's a good idea to try to bring together areas of grammar such as the perfect aspect, focusing on the similarities of its use across different tenses. This will allow Ss to see the bigger picture and therefore become more confident in using it in a variety of different contexts.

8a 1.3 Ask Ss to read the sentences and say them out loud quietly to themselves, as naturally as possible. Discuss the question with the class, then play the recording for Ss to listen and check. Go through the information in the answer key with the class.

Suggested answer:
The initial *h* is typically dropped in fast speech.

b Play the recording again for Ss to listen and practise saying the sentences.

9 Ss complete the sentences individually, then compare their answers in pairs. Check answers with the class.

Answers:
1 'll have been hiking
2 'd already heard
3 have been getting
4 've decided (*decide* is also possible but is not a perfect form.)

LANGUAGE BANK 1A pp.146–147

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
1 **1** scratched (The present perfect continuous sounds odd because it focuses on the activity of scratching the car, rather than the completed results.)
2 worn
3 climbed, done
4 been chopping, been crying
5 been talking, haven't seen
2 **1** had scratched
2 'll have worn
3 'll have climbed, 'll have done
4 'd been crying, 'd been chopping
5 'd just been talking

Further practice

Photocopiable activities: 1A Language focus 1, p167; 1A Language focus 2, p168
App: 1A Grammar practice 1 and 2

Speaking

Prepare

10 Direct Ss to page 176 and give them a couple of minutes to read the information. Go through the information with the class and answer any questions Ss have. Ss decide if the event is good or bad and make notes about the feedback they want to give. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

Speak

11 When Ss are ready, put them in pairs to give each other feedback on their event. Monitor and make notes on Ss' language use for later class feedback. When they have finished, ask each pair to report back to the class on the feedback they received and what they would do differently. When they have finished, give the class feedback on their language use, correcting any common errors on the board.

Teaching tip

During speaking activities, it's useful to monitor Ss' use of language and make notes on common errors, especially with the language studied in the lesson. Also, make a note of examples of good language use. This will allow you to monitor Ss without disturbing fluent speech. When Ss have finished, write any common errors on the board for them to correct as a class (without drawing attention to who made them). You can also drill any examples of good language use with the class. Ss will appreciate the attention to their language use when speaking and any feedback you can give them.

Reflection on learning

Write the following questions on the board:
How well do you feel you understand perfect tenses in English now?
How might you use them in the future?
What do you feel you want to learn more about them?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Language bank: 1A Exs 1–2, p147
Workbook: Exs 1–5, p4
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 1B
Extended route: go to p126 to Master your writing

1B Online/Offline

Introduction

The goal of this lesson is for Ss to describe their reaction to a situation. To help them achieve this, they will learn about subject raising and idioms for expressing and controlling emotions.

Warm up

Elicit all the different types of social media that Ss know and write them on the board (and add any more that you can think of).
Put Ss in small groups to discuss which they use and what they mostly use each one for.

Reading

1 Give Ss a minute to look at the cartoons and discuss what they show as a class (different reactions to a mistake or problem). Elicit ideas as to how this relates to the way people behave online. Put Ss in pairs to discuss the questions. When they have finished, elicit their ideas and have a brief class discussion.

2a Read the example with the class, then put Ss in pairs to think of more reasons. When they have finished, elicit Ss' ideas and find out if others agree.

b Ss read the article quickly to find out if any of their ideas are mentioned. When they have finished, ask a few Ss which (if any) of their ideas were mentioned.

Teaching tip

Before Ss approach a reading or listening text, it's useful to prime them for the task by making sure they know exactly what to read or listen for. A simple way of doing this is by going through comprehension questions before they read or listen. You could also get them to predict the answers (even if they won't be able to answer them), in order for them to approach the text knowing exactly what *kind* of information to look for.

Language focus

Subject raising

3a Read the example with the class, then ask Ss to find the phrases expressing ideas 1–9 in the article. Check answers with the class.

Answers:
1 … the person we're abusing turns out not to be the evil CEO …
2 … we happen to see a member of our own community …
3 … the respondent might appear to be blanking you deliberately …
4 The writer appears to be actively trying to humiliate us individually …
5 … the writer turns out to have had a completely different target in mind.
6 … some genuinely unpleasant people seem to enjoy causing trouble …

b Focus attention on the first example in Ex 3a. Ask: *What's the subject of the first sentence?* (*It*) *What comes after* turns out*?* ((*that* +) clause) *What's the subject of the second sentence?* (the person) *What comes after* turns out*?* (an infinitive). Ss discuss the questions about the other phrases in pairs. Don't give any answers yet.

4 Ss read the language focus box and check their answers to Ex 3b. Answer any questions they have about the information in the box.

Answers:
In the exercise, the subject of each sentence is *it* (with no meaning – it doesn't refer to anything). The verb is followed by a *that*-clause.
In the article, the subject of each sentence is a person or some people. The verb is followed by the *to* infinitive.

5a 1.4 Focus attention on the sentences, then play the recording. Ss decide in which sentence *it* is pronounced most clearly. Check the answer and the reason why with the class.

Answers:
It is pronounced most clearly in sentence 3. In the other two sentences, *it* almost disappears.
See the pronunciation checkpoint for the reason.

Pronunciation checkpoint

The word *it* is a purely grammatical marker in all three sentences in Ex 5a and adds no meaning, so speakers tend to swallow it or merge it with the next word. However, because *appeared* starts with a vowel, *it* must be pronounced more clearly.

b Ss practise saying the sentences naturally. If necessary, play the recording again for Ss to listen and repeat.

6 Read the example with the class. Ss rewrite the sentences individually, then check in pairs. Check answers with the class and write them on the board (or invite Ss to do so).

Answers:
1 Nobody seems to have understood the rules.
2 She turned out to have been reading a text when she crashed her car.
3 My video happened to go viral.
4 Somebody appears to have been trying to contact me for days.
5 The abusive post turned out to have been written by a 14-year-old boy.
6 Did you happen to notice who broke the window?

7 You could demonstrate the activity first by sharing your answers with the class and encouraging Ss to ask you follow-up questions to find out more information. Give them a few minutes to think about their answers, then put them in pairs to share their ideas. Encourage Ss to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

LANGUAGE BANK 1B pp.146–147

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the information on the different types of infinitives. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

1 1 turned out to have gone
2 didn't happen to notice
3 seemed to be acting
4 appeared to be wearing
5 appeared to pick
6 'm unlikely to see

2 1 It turned out that we'd been standing
2 It appeared that the house hadn't been lived in
3 It seems that there was
4 It (just so) happens that I wrote
5 It might appear that they're ignoring

Further practice

Photocopiable activities: 1B Language focus 1, p170; 1B Language focus 2, p171
App: 1B Grammar practice 1 and 2

Vocabulary

Idioms for expressing and controlling emotions

8a Ss read the sentences and categorise them individually, then check in pairs. Encourage them to use dictionaries and the context of each sentence to help. With ***weaker classes***, go through each sentence first, explaining the meaning of each idiom, before they start. When they have finished, check answers with the class and check understanding of each idiom.

Answers:

a drives me up the wall, get under my skin
b let off steam, lashing out, make a scene, get something off my chest
c thick skin, bite my tongue, bottle up, put a brave face on, take a step back, put things into perspective

b Ss discuss which of the sentences in Ex 8a are true for them in pairs. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class (but they should check that their partner is happy for them to do so first!).

Vocabulary checkpoint

The idioms selected for *Roadmap* are up to date and natural sounding, so Ss can be encouraged to use them. Ss often enjoy learning idioms as they perceive them to be real language. However, it's important for them not to overuse them as this can sound rather unnatural.

Optional extra activity

Ask Ss to choose three of the idioms they have learnt so far in the lesson and think of a situation in which they might use each one. When they are ready, put Ss in pairs to read out their situations to their partner for them to guess the idiom that would be used in each one.

VOCABULARY BANK 1B p166

The internet and social media

These optional exercises build on the lexical set in the vocabulary section.

1 Ss match the words with the definitions individually, then check in pairs. Check answers with the class. You could also ask Ss if they know any more words related to the internet and social media and share them with the class.

Answers: 1 ranting 2 flaming 3 trolling 4 cyberbullying 5 blanking

2a Ss choose the correct alternatives individually, then check in pairs. Check answers with the class.

Answers: 1 feed, memes 2 hashtags, trending 3 stream, bandwidth 4 site, browsing 5 bookmark, navigation

b Put Ss in pairs to discuss and, if necessary, change the statements in Ex 2a. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

Further practice

Photocopiable activities: 1B Vocabulary, p172
App: 1B Vocabulary practice 1 and 2

Speaking

Prepare

9 1.5 Tell the class that they're going to talk about an experience where they expressed or controlled strong emptions, but first they're going to listen to three people talking about conflicts. Go through the questions with the class so they know what to listen for, then play the recording for Ss to answer the questions, then compare their answers in pairs. Play the recording again if necessary, then check answers with the class.

Answers:

1 Debbie (*I'm so glad my computer crashed that day and saved me from wading in to the argument.*)
2 Kelvin (*I went over to apologise to him for being such an idiot.*), Lucy (*I can't believe I'd allowed her to get under my skin.*)
3 Kelvin (*But when he got out of his car …*), Lucy (*… so I went along to hear her. And it turned out to be absolute rubbish …*)

Audioscript 1.5

I: Hello and welcome to today's podcast. Today we're talking to people who have had to deal with situations that made them very angry. Let's start with stories from three of our listeners. First up is Debbie. What's your story, Debbie?
D: Thanks, Antek. I remember once I was using an online forum, and somebody expressed an outrageous opinion. He appeared to be some kind of expert, and he was making fun of the other members of the forum. I took offence because he seemed to be attacking me personally, so I drafted a furious reply, using pretty strong language. But before I could click 'send', my computer crashed and my reply was lost! I was absolutely livid because I didn't have time to type it out again. Then, when I got back online a few hours later, I noticed that other members of my discussion group had spent the afternoon ripping his arguments to shreds. The poor guy was totally humiliated and I even felt kind of sorry for him. I'm so glad my computer crashed that day and saved me from wading in to the argument. From that day on, I've never posted a reply in anger – I always bite my tongue and try to put things into perspective.
I: OK. Thanks for that, Debbie. Next up is Kelvin. What happened to you, Kelvin?

K: Well, about a year ago, I was driving late at night, when in my mirror I happened to notice this car coming up behind me and trying to overtake me – flashing his lights and honking his horn. It was a narrow road so it wasn't safe to overtake, and anyway, the other car seemed to be going way too fast. So, I decided to teach the driver a lesson. I slowed right down and refused to let him past. In my mirror I could see him yelling and waving his arms, but that just made me less inclined to let him overtake. After about five minutes, I needed to buy some petrol, so I pulled in at the nearest petrol station. To my horror, I saw the car behind pulling in too! I started to panic that the driver would turn out to be some crazy maniac who would beat me up! But when he got out of his car, the evil maniac of my imagination turned out to be one of my lovely neighbours! I felt so embarrassed. I went over to apologise to him for being such an idiot. He apologised too, and we ended up having a good laugh about our 'road rage' incident. But it made me realise how easy it is to forget there's a real person inside the car. Nowadays, I'm a much more easy-going driver!

I: I'm glad to hear it, Kelvin. A good reminder that we all need to take a step back from time to time. Finally, let's hear from Lucy. What's your story, Lucy?

L: Hi Antek. I belong to an online art group, and there's one member who seems to enjoy putting other people down. Whenever you express your opinion, she'll just come out with a one-word response like 'ridiculous' or 'pathetic'. It's horrible because when you're on the receiving end, you use your imagination to work out dozens of reasons why your post appeared to be ridiculous, and you end up feeling ashamed to have posted it. But then, a few months ago I was at a conference and I happened to notice that this woman was giving a talk. I'd always assumed she must have been some kind of expert, so I went along to hear her. And it turned out to be absolute rubbish – she had nothing new to say, and she'd even stolen some of my ideas from the forum! I can't believe I'd allowed her to get under my skin. Since that day, I've learnt to ignore her completely – and other people like her. Whenever she comments on my posts, I just blank her. And it works – she's learnt to leave me alone too.

I: Good for you, Lucy. OK, so now we've heard some stories, let's speak to an expert on anger management, to find out …

10 Go through the questions with the class and give Ss time to prepare what they're going to talk about and make notes. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

Speak

11 When Ss are ready, put them in pairs to share their experiences. Monitor and make notes on Ss' language use for later feedback. Remind them of the idioms in Ex 8a and encourage them to use them to describe how they felt when sharing their experiences. When they have finished, have a class discussion about how to avoid and deal with conflict. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:

What were the three most useful idioms you learnt in this lesson?

How do you think you'll use them outside class?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Language bank: 1B Exs 1–2, p147
Workbook: Exs 1–4, p5
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 1C
Extended route: go to p106 to Master your reading

1c Kidfluencers

Introduction

The goal of this lesson is for Ss to justify a point of view. To help them achieve this, they will learn or revise infinitive phrases and vocabulary with positive and negative connotations.

Warm up

Start by telling the class where you usually go for recommendations when you want to buy something e.g. online reviews, friends' recommendations, social media, etc. Ss then discuss where they go in pairs. Ask them to think of specific examples where a recommendation has helped them decide what to buy.

Reading

1 Focus attention on the photo and elicit what Ss can see and what ideas it evokes for them. Give Ss a minute to read the definitions and ask if they've heard of these terms before. Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

2 With ***weaker classes***, you may want to pre-teach *pushy*, *pulling the strings*, *loopholes* and *unboxing videos*. Give Ss a strict time limit to skim the article and then say whether it's generally positive or negative and underline the words and phrases which help them decide. Check answers with the class.

Suggested answers:
It's very negative: *outrageous sums of money, not-so-subtle recommendations, pushy parents, tacky toys and sugary snacks, spending money on junk, pulling the strings, exploit loopholes, all kinds of ethical problems.*

3 Ss discuss the questions in pairs. When they've finished, elicit answers and have a brief class discussion.

Suggested answer:
1 It might be in the opinion or comment section of a printed or online newspaper. The writer's purpose is to persuade us that kidfluencers are a bad thing.

Optional extra activity

As an extension with ***stronger classes***, you could ask Ss to work in pairs and discuss how the article could be changed to be more balanced. When they have finished, elicit ideas from a few pairs and have a brief class discussion.

Vocabulary

Connotation 1

4a Ss match the adjectives with the nouns individually, then check in pairs. Encourage them to use the article in Ex 2 to help if necessary. Check answers with the class.

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

Optional alternative activity

Before class, prepare sets of cards with all the words from Ex 4a on separate cards. Make enough sets for the number of pairs in your class. Before Ss do Ex 4a, put Ss in pairs and give each pair a set of cards. Ask them to match the adjectives with the nouns. You could also do this as a race, where the first pair to make all the collocations correctly wins. Check answers with the class, then ask Ss to do Ex 4a in order to have a written record of the collocations.

b Check Ss understand the meaning of *connotation*. At this point you could go through the information in the Vocabulary checkpoint below with the class.

Answers: *Glowing*, *modest* and *adoring* have a positive connotation. *Pushy*, *tacky*, *sugary* and *outrageous* have a negative connotation.

Vocabulary checkpoint

Connotation and denotation are two sides of a word's meaning. A word's denotation is its basic meaning; its connotation shows how the speaker/writer feels about it. In the phrase *an outrageous sum of money*, *outrageous* has a positive denotation (i.e. a lot of money) but a negative connotation (i.e. a shocking amount, too much).

A simple way to demonstrate this is to ask Ss if they would prefer to be described as *slim* or *skinny*. *Slim* has a positive connotation whereas *skinny* has a negative connotation. Speakers and writers often express their opinions by using adjectives with strong positive or negative connotations.

c Explain that within each group, each adjective may have a positive or negative connotation. Encourage Ss to use dictionaries to check if necessary. When they have finished, put Ss in pairs to compare their answers, then check answers with the class.

Answers:
1 die-hard (+), obsessive (–), screaming (–)
2 lukewarm (–), gushing (–), informed (+)
3 meagre (–), moderate (+), phenomenal (+)
4 firm (+), doting (–), supportive (+)
5 educational (+), flimsy (–), durable (+)
6 nutritious (+), bite-size (+), processed (–)
7 blind (–), driving (+), consuming (–)

Note that *gushing* and *doting* both have generally positive denotations, but they can also have negative connotations (i.e. *too enthusiastic*, *too loving*).

5 Read the sentence with the class, then ask Ss to make two sentences: one as positive as possible and one as negative as possible. When they have finished, put Ss in pairs to share their ideas, then ask one or two pairs to share their ideas with the class.

Suggested answers:
Positive: Kidfluencers make phenomenal sums of money by making informed recommendations to their die-hard fans and persuading their supportive parents to buy nutritious snacks and educational toys.
Negative: Kidfluencers make outrageous sums of money by making gushing recommendations to their obsessive fans and persuading their doting parents to buy processed snacks and flimsy toys.

VOCABULARY BANK 1C p166

Phrasal adjectives

These optional exercises build on the lexical set in the vocabulary section.

1 Read the example with the class, then ask Ss to complete the rest of the sentences individually, then check in pairs. Check answers with the class and write them on the board.

Answers: **1** not-so-subtle **2** paid-for **3** better-than-expected **4** take-it-or-leave-it **5** all-you-can-eat **6** once-in-a-lifetime **7** business-as-usual **8** poorly-thought-out

2 Ss match the phrases with the meanings individually, then check in pairs. Check answers with the class.

Answers: **1** b **2** b **3** a **4** a **5** a **6** b **7** b **8** a **9** a **10** b

Further practice

Photocopiable activities: 1C Vocabulary, p175
App: 1C Vocabulary practice 1 and 2

Language focus

Infinitive phrases

6a Read the example with the class, then ask Ss to match the functions with the phrases in bold in the article. Check answers with the class.

Answers: **1** to be more precise **2** to give them their proper title **3** to put it mildly **4** Needless to say **5** not to put too fine a point on it **6** To be sure

b Ask the Ss what all the phrases in Ex 6a have in common (they all use the *to* infinitive). Ss read the language focus box and choose the correct alternatives. Check answers with the class and answer any questions they have about the information in the box.

Answers:
1 usually **2** a whole statement **3** commas **4** can't

7 Ss complete the phrases individually, then check in pairs. Check answers with the class.

Answers: **1** put **2** begin **3** cap **4** name **5** add **6** be **7** cut **8** make

8 Put Ss in pairs to discuss the meaning of the phrases. Encourage them to use the sentences in Ex 7 for context, as well as dictionaries if necessary. Check the meanings with the class and elicit an example sentence. Be prepared to provide further explanations and examples if necessary.

Suggested answers:
Meanings
1 I know it might be shocking, but I need to say this.
2 First of all
3 On top of everything else
4 I'm just listing a few examples, but there are many more that I could list.
5 This made a bad situation even worse.
6 I'm saying something that might make you feel uncomfortable, but it's true.
7 I'm not going to explain all the details between the beginning and the ending.
8 This made a bad situation even worse.

9a Put Ss in pairs to practise saying the pairs of sentences, changing each one according to the comma/pause and discussing how the meaning changes. When they have finished, check answers with the class.

Suggested answers:

1 **a** means that brutal honesty isn't a good idea.
b means that something else isn't a good idea, in the speaker's brutally honest opinion.
2 **a** means that she was attempting to be fair.
b means she was trying hard (to do something), which the speaker thinks it's only fair to mention.
3 **a** means that the speaker doesn't want to be the person with the least to say.
b means that the speaker isn't keen to do something and in fact would strongly prefer not to do it.

b 1.6 Play the recording for Ss to listen and say which version of the sentences in Ex 9a they hear.

Answers: 1 a 2 b 3 b

LANGUAGE BANK 1C pp.146–147

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the position of the phrases in a sentence. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

1 1 ✗ The best position is at the end: *... the guitar, the violin and the saxophone, to name but a few.*
2 ✓ (The infinitive phrase could also go at the end.)
3 ✗ The infinitive phrase is a comment on the first part of the sentence, so it can come before or after that part: *To be sure, I've heard worse singers than you, ...* or *I've heard worse singers than you, to be sure, ...*
4 ✓ (The infinitive phrase could also go at the end.)
5 ✗ The infinitive phrase is used to show the connection between the two statements, so it should come at the beginning of the second statement: *... and then, to add insult to injury, he spilt crisps all over the seats.*
6 ✗ (*Needless to say* is used to introduce information that follows, so it should come at the beginning of the sentence: *Needless to say, everything turned out OK in the end.*)
2 1 to give it its proper title 2 to cut a long story short
3 to put it mildly 4 to make matters worse
5 to say the least

Further practice

Photocopiable activities: 1A Language focus 1, p173; 1A Language focus 2, p174
App: 1C Grammar practice 1 and 2

Speaking

Prepare

10 1.7 Tell Ss they're going to listen to two people discussing kidfluencers. Go through the opinions with the class so they know what to listen for. Play the recording for Ss to listen and decide who expresses each opinion, then let them compare their answers in pairs. Check answers with the class.

Answers: a A b J c J

Audioscript 1.7

A: I was just watching something about kidfluencers. It's crazy what some people will make their kids do, isn't it?
J: I don't know, maybe some of the kids like doing it. What's your problem with kidfluencers?
A: It's not the kids, it's the parents. To begin with, they shove their children into the limelight at a young age, and usually just to make money.
J: Well, are all the parents like that? Maybe some kids choose to do it, and their parents are just being supportive?
A: Or, to put it bluntly, the parents are driven by blind ambition, and do everything they can to monetise their children.
J: That's pretty blunt! Lots of parents push their kids into things though, you know, my parents made me go to tennis lessons till I was twelve.
A: Yes, but that has some value, it's exercise, it's not pushing tacky toys and sugary drinks to other kids.
J: OK, Ann – I think that's a bit over the top, and there are some kids who probably love showing off their new stuff online, but let's agree to disagree on this one.

11 Put Ss in pairs to think of arguments for and against the statements. Monitor and help with ideas where necessary. Make sure both Ss make individual lists, as they'll work with different partners in the next activity and will need their ideas.

Speak

12 Put Ss in different pairs to discuss the statements and justify their opinions. Encourage them to try to disagree with their partner. Monitor and make notes on Ss' language use for later feedback. When they have finished, ask a few pairs to report back to the class on the opinions they expressed and justified. Give Ss feedback on their use of language as a class.

Optional alternative activity

With smaller classes, you could do the speaking task as a class debate. In Ex 11, divide the class into two groups: *for* and *against*. Each group works together to think of their respective arguments for each statement. In Ex 12, have the groups facing each other. The *for* side then have two minutes to give their arguments for. The *against* side then have two minutes to counter with their arguments. The two sides then debate the first statement and try to reach agreement. Repeat the procedure for the remaining statements.

Reflection on learning

Write the following questions on the board:
What was the most interesting thing in today's lesson?
In what other situations might you use the language you learnt today?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Language bank: 1C Exs 1–2, p147
Workbook: Exs 1–5, p6
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 1D
Extended route: go to p96 to Master your listening

1D English in action

Introduction

The goal of this lesson is for Ss to practise joining a conversation already in progress. To help them achieve this, they will learn phrases for joining and maintaining a conversation, as well as vocabulary related to socialising.

Warm up

Write *NETWORKING* vertically down the left-hand side of the board. Put Ss in pairs or small groups and ask them to think of a word or phrase related to networking which begins with each of the letters (e.g. *New people, Exciting, Team*, etc.). When they have finished, ask each pair or group to write their words on the board.

Vocabulary

Socialising

1 Focus attention on the photos and elicit what Ss can see. Ask Ss to guess what the different people in the photos might be saying. Ss discuss the questions in pairs. When they have finished, elicit their ideas and have a brief class discussion.

2a With ***weaker classes***, go through the words in the box with the class first and check understanding. Ss complete the sentences individually, then check in pairs. Check answers with the class and be ready to answer any questions Ss have about the meaning of the words in the box.

Answers: **1** hover **2** small **3** acquaintance **4** frosty, ice **5** blank, pleasantries **6** brains, breaker **7** mutual **8** mingle

b Put Ss in pairs to discuss which statements they agree with and any advice they have for each person. When they have finished, elicit Ss' ideas and find out if other Ss agree.

Listening 1

3a 1.12 Go through the list of actions with the class so they know what to listen for. Ss listen and match the actions with the people individually, then compare their answers in pairs. Check answers with the class.

Answers:
1 Jagruti
2 Tahira: *I'm here to pick up some tips and meet some like-minded people.*
3 Tahira
4 Jagruti: *I don't really 'get' golf really.*
5 Martin: *So you're a business owner – like me! So you're just starting out then?*
6 Martin
7 Jagruti

Audioscript 1.12

J: Excuse me. I'm really sorry. Do you mind if I join you? There aren't many free tables.
M: No, that's fine. Go ahead. My name's Martin, by the way. I'm a local businessman.
J: Aha. Nice to meet you.
M: I own 'The Sands' Golf Course. It's quite popular. Have you heard of it?
J: Er, no. Sorry. I don't really 'get' golf really. I'm Jagruti, by the way.
M: Right. Nice to meet you. So? Are you enjoying the conference?
J: Not really. I hate events like this – I'm not very good at talking to strangers.
M: Aha. Er … so would you like me to leave you in peace?
J: No, it's fine. Sorry, I'm just a bit stressed. Networking isn't really my forte, to put it mildly. I'm more of a writer than a talker, I guess.
M: Hah, I know what you mean. So what do you do?
J: I'm in marketing.
M: Oh, right. So do you work for one of the big local companies?
J: No. I've got my own marketing consultancy.
M: Wow! So you're a business owner – like me!
J: Not really. The consultancy is basically just me and my laptop. I don't have any employees.
M: OK, I see. So you're just starting out then? I suppose everyone needs to start small. When I started out, my business was just me, but I managed to grow it pretty quickly. It's all thanks to my five-point plan for business success. Do you want to hear it?
J: Er … OK. … Oh, hi. (spoken to Tahira, who is hovering)
T: Oh, don't mind me. I'm just listening.
J: No, no. Not at all. What brings you here?
T: Well, I'm Tahira, and I'm an interior designer. I've recently quit my job to 'follow my dreams' and become my own boss. I'm here to pick up some tips and meet some like-minded people. I'd love to listen in on your advice, if that's OK.
M: Yes, it's fine. I'm Martin – the owner of 'The Sands' Golf Course.
T: Really? So I'd love to pick your brains in a moment, Martin – I'm sure 'The Sands' is an amazing golf course. And you are?
J: I'm Jagruti.
T: Jag … ? Sorry, I'm not very good with names. Can you say it again?
J: Jagruti. Ja-gru-ti.
T: Jagruti. That's a beautiful name. It's lovely to meet you. So, Jagruti, what brings you to this event?
J: Er … I'm not really sure, to be honest. I was invited by the organisers to give a talk this afternoon about marketing, but, well, I'm not really into the social side of things.
T: OK, fair enough. But if you've been invited by the organisers, you must be some kind of business guru, right?
J: Well, I don't know about that, but I've written a couple of books about marketing, which have been quite successful around the world.
M: Woah! That's impressive! Why didn't you say so?
J: Well … you didn't really give me a chance.
T: So, Martin? We're all ears. Tell us your tips for growing your business.
M: Well, I, er …

b Ss discuss the questions in pairs. When they have finished, elicit their ideas and have a brief class discussion, feeding in information from the Suggested answers.

Suggested answers:
You should avoid apologising a lot because there's nothing wrong with socialising. It's better to feel positive about it.
You should avoid complaining and being negative because it can irritate or even offend the other person. It's better to focus on the positives (e.g. *Networking isn't my forte, but I'm keen to learn.*)
You should avoid making assumptions about another person because it shows you're not really interested or listening. It's better to ask questions and listen carefully to the answers.
You should avoid talking a lot about yourself because the other person will get bored. It's better to ask questions and encourage the other person to talk.
You should avoid seeming reluctant to say much about yourself because the other person will worry that they're offending you. A good rule is to say two or three sentences about yourself before asking a question about the other person.

4 Give Ss a minute to read through the tips, then ask them to match the phrases in the Useful phrases 1 box with the tips. Make sure they understand that some phrases match more than one tip. Check answers with the class. At this point you may want to drill the phrases with the class.

Answers:
Do you mind if I join you? 1
So, how's the conference for you so far? 2
Would you like me to leave you in peace? 1
So what do you do? 2
I'd love to listen in on your advice, if that's OK. 1, 3
So I'd love to pick your brains in a moment, Martin –
I'm sure 'The Sands' is an amazing golf course. 3, 4, 5
And you are? 5
Sorry, I'm not very good with names. Can you say it again? 5
So, Jagruti, what brings you to this event? 2, 5
So, Martin. We're all ears. Tell us your tips for … 3, 4, 5

5a 1.13 Ss listen to Tahira's introduction again and match the extracts with the techniques individually, then compare their answers in pairs. Check answers with the class.

Answers: 1 c 2 a 3 d 4 b

b Ss can work individually to write their introductions, using techniques a–d in Ex 5a to help them. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, put Ss in pairs to practise reading their introductions to each other until they feel confident and natural. When they have finished, ask a few Ss to share their introductions with the class.

6a 1.14 Play the recording for Ss to listen and decide if each extract sounds enthusiastic or unenthusiastic, then compare their answers in pairs. Check answers with the class.

Answers: 1 E 2 U 3 E 4 E 5 E 6 U 7 E 8 E

Pronunciation checkpoint

When we sound enthusiastic, our intonation varies more (up and down) as we speak. There are no hard and fast rules for this in terms of intonation patterns, however. The best thing is for Ss to hear models comparing enthusiastic and unenthusiastic speech and copy them.

b Ss practise saying the phrases enthusiastically in pairs. When they have finished, ask one or two Ss to perform the phrases for the class.

7 Put Ss in groups. Ask them to stand up and introduce themselves to other members of the group, walking round, mingling and continuing the conversations. Monitor and make notes on their use of language. When they have finished, give Ss feedback on their use of language, particularly the use of the phrases from the Useful phrases 1 box and sounding enthusiastic.

Teaching tip

Whenever you're rearranging Ss or asking them to do a mingle activity, make sure you ask them to stand up before you start giving instructions for the activity and/or where you want them to go. This will avoid Ss forgetting key instructions while they start getting up and moving.

Listening 2

8 1.15 Tell Ss they're going to listen to part of a radio interview about networking skills and go through the questions with the class so they know what to listen for. Play the recording for Ss to listen and answer the questions, then compare their answers in pairs. Check answers with the class.

Suggested answers:
1 anxious
2 take an interest in the people around you; use it as an opportunity to learn things and establish relationships
3 spend a few minutes listening attentively, smiling, nodding your head and making eye contact to demonstrate that you're paying attention and showing some respect for the other participants. Then say something like 'Do you mind if I join you?' or 'Don't mind me, I'm just listening.'
4 react or respond to what the previous person was saying in the conversation; relate your own experiences to those of the previous speaker
5 in case they go blank when it's their turn to speak
6 if no one else speaks, they can show sensitivity by returning the conversation to a previous theme

Audioscript 1.15

I: Good morning. Today we're talking about networking events, and I'm joined by Giorgio Esposito, who coaches people in the skills of socialising. Giorgio, do people really need a coach to teach them how to have conversations with strangers?
G: Absolutely. For a surprisingly large number of people, including plenty of experienced businesspeople and even some super-confident celebrities, networking and socialising are a source of intense anxiety. But the good news is it's something you can learn, with a few simple techniques, and it gets much easier with practice. And that's all it is: techniques and practice. The biggest barrier to successful networking is in your head. It's like there's a little voice telling you that you can't just walk up to people and start a conversation. But you absolutely can. It's a networking event, after all! People expect you to talk to them!
I: OK. So where do we start?
G: Well, if there's a central guiding philosophy to it all, it's probably 'Be curious'. Take an interest in the people around you, and see the event as a genuine opportunity to learn things and establish relationships, rather than an ordeal to be 'survived'.
I: Well, that makes sense. How do you actually get involved in a conversation though?
G: I think it's really important to show sensitivity to the people around you when you're networking. When you join a group, spend a few minutes listening attentively, smiling, nodding your head, making eye contact, and so on, to demonstrate that you're paying attention and showing some respect for the other participants. It's also a good chance to make sure you're not intruding in a personal or confidential conversation. You could say something like 'Do you mind if I join you?', or 'Don't mind me, I'm just listening' when they notice you.
I: OK, I see how that could work. Then how do I get into the chat?
G: Well, you can react. You can respond to whatever the previous person was saying in the conversation: 'Wow! That's a great story' or 'Oh, that's so unlucky', or whatever, with lots of emotion to show you're engaged. You can also relate your own experiences to those of the previous speaker, and say something like 'A similar thing happened to me' or 'I had a rather different experience.'
I: 'That's really interesting!' I was using your technique, Giorgio. OK, so I'm in the conversation, it's my turn to speak, I go blank. What do I do?
G: You could tell a story.
I: OK, can you give us an example of a story you've used at a networking event?
G: Sure. 'I once lost a car in a forest.'
I: What? You lost a car in a forest? How? When? Why? Whose car?
G: Er … well, it was just an example. But it got you asking questions, didn't it? It allows other people to be curious and ask you questions.
I: Should I plan the stories beforehand?

G: Absolutely. The secret to successful communication is preparation and practice. Plan a few great stories before the event – things that you think will work well with that particular audience. And then when you're put on the spot and expected to entertain a circle of strangers, you're ready.
I: OK, I've got a great one about a dolphin in Cancun, I'll tell you later, Giorgio. That's good advice, but what if I'm stuck holding the baby, as it were? What if no one else speaks?
G: It comes back to being curious. Ask another participant a question – 'What brings you here?' or 'What are you hoping to get out of the event?' or show sensitivity by returning the conversation to a previous theme. – 'Ah, Donald, you were saying something about the bank crisis before I interrupted.'
I: All good advice I'm sure, Giorgio, thank you so much. But what about the car? Did you ever find it?
G: Oh, well, if you insist. But I warn you, it's a long story.

9 Explain that the phrases and headings relate to the techniques discussed in the radio programme. Ss match them individually, then compare their answers in pairs. Check answers with the class and drill the phrases.

Answers: 1 C 2 A 3 D 4 B

Speaking

Prepare

10 Direct Ss to page 177 and give them a minute to read the information, then put them in pairs to plan some stories together. Monitor and help with ideas and vocabulary where necessary, writing any new words and phrases on the board. Then ask them to help each other prepare 'hooks' for their stories. Again, monitor and help with ideas where necessary.

Speak

11a Arrange Ss in groups of four or five (depending on how many you have in the class) to practise telling their stories. Monitor and make notes on Ss' language use for later class feedback.

b While they are telling their stories in Ex 11a, monitor and encourage Ss to break away and join other groups, breaking into their conversations and using their 'hooks' to tell their stories. When they have finished, give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:

How useful were the techniques and language you learnt in today's lesson?
In what situations could you see yourself using them in the future?
Are there any phrases you won't use? Why not?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Ss write their answers.
Workbook: Exs 1–5, p7
App: grammar, vocabulary and pronunciation practice

Roadmap video

Go online for the Roadmap video and worksheet.

1A Master your writing

Introduction

Ss develop the skill of writing a blog post by learning how to use hyperbole to enhance impact.

Warm up

Review the vocabulary from Lesson 1A by arranging the class in four groups (or eight if you have a large class) and assigning two (or one) of the delexical verbs from Lesson 1A, Ex 5a to each group. Give them a few minutes to think of and list as many words and phrases which collocate with their delexical verb(s) as possible, without looking back at their books. When they have finished, award a point for each correct collocation. The group with the most points wins.

1a Focus attention on the pictures and elicit what Ss can see and what they all have in common (they all show someone experiencing something irritating). Ss rank the experiences individually.

b Ss then compare ideas in pairs and discuss what other experiences they find irritating. When they have finished, elicit Ss' ideas and have a brief class discussion.

2a Focus attention on the title of the blog and ask Ss if they think the post is in favour of or against teambuilding days (against). Ss read the blog and answer the questions individually, then check in pairs. Check answers with the class.

Answers:
1 managers everywhere
2 that team-building days are a bad idea
3 he describes in great detail how bad a team-building day was that he participated in

b Ss read the blog post again and decide if the sentences are true or false, then check in pairs. Check answers with the class.

Answers: 1 F 2 F 3 T 4 T 5 T 6 F 7 F 8 T

3 Go through the list of techniques with the class and explain what each one is. Ss then try to find examples in the blog post. Check answers with the class.

Answers:
The writer uses techniques 3 (*For hours and hours, The room was sweltering at around two hundred degrees*) and 4 (*breaking all my partner's toes in the process*).

4a Give Ss a couple of minutes to read the Focus box and answer any questions they have. Ss then decide individually whether the examples exaggerate quantity or quality, then check in pairs. Check answers with the class.

Answers:
1 quality (*worst nightmare*)
2 quantity (*a million*)
3 quality (*dripped … like a leaking tap*)
4 quality (*so fiery that I thought I'd combust*)

b Ss find two more examples of hyperbole in the blog post, then check in pairs. Check answers with the class.

Suggested answers:
... nothing, and I mean NOTHING, can break a team more than a teambuilding day. (There probably are things that could break a team more.)
... like a free for all for starving animals. (The team were unlikely to be as vicious or selfish as starving animals.)
I ended up with a few wilted lettuce leaves and one tomato. (*a few + one* is probably an exaggeration of quantity; *wilted* probably exaggerates the quality of the lettuce.)
... my legs had died and I could no longer feel below my knee (An exaggeration of quality of how numb the writer's legs were.)
More like torture. (An exaggeration as it wasn't literally torture.)
... that was great fun. (It was not fun at all so this is exaggeration combined with irony.)

5 Demonstrate the activity by giving Ss one or two of your own answers, then put Ss in pairs to complete the sentences in their own way. When they have finished, ask Ss to share their ideas with the class and choose their favourite ending for each sentence.

Suggested answers:
1 ... miles and miles.
2 ... ditchwater.
3 ... our throats were as dry as deserts.
4 ... it woke up the entire neighbourhood.
5 ... not being able to find the second sock in a pair.
6 ... sardines in a tin.
7 ... I thought it was sending me a frantic message in Morse code.
8 ... for hours, days and weeks.

Optional extra activity

When Ss have written their endings in Ex 5, put two pairs together and ask them to read out only their endings to the other pair. The other pair listens and guesses which sentence their ending finishes.

6 Give Ss a minute to read the text and ask: *Why did they both fall over?* (because the person who was supposed to catch the writer was checking a text message). Ss rewrite the sentences individually, then check in pairs. When they have finished, elicit answers from different Ss around the class.

Suggested answers:
1 One teambuilding day is burnt into my memory.
2 he did the most stupid thing ever
3 we both crashed to the ground like a huge sack of potatoes
4 We lay there for what felt like hours
5 everyone in the entire room looked at us
6 My face was so red with embarrassment, it felt as if it was on fire. Or with sarcasm: Of course I wasn't embarrassed at all.

Prepare

7a Go through the list of points to make notes on with the class, then give Ss plenty of time to think of ideas. Monitor and help with ideas and vocabulary where necessary, writing any new words and phrases on the board.

b Ask Ss to organise the notes they made in Ex 7a into a paragraph plan. Monitor and offer help where necessary.

c Encourage Ss to refer back to the information and examples in the Focus box in order to find ways of making their posts engaging and dramatic. Offer help where necessary.

Write

8a Ask Ss to write a first draft of their blog post, using the Focus box and their notes and plan from Ex 7. Monitor and offer help and corrections where necessary.

b When they have finished, put Ss in pairs to swap drafts and identify and suggest examples of hyperbole. Encourage them to use the questions to suggest improvements to each other's work.

c Ss write a second draft of their blog post. This could be done in class or for homework if you're short of time.

Homework ideas

Ex 8c: Ss write a second or final draft of their blog post.
Workbook: Exs 1–11, pp.10–11

1B Master your reading

Introduction

Ss develop the reading skill of understanding short anecdotes in an article by learning how to recognise cohesive devices in a text.

Warm up

Write the following questions on the board:
How many languages do you speak?
Which do you find easiest?
Which do you find most difficult? Why?
Do you ever mix languages? How?
Ss discuss the questions in small groups.

1 Ss discuss the question in pairs. When they have finished, elicit their ideas and have a brief class discussion.

2 Write *Code switching* on the board and ask if Ss know what it is, but don't give the answer yet. Ss read the article and answer the questions individually, then check in pairs. Check answers with the class.

Answers:
1 Code switching describes changing the language, dialect or style of speech you use depending on the situation or who you are speaking to.
2 you're in a bilingual context; you want to fit in, in general or with different social groups; you want to be more socially successful; you want to be more persuasive.

3a Focus attention on the words in bold and ask Ss what function they have. Elicit their ideas, but don't give the answer yet.

Answer: The words create grammatical and lexical linking, i.e. they link ideas within the text.

Optional alternative activity

Books closed. Divide the board into two sections. In one section, write the names of the cohesive devices in random order on the board. On the other, write an example of each cohesive device from the Focus box. Ss match the terms with the examples individually, then check in pairs. Check answers with the class. Then ask Ss to read the Focus box and ask you any questions they have about it.

b Give Ss a couple of minutes to read the information in the Focus box and check their ideas from Ex 3a. Answer any questions they have. Ss then match the words in bold in the article with the categories in the Focus box individually, then check in pairs. Check answers with the class.

Answers: 1 a, e 2 c 3 d 4 b 5 c

4 Focus attention on the introduction to the article, then ask Ss to underline further examples of cohesive devices. Check answers with the class.

Answers:
As = linker to mean *while*
we = pronoun reference – refers outside the text to readers or people in general
those = ellipsis (omitting *experiences*)
Lexical cohesion = lexical group: interact, code switching, conversation; collocations: interact with, everyday conversation, explores the reasons, drawing on

5 Read the example with the class. Ss then decide if the statements are true or false and identify the cohesive devices that helped them decide individually, then compare answers in pairs. Check answers with the class.

Answers:
1 F – It means switching languages in one conversation and sometimes in one sentence. *... it was not uncommon for us to switch from one language to another in a conversation, sometimes **doing so** within the same sentence.* (cohesive device = *doing so*)
2 T – *because I grew up watching my hot-headed father **do the same**, while fear and excitement usually reveal themselves in Spanish* (cohesive device = *do the same*)
3 F – He speaks with both accents when Americans visit his family. *I quickly started to mimic the local accent ... **My parents and siblings didn't**, so weirdly, when I'm at home with **them**, I speak in my Welsh accent.* (cohesive devices = *didn't, them*)
4 T – *Making up **our** own language was a natural way for us to show **we** fit in, to differentiate ourselves from adults and to increase our autonomy.* (cohesive devices = *our, we*)
5 T – ***These phrases** come in and out of fashion pretty quickly though, so I'd sound ancient if I tried to use **them** now!* (cohesive devices = *These phrases, them*)
6 F – He did this when his friends heard his father using them. *At first, I just rolled my eyes but after he did **it** in front of my friends and **they** all cringed, I had to plead with **him** to stop.* (cohesive devices = *it, they, him*)
7 T – *... the local dialect is **one** that people might look down on. So, when I went to university, I soon realised I needed to adopt **one** that would better help me to get on in life.* (cohesive devices = *one, one*)
8 T – *People seemed to warm to me a lot faster if I put on a southern drawl and, more significantly, **it** led to more sales.* (cohesive device = *it*)

6 Explain that the sentences are part of a reader's response to the article. Ss put the sentences in order, using the information in the Focus box to help them, then check in pairs. Check answers with the class.

Answers:
1 My twin sister and I were brought up in Spain by British parents.
2 Having grown up in that context, we're completely bilingual.
3 We employ the two languages in different ways though. We speak in English with our parents but almost always in Spanish with each other.
4 However, there are certain topics where we naturally switch to English.
5 One is memories of family holidays.
6 As these were conducted in English, I guess it makes sense we use it to discuss them.
7 Another example is foreign politics.
8 This must be down to the fact that we read about it in English-speaking media.

7 Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

Homework ideas

Workbook: Exs 1–8, pp.8–9

1c Master your listening

Introduction

Ss develop the listening skill of understanding a persuasive speech by learning how to recognise persuasive language.

Warm up

Write on the board: *The best way to persuade someone to do something is to ...* and give Ss an example of how to complete the sentence (e.g. *... offer them something in return.*). Put Ss in pairs to think of other ways to complete it. When they are ready, ask each pair to read out their sentences and hold a class vote to decide on the best one.

1 You could start by telling the class about the last time you tried to persuade someone as an example. Give Ss a few minutes to think about their own answers, then put them in pairs to share their ideas. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

2a Go through the list of strategies with the class and check understanding. Ss rate the ideas individually.

b Put Ss in pairs to compare their ideas and try to reach agreement on the top three items. When they have finished, ask each pair to share their top three items with the class and find out if others agree.

3 1.8 Tell Ss they're going to listen to an online lecture about how to give a persuasive speech. Ss listen and identify the four strategies the presenter suggests, then compare their answers in pairs. Check answers with the class.

Answers:
The presenter suggests:
Identify your goal.
Know your audience.
Focus on content that will persuade your audience.
Choose the language you use carefully.

Audioscript 1.8

Martin Luther King's 'I have a dream'; Winston Churchill's 'This was their finest hour'; 'John F Kennedy's 'We choose to go to the moon'. What do these speeches all have in common? They live on in our memories of course, but they also employed techniques considered to be persuasive.

When making a persuasive speech, the first thing we need to consider is what our aim is. The second thing is who our audience is. Once we're clear about those two things, we can get the content of our speech right.

The third consideration is persuasion strategies. We can appeal to people's sense of logic, their emotions or their sense of what's right, or all three – these are what Aristotle referred to as logos, pathos and ethos.

Of course, it's not just what we say that's important. It's also how we say it. And that's my fourth and final consideration – the language we use. Employing certain linguistic techniques can make our speech more masterful, memorable and motivating. Techniques such as KISS, the power of three and repetition are very helpful. KISS means Keep It Short and Simple. The power of three involves listing ideas, reasons or examples in threes as they stick in our minds better, and repetition involves repeating key ideas or words so they stick too. Repetition of sounds is also effective.

Descriptive language is useful in the art of persuasion. Adjectives, metaphors and imagery all give listeners the opportunity to visualise something in a way they hadn't before, and we can use rhetorical questions where we clearly believe the answer is obvious to make our point. No one can argue with us then, can they?

Finally, we can use the right pronouns. Use 'you' rather than 'people' to make the audience feel you're speaking directly to them. Use 'we' to make them feel like you're all in the situation together.

So, whether you're giving a formal civic speech or trying to persuade your boss to give you a pay rise, choose your aim, know your audience, decide whether to appeal to their sense of logic, ethics, or their emotions, and then select the right language to deliver it. That way, you'll produce a persuasive speech that will get you the results you want.

4a Give Ss a few minutes to read the Focus box and answer any questions they have. Ss then decide which techniques the speaker mentioned. Check answers with the class.

Answers: repeating sounds, asking questions

b Answer the question as a class.

Answer:
To volunteer, even if it's just for one or a few hours a month.

5a 1.9 Ss listen and choose the most persuasive speaker individually, then compare their answers in pairs. Check answers with the class.

Answers: 1 A 2 B 3 A 4 A 5 B 6 B

Audioscript 1.9

1A: Imagine running along the beach with the morning sun on the back of your neck, listening to the sound of the waves. That could be us tomorrow.
1B: We should get up early and go for a run in the morning. The beach isn't all that far from here.
2A: People should take care of their community and look after people who need support.
2B: We all – every one of us – has a responsibility to help people in need in our community.
3A: How can anyone not like the design of this dress? It's just so delicate.
3B: I like this dress. It's pretty.
4A: You'll like Tom. He's nice, he's clever and he's funny too.
4B: Tom seems like a pretty nice guy.
5A: If you clean your room now, you'll feel much better later.
5B: Leave that. Clean your room. *Then*, relax.
6A: You can rely on me to make sure that the job is done well.
6B: I'm the best person for the job. I'm a good people manager, a good task manager and a good time manager.

b 1.10 Tell Ss that they are going to listen to only the persuasive speaker from Ex 5a and ask them to choose the persuasive techniques they use. Ss listen compare their answers in pairs. Check answers with the class.

Answers: 1 Imagery 2 Use of pronouns
3 Rhetorical question, Repetition of sounds (d)
4 Power of three 5 Short sentences
6 Repetition of key words (good, manager)

Optional alternative activity

With ***stronger classes***, you could ask them to cover the list of techniques in the Focus box (or close their books) and try to identify the technique used while they listen. Ss can then uncover the list and check their ideas before you check answers with the class.

6a 1.11 Tell the class they are going to listen to three people being persuasive in three different situations. Ss listen and identify their goals individually, then compare their answers in pairs. Check answers with the class.

Answers:
An employee trying to persuade his manager to give him a pay rise
A salesperson trying to persuade a customer to buy a car
A protester trying to persuade people to end poverty

Audioscript 1.11

1
M: So, what can I do for you Max?
E: Well, as you know I've er … been here for a year now and I think I've settled into the job well. Over the last twelve months I've project managed several successful projects; built successful relationships with existing clients and successfully attracted several substantial new clients to the firm. All of these say they are very pleased with the service I'm providing them.
M: Yes, and I'm extremely happy with your work here too, Max. You've become a very valuable member of the team.
E: Good, I'm glad you think so. I appreciate that this might not be the right time, but I wanted to look ahead to when you set next year's budget and ask whether there might be the possibility of a pay increase. I recognise that I'm still junior in terms of length of service, however in terms of effectiveness and efficiency, I do believe that I'm as valuable as the other members of our team, and therefore a pay rise is justified.
M: You're right, I think it's something I should definitely look at, and I'm glad you've come to me about it. I'll take a look at our budgets next month and see what I can do as we move into the new financial year.

E: That's great, thanks. Perhaps we can meet to discuss it again once you've done that.
M: Sounds good. I'll put something in my calendar as a reminder.

2
S: So, what you've got here is the latest five-door design. It's sleek. It's sporty. It's speedy.
C: It's nice, I like it.
S: There's an electric model, a petrol model and a diesel model. Your choice.
C: Good.
S: Inside you'll find it's stylish but comfortable. The seats are heated. The legroom is spacious. There's a colour touch screen too.
C: What's that for?
S: You've got satnav on there, plus you can play music or make calls via your mobile. There's a rearview camera too.
C: Ah, right, great.
S: It's got a nippy 1.4 supercharged engine – the most efficient to date.
C: Sounds good.
S: The safety tech in this car is second to none. Its sensors will prevent accidents through automatic braking, keeping you in your lane and recognising traffic signs.
C: Things have advanced since I last bought a car!
S: This car is for a smart driver who wants a smooth ride around town, who wants to show people that they're stylish but not flash; sophisticated and sensible; and aware of their impact on the planet.
C: OK, can I take a look inside?
S: Sure …

3
P: Poverty should not exist in the twenty-first century, should it? It should be something which was eliminated in the twentieth century along with smallpox. There shouldn't be families living below the poverty line today. There shouldn't be thousands of children eating just one meal a day. We should be living in a society where no one goes hungry; where everyone has enough to eat, to live and to enjoy life. Instead, we live in an unequal society where some have a lot and some have very little. I say no more! No more acceptance. No more apathy. No more inaction. It's time to do something. It's time to tell the government that their acceptance, their apathy and their inaction is causing children to suffer. We don't want to live in a country that damages children's futures and destroys their dreams, do we? No! We want to feed them, nurture them and watch them grow.

b Ss choose the words used individually, then compare their answers in pairs. When they have finished, play the recording again for Ss to check their answers, then check answers with the class.

Answers: **1** successfully **2** effectiveness **3** speedy **4** you **5** smooth **6** No more **7** destroys **8** nurture

c Ss identify the persuasive techniques individually, then compare their answers in pairs. Check answers with the class.

Answers:
1 repetition of *successful*, also repetition of /s/ sound.
2 repetition of /ɪ/ sound at the start of *effectiveness* and *efficiency*.
3 Short sentences and repetition of /s/ sound.
4 *you* – use of pronoun to help the customer imagine it's their car.
5 repetition of /s/ sound.
6 repetition of *No more* and the power of three.
7 repetition of /d/ sound and rhetorical question.
8 power of three, imagery

7 Ss discuss the questions in pairs. When they have finished, elicit their ideas and ask: *In what situations do you typically try to persuade people? What kind of linguistic techniques might work in your language?* and have a class discussion.

Homework ideas

Workbook: Exs 1–4, p10

2 OVERVIEW

2A Changes
Goal | give a presentation on past, current and future trends
Language focus | the continuous aspect
Vocabulary | trends
GSE learning objective
Can give clear presentations highlighting significant points with relevant supporting detail

2B Work, work, work
Goal | speculate about work situations
Language focus | probability
Vocabulary | agreement and disagreement
GSE learning objective
Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem

2C Local issues
Goal | discuss a proposal
Language focus | cleft sentences
Vocabulary | connotation 2
GSE learning objective
Can present detailed, evidence-based arguments during work-related meetings

2D English in action
Goal | manage a fast-paced conversation
Vocabulary | conversation
GSE learning objective
Can participate in a fast-paced conversation with fluent speakers

Check and reflect
Review exercises and communicative activities to practise the grammar and vocabulary from Units 1 and 2.

Roadmap video
Go online for the Roadmap video and worksheet.

VOCABULARY BANK

2B Work practices

2C Semantic prosody

MASTER YOUR SKILLS

2A Master your reading
Goal | understand a newspaper article
Focus | recognising scepticism
GSE learning objective
Can recognise the writer's point of view in a linguistically complex newspaper article

2B Master your listening
Goal | understand an informal explanation
Focus | recognising understatement
GSE learning objective
Can understand implied meaning and understatement in informal speech

2C Master your writing
Goal | write project communications
Focus | rejecting ideas and asking for changes
GSE learning objective
Can adapt the language and organisation of a project communication to the needs of different audiences

2A Changes

Introduction

The goal of this lesson is for Ss to give a presentation on past, current and future trends. To help them achieve this, they will learn or revise the continuous aspect and vocabulary related to trends.

Warm up

Bring in some copies of newspapers to class, or download some front pages of online news websites. Put Ss in pairs and distribute them. Ask Ss to look at the headlines and record a tally of positive and negative news stories. When they have finished, ask each pair for their results and put them on the board. Ask if Ss find the results surprising or expected.

Vocabulary

Trends

1 Focus attention on the photos and elicit the topic of the lesson (changes or trends). Ss discuss the questions in pairs. In feedback, elicit their ideas and feed in information from the *Culture notes* if you wish.

Culture notes

Carbon capture and storage (**CCS**) is the process of collecting waste carbon dioxide, usually from heavy industry and placing it where it won't enter the atmosphere again.

Electric vehicles (**EVs**) have actually been around since the nineteenth century, but have recently become more popular due to concerns about the environment and a focus on renewable energy.

E-scooters have recently become popular in many cities around the world where ride-sharing companies allow people to hire them by the minute.

Veganism is a diet where people don't eat meat or animal-based products (such as dairy products). In recent years veganism has become more popular, with a wider range of vegan products and restaurants available.

The Internet of Things (**IoT**) is a system of different devices being connected by the internet, such as home appliances, home security cameras, thermostats, etc.

A **Video Assistant Referee** (**VAR**) is a referee who uses video replays to review decisions made by a referee in real time at a football match. It has recently become more popular in many football associations and was used for the first time in a FIFA World Cup in 2018.

2 Ss guess the meanings individually, then check in pairs. Encourage them to use the context in the sentences to help them arrive at the meaning. Check answers with the class and be prepared to give further explanations and examples where necessary. With ***weaker classes***, give them a minute to read the sentences, then go through each one, checking meaning.

Answers:
1 something is decreasing
2 a position or situation in which small changes cause a larger, more important change
3 change a pattern so the opposite happens
4 is likely to go on
5 crossed an important point
6 defines the start of a new period of time
7 increasing
8 going back to
9 beginning a pattern or fashion for others to follow
10 appears that things will be positive

Optional extra activity

Explain that there are more words which collocate with the phrases in Ex 2. Write on the board *buck*, *halt*, *increase*, *is/are*, *rise*, *turning* and *upward*. Put Ss in pairs to discuss which of the words or phrases in Ex 2 they go with. When they have finished, check answers with the class.

Answers: buck/halt the trend, be on the increase/rise, is/are set to continue, a turning point, an upward trend

3 Go through the situations with the class and check understanding. To demonstrate, you could give the class examples of each of the situations which are true for you. Give Ss time to prepare their ideas and make notes if they want to. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, put Ss in pairs to share their ideas. Encourage Ss to ask their partner follow-up questions to find out more information. When they have finished, ask a few Ss to share any interesting information they found out from their partner with the class.

Further practice

Photocopiable activities: 2A Vocabulary, p178
App: 2A Vocabulary practice 1 and 2

Reading

4a If you did the warm up, you could refer back to the stories shown there to introduce the activity. Put Ss in pairs to discuss the questions. When they have finished, elicit their ideas and have a brief class discussion. Write Ss' ideas on the board.

b Give Ss a few minutes to read the article quickly and see if it mentions any of their ideas from Ex 4a. In feedback, elicit Ss' ideas and tick any of their ideas on the board that were mentioned.

Teaching tip

Prediction activities like the one in Ex 4a are useful because they prepare Ss for reading a text so that they don't come at it cold. They help activate any schematic knowledge Ss have about the topic area, so that when they encounter new information in a text it's simply a case of attaching it to their existing knowledge.

5 Ss discuss the questions in pairs. In feedback, elicit answers from a few Ss and have a brief class discussion. Ask Ss to tell the class about any other positive news stories they have heard recently too.

Language focus

The continuous aspect

6a Ss read the extracts and discuss the questions in pairs. When they have finished, elicit their ideas but don't give any answers yet.

b Ss read the language focus box and check their answers to Ex 6a. Check answers with the class and answer any questions they have about the information in the box.

Answers:
1 the continuous aspect
2 **a** present **b** past and present **c** past and present **d** present **e** future **f** present
3 in progress

Language focus checkpoint

Tense describes the time a verb refers to (such as past or present). *Aspect* is like an add-on to the verb and shows things like whether an action is completed, repeated or on-going for the duration of the activity. This lesson looks at the continuous aspect, which shows different ways an action happens across a range of times.

7a Refer Ss to the sentences and ask them to think about how the underlined sections are pronounced in fast speech. Encourage them to try saying the sentences to themselves to work out the answer. Elicit their ideas but don't give the answer yet.

b 2.1 Play the recording for Ss to check their answer. They can then listen again and repeat.

Answers: The underlined sections are pronounced in their weak form.

8 Put Ss in pairs to discuss the use of the continuous aspect in the second sentence in each pair. Encourage them to refer back to the language focus box when deciding why it's used. When they have finished, check answers with the class.

Answers:
1 to emphasise the action
2 to suggest the situation is temporary
3 to emphasise a trend
4 to show an action in progress (i.e. there's more to come)
5 to show a repeated action and because we are more interested in the action than the result

9a You could demonstrate by giving the class some of your own answers first. Ss complete the sentences individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

b Put Ss in pairs to share their ideas. When they have finished, ask a few Ss to share any interesting information they found out from their partner with the class.

LANGUAGE BANK 2A pp.148–149

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the use of stative and dynamic verbs. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

1 **1** is working **2** must have missed **3** waving **4** sent **5** got **6** is definitely getting **7** have you known **8** arguing **9** been thinking

2 **1** correct **2** ~~will you do~~ will you be doing **3** ~~'ve lived~~ 've been living **4** ~~is believing~~ believes **5** ~~'d lie~~ 'd be lying **6** correct **7** ~~'d talked~~ 'd been talking / were talking

Further practice

Photocopiable activities: 2A Language focus 1, p176; 2A Language focus 2, p177
App: 2A Grammar practice 1 and 2

Speaking

Prepare

10 Put Ss in pairs and direct them to page 176 to read through the information and choose which topic they want to present or choose a topic of their own. Alternatively, you may want to allocate the topics so that equal numbers work on each topic to facilitate the speaking activity in Ex 12. Monitor and help with understanding where necessary.

11 Ss plan their presentations in pairs, deciding who will present what information and how they will present it. Monitor and offer help where necessary.

Speak

12 Put pairs together with another pair who worked on a different topic to give their presentations. Encourage Ss to ask questions to find out more information, where possible. When they have finished, ask each pair to share something interesting they found out from the presentation they heard.

Reflection on learning

Write the following questions on the board:
What did you find most difficult in today's lesson?
How can you practise this further in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Language bank: 2A Exs 1–2, p149
Workbook: Exs 1–4, p12
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 2B
Extended route: go to p108 to Master your reading

2B Work, work, work

Introduction

The goal of this lesson is for Ss to speculate about work situations. To help them achieve this, they will learn or revise the language of probability and vocabulary related to agreement and disagreement.

Warm up

Write on the board: *My ideal job would involve …* Demonstrate the activity by telling the class three things which your ideal job would involve (e.g. not too many hours, playing games, meeting people, etc.). Ask Ss to complete the sentence individually, thinking of at least three things the job should involve. Go back to what you said your ideal job would involve and ask Ss to recommend a job that could fit these criteria. Put Ss in small groups to read out what they wrote and ask other Ss in the group to suggest a possible job.

Listening

1 Ss discuss the questions in pairs. In feedback, elicit their answers to question 1 and write them on the board. Then elicit their answers to question 2 and find out if these jobs existed when they were eight years old.

Optional alternative activity

Do Ex 1 as a visualisation. Ask Ss to relax and close their eyes and read them this:

Imagine you are eight years old and you're at school, in your classroom. Think about what activity you are doing and what the teacher looks like. Look around the classroom and try to picture the furniture, the walls, what's out of the window and your classmates. You are doing a lesson on different types of jobs and your teacher asks you what job you want to do when you grow up.

Then ask Ss to open their eyes and discuss the questions in Ex 1 with a partner.

Teaching tip

Exs 2–4 follow an approach to introducing new language called *Guided discovery*. First, Ss are exposed to the target language in context. This allows them to focus on meaning, in order to understand what the language means, before form. In Ex 4, they focus on form using the meaning of the examples they've listened to in context, with an activity which guides them to discover the rules for themselves.

2a 2.2 Explain to Ss that they are going to listen to a podcast about working practices and job titles and that during this they'll hear two people answering the questions in Ex 1. Play the recording for Ss to answer the question, then check answers with the class.

Answers: Chris: a vet or a teacher Elaine: a chocolate taster

Audioscript 2.2

C: Hello! I'm Chris Hinds, and a very special welcome to this week's episode of *Work Junkie*, the podcast all about current and future trends of work. This week I'm joined by Elaine Chorlton, who's Dynamic Communications Orchestrator at one of the world's leading tech firms, based in San Francisco. Welcome, Elaine, can I first ask you – what does your job title actually *mean*?
E: Well, you know, I often get asked that. It basically means that I help the company with all aspects of communications, whether it be social media, going to the press, internal communications, that kind of thing.
C: Right. So why such a fancy-sounding job title? Aren't people likely to just get confused?
E: Well, let me ask you this, Chris. What did you want to be as an adult when you were eight years old?
C: Well, I really loved animals, and I was certain that I'd be a vet. But as I got older I actually wanted to be a teacher.
E: OK, and now you're a podcaster, right?
C: Yes, that's right.
E: So my point is, when you were eight years old, did you know what a podcaster was?
C: Well no, because they didn't exist back then.
E: Exactly. In the same way, it's highly likely that the jobs our children will do in the future don't exist yet.
C: But aren't a lot of these job titles now just fancy ways of saying the same thing? The other day I saw a job for a 'Knowledge navigator'. I'm sure that a 'Knowledge navigator' is just a teacher.
E: Well, yes and no. On the one hand, many new jobs just didn't exist before, so they need new titles. This is especially true in the tech industry, where I work. You have new technology coming along all the time, which means a demand for new skills, like coding, maintaining a strong social media presence, that kind of thing. So these jobs will need new titles, new ways of describing working practices. In the future, as new innovations come along, we can be certain that this process will continue to evolve and render current ways of working obsolete, too. It's a constant transformation.
C: Right.
E: Also, a lot of companies are finding it increasingly difficult to recruit graduates with the right skill set. It really is an employee's market. So in a bid to attract the right kind of people, they're coming up with increasingly dynamic titles to attract them.
C: Like what?
E: Well, they change all the time, but some of my favourites from the last few years are: ninja, guru, magician and rockstar.
C: Oh no, please? How are they used?
E: OK, so the first one is 'Legal ninja', which was advertised by a company in Palo Alto, California. They were looking for someone to provide legal advice on a range of issues.
C: So, essentially, a lawyer?
E: Well, yes, kind of. More a legal adviser, if you will. Next up is 'Data guru', a position advertised by a company in Michigan. They were looking for someone to 'lead data activities'.
C: Hmm, not quite sure what that means.
E: Me neither, but it sounds fancy, right? For magician, we have 'Full stack magician', from a company in Atlanta. They were looking for someone to write code.
C: Ah, OK. So a programmer then?
E: Pretty much, but the job did involve analysing costs of different coding alternatives. But we can be pretty sure that the job didn't involve any real magic, per se!
C: Ha! So what about rockstar? Company musician?
E: Alas, no. A New York based company advertised for 'Rockstar copywriter', which basically involves writing articles and social media posts discussing the industry, and putting the CEO's name to them.
C: So you're unlikely to need to play the guitar then.
E: Ha, not professionally, no.
C: Well, thanks for joining us today, Elaine. One last thing, before you go, though.
E: Sure.
C: What did you want to be when you were eight years old?
E: Oh that's easy, I wanted to be a chocolate taster.
C: Mmm, nice work if you can get it!

b Ss listen again and decide if the sentences are true, false or not given individually, then compare their answers in pairs. ***Stronger classes*** could attempt the exercise from memory, then listen again to check their answers. Check answers with the class.

Answers: 1 N 2 T 3 F 4 T 5 N 6 T 7 F 8 T

3 Put Ss in pairs to come up with new job titles. Monitor and offer help where necessary. When they have finished, elicit Ss' ideas and write them on the board. You could then have a class vote for the best title for each job.

Optional extra activity

Put Ss in pairs and ask them to come up with some inventive job titles for common jobs. You could direct them to an online job-title generator (there are several of these). When they have finished, ask them to read out their invented job titles to the class for them to guess the common job titles.

Language focus

Probability

4 Ss read the language focus box and choose the correct alternatives individually, then check in pairs. Check answers with the class and answer any questions Ss have about the information in the box.

Answers: 1 adjectives 2 probability 3 subject

5a 2.3 Ss listen to the recording, paying attention to the /k/ sound. Check answers with the class and go over the information in the Pronunciation checkpoint.

Answers: It's glottalised (i.e. it becomes very short and is produced at the back of the throat).

Pronunciation checkpoint

When an unvoiced consonant (/p/, /t/, /k/ or /tʃ/) appears in a word after a vowel sound, it is often glottalised, which means the airflow comes to an abrupt stop and the unvoiced consonant is not fully pronounced e.g. in the words *actor*, *football*, *likely* and *nature*. It might be difficult for Ss to reproduce the sound exactly, but they are likely to come across it, so it is worth highlighting.

b Play the recording again for Ss to listen and repeat. Model and drill yourself if necessary.

6a Read the example with the class, then ask Ss to put the words in the rest of the sentences in order. Ss then check answers in pairs. In feedback, invite different Ss to write the answers on the board and invite other Ss to peer check.

Answers:
1 You're likely to be promoted next week.
2 It's unlikely that they've received the documents yet.
3 Maisy is certain to have known about this.
4 They're likely to be discussing the matter now.
5 Raj is certain to have been in the meeting.
6 It's highly likely that we're going to be taken over next year.
7 The CEO is unlikely to have given this much thought.
8 We can be certain that robots will be doing our jobs in the future.

b Read the example with the class, then ask Ss to rewrite the sentences in Ex 6a. Encourage them to refer back to the language focus box to help if necessary.

Answers:
1 It's likely you'll promoted next week.
2 They're unlikely to have received the documents yet.
3 It's certain that Maisy knew about this.
4 It's likely that they're discussing the matter now.
5 It is certain that Raj was in the meeting.
6 We're highly likely to be taken over next year.
7 It's unlikely that the CEO has given this much thought.
8 Robots are certain to be doing our jobs in the future.

7a Ss complete the sentences so that they are true for them. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. Check Ss are forming the sentences correctly.

b Put Ss in pairs to share their sentences. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

LANGUAGE BANK 2B pp.148–149

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially which adverbs collocate with which adjectives. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
1 1 that 2 to 3 likely 4 It 5 're/are 6 to 7 to 8 that
2 1 to 2 highly 3 that this will not 4 to 5 is 6 that 7 likely 8 we

Further practice

Photocopiable activities: 2B Language focus 1, p179; 2B Language focus 2, p180
App: 2B Grammar practice 1 and 2

Vocabulary

Agreement and disagreement

8 Ss read the sentences and decide if the words in bold describe agreement or disagreement individually, then check in pairs. Explain that one of the phrases expresses a mixture of agreement and disagreement. Check answers with the class and be prepared to give further explanations and examples where necessary. You may also want to teach: *be receptive to* (A), *be agreeable to* (A) and *come up against some backlash* (D) so that Ss can use them in the discussion in Ex 9b.

Answers:
A: get on board with, be willing, are open to, go along with
D: be at odds with, receive some pushback, come up against some resistance, take issue with, be loath to
Mixed: met with a lukewarm response

Vocabulary checkpoint

The word *lukewarm* was originally used to describe the temperature of a food or a liquid, meaning it's not hot or cold, but a mixture of the two. Here it therefore means a mixture of positive (hot) and negative (cold) responses. In this phrase, *lukewarm* can be substituted with *mixed*, i.e. *a mixed response*.

9a Ss complete the questions with the missing words. Ask Ss to cover Ex 8 while they do this and try to remember what the words were, looking back to check only if necessary. When they have finished, check answers with the class.

Answers: 1 open 2 lukeworm 3 came 4 willing 5 odds

b Ss discuss the questions in pairs. When they have finished, elicit a few answers from Ss.

VOCABULARY BANK 2B p167

Work practices

These optional exercises build on the lexical set in the vocabulary section.

1 Ss complete the sentences individually, then check in pairs. Encourage them to use the context and the other words in the sentence to work out the meaning of the phrases in bold. Check answers with the class and elicit the meaning of the phrases.

Answers:
1 contracts – a type of employment contract where the employer doesn't have to guarantee a minimum number of hours' work
2 line – a manager in a company who is responsible for the main activities of production, sales, etc.
3 lieu – instead of (e.g. extra time off instead of payment)
4 income – income paid by the government to everyone
5 push – fired
6 rank – use your authority over someone to make them do what you want, especially unfairly
7 misconduct – extremely bad behaviour or performance by an employee that may lead to dismissal;
pay – money or other things that you get when you have to leave a company because your employer no longer has a job for you
8 appraisal – a meeting between a manager and a worker to discuss the quality of someone's work and how well they do their job
9 procedures – a formal way for an employer to deal with an employee's unacceptable or improper behaviour;
manage – organise and control all the details of another person's work in a way that they think is annoying
10 rata – a payment or share that is calculated according to how much of something is used, how much work is done, etc.

2a Ss complete the questions individually, then check in pairs. Check answers with the class.

Answers:
1 misconduct 2 disciplinary 3 appraisal 4 zero 5 income 6 line

b Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their ideas with the class.

Further practice

Photocopiable activities: 2B Vocabulary, p181
App: 2B Vocabulary practice 1 and 2

Speaking

Prepare

10a 2.4 Tell the class that they're going to discuss proposed changes to their place of work or study, but first they'll listen to two people doing the same. Go through the list of things with the class so they know what to listen for. Ss listen and tick the things the speakers mention individually, then compare their answers in pairs. Check answers with the class.

Answers: 3, 5, 7

Audioscript 2.4

A: OK Jitesh, here's the list of suggested changes from Head Office for the new year. We need to get back to them by Friday with our opinions on them. What do you think of the first one?
J: I expect it'll be very popular, and I think almost everyone will go along with it. People are certain to want to spend more time at home.
A: I'm not sure. Of course people like working from home, but a lot of people like the atmosphere at the office, and find it hard to get motivated at home. I think it's likely to come up against some resistance, especially if people are forced to work from home more.
J: Ah yes, I see your point. Maybe we could make it optional?
A: Yes, I think more people are likely to get on board with the idea that way.
J: So, the next item on the list is this idea of closing the canteen. I don't think people would be willing to accept that.
A: Agreed. Let's ditch that idea.
J: OK, that was simple. What's next?
A: Ah, this idea of moving the line managers round. I think it's a great idea. Not only will they gain a lot of useful experience, but the staff get to meet more people in the company and make new connections.
J: Hmm, I can see it getting a lukewarm response, myself. People form relationships with who they work with, and don't want to have that shaken up at regular intervals.
A: Yes, but on the other hand, if you don't get on with your boss you know they'll be moving along soon.
J: That's true. OK, let's implement it for a trial period of say, six months? Then we can reassess it later.
A: Agreed.

b Ss listen again and answer the questions individually, then compare their answers in pairs. Check answers with the class.

Answers: **a** closing the on-site canteen
b more working from home **c** swapping managers

11 Give Ss plenty of time to consider the proposals in relation to their own place of work or study. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

Speak

12 Arrange Ss in small groups to discuss the proposals, using their notes from Ex 11. Encourage them to discuss each proposal in turn, then agree on which two to implement. Monitor and make notes on Ss' language use for later class feedback.

Optional extra activity

Write the following phrases on the board:
I can't imagine it will be very popular. *Surely you don't think …*
On the contrary. *On the one hand, … , but on the other … .*
People aren't likely to get on board with this, I don't think.
Check understanding of the function of each phrase, then drill the phrases chorally and individually with the class. Encourage Ss to use the phrases in their discussion.

13 When Ss have finished their discussions, ask each group which two proposals they'll implement and why. Then give the class feedback on their language use.

Reflection on learning

Write the following questions on the board:
What were the three most useful phrases you learnt in this lesson? Why?
Are there any phrases you learnt which you don't think you'll use in the future? Why not?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Language bank: 2B Ex 1–2, p149
Workbook: Exs 1–5, p13
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 2C
Extended route: go to p97 to Master your listening

2c Local issues

Introduction

The goal of this lesson is for Ss to discuss a proposal. To help them achieve this, they will learn or revise cleft sentences and vocabulary with positive and negative connotations.

Warm up

Start by telling Ss three things you wish you could change about the local area where you live. Ask Ss to think of three things they wish they could change individually and make notes. When they are ready, put Ss in pairs to share their ideas and discuss if they agree with each other.

Vocabulary

Connotation 2

1 Ask Ss to look at the photos and discuss the question in pairs. When they have finished, elicit their answers and find out if others agree. You could ask if they have experienced any of these issues in their local area too.

Suggested answers:
A cyclists and cars sharing road space
B litter/recycling collection
C pedestrianisation of town centres
D people outside on their phones, not paying attention to what's around them / public transport

2a Ask Ss if they ever read local newspapers and what sort of letters or emails people write to them (usually ones complaining about local issues!). Give Ss a minute to read the letter and answer the questions. Check answers with the class.

Answers:
1 the public transport system in the city (D) **2** angry

b Focus attention on the words in bold in the letter and ask if they're generally positive or negative (negative). Ss match the more positive words with those in the letter individually, then check in pairs. Check answers with the class.

Answers: 1 e 2 a 3 b 4 d 5 c

3 Remind Ss of the work they did on connotation in Lesson 1C and explain that many words with a negative connotation have positive equivalents. Put Ss in pairs to read the sentences and discuss the differences in meaning. When they have finished, discuss the answers with the class and what the words mean exactly in each context.

Answers:
1 a negative (the company treats them badly)
b positive (the company gives them jobs where other companies wouldn't)
2 a positive (there's a good nightlife)
b negative (opposite of peaceful)
3 a positive (beautiful, historic)
b negative (falling into disrepair)
4 a negative (angry people/protesters)
b positive (a peaceful group of protesters)
5 a negative (not good quality)
b positive (provided for people on low incomes)
6 a positive (the council is being strong/determined)
b negative (the council is being unfair)

Optional extra activity

With ***stronger classes***, ask Ss to choose three of the words from Exs 2 and 3 and write a sentence for each. When they have finished, put Ss in pairs and ask them to take turns to read each sentence to their partner for them to rephrase the sentence with a different connotation.

4 Read the example with the class, then put Ss in pairs to discuss the points. When they have finished, elicit Ss' answers and find out if others agree.

VOCABULARY BANK 2C p167

Semantic prosody

These optional exercises build on the lexical set in the vocabulary section.

1a Ss match the words and phrases in the two sets of sentences individually, then check in pairs. Check answers with the class.

Answers: 1 b 2 a 3 c 4 e 5 d

b Ss answer the question individually, then check in pairs. Check answers with the class.

Answers: 1–5 introduce negative collocations, a–e introduce positive collocations.

2 Ss complete the collocations individually, then check in pairs. Check answers with the class.

Answers: 1 be rife 2 achieve 3 perform 4 cause 5 be committed to 6 upcoming 7 impending 8 abundant 9 be (hell) bent on 10 commit

3 Ss complete the sentences individually. Monitor and check they're using the collocations correctly. When they have finished, put Ss in pairs to share their sentences and find out if they have anything in common.

Further practice

Photocopiable activities: 2C Vocabulary, p184
App: 2C Vocabulary practice 1 and 2

Listening

5 2.8 Tell Ss that they're going to listen to a radio interview with a local councillor. Ss listen and identify the two issues the interviewer asks about. Check answers with the class.

Answers: public transport and refuse collection

Audioscript 2.8

S: It's 8.20, and you're listening to me, Sajid Meyer at breakfast. With me now is city councillor Elaine Miller. Good morning, Elaine.
E: Good morning, Sajid, and thanks for inviting me on the show.
S: So, Elaine, I'd like to start with a text message from one of our listeners, if I may. Robin from Wingate wants to know what the council's going to do about the public transport problem in our city, especially in Wingate, where buses run only once an hour, and they're expensive, especially for young people.
E: Ah yes, well, we looked at this issue earlier in the year, and what we did was to look at ways of making sure any extra investment actually works.
S: How do you mean?
E: Well, it's no good just throwing money at these things. They have to be planned carefully.
S: I'm sorry, but that sounds like an excuse for doing nothing to me. Are you actively working to improve public transport in our city?
E: Of course we are, Sajid. Look. All I'm saying is that we have to invest sensibly and carefully. For example, one thing we're doing is introducing a young person's travel card, which will enable people under 25 to get 25 percent off all fares. So that's one example.
S: OK, thank you. Now we've had a number of emails and texts about the thorny issue of refuse collection. You recently stated the council's intention to change collections from once a week to once every two weeks. How do you justify this?
E: Sorry, if I could just correct you there, Sajid. It was my colleague who made that statement, Neil Morton.
S: Oh, I do apologise. But it's a penny-pinching measure that the council's introduced here, isn't it?
E: Well listen Sajid, I love my job as a councillor but it's not always easy. And what I can't stand is having to make cuts when we don't have the money in the budget. And I'm afraid this is one of those times where we have to be economical. We have to look for ways to save money so that we can afford things like improving public transport.
S: But what are people supposed to do with their rubbish? Surely this is an essential service?
E: It is an important service, yes. What I'm saying is that people's rubbish will still be collected, just not quite as frequently.
S: OK, I'm afraid that's all we have time for at the moment ...

6 Go through the questions with the class so they know what to listen for and elicit what the Ss can remember, but don't give any answers yet. Ss listen to the interview again and answer the questions, then compare their answers in pairs. Check answers with the class.

Answers:
1 She wants to be sure the investment will work.
2 a travel card giving 25 percent off fares to people under 25
3 It's going to be collected every two weeks, not every week.
4 She can't stand having to make cuts when they don't have the money in the budget.
5 They're saving money to invest in other things, such as public transport.

Language focus

Cleft sentences

7a 2.9 You may want to go through the extracts with the class first and elicit Ss' ideas as to how to complete the second version of each sentence. Otherwise, give Ss a minute to read the sentences individually so they know what to listen for. Ss listen and complete the extracts individually, then check in pairs. Check answers with the class.

Answers: **1** What, did was **2** All, is that **3** It, who **4** What, is

b Ss discuss the question in pairs, then read the language focus box and check their ideas. Check answers with the class. Answer any questions they have about the information in the box.

Answers:
1 to emphasise what they did
2 to emphasise the point about the need for sensible and careful investment
3 to emphasise the fact her colleague said it
4 to emphasise the fact that she hates it

Optional alternative activity

With ***weaker classes***, write the following sentence on the board: *Anna spoke to me last night.* Explain that we can emphasise the person in this sentence by starting it with: It was *Anna …* and elicit the rest of the sentence (*… who spoke to me last night.*).

Then, write on the board: *I like meeting people in my job.* Explain that we can emphasise the action by starting with: *What I like in my job is …* and elicit the rest of the sentence (*… meeting people.*). Ss then read the language focus box and check their answers to Ex 7b.

Language checkpoint

English has a lot of different types of cleft sentences and the list here is by no means exhaustive. If Ss are interested in this area you could ask them to research other types of cleft sentences in English and report back to the class.

8a 2.10 Ss listen to the sentences, paying attention to the weak form of *that*. Explain that when used as a relative pronoun in this way, the weak form is always used.

b Play the recording again for Ss to listen and repeat. If necessary, model and drill the sentences yourself.

Teaching tip

When focusing on weak forms, try not to isolate the weak form itself too much when drilling, as Ss will find it hard to say a weak form naturally on its own. Instead, drill the whole phrase but ask Ss to focus just on the weak form.

9 With ***weaker classes***, elicit the first answer as an example and write it on the board. Otherwise, Ss rewrite the sentences individually, then check in pairs. Check answers with the class and write them on the board (or invite Ss to do so).

Answers:
1 What I'm saying is that it's not feasible to increase the number of buses.
2 It was at the last meeting that we discussed regulations for dog walkers.
3 What we did was to discuss the policy at length.
4 It's on Clarence Road that we'd like to install speed bumps.
5 What many residents enjoy is cycling to work.
6 What we don't know is how people will react.

10a Demonstrate the activity first by telling the class your own endings to the sentences. Ss complete the sentences individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

b When they are ready, put Ss in pairs to share their sentences. Encourage Ss to ask follow-up questions to find out more information. When they are ready, ask a few Ss to share any interesting information they found out about their partner with the class.

LANGUAGE BANK 2C pp.148–149

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the use of *All*. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
1 **1** What we enjoy is playing video games. / What we enjoy playing is video games.
2 It was Janice that drank your coffee.
3 It wasn't me who wrote the letter.
4 All I'm saying is that we need to save more money.
5 It was Jerry who ate your pear, not me.
6 What we did was ask them to investigate.
7 What I don't like is doing the dishes. / What I don't like doing is the dishes.
8 It was at school that I learnt to sew.

2 **1** What I hate is people that don't clean up after themselves.
2 It wasn't me who called you late last night.
3 It was because he stole a car that he was arrested.
4 All we need is a bit more money.
5 What she did was to stay up all night to finish her essay.
6 It's my cousins who live in Chichester.
7 All we want is a second chance.
8 It was because he studied a lot that he passed the exam.

Further practice

Photocopiable activities: 2C Language focus 1, p182; 2C Language focus 2, p183
App: 2C Grammar practice 1 and 2

Speaking

Prepare

11 Divide the class into two groups and refer them to page 177. Focus attention on the meeting agenda and check understanding of each point. Ask the groups to prepare their arguments. Monitor and help with ideas and vocabulary where necessary, writing any new words and phrases on the board. Encourage Ss to use cleft sentences and the vocabulary from the lesson in preparing their arguments.

Speak

12a Arrange Ss in groups of four with two members from each of the previous groups (you may need to have one group with three, five or six students depending on your class size). Ask them to discuss each item on the agenda and try to reach agreement on each one. Monitor and make notes on Ss' language use for later feedback.

b Nominate a student from each group to report back to the class on their discussion and what (if anything) they agreed on. Give the class feedback on their language use.

Reflection on learning

Write the following questions on the board:

How confident do you feel using words with a positive or negative connotation?

In what other situations might you use cleft sentences?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 12a: Ss write a report on their meeting.
Grammar bank: 2C Ex 1–2, p149
Workbook: Exs 1–4, p14
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 2D
Extended route: go to p128 to Master your writing

2D English in action

Introduction

The goal of this lesson is for Ss to practise managing a fast-paced conversation. To help them achieve this, they will learn phrases for keeping a conversation going and ending a conversation, as well as vocabulary related to conversation.

Warm up

Divide the board in two halves and at the top of one half write *Advantages of speaking one to one*. At the top of the other, write *Advantages of speaking to people in a group*. Elicit an example for each one (e.g. one to one: it's easier to follow the conversation; group: you don't run out of things to say). Distribute some board pens and ask Ss to come and write more ideas on the board, then pass the pens around to other Ss to do the same. When they have finished, go through the ideas on the board and find out if Ss agree.

Vocabulary

Conversation

1 Focus attention on the photos and elicit what Ss can see. Ask Ss to think about speaking in English and their answers to the questions, then put them in pairs to discuss the questions. When they have finished, elicit Ss' ideas and have a brief class discussion.

2a With ***weaker classes***, you may want to go through the expressions in bold first and check understanding of each one. Ss match the comments with the replies individually, then check in pairs. Check answers with the class and if you haven't already, check understanding of the phrases in bold.

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

Optional extra activity

When they have finished Ex 2a, ask Ss to think of and write different replies to comments 1–8. When they have finished, put Ss in pairs and ask them to read out their replies in random order for their partner to guess which comment each one is a reply to.

b Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and find out if others agree.

Suggested answers:
1 people at work in a meeting
2 friends or family members talking about another friend or a family member
3 friends or colleagues, could be at work
4 colleagues in a meeting at work
5 friends, possible discussing a woman one of them likes
6 a boss talking to staff
7 colleagues outside work, at a party
8 colleagues at work

3a Ss choose the correct alternatives individually, then check in pairs. Check answers with the class.

Answers: 1 butt in 2 going off on a tangent 3 banter 4 thrash it out 5 broach the subject of 6 confer with 7 clam up 8 go on about

b Ss choose four of the sentences to make true for them individually. Monitor and help where necessary and check Ss are forming the sentences correctly.

c Put Ss in pairs to share their sentences. Encourage them to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

Listening 1

4 2.11 Before Ss listen, you may want to pre-teach *a budget* (for a company), *a leaflet drop*, *cab fares*, *get off work* (*a bit early*) and (*supermarket*) *trolley*. Ss listen to the conversations and guess where each one is, then compare ideas in pairs. Check answers with the class.

Answers: 1 at work 2 in the park 3 at a party

Audioscript 2.11

1
E: Right, we don't have much time, so let's make this snappy. Basically, we've come in under budget this year by about five thousand pounds, and if we don't spend that money, we won't get it in next year's budget. So, we need to decide what to spend it on, and fast. So, any ideas? Rob?
R: Well, we could do with some more promotion of the Horta range. It's not been doing so well of late.
E: I don't think we have time to launch a whole new campaign, not in just a week.
R: Yeah, but I was thinking of something small.
S: How do you mean?
R: Maybe a leaflet drop? We've already got the design done so we could just run a few thousand off at the printers.
E: OK, maybe. Getting back to our ideas, what else have we got? Steven?
S: Well our computers are getting a bit slow. At the very least the operating system needs updating. I reckon we'd be looking at around five thousand for all of us.
E: OK, that sounds doable. So far we've got the advertising idea and the computers. Anything else?
S: Well, this is going to sound a bit silly.

E: How so?
S: Well, we don't have a decent coffee machine here.
E: Really, Steven? You can do better than that.
S: Wait, hear me out. Think of how much time it would save without the need for coffee runs down to the café, for a start.
E: OK ...
R: But –
S: And – let me finish – think of how good a morale boost it would be for everyone.
E: OK, I see what you're saying ...

2
Y: So she comes in, sits down next to me, and doesn't even say a word!
M: How rude!
Y: I know, Malcolm! You'd think she'd want to apologise or something.
M: Also, do you remember that time she refused to admit she'd borrowed that money off me?
M: Oh, hang on. That might be ... oh, it's nothing. Where was I?
Y: That time she borrowed money off you.
M: Yep, so as I was saying, she said she just needed it for cab fares until the end of the week when she got paid, but then when I asked her for it back the week after, you know, she just denied that it ever happened.
Y: The cheek of it! Anyway, it's the weekend. Let's not talk shop.
M: Yeah, fair enough. So, did you read that ...

3
E: Hi, you're Nikki's sister, aren't you?
A: I am indeed. I'm Abi, nice to meet you.
E: You too, I'm Ella.
A: So how do you know my sister?
E: Well, it's a bit of a funny story.
A: Go on.
E: Well, I was in the supermarket, and ...
C: Abi! You made it!
A: Hey Carla! Yeah, I managed to get off work a bit early so I could come.
C: But I thought your boss was a nightmare, how did you wangle that?
A: It wasn't that difficult really, I've had a good week.
C: Sorry, I was interrupting.
E: No, not at all. I was just telling Abi how I met Nikki.
C: Oh, do tell!
A: Yes, carry on, Ella.
E: So as I was saying, I was in the supermarket.
A: Right.
E: Pushing my trolley along, when she comes up and touches me on the arm and very politely says, 'I think you've got my trolley.' So I looked down and I didn't understand, at first, because it really looked like mine.
A: So what was going on?
E: Well, like I said, it looked just like my trolley, but when she pointed out mine behind me, I realised I'd taken hers by mistake. But the funny thing was, we'd bought almost exactly the same things!
C: No way!
A: Really?
E: So yes, so then we got talking and found out we've got loads in common, and she invited me here tonight.
C: That's hilarious! I first met Nikki in ...
E: But hang on, there's more ...

5a Go through the techniques and check understanding of each one. Ss listen again and tick the techniques the speakers use. Check answers with the class.

Answers: a, b, c, e

b Explain that the phrases in the box relate to four of the techniques in Ex 5a. Ss match the techniques with the groups of phrases individually, then compare their answers in pairs. Check answers with the class.

Answers: **1** b **2** a **3** e **4** c

c Ss add the phrases to the box individually, then compare their answers in pairs and add any more phrases they can think of. Check answers with the class and write on the board any other phrases Ss think of.

Answers: **1** b **2** d **3** a **4** c

6a Read the example with the class, then give Ss a couple of minutes to choose a phrase from each section in the Useful phrases 1 box and write what was said before it individually. Monitor and check that what Ss are writing makes sense.

b Put Ss in pairs and ask them to read out what they wrote for their partner to add the next line. Encourage them to keep the conversation going as long as possible. When they have finished, ask one or two pairs to perform their conversations for the class.

Listening 2

7a 2.12 Tell the class that just as important as knowing how to continue a conversation is knowing how to end it. Ss listen to the endings and note down what each person says to end the conversation, then compare their answers in pairs. Check answers with the class.

Answers:
1 I'll let you get back to work.
2 Anyway, it's getting late. I'd best be off.
3 ... sorry Ella, but I've just seen someone I need to talk to.
It was lovely to meet you.; ... it's getting late. I might have to make a move, too.

Audioscript 2.12

1
E: ... Great, thanks both of you. I think that wraps things up nicely, I've got lots to be working with there – I'll have a think and let you know what I decide.
R: OK.
S: Yeah, no worries.
E: I'll let you get back to work.
S: Right, see you later.
R: Yep, bye.

2
Y: Anyway, it's getting late. I'd best be off.
M: Yeah, me too. See you at work tomorrow.
Y See you tomorrow, Malcolm.

3
E: And she said the funniest thing. So we were talking about the time when we were at school and ...
C: Oh hey sorry Ella, but I've just seen someone I need to talk to. It was lovely to meet you.
A: Yeah, well it's getting late. I might have to make a move, too.

b Ss listen again and complete the phrases in the box, then compare their answers in pairs. Play the recording again if necessary, then check answers with the class. Drill the phrases chorally and individually.

Answers: **1** let you get **2** it's getting **3** best be **4** just **5** was lovely to **6** make a move

c Discuss the question as a class.

Answer: The speakers use a falling intonation to indicate they are 'closing' the conversation.

8 Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

Speaking

Prepare

9 Ask Ss to choose a topic and make notes. Monitor and help with ideas and vocabulary where necessary, writing any new words and phrases on the board.

Speak

10a Arrange Ss in groups of three and direct them to the relevant pages.

b Ss practise their conversations, with Student A starting. Encourage Ss to use phrases from the Useful phrases boxes and vocabulary from the lesson. Monitor and make notes on Ss' language use for later feedback. When they have finished, ask Ss to swap roles and repeat until all Ss have had a chance to start a conversation using their notes from Ex 9. When they have finished, go through any common errors and examples of good language use with the class.

Reflection on learning

Write the following questions on the board:

Have you found it useful to learn how to maintain and end a conversation?
Which will be most useful outside class, do you think?
In what other situations are you most likely to use these phrases?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Workbook: Exs 1–4, p15
App: grammar, vocabulary and pronunciation practice

2 Check and reflect: Units 1 and 2

Introduction

Ss revise and practise the language of Units 1 and 2. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework, or use them as a diagnostic or progress test.

1a Remind Ss that these are delexical verbs and if necessary review the collocations with them from Lesson 1A first. Ss complete the sentences individually, then check in pairs. Monitor and check they are using the verbs in the correct form. Check answers with the class.

Answers: 1 make 2 go 3 do 4 take 5 give 6 get

b Ss discuss questions 3, 4 and 6 in pairs. Encourage them to ask follow-up questions to find out more information. In feedback, ask a few Ss to share their ideas with the class and find out if others agree.

2 Highlight that only four of the sentences contain a mistake. Ss find and correct them individually, then check in pairs. Check answers with the class.

Answers:
1 ~~They'll have walked~~ They'll have been walking
2 ~~I've been cutting~~ I'd been cutting
3 correct
4 ~~we'll have finished~~ we've finished / we finish
5 correct
6 ~~I've been seeing~~ I've seen

3 Ss order the words to make sentences individually, then check in pairs. Check answers with the class.

Answers:
1 The music seems to be getting louder.
2 The exam turned out to be a lot harder than we'd expected.
3 If you happen to see Jenny, please tell her to call me.
4 There seems to have been a misunderstanding earlier.
5 Somebody appears to have been eating their lunch at my desk.

4 Ss match the sentence halves individually, then check in pairs. Check answers with the class.

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

Optional extra activity

Ask Ss to think of and write different beginnings for the sentences to replace 1–6. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, put Ss in pairs to compare their sentences.

5a Ss decide if the words in bold have a positive or negative connotation individually, then check in pairs. Check answers with the class and ask them to explain by thinking of words which could replace them in each sentence.

Answers:
1 + (= small but good)
2 – (= cheap/tasteless)
3 – (= not as positive as it could be)
4 + (= healthy)
5 – (= small and bad)
6 – (= too loving/generous)
7 – (= unhealthy)
8 – (= too positive/enthusiastic to be believable)

b Ss discuss three of the questions from Ex 5a in pairs. ***Fast finishers*** could discuss more. When they have finished, elicit some answers and have a brief class discussion.

6 With ***weaker classes***, you could write the missing words on the board in random order for Ss to select and use. Ss complete the sentences individually, then check in pairs. Check answers with the class.

Answers: 1 mildly 2 Needless 3 perfectly 4 short 5 injury 6 point

7 Ss choose the correct alternatives individually, then check in pairs. Check answers with the class.

Answers: 1 set 2 downward 3 point 4 reverse 5 on 6 reverting

8a Ss complete the sentences individually, then check in pairs. Monitor and check they are using the correct continuous form to complete each sentence. Check answers with the class.

Answers:
1 are becoming
2 will be working
3 'll/will have been learning
4 haven't been doing
5 to be getting
6 'm/am living

b Ss rewrite the sentences in Ex 8a so they are true for them individually.

9 Ss match the sentence halves individually, then check in pairs. Check answers with the class.

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

10 Elicit the first answer as an example and make sure Ss understand they have to add a word to complete each of the phrases in bold. Ss form the phrases individually, then check in pairs. Check answers with the class.

Answers: **1** get on board with **2** go along with **3** are open to **4** a lukewarm response **5** at odds with **6** come up against some resistance

11a Make sure Ss understand that they need to choose the option which doesn't fit and that the other two options fit. Ss choose the wrong options individually, then check in pairs. Check answers with the class.

Answers: **1** b **2** c **3** a **4** b **5** a

b Demonstrate the activity by giving the class a couple of examples which are true for you, then ask Ss to make sentences which are true for them. When they have finished, ask a few Ss to share their answers with the class and find out if others agree.

12 Ss match the sentence halves individually, then check in pairs. Check answers with the class.

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

13 Ss complete the phrases individually, then check in pairs. Check answers with the class.

Answers: **1** pick **2** brings **3** mind **4** introduction **5** going **6** as **7** best/better **8** move

Reflect

Ask Ss to rate each statement individually, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Units 1 and 2.

Homework ideas

App: grammar, vocabulary and pronunciation practice

Roadmap video

Go online for the Roadmap video and worksheet.

2A Master your reading

Introduction

Ss develop the reading skill of understanding a newspaper article by learning how to recognise scepticism.

Warm up

Write the following questions on the board:
Who is your favourite author?
Why do you like them?
What kind of books do they write?
Which books of theirs have you read?
Which books of theirs would you like to read?
Ss discuss the questions in small groups.

1 Ss work in pairs to discuss the workplace trends. With ***weaker classes***, go through each one first and check understanding. When they have finished, elicit Ss' ideas and have a brief class discussion.

2 Focus attention on the photos and ask if anyone has heard of Danielle Steel. Elicit Ss' ideas and go through the information in the *Culture notes* below. Ss read the article and answer the questions individually, then check in pairs. Check answers with the class.

Answers:
1 She writes up to seven books a year.
2 It was greeted enthusiastically/positively.
3 It's important for our performance at work and our mental health.

Culture notes

Danielle Fernandes Dominique Schuelein-Steel is an American romantic novelist. She was born on 14th August 1947 in New York. She is the fourth bestselling author of all time and has sold over 800 million copies of her books. She has written over 175 books, including 146 novels. Nowadays, she lives in California and Paris.

3 Ss read the article again and decide individually if the statements are true, false or not given, then check in pairs. Encourage Ss to correct the false statements. In feedback, check answers with the class.

Answers:
1 F – It is built to resemble a stack of her own books.
2 F – *Glamour* magazine made a passing reference to her work schedule.
3 T
4 T
5 NM
6 F – The writer of the article says *While you could work that long, especially as a one-off.*
7 F – People are beginning to believe this because of an increased awareness of the importance of sleep for mental health.
8 NM – The article only says *People ... wake up feeling fully alert.*

4 Ss choose the correct options individually, then check in pairs. Encourage them to locate the phrases in the article and use the surrounding text to help them decide. Check answers with the class and be prepared to give further explanations and examples if necessary.

Answers: 1 b 2 a 3 a 4 b

5a You could discuss this question as a class. Elicit Ss' ideas, but don't confirm them yet.

Answers:
The writer thinks it is an exaggeration or not accurate. In other words, the writer is sceptical.
We know because of the way the writer shows her scepticism in the article, for example: *doubt has been voiced as to the accuracy of Steel's self-assessment.*
Ss might also mention any or all of the techniques for expressing scepticism in the focus box.

b Give Ss time to read the Focus box and check their answers to Ex 5a. Answer any questions Ss have about the information in the box.

6 Go through the extracts with the class and elicit Ss' ideas as to how each one shows the writer is sceptical. Ss then match the extracts with the techniques in the Focus box and check in pairs. Check answers with the class.

Answers: 1 3 2 1 3 2 4 1 5 4

7 Ss read the text and identify the ways the writer shows he or she is sceptical, then compare their ideas in pairs. Check answers with the class.

Answers:
We know the writer of the text is sceptical because he or she:
- emphasises the extreme parts of the claim: *will completely disappear*
- suggests supporters are being too positive: *gushes* Future Psychology *magazine*
- expresses doubts in a neutral way: *Some people have suggested that …*

8 Ss discuss the questions in pairs. When they have finished, elicit their ideas and round off the lesson with a class discussion.

Homework ideas

Workbook: Exs 1–6, pp.16–17

2B Master your listening

Introduction

Ss develop the listening skill of understanding an informal explanation by learning how to recognise understatement.

Warm up

Think of someone you know who does a job (preferably an unusual one). Draw a simple sketch of them on the board, including a piece of equipment they use or clothing they wear at work. Introduce this person to the class and tell them as much about their job as you can. Put Ss in pairs to do the same, drawing a simple sketch of the person and something they use or wear at work. Alternatively, if they don't want to draw, they could write two or three things the person uses or wears in their job. Ss then share information about the person. When they have finished, ask a few Ss to summarise the information they found out for the class.

1 Focus attention on the photo and elicit what the man's job is (a boxer). Put Ss in pairs to think of a question to ask him. When they are ready, elicit Ss' ideas.

2a 2.5 Go through the questions so Ss know what to listen for. Tell Ss that they will hear just the answer to the question each speaker has been asked. Ss listen and answer the questions individually, then check in pairs. Don't check answers yet.

Audioscript 2.5

1
A: What does it feel like? Well, it's part of the job, you know. If you're not willing to get knocked out, you're in the wrong job, you know what I mean? But yeah, what does it feel like? Well, when it happened to me, back in the day, it didn't feel like anything much. One minute I was lying there in the ring and y'know, the next … I was waking up and I wasn't too clear what'd happened in between! Kinda like when you have an operation, you know, and you gotta have a general anaesthetic. Ever had that? So, like, the doctor or surgeon or whatever asks you to count down from ten and you get to seven and then nothing. Bam! Nothing! You're out. Getting knocked out in the ring is like that – least it was in my time. And like, actually, getting knocked out, that ain't the problem. It's waking up again, that's the problem. First you don't feel a thing when you come round but slowly you kind of get your senses back and then, then it can sting a bit! The first time it happened to me I came round and I saw the referee standing over me and I asked him if I'd won! Ha! It wasn't the smartest question but then you can't really blame me for that, can you. I've seen boxers come round and ask when the fight is gonna start, you know! Dear me …

2
B: It's hard to say, really, there isn't one type that causes all the trouble – it just depends on the person. Sometimes you get problems from the people you'd least expect like this woman I had a couple of months back with her two little kiddies. She wanted crisps for her little ones but we'd run out so I explained that to her but she just seemed to take issue with it. She started shouting and then she demanded to talk to my supervisor. Well, I was the senior attendant on the flight! So, of course, you try to keep your cool and say you understand and then explain again why it's not possible … and you expect a bit of pushback sometimes, don't you, you know, people have paid a lot of money, but, well, when someone goes berserk because you haven't got the right kind of snacks well, then I think they're taking it just a bit too far. I mean, really, all that fuss over a bag of crisps. I think she was just tired and stressed with her two kids you know, and she just wanted to take it out on someone and I was in the firing line. In the end I had to warn her that unless she calmed down I'd have to inform the captain and he would inform the ground crew and she'd be escorted off the plane by the police when we arrived. That shut her up! But I guess that doesn't really answer your question, does it? Listen to me just chattering on …

3

C: Now! That's a question. Well, I'd have to say: working with my colleagues. They wind me up something rotten, they do! I'll give you an example. I was working the late shift once and the station was closed, it was gone midnight, and I was waiting for the lift back up when the supervisor radioed me to check the platform 'coz he said there was someone still there – he could see them on the CCTV, a woman, he said. Well I hadn't seen anyone but I thought maybe someone had hidden under the benches 'coz they wanted to spend the night in the station, you know, happens sometimes, they wanna keep warm 'an all. So I went down again and I walked to the end of the platform not a soul around, and I radioed back to my supervisor and I said 'Well I can't see anyone' and he said 'What are you talking about, Stan? She's right there standing next to you!' Well I hotfooted it out of there, I can tell you. I didn't hang around! Didn't bother waiting for the lift! Ran up those steps double-quick time I did, all one hundred and seventy-five of them, and when I got to the control room I was shaking like a leaf. Out of breath and shaking like a leaf! Anyway, there in the control room was my supervisor and a couple of other colleagues laughing their heads off. It was all a big wind up. They thought it was the funniest thing ever, but I wasn't laughing I can tell you. Got a very lukewarm response from me, that did. Yeah, so, like I say, working with those colleagues, that's my answer. Enough to send you to an early grave.

b 2.6 Tell Ss that they will now hear the questions as well as the answers they heard in Ex 2a. Ss listen and check their answers to Ex 2a. Check answers with the class.

Answers:
1 and **2**
Speaker 1: (ex-)boxer; What does it feel like to get knocked out?
Speaker 2: flight attendant; What kind of passengers are the most annoying?
Speaker 3: tube driver; What's the worst thing about your job?

Audioscript 2.6

1

I: So, let me ask you, what does it feel like to get knocked out?
A: What does it feel like? Well, it's part of the job, you know. If you're not willing to get knocked out, you're in the wrong job, you know what I mean? But yeah, what does it feel like? Well, when it happened to me, back in the day, it didn't feel like anything much. One minute I was lying there in the ring and y'know, the next … I was waking up and I wasn't too clear what'd happened in between! Kinda like when you have an operation, you know, and you gotta have a general anaesthetic. Ever had that? So, like, the doctor or surgeon or whatever asks you to count down from ten and you get to seven and then nothing. Bam! Nothing! You're out. Getting knocked out in the ring is like that – least it was in my time. And like, actually, getting knocked out, that ain't the problem. It's waking up again, that's the problem. First you don't feel a thing when you come round but slowly you kind of get your senses back and then, then it can sting a bit! The first time it happened to me I came round and I saw the referee standing over me and I asked him if I'd won! Ha! It wasn't the smartest question but then you can't really blame me for that, can you. I've seen boxers come round and ask when the fight is gonna start, you know! Dear me …

2

I: So, I have a question for you.
B: OK? Go ahead.
I: What kind of passengers are the most annoying?
B: It's hard to say, really, there isn't one type that causes all the trouble – it just depends on the person. Sometimes you get problems from the people you'd least expect like this woman I had a couple of months back with her two little kiddies. She wanted crisps for her little ones but we'd run out so I explained that to her but she just seemed to take issue with it. She started shouting and then she demanded to talk to my supervisor. Well, I was the senior attendant on the flight! So, of course, you try to keep your cool and say you understand and then explain again why it's not possible … and you expect a bit of pushback sometimes, don't you, you know, people have paid a lot of money, but, well, when someone goes berserk because you haven't got the right kind of snacks well, then I think they're taking it just a bit too far. I mean, really, all that fuss over a bag of crisps. I think she was just tired and stressed with her two kids you know, and she just wanted to take it out on someone and I was in the firing line. In the end I had to warn her that unless she calmed down I'd have to inform the captain and he would inform the ground crew and she'd be escorted off the plane by the police when we arrived. That shut her up! But I guess that doesn't really answer your question, does it? Listen to me just chattering on …

3

I: So, let me ask you this question.
C: OK.
I: What's the worst thing about your job?
C: Now! That's a question. Well, I'd have to say: working with my colleagues. They wind me up something rotten, they do! I'll give you an example. I was working the late shift once and the station was closed, it was gone midnight, and I was waiting for the lift back up when the supervisor radioed me to check the platform 'coz he said there was someone still there – he could see them on the CCTV, a woman, he said. Well I hadn't seen anyone but I thought maybe someone had hidden under the benches 'coz they wanted to spend the night in the station, you know, happens sometimes, they wanna keep warm 'an all. So I went down again and I walked to the end of the platform not a soul around, and I radioed back to my supervisor and I said 'Well I can't see anyone' and he said 'What are you talking about, Stan? She's right there standing next to you!' Well I hotfooted it out of there, I can tell you. I didn't hang around! Didn't bother waiting for the lift! Ran up those steps double-quick time I did, all one hundred and seventy-five of them, and when I got to the control room I was shaking like a leaf. Out of breath and shaking like a leaf! Anyway, there in the control room was my supervisor and a couple of other colleagues laughing their heads off. It was all a big wind up. They thought it was the funniest thing ever, but I wasn't laughing I can tell you. Got a very lukewarm response from me, that did. Yeah, so, like I say, working with those colleagues, that's my answer. Enough to send you to an early grave.

c Give Ss a couple of minutes to go through the questions, or go through them with the class and check understanding. Ss listen again and answer the questions, then check in pairs. Check answers with the class.

Answers:
1 because it's part of the job
2 when you come round and get your senses back
3 because she wanted some crisps and they had run out
4 because the passenger was tired and stressed
5 his supervisor said he'd seen someone on the station platform
6 his supervisor was playing a joke on him

3a Ss choose the correct meanings individually, then compare their answers in pairs. Don't give any answers yet.

b Ss read the Focus box and check their answers. Check answers with the class and answer any questions Ss have about the information in the box.

Answers: **1** c **2** b

Optional alternative activity

With ***stronger classes***, write the two phrases on the board and ask Ss to close their books. Put Ss in pairs to discuss the meanings. When they are ready, elicit Ss' ideas but don't give any answers yet. Ss then read the Focus box as in Ex 3b, then return to Ex 3a and choose the correct option for each phrase.

4a Ss read the extracts and decide individually which are understatements, then compare their answers in pairs. Encourage them to refer back to the Focus box for help if necessary. Check answers with the class.

Answers: 2, 5, 6

b Put Ss in pairs to discuss what the speaker really meant in each case, then go through the answers with the class.

Answers:
2 they're actually taking it very far, i.e. over-reacting
5 he ran upstairs very quickly
6 he thought it was mean

c Focus attention on the first sentence and elicit a possible answer from the class and write it on the board. Ss then work individually to rewrite the other sentences. Monitor and help where necessary. When they have finished, elicit Ss' ideas and find out if they're similar.

Suggested answers:
1 When I gave her the news, she wasn't exactly happy.
2 She bought a new electric bike. It wasn't cheap.
3 He's no fool.
4 That's not great behaviour.

5a 2.7 Tell Ss that they're going to listen to a zookeeper and a judge talking about their jobs. Ss listen and find two examples of understatement from each person. Don't give any answers yet.

Audioscript 2.7

1
I: Where do zoos get their animals from?
Z: Now, that's a good question and it kind of depends what sort of zoo you're talking about. Modern, reputable zoos tend not to buy animals because it's almost impossible to know where they come from. They might have been stolen from the wild for example. Other zoos, less reputable ones, well, I guess they might have fewer ethical issues with it, so to speak. But for us at least, buying animals when we don't know the source or how they came into the country, well that's a no-no. Having said that, there is a website that zoos sometimes use – it's kind of like an e-bay for zoo animals, but it works more like a trading system, i.e. no money changes hands. We had a bird recently that wouldn't stop having babies. We ended up with over thirty of them, so it was good to be able to share them with zoos in other places, and we got some animals in return: some otters, an iguana and a Siberian hunting spider if I recall correctly …

2
I: Do you have to think a lot before deciding on a punishment?
J: Absolutely. If you don't think a lot you're not doing your job right. I often wake up at three in the morning thinking about a case that requires me to decide on a suitable punishment the next day. If I get it right, that person will learn from their mistake and move on. If I get it wrong, that person might commit the same crime again, or something worse. That's not a small responsibility. Of course, there are guidelines and recommendations that we refer to when sentencing people, but still, you get a fair amount of leeway because every case is different and there are always different circumstances behind them. I guess you really should be asking me if I think a lot *after* sentencing someone, and the answer to that is yes too. Once I let someone walk free with just a penalty fine. A week later he held up a bank. I wasn't pleased and yes, I felt responsible. But of course, it's easy to know what's right and what's wrong with the benefit of hindsight.

b Put Ss in pairs to compare their answers. Play the recording again if necessary, then check answers with the class.

Answers:
Zookeeper: Other zoos, less reputable ones, well, I guess they might have fewer ethical issues with it, so to speak
Judge: That's not a small responsibility; I wasn't pleased and yes, I felt responsible.

6 Demonstrate the activity by telling Ss about your job using understatements. Give Ss time to make notes on what they're going to say. Monitor and help with vocabulary, writing any new words and phrases on the board. Encourage them to refer back to the Focus box to help them. Put Ss in pairs to tell each other about their job or studies. When they have finished, ask a few Ss to summarise what their partner said for the class.

Homework ideas

Workbook: Exs 1–3, p18

2c Master your writing

Introduction

Ss develop the skill of writing project communications by learning how to reject ideas and ask for changes.

Warm up

Write on the board: *A camel is a horse designed by committee* and *Too many cooks spoil the broth*. Ask Ss what they think these sayings mean (that too many people giving input to an idea can spoil the original vision). Discuss with the class whether they agree or disagree with the sayings and if they can think of examples to illustrate their opinions.

1 If you have ever complained about something in writing then introduce the activity by telling Ss about it. Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

2 Give Ss a few minutes to quickly read the exchanges and answer the questions, then check in pairs. Check answers with the class.

Answers:
1 to publish a magazine
2 1 an illustration
2 photos
3 printing the magazine
3 1 The style of the artwork is too young.
2 The invoice for the work is higher than agreed.
3 The date for the printing of the magazine has been delayed.

3 Ask Ss to find the words and phrases in the communications, then check in pairs. Check answers with the class.

Answers:
1 As per the brief
2 our target demographic
3 signed off
4 Re:
5 We're working to a tight budget
6 the agreed amount
7 Could you confirm that …
8 make alternative arrangements
9 This would be a matter of regret for us

Optional alternative activity

With ***weaker classes***, you could write the answers on the board in random order first, then ask Ss to find them in the texts and match them with their meanings.

4a Read the example with the class, then put Ss in pairs to find other examples of how Althea uses tact to ask for changes or to reject ideas. When they have finished, elicit Ss' ideas but don't give any answers yet.

b Give Ss time to read the Focus box, then check their answers to Ex 4a. Go through the Focus box and respond to any queries Ss have.

c Ss identify the examples in the emails and messages not in the Focus box individually, then compare their answers in pairs. Check answers with the class.

Answers:

1 Use *we* rather than *you* or *I*:
we will need a revised version of the artwork
we still have time left to create a new draft
we have to stick to the agreement, I'm afraid
that's why we always agree the fee in advance
I sincerely hope we will be able to find a way to achieve the originally agreed date

2 Sandwich requests for changes between compliments:
The artwork has a unique style that really stands out. … we will need a revised version of the artwork … It's great that you could meet the deadline
I appreciate your kind offer of a discount … I sincerely hope we will be able to find a way to achieve the originally agreed date. Could you confirm that this is possible? … your services have been highly recommended

3 Include reasons:
our magazine is trying to appeal to a late teenage / early 20-something audience and that means that we will need a revised version of the artwork …
I'm afraid that the new delivery date is unworkable for us … having copies of the latest issue is absolutely crucial.

4 Adapt language to suit recipient:
Thanks very much for …
I appreciate your kind offer of …

Prepare

5 Focus attention on the emails and messages and ask Ss what the project is (the redesign of a house and garden in Borneo Drive). Give Ss a few minutes to read them and identify what the problems are and what changes are required, then check the answer with the class.

Answers:

1 The garden was meant to be simple and affordable but the design is too luxurious and too expensive.

2 The resdesign of the house is a bit old-fashioned and double the budget. A cheaper and more modern option is wanted.

Write

6 Remind Ss of the techniques in the Focus box, then ask Ss to write a response to each communication in Ex 5. Monitor and help where necessary, offering corrections and suggestions where necessary.

7a Put Ss in pairs to swap drafts and read each other's responses, using the information in the Focus box to help them offer suggestions.

b Ss write a second draft, following their partner's suggestions. If you are short of time, Ss could do this for homework.

Homework ideas

Ex 7b: Ss write a second or final draft of their messages.
Workbook: Exs 1–6, p19

3 OVERVIEW

3A Ideas
Goal | use brainstorming techniques
Language focus | question forms
Vocabulary | ideas

GSE learning objective
Can compare and evaluate different ideas using a range of linguistic devices

3B Problems, problems
Goal | solve a problem
Language focus | reason clauses
Vocabulary | problems and solutions

GSE learning objective
Can describe the details of problem-solution relationships using a range of linguistic devices

3C Fact or fiction?
Goal | discuss how to fact-check news stories
Language focus | ways of modifying adjectives
Vocabulary | the news and reporting

GSE learning objective
Can give reasons and explanations for their opinions using linguistically complex language

3D English in action
Goal | summarise information
Vocabulary | idioms related to clarity

GSE learning objective
Can participate in discussions using linguistically complex language to compare, contrast and summarise information

Roadmap video
Go online for the Roadmap video and worksheet.

VOCABULARY BANK

3A Prefixes with similar meanings

3C Verbs related to reporting

MASTER YOUR SKILLS

3A Master your reading
Goal | understand business articles
Focus | evaluating the effectiveness of an argument

GSE learning objective
Can critically evaluate the effectiveness of a linguistically complex article

3B Master your writing
Goal | write a proposal
Focus | using persuasive language

GSE learning objectives
Can use persuasive techniques appropriately in formal writing

3C Master your listening
Goal | understand a formal talk and informal conversation on the same topic
Focus | recognising differences in formality

GSE learning objective
Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute

3A Ideas

Introduction

The goal of this lesson is for Ss to use brainstorming techniques. To help them achieve this, they will learn or revise question forms and vocabulary related to ideas.

Warm up

Put Ss in pairs and give them a few minutes to brainstorm a list of possible ideas for a class outing next weekend. When the time is up, ask each pair to choose their best idea. Elicit their ideas and ask the class to vote for the best idea via a show of hands. Ask them to report back to the class on how they came up with ideas and how they chose the best one.

Listening

1 Focus attention on the pictures and elicit what they show. Ss discuss the questions in pairs. When they have finished, elicit their ideas, but don't give any answers to question 1 at this stage.

2 3.1 Tell the class they're going to listen to an interview with an expert about brainstorming techniques. Ss listen and identify which order the techniques in the pictures are mentioned. Check answers with the class.

Answers: The correct order is B (role storming), D (reverse brainstorming), A (round robin brainstorming), C (quiet brainstorming).

Audioscript 3.1

P: Good morning, and welcome to 'Concepts', the programme which looks at new ideas in business. I'm Billie Porter, and with me today is Professor Kaleb Stein from the University of Norfolk. Good afternoon, Professor Stein.
K: Good afternoon, and thanks for inviting me on the show today.
P: You're very welcome. Now professor, you're going to talk to us about brainstorming today, aren't you?
K: Yes, that's right.
P: Isn't brainstorming basically just people thinking of ideas together?
K: Well yes, in its most basic form, but there's more to it than that. For example, it's an important foundation of any brainstorming technique that no criticism of ideas is involved. It's – if you like – a free-for-all. But there are also many different types of brainstorming techniques, suitable for different types of situations and challenges.
P: Like what?
K: Well, let's start with a fun one which we call 'Role Storming'.
P: Sorry, you call it what?
K: 'Role Storming'. Say you want to think about your best customers, what exactly is it that makes them so loyal, etc. You can think of your own ideas, of course, and that's great, but what you can also do is imagine you are different people and think about what they would say. What would your biggest competitor say about it? What would someone from a different country say? It helps you generate more ideas by imagining different perspectives than your own.
P: I see, well that sounds fun.
K: Another technique – one of my favourites, actually, is reverse brainstorming.
P: *Reverse* brainstorming? What's that?
K: So instead of thinking of ways to solve a problem, you present a problem and ask people to think of ways it might come about. Let's say, for example, you're looking at ways to improve communication within your team. You start by flipping the issue, so imagine you're looking at ways to make communication *worse*. Then you brainstorm the ways in which those situations might come about.
P: Right, so you mean you ask people to think of how to *cause* problems?
K: Exactly. Then you can look at ways of avoiding those problems in the future.

P: Curious indeed! What about if we've got a group where only a few people contribute and everyone else sits in stony silence?
K: Aha. Well, you can do 'Round Robin' brainstorming. Basically, you go round the group and get one idea from each person, and then you keep circling round till everyone has run out of ideas. This puts more pressure on the people in the session, but encourages wider participation.
P: I see. These approaches sound really useful, but what if the participants, for whatever reason, find it hard to come up with ideas? I wonder if you could tell our listeners what they should do in that situation?
K: Well there are a number of reasons why this might happen, and one might just be the fear of sounding silly, especially in front of superiors. So that's when a 'quiet brainstorming' technique might be useful.
P: And what does that involve?
K: So all of the participants write their thoughts down at the beginning of the brainstorming session, to give them time to think before suggesting their ideas. It's quite common these days to have a quiet brainstorming period before the main phase of a brainstorming session.
P: Very interesting, professor. Well, I'm afraid that's all we've got time for today, but thank you very much for coming to speak to us.
K: Thank you.

3 Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

Language focus

Question forms

4 Give Ss time to read through the language focus box and ask any questions they want to. Then ask Ss to add questions a–f in the correct places in the box. Check answers with the class.

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

Language checkpoint

Another question form used in the recording is *How come* + statement (= *Why?*). This is a very informal form, only really used in spoken English.
How come we haven't been advertising?

5a 3.2 Play the recording for Ss to listen and notice what happens to the intonation. Make sure they focus on what happens at the end of the question, as this is where the main pitch change occurs. Check the answer with the class.

Answer: The intonation rises.

b Play the recording again for Ss to listen and repeat. Model and drill the questions yourself if necessary.

Pronunciation checkpoint

It's often thought that, as a general rule, our intonation falls at the end of open questions (e.g. *Why is it that we don't see more of this?*) and rises at the end of *yes/no* or closed questions (e.g. *Do you like cheese? Would you like tea or coffee?*). However, in reality, the way our intonation rises or falls depends on a variety of other factors, such as whether we're referring to new or shared/previously mentioned information. So for example, when we ask about new information (e.g. *How come you didn't check with me first?*) our voice generally falls, whereas when we're referring to something previously mentioned (e.g. *You paid how much?*) our voice rises. Rather than teaching hard-and-fast rules for intonation, it's better to provide examples for Ss to listen to and mimic, varying their intonation appropriately.

6 Ss discuss how the meaning changes in pairs. When they have finished, elicit Ss' ideas.

Suggested answers:
1 It expresses surprise or disbelief.
2 The person is checking by paraphrasing.
3 It's less direct, probably broaching a difficult subject.
4 It emphasises the delay.
5 **a** is looking for agreement, while **b** is more of an objective question.
6 It's a more polite way of asking a sensitive question.
7 It's a fairly loaded question, criticising the person for not reading it first.

7a Elicit or give one or two examples, then ask Ss to write their own questions. Monitor and check Ss are forming the questions correctly.

b Put Ss in pairs to ask and answer their questions. Encourage them to give more information where possible. In feedback, ask a few Ss to share any interesting information they found out about their partner with the class.

LANGUAGE BANK 3A pp.150–151

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially on how to soften difficult questions. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
1 **1** Don't **2** do you **3** it **4** Can/Could **5** Aren't **6** is it that **7** where **8** whether/if
2 **1** You lost how much?
2 Who was it that broke the table?
3 Isn't it difficult to get up so early?
4 Could you tell me why you stayed at home?
5 What is it that you wanted to talk about?
6 Could you tell me if you're available?
7 Didn't you want to find out what happened?
8 Let's leave it there, shall we?

Further practice

Photocopiable activities: 3A Language focus 1, p185; 3A Language focus 2, p186
App: 3A Grammar practice 1 and 2

Vocabulary

Ideas

8 Put Ss in pairs to discuss the meaning of the phrases in bold. Encourage them to use the context to guess the meaning. Check answers with the class.

Answers:
1 suddenly think of something
2 suddenly comes to my mind
3 I realised it for the first time
4 talk about ideas with other people in order to get their opinion
5 a very clever idea
6 a sudden idea
7 don't have any ideas
8 made me think of something
9 a sudden clever idea

Vocabulary checkpoint

Bright idea is often used sarcastically to show that the idea wasn't very clever. It's commonly used in a question, e.g. *Whose bright idea was it to leave the front door unlocked?*

9a Ss complete the sentences individually, then check in pairs. Check answers with the class.

Answers: **1** bouncing **2** springs **3** occurred **4** dawned **5** brainwave **6** ideas

b Put Ss in pairs to go through the sentences and discuss which are true for them. Encourage them to think of examples where they're true. In feedback, elicit answers from a few Ss and find out if others agree.

VOCABULARY BANK 3A p168

Prefixes with similar meanings

These optional exercises build on the lexical set in the vocabulary section.

1a Elicit the first answer as an example. Ss match the pairs of prefixes with the groups of words individually, then check in pairs. Check answers with the class.

Answers: **1** macro-/micro- **2** hyper-/hypo- **3** inter-/intra- **5** re-/pro- **4** bi-/multi- **6** over-/under-

b Ss match the meanings with the prefixes individually, then check in pairs. Check answers with the class.

Answers: **1** inter-/intra- **2** re-/pro- **3** bi-/multi- **4** over-/under- **5** hyper-/hypo- **6** macro-/micro-

2 Elicit the first answer as an example, then ask Ss to complete the rest of the sentences individually before checking in pairs. Check answers with the class and write them on the board (or invite Ss to do so).

Answers: **1** Microbiology **2** underpaid **3** reduce **4** intrastate **5** hypercritical **6** bilateral **7** overachiever **8** hypertension

3a Ss write their definitions individually. Monitor and help with vocabulary where necessary and check Ss' definitions are accurate.

b Put Ss in pairs to read out their definitions for their partner to guess. When they have finished, ask a few Ss to read out their definitions for the class to guess.

Further practice

Photocopiable activities: 3A Vocabulary, p187
App: 3A Vocabulary practice 1 and 2

Speaking

Prepare

10a Put Ss in groups to choose a situation and refer them back to the brainstorming techniques they heard about in Ex 2 in order to choose one to use.

b Ss think of ideas on their own and make notes. Monitor and help with ideas and vocabulary where necessary, writing any new words and phrases on the board.

Speak

11a Ask Ss to carry out their chosen brainstorming technique in their group, using the ideas they came up with in Ex 10b. Monitor and make notes on Ss' language use for later feedback.

b Nominate a student from each group (or ask the group to) to report back on what they came up with. Give Ss feedback on their language use as a class.

Optional extra activity

After they've finished their sessions, Ss could choose a different situation and technique and repeat Exs 10–11.

Reflection on learning

Write the following questions on the board:

What were the most useful brainstorming techniques in the lesson?

In what types of situations might you use each technique in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Language bank: 3A Ex 1–2, p151
Workbook: Exs 1–5, p20
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 3B
Extended route: go to p110 to Master your reading

3B Problems, problems

Introduction

The goal of this lesson is for Ss to solve a problem. To help them achieve this, they will learn or revise reason clauses and vocabulary related to problems and solutions.

Warm up

Write on the board: *crossword*, *wordsearches*, *jigsaw puzzles*, *Sudoko* and *logic puzzles*. Put Ss in pairs to discuss which of these types of puzzle they like doing and if there are any other similar types of puzzle they enjoy doing.

Vocabulary

Problems and solutions

1a Focus attention on the puzzles, then put Ss in pairs to try and solve them. When they have finished, go through the answers with the class.

Answers:
A There are four times as many hens and four times as many days.
3 x 4 x 4 = 48 eggs
B 4 + 4 + 3 x 15 = 165

b Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

2 Before Ss read the blog post, you may want to pre-teach the following: *much to our chagrin* (= it annoys us) and *a gut feeling* (= something you feel to be true, a suspicion). Ss read the blog post to find out if any of their ideas from Ex 1b are mentioned.

3a Read the example of how to guess the meaning with the class, then put Ss in pairs to do the same with the rest of the words and phrases in bold in the blog post. Encourage them to use the surrounding text to help them. When they have finished, check the meaning of each word or phrase with the class.

Answers:
take stock: look at the whole situation
pin it down: define something precisely
root cause(s): the original reason(s) for something
mulling over: taking time to think about something carefully
misinterpreting: understanding something incorrectly
intuitive: a way of using what you feel to be true rather than logic
underestimate: think something is worth less than it is
wrestling with: struggling with
befuddled: confused
go round in circles: have the same ideas again and again

b Elicit the first answer as an example. Point out that the verbs in the exercise are in the infinitive form and the form of the verbs in the blog post may differ. Ask Ss to match the other words and phrases with ones from the blog post individually, then check in pairs. Check answers with the class.

Answers: **1** befuddled **2** mulling over **3** pin it down **4** misinterpreting **5** wrestling with

Teaching tip

When teaching vocabulary, whether planned or something that comes up in the lesson, it's a good idea to use this as an opportunity to expand to similar words and phrases. These could be synonyms, antonyms, members of a lexical set or dialects (e.g. British or American English). This will help Ss make connections and expand their lexical knowledge, as well as refine their understanding of the meaning of the vocabulary taught by comparing it with similar words.

4 Ss choose the correct alternatives individually, then check in pairs. Check answers with the class.

Answers: **1** going round in circles **2** misinterpreted **3** grapple with **4** take stock of **5** baffled

5a Look at the words in the box with the class and elicit the answer.

Answer: /əl/

b 3.3 Play the recording for Ss to listen and practise saying the words.

Further practice

Photocopiable activities: 3B Vocabulary, p190
App: 3B Vocabulary practice 1 and 2

Language focus

Reason clauses

6 3.4 Tell Ss they're going to hear three conversations, each discussing a different problem. Ss listen and identify the problem-solving technique from the blog in Ex 2 that is recommended for each one. Check answers with the class.

Answers: **1** Walk away **2** Try on a new hat
3 Context, not content / Unleash your inner five-year-old

Audioscript 3.4

1
Z: And next on the line we have Carl from Brentford. How can I help you, Carl?
C: Oh hi, Zoe, thanks for taking my call. I have the most dreadful insomnia. I just can't seem to get to sleep at night. Then I end up feeling really tired during the day. It's so frustrating.
Z: Oh dear, Carl. I'm sorry to hear that. Have you tried reading?
C: I've tried everything, Zoe. Reading, having a bath and a cup of warm milk before bed, but none of it works.
Z: Well, what do you think is stopping you from sleeping? Are you worried about anything?
C: Nothing especially, but when I try to go to sleep I start thinking about things at work, in my life, and so on, and that makes me feel awake.
Z: OK, here's what I suggest. Seeing as none of the things you've tried seem to work, next time you're lying there thinking about things and can't sleep, I want you to get up.
C: Get up? But why?
Z: Well, my thinking is that you're getting too caught up in your thoughts. Get up and do something. Maybe go for a short walk, pay a bill or something. It's a distraction technique, doing something else will take your mind off the fact you can't sleep.
C: OK, thanks Zoe. I'll give it a try.

2
R: I can't understand it, the warehouse dispatched that order last Tuesday, so they'll definitely have received it by last Friday, as promised.
J: Yes, well they should have, but they haven't. It's now Monday and we've got no idea where it is. I've had our main client on the phone this morning and they're not happy. Since this isn't the first time this has happened, I think we need to seriously consider changing distributor. Especially as we've got that big order coming up in a couple of weeks.
F: The problem is though, we get a really good deal with that distributor, in that they give us an extra 10 percent off orders over 50,000.
J: Yes, but at the risk of stating the obvious – it doesn't matter how cheap they are if they don't deliver the product. I don't think we should stick with a bad supplier for fear of losing a few quid in the short term.
F: Well, what exactly would the costs be if we switched supplier? We need to know all the facts here.
R: Ah, always with the facts, Fatima!
F: Ha, indeed.
R: Well I couldn't say off the top of my head, but I can get Marsha to run up some figures.
J: That sounds like a good idea to me. Fatima's right. As we don't know all the facts yet, let's wait until we do before we make the final decision.
R: Agreed.
F: Good idea.

3
R: I've just realised that I've now sent out nearly fifty job applications.
V: Really? Any luck?
R: Not a sausage. I just don't know what I'm doing wrong.
V: Well, maybe nothing. These things just take time.
R: Well I sent most of them out weeks ago, so I'd expect to have heard something by now. Why do you think I'm not hearing anything?
V: Well, maybe it's not the right area for you. Maybe you just need to look at the bigger picture. Take stock and think about whether this is what you really want to do. I mean, why do you want to work in retail?
R: I guess I haven't tried anything new for fear of failing at that, too. I mean, I don't love retail …

V: So why not try something else? Think about what it is you really want to do, then think about going back to college, retraining or something. What if you end up doing something you really enjoy? Got to be better than going round in circles like this.
R: Hmm, maybe you're right. I'll give it some thought.

Optional extra activity

For further comprehension practice, write the following questions on the board:

1 What things has Carl tried to get to sleep?
2 What does Zoe suggest?
3 When was the order dispatched?
4 When should it have arrived?
5 Why does Rob 'want' to work in retail?
6 What does Vicki suggest he does?

Ss listen again and answer the questions, then compare their answers in pairs. Check answers with the class.

Answers:
1 reading, having a bath and a cup of warm milk before bed
2 he gets up and does something to take his mind off the fact he can't sleep
3 last Tuesday
4 some time before last Friday
5 that's all he knows how to do
6 consider a different career, retrain

7a Read the example with the class, then ask Ss to underline the words and phrases in the other sentences which introduce reasons. Don't give any answers yet.

b Explain that reason clauses provide different ways of saying *because* and use different patterns. Ss read the language focus box and check their answers to Ex 7a. Check answers with the class and answer any questions Ss have about the information in the box.

Answers: **a** for fear of **b** Seeing as **c** Since **d** in that **e** for fear of **f** As

8 Read the example with the class, then ask Ss to rewrite the sentences individually and then check in pairs. Check answers with the class and write them on the board (or invite to Ss to do so).

Answers:
1 Text them the address in case they don't know it.
2 I was lucky, in that I had a lot of friends to help.
3 As I wasn't having a good time, I went home early. / I went home early as I wasn't having a good time.
4 Since you already know Julian, I won't introduce you. / I won't introduce you to Julian since you already know him.
5 Not wanting to be the first one at the party, I arrived late. / I arrived late at the party, not wanting to be the first one there.
6 I haven't confronted him for fear of losing my job.

9a With ***weaker classes***, elicit a reason for the first one and use it to write a sentence with a reason clause from the language focus box as an example. Ss think of reasons for the situations and write sentences using the reason clauses in the language focus box. Encourage them to use a different word or phrase for introducing the reason in each sentence.

b Put Ss in pairs to compare their sentences. When they have finished, ask a few Ss to share their sentences with the class.

Optional alternative activity

In Ex 9b, ask Ss to read the reason only to their partner. Their partner listens and guesses which situation each reason refers to.

LANGUAGE BANK 3B pp.150–151

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
1 **1** Seeing as you know Zoe best
2 given that it's a weeknight
3 in that it's peak season
4 looking for somewhere still open
5 for fear of the price going down
2 **1** Since ~~as~~ there's not much on at the cinema, let's watch something at home.
2 We rang around everywhere, **trying** to find a replacement at the last minute.
3 You need to book early, for fear of them **selling** out.
4 I'd love to try the pie, **given that**/**since**/**as** you liked it so much.
5 I was lucky in **that** I had lots of people to help me.
6 We should get there early, at the risk **of** stating the obvious.
7 Keep your money somewhere safe as ~~that~~ you don't want to lose it.
8 The performance was a huge success insofar **as** the financial side of it was concerned.

Further practice

Photocopiable activities: 3B Language focus 1, p188; 3B Language focus 2, p189
App: 3B Grammar practice 1 and 2

Speaking

Prepare

10a Go through the problems with the class and check understanding, eliciting possible causes and other details for each one. Give Ss a minute to choose one.

b Ss work individually to invent the details of the problem and make notes, using the points to help them. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

Speak

11a Put Ss in pairs to share and try to solve their problems. Monitor and make notes on Ss' use of language for later feedback.

b When they have finished, ask a few Ss to report back to the class. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:
What were the three most useful words or phrases you learnt in today's lesson?
In which situations might you use the different problem-solving techniques from the lesson in future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Language bank: 3B Ex 1–2, p151
Workbook: Exs 1–4, p21
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 3C
Extended route: go to p130 to Master your writing

3c Fact or fiction?

Introduction

The goal of this lesson is for Ss to discuss how to fact-check news stories. To help them achieve this, they will learn or revise ways of modifying adjectives and vocabulary related to the news and reporting.

Warm up

Bring in a few viral stories from the news or social media that you've seen recently. Show them to the class and ask if anyone has seen these stories and how they felt when they read them. Ask the class if they can think of any other similar stories they've seen recently and how they reacted.

Reading

1 Focus attention on the photos and elicit what Ss can see. Then ask Ss to discuss the questions in pairs. When they have finished, elicit Ss' ideas and have a brief class discussion. You could also feed in information from the *Culture notes* below.

Culture notes

Fake news, or the spread of misinformation, has been around for a long time, but in recent years has become much more prevalent with the rise of social media, which makes it easier for anyone to spread false news stories. Recent studies have shown that false news stories, designed to provoke reactions, spread much further and more quickly than true stories.

2 Write *Fake news* on the board and ask if Ss have heard this phrase, where they've heard it and what it means. Ask Ss if they can think of any fake news stories they've read or seen. Tell them that they're going to read an article about how to spot fake news and fact-check news stories. Ss read the article and match the headings with the paragraphs individually, then check in pairs. Check answers with the class.

Answers: 1 b 2 d 3 e 4 a 5 c

3 Ss discuss the questions in pairs. When they have finished, elicit answers from a few Ss around the class.

Language focus

Ways of modifying adjectives

4a Check Ss know what gradable and ungradable adjectives are by writing *good* and *excellent* on the board and eliciting the difference between the two (*good* is a 'normal' adjective and can be graded; *excellent* is more 'extreme' and can't be graded). Then ask Ss to answer the question in pairs. Don't give the answer yet.

b Ss read the language focus box, then check the answer to Ex 4a. Check the answer with the class and go through the language focus box, answering any questions Ss have.

Answers: **only gradable:** rather, perfectly
only ungradable: utterly, completely **both:** really

Language checkpoint

Possibly the strongest factor in determining which adverb we use is how strongly it collocates with a particular adjective. For this reason, it's a good idea to ask Ss to record the collocations as a whole, rather than recording the adverbs and adjectives separately in their vocabulary notebooks.

5a Remind Ss of the point in the language focus box about the adverbs that can be used with both gradable and ungradable adjectives. Explain that how we say a sentence containing one of these adverbs varies depending on whether it is modifying a gradable or an ungradable adjective. Ss look at the sentences and decide which words carry the most stress.

Answers:
1 perfectly 2 deeply 3 pretty 4 utterly 5 fairly

b 3.5 Play the recording for Ss to listen and check their answers to Ex 5a. Then play it again for Ss to listen and repeat.

6 Ss choose the option which is not possible individually, then check in pairs. Check answers with the class.

Answers: 1 b 2 a 3 c 4 c

Optional extra activity

Put Ss in pairs to play 'adverb tennis'. One student starts by saying an adverb, e.g. *absolutely*. Their partner responds with an adjective which collocates with the adverb and a new adverb e.g. *terrified – seriously* and so on. Ss continue until they make a mistake or can't think of a corresponding adjective. Monitor and adjudicate where necessary. When they have finished, ask each pair how many combinations they managed to come up with.

7 Read the example with the class. You might also want to share some ideas about yourself. Put Ss in pairs to work through the adverbs in the language focus box to describe things about their lives. Monitor and help with suitable adjectives where necessary. When they have finished, ask a few Ss to share their ideas with the class.

Optional alternative activity

Before they start Ex 7, ask Ss to work individually to plan what they are going to say, using as many adverb/adjective combinations as possible. When they are ready, put Ss in groups of three. One student tells the second about things in their life while the third keeps a tally of how many correct adverb/adjective combinations the first student uses naturally. Ss then change roles until all three Ss have had a turn at each role. The student in each team who used the most adverb/adjective combinations correctly wins.

LANGUAGE BANK 3C pp.150–151

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

1 **1** fake **2** perfectly **3** utterly **4** somewhat **5** really **6** quite **7** doesn't **8** perfectly

2 **1** quite/virtually impossible **2** bitterly disappointed **3** quite/rather ugly **4** perfectly/quite capable **5** seriously hurt **6** utterly fascinating **7** quite/rather/ridiculously cheap **8** utterly/quite ridiculous

Further practice

Photocopiable activities: 3C Language focus 1, p191; 3C Language focus 2, p192
App: 3C Grammar practice 1 and 2

Vocabulary

The news and reporting

8 With ***weaker classes***, go through the words in the options before Ss do the exercise, checking understanding and providing some examples. Ss choose the correct alternatives individually, then check in pairs. Encourage them to use dictionaries if necessary (if you didn't go through the options first). Check answers with the class.

Answers: **1** impartial **2** disclose **3** unsubstantiated **4** footage **5** assassination **6** bending **7** credible **8** stunts **9** interpretation

9 Put Ss in pairs to say which of the statements in Ex 8 they agree with and why. Encourage them to ask follow-up questions to find out more information. When they have finished, elicit Ss' answers and have a brief class discussion.

Teaching tip

Even just a couple of minutes preparing for a speaking task can make it a much more fruitful and enjoyable experience for Ss. They can do this in a number of ways, from just having a minute's silent thinking time before they begin to making notes to refer to during the discussion.

VOCABULARY BANK 3C p168

Verbs related to reporting

These optional exercises build on the lexical set in the vocabulary section.

1 Point out that the definitions are given for the infinitive form of the verbs and the form of the verbs in the text may be different. Ss read the text and match the words in bold with the definitions individually, then check in pairs. Check answers with the class.

Answers: **1** misrepresent **2** briefs **3** unearth **4** sensationalise **5** disclose **6** substantiate **7** plagiarise **8** expose **9** proofread **10** pitch **11** probe **12** smear

2 Ss discuss the questions in pairs. When they have finished, elicit answers from a few Ss and have a brief class discussion.

Further practice

Photocopiable activities: 3C Vocabulary, p193
App: 3C Vocabulary practice 1 and 2

Speaking

Prepare

10 3.6 Tell Ss that they're going to practise fact-checking some news stories, but that first they're going to listen to two people doing so. Go through the questions so Ss know what to listen for. Ss listen and answer the questions individually, then check in pairs. Check answers with the class.

Answers:

1 a nursing home that was closed down because they served dog food to old people in their care
2 it came from a big news website
3 it sounded ridiculous
4 checking the address/URL, reverse image search, searching the title plus the word 'fake'

Audioscript 3.6

T: I see you posted that story about the nursing home that was closed down on social media, Matt.
M: Yes, that's right. It's absolutely disgusting! Can you believe that they served dog food to old people in their care?
T: Hmm, to be perfectly honest, I don't think I can.
M: I know, horrible wasn't it?
T: No, I mean I don't think I can believe it. I think that's a fake story.
M: What do you mean? It seems perfectly credible to me. It's from a big news website.
T: Well my first impression was that it sounded just too ridiculous, you know? It's good that you looked at the source though.
M: Well how else can you fact-check a story like that?
T: There are a few different things you can try. Firstly, look at the picture. It looks like it's from a stock photo site. And if you do a reverse image search, it takes you to one.
M: Yes, but that doesn't mean it's false.
T: No, you're totally right. But try searching the title plus the word 'fake'.
M: OK, let me try on my phone … Oh, I see. All of these results report on it being a fake story.
T: You see?
M: Ah, my bad. I'd better delete my post then.

11 Direct Ss to page 178. Ss read the stories and note their first impressions and the techniques they would use to check them. Monitor and help where necessary.

Speak

12 Put Ss in pairs to discuss whether they think the stories are fake or not and the best techniques to fact-check them. When they have finished, elicit their ideas and find out if others agree.

Reflection on learning

Write the following questions on the board:
What were the three most useful phrases that you learnt today?
How will you use these in the future, do you think?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Language bank: 3C Ex 1–2, p151
Workbook: Exs 1–3, p22
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 3D
Extended route: go to p98 to Master your listening

3D English in action

Introduction

The goal of this lesson is for Ss to practise summarising information. To help them achieve this, they will learn phrases for summarising and referring to information, as well as idioms related to clarity.

Warm up

Write the following on the board:

1 Unsinkable ship sinks.
2 A man commits a crime and is punished.
3 Animals destroy a dictatorship then create another dictatorship.

Tell the class that these are summaries of famous stories. Put Ss in pairs to try and guess which story each summarises. Check answers with the class (1 *Titanic* [film] 2 *Crime and Punishment* [book] 3 *Animal Farm* [book]). Ask Ss to think of their own summary of a famous book or film in no more than eight words. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, put Ss in small groups to read out their summaries for other Ss to guess the book or film.

1a In order to demonstrate the activity, you could prepare your own eight-word summary for one of the topics before class and write it on the board. Give Ss time to prepare their summaries. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

b Ss share their summaries in pairs. When they have finished, ask a few Ss to share their summaries with the class.

Vocabulary

Idioms related to clarity

2a With ***weaker classes***, go through the phrases in bold with the class first and check understanding. Otherwise, Ss match the statements with the responses individually, then check in pairs. Check answers with the class.

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

b Ss match the idioms with the definitions individually, then check in pairs. Check answers with the class and be prepared to give further explanations and examples where necessary.

Answers: 1 as clear as day, crystal clear 2 as clear as mud
3 a hidden agenda 4 in plain English
5 can't quite put my finger on it

Optional extra activity

There are a lot of phrases and idioms with the word *clear* in English. You could ask Ss to research these online, using an online corpus or simply searching 'phrases with clear'. Ss could find three new phrases, then share them with the class.

3a Ss work individually to think of examples from their lives for each situation and make notes if they want to. Monitor and help with ideas and vocabulary where necessary.

b Ss share their information in pairs. Encourage Ss to ask follow-up questions to find out more information where possible.

Reading

4a Ss discuss the questions in pairs. When they have finished, elicit Ss' ideas and write any ideas they have for question 2 on the board as a mind map.

b Ss read the article and find out if any of their ideas were mentioned. In feedback, tick on the mind map on the board any of their ideas that were mentioned in the article. Answer any questions Ss have about any new vocabulary in the article. Discuss what kind of things would each strategy work for as a class.

Listening

5a 3.10 Write on the board: *cheese and music*. Ask Ss if they can think of any relationship between the two (they might give you a strange look!). Tell the class that a group of scientists has carried out an experiment into the relationship between the two. Direct Ss to page 179 and ask them to read the article to find out what it is. Ask a volunteer for the answer (that hip hop played to cheese will help it develop better) and elicit Ss' reactions. Answer any questions Ss have about vocabulary in the article. Tell Ss that they're going to listen to three people summarising the article. Go through the questions so that Ss know what to listen for, then play the recording. Ss answer the questions individually, then compare their answers in pairs. Play the recording again if necessary, then check answers with the class.

Answers:
1 The professor: Somebody – Wanted – But – So
Clara: The Cornell Method
2 Speaker 3: he adds too much detail and gets side-tracked.

Audioscript 3.10

1
P: So finally, on a lighter note, I'd like to summarise a recent experiment I read about, which I think you might find of interest. This research was carried out by researchers at Bern University of Arts. They wanted to find out if exposing cheese to different types of music would help enhance its flavour.
I know, strange, isn't it? But interesting, nonetheless. Basically, what they did was set up two main groups of cheeses. The first was exposed to different types of music, and the second was left in peace and quiet. Now, the problem they had while conducting the experiment was this: how to test the flavour of the cheese? Well that's simple: they had a jury of cheese tasters who tasted each cheese at the end of the experiment. The result? Well, what they found was that the former group had an enhanced flavour, whereas the latter didn't. Not only that, but all jury members agreed that the cheese exposed to hip hop had exceptional results. The hip hop cheese topped the list in terms of smell, taste, texture and appearance. And they repeated the experiment with much the same results. So, in a nutshell, hip hop makes your cheese taste better!

2
C: Where were you this morning, Jake? You missed something interesting in the lecture.
J: Yeah, I had a doctor's appointment so I couldn't make it. I couldn't have a look at your notes, could I?
C: Sure, here you go.
J: What's this … cheese experiment?
C: Ha, yeah. It's a study Professor Hughes told us about.
J: Your notes are really good, Clara.
C: Yeah, it's a technique I use, where I have the main points here, and the supporting details here.
J: So what's this experiment about then?
C: Well, it's all about the effect of music on cheese.
J: Interesting!
C: So the gist of it is some researchers at Bern wanted to see if exposing cheese to music has an effect on its taste. What they did was expose different cheeses to different types of music.
J: I see. And on the right of your notes are the types of music, right?

C: That's right. Basically they found that the cheese exposed to hip hop tasted best.
J: And here is how they measured it?
C: That's right, with a jury of tasters.

3
E: What are you reading, Phil?
P: Oh, it's quite an interesting article, actually. It's about the effect of music on cheese.
E: The what?
P: Ha, yes. It's an experiment they carried out at a university in Bern. Bern's in Switzerland, I think. Not sure what language they speak there, do you know?
E: Yes, they speak three different languages. But what was the experiment?
P: Yeah, right, so they got some cheese or something and played different songs to it. There were different types of music or something. One was … er … by a hip hop group. I think it's A Tribe Called Quest. Do you like them?
E: Yes, but what happened?
P: Yeah, they played it to the cheese, I'm not sure exactly how. It might have been through headphones, or speakers, or something like that. What's the best way to play music to cheese, do you think?
E: What other music did they play?
P: Well, there was some classical music. Beethoven? No, Mozart. I think they played it to another cheese, or the same cheese? No a different cheese. I can't remember how long for.
E: Phil?
P: Yep?
E: Can I just read it myself?
P: Ha, yes, of course.

b 3.11 Go through the Useful phrases with the class, then play the recording for Ss to tick the phrases the speaker uses. Check answers with the class.

Answers:
What they did was … ; In a nutshell, … ;
The former … / the latter … ; Not only that, but …

6a 3.12 Ss listen to the sentences, focusing on how the letters in bold change. Check answers with the class and go through the information in the Pronunciation checkpoint.

Answers:
1 The 'n' changes to an /m/ sound.
2 The 't' changes to a /k/ sound.

Pronunciation checkpoint

In rapid speech, the articulators in our mouth often get into place ready to produce sounds before we've finished saying what we're saying. This results in assimilation, where certain sounds change according to what's coming next. For example, *good boy* becomes /ˈgʊb ˈbɔɪ/ or *in case* becomes /ɪŋˈkeɪs/. While it's not essential that Ss produce these sounds in speech, raising awareness of what's happening can help them when listening to natural speech.

b Play the recording again for Ss to listen and repeat. Model the sentences yourself and drill if necessary.

7 Ss match the sentence halves individually, then check in pairs. Check answers with the class.

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

8 Remind Ss of the eight-word summaries they wrote in Ex 1. Put them in pairs to expand on these, using the Useful phrases in Ex 5. Encourage them to give more information. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

Speaking

Prepare

9 Tell Ss that they're going to practise summarising a text. Put Ss in A/B pairs and direct them to the relevant pages. Give them time to read the articles and make notes in order to summarise. Monitor and help with vocabulary where necessary. Ask them to think about which summary technique they'd like to use to summarise their text.

Optional alternative activity

With ***stronger classes***, you could ask them to find an article online that they find interesting instead and make notes in order to summarise this.

Speak

10a Ss read their summaries to each other in pairs. Monitor and make notes on Ss' language use, especially the use of the Useful phrases. When they have finished, ask each pair which text they liked best.

b Go through the questions with the class, then ask Ss to give each other feedback on their summaries, using the questions to help. When they have finished, give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:
Do you feel more confident summarising in English now?
What helped the most?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Ss write their answers.
Workbook: Exs 1–5, p23
App: grammar, vocabulary and pronunciation practice

Roadmap video

Go online for the Roadmap video and worksheet.

3A Master your reading

Introduction

Ss develop the reading skill of understanding business articles by learning how to evaluate the effectiveness of an argument.

Warm up

Write on the board *what to wear, what to eat, who to speak to, what to focus on at work/school, whether to exercise, how to relax.* Put Ss in pairs and ask them how they choose each thing every day and what factors influence their choice in each situation. When they have finished, elicit their ideas and find out if others agree.

1a Focus attention on the photo and elicit what Ss can see. Ask them if they ever feel like this when shopping. Ss then discuss their choices from the items in Ex 1a in pairs. When they have finished, elicit answers via a show of hands for each choice.

b Ss discuss the questions in pairs. When they have finished, elicit some answers and have a brief class discussion.

2a Before Ss read, you may want to pre-teach *debilitated* and *entices*. Ss read the article quickly and answer the questions individually, then check in pairs. Check answers with the class.

Answers:
1 'Choice overload' describes the overwhelming feeling people get when they have too much choice.
2 It can cause them to make no choice, stay with what they always use or get less satisfaction. To prevent it, companies must try to offer enough choice to tempt customers, but also allow them to make a decision without having to think about it too much.

b Ss read the article again and match the arguments with the paragraphs individually, then check in pairs. Check answers with the class.

Answers: 1 D 2 A 3 C 4 B

3a Go through the items in the list with the class. Ss find evidence to support the arguments in Ex 2b individually, then compare their answers in pairs. Check answers with the class.

Answers:
1 Quoting an expert (marketing professor)
2 This is the writer's own view, supported by examples, quoting experts and research throughout the article (see answers 1, 3, 4)
3 An example (mobile phone contracts)
4 Research (a study with jam)

b Ss discuss the questions in pairs. When they have finished, elicit their ideas, but don't give any answers yet.

c Ss read the Focus box and check their ideas from Ex 3b, then check in pairs and discuss the questions. Check answers with the class and answer any questions Ss have about the information in the box.

Suggested answer:
The article appears to be an unbiased examination of the topic with evidence which supports the author's arguments and logically drawn conclusions.

4a Tell Ss that they're going to read another article, this time with information and advice on how to avoid choice overload. Ss read the article and match the arguments with the paragraphs individually, then check in pairs. Check answers with the class.

Answers: 1 B 2 C 3 A 4 D

b Ss consider the evidence individually, using the questions to help guide them and making notes if they wish. When they are ready, put Ss in pairs to compare their ideas, then check answers with the class.

Answers:
Paragraph A: No evidence is put forward to support the idea that choice overload can impact on a business's profit margins.
Paragraph B: Neither the example nor the quote given exemplify the point that customers prefer less choice. We don't know who Mark Brownlow is or what makes him an expert on this topic.
Paragraph C: There is no evidence given here to support the idea that branding reduces choice overload.
Paragraph D: The study is out-of-date as online retailing has moved on substantially since 2005.

c Ss discuss the questions in pairs. Encourage them to give reasons for their answers. When they have finished, elicit their answers and have a brief class discussion, feeding in information from the answer key.

Answers:
1 The author owns a marketing consultancy. He may just be trying to promote his business.
2 The conclusions seem to be that companies should make sure they don't offer too many products and use branding to differentiate their product.
3 The conclusion stated is that choice will increase in future – something not mentioned previously in the article. It is therefore not logical.
4 Suggested answer: The article may provide some interesting points but without effective supporting evidence, there's no way to know if these points can be relied upon.

Homework ideas

Workbook: Exs 1–6, pp.24–25

3B Master your writing

Introduction

Ss develop the skill of writing a proposal by learning how to use persuasive language.

Warm up

Review the vocabulary from Lesson 3B with a board race. Split the class into two teams and give each team a board pen. Each turn, read out an item of vocabulary from Lesson 3B, Ex 3a and ask one of the Ss (a different one each time) from each team to come to the board and write a word with a similar meaning, using either the lesson vocabulary or other words they know. The first team to do so each turn wins a point for their team. The team with the most points at the end wins.

1 Focus attention on the photo and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, elicit a few Ss' answers and have a brief class discussion.

2a Before Ss read, you may want to pre-teach *in the vicinity*, *a vital respite*, *a magnet for*, *skyrocketed*, *a blot on the landscape* and *prosper*. Go through the questions with the class, then give them a few minutes to read the proposal quickly and answer the questions. Ss check answers in pairs, then check with the class.

Answers:
The problem is a lack of green space in the eastern district of the city. The writer suggests turning an abandoned train line into a park and says that it will be beneficial for people's health and the environment, the disused line will no longer be an eyesore and the park will attract large amounts of investment to the area.

b Ss read the proposal again and decide if the sentences are true or false individually, then check in pairs. Check answers with the class, as well as reasons for the false answers.

Answers:
1 T
2 F – It's divided into sub-headings and bullet points can be used.
3 F – It needs to appeal to the reader whereas a very formal, academic tone tends to distance the writer from the reader.
4 F – It might mention disadvantages but it usually focuses on the advantages.
5 F – It ends that way.

c Ss look for examples individually, then check in pairs. With ***weaker classes***, you could highlight the first example for them as an example (*… that council members surely recognise needs to be addressed*). When they have finished, put Ss in pairs to compare the examples they found.

3 Give Ss time to read the Focus box and ask any questions they have, or go through it as a class. Ss match the phrases in bold in the proposal with the categories in the box individually, then check in pairs. Check answers with the class.

Answers: **1** d **2** e **3** b, c **4** a, f

4a Ss complete the sentences individually, then check in pairs. Check answers with the class.

Answers: **1** known **2** dire **3** undeniable **4** flourished **5** surge **6** confident **7** worsening **8** beneficial

Optional extra activity

After Ex 4a, ask Ss to match the sentences with the categories in the Focus box. Check answers with the class.

Answers: **1** 2, 7 **2** 5 **3** 1, 4, 8 **4** 3, 6

b Ss categorise the words and phrases individually, then check in pairs. Encourage them to use dictionaries for any words they're not sure of. Check answers with the class and be prepared to provide further explanations and examples where necessary.

Answers:
P: a cause for concern, distressing, inferior, perplexing, troubling
S: daring, magical, phenomenal, revolutionary, uplifting

Prepare

5a Give Ss a minute to read the email, then put them in pairs to answer the questions and make a list of ideas. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

b Ask Ss to select their best ideas. You could give them a specific number, e.g. the best three ideas.

c Go through the points with the class, then ask Ss to plan their proposals individually, making notes under each point. Monitor and help with ideas where necessary.

Write

6a Ss write their proposals. Encourage them to refer back to the proposal in Ex 2 and the information in the Focus box to help. Monitor and offer help where necessary.

b Put Ss in pairs to swap proposals and give each other feedback, using the questions to guide them.

c Ss write their second drafts, following the suggestions they've received. If you're short of time, they could write their second drafts for homework.

Homework ideas

Ex 6: Ss write a second/final draft of their proposal.
Workbook: Exs 1–10, pp.26–27

3c Master your listening

Introduction

Ss develop the listening skill of understanding a formal talk and an informal conversation on the same topic by learning how to recognise differences in formality.

Warm up

Write the following questions on the board:
In what situations in your language do you speak more formally?
When do you speak more informally?
What differences are there in the type of language you use?
Ss discuss the questions in pairs.

1 Ss discuss the question in pairs. Encourage them to think of recent examples they've seen on social media (or elsewhere) while they discuss it. In feedback, elicit answers from a few Ss and have a brief class discussion.

2a 3.7 Tell Ss that they're going to listen to someone telling an anecdote about a fake news story twice: once giving a more formal talk and once more informally, chatting to a friend. Ss listen and identify which is which, then discuss with a partner how they could tell. Don't give any answers yet.

Audioscript 3.7

1
S: I'd like to tell you about an exchange I recently had online. A contact of mine shared some audio via social media. It was radio communication between the captain of a military ship from a large country and what seems to be the captain of a ship from a smaller country, each demanding the other move to avoid a collision. The captain from the larger country describes the extensive military power he has at his disposal with the sole purpose of intimidation, only finally agreeing to move his ship when the captain of the smaller ship reveals he is actually the keeper of a lighthouse. It's a perfect case of the underdog winning against an arrogant opponent. However, something about this exchange seemed illogical to me, as surely the lighthouse keeper would have stated who he was at the start of the exchange. So, I fact-checked it and discovered that it was fake. Not only was it fake, but there are numerous versions online and the story has been told as far back as the 1930s. I was aware that by sharing the fact that the news story was fake I'd hamper my contact's enjoyment of it, but I felt unable to allow him and others to continue to believe it to be true. So, I left a comment revealing the truth. His reply was unexpected to say the least. 'The audio might be fake,' he wrote. 'But no doubt it has happened at some point in history.' And this is a classic example of how fake news works in practice.

2
S: Someone I know posted this audio recording the other day of a conversation between two ship captains trying to force the other to move so they didn't crash into each other, you know, each one refusing to budge. One of them, the one from the bigger country, was throwing his weight around and showing off about how much military power he had behind him. He eventually backs down when the captain from the smaller country reveals he's actually a lighthouse keeper. It was one of those moments where you couldn't help but cheer for the little man! Thing was, it was obviously fake. I mean, in reality the lighthouse keeper would have said who he was as soon as he made contact. Anyway, I did a bit of digging and found it was actually fake – been around for decades apparently – the story not the audio, obviously. So, anyway I told the person who posted it. I knew it wouldn't make me popular but, you know … His reply? 'This video might be fake but no doubt it has happened at some point in history.' I mean, come on, really? Classic example of fake news in action.

b Ss read the Focus box and check their ideas. Check answers with the class and go through the points in the Focus box, answering any questions Ss have about the information.

Answers:
Anecdote 1: Giving a talk
Anecdote 2: Chatting to a friend
We can tell this by Sanjay's choice of vocabulary, grammar and pronunciation.

3 Ss decide which extracts are informal individually, then compare their answers in pairs. Check answers with the class.

Answers: 1 a 2 b 3 a 4 a 5 a

4a 3.8 Tell the class that they are going to listen to eight extracts from a full recording they are going to hear later. Ss listen and decide if each extract is formal or informal individually, then compare their answers in pairs. Check answers with the class.

Answers: 1 F 2 F 3 I 4 I 5 I 6 F 7 F 8 I

b ***Stronger classes*** could try to complete the extracts from memory, then listen again to check their answers. Otherwise, play the recording again for Ss to listen and complete the sentences individually, then compare their answers in pairs. Check answers with the class and write them on the board. Elicit which of the features from the Focus box helps Ss identify whether each one is formal or informal.

Answers:
1 tendency (use of noun is more formal, full grammatical sentence and clear pronunciation)
2 seek out (more formal vocabulary, full grammatical sentence and clear pronunciation)
3 kind of (pronounced *kinda*, use of *yeah* as conversational discourse marker)
4 fly around (less formal vocabulary, *I mean* as conversational discourse marker)
5 in there (less formal vocabulary)
6 maintain (more formal vocabulary, full grammatical sentence and clear pronunciation)
7 ideals (more formal vocabulary)
8 living (pronounced *livin'*, use of *I guess* to sound more hesitant than you might in formal speech)

5a 3.9 Tell the class that they are now going to hear the full recording containing the extracts they listened to in Ex 4. Go through the topics with the class so that Ss know what to listen for. Ss listen and decide whether Sanjay talks about the topics formally, informally or both individually, then compare their answers in pairs. Check answers with the class.

Answers: 1 B 2 B 3 I

Audioscript 3.9

1
S: To fully understand why fake news is so successful, we need to look to psychology, because fake news very much relies on our psychological make-up as humans to work.
The first explanation is our tendency to believe the people we trust. When they share news with us, we're much more likely to accept it without question. Those we trust are usually people we perceive as having the same kinds of beliefs, values and attitudes to life as we do. In the past, we may have known just a handful of people that met these criteria. Today, it can be hundreds or … or even thousands of people who all socialise within the same online circles as us, all sharing news and information.
The second explanation for the success of fake news is what's called confirmation bias. Confirmation bias describes the way people seek out information to confirm what they already believe, ignoring any information which might contradict that. It makes fake news easier to believe because it reinforces what we already think, so it must be true. One thing which may well be a catalyst for confirmation bias is the so-called echo chamber. This describes a space online – like a social media group – where everyone has the same beliefs. It's called an echo chamber because people express opinions which are then echoed back to them. Their beliefs are never challenged, and their bias is reinforced. Fake news is less likely to be identified in such spaces.
The final explanation is that, once we believe something to be true, eliminating it from our minds is hard to achieve. Essentially, we tend to have high confidence in facts and, as a result, once we assimilate a 'fact' into our knowledge system, we're reluctant to accept that it's wrong. This may be due to the fact that admitting our mistake is to admit a failure. Admitting a failure can harm our self-worth. Another reason is that we tend to reject correct information staring at us in the face simply because we don't trust the person who is presenting it to us. We often think that anyone with an alternative viewpoint is someone that has different ideals to us and therefore we suspect they're biased and have a reason for presenting us with opposing information. We don't trust their reasons.

2
A: So, how is what your friend said an example of how fake news works?
S: Well, my friend was told it was fake – presented with the evidence it was fake – that the story is much older than he is but he still chose to believe that it had happened at some point in the past.
A: Really …
S: Despite there being no evidence to support that whatsoever.
A: Because what, there's no smoke without fire?
S: Exactly that kinda thing, yeah. It's very frustrating.
A: What do you think we can do about it?
S: Well, not much. I mean, until we all learn to judge information accurately, we'll always be easily-led when it comes to fake news.
A: Why are we? Easily-led by it, I mean.
S: A few different reasons. I mean, some of the news stories that fly around social media, well, they're there to be funny, but people don't get the ironic humour and think they're true.
A: Yes, been there, done that.
S: I mean there's nothing malicious in those stories, it's just that they're misinterpreted. It's the fake news that's designed to manipulate that's bad.
A: Yeah, clicks to websites for advertising, that kinda thing?
S: Yeah or information designed to make you believe in a particular cause. Once someone's seen something like that and believed it, it's hard to change that.
A: Why?
S: It's hard for us to admit we're wrong, even if someone gives us the scientific facts, for example.

A: Because it makes us feel bad about ourselves.
S: Yep, we trust what we know is right and when we find out it's not, well, yes it damages the way we see ourselves.
A: Our self-confidence you mean.
S: Yeah, something like that. It's less painful to stick with what we think than to change it. There's another side to this though which is interesting.
A: What's that?
S: The fact that it's making us more sceptical.
A: What do you mean? I thought you just said we believe everything we see or hear.
S: Not exactly. If it comes from someone who's similar to us in beliefs or values – yes, but when it comes to information from other sources, well, that's a different story.
A: How?
S: I was reading a survey report the other day that said less than half of people in various countries around the world trust their news sources. It seems like fake news is causing us to simply trust no one at all. I guess it's just the age we're living in.

b Ss listen again and answer the questions individually, then compare their answers in pairs. Check answers with the class.

Answers:
1 People in our social circles who have the same beliefs, values and attitude as us.
2 We share beliefs with people who repeat them back to us, with no one there to challenge when information is fake.
3 They don't like to admit that they were wrong as it harms their self-worth; they don't trust the person who told them the news is fake and believe they are biased.
4 We trust news sources less than we used to.

6 Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

Homework ideas

Workbook: Exs 1–4, p26

4 OVERVIEW

4A High emotion
Goal | talk about personal experiences
Language focus | non-future uses of *will*
Vocabulary | anxiety and excitement
GSE learning objective
Can talk about personal experiences in detail using linguistically complex language

4B Volunteering
Goal | discuss political or social issues
Language focus | real conditionals
Vocabulary | adjective + noun collocations
GSE learning objective
Can take part in discussion on political or social issues using linguistically complex language

4C The mind's eye
Goal | answer questions about abstract topics
Language focus | giving impressions
Vocabulary | the senses
GSE learning objective
Can answer questions about abstract topics clearly and in detail

4D English in action
Goal | resolve conflicts in negotiations
Vocabulary | negotiating
GSE learning objective
Can make proposals to resolve conflicts in complex negotiations

Roadmap video
Go online for the Roadmap video and worksheet.

Check and reflect
Review exercises and communicative activities to practise the grammar and vocabulary from Units 3 and 4.

VOCABULARY BANK

4A Words with *self-*

4C Describing the senses

MASTER YOUR SKILLS

4A Master your reading
Goal | understand a narrative or biography
Focus | recognising foreshadowing of events
GSE learning objective
Can recognise literary techniques used to suggest future events in a narrative

4B Master your writing
Goal | write a letter of application for an internship
Focus | putting a positive spin on limited experience and skills
GSE learning objective
Can write a letter of application using appropriate conventions and a range of linguistically complex language

4C Master your listening
Goal | understand a group discussion
Focus | recognising references to common expressions
GSE learning objective
Can follow a group discussion on complex, unfamiliar topics

4A High emotion

Introduction

The goal of this lesson is for Ss to talk about personal experiences. To help them achieve this, they will learn or revise non-future uses of *will* and vocabulary related to anxiety and excitement.

Warm up

Ask Ss to divide a piece of paper (or page in their notebooks) into two columns. At the top of one column they should write *Yep!* and at the top of the other *Nope!* Tell them that you're going to read out a list of things and they should write each one in one of the columns, according to how they feel about them: if they think it's exciting, they write it in the *Yep!* column. If they think it's scary and wouldn't want to do it, they write it in the *Nope!* column. Read out these things: *a bungee jump, flying a plane, a storm, climbing a mountain, scuba diving, swimming with sharks, exploring caves, staying in a haunted house, driving a fast car.* When they have finished, put Ss in pairs to compare their answers. In feedback, ask a few Ss for their answers and find out if anyone has done any of these activities.

Reading

1 Focus attention on the photos and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, elicit answers from a few Ss and find out if other Ss agree.

Suggested answer:
1 **A** a fear of heights/water/bridges
B a fear of public speaking
C a fear of sharks/diving/water

2 Give Ss a time limit to read the article quickly and answer the questions then check in pairs. Check answers with the class.

Answers:
1 A phobia is self-reinforcing – you become scared of fear itself.
2 They're afraid of being unable to breathe (e.g. if peanut butter is blocking their throat).
3 Because they're scared of looking foolish in front of others.
4 By changing your interpretation of the symptoms you feel.
5 They interpret the physical symptoms of fear as excitement.
6 'I am excited.'

Vocabulary

Anxiety and excitement

3 Ss match the words and phrases in bold with the definitions individually, then check in pairs. Check answers with the class and be prepared to give further explanations and examples if necessary.

Answers: **1** debilitating **2** thrills **3** rush **4** panic attack **5** churn **6** getting a buzz out of **7** traumatic **8** a daunting prospect **9** exhilaration **10** brings you out in a cold sweat

4 Ss discuss the questions in pairs. Encourage them to use the words and phrases from Ex 3 in their answers. When they have finished, direct them to page 180 to check their answers, then discuss them as a class.

Suggested answers:

1 It might come from a traumatic childhood or teenage experience of being laughed at (by friends or peers) for dancing in an embarrassing way.
2 People interpret the physical fear (e.g. from dangerous sports) or social fear (e.g. from the embarrassment of losing) as exhilaration. Even non-dangerous sports like running might trigger our 'fear' reactions (like running to escape from danger). In a similar way, people can get a buzz out of films (e.g. thrillers, etc.), music (e.g. heavy rock) and video games.

Optional extra activity

Tell the class the following situation:

In an experiment, young single people were asked to tell stories to an attractive researcher while standing on a bridge (either a solid brick bridge or a rickety rope bridge). Those on the rickety bridge told much more romantic stories and were more likely to phone the researcher later. Why?

Ss either discuss the question in pairs, then report their answers back to the class, or discuss the question as a class.

Answer: They misinterpreted the symptoms of fear (e.g. fluttering heart rate, churning stomach) as signs that they were falling in love with the researcher.

VOCABULARY BANK 4A p169

Words with *self-*

These optional exercises build on the lexical set in the vocabulary section.

1a With ***weaker classes***, go through the words in the box with the class first and check understanding. Ss complete the sentences individually, then check in pairs. Check answers with the class.

Answers: **1** self-reinforcing **2** self-conscious **3** self-sacrificing **4** self-made **5** self-righteous **6** self-contained **7** self-inflicted **8** self-esteem **9** self-explanatory **10** self-reliant **11** self-effacing **12** self-indulgent **13** self-pity **14** self-control

b Ss decide if each word is generally positive or negative individually, then compare in pairs. Check answers with the class. Afterwards, put Ss in pairs to discuss which ones they can use to describe themselves.

Suggested answers:
(the words in brackets aren't especially positive or negative)
Generally positive: (self-contained), self-control, self-effacing, self-esteem, self-explanatory, self-made, self-reliant, self-sacrificing
Generally negative: self-conscious, (self-indulgent), self-inflicted, self-pity, (self-reinforcing), self-righteous

Further practice

Photocopiable activities: 4A Vocabulary, p196
App: 4A Vocabulary practice 1 and 2

Language focus

Non-future uses of *will*

5a 4.1 Go through the questions with the class so they know what to listen for. Ss listen and identify the people individually, then compare their answers in pairs. Check answers with the class.

Answers: **1** Rickie **2** Ula **3** Ula **4** Rickie **5** Ula **6** Rickie

Audioscript 4.1

S: Ladies and gentlemen, welcome to karaoke night! I'm looking for brave volunteers to get the ball rolling. Anybody? Come on, you know you want to.
U: What do you think, Rickie? Shall we go for it?
R: You must be joking! I could never sing in front of a crowd of strangers! I'd be a bag of nerves!
U: Well, it's not exactly a crowd – there are only a handful of people. And they'll probably all be having the same conversation as us right now, over whether to sing or not! Are you worried about singing out of tune?
R: No. I'm actually quite a good singer. When I'm alone in the car, I'll happily sing along to the radio. But the thought of performing in public makes me go all hot and cold.
U: Well, there's a trick you can use. I use it all the time. Whenever I'm feeling anxious, I'll say to myself, again and again, 'I'm excited.'
R: And that works? I'll have to try that. So is there nothing you're afraid of?
U: Er ... well, there is one thing, but it's a bit embarrassing. You'll probably have wondered why I always wear t-shirts and pullovers. It's because I hate buttons.
R: Buttons? Why?
U: Well, I remember when I was a small child, my parents would freak out every time I touched a button because they were worried about me choking. You know how protective parents can be – they will panic, won't they? I must have learnt to associate the objects with the panic, because now I won't wear any clothes with buttons – I won't even touch them.
R: Wow! So I guess you're not keen on the jacket I'm wearing, then, with all these buttons on the front? It's my favourite, too!
U: I don't like it at all! And you will keep wearing it whenever we meet! But it's OK as long as you keep those buttons a safe distance from me.
R: Sure. But it's quite an unusual phobia, though, isn't it?
U: Well, it's not as rare as you might think. There's a theory that Steve Jobs, the founder of Apple, suffered from a fear of buttons. You'll remember, I'm sure, that he always wore pullovers, just like me. That might explain why he was obsessed with removing buttons from his gadgets, from computer mouses to iPhones. Apparently, near the beginning of his career, he wouldn't even touch the multi-button computer mouse that his engineers had designed – and sent them back to design a button-free version!
R: And the rest is history!
U: Exactly.
S: Come on ladies and gentlemen, who's going to be first?
R: OK, I'm going to go for it.
U: Wow! Good for you! How are you feeling?
R: Terrified ... I mean, excited. I'm really excited. Wish me luck!

b Ss discuss the questions in pairs. When they have finished, elicit their ideas and have a brief class discussion.

6a Focus attention on the first extract and ask: *What time does this refer to?* (now) *Why do they use* will*?* and elicit that they're making a prediction (but not about the future). Explain that *will* doesn't always refer to the future. Ss read the extracts individually and think about why *will* and *would* are used in each case, then compare their ideas in pairs.

b Ask Ss to read the language focus box and check their ideas. Check answers with the class and answer any questions Ss have about the information in the box.

Answers: **1** prediction **2** habit **3** prediction **4** habit **5** refusal **6** prediction **7** refusal

Optional alternative activity

If you think this language focus will be new to your Ss, you may want to read the language focus box with them before they attempt Ex 6, going through each point and answering any questions they have. Then read the extracts in Ex 6a and check answers with the class.

Language checkpoint

Will is not necessarily a future form in English, it's a modal, which we can use to make personal predictions (i.e. predictions not based on evidence, but on everything we know about the situation). Because the future is less certain than the past or present, it is most commonly used to make predictions about the future, but not exclusively so.

7 With ***weaker classes***, elicit the first answer as an example first. Ask Ss to rewrite the parts of the sentences in bold individually, then check in pairs. Check answers with the class and write them on the board (or invite Ss to do so).

Answers:
1 he'll scream
2 you'll know my son
3 she won't tell her boss
4 I'd dance all the time, I'll (usually) just watch
5 You'll have heard of claustrophobia
6 It won't stop buzzing
7 They'll be getting worried
8 Greg wouldn't stop

8a 4.2 Ss listen to the recording then answer the questions in pairs. Check answers with the class. Then go through the Pronunciation checkpoint to clarify the answer.

Answer: *won't* is stressed in the first sentence for emphasis.

Audioscript 4.2

1 I *won't* do it!
2 I won't do it.

Pronunciation checkpoint

Without the stress, the *will/won't* might be hard to notice. We don't always need to stress *will/won't* for habits; the stress is just there for emphasis or clarity. If the meaning is clear from context, *will/won't* can be unstressed as normal.

b If necessary, play the recording again as a model. Ss practise saying the sentences in pairs.

9 Ss discuss the questions in pairs. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

LANGUAGE BANK 4A pp.152–153

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the use of the future perfect to refer to the past. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
1 1 c 2 e 3 a 4 d 5 b 6 f
2 1 ~~I'll have turned off~~ I'll turn off (= a present habit)
2 ~~would live~~ used to live (= a long-term state, not a habit)
3 ~~you'll wear~~ you will wear … (*will* for insistence is always stressed)
4 ~~won't be going~~ won't go (= a refusal)
5 ~~they'll get worried~~ they'll be getting worried … (= an inference: they're probably getting worried)
6 ~~I'll often spend~~ I'd/I would often spend (= a past habit)

Further practice

Photocopiable activities: 4A Language focus 1, p194; 4A Language focus 2, p195
App: 4A Grammar practice 1 and 2

Speaking

Prepare

10 4.3 Tell Ss that they're going to tell a story about a phobia, but first they're going to listen to someone doing the same. Go through the questions so Ss know what to listen for. Ss listen and answer the questions individually, then compare their answers in pairs. Check answers with the class.

Answers:
1 Asymmetrical things, especially things that should be symmetrical but aren't.
2 Traumatic experiences in his childhood, when his older brother would often mess up his things just to wind him up.
3 When he's unable to achieve perfect symmetry.
4 Not very. They'll often move his things around just to wind him up.

Audioscript 4.3

P: Welcome back after the break. I'm still speaking with the renowned journalist Artur Palmeira, about his life and background. Artur, I understand you have an unusual phobia. Can you tell us about it?
A: Yes, well, please don't laugh, but I suffer from asymmetriphobia, which is a fear of asymmetrical things. I think it comes from my childhood, when I would spend hours and hours tidying my room or drawing perfectly symmetrical patterns. It just seemed to put my mind at rest, for some reason – symmetry seems to create a sense of order and balance in my mind. But my older brother, Tomas, would often come along later and mess up all my things just to annoy me, which was really upsetting.
P: Oh no. Your parents won't have been happy about that, I bet!
A: No, absolutely not.
P: What about nowadays? I guess your phobia will cause all sorts of problems for you, right?
A: Well, obviously there are lots of things in the world that aren't symmetrical, like trees and lakes, which don't freak me out. The problem for me is things that should be symmetrical but aren't, for whatever reason. So for example, let's say I'm cooking dinner and arranging it on a plate, or I'm arranging the objects on my desk, then I'll spend ages making sure everything is arranged symmetrically. And if I'm unable to achieve perfect symmetry, for whatever reason, then I'm likely to get a panic attack – my heart will race, I'll go weak at the knees and I'll find it hard to breathe. The worst thing is that my

colleagues at work will often move my things around just to annoy me – for example, they'll move my computer a few centimetres to the left – and then they'll laugh at me when I get stressed about it. So it's not exactly debilitating, but it does have a negative impact on my life.

P: I'm sure. OK, so how did that affect …

Speak

11 Direct Ss to page 181 and ask them to choose a phobia, then prepare their stories, making notes to answer the questions. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

12 Put Ss in groups to tell their stories. Monitor and make notes on Ss' language use for later feedback. When they have finished, nominate a student from each group to report back to the class. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:

What were the three most useful words or phrases you learnt in today's lesson?

How might you use them in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Language bank: 4A Ex 1–2, p153
Workbook: Exs 1–5, p28
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 4B
Extended route: go to p112 to Master your reading

4B Volunteering

Introduction

The goal of this lesson is for Ss to discuss political or social issues. To help them achieve this, they will learn or revise real conditionals and adjective + noun collocations.

Warm up

Bring in some logos of famous charities and show them to the class. Put Ss in pairs to try and identify the charities and discuss what work they do.

Reading

1 Ask Ss to look at the photos and discuss the questions in pairs. When they have finished, elicit Ss' ideas and find out if others agree.

2 Before Ss read the article, you may want to pre-teach or remind Ss of the meaning of *a (strong) sense of purpose* and *daunting*. Give Ss a strict time limit to read the article quickly and answer the questions individually, then check in pairs. Check answers with the class.

Answers:
1 **Benefits for older people:** a sense of purpose (which is good for their health and well-being), reduced loneliness and isolation, a chance to make some rental money and/or for somebody to help with chores around the house, satisfaction of teaching skills to others, a chance to learn twenty-first century skills
Benefits for young people: reduced temptation to join gangs, etc., chance to gain work experience and learn skills, opportunity to live independently with reduced rental costs, personalised support at school (e.g. someone to hear them read), chance to learn from experienced experts, satisfaction from teaching twenty-first century skills to others
2 **Benefits for society:** Bringing different people together fosters trust, respect and friendship, which are essential for the fabric of society.

3 Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

Vocabulary

Adjective + noun collocations

4a Explain that only one of the adjectives collocates with each noun. Encourage Ss to choose which collocates, then check by finding the collocation in the article. Allow Ss to compare answers in pairs, then check answers with the class.

Answers: 1 strong 2 prior 3 exorbitant 4 mutual 5 untapped 6 regular 7 household 8 profound

b Ss find more collocations in the article. You could suggest they first underline nouns in the article, then look for the adjectives which go with them. Ss compare answers in pairs. When they have finished, elicit Ss' answers and write them on the board.

Suggested answers:
daunting challenges, practical skills, accumulated experience, valuable skills, socioeconomic backgrounds

Teaching tip

Texts are a great way to research and find collocations. Not only that, but they also help Ss see how collocations are used naturally and in context. You can ask Ss to underline nouns in all or part of any text. After that, they can look for adjectives which collocate with the nouns in the text and draw lines between them before recording them in their notebooks. This helps Ss see how collocations are used, as they aren't necessarily placed neatly next to each other in a text.

Further practice

Photocopiable activities: 4B Vocabulary, p199
App: 4B Vocabulary practice 1 and 2

Language focus

Real conditionals

5 4.4 Give Ss a couple of minutes to read the statements so they know what to listen for. Ss listen and choose the correct alternatives individually, then compare their answers in pairs. Check answers with the class.

Answers:
1 encourage intergenerational communication
2 there's a shortage of mentors
3 a document containing a provisional offer

Audioscript 4.4

A: Ah, good. You're here. It's Kamaria, right?
K: Yes, that's right. Nice to meet you in the flesh. And thanks for finding the time to see me about sponsoring our project.
A: No problem. If you'd like to come in and sit down, we can start when you're ready. My name's Alison, and this is my colleague Roger. Now, we've read your application, and we were very impressed, weren't we, Roger?
R: Yes, absolutely. So, if you'd like to tell us more about your project …
K: Well, as I wrote in our application, we work with retired people who are living alone and isolated from society, and young unemployed people, many of whom have low self-esteem. And we bring them together to work on infrastructural and environmental projects. But of course, while those issues are noble causes in their own right, our real aim is to create a bond between the two groups. You see, when people work together, they talk and listen to each other, which builds mutual respect.
A: OK. That sounds like a very noble cause. I'm just wondering about the older people you mentioned. If you could say a few words about why they're so isolated from society …
K: Sure. Well, a few decades ago, people tended to live in very close-knit families, so most older people had grown-up children who could look after them. And if they didn't have children, then at least they had a network of friends and relatives living nearby. But in the modern world, that's just not true anymore. So one of our main aims is to help those people to reintegrate into society.
R: OK, and tell us a little about the issues for young people.
K: Well, most employers want people with experience – they won't even give you an interview if you've never had a job before. So our project helps young people by giving them work experience and skills. But much more importantly, we also work on giving people a more positive mindset, so they get used to having responsibility, making and sticking to their commitments, and taking pride in their work, which really improves their self-esteem.
A: It all sounds great. But one thing concerns me. If you're putting young people together with vulnerable old people, mightn't they be tempted to take advantage of them?
K: Yes, well, it's something we need to monitor carefully. Basically, each participant is assigned a mentor, who keeps a very close eye out for any signs of danger. But the problem is, there are only three of us mentors, and we're all unpaid volunteers. That's why we're hoping to employ ten more full-time mentors, in order to monitor more effectively and greatly expand the project.
A: Well, we'd like to help you, but we certainly wouldn't be able to stretch to ten salaries.
K: Er, we wouldn't be asking for the full amount from you. We've got a meeting with the Chamber of Commerce tomorrow, and we're hopeful that they'll offer us 50 percent of the money we need. But it'll really help our negotiations if we've already got 50 percent from you.
A: OK, if it'll help your negotiations, we'd be happy to put up the 50 percent.
K: Oh great. Yes, it'll definitely help. Thank you. But what if the Chamber of Commerce refuse to provide the other 50 percent, would you be willing to put in the other half?
A: No, I'm afraid if they won't help you, you'll have to find another partner that will. Does that make sense?
K: Yes, absolutely. I'm sure we'll find the other 50 percent somewhere.
A: Great. Let's hope we can make this work. We'll draw up a letter of intent now, outlining our provisional offer, which you can show to potential partners. If you'll just bear with me a moment, …

6a Ss read the extracts and think about how they're different, then compare their ideas in pairs.

Answers:
1 *Would* doesn't usually appear in the *if* clause.
2 Both parts of the sentence are in the past tense.
3 There is a present perfect verb in the *if* clause.
4 *Will* doesn't usually appear in the *if* clause.
5 *Will* doesn't usually appear in the *if* clause.

b Give Ss a minute to read the language focus box (or go through it with the class) and decide why the different structures in Ex 6a are used. Check answers with the class and answer any questions Ss have about the information in the box. This should mainly be revision for Ss at this level.

Answers:
1 *If* + *would* is being used as a fixed expression for a polite request.
2 This is the real past.
3 This is a first conditional featuring a past action with a future result.
4 We can use *if* + *will* to talk about refusals.
5 We can use *if* + *will* to talk about willingness.

Language checkpoint

Conditionals in English are often taught as one of five types (zero, first, second, third or mixed). However, at this level, it's usual to group them into one of two types: real or unreal. Here Ss focus on the first type (real). Ss will study unreal conditionals in Lesson 5B.

7a 4.5 Go through the questions with the class so Ss know what to listen for. Ss listen to the extracts then answer the questions in pairs. Check answers with the class.

Answers:
a requests
b They have rising intonation at the end, to mark them as questions.
c Because the second part is obvious (e.g. If you'd like to tell us more about your project, please do exactly that.)
d *Yes, of course*; *No problem*; etc.

b Ss practise saying and responding to the extracts in pairs.

8a Elicit the first answer as a class and write it on the board. Ss rewrite the rest of the sentences individually, then check in pairs. Check answers with the class and write them on the board (or invite Ss to do so).

Answers:
1 I can't help you if you won't tell me your name.
2 If he's had a bad experience, he might not want to try again.
3 When I was a child, if anything was broken in our house, my grandfather would fix it.
4 I can lend you my car if you'll take care of it.
5 We can stay at home if you'd like to cook.

b Go through the situations with the class and check understanding. Put Ss in pairs to think of reasons and consequences for each situation. Monitor and help with ideas and vocabulary where necessary, writing any new words and phrases on the board. When they have finished, ask each pair to share their ideas with the class and find out if others had similar ideas.

LANGUAGE BANK 4B pp.152–153

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

1 **1** don't/won't **2** you/you'd **3** lived/used to live
4 you/you'll **5** we

2 **1** 's watching, 'll be/'m going to be
2 enjoyed, 'll love/'re going to love
3 is, can/could/may/might go, can/could/may/might just get
4 'd prefer, is

Further practice

Photocopiable activities: 4B Language focus 1, p197; 4B Language focus 2, p198
App: 4B Grammar practice 1 and 2

Speaking

Prepare

9 Arrange Ss in small groups and go through the questions with the class. With ***weaker classes***, give them some ideas for question 1 (e.g. disabled people, refugees, homeless people). Give Ss plenty of time to plan their projects. Monitor and help with ideas and vocabulary where necessary, writing any new words and phrases on the board. Monitor and make notes on Ss' use of language, especially real conditionals and the adjective + noun collocations from the lesson. Make sure every student in each group makes notes on their ideas, as they'll work with different Ss in the next stage.

Speak

10 Arrange Ss in new groups and divide each group into project team members and committee members. Go through the instructions with the class. Ss take turns to convince the committee members to support their projects. Monitor and make notes on Ss' language use. When they have finished, nominate a student from each group to report back on the projects they decided to support and why. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:
Which collocations in today's lesson were new for you?
How can you use these in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Ss write their answers.
Language bank: 4B Ex 1–2, p153
Workbook: Exs 1–4, p29
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 4C
Extended route: go to p132 to Master your writing

4c The mind's eye

Introduction

The goal of this lesson is for Ss to answer questions about abstract topics. To help them achieve this, they will learn or revise language for giving impressions and vocabulary related to the senses.

Warm up

Write on the board: *smell, taste, hear, see, touch*. Tell the class that you're going to read out some things and ask Ss to write the sense that they associate with that thing when they hear it. Tell them not to think too long about their answers and just to write the first sense they think of. Read out these things: *coffee, bread, baby, bus, train, their home town/city, English*. Put Ss in pairs to compare what they've written. Elicit answers from the class via a show of hands for each thing you read out.

Reading

1a Focus attention on the picture and elicit what Ss can see. Put Ss in pairs and ask them to take turns to close their eyes and imagine the scenes, while their partner reads out the description of each situation.

Optional alternative activity

You could do the visualisations as a class activity, adding more detail in order to help Ss visualise. For example, ask Ss to close their eyes, relax and imagine the following situations in turn:

1 *Imagine you're on a long train journey. You slowly leave the city and the scenery starts to become greener. You're looking out of the window and see trees, fields, animals. Take it all in and look at the detail of what you see.*
2 *Imagine you're 15 years old and you're just waking up on the first day of the summer holidays. You have many weeks of freedom ahead of you and as you open your eyes you see the warm, summer sun peeking through your closed curtains, slowly lighting up the room. Look around you at your room, at all the furniture and things in it, as you imagine what adventures await you this summer.*
3 *Imagine it's a very special day, a family wedding. Everyone is happy, laughing and chatting and catching up on news. You're standing in a group of family members, telling them about what you've been up to. As you glance across the room, you see a family member slowly walking towards you. They look happy and they're calling your name.*

After each one, tell Ss to open their eyes and describe what they saw to their partner in as much detail as possible.

b Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and find out if others in the class agree.

2 Write on the board: *aphantasia* and *hyperphantasia* and ask if Ss have ever heard of them and what they mean (they probably won't have at this stage). Ss read the article then say which condition each statement refers to. Check answers with the class and ask if they found the information surprising.

Answers: **1** B **2** A **3** H **4** B **5** A **6** B

3 Ss discuss the question in pairs. When they have finished, ask a few Ss where they think they are on the scale between the two.

Optional extra activity

There's a mild form of synaesthesia called vEAR, where 30 percent of people can 'hear' silent videos. You could search and find videos of this on the internet and show one to Ss. Check if anyone can hear them.

Vocabulary

The senses

4 Refer Ss back to the words and phrases in bold in the article. Ask them to match them with the definitions, then check in pairs. Check answers with the class and be prepared to give further explanations and examples where necessary.

Answers: **1** fleeting **2** aroma **3** odour **4** fuzzy **5** vivid **6** muted **7** rich **8** vibrant **9** crystal-clear

5a With ***weaker classes***, go through the adjectives in the box with the class first and check understanding of each one. Ss categorise the adjectives in pairs. Explain that some may go in more than one category. When they have finished, divide the board into five sections according to the senses and invite Ss to come up and write the adjectives where they think they go. Find out if the rest of the class agrees.

Suggested answers:
Sight: blurry, crisp, faint, hazy, indistinct
Hearing: faint, indistinct, (metallic), muffled, resonant, shrill, (textured)
Touch: (crisp), fluffy, metallic, silky, (succulent), textured
Smell: faint, (indistinct), (metallic), musty, pungent, (savoury)
Taste: faint, (indistinct), mellow, metallic, pungent, savoury, succulent

b Read the example with the class, then ask Ss to think of more examples in pairs. In feedback, elicit their answers and find out if others agree.

6 Give Ss a couple of minutes to think of answers individually, then put Ss in pairs to compare. In feedback, elicit a few answers and find out if other Ss had any of the same.

VOCABULARY BANK 4C p169

Describing the senses

These optional exercises build on the lexical set in the vocabulary section.

1a With ***weaker classes***, go through the words in the box with the class first and check understanding of each one. Explain that some may go in more than one category. Ss categorise the words individually, then compare their answers in pairs. Check answers with the class.

Suggested answers:
Vision: blotchy, bristly, crinkly, starlit, willowy
Sound: blare, bloodcurdling, clank, clatter, ear-splitting
Feel: bristly, crinkly, fleecy
Taste: piquant

b Ss match the sentence halves individually, then check in pairs. Check answers with the class.

Answers: **1** f **2** j **3** l **4** a **5** g **6** d **7** k **8** c **9** h **10** e **11** b **12** i

c Ss categorise the words individually, then compare their answers in pairs. Check answers with the class.

Answers:
1 blare, clank, clatter
2 blotchy, bloodcurdling, bristly, crinkly, ear-splitting, fleecy, piquant, starlit, willowy
3 piquant, starlit, willowy
4 blare, bloodcurdling, blotchy, bristly, ear-splitting
5 clank, clatter, crinkly, fleecy

Further practice

Photocopiable activities: 4C Vocabulary, p202
App: 4C Vocabulary practice 1 and 2

Language focus

Giving impressions

7a 4.6 Tell the class that they're now going to listen to two people, Jenny and Marge, describing the same visualisation experience as they did in Ex 1. Go through the questions with the class so they know what to listen for. Ss listen and answer the questions, then compare their answers in pairs. Check answers with the class.

Answers:
Jenny is less certain about her experience than Marge. Marge sees a more definite picture, but she is perhaps not trying too hard to imagine the scene.

Audioscript 4.6

1
A: OK, Jenny, so we're going to do a guided visualisation, OK?
B: Erm, OK ...
A: So – it's a bright sunny day, and you enter a forest. What can you see?
B: Well, lots of trees, obviously!
A: And what can you smell?
B: Hmm, kind of like an old smell ...
A: An old smell?
B: Yes, of things that have been there for a long time, that kind of thing.
A: And can you hear anything?
B: No, it's quiet. Too quiet.
A: And how do you feel?
B: A little afraid. It's pretty cold, and like I said, quiet.
A: OK, so you start to move through the forest. What happens?

B: OK, I start to move through the trees, and I can make out a building in the distance.
A: What kind of building?
B: It resembles a castle. Although it might be a cave ...

2
A: OK, Marge, so it's a bright sunny day, and you enter a forest. What can you see?
B: So, I see trees.
A: And what can you smell?
B: I can smell the trees, and plants.
A: And can you hear anything?
B: Yes, I can hear some birds ... er, in the trees.
A: And how do you feel?
B: I feel OK. It's relaxing.
A: OK, so you start to move through the forest. What happens?
B: OK, I walk through the forest, and I see a bridge.
A: What kind of bridge?
B: Just a regular stone bridge.

b 4.7 Give Ss time to read the language focus box or read it with the class. Answer any questions Ss have. Then play the recording for Ss to listen and identify the language Jenny uses. Check answers with the class.

Answers:
kind of like an old smell; that kind of thing; a little afraid; It's pretty cold; I can make out a building; It resembles a castle; it might be a cave

Language checkpoint

The use of adjective + *-ish* is very common in informal, spoken English, as a way of being vague. Sometimes, in response to a question, just the suffix is used e.g.:
– *Was the film good?*
– *Ish. It wasn't brilliant but it wasn't bad, either.*

8a Put Ss in pairs to discuss how they think the words are pronounced. Elicit Ss' ideas to confirm that they realise that the presence of *ish* may cause intrusive sounds to appear between it and the adjective.

b 4.8 Play the recording for Ss to listen and check their answer to Ex 8a. Check answers with the class.

Answers: 1 /w/ 2 /w/ 3 /w/ 4 /g/ 5 /j/ 6 /j/

c Play the recording again for Ss to listen and repeat. Model and drill the words yourself if necessary.

9 Explain that one word is missing in each sentence. With ***weaker classes***, you could write the missing words on the board in random order first for them to use. Ss complete the sentences individually, then check in pairs. Encourage them to use the language focus box to help if necessary. ***Stronger classes*** could cover the language focus box while they do the exercise then look back afterwards to check. Check answers with the class.

Answers:
1 I see **something** resembling a house.
2 I come to **what** could almost be a castle.
3 It's like a leopard, or that kind **of** thing.
4 I see what can only be described **as** a giant shoe.
5 It's sort **of** like a postbox but not exactly.
6 I don't know **how**, but somehow we escape.
7 In the distance, I can just make **out** the shape of a hill.
8 We're verging **on** exhaustion.

10 Individually, Ss use phrases from the language focus box to make the description sound less precise. Monitor and check they are using the phrases correctly and offer help where necessary. When they have finished, put Ss in pairs to compare their descriptions. In feedback, ask one or two Ss to read out their descriptions to the class.

LANGUAGE BANK 4C pp.152–153

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the use of modifiers. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
1 1 that kind of thing 2 kind of like 3 verging on 4 vaguely 5 Somehow
2 1 B 2 E 3 A 4 D 5 F 6 C

Further practice

Photocopiable activities: 4C Language focus 1, p200; 4C Language focus 2, p201
App: 4C Grammar practice 1 and 2

Speaking

Prepare

11 Arrange the Ss in A/B pairs and direct them to the relevant pages. Give them a minute to read the text and check they understand. Tell them to add two more questions of their own.

Speak

12a Student A starts by reading their script to Student B, who listens and responds. They then swap roles. Monitor and check they are using the language correctly.

b Ss discuss the question in pairs, giving reasons. When they have finished, ask each pair to share their conclusions with the class.

Reflection on learning

Write the following questions on the board:
What were the three most useful phrases you learnt today?
How might you use them in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Ss write their answers.
Language bank: 4C Ex 1–2, p153
Workbook: Exs 1–6, p30
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 4D
Extended route: go to p99 to Master your listening

4D English in action

Introduction

The goal of this lesson is for Ss to practise resolving conflicts in negotiations. To help them achieve this, they will learn phrases for understanding and responding to emotional language, as well as vocabulary related to negotiating.

Warm up

Introduce the topic of the lesson with an anagram dictation.
Tell the Ss that you're going to read out the letters of a word in random order. Ss listen (and write the letters if they want).
The first student to correctly guess the word wins.
Read out the letters in *negotiating* in random order, e.g.,
E – T – G – I – N – N – O – G– A – T – I.

Vocabulary

Negotiating

1 Focus attention on the photo and elicit what Ss can see. Read the example with the class. You could also demonstrate the activity by giving the class some examples from your own life. Ss discuss the question in pairs. In feedback, elicit some examples from the class. To extend discussion on the topic, ask: *How do you usually approach negotiations like these (for example, by being extra nice to the other person, by losing your temper or by offering something in exchange)?* Think of specific examples. Discuss the question as a class.

2a Ss match the sentence halves individually, then check in pairs. Check answers with the class.

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

b Ss categorise the idioms individually, then check in pairs. Check answers with the class and be prepared to give further examples and explanations where necessary.

Answers:
Generally positive: reach a compromise, give and take, find common ground, break the deadlock
Generally negative: dig their heels in, a bargaining chip
Can be both: make a concession, stick to your guns, split the difference
Note that some answers depend on your preferred style of negotiating (e.g. whether it's better to be a tough negotiator or the kind who is happy to split the difference). They also depend on whether it's you or your opponent who is sticking to your guns, for example.

c Ask Ss to discuss their preferred negotiating style in pairs. When they have finished, ask a few Ss to share their ideas with the class.

3 Ask Ss to read the text and think of a heading for each paragraph individually and then compare their ideas in pairs. Encourage them to use as many of the idioms from Ex 2a as they can. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree.

Suggested answers:
1 Find common ground
2 Focus on what's true
3 Take the emotion out
4 Break the deadlock – let them do the talking
5 Put yourself in their position
6 Reach a compromise and move forward

Listening 1

4a Introduce the topic by asking Ss if it's common to rent rather than buy property in their country/ies. Ss discuss the questions in pairs. When they have finished, elicit Ss' ideas and write any possible sources of conflict they come up with on the board.

b 4.11 Ss listen to the recording and note any sources of conflict they mention. Elicit answers from the class and refer back to the ideas on the board to see if any of them were mentioned.

Answers: late rent payment, noisy parties/gatherings, leaving a mess, privacy (entering the flat without warning)

Audioscript 4.11

T: Ah, Mrs Ricardo. Er … is everything OK?
MR: Not really, Toby. We need to talk about your … Just a moment, can you turn off that music? I can't hear myself think.
T: Sorry? What was that? Just a sec … I'll turn the music off. Sorry about that. What can I do for you, Mrs R?
MR: Well, for a start, can you tell me when you're planning to pay this month's rent? In case you're not aware, today is the twelfth, and our contract clearly states that 'Payment must be made by the third of each month. Failure to pay on time may result in immediate termination of this agreement.'
T: I know and … I'm really sorry. I'll try to sort it out as soon as I can. You see, I'm having a few problems with one of my clients, and …
MR: I'm not really interested in your problems with your clients. You have an obligation to pay me for this flat, by the third of each month. Do you understand?
T: Yes. It's just that I'm waiting for my client to pay me for a big project, and, well, it's been held up. There's nothing I can do about it.
MR: Sorry, Toby, but that's of no interest to me. Pay the money you owe me tomorrow or you'll have to find somewhere else to live. If you won't stick to your side of the agreement, I'll find somebody else who will. Is that clear?
T: Yes, Mrs Ricardo. Was there anything else?
MR: Actually, yes. I hear you had a party here last week. I've had complaints from the neighbours.
T: Really? But it wasn't a party. I just invited a handful of friends round for a meal and a chat. You need to be a little more reasonable, Mrs Ricardo.
MR: I am being reasonable, Toby. But I won't have you spoiling my good relations with my neighbours. Do I make myself clear?
T: OK. I'll be a model tenant from now on – believe me.
MR: I wish I could believe you, Toby, but we've had this conversation before about paying your rent on time, and you've broken your promises every time. I mean, you were supposed to keep everything spotlessly clean, but last week, after your party, it looked like a bomb had hit it.
T: Sorry, but what were you doing here last week without my knowledge or permission? It makes me feel really uncomfortable to know you've been in my flat when I'm out.
MR: In your flat? I'll have you know, Toby, that this is still my flat, and I'm entitled to come and inspect it whenever I so please.
T: Well, no, not really. According to our rental agreement, you have to give me 24 hours' notice before visiting the flat for an inspection. I'm paying a lot of rent for this flat, so I'm entitled to a bit of privacy.

MR: Oh, you're paying rent, are you? I hadn't noticed! I'll tell you what: I'll start respecting your privacy as soon as you start respecting my right to receive rent.
T: I'll pay you as soon as I can, Mrs R. I promise.
MR: Tomorrow, Toby. I'll be here to pick it up this time tomorrow. Any more excuses and it's over.

5a 4.12 Ss complete the Useful phrases 1 box individually, then compare their answers in pairs. Play the recording for Ss to check their answers, then check with the class.

Answers: 1 or 2 won't 3 have 4 have 5 and

b Check understanding of exactly what is meant by a threat in this context (= a suggestion of hostile action). Ss identify the threats in the Useful phrases 1 box individually, then check in pairs. Check answers with the class and elicit the structures used on the board.

Answers:
Extracts 1, 2 and 5 are threats.
1 Imperative + *or* + statement
2 *if* + *won't* (for refusal), *will*
5 Noun phrase + *and* + statement

c Put Ss in pairs to think of less emotional ways of saying each of the things in Ex 5a. When they have finished, elicit Ss' answers and compare them around the class. Point out the use of *I need …* to make statements sound less emotional and more factual.

Suggested answers:
1 I need you to pay the money you owe me tomorrow. Otherwise, I'm afraid you'll have to find a new flat.
2 I need a tenant who sticks to our agreement.
3 It's extremely important for me to maintain my good relationship with my neighbours.
4 Don't forget, Toby, it's still my flat.
5 If you make any more excuses, I'm afraid that'll be the end of it.

6a Ss complete the statements individually. Monitor and help with ideas where necessary.

b Put Ss in pairs to roleplay the conversations. When they have finished, ask a different pair to perform each mini-conversation for the class and ask Ss to compare with their own ideas.

Listening 2

7 4.13 Tell the class that they're going to listen to the next part of the conversation, 24 hours later. Go through the statements with the class so they know what to listen for. Ss listen and decide if the statements are true or false individually, then compare their answers in pairs. Check answers with the class and ask Ss to correct the false statements.

Answers:
1 T
2 F – He thinks it's important to keep it, but not in a rented flat.
3 T
4 F – His client has paid the money into the wrong bank account and the bank is taking a long time to transfer it to Toby's account.
5 F – She trusts him, but wants to check because she's been tricked like this before.

Audioscript 4.13

T: Ah, Mrs Ricardo. I've been expecting you. Come in. Would you like a cup of tea?
MR: Er … no thanks. I won't stay long. Toby, there's still no sign of the rent money. That means that, as per yesterday's discussion, …
T: … I'm out on the streets. Yes, I know. I'm all packed and ready to go, if that's what you really want.
MR: Er … yes, I suppose so. And I see you've been cleaning too.
T: Yes. I've tried to make it look nice. I never noticed how beautiful these chairs are. Are they antiques?
MR: Well, I'm not sure about antiques, but they're quite old. They belonged to my parents. This was their flat, you see, before they died. So all this furniture is their old stuff. There are a lot of memories here.
T: Oh, wow. I had no idea. So it must have been quite upsetting to see everything in a mess before. I'm so sorry.
MR: It's OK. They're just things. Maybe it's time to move on.
T: Hmm, I'm not so sure. I think it's important to keep things like that … but maybe not in a flat you're renting to a nightmare tenant like me!
MR: Er, yes, sorry. I may have lost my temper a little yesterday.
T: It's fine. It's completely understandable. So how come you decided to rent out this flat, then, if it has so many precious memories for you? If you don't mind me asking, of course.
MR: Well, I didn't want to rent it out at first. But then, well, I lost my job, and I needed some extra income.
T: Oh no. So I can see why you're so desperate for me to pay the rent on time. I'm really sorry about the situation with this month's rent. This situation with my client is driving me crazy – I hate being late with my payments.
MR: So what exactly is the problem?
T: Basically, they tried to pay me for a big job about two months ago. Unfortunately, due to a stupid mix-up, they ended up paying it into somebody else's bank account. They're in the process of recovering it and transferring it to my own account, but it's ridiculously bureaucratic, and everything is taking weeks and weeks. I can show you all the emails, if you like, to prove that I'm not making it up. It was the payment for about six months' work, you see, so you can imagine I'm pretty desperate for it by now.
MR: Yes. I can imagine. That can't be easy for you! So are you saying you expect to have the rent in the next couple of weeks?
T: The next couple of days, hopefully. Once the money arrives in my account, I'll be able to pay you for the next two months' rent upfront, if you need it – to apologise for all the trouble. Er … unless you've kicked me out on the street by then.
MR: Well, perhaps I was a little harsh with you yesterday. Maybe we can try and work something out. I suppose I might be able to wait a few more days for this month's rent.
T: That would be amazing. I love living here. I'd hate to have to leave.
MR: Well, I'm sure it won't come to that. It's more a matter of long-term stability for me – I need to ensure I have a steady income, month in, month out.
T: Yes. I completely understand.
MR: But yes, I'd like to see that email, if you don't mind. It's not that I don't trust you, of course, but, well, I have been taken advantage of by previous tenants in the past, so you can't be too careful these days.
T: Yes, of course.

8a Focus attention on the Useful phrases 2 box, then ask Ss to match the phrases with the functions. Point out that some phrases may have more than function. Check answers with the class.

Answers: a 1, 5 (also possibly: 3, 4) b 9, 10 c 7, 8 d 2, 6 e 3, 4

b 4.14 Ss listen to the two versions of each extract and identify the more empathetic version in each case, then check in pairs. Check answers with the class and elicit what makes the phrase sound more empathetic.

Answers:
1 b 2 a 3 b 4 a 5 b 6 b
The empathetic version has more 'musical' intonation (i.e. rising and falling) and pauses.

Audioscript 4.14

1 a It must have been quite upsetting to see everything in a mess.
  b It must have been quite upsetting to see everything in a mess.
2 a I may have lost my temper a little yesterday.
  b I may have lost my temper a little yesterday.
3 a I can see why you're so desperate for me to pay the rent on time.
  b I can see why you're so desperate for me to pay the rent on time.
4 a That can't be easy for you!
  b That can't be easy for you!
5 a Maybe we can try and work something out.
  b Maybe we can try and work something out.
6 a Well, I'm sure it won't come to that.
  b Well, I'm sure it won't come to that.

c Ss practise saying the phrases in pairs. If necessary, play the recording again as a model for Ss to repeat.

Speaking

9a Put Ss in A/B pairs and direct them to the relevant pages. Give them plenty of time to read about the situations and plan what they're going to say. Encourage them to refer back to the Useful phrases boxes in the lesson to help them. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

b Give each pair a couple of minutes to plan how they'll report back to the class, using the questions to help them. When they are ready, ask each pair to report back to the class and find out if other pairs had similar responses.

Reflection on learning

Write the following questions on the board:

Do you feel more confident resolving conflicts in English now? What other kinds of conflicts do you think this language might be useful in?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Ss write their answers.
Workbook: Exs 1–5, p31
App: grammar, vocabulary and pronunciation practice

4 Check and reflect: Units 3 and 4

Introduction

Ss revise and practise the language of Units 3 and 4. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework, or use them as a diagnostic or progress test.

1 With ***weaker classes***, elicit the first answer as an example and write it on the board. Ss rewrite the rest of the questions individually, then check in pairs. Check answers with the class and write them on the board (or invite Ss to do so).

Answers:
1 What is it that you want to speak to me about?
2 Could you tell me how much experience you have?
3 Didn't you want to speak to Clare?
4 You mean we should ask them for more money?
5 Who was it that came up with this idea?
6 You went where after the meeting?

Optional extra activity

Write a range of prompts on the board, each one using one of the question forms from the language focus box in Lesson 3A, e.g. *Can you tell me …*; *What is it …*. Ask Ss to write a question for each prompt that they can ask another student in the class. Monitor and check Ss are forming the questions correctly. When they have finished, ask Ss to stand up and walk around the classroom, asking other Ss their questions. Encourage them to ask follow-up questions. When they have finished, ask Ss to share any interesting information they found out with the class.

2 Ss choose the correct alternatives individually, then check in pairs. Check answers with the class.

Answers: 1 bounce 2 bright 3 brainwave 4 springs 5 ideas 6 given

3a Ss replace the words in bold individually, then check in pairs. Check answers with the class.

Answers: 1 befuddled 2 mull over 3 underestimate 4 intuitive 5 misinterpret

b Demonstrate by telling the class which sentences are true for you and giving more information, then put Ss in pairs to do the same. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

4a Ss match the sentence halves individually, then check in pairs. Check answers with the class.

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

b Put Ss in pairs to share their sentences and give more information. When they have finished, ask a few Ss to share their ideas with the class.

5 Ss complete the sentences individually, then check in pairs. Check answers with the class.

Answers: 1 deeply 2 completely 3 perfectly 4 utterly 5 quite 6 seriously

6 Highlight that both options are possible in one of the sentences. Ss choose the correct alternatives individually, then check in pairs. Check answers with the class.

Answers: **1** character assassination **2** impartial **3** unsubstantiated **4** both possible **5** interpretations **6** footage

7a Ss complete the questions individually, then check in pairs. Check answers with the class.

Answers: **1** attack **2** buzz **3** prospect **4** churn **5** exhilaration **6** thrill

b Ss discuss three of the questions in pairs. ***Fast finishers*** could discuss more of the questions. Encourage Ss to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

8 Ss complete the sentences individually, then check in pairs. Monitor and check they are using the correct forms to complete each sentence. Check answers with the class.

Answers: **1** won't go away **2** 'll/will be studying **3** wouldn't open **4** will stay up (Not: ~~'ll stay up~~) **5** won't have seen **6** 'd/would draw

9 Point out that the first and last letter of each adjective are given. Ss complete the sentences individually, then check in pairs. Check answers with the class.

Answers: **1** strong **2** household **3** mutual **4** exorbitant **5** regular **6** prior

10 Elicit the first answer as an example. Ss rewrite the sentences individually, then check in pairs. Check answers with the class.

Answers:
1 If I fail my exam, I may have to retake it. (NB The speaker isn't predicting or promising that he/she will fail, so *will* is wrong.)
2 If you loved her previous book, you'll love her new one.
3 If your boss won't listen to your opinions, you should find a new job. (NB Here, *won't* refers to a refusal, so it's fine after *if*.)
4 If you'd prefer to be alone, I'll leave you in peace.
5 If you've never skied before, please raise your hand.
6 You can read my poems if / as long as you won't laugh. (NB The speaker is asking for a promise not to laugh later.)

11a Ss complete the sentences individually, then check in pairs. Check answers with the class.

Answers: **1** vivid childhood memory **2** fleeting glimpse **3** mellow music **4** hazy image **5** pungent flavours **6** muffled conversation

b Give Ss time to change the statements so that they are true for them. Monitor and check they're using the adjectives correctly and offer help where necessary. When they have finished, put Ss in pairs to share their sentences.

12 Ss choose the correct alternatives individually, then check in pairs. Check answers with the class.

Answers: **1** like **2** Somehow **3** resembling **4** that kind of thing **5** out **6** on **7** can **8** what

13 Ss match the sentence halves individually, then check in pairs. Check answers with the class.

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

Reflect

Ask Ss to rate each statement individually, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Units 3 and 4.

Homework ideas

App: grammar, vocabulary and pronunciation practice

Roadmap video

Go online for the Roadmap video and worksheet.

4A Master your reading

Introduction

Ss develop the reading skill of understanding a narrative or biography by learning how to recognise foreshadowing of events.

Warm up

Write the following questions on the board:

Which biographies of famous people have you read?
What kind of information do you find in biographies?
What's the most interesting one you've read?

Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

1 Introduce the topic by telling the class the last time you wrote a letter on paper and what other things you still write on paper. Ss discuss the questions in pairs. When they have finished, elicit their ideas and have a brief class discussion.

2a Focus attention on the photos and ask if Ss have heard of Richard Feynman. Feed in information from the *Culture notes* below. Ss read the first two paragraphs of the blog post then discuss the questions in pairs. Elicit ideas from a few Ss and find out if others agree.

Culture notes

Richard Phillips Feynman was an American theoretical physicist, born in 1918 in New York. He is known for his work on quantum physics and won the Nobel Prize for Physics in 1965. He died in 1988 in Los Angeles.

b Give Ss a strict time limit to read the whole blog post quickly and put the events in order, then check in pairs. Check answers with the class.

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

3 Ss read the blog post again and decide individually if the statements are true or false, then check in pairs. Check answers with the class and elicit which part of the post gives each answer.

Answers:
1 T – *he revolutionised the fields of …*
2 T – *in his native New York*
3 F – *She … began to recover*
4 T – *The prognosis was bleak*
5 F – *killed more people than any other illness*
6 T – *against his better judgement he agreed to tell her it was only a mild illness*
7 F – *his university … threatened to withdraw his funding because they felt he should focus on his studies*

4 Ss find words with the meanings individually, then check in pairs. Check answers with the class and be prepared to give further explanations and examples where necessary.

Answers: **1** penned **2** revolutionised **3** pioneer **4** eminent **5** mutual **6** prognosis **7** talked out of it **8** succumbed

5a Refer Ss back to the last (unfinished) line of the blog post. Ss discuss what they think the reason is in pairs. When they have finished, elicit Ss' ideas.

b Direct Ss to the ending of the blog post on page 190 to check their ideas. Check the answer with the class and find out if anyone guessed correctly.

Answer: He wrote it two years after she died.

6 Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

7a Refer Ss back to the sentences in bold in the blog post and ask them to discuss their ideas in pairs. Don't give any answers yet.

b Ss read the Focus box and check their answers. Check answers with the class and answer any questions Ss have about the information in the box.

Answer: They all foreshadow future events, that is they refer to events in the future of the narrative that have not yet been reached. Their purpose is to help the reader understand the events of the narrative, to stop the narrative becoming too boring with event after event and to create interest and curiosity about how something happens.

8a Ss read the extracts and think about what might follow, then discuss their ideas in pairs. Elicit Ss' ideas, but don't give any answers yet.

b Ss turn to page 182 and check their ideas. Check answers with the class.

Answers:
1 Apple used Feynman's image in a commercial in the 1990s, more than ten years after his death.
2 Feynman's last words were 'I would hate to die twice. This dying business is boring.'

9 Put Ss in small groups to discuss the questions. When they have finished, elicit Ss' ideas.

Homework ideas

Ex 9: Ss write a short biographical piece about themselves.
Workbook: Exs 1–7, pp.32–33

4B Master your writing

Introduction

Ss develop the skill of writing a letter of application for an internship by learning how to put a positive spin on limited experience and skills.

Warm up

Write the following questions on the board:
What information do you usually include in a job application?
What three top tips would you give for someone applying for a job?
Ss discuss the questions in pairs. When they have finished, elicit ideas from the class and find out if others agree.

1 Focus attention on the photos and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

Answer: **1** An internship is usually unpaid and short term.

2 Give Ss time to read the advert, then put them in pairs to discuss their ideas. Elicit Ss' answers and ask a few Ss to share their reasons.

3a Ask Ss to read the email and then discuss in pairs. Elicit Ss' answers and have a brief class discussion.

b Read the example with the class, then ask Ss to read the extracts and decide in pairs what points in the advert the other extracts refer to. Check answers with the class.

Answers:
1 We are seeking a young and very enthusiastic intern …
2 helping with all the latest digital marketing techniques
3 for the late teen/early 20s market
4 the most interesting and inspiring cultural events / with experience of cultural events and/or organisations
5 helping with all the latest digital marketing techniques
6 Punctuality is a must!

4 Ss identify the paragraphs individually, then check in pairs. Check answers with the class.

Answers: **a** 4 **b** 2 **c** 5 **d** 5 **e** 1 **f** 1, 5 **g** 3 **h** 1 (and a bit of 5) **i** 2, 3, 4

5a Draw attention to the phrases in bold in the email, then ask Ss to match them with phrases a–e individually, then check in pairs. Check answers with the class.

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

b Discuss the question as a class.

Answer: They help the letter to stand out and to make the candidate seem strong and business minded.

6a Explain that Rachel hasn't had a paid job in marketing, so she needs to put a positive spin on what she's done academically. Ss look for ways in which she does this, then compare ideas in pairs. Don't give any answers yet.

b Go through the information and examples in the Focus box with the class and answer any questions they have. Ss then check their answers to Ex 6a. Check answers with the class.

Answers: See Focus box.

7a Ss rewrite the phrases, using the information in the Focus box to help. Monitor and offer help where necessary. When they have finished, check answers with the class.

Answers:
1 … this experience taught me the value of patience.
2 During the project, I was instrumental in helping the team to stage an exhibition …
3 … I now have a good understanding of how to design a mobile application.
4 I completed a great deal of coursework on various aspects of commercial law.
5 I am up to date on the latest spreadsheet software.

b Ss write their sentences individually. Monitor and help with ideas and vocabulary where necessary, writing any new words and phrases on the board. When they have finished, put Ss in pairs to compare what they've written.

Prepare

8a Go through the list of jobs and elicit ideas as to what each one might involve. Ss choose one they'd like to apply for or choose their own idea. (If any Ss are currently thinking about applying for internships then this would be a good opportunity to practise doing so.)

b Ss complete the advert with details that suit them. Monitor and help with ideas where necessary and check Ss are completing it with relevant information.

c Ss make notes individually. Monitor and help with vocabulary where necessary.

Write

9 Ss write their emails. Encourage them to refer back to the application in Ex 3 as a model and the information in the Focus box to help them. Monitor and offer help and corrections where necessary.

10a Remind Ss of the checklist in Ex 4, then put Ss in pairs to swap emails and offer advice and suggestions on how to improve their applications.

b Ss write their second drafts, following the suggestions they've received. If you're short of time, they could write their second drafts for homework.

Homework ideas

Ex 10b: Ss write a second/final draft of their email.
Workbook: Exs 1–9, pp.34–35

4c Master your listening

Introduction

Ss develop the listening skill of understanding a group discussion by learning how to recognise references to common expressions.

Warm up

Put Ss in pairs to discuss the advantages of spending time alone (e.g. you can do what you want, you can relax, etc.). When they have finished, elicit Ss' ideas and find out if other Ss have similar ideas.

1 Focus attention on the photo and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, elicit Ss' ideas and find out if others agree.

Answer:
1 It's a dining in the dark experience. People do this in order to have a different kind of experience and to allow themselves to focus on the food.

2 4.9 Go through the sentence starters with the class so they know what to listen for. Ss listen and complete the sentences individually, then compare their answers in pairs. Check answers with the class.

Answer: 1 a bathroom 2 any contact at all 3 20 days

Audioscript 4.9

A: Thanks again guys for having me over, that's the second time I've blown all the fuses this year. It sure makes you realise how much you rely on electricity.
B: Well, accidents will happen! Talking of darkness, I read the other day that someone spent a whole month in complete darkness …
A: Complete darkness?
B: Yeah …
C: Where? In a cave?
B: In a bathroom.
A: A bathroom? You're joking.
B: No, she spent most of a month in a pitch black bathroom.
A: Why? Sounds like an odd holiday destination …
B: Well, it was like a challenge.
A: A challenge?
B: Yeah, I think someone challenged her to do it …
A: But why would she want to …
C: … She probably wanted a book deal and a TV series out of it!
B: … I was about to say that!
C: Hehe, great minds!
A: Anyway, what happened? I mean, how did she cope?
B: Well, it's quite interesting actually because they created this set of rules that she had to abide by during the challenge …
C: They?
B: Yeah, the woman and whoever challenged her to do it.
C: What sort of rules?
B: Well, for example, she wasn't allowed any contact from outside whatsoever. The bathroom was completely soundproofed so she couldn't hear anything from outside and completely dark so she couldn't see anything, and of course no phone, no torch, no TV or anything like that. She had to be in complete darkness for the whole time.
A: Wow.
B: But there were positives. Like, all her food was brought to her from a local restaurant …
C: Every cloud, I guess, at least she didn't have to cook.
B: … but the meals were delivered at odd times so she couldn't use that to guess the time of day …
C: Why not?
B: Well one of the important rules was that she couldn't know what time of day it was … or how long she'd been in there.

A: Unbelievable. I don't think I could handle that. Total darkness and not knowing how long till you got out. Did she stick it out for a month?
B: Well that's the thing because after 20 days … no, actually, I'm jumping ahead of myself here. Let me go back to how she got through it …
C: Yeah, OK.
B: So what she did, this woman, I've forgotten her name, what she did is she made a routine for herself. She decided that as much as possible she'd follow the same routine inside the bathroom as she had on the outside.
A: Hmm, easier said …
B: Indeed! When she woke up in the morning, at least she thought it was morning, she couldn't be sure, but when she woke up she had a bath, combed her hair, got dressed, ate something. Then she did yoga and meditation and she used this routine to keep herself as calm and happy as possible.
C: And did it work?
B: Up to a point, yeah. She said there were a couple of times when her mind started to play tricks. One was when she started hallucinating, you know …
C: Hallucinating?
B: Yeah, she started to see little white balls floating around the room.
A: Why?
B: I'm not sure exactly but after a while in total darkness your mind starts to see things that aren't there, I guess.
A: That would freak me out.
B: And a couple of times she started to get into a negative thought cycle where she started thinking 'What if I never get out?', 'What if I go crazy in here?' that kind of thing.
A: I'm not remotely surprised.
B: She just had to stop herself going down that mental path, you know, she just started meditating or doing yoga or anything to break the thought pattern, really. But we're getting off topic. Let me finish my story. So actually this woman came out after 20 days …
C: Only 20 days?
A: That's not such a bad effort.
B: The guy who had challenged her said that he realised she was going to win the challenge so he admitted defeat and said that she may as well come out.
C: Well, well done her. Hey, maybe my boss will go and hide in a darkened bathroom for a month …
A: Heh, don't count your chickens! Actually, Patrick should be here soon, he's into caving and crawling around in the dark, he might be into it.
B: And, speak of the devil …

3a Go through the questions with the class so they know what to listen for, then play the recording again for Ss to listen and answer them.

b Ss check in pairs, then check answers with the class.

Answers:
1 how much she relies on electricity
2 Perhaps to become famous and get a book deal or a TV series from it.
3 so she didn't know what time of day it was
4 By sticking to a routine similar to her one on the outside. She also did yoga and meditation.
5 She started hallucinating and she started to go into a negative thought cycle at times.
6 The person who challenged her to do it accepted that she would succeed and allowed her to come out early.

4 Ss discuss the meaning of the phrases in bold in pairs. Check answers with the class.

Answers:
1 completely dark
2 follow
3 at all
4 he/she can do it because it doesn't make a difference to the situation
5 keep going with something until the end
6 not even slightly

5a Ss read the extract and discuss the question in pairs. Don't give any answers yet.

b Ss read the Focus box and check their answers. Go through the information and examples in the box and answer any questions Ss have. Explain that it's common in informal speech to refer to common expressions with just the beginning of the phrase.

Answers: See Focus box.

6a 4.10 Ss listen to the extracts and note the shortened expressions individually, then compare their answers in pairs. Play the recording again if necessary, then check answers with the class, elicit or give the full expression and write them on the board.

Answers:
1 Every cloud (has a silver lining).
2 Easier said (than done).
3 Don't count your chickens (before they hatch).
4 Speak of the devil and he doth appear, or, in modern English, Speak of the devil and here he/she is.

Audioscript 4.10

1
B: But there were positives. Like, all her food was brought to her from a local restaurant …
C: Every cloud, I guess, at least she didn't have to cook.

2
B: She decided that as much as possible she'd follow the same routine inside the bathroom as she had on the outside.
A: Hmm, easier said …

3
C: Well, well done her. Hey, maybe my boss will go and hide in a darkened bathroom for a month …
A: Heh, don't count your chickens!

4
A: Actually, Patrick should be here soon, he's into caving and crawling around in the dark, he might be into it.
B: And, speak of the devil …

b Allow Ss to discuss the questions in pairs, then check answers with the class.

Answers:
1 1 There is something good, even in a situation that seems very difficult or sad.
2 Even though the situation was very tough, there were some positives, like having her food brought to her.
2 1 It's easy to talk about it but much harder to do it.
2 Following a routine in total darkness sounds simple but it's probably difficult.
3 1 You shouldn't make plans that depend on something good happening, because it might not.
2 She wants her boss to go away for a month, but it's unlikely to happen.
4 1 When someone you have just been talking about walks into the room where you are.
2 They were talking about Patrick when he arrived.

7 Ss discuss the questions in pairs. When they have finished, elicit their answers to find out which situation Ss think would be most difficult via a show of hands.

Homework ideas

Workbook: Exs 1–3, p34

5 OVERVIEW

5A Unsung heroes
Goal | discuss unsung heroes
Language focus | linking devices
Vocabulary | importance and usefulness

GSE learning objective
Can use a wide range of persuasive techniques in presentations and discussions to encourage others to take a course of action

5B The power of failure
Goal | tell an anecdote
Language focus | unreal conditionals
Vocabulary | risk, success and failure

GSE learning objective
Can tell a detailed anecdote using linguistically complex language

5C The great clean-up
Goal | discuss problems and hypothesise solutions
Language focus | hypothetical language
Vocabulary | near-synonyms

GSE learning objective
Can speculate about the causes and effects of past problems and suggest potential solutions

5D English in action
Goal | politely refuse a request
Vocabulary | excuses

GSE learning objective
Can show sensitivity to different perspectives within a group, acknowledging contributions and formulating any reservations, disagreements or criticisms in such a way as to avoid or minimise any offence

Roadmap video
Go online for the Roadmap video and worksheet.

VOCABULARY BANK

5A Adjectives with dependent prepositions

5B Compound adjectives with *-ing* forms

MASTER YOUR SKILLS

5A Master your listening
Goal | understand a narrative
Focus | understanding colloquial language

GSE learning objective
Can understand stories being told by a fluent speaker using colloquial language

5B Master your reading
Goal | understand a story
Focus | distinguishing between literal and allegorical meaning

GSE learning objective
Can distinguish between literal and allegorical meaning in a literary text

5C Master your writing
Goal | write an essay
Focus | synthesising information from a number of sources

GSE learning objective
Can write essays and reports synthesising information from a number of sources

5A Unsung heroes

Introduction

The goal of this lesson is for Ss to discuss unsung heroes. To help them achieve this, they will learn or revise linking devices and vocabulary related to importance and usefulness.

Warm up

Ask Ss to think of the three most important jobs for society, i.e. jobs that society couldn't function properly without. When they are ready, put Ss in pairs to compare their ideas and agree on a new three. When they have finished, put pairs together in groups of four to share ideas and agree on a new top three. When they have finished, elicit each group's ideas and try to agree on the three most important jobs.

Reading

1 Read the dictionary definition with the class, then put Ss in pairs to think of examples in each of the categories. When they have finished, elicit Ss' ideas and have a brief class discussion, feeding in information from the Suggested answers.

Suggested answers:
Films, TV and music: The designers, sound engineers, writers, editors, etc., who do a lot of creative work, while the actors, singers, directors, etc., get most of the credit.
Sport: The coaches, dieticians, physiotherapists, etc., who help world-famous sports stars to reach their potential.
Scientific research: The junior researchers, who may do a lot of the work in a laboratory while the team leader gets all the credit (e.g. by publishing the research under his/her name).
Business: Middle managers and ordinary workers. The 'big bosses' are often credited with building brilliant companies and products, whereas in fact it's often less-famous employees whose contributions make the biggest difference.
Creating and maintaining a great city/country: Healthcare workers, teachers, police officers, builders, etc. Again, famous politicians often claim the credit for cutting crime, reducing rates of disease or building a new bridge, but it's ordinary workers who do the actual physical and creative work.

2 Focus attention on the photos and elicit what Ss can see. Ss read the article and answer the questions individually, then check in pairs. Check the answers with the class.

Answers:
1 They're effectively invisible because most people don't notice them; they're superheroes because they keep cities clean.
2 He decorated some waste pickers' handcarts because he wanted to raise their self-esteem.
3 It provides free healthcare and protective clothing, the handcarts are renovated and painted.
4 The project is expanding to include encouraging recycling.
5 We should be more aware of invisible superheroes and think about how to support them.

3 Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

Language focus

Linking devices

4a Focus attention on the words in bold in the article and elicit their function as a class.

Answer: They connect ideas between parts of a sentence or between sentences and show the relationship in meaning between the constituent parts.

b Give Ss a couple of minutes to read the language focus box or go through it with the class. Answer any questions Ss have. Ss then complete the sentences with their own ideas. Monitor and help with vocabulary where needed, writing any new words and phrases on the board.

c Put Ss in pairs to compare their sentences. When they have finished, ask a few pairs to share the sentences they agree with.

Language checkpoint

You could also teach the following linking devices:

Albeit + an adverb, a prepositional phrase or a noun phrase (e.g. *She can speak English, albeit slowly/albeit with a strong accent.*)

But for + a noun phrase (e.g. *But for one stupid mistake, I would have passed my exam.*)

5a Put Ss in pair to read the examples in the language focus box aloud and decide if the linking devices are stressed. Elicit Ss' ideas but don't give the answer yet.

b 5.1 Play the recording for Ss to listen and check their answer. Check the answer with class, then play the recording again for Ss to listen and repeat.

Answers: Linking devices are not usually stressed.

Optional extra activity

Write the following two sentences on the board:

Life was difficult for me as a child. But for my grandparents, life was much harder.

Life was difficult for me as a child. But for my grandparents, life would have been much harder.

Elicit the difference in meaning, then ask Ss to practise saying the two sentences.

LANGUAGE BANK 5A pp.154–155

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the forms which are new to your Ss. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

1 **1** that we've got no / our lack of
2 offered
3 I've slept
4 him being rude / his rudeness
5 having been chased / being chased

2 **1** But for your generosity
2 Provided (that) you don't do anything stupid
3 regardless of how
4 inasmuch as you won't
5 Granted, they're

Further practice

Photocopiable activities: 5A Language focus 1, p203; 5A Language focus 2, p204
App: 5A Grammar practice 1 and 2

Vocabulary

Importance and usefulness

6 Ask Ss to underline the correct words in the sentences individually. Allow Ss to compare their answers in pairs, then check answers with the class. Drill the words chorally and individually, paying attention to the correct stress and weak forms.

Answers: **1** groundbreaking, far-reaching **2** futile
3 worthless, undervalued **4** indispensable, pivotal
5 noteworthy, negligible **6** immaterial, important
7 key, peripheral **8** overrated, important

Teaching tip

When drilling words such as *negligible*, which can be difficult to pronounce, it's a good idea to separate the syllables and drill them backwards e.g. *ble, gible, ligible, negligible*. Building it backwards helps to maintain the correct stress pattern. This technique is known as *backchaining*.

7 Read the example with the class, then put Ss in pairs to practise disagreeing with each statement. When they have finished, check answers with the class.

Optional alternative activity

With ***weaker classes***, you could write adjectives which disagree with each statement in random order on the board, for Ss to choose from when disagreeing, e.g. (1) *indispensable, pivotal, key*
(2) *worthless, peripheral* (3) *pivotal, key*
(4) *indispensable, pivotal, key*
(5) *worthless, peripheral, overrated.*

VOCABULARY BANK 5A p170

Adjectives with dependent prepositions

These optional exercises build on the lexical set in the vocabulary section.

1a Ss complete the sentences individually, then check in pairs. Check answers with the class.

Answers: **1** to, with **2** to, to/for **3** for, to **4** to, of/from

b Ss match the sentence halves individually, then check in pairs. Check answers with the class.

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

2 Ss complete the questions individually, then check in pairs. Check answers with the class, then put Ss in pairs to discuss the questions. When they have finished, ask one or two Ss to share anything interesting they found out about their partner with the class.

Answers: **1** for **2** of **3** to

Further practice

Photocopiable activities: 5A Vocabulary, p205
App: 5A Vocabulary practice 1 and 2

Speaking

Prepare

8 5.2 Go through the questions with the class so they know what to listen for. Ss listen and answer the questions individually, then compare their answers in pairs. Check answers with the class.

Answers:
1 bus drivers, street cleaners, social workers
2 Bus driver. Paolo thinks it's a hard job driving all day and dealing with abuse from customers but Rebekah thinks they're sat in a comfy chair all day and that if they went on strike she'd just cycle.

Audioscript 5.2

P: OK, so five unsung heroes. Well, street cleaners, for sure.
R: Yes, agreed. No argument there.
P: Bus drivers?
R: Bus drivers?
P: Yes, it's a hard job driving all day, not to mention the abuse you get from customers.
R: Granted it's a hard job, but they're sat in a comfy chair all day, so it's not as hard as being a street cleaner.
P: Supposing they went on strike tomorrow? How would you get here?
R: I'd cycle.
P: Well, who do you suggest then?
R: Social workers. Not a glamorous profession, but they do so much good for vulnerable people in society. I'd say they're pretty indispensable.
P: OK, pop them on the list ... Right, what about ...

9 Ss make notes about who they think are unsung heroes and why they should receive more recognition, individually. Monitor and help with ideas and vocabulary, writing any new words and phrases on the board.

Speak

10a Have Ss work in pairs. Ask them to take turns to propose people from their lists as unsung heroes and then discuss which of them deserve a place in their combined top 5 unsung heroes. Encourage the use of linking devices to connect ideas and the lesson vocabulary in reference to the usefulness of each 'hero'.

b Ask a few Ss to share their ideas with the class and elicit other Ss' reactions. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:
What were the three most useful words or phrases you learnt in today's lesson?
How might you use them in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Language bank: 5A Ex 1–2, p155
Workbook: Exs 1–4, p36
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 5B
Extended route: go to p100 to Master your listening

5B The power of failure

Introduction

The goal of this lesson is for Ss to tell an anecdote. To help them achieve this, they will learn or revise unreal conditionals and vocabulary related to risk, success and failure.

Warm up

Write on the board *be bound to ... , be destined to ... , be doomed to ... , ... miserably, ... dismally, ... spectacularly*. Put Ss in pairs to guess the one word which completes all of these collocations, then check the answer with the class (*fail*). Ask Ss to write the collocations in their notebooks.

Reading

1 Check understanding of *proverb* (a short, well-known statement that gives advice). Ss read the proverbs then discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

2 Ss read the article quickly and identify the number of examples of people who seem to have failed. Check the answer with the class and elicit what the examples are. Give Ss a chance to ask about any new vocabulary in the article.

Answers: Six: skateboarders, parkour runners, gymnasts, elite figure skaters, musicians, business innovators

3 Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

Vocabulary

Risk, success and failure

4 Elicit the first answer as an example, then ask Ss to find the rest of the words and phrases individually, then check in pairs. Encourage Ss to use dictionaries to check where necessary. Check answers with the class and drill the new words and phrases.

Suggested answers:
(also consider any other acceptable suggestions)
Risk: *attempting overly complex tricks, attempt crazy stunts, attempt jumps that are beyond their current abilities, stick to their comfort zones* (i.e. risk averse), *pushing themselves beyond their limits, pushing the boundaries*
Success: *pros, elite, on the way to great success*
Failure: *incompetent, landing in a crumpled heap, ending up flat on their backs, losers, experiencing soul-destroying failure, keep making mistakes, sink without trace*

5a Ss complete the sentences individually, then check in pairs. Check answers with the class.

Answers: 1 soul 2 drawing 3 pick 4 trace 5 fell 6 losing, losses 7 zone 8 safe, wind, went

b Ss categorise the phrases individually, then compare answers in pairs. Check answers with the class.

Answers:
1 soul-destroying, sank without trace, fell flat, fighting a losing battle
2 go back to the drawing board, pick myself up
3 cut your losses
4 comfort zone, play it safe, threw caution to the wind, went for it

Optional extra activity

Write the following questions on the board:
Do you prefer to stick to your comfort zone or are you happy to throw caution to the wind?
What sort of problems might force you to cut your losses and go back to the drawing board?
Put Ss in pairs to discuss the questions. Encourage them to think of examples from their own experience. When they have finished, ask a few Ss to share their answers with the class.

6 Give Ss a few minutes to prepare their anecdotes and make notes if they want to. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. Encourage Ss to think about how they can use phrases from Ex 5a. When they are ready, put Ss in pairs to share their experiences. When they have finished, ask one or two Ss to share their experiences with the class.

VOCABULARY BANK 5B p170

Compound adjectives with *-ing* forms

These optional exercises build on the lexical set in the vocabulary section.

1a Ss match the compound adjectives with the words and phrases with a similar meaning individually, then compare their answers in pairs. Check answers with the class.

Answers: 1 terrifying and exciting 2 non-criminal 3 important for many people 4 stressful 5 eternal 6 dangerous 7 depressing 8 spectacular

b Read the example with the class. Ss complete the second sentence in each case individually, then check in pairs. Check answers with the class.

Answers: 1 thought-provoking 2 award-winning 3 character-building 4 time-consuming 5 back-breaking 6 jaw-dropping 7 awe-inspiring 8 mouth-watering

Further practice

Photocopiable activities: 5B Vocabulary, p208
App: 5B Vocabulary practice 1 and 2

Language focus

Unreal conditionals

7 5.6 Tell Ss they're going to listen to a speech about success and failure. Go through the questions with the class so they know what to listen for. Ss listen to the speech and answer the questions individually, then compare their answers in pairs. Check answers with the class.

Answers:
1 Hannah got fired from the job she had in a clothes shop whilst at university.
2 Hannah is a perfectionist and spent so long folding the jumpers that she neglected the rest of her department.
3 Hannah learnt that it's important to keep the big picture in mind. She was devastated when she wasn't offered a permanent position and has worked her socks off ever since so the same thing doesn't happen again.

Audioscript 5.6

L: Ladies and gentlemen, before we continue with the awards ceremony, I'd like to introduce our keynote speaker, Hannah Nishikawa, one of the most successful businesspeople in the country. We've invited Hannah to present some of her tips for success, which hopefully will inspire you all to emulate her spectacular achievements. So without further ado, please welcome Hannah Nishikawa.

H: Thank you, Leo, and thank you to the awards committee for inviting me. I know you'd like me to talk about success, but I decided it might be more useful for you if I talked about some of the biggest failures of my life, and what I learned from them. And believe me, I've experienced many failures over the years.
For a start, I once got fired from my job for being incompetent and disorganised, which was pretty devastating, as you can imagine. In fact, it had such a huge and lasting impact on me that I can honestly say, if I hadn't lost the job all those years ago, I don't think I'd be where I am now. Let me explain.
It was a weekend job in a really fashionable clothes shop, back when I was still a student. Now I was really excited about landing that job – in those days, if you had a job in a clothes shop, you were the coolest of the cool, so all my friends were really jealous. On my first day, I was told to look after the menswear section – which basically meant folding up the clothes, hanging things up after customers had tried them on and replacing any stock that was getting low. And, well, I got into the folding side of things and spent the whole morning folding a huge display of jumpers. Unfortunately, customers kept coming along and rummaging through them, making them messy again, so it was a never-ending battle to keep the display looking perfect. I remember thinking that shop work would be so much easier if it weren't for all the customers!
You see, I've always been a bit of a perfectionist, which is usually a good thing. After all, if I weren't such a perfectionist, I wouldn't have done so well in my career over the years. But what I learned from that experience is the importance of keeping the big picture in mind. Doing the task you've been set, but not at the expense of everything else.
Anyway, after about three hours, my manager called me over for a 'quiet chat'. Apparently, I'd been focusing so much on the jumper display that I'd neglected the rest of my department, which was in a terrible state, with empty shelves and boxes everywhere. In fact, I think I would have been fired on the spot if my colleagues hadn't pleaded with the manager to give me another chance.
As it was, I managed to hang on for a month, but things didn't get any better. Finally, my manager called me into his office to tell me that I'd reached the end of my four-week trial period, and that they'd decided not to offer me a permanent position. I hadn't even known it was a trial period! I'd just kind of assumed I'd have the job for as long as I wanted it.
I was absolutely devastated at the time to be told I wasn't good enough! But from that point on, I've never taken anything for granted. I started believing that I'd be fired again from every other job, and that motivated me to work my socks off to avoid a repeat of that first experience. I mean, if I were to lose another job, I'd be absolutely mortified. So looking back, it was actually the most important experience of my life. It taught me the importance of keeping my eye on the bigger picture.
And now, as I say, I've had a fair amount of success in business. But it's all thanks to being the world's worst shop assistant all those years ago. Who knows: if I hadn't been so terrible, I wouldn't have been sacked and I might still be working there today! The point I'm making is that failure isn't necessarily the end; it's often an opportunity to try something new.

8a 5.7 Ss complete the extracts individually, then compare their answers in pairs. Play the recording for Ss to check their answers, then check answers with the class.

Answers:
1 hadn't lost, 'd be
2 had, were
3 would be, weren't
4 weren't, wouldn't have done
5 would have been fired, hadn't pleaded
6 hadn't been, wouldn't have been sacked, might still be working

b Focus attention on the first extract in Ex 8a and ask: *Did she lose her job?* (yes) *Is she where she is now?* (yes). Focus on the fourth extract and ask: *Is she a perfectionist?* (yes) *Has she done well over the years?* (yes). Put Ss in pairs to match the extracts with the relevant sections of the language focus box. When they are ready, check answers with the class and answer any questions Ss have. Highlight the fact that in the second extract, the past tense is used to refer to the past, while in the others it's used to refer to an unreal situation and go over the information in the Language checkpoint below.

Answers:
1 We can mix second and third conditionals to talk about past situations with present results.
2 Conditionals with *if* + past can also be about the real past.
3 We can say *if it weren't for* / *if it hadn't been for* + somebody/something to talk about the importance of that person/thing.
4 We can mix second and third conditionals to talk about present/timeless situations with past results.
5 We use third conditionals (with *if* + past perfect, *would have done*) to talk about unreal past events.
6 We can change the patterns to suit our needs, here a continuous verb form is used and *might* is used instead of *would*.

Language checkpoint

In English, our choice of tense refers not only to time, but also to reality and register. To make things seem more real, we tend to use present tenses. To show that things are unreal, we use past tenses. Similarly, present tenses tend to be more informal and past tenses tend to be used more formally. This is because tense in English is closely related to the idea of distance. If something is near to us (in terms of time, reality and register), we use present tenses. If we perceive it as distant from us (in terms of time, reality or register), we use past tenses.

9 Read the example with the class, then ask Ss to rewrite the rest of the sentences individually, then check in pairs. Check answers with the class and invite different Ss to write them on the board.

Answers:
1 Hannah wouldn't have been fired if she had been better organised.
2 If it hadn't been for her colleagues, she would have got sacked immediately.
3 If she hadn't been focusing on the jumpers, she wouldn't have neglected the rest of the department.
4 She would have tried harder if she'd known she was on a trial period.
5 She might take some jobs for granted if it weren't for her dread of being fired again.

10a 5.8 Ss listen to the recording, paying attention to how *have* is pronounced in each one. Go through the answer with the class.

Answers:
In sentences 1 and 2, it's just a short vowel sound /ə/, without /h/ or /v/. *Could have* sounds more like *coulda*, *might have* sounds like *mighta*.
In sentence 3, we hear /əv/ (*I'd've*).

b Ss practise saying the sentences in pairs.

11 Ss complete the sentences so that they're true for them. When they have finished, put Ss in pairs to share their ideas, then ask a few Ss to share their sentences with the class.

LANGUAGE BANK 5B pp.154–155

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the inversions when removing *if*. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
1 1 Had I known 2 Were we to 3 if it would
4 I were to tell you 5 there were to be 6 Were it not
2 **Suggested answers:**
1 We could/might have won the match if I hadn't missed that easy goal.
2 If we hadn't got caught in a traffic jam earlier, we'd be home (by) now.
3 If it hadn't been raining, more people might/would have come to the concert.
4 We would have been waiting for you at the airport if you'd told us what time you were arriving.
5 If Hannah hadn't broken her leg, she could go dancing / she'd be able to go dancing.
6 If I'd been looking where I was going, I wouldn't have walked into a lamppost.

Further practice

Photocopiable activities: 5B Language focus 1, p206; 5B Language focus 2, p207
App: 5B Grammar practice 1 and 2

Speaking

Prepare

12 Ask Ss to make notes for their anecdotes using the questions to help them. Ask them to also think about which vocabulary from the lesson they can use in their anecdotes. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

Speak

13a Put Ss in groups to tell their anecdotes. Encourage them to ask follow-up questions to find out more information. Monitor and make notes on Ss' language use for later class feedback.

b Nominate a student from each group to summarise the best anecdote they heard for the class. When they have finished, give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:

How confident do you feel telling personal anecdotes in English now?

What can you do to improve this?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Ss write their answers.
Language bank: 5B Ex 1–2, p155
Workbook: Exs 1–5, p37
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 5C
Extended route: go to p114 to Master your reading

5c The great clean-up

Introduction

The goal of this lesson is for Ss to discuss problems and hypothesise solutions. To help them achieve this, they will learn or revise hypothetical language and some groups of near-synonyms.

Warm up

Tell Ss the last three things you threw away as litter. Ask them to make guesses about your lifestyle according to what you threw away (e.g. sandwich wrapper – you like sandwiches). Ss then think of and write down the last three things they threw away, then compare their lists and what they say about them in pairs.

Reading

1a Put Ss in small groups to discuss the questions. Monitor and help with ideas where possible.

b Elicit Ss' ideas and ask if anyone does any of these already and which they'd like to try. You could have a class vote for the best idea, via a show of hands.

2 Focus attention on the photos at the top of the page and elicit what Ss can see. Then give Ss a couple of minutes to read the article quickly and identify the activities in the photos. Check answers with the class and ask if Ss have ever heard of these activities.

Answers:
A The trashtag challenge
B Plogging
C Strawkling

3 Ss discuss the questions in pairs. When they have finished, elicit Ss' ideas and find out if others agree.

Suggested answers:
1 David Sedaris probably made the most effort (i.e. picking up litter every day for years), Harriet Spark also made a great effort, but she also had a lot of help, Byron Román probably made the least effort (i.e. cleaning up on one occasion and posting photos of it – but of course we don't know how often he did this).
2 Erik Ahlström and Byron Román have both made a huge difference, as both established trends that became global phenomena. Harriet Spark has probably made less of a difference, as strawkling will only work in a limited number of places. David Sedaris has probably made the least difference – or rather, the huge difference he has made is confined to the area where he lives.

Vocabulary

Near-synonyms

4a Refer Ss back to the words in bold in the article, then ask them to categorise them. Allow Ss to compare their answers in pairs, then check answers with the class. Be prepared to give further explanations and examples where necessary.

Answers:
1 refuse, muck, debris, flotsam, remains
2 immaculate, hygienic, pristine, spotless
3 scrub, disinfect, spruce up

b You may want to go through the information in the Vocabulary checkpoint before Ss do this exercise. Alternatively, go through it while checking answers. Ss answer the questions individually, then check in pairs. Check answers with the class.

Answers:
1 flotsam **2** remains **3** muck **4** pristine **5** hygienic
6 scrub **7** spruce up

Vocabulary checkpoint

Near-synonyms are sets of words with almost the same meaning, but subtle differences (e.g. British vs American English; formal vs informal English; countable vs uncountable). They may also have specific collocations (e.g. *trash can/rubbish bin*), or only be applied to very specific situations.

Optional extra activity

Write the following words on the board (some are from the article and the others are near-synonyms):

1 *bizarre/strange*
2 *thoroughly/carefully*
3 *a cove/a bay*
4 *dissuade/discourage*
5 *go viral/become popular*
6 *accomplishments/achievements*
7 *emulate/copy*
8 *jaw-dropping/amazing*
9 *strewn/covered*
10 *a scourge/a nuisance*

Put Ss in pairs to discuss the differences in meaning between each pair of words. When they have finished, check answers with the class.

Answers:

1 *Bizarre* is a little more informal and more extreme than *strange*.
2 If you do something *thoroughly*, you pay attention to every small part. In theory, its possible to be thorough without being careful (or vice versa).
3 A *cove* is usually smaller than a *bay*.
4 *Dissuade* is stronger than *discourage*. If you dissuade somebody from doing something, it usually means they've stopped doing it, but if you discourage them from doing it, you're just telling them its a bad idea and they may disagree with you.
5 Things can only *go viral* on the internet, but when it happens, they *become* extremely *popular* very quickly.
6 Your *accomplishments* are things you set out to do and managed to do as a result of your efforts (e.g. pass an exam), whereas your *achievements* might include things you did by accident (e.g. win an award).
7 *Emulate* is mainly used when you *copy* a role model and try to do the same things as him/her.
8 *Jaw-dropping* is more informal and more extreme than *amazing*.
9 *Strewn* is mainly used as part of compound adjectives (e.g. litter-strewn) to describe things that have been thrown all over the place without any care. The verb *strew* (= scatter) is extremely rare. *Covered* doesn't imply how this state has happened.
10 *Scourge* is much stronger than *nuisance*. While a nuisance is simply annoying, a scourge can have devastating effects (e.g. the scourge of illness/poverty, etc.).

5a Ss choose the correct alternatives individually, then check in pairs. Check answers with the class.

Answers:

1 litter **2** pristine **3** muck **4** spruce up **5** hygienic

b Ss guess whether their partner would agree with the statements in Ex 5a in pairs. When they have finished, elicit whether Ss generally agree or disagree with each statement.

Further practice

Photocopiable activities: 5C Vocabulary, p211
App: 5C Vocabulary practice 1 and 2

Language focus

Hypothetical language

6 5.9 Tell Ss that they're going to listen to two people having a discussion. Ss listen and say what they're talking about. Check the answer with the class.

Answer: Cleaning up the beach

Audioscript 5.9

K: Hi Jack.
J: Ah, you're back, Kira. How was your run?
K: Great, thanks. But I couldn't believe how much rubbish there was on the beach. It was disgusting.
J: Yeah, I know. That's why I stopped running there. I wish they'd sort it out. It just gets worse and worse every year.
K: What do you mean by 'they'? Who needs to sort it out?
J: I don't know. The local authority? Whoever is responsible for cleaning things up. Why?
K: Well, I think that's the problem. Everyone would rather someone else cleaned it up, but I think it's about time people started taking responsibility for the local environment – including you and me.
J: Er ... yeah, maybe. But what could we do? I mean, there's just the two of us.
K: Well, I managed to clear up quite a lot during my run today, all by myself. There was loads of rubbish on the beach, including a couple of plastic bags, which I managed to fill up with plastic bottles, cans ... it was disgusting!
J: Wow! That's quite impressive. But it's still just a drop in the ocean. I mean, there must be tons of junk on the beach.
K: True, but imagine if every jogger on the beach were to do the same as me every time they went for a run. All the litter would disappear within a week.
J: Hmm. Well, I wish it were that simple. But how are you going to persuade any other joggers to pick up litter while jogging? I mean, it's not exactly hygienic, is it?
K: Er, no. I wish I'd been wearing rubber gloves but ... then I guess I'd have got too hot and sweaty.
J: Well, you should have taken a litter picker – you know, one of those grabby things for picking up rubbish.
K: Yeah, I know! I wish I'd thought of that before my run! And hand sanitiser would have been useful too. OK, so I'll take those next time I go running.
J: Cool. But you've got me thinking now. I wish we could do a bit more – you know, organise some kind of event where hundreds of people worked together to spruce up the beach. It'd have to be something fun, so people would treat it as though it were some kind of competition. I mean, I'd like to do something, but I can't think what.
K: Yeah, me neither. Anyway, I've got to go and have a shower. Let's talk more about it later, shall we?
J: Yeah, sure.

7a Remind Ss of the information in the Language checkpoint in Lesson 5B, then ask them to read the language focus box. Alternatively, go through it with the class and answer any questions they have. Ss complete the extracts with the correct form of the verbs individually, then compare their answers in pairs. With ***weaker classes***, elicit the first answer as an example. Don't give any answers yet.

b 5.10 Ss listen and check their answers. Check answers with the class.

Answers:

Note that, where alternatives are given, the first alternative is the version recorded but the others are also possible.

1 'd/would sort
2 cleaned, started
3 were to do / was to do / did, would disappear
4 were/was
5 'd/had thought, would have been
6 could do
7 were/was

Optional extra activity

As an extension, ask Ss to find examples of the following in the reading text:

1 Past tenses to ask the reader to imagine an unreal situation.
2 A wish about other people's actions.

Answers:

1 Imagine a world where people picked up litter, not because they were being paid to do it, but because it seemed like fun.
2 ... wishing somebody would finally do something about it, ...

8a 5.11 Ss listen to the sentences and number them in the order they hear them. They then compare their answers in pairs and discuss the difference in meaning between the sentences. Check answers with the class.

Answers:
A 1
I wish you'd tried to help.
This is a wish about the past (i.e. you didn't try to help).
B 2
I wish you'd try to help.
This is a wish about the present (i.e. you never try to help).

b Ss practise saying the sentences in pairs. If necessary, model and drill them yourself.

9a Read the example with the class. Ask Ss to rewrite the other sentences individually, then check in pairs. Check answers with the class and write them on the board (or invite different Ss to do so).

Answers:
1 I wish we had more time.
2 It's about time we started cooking.
3 I wish you'd clean / you cleaned your room more often.
4 I'd rather you hadn't invited so many people.
5 If only there were/was something we could do.
6 You're treating me as though it were/was my fault.

b Ss complete the sentences so that they're true for them. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they have finished, put Ss in pairs to share their sentences. Encourage Ss to ask follow-up questions to find out more information.

LANGUAGE BANK 5C pp.154–155
Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the use of the similar structures. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
1 **1** not **2** only **3** didn't **4** were/was **5** about **6** wish
2 **Suggested answers:**
1 I wish I had more time.
2 I wish I hadn't spent so much money.
3 I wish somebody would help me / was/were willing to help me with my project.
4 I wish I hadn't been wearing that silly hat when they took my photo.
5 I wish somebody would write a song about me (but I know it'll never happen).
6 I wish there were 25 hours in a day!

Further practice

Photocopiable activities: 5C Language focus 1, p209; 5C Language focus 2, p210
App: 5C Grammar practice 1 and 2

Speaking

Prepare

10 Ask Ss to think of five problems that there might be with a park individually.

Speak

11 Put Ss in pairs to discuss the problems and the changes in behaviour they would like to see.

12a In the same pairs, Ss think of activities that might improve the park.

b Put pairs together to form groups to compare ideas. Monitor and make notes on Ss' language use for later feedback. Give Ss feedback on their language use as a class.

Reflection on learning
Write the following questions on the board:
What new information did you learn about hypothetical language today?
Which vocabulary from today's lesson do you think you'll use most in the future?
How do you think you'll use it?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Ss write their answers.
Language bank: 5C Ex 1–2, p155
Workbook: Exs 1–5, p38
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 5D
Extended route: go to p134 to Master your writing

5D English in action

Introduction

The goal of this lesson is for Ss to practise politely refusing a request. To help them achieve this, they will learn phrases for making difficult requests and responding to requests, as well as vocabulary related to excuses.

Warm up

Write the following on the board:
Would you ever:
- *pick up a hitchhiker in your car?*
- *give up your seat for a stranger on the bus?*
- *pay the difference for a stranger in a queue in a shop in front of you when they don't have enough?*
- *pay a stranger a compliment in the street?*
- *give up your place in a queue for someone behind you?*

Ss discuss which of the things they would do (or have done) in pairs, describing the situation and any conditions under which they'd do them.

Vocabulary

Excuses

1 Focus attention on the pictures and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, elicit their ideas.

Optional extra activity

Write the following questions on the board:

Have you ever made a difficult request of a stranger?
Has a stranger ever made a difficult request of you?
What happened?
Is it ever OK to make up an excuse to avoid doing something you don't want to do?
Have you ever done this?

Discuss the questions as a class.

2a Focus attention on the title of the text and elicit any ideas Ss have as to the tips it might include. Ss read the article, then find the words and phrases that match the definitions. Check answers with the class.

Answers:
1 snowed under **2** out of my hands **3** otherwise engaged
4 an almighty backlog **5** hectic **6** awkward **7** cropped up
8 out of my depth **9** pop out **10** playing up

Optional extra activity

You could also teach these additional excuses:

... it's a bad time.
... I've got an allergy / a phobia.
... I'm going the opposite way and it'd be quite a detour.
... my hands are tied.
... I'm rushed off my feet.
... I've got my hands full.
... I'm up to my ears in work.
... it's beyond my control.
... I'm chasing deadlines.

b Point out that there are also some excuses in the text that are not in bold and that they should also consider these. Ss match the excuses with the situations in pairs. Elicit Ss' ideas.

Suggested answers:
1 I'm a bit tied up, I'm otherwise engaged, something else has cropped up, I'm in the middle of something urgent, I've just got to pop out for a moment
2 life's a bit hectic right now, I've got a lot on my plate, I've got an almighty backlog, I'm totally snowed under
3 I'd be completely out of my depth, it's out of my hands
4 my back's playing up again
5 it's a little out of my way
6 it's an awkward moment, I can't help for, er, personal reasons

3 Put Ss in pairs to practise making the requests and excuses. When they have finished, ask different pairs to share their ideas for each request with the class.

Listening 1

4a 5.12 Go through the questions with the class so they know what to listen for. Ss listen and answer the questions individually, then compare their answers in pairs. Check answers with the class.

Answers:
1 She wants him to help her move into her new apartment by carrying lots of heavy boxes.
2 One of her colleagues, Louisa, suggested she ask him.
3 She has asked some other work colleagues, but she's new in the city so she doesn't have any friends or family there.
4 She wants to use his car.
5 Nothing. He agrees to message her when he's on his way, but he didn't actually promise to come and help.

Audioscript 5.12

S: Er, excuse me. It's Daniel, isn't it?
D: Er ... yes, that's right. Have we met before?
S: No, I don't think so. I've just started work upstairs in the IT department. I'm Suzie, by the way.
D: Oh, right. Nice to meet you, Suzie.
S: So, er, do you mind if I ask you a small favour?
D: Er, no. Go ahead. What is it?
S: Well, you see, I'm moving into a new apartment this weekend and I've got dozens of heavy boxes that need moving. I don't suppose you'd be able to help me, would you?
D: Er, well, I'm not sure. Why me?
S: Well, I work with Louisa, who says she knows you. She suggested I ask you.
D: Oh, right. And is Louisa going to help too?
S: Hopefully, yes. I've asked a few other people too, but I'm not sure if they'll come. So it really would make a huge difference if you could help out.
D: I mean ... OK. But don't you have any friends or family who could help you?
S: No, unfortunately. I'm new in this city and, well, I don't really know anybody. So what do you think? Is there any chance you could help me? I realise it's a lot to ask.
D: Er, possibly. I need to think about it. Er, where are the boxes now?
S: They're in a short-term rental apartment in the city centre where I've been staying for the past two weeks. But they need to be moved to my new apartment, which is out in the suburbs.
D: Right, and will they all fit in your car in one go? Or will it take several trips?
S: Well, that's the next problem. I don't have a car. So I have another small request for you. Do you think we might be able to use your car?
D: My car?
S: Yeah, I know it's a big ask. I don't want to put any pressure on you, but it really would mean a lot to me. I'd be extremely grateful.
D: I'm not sure. Did you say you've asked some other people too?
S: Yes. Hopefully there'll be a good crowd of us, so it won't take too long. The more the merrier, as they say!
D: Er, well, I'll see what I can do.
S: Really? Oh, thank you so much. That would be amazing.
D: Well, I'm not promising anything. But I'll do my best.
S: That's all I can I ask! I really appreciate it. So I'll send you all the details – where to be and when, my contact details, and so on – by email. Just one last thing: would you be able to message me when you're on your way?
D: OK. I mean, I wouldn't just turn up unannounced.
S: Brilliant. So see you on Saturday morning, then.
D: Yeah, well, we'll see.

b Ss discuss the questions in pairs. When they have finished, elicit Ss' ideas and have a brief class discussion.

5 5.13 Ss complete the phrases in the Useful phrases 1 box individually, then listen and check. Check answers with the class and drill the phrases.

Answers: **1** mind **2** suppose **3** difference **4** chance
5 realise **6** request **7** might **8** ask **9** pressure **10** mean

6 Read the example with the class, then ask Ss to rewrite the requests individually, then compare their answers in pairs. Check the answers with the class.

Answers:
1 I don't suppose you could help me with my website, could you?
2 It'd really make a big difference if you could give me a hand with it.
3 Do you think you might be able to help me?
4 Is there any chance that you could take a look at it this evening?
5 I don't suppose you'd be able to look after my dog for a minute, would you?
6 Is there any chance you could spare half an hour to look at it now?

Listening 2

7a Draw Ss' attention to the extracts and explain these are responses Daniel gave to Suzie in the conversation in Ex 4a. You might like to play the recording again or refer Ss to audioscript 5.12. Look at the first extract with the class as an example, discussing what Daniel meant and what Suzie thought he meant. Then put Ss in pairs to discuss the other extracts.

b 5.14 Ss listen to the recording and check their answers to Ex 7a. Check answers with the class.

Answers:
1 Daniel thought: 'Probably not.'
Suzie thought he meant: 'It's possible.'
2 Daniel thought: 'I need to think of an excuse.'
Suzie thought he meant: 'I'll try to find a way of helping.'
3 Daniel thought: 'I'm not sure that I'll be able to help you.'
Suzie thought he meant: 'I'll probably be able to help you.'
4 Daniel thought: 'I'll make some effort, but I'm not promising any results.'
Suzie thought he meant: 'I'll do all I can to make this work.'
5 Daniel thought: 'I probably won't turn up.'
Suzie thought he meant: 'I promise to let you know before I arrive.'
6 Daniel thought: 'Please leave me alone.'
Suzie thought he meant: 'OK. See you on Saturday morning.'

Audioscript 5.14

S: Ah, Daniel. Is everything OK?
D: Er, yes. Why?
S: Because I was expecting you to come and help me move those boxes on Saturday morning. You kind of promised.
D: Well, no, not really. I said I'd do my best, and I did. But … in the end it wasn't possible.
S: And you couldn't have called me to let me know? I was waiting all morning for you. You said you'd call.
D: Actually, I just said I wouldn't turn up unannounced, and I didn't.
S: Hmm. Well, it wasn't the end of the world, I suppose. In the end a few other people came and helped. It was good fun, actually. But it would have been nice if you'd come too.
D: Yeah, I'm really sorry. I was trying to build a website and, well, it took a lot longer than I expected. I've never made one before, you see.
S: A website? You should have asked me. I make them all the time. It's a hobby of mine.
D: Really? Well, in that case, I don't suppose you could help me with my website, could you?
S: Yeah, possibly. What's it for?
D: It's for a club I belong to. I volunteered to make a website, but then I got in a terrible mess. So it'd really make a big difference if you could give me a hand with it. Do you think you might be able to help me?
S: Well, I suppose so. How soon do you need it?
D: Well, that's the problem. We're trying to promote an event that's happening this weekend. So is there any chance that you could take a look at it this evening?
S: Today? No, I'm afraid that's not going to be possible. I really need to unpack all those boxes when I get home tonight, so unfortunately it's out of the question.
D: Really? Is there no way you could even spare half an hour to look at it now? I'd be really grateful if you could just point me in the right direction.
S: No, I'm sorry. It's simply not possible today. I'm totally snowed under at work at the moment, chasing impossible deadlines. I could spare half an hour for you tomorrow evening, if that helps.
D: Yeah, that would be amazing. Thanks!
S: OK. No worries. But no more than half an hour, OK?
D: Sure. That'd be perfect. And I really appreciate your help, especially after I, er, let you down at the weekend. Sorry again about that.
S: No problem …

8a Go through the Useful phrases 2 box with the class, then ask Ss to add the headings to the box individually. Allow Ss to compare their answers in pairs, then check answers with the class.

Answers:
1 Direct but polite refusals 2 Reasons for refusals
3 Indirect phrases

b Ss discuss the questions in pairs. When they have finished, elicit Ss' ideas and have a brief class discussion, feeding in the information from the *Culture notes* if Ss don't mention it.

Culture notes
In general, Americans are often more direct than British people, so misunderstandings are fairly common when people of those two cultures are working together. (In the recording, Suzie is American while Daniel is British.) Of course, there's still a lot of variation between individual people within each culture, so this is more of a tendency than a rule.

9a 5.15 Ss listen to the two versions of the sentence, then answer the question. Check the answer with the class, then put Ss in pairs to practise saying it both ways.

Answers:
1 agreeing 2 refusing

Audioscript 5.15

1 I'd love to help.
2 I'd love to help …

b 5.16 Ss practise saying the indirect phrases from Section 3 of the Useful phrases 2 box in pairs. When they have finished, play the recording for Ss to compare.

Audioscript 5.16

1
a Yeah, possibly. That sounds completely fine.
b Yeah, possibly. It's hard to say.
2
a I'll see what I can do. Leave it to me.
b I'll see what I can do, but I can't promise anything.
3
a I'm not sure, but I reckon it'll be fine.
b I'm not sure. I'm a bit snowed under.
4
a I'll do my best. You can count on me!
b I'll do my best, but it's going to be difficult.

Speaking

10 Put Ss in A/B pairs and direct them to the relevant pages. Ss read their information and prepare what to say. Monitor and help where necessary. When they are ready, bring pairs back together to roleplay each situation following the procedure in the diagram. Monitor and make notes on Ss' language use. When they have finished, ask a few Ss to perform their roleplays for the class. Give Ss feedback on their language use as a class.

Optional extra activity

As an extension, Ss could roleplay similar conversations using some of their ideas from Ex 3.

Reflection on learning

Write the following questions on the board:

What were the three best excuses for declining difficult requests from the lesson?
In what situations do you think you might use them in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Workbook: Exs 1–4, p39
App: grammar, vocabulary and pronunciation practice

Roadmap video

Go online for the Roadmap video and worksheet.

5A Master your listening

Introduction

Ss develop the listening skill of understanding a narrative by learning how to understand colloquial language.

Warm up

Write the following questions on the board:

What do you think it would be like to be famous?
Would you like to be famous one day? If so, what would you like to be known for? If not, why not?

Ss discuss the questions in pairs.

1 Focus attention on the photo and elicit what Ss can see. The photo is of the South Korean boy band, EXO. Ss discuss the questions in pairs. When they have finished, elicit Ss' ideas and find out if others agree.

2 5.3 Go through the questions with the class so they know what to listen for. Ss listen and answer the questions individually, then compare their answers in pairs. Check answers with the class.

Answers:
a Speaker 3 **b** Speaker 2 **c** Speaker 1

Audioscript 5.3

J: So, I met a sporting hero of mine; a footballer who'd helped our local team to win the league. He's not world famous or anything but in our local area, he's a big deal. Anyway, one day I got in the lift at the hotel where I work and there he was in front of me. I think I just stared for a few seconds, all wide-eyed! I dunno. I always thought I'd be really chilled in situations like that, but I wasn't at all. I opened my mouth to speak, to say something like 'Thanks for helping us win the cup last year' but I ended up blurting out 'I love you!' in a voice that was, let's just say, significantly higher than my normal voice! It was awful! Anyway, the guy in question took it all in his stride – I guess he's used to that kind of reaction. I started to say more but then he got a message on his phone. It was clearly bad news because he took one look at it and he er … his face just dropped. He looked gutted. That's when it suddenly dawned on me. This guy in front of me wasn't some kind of god after all. He was just a normal bloke. He might have more money than me but he still has problems and worries like the rest of us. So, that completely got rid of my nerves. I told him how much the win had meant to me and congratulated him and then got out at my floor.

I: I was on holiday in New York and as I passed by this clothes shop, I had a look in the window. And there, in the shop was none other than actress Cara Ronson. I couldn't believe it. I mean, I've been a humongous fan since I saw her in 'The Big Deep' a few years ago, so I walked straight into the shop and headed directly towards her. The bodyguard with her tried to put a stop to me getting too close but when she saw me, she told him to let me through. I asked her if I could take a selfie and she said she didn't mind at all as long as I waited to post it. I thought that was fair enough, I mean she didn't want every Tom, Dick and Harry turning up. Anyway, we had a bit of a chat about her latest film. She asked me what I liked about it and I fangirled big time for about a minute before she left. It was probably the most epic minute of my life, to be honest! I certainly can't think of a better one. She surpassed all my expectations.

L: Well, let's just say, I wish I'd never met my 'hero'. I'm talking about a male singer who I think shall remain nameless. I'd actually paid for a VIP pass at one of his concerts which included some limited-edition merchandise, plus a meet and greet with the band after the gig. It cost me an arm and a leg but I decided life was short and it was worth the money. Except it wasn't. The gig was amazing but the meet and greet completely ruined all respect I had for the guy. First off, he was much shorter than I was expecting. I know, I know it shouldn't matter, but looking down at your idol is just plain wrong, somehow. It was a group meet and greet so there were five other fans with me. Let's just say, I held no interest for the guy whatsoever. When he asked us, 'Hey y'all, how ya doin'?', he did not include me in that. I tried to ask him questions but he blanked me each time, focusing on some of the other 'cooler' guys instead. There was even a moment where I could have sworn he rolled his eyes at me. I basically paid £600 to be ignored and made fun of. And oh boy, is he self-absorbed. He managed to talk about himself for the entire 15 minutes. It wasn't even as if he had anything intelligent to say. Quite the opposite, in fact. The guy I thought was clever and creative? Well, he turned out to be very average indeed.

3 Introduce the topic by asking Ss what they usually do when they hear colloquial language that they don't understand, and have a brief class discussion. Ask Ss to read the Focus box or go through it with the class. Answer any questions Ss have. Ss then follow the instructions to guess the meaning of the word in bold. When they are ready, go through the answers to 1 and 2 with the class.

Answers:
1 The speaker had been a fan for a few years.
2 humongous: *-ous* suffix similar to *enormous*. It's a positive word. It describes a person (fan). The sentence meaning is that she was a big fan. *Humongous* means 'very, very big/ enormous'.

4a 5.4 Encourage Ss to ignore any unknown vocabulary while they listen. Ss listen and match the extracts with the statements individually, then compare their answers in pairs. Check answers with the class.

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

Audioscript 5.4

1 I started to say more but then he got a message on his phone. It was clearly bad news because he took one look at it and he er … his face just dropped. He looked gutted.
2 That's when it suddenly dawned on me. This guy in front of me wasn't some kind of god after all. He was just a normal bloke.
3 Anyway, we had a bit of a chat about her latest film. She was so lovely! She asked me what I liked about it and I fangirled big time for about a minute before she left.
4 It was probably the most epic minute of my life, to be honest! I certainly can't think of a better one.
5 I tried to ask him questions but he blanked me each time, focusing on some of the other 'cooler' guys instead.
6 It wasn't even as if he had anything intelligent to say. Quite the opposite, in fact.The guy I thought was clever and creative? Well, he turned out to be very average indeed.

b Tell Ss to look at the words and definitions then play the recording again. Ss choose the correct meanings individually, then check in pairs. Encourage Ss to use dictionaries or mobile devices to help them. Check answers with the class.

Answers:
1 really disappointed 2 I realised 3 be overexcited
4 amazing 5 ignored

5a 5.5 Go through the statements with the class so they know what to listen for. Clarify that Speaker 1, 2 and 3 refer to the speakers they heard in Ex 4a. Speaker 2 is the female guest and Speakers 1 and 3 are the male guests. Ss listen and decide if the statements are true or false individually, then compare their answers in pairs. Check answers with the class.

Answers: 1 T 2 T 3 F

Audioscript 5.5

P: OK, thanks guys for sharing your experiences of meeting your idols. Lewis, your experience was clearly negative and earlier, James, you mentioned realising that your hero was actually just an ordinary guy. Do you both think that we idolise celebrities too much these days?
J: I think it depends who they are. It's OK to idolise people who are talented and who do things which are special – like the footballer I mentioned – but these days a lot of the people we idolise don't really fit into that category at all. I mean, so many of these celebrities today just muck around online making stupid videos. At least my guy trained hard and won something.
L: I kinda agree actually, but then again, I met a talented and hardworking musician and he was still a real letdown. I reckon it's good to admire people for their work but we shouldn't get too hung up on them. As James said, they're just normal people.
I: Can I just say that it drives me up the wall when I hear people idolising reality TV stars. They basically do nothing at all to deserve this admiration – there's no talent there to admire – these people just wanna be famous, that's all. I can't stand it! So, I totally agree with what the guys just said.
P: What is it about famous people that you think attracts us to them?
I: It's the lifestyle. It all looks so glamorous and I think we want a piece of it, or if we meet someone famous that this glamour will rub off on us a bit.
J: I also think celebrities have all these ups and downs in their lives which make us feel better about ourselves. It makes us feel that we're not the only ones or perhaps that we're better than them because we don't have such big ups and downs ourselves.
L: With social media in particular, there's an element of feeling like we know these people. They – or maybe the media – share lots of things about their lives with us so we feel personally invested in their lives. Then, if we see them, we can't help but think they're our buddies. It's like we know them.

b Ss listen again and decide what each word or phrase means, then compare their ideas in pairs. Check answers with the class.

Answers:
1 mess about
2 think too much about (someone/something)
3 makes me mad
4 start to have a quality because you are with another person who has it
5 a mixture of good and bad experiences
6 friends

6 Ss discuss the questions in pairs. When they have finished, ask Ss to share their answers with the class.

Homework ideas

Workbook: Exs 1–3, p42

5B Master your reading

Introduction

Ss develop the reading skill of understanding a story by learning how to distinguish between literal and allegorical meaning.

Warm up

Review the vocabulary from Lesson 5B. Arrange the class in small teams and explain that each turn you'll write one word from a phrase from the lesson on the board e.g. *fall* (fall flat). Ss listen and call out the phrase as soon as they think they know it. The first team to call out the correct phrase wins a point. The team with the most points at the end wins.

1 Ss discuss the questions in pairs. In feedback, elicit their ideas and ask if they agree with the hidden message and why.

Suggested answer:
The hidden message is that books fuel our imagination and take us on journeys to weird and wonderful places.

2a Tell Ss they are going to read a short story. Ss read the story, then write a one-sentence summary. Monitor and help with ideas where necessary. When they have finished, put Ss in pairs to compare their summaries and find out if they're similar. Compare with the suggested answer below as a class.

Suggested answer:
A person decides to search for a cabin in the mountains and comes across several challenges before arriving at their disappointing destination.

b Ss read the story again and answer the questions, then check in pairs. Check answers with the class.

Answers:
1 They feel both satisfied and disheartened.
2 to escape a boring life, plus a promise of something special
3 They don't recognise themself because they're dirty and their hair is tangled.
4 They didn't want to meet the low expectations of others.
5 They provided practical (meal) and emotional support (strength to carry on).
6 Probably relieved they were able to react quickly.
7 No, they worried they had made the wrong decision.
8 perhaps the mental strength and determination in them

c Ss find the words individually then check in pairs. Check answers with the class and be prepared to give further explanations and examples where necessary.

Answers:
1 reassuringly 2 fabled 3 monotony 4 unfulfilling 5 shield
6 smeared 7 the basics 8 hallucinating 9 encountered
10 fled 11 self-doubt 12 glance

3a Ss read the Focus box and answer the questions, then compare their answers in pairs. In feedback, elicit Ss' ideas and discuss the questions as a class.

Suggested answers:
1 The idea of a struggle to reach a destination; of not giving up in the face of physical adversity; the idea of a quest into remote areas
2 People get fixated on achieving things. They see end goals as more important than the process of learning.
3 Things such as the gale and bear might represent problems to be overcome. The cabin itself might represent a life goal (see answers to Ex 4 for a greater expansion on this question).
4 Dealing with physical problems in the wild might relate to dealing with problems in real life. Choosing literal paths may relate to making choices in our lives (see answers to Ex 4 for a greater expansion on this question).

b Ss work in pairs to guess the allegorical meaning of the story. When they have finished, elicit Ss' ideas and find out if others agree.

c Ss use their ideas from Exs 3a and 3b to choose the best answer. Check the answer with the class.

Answer: 2

4 With ***weaker classes***, go through the events first, checking understanding. Ss discuss what they think the events in the story represent in pairs. Elicit Ss' ideas and feed in the information from the Suggested answers below.

Suggested answers:
1 a life goal
2 overcoming failure
3 enduring / surviving hardship
4 people who try to prevent our success
5 the importance of support
6 the importance of planning
7 overcoming self-doubt
8 the impact of achieving a goal

5 Ss read the summaries, then discuss what the allegorical meaning of each story might be in pairs. Elicit Ss' ideas and feed in the information from the Suggested answers below.

Suggested answers:
Moby Dick is about the futility of man trying to seek meaning in life or the fight in each human between good and evil.
The Tortoise and the Hare means that slow and steady wins the race as opposed to being hasty and overconfident.
Lord of the Flies is about the human conflict between acting in a civilised way and not.
The Hunger Games could be seen as wealthy Hollywood and the reality TV shows filmed there which, while not as extreme as in *The Hunger Games*, can be quite cruel.

Optional extra activity

You could also ask Ss to come up with an allegorical story in pairs and then share their ideas with another pair who guess the hidden meaning. Get them to first think of a social problem or historical event they'd like to convey. Then they should think of a way of telling that story using a different context and characters.

Homework ideas

Workbook: Exs 1–5, pp.40–41

5c Master your writing

Introduction

Ss develop the skill of writing an essay by learning how to synthesise information from a number of sources.

Warm up

Write on the board *narrative*, *descriptive*, *expository*, *persuasive*. Elicit that they are four types of essay and ask what each one does (narrative: tells a story; descriptive: describes something in detail; expository: provides a balanced overview of the facts; persuasive: tries to convince of an argument). Ask which of these Ss have written in their own language and in English.

1a Focus attention on the photos and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

b Ss read the extracts and answer the questions individually, then check in pairs. Check answers with the class.

Answers:
1 A project that aims to take plastic out of an area of the Pacific Ocean.
2 There's plastic even in the deepest part of the ocean. Plastic harms sea life and has entered our food chain.

2 Tell Ss that they're going to read an essay about plastic in the oceans. Ss read the essay and answer the questions individually, then check in pairs.

Answers:
1 The writer argues that preventing more plastic entering the ocean should take precedence over the ocean clean-up.
2 It'll be hard to do the latter without the former, our health and that of animals is at risk and we cannot do both as resources are finite.
3 Some people say that the clean-up operation is cheaper, but the writer argues that it is not a guaranteed success. Bad weather conditions might adversely affect it and it might even end up damaging the environment it is trying to clean up and protect.

3 Look at the example with the class. Ask Ss to identify the sources in Ex 1b that the information in bold in the essay has come from individually, then check in pairs. Check answers with the class and elicit the specific parts of the sources that were used.

Answers:
1 C (*found in all four corners of the world, discovered it in the ocean in Antarctica, and … the Mariana Trench*) and D (*an area of the Pacific Ocean … where 1.8 trillion pieces of plastic have collected*)
2 B (*With a lorry load of plastic being dumped into the ocean each minute*) and C (*could take hundreds of years to decompose*)
3 A (*It is supported by many people around the world*) and C (*This has caused outrage among the public who have become much more aware of the plastic problem in recent years*)
4 B (*Thousands of animals consume plastic and die each year*) and D (*it has now entered our food chain*)
5 A (*there are still some concerns about the specifically-designed equipment's ability to withstand strong currents and poor weather*) and D (*environmentalists are worried that it will cause further harm to sea life*)

4 Ask Ss how they usually go about collecting/researching information in order to write an essay and what they usually do to collate information from different sources. Ss read the Focus box, then answer the question. Check the answer with the class and answer any questions Ss have about the information in the Focus box.

Answer:
Step 2. The themes and ideas from Step 1 were already given.

5a Ss read the extracts and answer the question individually, then check in pairs. Check answers with the class.

Answers:
1 A and C **2** B and C **3** A, B, C and D **4** B and D

b Ss work in pairs to write their sentence, making sure they bring together the relevant information. Monitor and help where necessary. Elicit Ss' ideas and compare with the suggested answer.

Suggested answer:
Over the last five decades, the consumption of plastic has doubled, with one million bottles now being purchased every single minute of the day.

Prepare

6a Read the essay title with the class, then put Ss in pairs to discuss their ideas and make notes. Monitor and help with ideas and vocabulary where necessary, writing any new words and phrases on the board.

b Ask Ss to copy the framework into their notebooks, then organise their ideas into a plan.

Write

7a Ss write their essays. Monitor and check Ss are synthesising and paraphrasing information appropriately and offer corrections where necessary.

Suggested answer:
Over the last five decades, the consumption of plastic has doubled, with one million plastic bottles now being purchased every single minute of the day. The impact this is having on the environment tells us that the situation must change. While technology could be developed to better deal with our plastic consumption, I believe that a significant lifestyle change is the best approach.
Currently, only 10 percent of plastic is recycled, which means 90 percent is left to rot in landfill sites or, even worse, dumped into the ocean. While not all plastic can actually be recycled, much of the problem is that people and companies do not dispose of their plastic in a way which allows it to be recycled. If people were educated or encouraged to dispose of their plastic in a more sustainable way, the situation would improve significantly.
Almost all the plastic we use is single-use plastic – 90 percent in fact. If we were able to reduce the amount of single-use plastic that was manufactured and used, our use of plastic would drop substantially. One example would be for people to carry reusable coffee cups rather than use unrecyclable, disposable plastic ones. Another would be to use shampoo bars rather than shampoo bottles. Manufacturers would also need to review their practices.
Technology has the potential to play a major role in solving the single-use plastic problem through additional recycling and plastic alternatives. However, the problem is complex. Alternatives to plastic can cause more damage to the environment and recycling them can cause contamination of plastic, which reduces the recycling opportunities further. It is therefore better to change our daily habits than it is to rely on technology.
Our consumption of single-use plastic is currently at a level where it causes irreparable damage to our planet. By changing the way we live our lives, we can reduce the amount of plastic we consume and recycle more, which will in turn reduce the amount of plastic made and disposed of in landfill sites. This will help to reduce its impact on the environment.

b When they have finished, put Ss in pairs to swap essays and review each other's work, using the checklist. Ss then give each other feedback on their essays. Ss could write a second draft in class or for homework.

Homework ideas

Ex 7b: Ss write a second/final draft of their essay.
Workbook: Exs 1–8, pp.42–43

6 OVERVIEW

6A Dystopias
Goal | discuss abstract topics about society
Language focus | the passive
Vocabulary | making connections

GSE learning objective
Can take part in discussions on political or social issues using linguistically complex language

6B Consumer affairs
Goal | present formal recommendations
Language focus | making formal recommendations
Vocabulary | regulation

GSE learning objective
Can make a detailed, formal, evidence-based argument in a presentation or discussion

6C Signs of the times
Goal | choose a sign or marketing slogan
Language focus | comparatives
Vocabulary | responding to ideas

GSE learning objective
Can participate in discussions using linguistically complex language to compare, contrast and summarise information

6D English in action
Goal | take part in a panel discussion
Vocabulary | idioms

GSE learning objective
Can contribute ideas in a panel discussion using linguistically complex language

Roadmap video
Go online for the Roadmap video and worksheet.

Check and reflect
Review exercises and communicative activities to practise the grammar and vocabulary from Units 5 and 6.

VOCABULARY BANK

6A Social issues

6B Marketing and advertising

MASTER YOUR SKILLS

6A Master your writing
Goal | write a summary of a scientific experiment
Focus | maintaining a neutral scientific tone

GSE learning objective
Can write a detailed summary of a scientific experiment

6B Master your reading
Goal | understand an article on finance
Focus | refining understanding of word meaning

GSE learning objective
Can understand definitions of technical terms presented in a linguistically complex academic text

6C Master your listening
Goal | understand a complex podcast
Focus | recognising doubts about word choice

GSE learning objective
Can understand most of a linguistically complex podcast

6A Dystopias

Introduction

The goal of this lesson is for Ss to discuss abstract topics about society. To help them achieve this, they will learn or revise the passive and vocabulary related to making connections.

Warm up

Put Ss in small groups and give them two minutes to brainstorm as many different film genres as they can (e.g. horror, thriller, comedy, rom com, sci-fi, documentary, etc.). When they have finished, elicit their ideas and write them on the board. Ask Ss to discuss which they like most and least and why in their groups.

Listening

1 Focus attention on the pictures and elicit what Ss can see. Read the dictionary definition with the class, then put Ss in pairs to discuss the questions. When they have finished, elicit Ss' ideas and make a list of their suggestions on the board and have a brief class discussion.

Optional alternative activity

Books closed. Write the dictionary definition on the board, without the word (*dystopia*). Ask Ss to read the definition and try to guess the word. Elicit Ss' ideas, then ask them to open their books to check.

2 6.1 Tell the class that they're going to listen to an interview with a film producer. Read the list of dystopian films and books with the class and ask if anyone has heard of or seen any of them. Ss listen and match the titles with the descriptions individually, then check in pairs. Check answers with the class.

Answers: 1 b 2 e 3 a 4 c 5 d

Audioscript 6.1

B: Welcome to *The Culture Show*. With me today is Davion Morrow, who's here to talk about his new book 'Silver Screen Dystopias'. Welcome to the show, Davion.
D: Thank you, it's a pleasure to be here.
B: So, why dystopias, Davion?
D: As you well know, Bryony, there's a strong dystopian tradition in both literature and movies, so it's an interesting theme to explore.
B: Why do you think dystopias are so popular?
D: I think there are two main reasons for their popularity. The first of these is the way that they often predict the future in stunningly accurate ways.
B: For example?
D: Well, an early dystopian novel was *The Machine Stops* by E M Forster, which was first published in 1909. It describes a future where humanity has lost the ability to live outside and so the population lives in isolation from each other underground. Communication with each other is carried out by a kind of instant messaging system and video conferencing. These messages are sent to people via 'The Machine', which monitors all communication.
D: Wow, and this was back in 1909?
B: Exactly. People have often been shocked by the remarkable accuracy of this prediction. A more recent example is the TV show *Black Mirror*, which includes an episode called *Nosedive* where people live within a kind of social credit system, where people earn points for good social behaviour. So for example, if you need to get anything done at work or at home, you need to have enough points. We're already seeing this type of system in use in some parts of the world. In fact this brings me on to the second reason why I think dramas set in dystopias are so popular and that's the fact that they usually tap into current social concerns.

D: Concerns about technology, for example?
B: Yes, but not just that. While a lot has been written about technology, totalitarian governments and impenetrable bureaucracy such as in Orwell's *1984* or Franz Kafka's *The Trial*, are also popular themes. This is often combined with the idea of constant surveillance and lack of privacy, a theme in Yevgeny Zamyatin's 1921 novel *We*, where people live in a world where all buildings are made of glass. These themes in turn are often combined with the idea of class inequality, as illustrated in the 2013 movie *Elysium*, where the rich live in luxury in space and the poor are forced to remain on the polluted Earth. In fact, this movie ties into many contemporary social issues such as immigration, overpopulation, health care, and so on.
D: Interesting. Are there any other social issues that are commonly mirrored in dystopias?
B: Well yes. Two common issues are that of the environment, such as in Philip K Dick's 1968 novel *Do Androids dream of Electric Sheep?* which takes place against the backdrop of an Earth ravaged by nuclear war. This was later loosely adapted into the hugely successful film *Blade Runner*, of course.
D: And the other issue?
B: That of robots and automation. An early example of this was *Player Piano*, Kurt Vonnegut's first novel published in 1952, which describes a society which is completely mechanised, again creating class conflicts between the upper class and engineers, and the lower class, who have had their jobs taken from them by the machines. Again, this echoes many concerns of the day then and today.
D: Fascinating, thank you Davion. Talking of films, we'll finally see the release of your first feature film next year, after only ten years in the making – what's taken you so long?
B: It just couldn't have been made any quicker, and I'll tell you why …

3 Give Ss a minute to read the questions so they know what to listen for, then play the recording again for Ss to answer the questions, then compare their answers in pairs. ***Stronger classes*** could answer the questions from memory, then listen again to check their answers. Check answers with the class.

Answers:
1 the accuracy of their future predictions and the reflection of concerns about social issues of the time
2 *The Machine Stops* (instant messaging and video conferencing), *Nosedive* (social credit system)
3 technology, totalitarian governments and impenetrable bureaucracy, surveillance and lack of privacy, class inequality, the environment and robots and automation
4 to allow for greater surveillance
5 poor people live on Earth and rich people live in space
6 because the lower class have lost their jobs to machines
7 his first feature film

Teaching tip
When using a listening text with your class, it's a good idea to start with an easier task which focuses on general understanding (or gist) first, before moving on to a more challenging task for detailed comprehension. This makes for a more structured approach to a text and is often called a *top-down approach*.

4 Ss discuss the questions in pairs. When they have finished, elicit answers from a few Ss and find out if others agree.

Language focus

The passive

5 Give Ss a couple of minutes to read the language focus box or go through it with the class. Answer any questions Ss have. Ss then match the extracts from the interview with the points in the language focus box individually, then check in pairs. Check answers with the class.

Answers: 1 c 2 a 3 e 4 d 5 b

Language focus checkpoint
Although the form of the passive in English is fairly simple to master, its use can be quite complicated, as it can be difficult to use naturally. For this reason it's always better, where possible, to study examples of its use in context rather than at sentence level.

6a 6.2 Ss listen to the sentences, paying attention to when the /r/ sound in *are* is pronounced. Check answers with the class and feed in information from the Pronunciation checkpoint. Model if necessary and ask Ss to draw a line linking the *r* in *are* to the following vowel sound where it's pronounced.

Answers: It's pronounced when followed by a word beginning with a vowel (sentences 1, 4 and 5).

Pronunciation checkpoint
In some accents in English, the final /r/ sound in words such as *teacher* and *are* aren't pronounced when the word is said in isolation. But when the word is followed by a word beginning with a vowel sound e.g. *teacher is*, *are often*, then it's pronounced in order to smoothly link the words together. This is known as linking *r*.

b Play the recording again for Ss to listen and repeat.

7a Ss correct the mistakes individually, then check in pairs. Check answers with the class.

Answers:
1 The world has **been** destroyed by a series of nuclear wars.
2 The award for best performance was given **to** Johan Fielding.
3 Johan Fielding was given ~~to~~ the award for best performance.
4 People are constantly ~~at~~ shouted **at** from loudspeakers in the street as they go to work.

b Explain that although the sentences are grammatically correct, they don't sound natural. You could refer Ss back to the last part of the language focus box here. Ask Ss to rewrite the sentences to make them sound more natural. With ***weaker classes***, elicit the first answer as an example. Ss rewrite the sentences individually, then check in pairs. Check answers with the class.

Answers:
1 A mistake has been made with the database of civilians, sir. / I've made a mistake with the database of civilians, sir.
2 Audiences were intrigued by the startling comparisons with the realities of modern life at the time.
3 They'd been building the rocket for years.
4 I loved *1984*. It was published in 1949, way ahead of its time.

8a Ask Ss to think of a dystopian book or film. If they have trouble thinking of one, ask them to use their mobile devices to search for ideas. Ss make notes to answer the questions. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

b Put Ss in pairs to share their information. When they have finished, ask one or two Ss to share their partner's information with the class.

LANGUAGE BANK 6A pp.156–157

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the passive forms for verbs with two objects. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers. Ss can refer to the notes to help them.

Answers:
1 **1** It's set
2 has been set up as
3 the new world government had been building it
4 the prison colony opens
5 is given to them
2 **1** had been scored
2 will be eaten if you leave them there
3 is being talked about
4 was given to a young student
5 was given the prize

Further practice

Photocopiable activities: 6A Language focus 1, p212; 6A Language focus 2, p213
App: 6A Grammar practice 1 and 2

Vocabulary

Making connections

9a Ss choose the correct alternatives individually, then check in pairs. Encourage Ss to use dictionaries or their mobile devices to help where necessary. Check answers with the class and be prepared to give further explanations and examples where necessary.

Answers: **1** underlying **2** resonates, into **3** backdrop, echoes **4** from **5** evoke **6** reflect **7** knock-on, mirror **8** explore, into

Vocabulary checkpoint

In sentence 7, *knock-on effect* contains an adjective made up of two words (*knock* and *on*). This can be a useful way of forming adjectives in English. When we do this, we use a hyphen between each word to show the whole phrase is being used as an adjective.

b Ss discuss the statements in Ex 9a in pairs. When they have finished, elicit ideas from a different pair for each statement and have a brief class discussion.

VOCABULARY BANK 6A p171

Social issues

These optional exercises build on the lexical set in the vocabulary section.

1a Ss complete the statements individually, then check in pairs. Check answers with the class.

Answers: **1** glass ceiling, discriminatory **2** Austerity, breadline **3** Food banks, safety net **4** taboo, politically correct **5** squatters, entitlement **6** multicultural, racism **7** outreach, marginalised **8** downtrodden, disaffected

b Ask Ss to study the statements individually and think of reasons why they agree or disagree with each one. Monitor and help where necessary. When they are ready, put Ss in pairs to discuss their ideas and choose the most important social issues for them. When they have finished, elicit Ss' ideas and have a class discussion.

Further practice

Photocopiable activities: 6A Vocabulary, p214
App: 6A Vocabulary practice 1 and 2

Speaking

Prepare

10 Refer Ss to page 183. Focus attention on the titles of the books, films and TV shows and ask if anyone has read or seen them. Give Ss a couple of minutes to read the summaries then ask if they'd like to read or watch them. Ss make notes about the social issues for each of the stories in the summaries. If Ss need extra support, write these questions on the board:

1 *Which social issues of the time do you think each story reflects?*
2 *How true do you think the predictions made in each story are or will be?*
3 *What concerns about society of your own might each one reflect?*

Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

Speak

11 Arrange Ss in small groups to discuss the social issues of the time that each story in Ex 10 reflects. Monitor and make notes on Ss' language use for later feedback. When they have finished, nominate a student from each group to share their ideas with the class and find out if others agree. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:

How confident do you feel using the passive naturally in English now?
How can you practise it more?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Language bank: 6A Ex 1–2, p157
Workbook: Exs 1–4, p44
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 6B
Extended route: go to p136 to Master your writing

6B Consumer affairs

Introduction

The goal of this lesson is for Ss to present formal recommendations. To help them achieve this, they will learn language for making formal recommendations and vocabulary related to regulation.

Warm up

Write the following questions on the board:

Do you prefer shopping in traditional shops or online? Why?
What kinds of thing do you prefer buying online? Why?
What's most important to you in an online store (e.g. delivery times, ease of use, recommendations, etc.)?
Put Ss in pairs to discuss the questions.

Reading and vocabulary

Regulation

1 Focus attention on the statements, then put Ss in pairs to read them and discuss the questions. When they have finished, elicit Ss' ideas.

Optional extra activity

As an extension, you could ask Ss to think of (or even research online) any other examples of 'tricks' online companies use to make you spend more.

2 You may want to pre-teach *impulse-buying* and *no-quibble*. Ss read the article quickly and identify which 'tricks' from Ex 1 are mentioned, then check in pairs. Check answers with the class.

Answers: A, C, D, E, F

3a Give Ss a couple of minutes to read the comments and decide which they agree with and why, then put them in pairs to discuss their ideas. When they have finished, elicit Ss' answers and have a brief class discussion.

b Ss categorise the words in Ex 3a individually, then check in pairs. Check answers with the class.

Answers:
R: severe penalties, curb, restrict, go unpunished, facing any consequences, face any sanctions
B: breach, unauthorised, violating
O: comply with

c Ss add the words and phrases in the box to the categories in Ex 3b. Point out that one item can go in two categories. Check answers with the class and be prepared to give further explanations and examples where necessary.

Answers:
R: ban, freeze, monitor content, self-regualtion
B: evasion
O: self-regulation

Optional extra activity

You could ask Ss to write their own comment on the article on a piece of paper, describing their own reaction to or opinion of it, using some of the vocabulary from Ex 3. When they have finished, collect the comments and display them around the classroom. Ss then walk around the room in pairs and read them, saying whether they agree or disagree with them.

4 Ss choose the correct alternatives individually, then check in pairs. Check answers with the class.

Answers: 1 froze 2 unauthorised 3 banned
4 evasion, penalty 5 monitor 6 breach

5a Elicit a possible answer for the first prompt as an example (e.g. … *the criminal's bank accounts*.). Ss complete the sentences individually. Monitor and help with ideas and vocabulary where necessary, writing any new words and phrases on the board.

b Ss compare their sentences in pairs. When they have finished, elicit ideas from a few Ss and find out if others had similar ideas.

VOCABULARY BANK 6B p171

Marketing and advertising

These optional exercises build on the lexical set in the vocabulary section.

1 Ss match the words and phrases with the definitions individually, then check in pairs. Check answers with the class.

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

2a Read the example with the class, then ask Ss to write their examples. If they're stuck for ideas, encourage them to look up examples online. Monitor and offer help where necessary.

b Put Ss in pairs and ask them to read out their examples, making sure they don't say what each one is an example of. Their partner guesses the word or phrase. In feedback, ask one or two Ss to share their examples for the class to guess.

Further practice

Photocopiable activities: 6B Vocabulary, p217
App: 6B Vocabulary practice 1 and 2

Language focus

Making formal recommendations

6 6.3 Tell Ss that they're going to listen to an interview with a consumer expert. Go through the questions with the class so they know what to listen for. Ss listen and answer the questions individually, then compare their answers in pairs. Check answers with the class.

Answers:
1 She's addicted to shopping online.
2 block the websites and remove her credit card data
3 a proposal that a minimum spend required to qualify for free delivery is only applied to products with a value of over £300

Optional extra activity

With ***stronger classes*** and if you have time, you could also ask Ss to identify which of the strategies from the article in Ex 2 the speaker mentions (one-click ordering and free delivery minimums).

Audioscript 6.3

A: And now it's that time of the show where we tackle your questions and concerns. Here with me today is Keira Scott, our very own consumer affairs specialist. Welcome, Keira.
K: Thanks Andy, it's good to be here.
A: So, first up is a question by email from Melissa in Liverpool, who says she's concerned at how much money she seems to be spending online. She says she's worried as she feels like she's becoming addicted to online shopping, and has deliveries arriving almost every day.
K: Yes, unfortunately this is an all-too-common problem, and it's one that's getting worse. But don't worry, there are some practical steps she can take to deal with her spending. She might find it difficult at first, but it's really down to her to show a bit of determination. Firstly, I suggest she block the websites she buys most from. She can always unblock them later, but it's essential she remove that easy initial access to them, making them that bit harder to get to. The harder it is to spend, the less she'll do it.
A: Right.
K: My other advice here is that she remove all her credit card information stored on websites and on her computer. She should also turn off 'one-click' ordering. It's all about making it that bit more difficult to spend, since many websites employ tricks to encourage impulse buying.
A: Like what?
K: Well, for example, free delivery minimums, which require the customer to spend a certain amount in order to qualify for free delivery of the items purchased. It's that little bit of encouragement you might need to spend more than you normally would.
A: Are there any calls for regulation of these practices?
K: Indeed, some leading consumer groups are demanding that the government do more to protect people from this kind of thing.
A: How might that work?
K: Well, for example, one group has come up with a proposal that this minimum only be applied to higher-end products with a value of over three hundred pounds, so as not to affect day-to-day purchases and some of the poorest in society. And as I said earlier, online shopping addiction is becoming far too widespread at the moment. It's high time the government stepped in to take a look at this as there definitely needs to be more regulation.
A: Interesting. OK, the next email comes from Dave in Nottingham, who asks …

7 Focus attention on the examples in the language focus box and explain that these are the phrases Keira Scott uses to make formal recommendations in the interview. Ss read the language focus box and choose the correct alternatives individually, then check in pairs. Check answers with the class and answer any questions Ss have about the information in the box.

Answers: **1** without **2** adjectives **3** nouns

8 6.4 Ss listen to the sentences and identify which word(s) is stressed most in each sentence. Check answers with the class, then play the recording again for Ss to listen and repeat.

Answers: **1** demand **2** essential **3** absolutely crucial

9 Elicit the first answer as an example and write it on the board. Ss rewrite the sentences individually, then check in pairs. Check answers with the class and write them on the board (or invite different Ss to do so).

Answers:
1 It's essential (that) the company comply with the new regulations.
2 I strongly recommend (that) you submit your application early.
3 My advice is (that) she speak to her parents.
4 I suggest (that) he be cautious about what he buys online.
5 It's important (that) the content of websites children visit be monitored by their parents.
6 Come what may, we'll be there to support you.

10a Ss complete the recommendations individually, referring to the language focus box to help them where necessary. Monitor and check Ss are forming the recommendations correctly.

b Put Ss in pairs to share their ideas and find out more information. In feedback, elicit answers from a few Ss around the class.

LANGUAGE BANK 6B pp.156–157

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the form and use of the fixed expressions. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers. Ss can refer to the notes to help them.

Answers:
1 **1** both possible **2** that you choose **3** be **4** left **5** both possible **6** leave
2 **1** Suffice **2** time **3** Perish **4** submit(s)/do(es)

Further practice

Photocopiable activities: 6B Language focus 1, p215; 6B Language focus 2, p216
App: 6B Grammar practice 1 and 2

Speaking

Prepare

11a Tell Ss that they're now going to prepare and present their own formal recommendations. Give them a couple of minutes to read the situations and choose one. Alternatively, you may want to allocate topics to ensure a variety is chosen.

b Give Ss plenty of time to think of ideas and make notes. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

Speak

12a Arrange Ss in groups according to the situations they chose in Ex 11a to present their recommendations. Monitor and make notes on Ss' language use for later class feedback.

b Ask Ss to choose two measures to implement, then share them with the class. When they have finished, give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:
What were the three most useful words or phrases you learnt today?
How will you use them in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Ss write their answers.
Language bank: 6B Ex 1–2, p157
Workbook: Exs 1–6, p45
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 6C
Extended route: go to p116 to Master your reading

6c Signs of the times

Introduction

The goal of this lesson is for Ss to choose a sign or marketing slogan. To help them achieve this, they will learn or revise comparatives and vocabulary related to responding to ideas.

Warm up

Put Ss in pairs and ask them to make a list of all the places they see English used in their own country (e.g. shop signs, menus, road signs, graffiti, etc.). When they have finished, elicit their ideas and find out if others agree.

Reading

1 Focus attention on the signs and elicit what they all have in common (they all use word play). Ss discuss the questions in pairs. When they have finished, elicit answers from a few Ss around the class and feed in information from the Suggested answer for question 1 if necessary.

Suggested answer:
1 In sign A the first letters spell LEAF.
In sign B *grate* sounds like *great* and we grate cheese.
In sign C flutterby is what a butterfly does – the letters *b* and *f* have been switched.
In sign D *brunch* combines the words *breakfast* and *lunch*, which is what the café serves.
In sign E s*parks* is connected to electricity.

Teaching tip

Street signs, shop names and even graffiti make up what's known as the 'linguistic landscape'. This can be a rich source of language and one where English is often used around the world. It's useful to raise Ss' awareness of this as it's a source they come into contact with everywhere they go. You can even ask Ss to take photos of any interesting uses of language they see in order to share it with the class in another lesson.

2 Ss read the blog post and match the types of word play with those used in the signs in Ex 1 individually, then check in pairs. Check answers with the class.

Answers: **A** backronym **B** pun **C** spoonerism **D** portmanteau word **E** aptronym

Optional extra activity

Write the following sentences on the board:

1 The writer thinks word play can show us details about a language.
2 The writer thinks people generally want to remember slogans.
3 Flora Gardner's name is appropriate for her job.
4 The writer thinks that their interest in word play makes them an interesting person.

Ask Ss to read the text again more carefully and decide if each sentence is true (T) or false (F), then check in pairs. Check answers with the class.

Answers: **1** T **2** F **3** T **4** F

3 Ss discuss the questions in pairs. When they have finished, elicit Ss' ideas and find out if others agree.

Language focus

Comparatives

4 Give Ss a few minutes to read the language focus box and ask you any questions they have. Ss find the examples individually, then check in pairs. Check answers with the class.

Answers:
1 just that little bit catchier, anything like as boring as I am
2 which is often formed more accidentally
3 we'd often sooner forget them!
4 hum-drum language isn't a patch on word play

Language focus checkpoint

Another common comparative form in English is *one of the* + superlative + plural, e.g. *It's one of the funniest films I've seen.* A common mistake Ss make with this form is not making the noun plural (e.g. *It's one of the funniest film I've seen.*). It's useful therefore to keep an eye out for this error and correct it whenever possible.

5a 6.5 Ss listen to the sentences, paying attention to how the sounds link together, then compare ideas in pairs.

b Ss listen and check their answers. Remind them of the linking /r/ sound in Lesson 6A and go through the information in the Pronunciation checkpoint as a class. Play the recording again for Ss to listen and repeat.

Answer: with a /r/ sound

Pronunciation checkpoint

In some accents in English, when a word ends in a vowel sound (specifically /ɔː/ or /ə/) and the next word starts with a vowel sound, we add an /r/ sound between them in order to link them smoothly e.g. *law and order, bacteria inside.* Some consider this to be incorrect and try to avoid it, but Ss are nonetheless likely to come across it in fast, natural speech.

6a Make sure Ss understand that they do not need four of the words in the box and that they will need to change the form of some of the ones they use. Ss complete the sentences individually, then check in pairs. Check answers with the class and write them on the board (or invite Ss to do so).

Answers: **1** more easily **2** books **3** funny **4** to **5** that **6** anything

b Ss discuss the sentences in pairs, changing them if necessary to make them true for them. Encourage them to ask follow-up questions to find out more information. When they have finished, elicit answers from a few Ss and find out if others agree.

7a Elicit an example for the first prompt as a class, then ask Ss to write their sentences individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

b Put Ss in pairs to share their sentences. Encourage Ss to ask follow-up questions to find out more information. When they have finished, elicit a few answers from the class.

LANGUAGE BANK 6C pp.156–157

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the use of idiomatic expressions. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers. Ss can refer to the notes to help them.

Answers:

1 **1** that **2** more slowly **3** on **4** to **5** people **6** comparison **7** as **8** as **9** to **10** visit **11** hardest

2
1 Shona's nowhere near as tall as Ciara.
2 The Greentones are not (even) in the same league as Purple Rock.
3 It's one of the funniest films of this year.
4 We arrived earlier than (we) expected.
5 United are nothing like as good as Rovers this season.
6 I'd sooner shop at local shops than supermarkets.
7 James is way funnier than Chris.
8 His films can't hold a candle to those of Bertoletti.
9 I'm not so much angry as confused.
10 Generally, I prefer a good film at home to a night out.
11 Tonight, I'd prefer to go out.
12 Her muffins aren't anything like as tasty as mine.

Further practice

Photocopiable activities: 6C Language focus 1, p218; 6C Language focus 2, p219
App: 6C Grammar practice 1 and 2

Vocabulary

Responding to ideas

8 6.6 Read the questions with the class so they know what to listen for. Ss listen and answer the questions individually, then compare their answers in pairs. Check the answer to question 1 with the class and elicit their views of the suggestions.

Answers:
1 no

Audioscript 6.6

E: OK, so these guys want a catchy name for their shop. What have we got?
P: Well there's this, 'Emma Tal's Cheese Parlour'. It's like Emmental cheese, Emma Tal? I think it's fairly unremarkable, don't you?
E: Wait, that's not the owner's name, is it, Emma Tal?
P: No, no. Otherwise that would be very fitting.
E: Yeah, it's hardly captivating, is it? Plus it doesn't really work, does it? People are way more likely to say 'Emma Tall' as in 'not short' when they see it. Let's ditch that straight away. I like this one though.
P: What, 'Cheese dreams'? It's quite surreal isn't it …
E: Well, I'd say quirky. Everyone likes quirky.
P: I don't. This one? 'Cheese the day'? I don't get it.
E: Like 'seize the day'? Carpe Diem? Carpe Cheezum, haha.
P: Well, it's novel, I'll say that for it. Maybe too obscure?
E: Well, at least it's not your run-of-the-mill 'Gina's cheese shop', but you might be right, not everyone will get it.
P: Oh, here's our winner: 'Don't worry, Brie happy!'
E: Corny.
P: Witty.
E: Corny. Lunch? I'm hungry and …

9a With ***weaker classes***, go through the adjectives with the class and check understanding first. Give Ss a minute to read the adjectives in the box, then play the recording for Ss to tick the ones the speakers use. Check answers with the class.

Answers: captivating, catchy, corny, fitting, novel, quirky, run-of-the-mill, surreal, witty

b Put Ss in pairs to categorise the adjectives. Encourage them to use dictionaries to help where necessary. Check answers with the class and be prepared to give further explanations and examples where necessary.

Answers: **P:** captivating, catchy, fitting, inventive, novel, witty
N: bland, clumsy, corny, run-of-the-mill, repulsive, stale
B: quirky, surreal

10 Ss choose the correct alternatives individually, then check in pairs. Check answers with the class.

Answers: **1** novel **2** corny **3** repulsive **4** captivating **5** stale **6** clumsy **7** witty **8** surreal

11a Give Ss plenty of time to choose their sentences and think of examples. Monitor and help where necessary.

b When they are ready, put Ss in pairs to share their ideas. Encourage Ss to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share any interesting information they found out from their partner with the class.

Further practice

Photocopiable activities: 6C Vocabulary, p220
App: 6C Vocabulary practice 1 and 2

Speaking

Prepare

12 Direct Ss to page 185 to read the ideas and decide what they think of each one. Encourage them to use adjectives from Ex 9.

Speak

13a Put Ss in pairs and encourage them to use comparative forms when discussing the different ideas. Monitor and make notes on Ss' language use for later class feedback.

b When they have finished, ask each pair to share their ideas with the class, then hold a class vote for each idea via a show of hands. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:
What new comparative forms did you learn in today's lesson?
In what situations do you think you'll use them in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Ss write their answers.
Language bank: 6C Ex 1–2, p157
Workbook: Exs 1–5, p46
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 6D
Extended route: go to p101 to Master your listening

6D English in action

Introduction

The goal of this lesson is for Ss to practise taking part in a panel discussion. To help them achieve this, they will learn phrases for reframing and paraphrasing, referring back to what others have said and referring back to other ideas, as well as idioms related to business and debate.

Warm up

Review the adjectives from Lesson 6C with a team game. Divide the class into two teams and have them face the board. Place a chair facing each group with its back to the board. Ask a volunteer from each team to come and sit in the chairs. Each turn, write one of the adjectives on the board and ask each team to elicit it from the student sitting in the chair, without saying the word or using their language. They can use mimes or descriptions. The first student in the chair to guess correctly wins a point for their team. Each turn ask a different student from each group to change places with the student in the chair. The team with the most points at the end wins.

Vocabulary

Idioms

1 Focus attention on the photos and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, elicit their ideas and have a brief class discussion.

Optional alternative activity

Before Ss discuss the questions in Ex 1, write the topics from the box on the board and ask Ss to think of arguments for and against each one individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

2 Ask Ss to read the sentences with the idioms and decide what the common theme is. When they are ready, ask Ss to check their ideas in pairs. Check the answer with the class.

Answer: war

3 Ss match the idioms with the definitions individually, then check in pairs. Check answers with the class.

Answers: **1** a long shot **2** it's a minefield **3** a double-edged sword **4** (be) up in arms **5** get a lot of flak **6** fighting a losing battle **7** going great guns **8** set (my) sights on **9** stick to your guns

4 Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

Listening

5a Give Ss a minute to read the entry then elicit what the discussion is about. Divide the board into two sections (*for* and *against*) and elicit Ss' ideas about the arguments the panel members will give, writing them in the relevant section on the board.

b 6.9 Ss listen to the discussion, noting the arguments given, then compare their ideas in pairs. In feedback, go through the list of ideas on the board and tick any that were mentioned. Elicit whether each panel member thinks it's worth getting a degree or not as a class.

Answers: Gayle thinks it is, Brynn disagrees and Carrie partly agrees and partly disagrees.

Audioscript 6.9

H: Thanks for attending this panel discussion everyone. As you know, we're lucky enough today to be joined by three leading specialists in the fields of higher education and business: Gayle Torres, Brynn Bagnold and Carrie Verne. So without further delay, Gayle, if I could direct the question to you first. Is it worth getting a degree?
G: Absolutely. It's an excellent preparation for life and teaches you the skills you need to become an expert in a subject you love.
H: So what you're saying is that it's essential if you want to do something you enjoy?
G: That's right.
H: Brynn?
B: It's interesting that you mention skills, Gayle. We're constantly seeing companies up in arms about this, saying that graduates are applying for jobs with great subject knowledge, but clearly lacking employability skills, such as communication and teamwork skills.
H: Do you mean to say that people are graduating – for want of a better word – 'unskilled'?
B: In that sense, yes.
H: Carrie?
C: Well, as Brynn mentioned, we're finding that yes, this is a problem. And many people are finding they've spent three years – and a lot of money – with their sights set on a particular job, only to find they're completely unprepared for it.
G: Sorry, but going back to the idea of being well prepared for a job, a lot of degrees, such as those in engineering, computer science and medicine, really do exactly that.
H: You mean they teach the right skills?
G: Indeed. And a lot of students have summer jobs, where they learn valuable life and work skills.
H: So, correct me if I'm wrong, but what you're actually implying is that these essential skills aren't lacking across the board, but only in certain areas. Is that right?
G: Precisely.
C: If I could build on what Gayle said about life skills there. Living away from home, having to manage a budget, meeting new people with new ideas. These are all important life skills that you learn at university.
B: OK, I take your point. But going back to the original question – is it worth getting a degree – aren't we avoiding the most obvious point here? Carrie touched on an important point earlier, in that it's expensive to get a degree. Graduates finish college with a huge debt and they find they're fighting a losing battle over many years trying to pay it back. All this time they could have been working, saving for a house and family, debt-free. It really is a double-edged sword.
C: Perhaps, yes. But the fact remains that graduates are generally higher earners overall.

6a Go through the list with the class so they know what to listen for. With ***stronger classes***, you could ask them to discuss what they remember about each thing in pairs, then listen again to check. Otherwise, Ss listen again and make notes on each point, then compare their ideas in pairs. Play the recording again if necessary, then check answers with the class.

Answers:
1 Gayle – you can become an expert in a subject you love
2 Brynn – universities don't teach these
3 Carrie – students spend three years studying with a particular job in mind, which they don't feel prepared for at the end
4 Gayle – a lot of students have them and learn life and work skills there
5 Gayle – students learn these when they do summer jobs
Carrie – students learn life skills like living away from home, having to manage a budget and meeting new people with new ideas at university
6 Brynn – graduates leave university with a huge debt and have to spend years paying it back
7 Carrie – graduates are higher earners overall

b Give Ss a minute to read the Useful phrases, then play the recording again for Ss to tick the phrases they hear. Check answers with the class.

Answers: So what you're saying is … ; You mean … ; What you're actually implying … ; Correct me if I'm wrong, but … ; Do you mean to say that … ; … for want of a better word … ; As X said/mentioned (earlier), … ; If I could build on/add to what X said about … ; It's interesting that you mention X.; Going back to the idea of …

7 Ss add the phrases to the box individually, then compare their answers in pairs. Check answers with the class and drill the phrases chorally and individually.

Answers:
Reframing and paraphrasing: 5
Referring back to what others have said: 1, 3
Referring back to other ideas: 2, 4

8a 6.10 Ss listen to the sentences and choose the option they hear. Check answers with the class.

Answers: b in each pair

b Play the recording again for Ss to listen and repeat. Model and drill the sentences yourself if necessary, highlighting the stress.

Pronunciation checkpoint

In natural speech, we usually stress the words which carry the main meaning. Other, 'grammatical words' are usually weak or unstressed.

It's not worth getting a degree these days.

However, in order to emphasise a point or to contrast with what someone else has said, we can stress whatever words we want in order to emphasise the point we're making.

It is worth getting a degree. There are so many benefits.

9 Ss discuss the questions in pairs. When they have finished, elicit answers from a few Ss and have a brief class discussion.

Speaking

Prepare

10a Arrange Ss in small groups, then ask them to read the topics and agree on which one they'd like to discuss. Alternatively, assign the topics to ensure coverage.

b Ss choose their roles, then make notes on the way they will argue. The host could think of ideas for each side then share them with them. Alternatively, they could plan the structure and order of the debate.

Speak

11a Ss carry out their panel discussion. Encourage them to use the Useful phrases from the lesson while they do so. Monitor and make notes on Ss' language use for later class feedback.

b When they have finished, ask the host from each group to report back to the class, sharing any conclusions they reached and find out if others agree. Give Ss feedback on their language use as a class.

Optional extra activity

As an extension, Ss could change roles and repeat the panel discussion with a different topic from the list.

Reflection on learning

Write the following questions on the board:
Which phrases were most useful in today's lesson?
How do you think you might use them again in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Workbook: Exs 1–5, p47
App: grammar, vocabulary and pronunciation practice

Roadmap video

Go online for the Roadmap video and worksheet.

6 Check and reflect: Units 5 and 6

Introduction

Ss revise and practise the language of Units 5 and 6. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework, or use them as a diagnostic or progress test.

1 Ss find the mistakes individually, then check in pairs. Check answers with the class.

Answers:
1 regardless **of** whether …
2 ~~learning~~ learn
3 ~~Supposed~~ Suppose
4 ~~success, it's nonetheless worth trying.~~ success. Nonetheless, it's (still) worth trying. / success **but** it's nonetheless worth trying.
5 ~~not to mention I had lots of~~ not to mention lots of
6 inasmuch **as** it won't help

2a Elicit the first answer as an example. Ss order the letters individually, then check in pairs. Check answers with the class.

Answers: 1 pivotal 2 worthless 3 futile 4 overrated 5 indispensable 6 negligible

b Put Ss in pairs to choose three of the questions and discuss them. ***Stronger classes*** can discuss more than three. When they have finished, elicit answers from a few pairs and find out if anyone else has similar answers.

3 Ss complete the sentences individually, then check in pairs. Check answers with the class.

Answers: **1** comfort **2** Cut **3** pick **4** to **5** without **6** soul

Optional alternative activity

Write the answers around the board in random order and arrange the class in teams. Explain the activity: each turn you will call out a number between 1–6 which corresponds to one of the sentences. A student from each group (a different one each time) then runs to the board and touches the correct answer. The first team to do so correctly wins a point. The team with the most points at the end wins. As a follow up, Ss complete the activity in their books. Check answers with the class.

4a Elicit the first answer as an example. Ss complete the sentences individually, then check in pairs. Check answers with the class.

Answers:
1 hadn't, have
2 would/might/could, weren't
3 were/was, 'd/would/might
4 were/was, be
5 for, wouldn't/mightn't/couldn't
6 'd/would/might/could, hadn't

b You could demonstrate the activity by giving Ss your own answers, expanding on them by giving reasons why. Ss discuss if they agree with sentences 2 and 4 in pairs. When they have finished, elicit a few answers from the class.

5a Ss replace the words in bold with the near-synonyms in the box individually then check in pairs. Make sure Ss understand that they need to use the near-synonyms in the correct form e.g. by adding a preposition. Check answers with the class.

Answers: **1** remains of **2** spotless, spruced it up **3** scrub, thoroughly **4** debris **5** strewn

b Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

6 Ss choose the correct options individually, then check in pairs. Check answers with the class.

Answers: **1** were **2** it'd stop **3** could be **4** I'd known **5** didn't **6** had been

7 Explain that Ss need to either choose the option which is grammatically correct or the one which sounds most natural. Ss choose the best options individually, then compare their answers in pairs. Check answers with the class.

Answers: **1** a **2** b **3** a **4** b **5** a

8a Ss match the words to make phrases individually, then check in pairs. Check answers with the class.

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

Optional extra activity

Ss test each other in pairs. One student closes their book. The other reads out 1–6 from Ex 8a in random order for their partner to complete the phrase. When they have finished, Ss swap roles and repeat.

b Ss write their example sentences individually. Monitor and check Ss are forming the sentences correctly. ***Fast finishers*** can write sentences for four of the phrases. When they have finished, ask Ss to share their ideas in pairs.

9 Ss decide which option cannot be used in each case individually, then check in pairs. Check answers with the class.

Answers: **1** b **2** c **3** a **4** b **5** c

10 Explain that two of the sentences are correct. Ss correct the mistakes individually, then check in pairs. Check answers with the class.

Answers:
1 ~~that~~ what
2 ~~are applied~~ be applied
3 correct
4 ~~are checking~~ check
5 correct
6 Suffice (it) **to** say

11 Elicit the first answer and write it on the board. Ss order the words individually then check in pairs. In feedback, ask different Ss to write the sentences on the board, then encourage others to peer check.

Answers:
1 My country is nowhere near as big as Canada.
2 I'm just that little bit taller than my dad.
3 Your father's job is not a patch on mine.
4 I prefer films to books. / I prefer books to films.
5 My language is nothing like as difficult as English.
6 I'd rather play sport at the weekend than do nothing.

12 Ss complete the sentences individually, then check in pairs. Check answers with the class.

Answers: **1** bland **2** clumsy/corny **3** surreal **4** fitting **5** captivating **6** repulsive

13 Ss complete the sentences individually, then check in pairs. Check answers with the class.

Answers: **1** so, as **2** don't suppose **3** awkward moment **4** for want **5** on, that **6** serious repercussions

Reflect

Ask Ss to rate each statement individually, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Units 5 and 6.

Homework ideas

App: grammar, vocabulary and pronunciation practice

6A Master your writing

Introduction

Ss develop the skill of writing a summary of a scientific experiment by learning how to maintain a neutral scientific tone.

Warm up

Write the following on the board:

Do you know of any famous scientific or psychological experiments?
What did they involve?
What was the aim?
What were the results?

Give Ss a few minutes to make notes then put them in pairs to discuss. In feedback, elicit answers from a few Ss.

1a Tell Ss that they're going to do a memory test. Put them in A/B pairs and refer them to the relevant pages. Give Ss exactly one minute to study the words then ask them to turn back to Ex 1b.

b Ss write down what they remember individually. Make sure they don't speak to their partner or look back at the relevant page.

c Ss check their answers and add up their points.

2a Ask Ss to share their answers with the class and find out if Student As or Student Bs scored higher in general.

b Ss discuss the questions in pairs. In feedback, elicit their answers and go over the information in the *Culture notes* with the class.

Answer:
1 The aim of the experiment was to find out the effect on memory of colouring words differently to their meaning.

Culture notes

It is expected that Student A would, on average, have more difficulty than Student B and would remember fewer words and get the order more confused. The reason is that the word itself (*purple*, *green*, *brown*, etc.) does not correspond to the colour of the font. This creates confusion in the brain and hinders memory.

This is a variation on the famous 'Stroop effect', named after J Ridley Stroop, who asked people to say the colour of the words rather than read them. So for the word BLUE in a yellow colour, the person would have to say 'Yellow'. People found this surprisingly hard to do correctly. You can try this experiment with Ss, using different colour pens, and discuss how it feels.

3 Write the title of the study on the board and ask if anyone has heard of it. Put Ss in pairs to study the pictures and describe the experiment in their own words. When they have finished, elicit their ideas but don't give any answers yet.

4a Ss read the summary and put the stages in order individually, then check in pairs. Check answers with the class.

Answers: The correct order is E, D, C, A, B

b Ss discuss what they think the results are in pairs. When they are ready, refer them to page 186 to check their answers. Ask if they found anything surprising.

Answers: 1 30 2 5

5a Read the question with the class, then ask Ss to discuss it in pairs. In feedback, elicit their ideas but don't give the answer yet.

b Ss read the Focus box and check their answers to Ex 5a. Point out to Ss that the passive voice can be overused and once the passive has been established in a text it is common to omit the verb *be* to avoid repetition, e.g. *Participants were shown into the room and ~~were~~ asked to take a seat. They were given a sealed envelope and ~~were~~ asked to open it but ~~were asked~~ not to show it to other participants.*

6a Elicit the first answer as an example, then ask Ss to complete the remainder of the exercise, referring to the Focus box to help them if necessary. Allow Ss to compare answers in pairs, then check answers with the class.

Answers: 1 quickly 2 totally 3 around 4 always 5 lovely 6 obviously

b Ss rewrite the sentences individually, then check in pairs. In feedback, invite different Ss to the board to write their sentences and check them with the class.

Suggested answers:
1 Each participant was asked five simple questions.
2 The research suggests that people have a positive response to rewards even when those rewards are not earnt.
3 The participants were shown a humorous film.
4 It was noticed that all the participants carried out the task without complaint.
5 The participants were instructed not to touch the envelope.

Prepare

7a Put Ss in pairs to study the pictures and discuss the questions. When they have finished, ask a volunteer to describe the experiment to the class.

Answers:
1 **Picture 1:** One person, the participant, is sitting in a room with some empty chairs. He is filling in a form or questionnaire.
Picture 2: Smoke is coming under the closed door. The participant is investigating.
Picture 3: A different participant is in the same room. She is filling in a form or questionnaire. There are other people in the room doing the same thing but these are actors.
Picture 4: Smoke is again coming under the closed door. No one is investigating. The participant looks worried.
Picture 5: Smoke has filled the room and the participant is coughing. She is still not investigating the situation. No one else is investigating the situation. They are carrying on as though nothing is happening.
2 The experiment proves that people will follow the lead of others around them. They will not take action even in a dangerous situation if no one else is taking action.

b Ask Ss to make a list of vocabulary individually, then compare in pairs. Elicit their ideas and add the words in the Suggested answer if necessary.

Suggested answer:
participant, empty chairs, form or questionnaire, actors, instruct, smoke, come from, raise the alarm, ignore, showed concern, pretend that nothing is wrong

Optional alternative activity

You may want to create a mind map of the vocabulary needed to describe the experiment as you elicit the answers to Ex 7a.

Write

8 Ss write their summaries. Monitor and offer corrections where necessary. When they have finished, put Ss in pairs to swap summaries and review each other's work, using the Focus box as a checklist. Ss then give each other feedback on their summaries. Ss could write a second draft in class or for homework.

Homework ideas

Ex 8: Ss write a second/final draft of their email.
Workbook: Exs 1–8, pp. 50–51

6B Master your reading

Introduction

Ss develop the reading skill of understanding an article on finance by learning how to refine understanding of word meaning.

Warm up

Ask Ss what different types of bank account they know. Discuss as a class and elicit the examples. Use the discussion to pre-teach *current account*, *savings account*, *investment account*, *overdraft* and *ISA* (an Individual Savings Account, which in the UK allows you to save a limited amount of money tax free).

1a Focus attention on the adverts, then ask Ss to read them and answer the question individually.

b Put Ss in pairs to compare their answers, then ask them to turn to page 191 to check. Check the answer with the class and go over the information in the answer key.

Answers:
XYZ Bank is better.
After **one year** you end up with the following amounts:
ABC bank: £5070
XYZ bank: £5100
After **two years** you end up with the following amounts:
ABC Bank = £5140.35
XYZ Bank = £5202

2a Give Ss a minute to read the introduction to the blog and answer the question. Check the answer with the class.

Answer: 1

b Read the example with the class and stress that Ss don't need to understand the precise meaning of the word, just what they can deduce about it from the context of the introduction to the article. Don't give any answers yet.

3a Ss can do this individually, making notes, or in pairs. Monitor and help with ideas and vocabulary where necessary, writing any new words/phrases on the board. When Ss have finished, elicit their ideas and write them on the board.

b Ss read the rest of the blog and check the advice. In feedback, go through the ideas on the board and tick any that are mentioned.

4a Focus attention on the phrase and elicit Ss' ideas. With ***weaker classes***, ask guiding questions such as *What adjective is used with it?* (high) *What verb comes before it?* (be tempted by) *Does a high rate of return have a positive or negative meaning in this context?* (positive)

b Give Ss plenty of time to read the Focus box and check their answers. Answer any questions Ss have about the information in the box.

Answer: See Focus box.

5a Ss find the phrases and underline them, then check in pairs. Check Ss have found all the phrases. See answers to Ex 5b if necessary.

b Read the example with the class, then ask Ss to follow the advice in the Focus box to answer the question about each of the other phrases. ***Weaker classes*** can do this in pairs. Check answers with the class.

Answers:
All the phrases are generally concerned with finance.
2 headline rate (section 1)
– it can mask a lower interest rate
– the writer advises the reader to look beyond it
So it is something which shouldn't be trusted.
3 bank balance (sections 2 and 3)
– it can be damaged
– we should check it regularly
So our bank balance is something that needs to be protected.
4 pay up front (section 2)
– it is better to pay up front if possible
Paying up front is sensible.
5 instalment plans (section 2)
– can be expensive
– paying by instalments is the same as taking out a loan
Instalment plans are to be avoided if possible.
6 down payment (section 2)
– you make a down payment
– the down payment is often small
– it's connected to paying by instalments
Down payments are part of instalment plans, which are to be avoided if possible.
7 principal (section 2)
– you repay a principal
– it's connected with but different from a down payment
– interest can be added to it
So it sounds like something to be wary of.
8 defaulting (section 2)
– you default on a loan
– it happens when you don't realise the true cost
So defaulting on a loan is a negative thing.

6 Ss read the blog again and answer the questions individually, then check in pairs. Check answers with the class.

Answers:
1 it might only apply to part of your money, it might only apply for a limited time, it might be the maximum rate and you might not qualify for the maximum
2 it masks the much lower interest rate that you actually get
3 paying up front
4 a realistic repayment plan
5 knowing your budget
6 by checking your bank balance regularly

Optional extra activity

You could ask ***fast finishers*** to find these phrases in the blog and guess what they mean:

1 *always do your homework* (section 1)
2 *saving for a rainy day* (section 2)
3 *be savvy about* (section 2)
4 *a few slices short of a loaf* (section 3)

Answers:
1 research the best option for you
2 saving money for a time when things go wrong (e.g. you have no money coming in or need to pay out money for something unexpected)
3 be smart or intelligent about
4 it suggests that someone is a bit crazy or doesn't make rational decisions.

7 Ss discuss the questions in groups. When they have finished, nominate a student from each group to share their ideas with the class and have a brief class discussion.

Homework ideas

Workbook: Exs 1–7, pp.48–49

6c Master your listening

Introduction

Ss develop the listening skill of understanding a complex podcast by learning how to recognise doubts about word choice.

Warm up

Ask Ss what they think the essential ingredients are for a comedy, i.e. what makes them laugh. Put Ss in pairs and ask them to think of at least three things. When they have finished, elicit their ideas and find out if others agree.

1 Focus attention on the photo and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, elicit Ss' ideas and find out if others agree, feeding in the information about improvisation comedy from the *Culture notes* if necessary.

Culture notes

Improvisation comedy, or **improv**, is a type of performance comedy which is completely unscripted and unplanned. Performers may take suggestions from an audience or use their own ideas and make things up as they go along.

2a Ss discuss the question in pairs, making a list of possible reasons. When they have finished, elicit their ideas and write them on the board.

b 6.7 Ss listen to Part 1 of the podcast and make notes on the reasons given, then compare their notes in pairs. In feedback, elicit what they heard and tick off any of the ideas on the board that were mentioned.

Answers:
to overcome fears
to break out of your comfort zone
to challenge yourself and be more playful
to find a sense of fun and adventure
to change the way you interact with others

Audioscript 6.7

Part 1

J: Do you feel that warm sun? Isn't it just the best feeling in the world?
S: Yes, it's amazing. I love sunbathing, although it's strange to be sunbathing in the middle of winter.
T: Yes, that is very odd. I've never sunbathed in the middle of winter before. But you know what – I think it's suddenly getting darker. Do you see that too?
J: Yes, I do. That's really odd. Look there's a big black shadow moving across the sun and blocking out the light. All of a sudden we're sunbathing in the dark!
S: Yes, that's really freaky. I think it's a solar eclipse.
T: Yes, it could be a solar eclipse or … it could be a gigantic alien spaceship blocking out the light …
J: Yes, I think you're right! It's definitely a spaceship. And it looks like it's coming down to land!
P: I'm here at the Lumley Institute for the Performing Arts and I'm witnessing something really very special. It's an improv workshop, and it's led by professional actor, comedian and improvisor Helena Wakira-Thompson. Helena, what is improv?
H: Yes, good question. Improv is a form of theatre or comedy where nothing is scripted beforehand and everything that happens is made up on the spot.
P: So it's a kind of theatre, a kind of comedy?
H: Traditionally yes, that's what it's been but this is an improv workshop for ordinary people, for introverts so to speak …
P: People like me?
H: Possibly people like you, yes! Are you an introvert?
P: Well the thought of getting up on stage to perform an improvisation absolutely terrifies me.
H: Oh, well, then this course is definitely the course for you, yes.
…
P: So, this is Justin and he's a participant on this improv course. Justin, what on earth inspired you to take part in this course. I mean, don't you find it terrifying?
J: Oh, yeah, totally terrifying, you know. I'm an introvert at heart and I hate people looking at me and I hate it even more when I have to perform so, yeah, this is my own personal nightmare really?
P: I see! So why did you decide to take part?
J: Umm, well, I wanted to sort of break out of my comfort zone, if you like.
P: Oh, really?
J: Yeah, I was feeling kind of like … stuck in a rut, you know, stuck in a rut in my life and, how can I put it, unable to really feel good about myself.
P: So you were depressed?
J: Well in a manner of speaking I guess I just felt that I'd kind of lost the spark in my life, if you see what I mean.
P: And what about you, Tony. Why did you decide to join the course?
T: Well, I wanted to challenge myself, you know, find a way to be more … playful, if you like.
P: And has it worked?
T: Well we're about half-way through the course now and it's been a revelation really.
P: In what way?
T: It's just really helped me to … how can I put it … to break out of myself and to … to find a sense of fun and adventure.
P: Adventure?
T: Yes. It's totally changed the way I interact with people in everyday life.
P: Wow! So it's had a big impact on you …

3 Ss listen again and complete the sentences individually, then compare their answers in pairs. Make sure Ss understand that each gap needs two words. Check answers with the class.

Answers: **1** scripted beforehand **2** ordinary people **3** comfort zone **4** the spark **5** more playful **6** big impact

4a Focus attention on the extract and the phrase in bold and elicit Ss' ideas. Don't give the answer yet.

b Ss read the Focus box and check their answer. Check the answer with the class and answer any questions they have about the information in the box.

Answers: It shows that the speaker is not sure that *playful* is the right word to use in this situation.

5 Ss read the sentences and choose the correct options individually, then compare their answers in pairs. Check answers with the class.

Answers: **1** b **2** b

6 6.8 Go through the questions with the class so they know what to listen for. Ss listen and answer the questions, then compare their answers in pairs. Check answers with the class.

Answers:
1 You are trying to make your fellow improvisers look like geniuses.
2 By saying *Yes and …* to everything they say.
3 Because it allows you to connect with them.
4 We are thinking of what to say next.

Audioscript 6.8

Part 2

P: So Helena, what are the things you learn on an improv course?
H: Well we break it down into the principles of improvisation, if I can put it that way, sounds a bit grand, but yeah, there are certain principles that will help you improvise on stage.
P: OK, so what are those principles?
H: Well, I call them the do's and don't's of improv; so the first don't is don't try to be funny. That's not the aim. And you're not trying to be clever or quick either …
P: No? I thought that was the point of improvisation, to be funny and clever and quick.
H: That's a by-product of doing improv well, but it's not what you try to do. What you try to do is to make your improvisation partners look like geniuses.
P: Oh!
H: And following on from that is the first 'do' of improv. Do say 'Yes and … '.
P: Yes and … ?
H: That's right. To everything your partner says you say 'Yes, and' – I mean you don't have to use those exact words but the, how can I put it … the spirit of those words is what you're looking for. And that means that you accept everything your partner says, you react enthusiastically to it and you try to build upon it.

…

J: Have you noticed anything strange about that house plant that we bought last week?
S: Yes, I have actually. Every morning I come down and the house plant has grown. A lot.
T: Yes, I've noticed that too. It's about the size of a small tree now. And have you noticed that it seems to have a mouth?
J: Yes, I did notice that now you mention it. A small dark mouth with tiny teeth.
S: Yes, that's right. And this morning when I came downstairs those tiny teeth had hairs on them. I think they were animal hairs.
T: Yes, I noticed that too. And by the way, have you seen Fluffy today?
P: OK, before I get nightmares let me just stop you there. So, Sally, that scene was totally improvised?
S: Yeah, that's right.
P: So you had no idea what you were going to say?
S: That's right and I think it's really important that you don't have a preconceived plan, so to speak, a ready-made story, because then you can't respond creatively to what the other person says. You need to let go of your story and just respond in the moment.
P: With 'Yes and … '?
S: Exactly. You accept what the other person said and build on it.
P: OK. What are the other principles of improvisation?
S: Well there are a few really but the one I like is that you have to actively listen in order to connect with your fellow improvisers.
P: OK.
S: So normally we listen to each other with minimal attention, if you see what I mean, just enough to know how to respond.
P: You mean we don't really listen.
S: That's right. We don't actively listen because we're thinking about what we're going to say next.
P: Yes, I can certainly identify with that.
S: Well, with improv you have to actively listen and engage and then usually you just, how can I put it, spontaneously find you have something to add.
P: I see.
S: And that really allows you to trust your fellow improvisers, trust that they've got your back.
H: I think it's time you joined in and gave it a go.
P: Me?
H: Yes, you. Don't be afraid to fail. You're among friends. What's the worst that can happen?

7a Ss listen again and complete the sentences, then compare their answers in pairs. Check answers with the class.

Answers: **1** if I can put it that way **2** how can I put it **3** so to speak **4** if you see what I mean **5** how can I put it

b Ss identify the phrase the speaker is unsure about in the extracts in Ex 7a individually, then compare their answers in pairs. Check answers with the class.

Answers: **1** principles of improvisation **2** the spirit **3** preconceived plan **4** minimal attention **5** spontaneously find you have something to add

Optional extra activity

Write the following on the board:

1 The presenter: I fear doing improv in public.
2 Justin: I wasn't seriously depressed.
3 Tony: The course has been a very positive surprise.
4 Helena: It happens as a result of improv but it's not the main aim.
5 Sally: You have to forget about the story.
6 Presenter: I agree with what you say and have personal experience of it.

Ask Ss to listen to both parts of the podcast again and identify how the speakers express these ideas, then compare their answers in pairs. Check answers with the class.

Answers:
1 The thought of getting up on stage to perform an improvisation absolutely terrifies me.
2 I just felt that I'd kind of lost the spark in my life.
3 It's been a revelation really.
4 That's a by-product of doing improv well, but it's not what you try to do.
5 You need to let go of your story.
6 Yes, I can certainly identify with that.

8 Ss discuss the questions in pairs. When they have finished, ask Ss to share their answers with the class.

Homework ideas

Workbook: Exs 1–3, p50

7 OVERVIEW

7A Journeys
Goal | plan an unconventional journey
Language focus | determiners
Vocabulary | idioms related to exploration

GSE learning objective
Can work collaboratively to plan a course of action while considering how to avoid potential risks

7B It's a scam!
Goal | talk about financial problems
Language focus | relative clauses
Vocabulary | deception

GSE learning objective
Can talk about complex financial problems in detail

7C Skills for life
Goal | discuss skills and abilities
Language focus | reduced relative clauses and similar structures
Vocabulary | skills and abilities

GSE learning objective
Can conclude a discursive argument using a range of linguistic devices

7D English in action
Goal | chair and participate in a debate
Vocabulary | debates

GSE learning objective
Can effectively chair a debate, managing contributions and reaching a conclusion

Roadmap video
Go online for the Roadmap video and worksheet.

VOCABULARY BANK

7A Travel problems

7B Finance and investment

MASTER YOUR SKILLS

7A Master your listening
Goal | understand a debate
Focus | recognising digression

GSE learning objective
Can recognise digressions and asides as an argumentative tactic in a discussion or debate

7B Master your reading
Goal | understand correspondence
Focus | identifying a writer's tone

GSE learning objective
Can understand correspondence with idiomatic or non-standard language

7C Master your writing
Goal | write a review
Focus | creating vivid imagery

GSE learning objective
Can write a review of a product or service using linguistically complex language

7A Journeys

Introduction

The goal of this lesson is for Ss to plan an unconventional journey. To help them achieve this, they will learn or revise determiners and idioms related to exploration.

Warm up

Write the following questions on the board:
What's the most beautiful place in the world you've ever visited?
What made it beautiful?
Give Ss a couple of minutes to think of their answers, then put them in small groups to discuss. When they have finished, ask a few Ss to share their answers with the class.

Reading

1 Arrange Ss in groups to discuss the question. With ***stronger classes***, you could ask them to add some sort of 'wow' factor to their proposed journeys (e.g. travelling in luxury, futuristic travel, etc.). Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they have finished, nominate a student from each group to share their ideas with the class.

2 Read the question with the class, then set a time limit for Ss to read the article quickly and answer the question, then check in pairs. Check the answer with the class.

Answer: Overland, in an old but reliable car

Optional extra activity

Ask Ss to discuss how they would answer the question at the end of the article in pairs. When they have finished, elicit their answers and have a brief class discussion.

3 Ss discuss the questions in pairs. When they have finished, elicit answers from a few Ss and have a brief class discussion.

Language focus

Determiners

4 Give Ss a couple of minutes to read the language focus box or go through it with the class. Answer any questions Ss have. Ss complete the box with the words in bold in the article individually, then check in pairs. Check answers with the class.

Answers:
1 ten times the distance, half the time, all the equipment
2 the many problems
3 Your first few flights
4 virtually any challenge
5 rather a niche activity, something of a boom

Language focus checkpoint
There are two other idiomatic expressions with determiners in the article which your Ss might be interested in (especially if they read older literature in English). These include: *many* + *a/an* + singular noun e.g. *many a traveller* and possessive + *every* + noun e.g. *your every need*.

5a 7.1 Ss listen to the extracts, paying attention to whether *any* is stressed, then check in pairs and answer the question. Check answers with the class and feed in information from the Pronunciation checkpoint if necessary.

Answers: **1** unstressed **2** stressed

Pronunciation checkpoint

In positive sentences like 1 in Ex 5a, unstressed *any* usually has a conditional meaning (i.e. if you face any challenges, you need to overcome them). Stressed *any* (in positive and negative sentences and in questions) means 'it doesn't matter which one'. It's similar in meaning to 'every possible'.

b 7.2 Ss decide if *any* should be stressed in each sentence, then check in pairs. Play the recording for Ss to check their answers, then check answers with the class.

Answers:
Any is stressed in examples 1 and 3, where it means 'it doesn't matter which one'.
It's not stressed in example 2, where it has a conditional meaning.

c If necessary, play the recordings again for Ss to repeat. Ss practise saying the sentences in pairs.

6a Ss complete the sentences individually, then check in pairs. Check answers with the class.

Answers: **1** such **2** your, first **3** a, that **4** almost, relatively **5** quite, many, any **6** few, something **7** half **8** another

b Read the example with the class, then ask Ss to complete the statements individually, using a range of determiners and modifiers. Monitor and check Ss are using them correctly. When they have finished, elicit ideas from the class.

Suggested answers:
1 Well over half of the approximately thirty countries I've visited in the last few years are in Europe.
2 During one of my last journeys, I experienced almost none of the many problems that I usually experience.
3 I've read exactly sixteen of the almost eighty books by my favourite author.

c Ss write true sentences about their own experiences. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they have finished, nominate Ss to share their ideas with the class.

LANGUAGE BANK 7A pp.158–159

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, particularly the special uses of determiners. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers. Ss can refer to the notes to help them.

Answers:
1 **1** a, c **2** b, c, d **3** a, c, d **4** a, b, d **5** b, c, d
2 **1** few **2** some **3** half **4** twice **5** quite

Further practice

Photocopiable activities: 7A Language focus 1, p221; 7A Language focus 2, p222
App: 7A Grammar practice 1 and 2

Vocabulary

Idioms related to exploration

7a 7.3 With ***weaker classes***, write the names of the three games on the board first (*the coin drop challenge*, *the bus stop randomiser* and *the coin flip game*). Ss listen and make notes on each game, then compare in pairs. Check answers with the class.

Answers:
The coin-drop challenge: You drop a coin on a map on the floor and have to go to the place where it lands (unless it's a place you've been before).
The bus-stop randomiser: You take the first bus out of town and get off in the first town or village. After exploring that place, you repeat the activity several times.
The coin-flip game: You flip a coin every time you need to decide whether to turn left or right.

Audioscript 7.3

T: Oh, hi, Chloe. How was your weekend?
C: Great, thanks, Trevor. We went to Greymarsh. It's a small village about forty kilometres from here, as the crow flies.
T: Greymarsh? Why did you go there?
C: Because we'd never been there before. We often do that – we spread a big map on the floor and drop a coin on it. Wherever the coin lands, that's where we have to go – although we steer clear of anywhere we've been before. We call it the coin-drop challenge.
T: That's crazy! Don't you end up in some weird places?
C: Yeah, of course. But it's a great way of getting away from it all and exploring the local area. And it beats following the herd to overcrowded tourist attractions.
T: Right. So what can you do in Greymarsh?
C: Well, it's on the edge of a huge marsh, as the name suggests, so it's a haven for wildlife. We did some bird watching and later we climbed to the top of a big hill to admire the views. The trick is to go with your gut and do whatever feels right, rather than planning everything in advance.
T: Hmm. I love the great outdoors too, but it seems like a long way to go just to look at some birds and climb a hill.
C: Ah, but that's the whole point. It's all about the journey, not the destination. We always take the scenic route, even if it's twice as far as the direct route. You should give it a go.
T: I'm not sure. For one thing, I don't have a car.
C: That's OK. We often do it by bike. Or there's a similar technique you can use on public transport, actually. We call it the bus-stop randomiser. You take the first bus out of town, no matter where it's going. Then you get off in the first town or village, and have a wander round. When you're ready to move on, you go back to the bus stop and take the next bus that comes along. And you keep doing that three or four times, until you end up in the middle of nowhere. It's brilliant!
T: It sounds terrifying to me. I mean, how can you be sure you'll get home before dark? What if you miss the last bus?
C: Well, that's certainly a risk, but we treat it as part of the adventure, like a race against time. But I admit it can be quite a stressful experience at times. We once got stuck in the back of beyond with no food, no money and no phone signal, which wasn't much fun. We ended up flagging down a passing motorist who gave us a lift back to town. So it definitely pays to be prepared for the unexpected. You could always take a tent with you so you can camp out in a nearby forest if necessary.
T: Yeah, I suppose so ... But I guess it's less stressful when you've got a car. Maybe I'll try your coin-drop challenge, if I can find somebody to ferry me around in their car!
C: Hey, why don't you come with us this weekend?
T: OK. That'd be awesome. What's the plan?
C: We're going to play our 'coin-flip' game. Basically, you head out of town and flip a coin every time you need to decide whether to turn left or right. You end up in some pretty out-of-the-way places but it's a great way of exploring. We sometimes play a version where we spend the morning getting completely lost, and then the afternoon trying to retrace our steps and find our way back home again – without GPS, of course – unless we totally lose our bearings, in which case we're allowed to use our phones to get home.

T: You're crazy!
C: It's fine, as long as you're prepared for any situation. For example, making sure you've got some cash or a bit of chocolate to keep your energy up …
T: OK, so let's make a list of all the things that could possibly go wrong.

b Put Ss in groups to discuss whether they'd like to try any of the games and why or why not. In feedback, elicit ideas from each group and find out if others agree.

8 7.4 Ss complete the extracts individually, then compare their answers in pairs. Play the recording for Ss to listen and check, then check answers with the class.

Answers: **1** crow **2** clear **3** away **4** herd **5** gut **6** outdoors **7** scenic **8** nowhere **9** beyond **10** steps

Optional extra activity

Write the following definitions on the board:

1 (*travelling*) *without anybody else driving / taking you* (*Paragraph 1*)
2 leaving major roads (*Paragraph 2*)
3 spending time in basic or uncomfortable conditions (*Paragraph 3*)

Ask Ss to find idioms in the article in Ex 2 which have these meanings, then check in pairs. Check answers with the class.

Answers:
1 under your own steam
2 going off the beaten track
3 roughing it

VOCABULARY BANK 7A p172

Travel problems

These optional exercises build on the lexical set in the vocabulary section.

1a Ss complete the sentences individually, then compare their answers in pairs. Check answers with the class.

Answers: **1** seized up **2** jetlag **3** puncture **4** congested **5** stranded **6** gridlock **7** shipwrecked **8** colliding **9** grounded **10** write-off **11** impassable **8** capsized

b Ss categorise the words individually, then check in pairs. Check answers with the class.

Answers:
1 gridlock, impassable, puncture
2 grounded, jetlag, (puncture)
3 capsized, (grounded), impassable, shipwrecked
4 colliding, congested, seized up, stranded, write-off

2 Give Ss a couple of minutes to think about their answers, then put them in pairs to discuss the questions. When they have finished, ask a few Ss to share their experiences with the class.

Further practice

Photocopiable activities: 7A Vocabulary, p223
App: 7A Vocabulary practice 1 and 2

Speaking

Prepare

9 Put Ss in pairs and give them a couple of minutes to read the instructions, then check they know what to do. Ask Ss to plan their journeys. Monitor and help with vocabulary and ideas where necessary.

Speak

10 Put pairs together to form groups of four and ask them to share their ideas. Encourage them to listen carefully and try to identify possible weaknesses in the other pair's plans, then work together to rectify them. Monitor and make notes on Ss' language use for later class feedback.

11 Give pairs a little time to decide how to present their journeys incorporating the ideas from Ex 9. Then ask pairs to present their plans to the class. Ss could vote for the most interesting journey. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:

How confident do you feel using determiners in English now?
What can you do to practise them more in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Language bank: 7A Ex 1–2, p159
Workbook: Exs 1–4, p52
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 7B
Extended route: go to p102 to Master your listening

7B It's a scam!

Introduction

The goal of this lesson is for Ss to talk about financial problems. To help them achieve this, they will learn or revise relative clauses and vocabulary related to deception.

Warm up

Tell the class about a potential scam you've received (e.g. through a phone call, text message, email, etc.) recently. Put Ss in pairs to discuss any recent potential scams they've experienced.

Reading

1 Focus attention on the adverts and elicit what they're for (investments). Ss read them then discuss the questions in pairs. When they have finished, elicit answers from a few Ss.

Suggested answers:

1 Advert A is almost certainly a scam. It contains several typos (*expereince, necesary, succes*) and has clearly been designed to tempt naïve or desperate victims. Advert B looks a lot more professional, so it may or may not be a good investment. There is no way of telling just from the advert.

2 They both focus on people's desire to avoid stress (*No stress! / stress-free*). They both include apparent recommendations (*As seen on TV / over 100,000 satisfied customers*). They both try to reassure the buyer (*Success guaranteed / reliability*). They both end with a clear call-to-action (*Find out more / Call one of our experts*).

3 Do some online research to find out if the claims are true.

2 Ss read the article quickly to determine which advert the article is mainly about, then check in pairs. Check the answer with the class and elicit why.

Answers: It's mainly about offers like the one in advert B, which aren't obvious scams.

3 Ss discuss the questions in pairs. When they have finished, elicit Ss' ideas and find out if others agree. ***Fast finishers*** could also discuss this question: *Some people deliberately engage with scammers in an attempt to waste their time. Would you ever do this? Why/ Why not?*

Vocabulary

Deception

4 Refer Ss back to the article in Ex 2 and point out the words in bold. Ss match them with their meanings individually, then compare their answers in pairs. Point out that they may need to change the form of the words in bold as the definitions are written for singular nouns and the infinitive form of the verbs. Encourage them to use dictionaries if necessary. Check answers with the class and be prepared to provide further explanations and examples if necessary.

Answers: **1** scam, con **2** scammer, con artist **3** ruse, ploy **4** see through **5** taken in by, duped, ripped off **6** gullible **7** streetwise, discerning, vigilant **8** luring **9** above board **10** prey on **11** bogus **12** purports

Optional extra activity

Write these expressions from the article on the board:

1 fall for something hook, line and sinker
2 lull somebody into a false sense of security
3 swallow the bait
4 throw good money after bad
5 keep your wits about you

Ask Ss to find them in the article and discuss what they mean in pairs. Check answers with the class.

Answers:

1 be 100 percent deceived by something
2 trick somebody into feeling safe
3 take something that has been designed to trap you
4 spend more money in an attempt to recover money that you've already wasted
5 stay careful and alert to dangers

Vocabulary checkpoint

Many idioms in English have a theme or are taken from similar contexts. For example, business idioms are usually taken from the context of war. If you do the optional extra activity, you could point out that idioms 1 and 3 are taken from the context of fishing.

5 Ss discuss the questions in pairs. When they have finished, elicit Ss' ideas and have a brief class discussion.

Suggested answer:

1 They create professional-looking websites, they may post false reviews and recommendations on their own website or elsewhere on the internet, they appear kind and trustworthy when you meet them, etc.

VOCABULARY BANK 7B p172

Finance and investment

This optional exercise builds on the lexical set in the vocabulary section.

1 Read the example with the class. Ss complete the texts individually, then compare their answers in pairs. Check answers with the class.

Answers: **1** debtor's **2** collateral **3** default **4** creditor **5** repossess **6** credit rating **7** depreciates **8** speculating **9** assets **10** appreciate **11** write off **12** hedge **13** bonds **14** stocks and shares **15** commodities **16** derivatives

Further practice

Photocopiable activities: 7B Vocabulary, p226
App: 7B Vocabulary practice 1 and 2

Language focus

Relative clauses

6 7.9 Tell the class that they're going to listen to a radio phone-in programme about scams. Read the questions with the class so they know what to listen for, then play the recording for Ss to answer the questions, then compare their answers in pairs. Check answers with the class.

Answers:

1 His daughter thinks he has fallen victim to a scam and he wants to reassure her.
2 He checked their website, read online reviews and visited their smart office. He also withdrew some money as proof that it wasn't a scam.
3 He was told it would be time-consuming and he'd lose some benefits.
4 He doesn't believe them, perhaps because he's in denial (i.e. he doesn't want to believe them because he has too much to lose). He sees himself as smart and streetwise, not the sort of person who might fall victim to a scam.

Audioscript 7.9

P: Good morning and welcome to Mind your Money. Today, we're talking about financial scams, and I'm joined by fraud expert Detective Inspector Yeats. Welcome to the show.
Y: Thanks. Good morning.
P: Let's start with a call from one of our listeners, Mr Robert Henderson. Are you there?
R: Yes. Good morning.
P: So I understand you're going to tell us about a financial scam which you've fallen victim to. Is that right, Mr Henderson?
R: Well, I'm not sure. My daughter suggested I contact you, you see, about my recent investments. She's convinced that I'm being scammed out of my life's savings, but I'm sure everything's above board. So I'm mainly calling to put my daughter's mind at rest.
P: Right. So can you tell us about your investment, Mr. Henderson?
R: Yes, well, I've invested quite a lot of money in some funds managed by a company called Safeside Investments. A few years ago, I was looking for a fund in which to invest my savings, and I came across the Safeside website, which was very professional. A lot of the reviewers online seemed delighted with their dealings with Safeside too. I even went to their office, which was very smart. So I really don't think it can be a scam.
Y: Well, it sounds like they're certainly very professional, Mr Henderson. But it's not difficult to create a slick website, post some fake reviews online and rent a fancy office. It's often just a ploy to charm and disarm people from whom they plan to steal. Can I ask how much money you've 'invested'?
R: Er, last year, I invested £10,000 in their funds, half of which I put in a low-risk, low-returns fund and the other half in a high-risk, high-returns fund. After three months, my low-risk investment had appreciated by an amazing 10 percent, on top of which my high-risk investment had almost doubled. After three months! I couldn't believe it!
Y: Hmm. In my experience, high returns like those are often made-up figures, designed to lure you into investing more.
R: Ah, but that's where you're wrong. I wanted to make sure it wasn't too good to be true, and to reassure my daughter, who was getting worried by this stage. So I sent a request to withdraw my £5,500 from the low-risk fund, after which my money appeared promptly back in my account. If it had been a scam, would it have been so easy to withdraw my money?
Y: Er ... you didn't withdraw all your money, sir. They still had almost half your money, which I bet they told you would be much harder to get your hands on.
R: Hmm, now you come to mention it, yes, they did. For the high-stakes fund, I needed to give three months' notice and sacrifice any gains during that notice period, which I was reluctant to do because my investment might double again in those three months – which it did, actually.
Y: Right. So what did you do with the £5,500 that arrived back in your bank account?
R: I invested it in the high-stakes fund, of course. I wanted to invest as much as possible, so I decided to borrow £20,000 from the bank to invest too. It took me a few months to organise the loan, by which time my initial £10,000 had more than quadrupled in value.
Y: Sorry, are you saying you've invested another £20,000 in Safeside?
R: Yes, but it's OK. My investments are worth almost a hundred thousand pounds now, after less than a year. It's all there on the website. I check it every day.
Y: I'm sure you do, sir. But those amazing returns sound a bit *too* good to be true, in which case your investment isn't really worth a hundred thousand. I'm sorry to break this to you, sir, but I have a nasty suspicion that your money is gone – all of it.

7a Ss complete the extracts individually, then compare their answers in pairs. When they are ready, play the recording again for Ss to listen and check their answers. Check answers with the class.

Answers: 1 which, to 2 from whom 3 half of which 4 on top of which 5 after which 6 by which time 7 in which case

b Give Ss time to read the language focus box or go through it with the class. Answer any questions Ss have about it. Ss match the examples in Ex 7a with the points in the box individually, then compare their answers in pairs. Check answers with the class.

Answers: 1 a 2 a 3 c 4 b 5 a 6 d 7 d

8a 7.10 Ss listen to the two sentences and answer the question individually. Check the answer with the class. With ***weaker classes***, write the sentences on the board first.

Answer:
In the first sentence, *to* has an /uː/ sound.
In the second sentence, *to* has an /ə/ sound.
To often has an /uː/ sound at the end of a sentence or clause and an /ə/ sound when it appears mid sentence.

Audioscript 7.10

I understand you're going to tell us about a financial scam which you've fallen victim to.
I understand you're going to tell us about a financial scam to which you've fallen victim.

b Put Ss in pairs to write more sentences with relative clauses which have *to* in the middle and at the end of the sentence. Monitor and check Ss are forming the sentences correctly.

c Ss practise saying their sentences in pairs.

9 Ss combine the sentences individually, then check in pairs. Check answers with the class. ***Fast finishers*** could write the answers on the board once they've finished.

Answers:

1 I receive about 20 emails a day, almost all of which are scams.
2 My PIN number stopped working, at which point I realised something was wrong.
3 The victims were expecting to retire on their savings, instead of which they found themselves heavily in debt.
4 I lost a lot of money in a scam, which I'd been lured into with promises of easy riches. (More formal: ... into which I'd been lured ...)
5 I received an email from an inheritance lawyer, according to whom I'm due some money from a distant relative who died without a will.
6 They bought some crypto currencies from an online retailer last month, a few days after which the retailer's website disappeared.
7 The website offered instant riches, the prospect of which was very appealing.

10 Give Ss a few minutes to prepare their information. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, put Ss in pairs to discuss their experiences. Encourage Ss to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

LANGUAGE BANK 7B pp.158–159

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

1 **1** I need something I can fix this picture to the wall with. (More formal: … something with which …)
2 I was trying to help, instead of which I think I made the situation worse.
3 Are there any gadgets you can't imagine living without? (More formal: … gadgets without which …)
4 It was raining heavily, despite which I decided to go for a run.
5 We need some kind of cabinet we can put the TV on top of. (More formal: … cabinet on top of which …)
6 Is there anything you have a particular talent for? (More formal: … anything for which …)

2 **1** by which time
2 three weeks after which
3 the purpose of which / whose purpose
4 the remains of which
5 a few of which

Further practice

Photocopiable activities: 7B Language focus 1, p224; 7B Language focus 2, p225
App: 7B Grammar practice 1 and 2

Speaking

Prepare

11 7.11 Tell Ss that they're going to listen to the end of the programme they listened to in Ex 6. Ss listen and answer the question individually, then compare their answers in pairs. Check the answer with the class.

Answers:
Avoid handing over any more money, withdraw as much money as possible, contact the police, be careful of follow-up scams

Audioscript 7.11

P: OK, so we've heard from six listeners now, all of whom have fallen victim to some kind of financial scam. How would you sum up your advice in situations like this, Detective Inspector Yeats?
Y: Well, I'd say if there's the slightest doubt in your mind about something you've invested your money in, then before anything else, you need to avoid handing over any more money. And that's much easier said than done – scammers can be very persuasive at extracting more and more money from people they've already taken money from.
P: Aha, yes. So don't pay in any more money, and instead try to withdraw your money as soon as you get suspicious.
Y: Yes, absolutely. Of course, the scammers are unlikely to allow you to withdraw all of your money, but they might at least allow you to take some of it, as part of their efforts to make you think everything's above board, in which case I'd obviously urge you to withdraw as much as possible.
P: Good point. So that's a good first step, immediately after which, presumably, you should contact the police.
Y: Absolutely. Some people feel guilty about contacting the police about something they're not 100 percent sure of, so they keep their suspicions to themselves. They assume the police will demand proof of a crime, or that they'll be angry if it all turns out to be a silly misunderstanding. But it's absolutely vital that you share your concerns with the police immediately, no matter how far-fetched they seem to you.
P: OK, great. So is there anything else that victims of scams need to be aware of?
Y: Yes. They need to be especially careful of so-called follow-up scams, which involve the scammers preying on the same victims a second time. For example, you might report a scam to the police, a few days after which you get a phone call purporting to be from a police officer or a lawyer who specialises in helping victims of scams. But of course, the person you're speaking to is actually one of the scammers.
P: I don't understand. Why would they contact you again?
Y: Well, think about it. They already have a lot of your personal details, from the first scam, which they're able to drop into their later conversations to lull you into a false sense of security. And once they've gained your trust, they might persuade you to hand over the original documents that prove the scam took place, or even some more money. They'll know you're desperate for any rays of hope of recovering your cash, so they might offer to help you – in exchange for an up-front fee, of course.
P: Oh dear. That sounds alarming. So I guess the key is to keep your wits about you at all times.
Y: Absolutely.

Speak

12a Put Ss in A/B pairs and go through the instructions with them. Ss practise their roleplays. Monitor and make notes on Ss' language use for later feedback.

b Ask Ss to swap roles and repeat the activity. When they have finished, ask a few pairs to share the advice they gave with the class, then give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:

What new information did you learn about relative clauses in today's lesson?
What vocabulary was most useful? Why?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Ss write their answers.
Language bank: 7B Ex 1–2, p159
Workbook: Exs 1–5, p53
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 7C
Extended route: go to p118 to Master your reading

7c Skills for life

Introduction

The goal of this lesson is for Ss to discuss skills and abilities. To help them achieve this, they will learn or revise reduced relative clauses and similar structures and vocabulary related to skills and abilities.

Warm up

Tell the class about a skill you've learnt (preferably recently). Include information on what it was, why you wanted to learn it and what techniques you used to learn it. Give Ss a few minutes to think of skills they've learnt and make notes on the details. When they are ready, put them in small groups to share their information.

Reading

1 Focus attention on the photos and elicit what Ss can see. Read the examples with the class, then put Ss in small groups to make their lists. With ***stronger classes***, you could ask them to make a list of at least ten skills. When they have finished, elicit Ss' ideas and write them on the board.

Optional alternative activity

Put Ss in groups to make their lists. When they have finished, ask a student from each group to come to the board and make sure they don't take their lists with them. Ask the other group members to call out the items on their lists to the student from their group at the board for them to write. You could play some background music at this point to encourage them to speak clearly and listen carefully, adding an element of challenge.

2 Ss read the blog post and identify the skills mentioned individually, then check in pairs. Check answers with the class and tick any of their ideas from Ex 1 on the board that are mentioned.

Answer: shopping, washing and ironing, repairing a puncture on a bike, cooking (with fresh ingredients), changing a light bulb, filling out a tax return

3 Ss discuss the questions in pairs. When they have finished, elicit Ss' ideas and find out if others agree.

Vocabulary

Skills and abilities

4 Focus attention on the comments on the blog post and give Ss a couple of minutes to read through them. Ss use the expressions in bold to answer the questions individually, then check in pairs. Check answers with the class.

Answers:
1. an aptitude for, innate ability, savvy, accomplished, adept at, a natural
2. can turn my hand to, could get by, proficient at
3. all-rounder, versatile
4. rusty, novice, learn the basics
5. out of my depth, totally incompetent, clueless, computer illiterate, inept

5 Read the example with the class, then put Ss in pairs to discuss their skills and abilities. When they have finished, elicit answers from a few pairs.

Further practice

Photocopiable activities: 7C Vocabulary, p229
App: 7C Vocabulary practice 1 and 2

Language focus

Reduced relative clauses and similar structures

6a Give Ss a few minutes to read the language focus box and ask you any questions they have. Ss match the examples in the blog post with the points in the box individually, then check in pairs. Check answers in pairs.

Answers: 1 b 2 d 3 b 4 b 5 b 6 a 7 c 8 a 9 d

b Elicit the first answer as an example and write it on the board. Ss write the rest of the relative clauses individually, then check in pairs. Check answers with the class.

Answers:
1. people who we must meet
2. a full-time friend, who is available 24/7
3. a shoulder that they can cry on
4. No time when you can go shopping
5. an app that can choose your groceries for you
6. a hot meal which is delivered to your door
7. instant meals which are from supermarkets
8. the money that has been spent on a takeaway
9. the skills that are most vital for us to preserve

7a 7.12 Ss listen to the paragraph and answer the question. Check the answer with the class and discuss why the pause is included.

Answers: a full-time friend, available 24/7: The fact that you're available 24/7 is extra information. The sentence would still make sense without the adjectival phrase.

b 7.13 Read the sentences and questions with the class so they know what to listen for. Ss listen then discuss the questions in pairs. Check answers with the class.

Answers:
1. In the version with no pause/comma, the speaker's dream is to work at home as a full-time writer. In the version with a pause/comma, the speaker's dream is to be a full-time writer, the possibility of working home is not central to that dream.
2. In the version with no pause/comma, the speaker prefers home deliveries of takeaway food, rather than picking up the food from the restaurant. In the version with a pause/comma, the speaker prefers takeaway food rather than home-cooked food. The fact that it is delivered to his/her door is an added benefit.

c Ss practise saying the sentences in pairs. When they have finished, ask a few Ss to say them for the class.

8 Read the example with the class. Ss shorten the clauses individually, then check in pairs. Check answers with the class.

Answers: 1 cooked by a top chef 2 to do at the weekend 3 expecting this to be easy 4 to fix my bike with 5 developed in early life 6 full of good tips and ideas 7 run by a famous DIY guy 8 written for experts

LANGUAGE BANK 7C pp.158–159

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially when not to use reduced relative clauses. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers. Ss can refer to the notes to help them.

Answers:

1 1 belonging to the museum
2 Can't be changed: different subjects.
3 not wanting to attend the event
4 derived from the Greek, *logos*.
5 holding a sign with your name
6 being used at the time

2 1 We're staying at the Palace Hotel, designed by a local architect.
2 Please remember to bring any documents necessary for your journey.
3 Prince's Park, near the city centre, is my favourite place to relax.
4 The candidate, feeling nervous throughout the interview, answered the questions hesitantly.
5 The money currently being spent renovating the road should be spent on more trains.

Further practice

Photocopiable activities: 7C Language focus 1, p227; 7C Language focus 2, p228
App: 7C Grammar practice 1 and 2

Speaking

Prepare

9 7.14 Give Ss a minute to read the statements, then play the recording for Ss to say who expresses each opinion. Check answers with the class.

Answers: 1 K 2 S 3 S 4 K

Audioscript 7.14

S: Hi there. This is Shanika with today's edition of the 'Modern Issues' podcast. Today, we're going to be talking about a topic causing quite a stir on social media this week – the idea that today's young adults have such busy lives that they're losing vital skills – like the ability to cook a meal, fix a puncture or even find their way around without GPS. As always, I'm joined by Kasem, who I hope has plenty to say on this hot topic. Kasem, are you a good cook?

K: Not by any stretch of the imagination, to be honest. I can make toast, and I'll make a cheese sandwich from time to time, but other than that, I'm a bumbling idiot in the kitchen. I eat out pretty much every day.

S: So you must spend a fortune on pre-cooked food.

K: Well, a fair amount, yes. But I also save a fortune. You see, I live alone and I rent a flat in a pretty expensive part of the city, but I save a lot of money by not having a kitchen. As it is, I just have a kettle and a toaster in my bedroom.

S: And that's all? Wow! That's unusual.

K: Well, it's actually becoming increasingly common. The other day, I read a blog post about how easy it is to cook vegetable soup for a family of ten for a week, which is great, but it kind of assumes that you have access to a cooker, a huge pot to make the soup in, and all the utensils to make it with. Not to mention a huge freezer to store all that soup before it goes off!

S: Hmm, I'd never thought of that.

K: And, I might add, even if I somehow managed to make seventy portions of soup, don't you think I'd get sick of eating it every day for months? Doesn't it make much more sense for me to buy a different type of soup every day? I can try soups from around the world and broaden my horizons, instead of eating the same soup all the time.

S: OK. Fair enough. But I think the point is: aren't you in danger of losing the vital skill of cooking? I mean, what would happen if you found yourself in the middle of nowhere for a week, far from any takeaway deliveries? You'd be in serious trouble.

K: Well, for starters, that's not very likely, is it? And secondly, if that did happen, I'd just go online and search for a 'how to make soup' video. I think I'd survive, Shanika.

S: OK, point taken. So do you think this trend for going back to basics is all nonsense?

K: No, not completely. On the plus side, it's good to be aware of these issues so we can make informed decisions. I mean, it's good to be reminded that you can do things for yourself if necessary. But it's not something to worry about too much. I mean, I have all sorts of 'vital' skills that other people lack. I can set up a spreadsheet to track my taxes, so I'm not totally incompetent! I think some of these online writers are just showing off: 'Look at me, I can do things that you can't do.' Well, so what? So can everybody. What they also forget is …

Optional extra activity

Write the following questions on the board:

What new skills would you like to learn? What's stopping you from developing these skills (e.g. lack of time/money/space/equipment)? What are some gaps in your own skill set? Do you think you could pick up those skills in an emergency (e.g. by watching online videos)?

Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their ideas with the class.

10a Put Ss in pairs to choose or think of a skill and make notes. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

b Ss discuss the questions in the same pairs.

Speak

11 Put two pairs together to present their ideas to each other and discuss whether or not they agree with the conclusions. Monitor and make notes on Ss' language use for later feedback. When they have finished, ask a few Ss to summarise what they heard to the class. Give Ss feedback on their language use as a class.

Optional alternative activity

If you have a smaller class and/or enough time, pairs can present their ideas to the class. Other Ss listen and then vote for the most convincing arguments.

Reflection on learning

Write the following questions on the board:

How confident do you feel using reduced relative clauses and similar structures?
What can you do to practise them further?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Ss write their answers.
Language bank: 7C Ex 1–2, p159
Workbook: Exs 1–5, p54
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 7D
Extended route: go to p138 to Master your writing

7D English in action

Introduction

The goal of this lesson is for Ss to practise chairing and participating in a debate. To help them achieve this, they will learn phrases for chairing and participating in a debate, as well as vocabulary related to debates.

Warm up

Write the following questions on the board:

How important is tourism to your country?
Which parts of your country are most popular with tourists?
Do tourists get to see the real countries they visit?

Ss discuss the questions in pairs.

Vocabulary

Debates

1 Read the example with the class, then put Ss in pairs to think of the situations in which the people in the box might argue for something they don't believe in and to discuss whether they have ever had to do this. When they have finished, elicit answers from a few pairs and have a brief class discussion.

Suggested answers:

1 A lawyer might have to defend a client in court, despite suspecting that the client is guilty.
A business manager might have to enforce company rules (e.g. to discipline an employee) even if he/she disagrees with those rules.
A parent might persuade his/her children not to do certain things (e.g. eat junk food, watch too much TV) even though he/she secretly enjoys those things himself/herself.
A politician might have to defend and justify his/her party's official policy, even though he/she personally disagrees with it.
A salesperson might have to sell goods and services that he/she knows aren't as good as they seem.
A student might have to present arguments in an essay or a debate, regardless of what he/she actually thinks of those arguments.

2a With ***weaker classes***, go through the words and phrases in bold with the class first, checking understanding. Ss order the stages individually, then compare answers in pairs. Check answers with the class.

Answers: The correct order is e, c, g, f, a, d, b.

b Read the example with the class. Ss match the words and phrases in bold with the definitions individually, then check in pairs. Check answers with the class.

Answers: **1** show of hands **2** from the floor **3** motion **4** rhetorical skills **5** refute **6** substance **7** ground rules **8** eloquently and coherently **9** chair **10** rebuttals and counterarguments **11** sway

3 Ss discuss the questions in pairs. Encourage them to use the vocabulary in Ex 2 in their answers. When they have finished, elicit Ss' answers and have a brief class discussion.

Suggested answers:

1 **For the speakers**: The skill of presenting an opinion even when it's not your personal opinion, the skill of persuasion through logical arguments, the skill of listening carefully in order to respond to other people's arguments, the skill of 'thinking on your feet' in order to come up with counterarguments, etc.
For the audience: the skill of listening with an open mind and being prepared to change your mind, the skill of separating the substance of an argument from the way it is presented – and evaluating each aspect separately.

2 Because if you focus only on the substance, you'll already have your own opinion before you start and you're unlikely to be swayed by the speaker's arguments. By focusing on their skills, both sides have a fair chance of winning your vote.

Listening

4a Focus attention on the photo and elicit what Ss can see. Read the motion with the class, then put Ss in pairs to think of arguments. Monitor and help with ideas and vocabulary where necessary, writing any new words and phrases on the board. When they have finished, elicit ideas from the class.

b 7.15 Ss listen to the beginning of the debate and note the arguments that the speaker makes, then compare their answers in pairs. In feedback, elicit the arguments made and check if Ss mentioned any of these in Ex 4a.

Answers: Tourists get in everybody's way all the time, the tourism industry is slowly driving all the locals out of town, tourists cause immense physical damage to the city

Audioscript 7.15

Mia: Good evening, and thank you all for coming. Tonight we are debating the motion that 'Tourism is bad for our city and should be discouraged'. Without further ado, let me introduce the first speaker, Matteo Colombo, who will be proposing the motion. Matteo, as you know, you have two minutes to present your initial arguments. I'd like to remind the audience that there may be no interruptions during this part of the debate; there will be a chance to ask questions after all the speakers have presented their arguments and counterarguments. Matteo, your allotted two minutes start now.

Matteo: Thank you, Mia. Ladies and gentlemen, over the past few years, tourists have well and truly taken over our city centre. Our pavements seem to be permanently blocked by hordes of tourists taking selfies and trying to work out where they are; our residential areas have become a wasteland for locals, with schools, corner shops and other essential services replaced by short-stay bed-and-breakfasts; and our city's priceless architectural treasures are crumbling under the strain of too many feet, too much pollution and too little respect from our unwelcome visitors.
That's why I firmly believe that tourism should be discouraged, if not banned altogether. I'd like to present my case by drawing your attention to three irrefutable facts. Firstly, tourists simply get in everybody's way all the time. I'm sure you've all experienced the frustration of racing to get to work or college, only to find your way blocked by a herd of slow-moving sightseers. They clog up the pavements; they take over the city's parks and squares; they even wander into the roads. They seem to have no conception that this is a living city, where people have to move around to make a living. For them, it's just a museum, a photo opportunity, a place to tick off their bucket list before moving on to the next place.
Secondly, there's the fact that the tourism industry is slowly driving all the locals out of town. There are now some blocks where every single flat has become a short-stay B&B. That means there are not enough children left to justify keeping the schools open, so they close. There aren't enough locals to

frequent normal shops and services like butchers, greengrocers and hairdressers, so they move out too, to be replaced by yet more overpriced restaurants and tacky souvenir shops. And so the process continues: as more and more long-term residents leave, and prices skyrocket, so the few remaining locals come under greater and greater pressure to follow suit.
Finally, I'd like to point out that tourists cause immense physical damage to the city. Just think of the effect of all those millions of feet wearing down the stone steps and floors of the castle; think about the state of our 600-year-old wooden bridge, which I'm amazed hasn't yet given way under the strain of all those visitors. More to the point, what about all the pollution caused by the planes and cruise ships bringing all those tourists to the city, as well as the taxis and sightseeing buses ferrying them around while they're here? And what of the vandalism, littering and other mindless damage caused when the city is filled with people with no respect for its rich heritage – or for its long-suffering residents?
So, to sum up, tourists are ...

Mia: Sorry, Matteo, but you've reached the end of your time limit. Thank you for those ideas. I'd now like to hand over to our second speaker, Angelina Esposito, who is going to present her team's arguments against the motion. Angelina, you have two minutes, starting ... now.

5 Go through the list of rhetorical techniques with the class and check understanding. Ss match the extracts with the techniques individually, then compare their answers in pairs. Check answers with the class.

Answers:
a 1 (*our city centre*)
b 1 (*Our residential areas*), 2 (*a wasteland*), 6 (*schools, corner shops and other essential services*)
c 2 (*a herd*), 3 (*I'm sure you've all experienced ...*)
d 1 (*For them, it's just ...*), 6 (*a museum, a photo opportunity, a place to tick off their bucket list*)
e 2 (*overpriced, tacky*)
f 2 (*prices skyrocket*), 4 (*more and more long-term residents, greater and greater pressure*)
g 1 (*our 600-year-old wooden bridge*), 3 (*Think about ...*)
h 5 (*What about ... ?*)
i 1 (*people with no respect ... long-suffering residents*), 2 (*mindless damage*), 6 (*vandalism, littering and other mindless damage*), 5 (*And what of ... ?*)

6 Ss categorise the Useful phrases individually, then check in pairs. Check answers with the class.

Answers:
Chair: Thank you all for coming.; Tonight, we are debating the motion that ... ; Without further ado, let me introduce the first speaker.; I'd like to remind the audience that ... ; Your allotted two minutes start now.
Debater: Finally, I'd like to point out that ... ; That's why I firmly believe that ... ; I'd like to present my case by drawing your attention to ... ; To sum up, ... ; Secondly, there's the fact that ... ; I'm sure you've all experienced ...

7 Ss discuss the questions in pairs. When they have finished, elicit answers from a few pairs and have a brief class discussion.

8a 7.16 Ss read the extracts and identify the pauses individually, then compare their answers in pairs. Play the recording for Ss to check their answers, then check answers with the class.

Answers: **1** respect ... from **2** believe ... that **3** three ... irrefutable **4** conception ... that

b Put Ss in pairs to discuss the question. Elicit the answer from the class, feeding in the information from the Pronunciation checkpoint if necessary.

Pronunciation checkpoint

'Power pauses', like the ones in Ex 8a give the audience time to predict what you're going to say next, creating the subconscious impression that they share your opinions.

9a Put Ss in pairs to prepare their arguments and where they will use power pauses. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

b Put pairs together to practise presenting their arguments. When they have finished, ask a few Ss to present their points to the class.

Speaking

10a Arrange Ss in groups of 3 or 5 depending on the size of your class and ask them to choose one of the motions to debate.

b Ss allocate the roles within their groups. Direct Student A to page 184 for the procedure for chairing a debate.

c Give Ss time to plan their arguments. Monitor and help where necessary.

11 Ss carry out the debates in their groups. Monitor and make notes on Ss' language use for later class feedback. When they have finished, ask the chair of each group to summarise their debate for the class and give details of any conclusions reached. Give Ss feedback on their language use as a class.

Optional extra activity

As an extension, Ss could repeat the debate with a different topic.

Reflection on learning

Write the following questions on the board:
How confident do you feel chairing or taking part in debates now?
What language helped you the most in today's lesson?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Workbook: Exs 1–4, p55
App: grammar, vocabulary and pronunciation practice

Roadmap video

Go online for the Roadmap video and worksheet.

7A Master your listening

Introduction

Ss develop the listening skill of understanding a debate by learning how to recognise digression.

Warm up

Write on the board *camping, staying in a hotel, staying in an apartment*. Put Ss in pairs to brainstorm as much vocabulary as they can related to each type of travel (e.g. *tent, self-catering, check in*, etc.). When they have finished, elicit their ideas and write them on the board.

1 Focus attention on the photos and elicit what Ss can see. Ss discuss the question in pairs. When they have finished, elicit Ss' ideas and have a brief class discussion.

2a 7.5 Ss listen to the introduction to the debate and answer the questions, then compare their answers in pairs. Check answers with the class.

Answers: Air travel is being discussed, in light of the current concerns about climate change.

Audioscript 7.5

J: Welcome to this week's five-minute debate, where we'll be discussing whether, with the current concerns about climate change, it's time for us all to give up air travel. With me to give their views are travel bloggers Ellis King and Imogen Lee.

b Go through the statements with the class and check understanding. Ss discuss them in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

c 7.6 Ss listen to the first part of the debate and match the speakers with the statements, then compare their answers in pairs. Check answers with the class.

Answers: 1 E 2 I 3 E

Audioscript 7.6

P: So, Ellis, are we all travelling by plane too much?
E: Well, the short answer is yes. There's clear data to show that air travel is a key contributor to global warming, and most air travel is totally unnecessary. Often it's just a way of achieving social media bragging rights.
P: What do you mean by that?
E: The chance to show off about how interesting our lives are, ooh look here's me looking happy on the beach while you're at work. Anyhow, getting back to my original point, we don't need to travel, and if we don't need to do it, then we shouldn't for the sake of our planet.
P: Imogen, let's bring you in here – does Ellis make a valid point?
E: Yes, although he makes it somewhat hypocritically given that he's been a travel writer for years! Anyhow, yes, he does make a valid point, but perhaps too forcefully, and he ignores the benefits of travel.
P: Which are?
I: Er ... well, for one, we get to meet people we wouldn't normally meet. By doing that we can judge them for ourselves and reject some of those negative stereotypes that are bandied about and often reinforced by the media.
E: Well, yes, Imogen, stereotypes can certainly be harmful, but going back to what I was saying before, we've got an environmental calamity on our hands right now, and I don't think cultural exchange is a good enough reason to justify such damage to the planet. Anyhow, now that we communicate more online, there's no need to travel to have some kind of revelation that our biases towards people are often wrong and that humans are all the same deep down – which of course we are. The fact that we can reach people all over the world on social media means that we can befriend people from all walks of life from the comfort of our own homes without a flight involved at all.
I: Yes, Ellis, but what about getting away from it all? I mean, have you ever tried having a holiday in England? It rains 50 weeks a year and ... .

3a 7.7 Give Ss time to read the Focus box and answer any questions they have. Ss listen to the extracts and decide who digresses. Check answers with the class.

Answers: 1 E 2 I 3 E

Audioscript 7.7

1
E: Often it's just a way of achieving social media bragging rights.
P: What do you mean by that?
E: The chance to show off about how interesting our lives are, ooh look here's me looking happy on the beach while you're at work. Anyhow, getting back to my original point, we don't need to travel, and if we don't need to do it, then we shouldn't for the sake of our planet.

2
P: Imogen, let's bring you in here – does Ellis make a valid point?
I: Yes, although he makes it somewhat hypocritically given that he's been a travel writer for years! Anyhow, yes, he does make a valid point, but perhaps too forcefully, and he ignores the benefits of travel.

3
I: Er ... well, for one, we get to meet people we wouldn't normally meet. By doing that we can judge them for ourselves and reject some of those negative stereotypes that are bandied about and often reinforced by the media.
E: Well, yes, Imogen, stereotypes can certainly be harmful, but going back to what I was saying before, we've got an environmental calamity on our hands right now, and I don't think cultural exchange is a good enough reason to justify such damage to the planet.

b Give Ss time to read the information. Elicit Ss' ideas as a class. Ss then listen and note the topic change, then compare their answers in pairs. Check answers with the class.

Answers:
1 We should travel less to help the planet.
2 He is only partly right. / There are benefits to travel.
3 Travelling to meet people from different cultures can no longer be justified.

4a 7.8 Tell Ss that they are going to hear the second part of the debate but first they are going to make some predictions about what they might hear. Give Ss a minute to read the statements and predict whether they are true or false either individually or in pairs. Elicit their ideas, but don't give any answers yet. Play the recording for Ss to check their answers, then check answers with the class.

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

Audioscript 7.8

E: In the end, Imogen, it's about weighing things up. It's time we admitted that the joy of travelling doesn't actually outweigh the harm it causes the planet in most cases.
I: But that's easy for you to say when you've had the opportunity to travel all over the place already. Just because you've been there and done that doesn't mean it's fair to take away other people's opportunities to travel, especially the younger generation.
E: The younger generation experience things differently to my generation. It's all about social media and sharing their lives with others that way.
I: That's not the point. The point is that young people today really value experiences no matter who they share them with. We can't say they should never travel.

E: I wouldn't want to take away their opportunities to travel completely. They do need to discover things for themselves. However, I would call on people who are seasoned travellers like me to reflect on the real reasons why they travel by air. Is it because they truly enjoy it or is it out of habit?
P: Are you saying that people become desensitised to travelling?
E: Yes, I am. Remember that excitement you felt in the pit of your stomach the day before you were going to head off to sunnier climes? Compare them to the dread you feel now when you know you've got to get on a plane or the complete apathy you feel about being in a different country. People shouldn't travel if they feel that way.
I: I think the buzz of travelling has probably been the best buzz of my life. There's nothing else like it.
E: It's nice you still feel that way, but what do you say to my point, Imogen? Should we stop travelling if it's become a chore and is no longer exciting? Because I have.
I: Yeah, in this situation, it's best to consider whether the effects it'll have on our planet outweigh the benefits you'll derive.
E: Good, thanks. So, we agree on something then!
P: Travel for me is often about a break rather than some kind of educational experience. If I stay at home during time off, it's inevitable that I'll end up doing some kind of work. It's just so hard to switch off. That's why I can't help but think that travel is actually underrated. I mean, after a change in scenery and routine, even for just a few days, I can come back feeling so energised that it'll carry me through the next few months of work. What do you both think about that?
I: Travel is great at alleviating stress.
E: I think two things – one, why don't you go on holiday locally, and two, what about the mountain of work you have to get done before you travel and the hundreds of emails you have to reply to when you get back? Or the endless queues at the airport? The thousands of other people crammed into the tourist spot you're visiting? The fight for a seat at the pool? Don't tell me it's all about relaxation.
I: I think you need to find a different travel agent, Ellis!
E: But that's the reality for a lot of tourists and it suits some people perfectly but it doesn't suit everyone.
P: Our time is nearly up, Imogen do you want to come back to that?
I: Sure. I think Ellis makes some interesting points. I still feel it's a great thing to do, if done in a way that takes the cost to the environment into consideration.
P: Ellis?
E: We need to think carefully before we get on a plane, because there's a price to be paid every time we do.

b Ss listen again and answer the questions, then compare their answers in pairs. Check answers with the class.

Answers:
1 Ellis says that the younger generation experience things differently rather than addressing Imogen's point. He may do this to move away from her point or he may simply feel this is a point he wants to make.
2 Imogen talks about how the best buzz she's experienced is the buzz of travelling rather than addressing Ellis's point. She may do this simply because she wants to impress how amazing she thinks travelling can be.
3 Imogen replies with a joke about how he needs a different travel agent. She does this to make a joke.

5 Ss discuss the questions in groups, justifying their arguments. When they have finished, ask Ss to share their answers with the class.

Optional alternative activity

Ask Ss to digress at least twice during their discussion and bring the conversation back to their point when other members of their group digress.

Homework ideas

Workbook: Exs 1–4, p58

7B Master your reading

Introduction

Ss develop the reading skill of understanding correspondence by learning how to identify a writer's tone.

Warm up

Write the following questions on the board:
What kind of spam emails do you receive?
Are any of these intended to defraud you? If so, how would they work?
Ss discuss the questions in pairs.

1 Focus attention on the photo and elicit what Ss can see. Ss discuss the questions in pairs. In feedback, elicit their ideas and have a brief class discussion.

2a Ss read David's email then discuss the question in pairs. Elicit the answer and find out if others agree.

Suggested answer:
A legal letter is usually formal in tone. *Attention Kindest Sir!* is not a conventional formal greeting. The use of an exclamation mark is informal. *hunted the entire Earth high and low, crazy wealth* and *Message me immediately* are too informal. *AT ONCE* is too direct for a polite, formal email.

b Ss read Michael's reply and the Focus box, then answer the questions in pairs.

3 Ss categorise the sentences individually, then check in pairs. Check answers with the class.

Answers: 1 M 2 F 3 I 4 M 5 M 6 F 7 I

4a Ss read the rest of the correspondence and answer the question. Check the answer with the class.

Answer: David is unsuccessful.

b Ss match the parts of correspondence with the writer's tone individually, then check in pairs. Check answers with the class.

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

5a Read the example with the class, then ask Ss to think about the ways in which each tone helps David. When they are ready, put Ss in pairs to compare their ideas. Check answers with the class.

Answers:
Urgent (3) – push Michael into action before he realises it's a con.
Frustration (5) – push Michael into action (although it also reveals the writer's true colours so is not helping him achieve his goal)
Optimistic (2) – make it seem as if everything will work out well and easily
Affectionate (1) – make Michael seem important, create a connection
Defensive (7) – trying to persuade Michael that his intentions are good

b Read the example with the class. Ss find the inconsistencies individually then check in pairs. Check answers with the class.

Answer: *Dearest Michael* is not a formal greeting. The use of less formal expressions such as *loads of, got the wrong end of the stick, getting rid of any chance* and *To cut a long story short* are inappropriate in formal correspondence.

6a Ss either answer the questions individually then check in pairs, or discuss them in pairs. Check answers with the class.

Answers:
1 He wants to emphasise the urgency of sending money now so he can receive the money as soon as he can. This probably reduces the chances that the recipient thinks through the decision.
2 Michael is making fun of David.
3 He perhaps wants to have fun at David's expense or to give David a taste of his own medicine. He may want to take up David's time so he doesn't have the opportunity to scam other people.
4 Perhaps when Michael suggests that David is in a rush to get the money or when he receives Michael's penultimate email. It could be that David doesn't realise it's a joke and believes Michael really is heading to the Bahamas.

b Ss find the words and phrases that match the definitions individually, then check in pairs. Check answers with the class and be prepared to give further explanations and examples if necessary.

Answers:
1 came out of the blue
2 get the ball rolling, get cracking
3 red tape
4 cost me an arm and a leg
5 got the wrong end of the stick
6 save you the bother
7 reverts
8 pain in the neck

7 Ss discuss the questions in pairs. When they have finished, elicit ideas from a few Ss and find out if others agree.

Optional extra activity

As an extension, you could find a video on the topic of 'scam baiting' to show the class and discuss their reactions.

Homework ideas

Workbook: Exs 1–5, pp.56–57

7c Master your writing

Introduction

Ss develop the skill of writing a review by learning how to create vivid imagery.

Warm up

Review the vocabulary from Lesson 7C with a team game. Arrange Ss in teams. Each turn, read out one of the words or phrases from the lesson, e.g. *out of my depth*. The first team to come up with a correct sentence with that word or phrase scores a point. The team with the most points at the end wins.

1a Focus attention on the photos and ask Ss to name as many apps as they can (without looking at their phones). Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

b Ss read the blurbs and choose which one they'd most like to try. Elicit answers and reasons from a few Ss.

2a Ss read the app review and answer the questions individually, then check in pairs. Check answers with the class.

Answer:
Positive points: free one-month trial, FAQ section, easy registration, recommendations list, number of courses on offer (but see negative points too), courses created by experts, courses vetted by the owners, the community space where collaboration occurs
Negative points: hard to cancel your subscription, very difficult to get support from a real living person, occasional strange recommendations, overwhelming choice of courses
Overall recommendation: would recommend it but use the free trial to check it out and then make sure you cancel the subscription if you don't want it

b Ss read the review again and order the information individually, then check in pairs. Check answers with the class.

Answers: The correct order is d, c, f, b, a, e.

c Ss tick the styles the writer uses, then check in pairs. Check answers with the class.

Answers:
The writer addresses the reader directly and uses language to bring images to life.
The language used tends to be neutral and sometimes a little less formal, rather than formal or technical.
The writer uses a mixture of longer and shorter sentences.

3 Give Ss time to read the Focus box or read through it with the class. Answer any questions Ss have then ask them to categorise the expressions individually. Check answers with the class.

Answers:
Metaphor: 4, 5 **Simile:** 1, 3, 6 **Personification:** 2
1 negative 2 neutral 3 positive 4 positive 5 positive
6 negative

4a Ss choose the more vivid sentences individually, then compare ideas in pairs. Check answers with the class.

Answers: 1 a 2 b 3 b 4 a

b Ss discuss the question in pairs. Check answers with the class.

Answers: **1** negative **2** negative **3** negative **4** positive

5a Read the example with the class, then ask Ss to complete the sentences individually. Encourage Ss to be creative.

Suggested answers:
1 a cup of coffee **2** swim in a sea of sharks **3** ABC **4** silk
5 Don't bother with me. I'm boring!

Vocabulary checkpoint
Suggested answers to 3 and 4 are common expressions. Ss could look these up online (e.g. type *as smooth as* into a search engine to see what comes up).

b Ss compare ideas in pairs. When they have finished, ask them to share their ideas with the class. You could hold a class vote for the best answer in each case.

Prepare

6a Ss choose an app and make notes. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

b Refer Ss back to Ex 2b to help them, then ask Ss to organise their notes individually.

c Ss think of ways of using imagery and make notes. Monitor and offer help where necessary.

Write

7a Ss write their reviews. Monitor and check how Ss are using imagery.

b Ss review their texts, using the questions to guide them.

c Put Ss in pairs to swap reviews and answer the questions. Ss could also give each other feedback on their review, highlighting any imagery used and saying how effective they felt it was. Ss could then write a final draft in class or for homework.

Homework ideas

Ex 7c: Ss write a final draft of their review.
Workbook: Exs 1–10, pp.58–59

8 OVERVIEW

8A We all do it
Goal | carry out a survey
Language focus | describing habits and compulsions
Vocabulary | idioms related to feelings

GSE learning objective
Can answer questions in a survey using linguistically complex language

8B Pivotal moments
Goal | describe a pivotal moment in your life
Language focus | the future in the past
Vocabulary | decision making and reflection

GSE learning objective
Can tell a detailed anecdote using linguistically complex language

8C Urban survival
Goal | create a list of survival tips
Language focus | emphasising advice
Vocabulary | idioms related to risk

GSE learning objective
Can give detailed advice on a wide range of subjects using linguistically complex language

8D English in action
Goal | deal with problems on a call
Vocabulary | making a call

GSE learning objective
Can deal with problems on the phone using a range of linguistic devices

Roadmap video
Go online for the Roadmap video and worksheet.

Check and reflect
Review exercises and communicative activities to practise the grammar and vocabulary from Units 7 and 8.

VOCABULARY BANK

8A Emotions and personality
8B Noun forms

MASTER YOUR SKILLS

8A Master your reading
Goal | understand an authenic novel
Focus | recognising humour

GSE learning objective
Can understand long and linguistically complex factual and literary texts, appreciating distinctions of style

8B Master your listening
Goal | understand a phone call
Focus | recognising the context words are generally used in

GSE learning objective
Can recognise a speaker's feelings or attitude in linguistically complex speech

8C Master your writing
Goal | take part in an online discussion
Focus | dealing with rudeness online

GSE learning objective
Can confidently take a firm but diplomatic stance over an issue of principle, while showing respect for the viewpoints of others

8A We all do it

Introduction

The goal of this lesson is for Ss to carry out a survey. To help them achieve this, they will learn or revise language for describing habits and compulsions and idioms related to feelings.

Warm up

Think of when you have learnt a language and share any quirky or strange things you did to help, e.g. using post-it notes to label all the things in your house in the target language or practising speaking with strangers. Give Ss a couple of minutes to think of any strange techniques they've used to learn a language, then put them in small groups to share their ideas.

Listening

1 Focus attention on the pictures and elicit what Ss can see. Explain that the social media posts describe strange things people do that everyone else probably does too. You may want to pre-teach *sneaky*, *dextrous* and *vendetta*. Ss read the posts, then discuss the questions in pairs. When they have finished, elicit answers from the class, along with any other strange things they can think of.

2a 8.1 Tell the class that they're going to listen to eight people talking about the strange things they do and that they'll mention new things (i.e. things not mentioned in the social media posts). Ss listen and make notes, then compare their answers in pairs. Check answers with the class.

Answer:
1 He pretends to check his phone when he's in a lift with other people.
2 She says sorry when it's not her fault.
3 She's forever deleting and reinstalling social media apps on her phone.
4 He has imaginary conversations in his head then realises he's been saying them out loud.
5 When she trips or stumbles in the street she looks angrily at the ground.
6 He listens to music while walking down the street and pretends he's in a movie.
7 She turns down her music when she's driving and a police car comes nearby and puts a weird expression on her face.
8 She has an overwhelming urge to drop her phone when she's somewhere high.

Audioscript 8.1

1 You know how some people pretend to check their phone sometimes? I'm always doing that in the lift at work. It's weird because I'm not usually awkward around people I don't know, but in that situation I feel a bit odd, being in such close proximity to people in a small space like that. The strange thing is although I'm looking at my phone, I'll look at the other people in the lift out of the corner of my eye to see what they're doing – usually pretending to check their own phones, too.
2 I sometimes say 'sorry' when it's not my fault. I remember this happening the other day, actually, when I was waiting for a bus. This woman was in front of me, talking to her mate, and suddenly stepped back right into me. I'd been looking at my phone and I immediately looked up and blurted out 'Oh, sorry!'. I can't help it, it's like I just can't stop myself from apologising, even though it's clearly not my fault. Yet I keep doing it whenever it happens. So British!

3 I'm forever deleting and reinstalling social media apps on my phone. I find myself getting tired of them bleeping at me all the time, and I'll think 'Gosh, life would be so much simpler without all these apps vying for my attention.' Then I'll reinstall them a few days later when I get bored and need something to look at on the bus.
4 Sometimes I'm having a conversation in my head, then I find myself speaking out loud without thinking. What's even worse, is that I tend to do this outside in the street sometimes, and I'll suddenly notice that there are other people around. I get so embarrassed I just want the ground to swallow me up. People must think I'm crazy!
5 Sometimes when I trip or stumble, I immediately look down angrily at the ground where I tripped, as if to blame it, and sometimes I've even shouted at it! These days, though, I usually catch myself glaring at the ground in time to stop and just laugh it off.
6 Sometimes I walk down the street with my music on pretending I'm in a movie, like the music is the background music in a scene and I'm the star. I do this wherever I'm going: walking to work, to the shop, the dentist … I'm an action hero and I'm off to save a hostage or whatever. Sometimes I create the wildest scenes in my head … Is that really sad? I guess it might be …
7 I'm driving in my car, listening to music, singing along, then I see a police car driving close by. What do I do? I immediately turn my music down. In fact, I can't stop myself from turning it down, even though I know it makes no sense whatsoever. Also, I put this weird expression on my face, like I'm as innocent as can be. But I've done nothing wrong!
8 I have this overwhelming urge to drop my phone, if it's in my hand, when I'm up somewhere high, like a tall bridge or something. It's almost like I'm not completely in control of myself anymore, and it's actually pretty creepy.

b Go through the questions with the class so they know what to listen for. You could also elicit any answers they remember, but don't give any answers yet. Ss listen and answer the questions individually, then compare their answers in pairs. Check answers with the class.

Answers: **1** Speaker 3 **2** Speaker 6 **3** Speaker 1 **4** Speaker 7 **5** Speaker 5 **6** Speaker 8 **7** Speaker 4 **8** Speaker 2

3 Ss discuss the questions in pairs. When they have finished, elicit answers from a few Ss and find out if others agree.

Language focus

Describing habits and compulsions

4 Focus attention on the extracts and read the questions with the class, checking they understand them. With ***weaker classes***, clarify that by *habits* we mean things which we do regularly and by *intentions* we mean things which we've planned to do. Ss discuss the questions in pairs.

Answers: **1** habits **2** things they do without thinking

5 Ss read the language focus box and then match the extracts in Ex 4 with the examples in the box. Check answers with the class and answer any questions Ss have about the information in the box.

Answers: **1** b **2** e, h **3** c, d, f, g **4** a

6a Ss decide which words are stressed individually, then compare their answers in pairs.

b 8.2 Play the recording for Ss to check their answers to Ex 6a then check answers with the class. Play the recording again for Ss to listen and repeat. Model the sentences yourself if necessary and drill them chorally and individually.

Answers:
1 I'm <u>always</u> doing that kind of stuff.
2 I just can't <u>stop</u> myself doing those things sometimes.
3 I'll find myself getting <u>annoyed</u> when things like that happen.

c Look at the sentences in Ex 6a again as a class and elicit why the words at the end of the sentences don't carry much stress.

Answer: The words at the end of these sentences don't carry a significant part of the meaning of the sentence and contain vague words such as *kind of stuff* and *things like that*.

7 Elicit the first answer as an example and write it on the board. Ss write the sentences individually, then check in pairs. Check answers with the class and write them on the board (or invite Ss to do so).

Answers:
1 I'm forever pretending to yawn so I can check my breath.
2 I have this habit of talking to myself.
3 I tend to say 'uh-uh' when I don't hear what someone said.
4 I'll yell 'Ouch!' even when I'm not hurt.
5 I have this urge to laugh in quiet places.
6 I catch myself talking to animals as if they're babies.

Optional extra activity

Put Ss in pairs or small groups to discuss which of the sentences in Ex 7 are true for them. When they have finished, elicit answers from a few Ss and find out if others agree.

8a Ss write sentences about their own habits and compulsions. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. Check Ss are forming the sentences correctly.

b Ss share their ideas in pairs. Encourage them to give more information and find out if their partner does similar things. In feedback, elicit ideas from a few Ss and find out if other Ss do similar things.

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Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers. Ss can refer to the notes to help them.

Answers:
1 **1** saying **2** look **3** to talk **4** speaking **5** to use **6** translating
2 **1** … I have this urge to scream at my team.
2 … I'll make a loud, groaning noise.
3 I'm always throwing away food packaging as soon as I open it.
4 I catch myself talking out loud …
5 I tend to dance when …
6 I have this tendency to walk …

Further practice

Photocopiable activities: 8A Language focus 1, p230; 8A Language focus 2, p231
App: 8A Grammar practice 1 and 2

Vocabulary

Idioms related to feelings

9a Ss read the sentences, then discuss what they think the idioms mean in pairs. Encourage them to use the rest of the sentence to help them. In feedback, go through each idiom and check understanding, explaining where necessary.

Answers:
1 I wanted to disappear
2 made me laugh a lot in an uncontrollable way
3 I felt very nervous
4 upset, shocked or frightened by something that has happened to you
5 became very angry
6 felt extremely happy
7 feel a little ill or strange
8 do something to make yourself look stupid or silly
9 very angry
10 very happy

b Ss categorise the phrases, then check in pairs. Check answers with the class.

Answers: **U:** 7 **N:** 3 **S:** 4 **E:** 1, 8 **H:** 2, 6, 10 **A:** 5, 9

10a Give Ss a few minutes to choose their idioms and make notes on the situations. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

b Put Ss in pairs to describe their situations for their partner to guess the idiom in each case. When they have finished, nominate a few Ss to share a situation with the class for them to guess.

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Emotions and personality

These optional exercises build on the lexical set in the vocabulary section.

1a Ss read the sentences and decide whether the words in bold have a positive or negative meaning individually, then compare their answers in pairs. Check answers with the class.

Answers: All of them have a negative meaning except *jocular*

b Ss match the words in bold with the definitions individually, then compare their answers in pairs. Check answers with the class.

Answers: a 1 b 4 c 11 d 12 e 10 f 8 g 9 h 2 i 7 j 5 k 3 l 6

2 Put Ss in pairs to think of any people they know who can be described with the words in Ex 1a. You may wish to suggest Ss think of examples from the public sphere rather than personal ones for the more negative words.

Further practice

Photocopiable activities: 8A Vocabulary, p232
App: 8A Vocabulary practice 1 and 2

Speaking

Prepare

11 Arrange Ss in groups of three, then direct them to the relevant pages. If your class doesn't divide into groups of three, have one odd pair A and B. If you have a small class, then just put them in A/B pairs. Ask Ss to read the sentences and choose four of the things that they do (or think of their own ideas).

Speak

12a Ask Ss to walk around the class asking other Ss if they do the same things. Encourage them to ask follow-up questions to find out details of the habits. Ask Ss to keep a tally of answers. Monitor and make notes on Ss' language use for later class feedback.

Optional extra activity

Write these phrases on the board:
OK, what about this one? *I wonder if you do this.*
Oh yes! And then I ... *I'm forever doing that!*
Ha! I know the feeling.
Check understanding of the phrases with the class and drill chorally and individually. Encourage Ss to use the phrases during their discussions.

b Put Ss back in the same groups as for Ex 11 to compare their answers and report back. When they have finished, elicit some of the most common things people do. Give the class feedback on their language use.

Optional extra activity

Ss can read all three sets of activities in the Communication bank, then choose their favourite one.

Reflection on learning

Write the following questions on the board:
What were the three most useful phrases you learnt in today's lesson?
How do you think you'll use them in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Language bank: 8A Ex 1–2, p161
Workbook: Exs 1–4, p60
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 8B
Extended route: go to p120 to Master your reading

8B Pivotal moments

Introduction

The goal of this lesson is for Ss to describe a pivotal moment in their life. To help them achieve this, they will learn or revise the future in the past and vocabulary related to decision making and reflection.

Warm up

Ask Ss to think of the top three moments in history that shaped the world today. Give them a few minutes to think of the moments and make notes on why they were important. When they are ready, put Ss in pairs to share their ideas. In feedback, ask a few Ss to share their ideas with the class and find out if others agree.

Reading

1a You may want to go through the information in the *Culture notes* first if you think Ss won't have heard of the people and things referred to in the sentences. Ss discuss in pairs if they think the things in the sentences happened. Elicit their ideas, but don't give any answers yet.

Culture notes

Sir Isaac Newton was an English mathematician, physicist and theologian born in 1642. He was one of the most famous scientists of all time and is famous for his discovery of the laws of gravity.

Intel Corporation is an American technology company based in California. It was started in 1968 and is the world's largest producer of microprocessors found in computers.

b You may want to pre-teach *inconsequential*, *fledgling*, *depleting* and *broke*. Ss read the article and check their answers. Check answers with the class.

Answers: **1** no **2** yes **3** no **4** yes

Vocabulary checkpoint

In the introduction to the text, the writer uses the adjectives *historical* and *historic*. You could use this as an opportunity to teach the difference between *historical* (relating to the past or the study of history) and *historic* (important to history, usually because it changed things).

2 Ss discuss the questions in small groups. When they have finished, elicit Ss' answers and have a brief class discussion.

Language focus

The future in the past

3 Focus attention on the phrases in bold in the article, then put Ss in pairs to discuss the questions. Don't give any answers yet.

4 Ss read the language focus box and check their answers to Ex 3. Check answers with the class and answer any questions Ss have about the information in the box.

Answers: **1** the past **2** the future **3** 1, 4, 6

5a 8.3 Ss listen to the sentences then say what happens to the sounds at the underlined word boundaries. Check the answer with the class and model yourself if necessary.

Answer: They merge into one sound.

Pronunciation checkpoint

When a word ends with a consonant sound and the following word begins with the same consonant sound, the sounds merge into one in fast, natural speech.

b Play the recording again for Ss to listen and repeat.

6 Read the example with the class. Ss rewrite the sentences individually, then check in pairs. Check answers with the class.

Answers:

1 Scientists were on the verge of a breakthrough.
2 The new regulations were due to be brought in last year.
3 We were on course to become the market leader before the crisis.
4 It was envisaged that the product would sell well.
5 I was about to leave the party when an old friend arrived.
6 We were all set to leave when I remembered I didn't have the tickets.

7a Demonstrate the activity by giving the class your own example for each of the things. Ss then make notes of their own examples. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

b Ss compare their experiences in pairs. Encourage them to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

LANGUAGE BANK 8B pp.160–161

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the use of the verbs which express perceptions. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers. Ss can refer to the notes to help them.

Answers:

1 **1** assumed **2** set **3** due **4** have **5** course **6** hoped / had hoped
2 **1** was envisaged that **2** was bound to **3** knew it wouldn't **4** were on the threshold of **5** (all) set to

Further practice

Photocopiable activities: 8B Language focus 1, p233; 8B Language focus 2, p234
App: 8B Grammar practice 1 and 2

Vocabulary

Decision making and reflection

8a Ss match the sentence halves using the phrases in bold to help them individually, then check in pairs. Check answers with the class.

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

b Read the example with the class, then ask Ss to write their own sentences. Monitor and help with vocabulary where necessary and check Ss are forming the sentences correctly. When they are ready, put Ss in pairs to compare their sentences. In feedback, ask a few Ss to share anything interesting they found out about their partner with the class.

VOCABULARY BANK 8B p173

Noun forms

These optional exercises build on the lexical set in the vocabulary section.

1 Point out that whether they need to find an adjective or a verb is given. Ss identify the adjectives and verbs from which the nouns derive individually, then compare their answers in pairs. Check answers with the class.

Answers: 1 grumpy 2 grey 3 petulant 4 moody 5 grim 6 nonchalant 7 coarse 8 eradicate 9 implement 10 thoughtless

2 Ss rewrite the sentences individually, then compare their answers in pairs. Check answers with the class.

Suggested answers:

1 I just don't like the greyness here in England.
2 I think she was put off by the grimness of the town.
3 The thoughtlessness of people makes me mad.
4 He attempted nonchalance, but he didn't fool me.
5 We've waited a long time for the eradication of this disease.
6 My moodiness can be seen as a bad thing.
7 It's easy to think about it, but its implementation is difficult.
8 Her grumpiness at breakfast time didn't help matters.
9 The coarseness of his language wasn't to everyone's taste.
10 Some of my colleagues' petulance can be a little tedious.

Further practice

Photocopiable activities: 8B Vocabulary, p235
App: 8B Vocabulary practice 1 and 2

Speaking

Prepare

9 Go through the questions with the class and make sure Ss understand that they can choose a moment either in their own or their country's history. Give Ss plenty of time to think of ideas and make notes. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

Teaching tip

While personalisation is a useful strategy to get Ss speaking, there may be times when it can cause Ss to have to talk about negative things in their lives which they'd rather not talk about. In these instances, it's useful to give Ss the option to talk about someone or something else which is related, as in the option here for them to talk about their country. We aim to provide such options throughout *Roadmap*.

Speak

10 Put Ss in groups to present their stories. Monitor and make notes on Ss' language use for later class feedback. When they have finished, ask each group to choose the most interesting story and share it with the class. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:
How confident do you feel describing the future from a past perspective now?
In what ways might you use this language in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Ss write their answers.
Language bank: 8B Ex 1–2, p161
Workbook: Exs 1–5, p61
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 8C
Extended route: go to p103 to Master your listening

8c Urban survival

Introduction

The goal of this lesson is for Ss to create a list of survival tips. To help them achieve this, they will learn or revise language for emphasising advice and idioms related to risk.

Warm up

Write the following questions on the board:
Did you grow up in the countryside or a city?
Which do you prefer? Why?
Ss discuss the questions in small groups.

Reading

1a Ss make notes individually about what they think the advantages and disadvantages of living in a big city are. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

b Read the example with the class, then put Ss in pairs to share their ideas and think of positive aspects to the disadvantages. When they have finished, elicit Ss' ideas and have a brief class discussion.

2 Focus attention on the headings of each section of the article and elicit Ss' ideas as to what they think the article will include. Set a strict time limit for Ss to read the article quickly and choose the best summary individually, then compare their answers in pairs. Check the answer with the class.

Answer: 2

3 Ss discuss the questions in pairs. When they have finished, elicit Ss' ideas and find out if others agree.

Language focus

Emphasising advice

4 Give Ss a few minutes to read the language focus box and ask you any questions they have. Ss match the examples with the points in the box individually, then check in pairs. Check answers with the class.

Answers: 1 c 2 e 3 a 4 b 5 d

5a 8.6 Ss listen to the sentences and mark the stressed words individually, then check in pairs. Check answers with the class.

Answers: The first word and the imperative.

b Play the recording again for Ss to listen and repeat. Model the sentences yourself if necessary and drill them chorally and individually.

6 Elicit the first answer as an example and write it on the board. Ss rewrite the sentences individually, then check in pairs. In feedback, ask a different student to come to the board and write each sentence.

Answers:
1 Wherever you are, you should always be careful.
2 Whenever you feel angry, you should count to ten slowly.
3 Whoever you speak to, don't be rude.
4 Under no circumstances whatsoever should you just push through.
5 Whatever the time, tell people if you're going to be late for something important.
6 However bad you feel, never stop to answer.
7 No matter where you are, pull out your phone and pretend to take an important call.
8 Whichever form of public transport you choose, you should definitely use it.

7 Ss think of situations individually. Encourage them to make notes to help remember their ideas. With ***weaker classes***, or if you're short of time, Ss can just think of situations for four of the pieces of advice. When they are ready, put Ss in pairs to share their ideas in random order and guess which sentence in Ex 6 each one refers to. In feedback, ask a few Ss to share their ideas with the class.

LANGUAGE BANK 8C pp.160–161

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers. Ss can refer to the notes to help them.

Answers:
1 1 b 2 c 3 e 4 a 5 d 6 f
2 1 Whatever you do, don't forget your passport.
2 However interesting you think it is, you shouldn't take photographs.
3 No matter who you meet, be polite.
4 Whatever day you travel, you should leave early.
5 Under no circumstances whatsoever should you carry valuables.
6 Whichever option you choose, don't pay too much.
7 No way should you talk to strangers.
8 Whenever you meet people, shake their hand.

Further practice

Photocopiable activities: 8C Language focus 1, p236; 8C Language focus 2, p237
App: 8C Grammar practice 1 and 2

Vocabulary

Idioms related to risk

8a With ***weaker classes***, go through the idioms in the box first and explain the meaning of each one. Ss complete the sentences individually, then check in pairs. Check answers with the class.

Answers: 1 playing with fire 2 watch your step
3 kept my head down 4 the coast is clear 5 out of the woods
6 play it safe 7 run the risk 8 took a calculated risk

b Ss categorise the idioms individually, then check in pairs. Check answers with the class.

Answers:
R: play with fire, run the risk, take a calculated risk
S: keep your head down, out of the woods, play it safe, the coast is clear, watch your step

9a Ss make notes individually. Monitor and help with ideas and vocabulary where necessary, writing any new words and phrases on the board.

b Put Ss in pairs to share their ideas. When they have finished, ask a few Ss to share anything interesting they learnt about their partner.

Further practice

Photocopiable activities: 8C Vocabulary, p238
App: 8C Vocabulary practice 1 and 2

Speaking

Prepare

10a Put Ss in pairs to choose one of the situations or think of their own idea. Alternatively, you may want to allocate the situations in order to ensure the class covers a variety.

b Ss make their lists of tips individually. Monitor and help with ideas where necessary.

11 Put Ss back in the same pairs as for Ex 10a to share their ideas and choose the five best pieces of advice. Monitor and make notes on Ss' language use for later class feedback.

Speak

12a Put pairs together to share their advice. Encourage them to use the phrases for emphasising advice from Ex 4 as they do this. Monitor and make notes on Ss' language use for later class feedback.

b Rearrange the pairs into new groups to share their advice again. When they have finished, ask a few Ss around the class to share the best piece of advice they heard with the class. Give the class feedback on their language use.

Optional extra activity

Put Ss in new pairs and ask them to choose a different situation, then repeat the speaking activity.

Reflection on learning

Write the following questions on the board:
What new ways of giving advice did you learn in today's lesson?
Which of the idioms do you think you'll use most in the future?
How do you think you'll use them?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Ss write their answers.
Language bank: 8C Ex 1–2, p161
Workbook: Exs 1–5, p62
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 8D
Extended route: go to p140 to Master your writing

8D English in action

Introduction

The goal of this lesson is for Ss to practise dealing with problems on a call. To help them achieve this, they will learn or revise phrases for dealing with problems, asking for and giving clarification, stalling for time, getting the other speaker to the point and getting the other speaker to finish, as well as vocabulary related to making a call.

Warm up

Write the following question on the board:
Do you prefer to communicate by text message or voice call? Why?
Ss discuss the question in pairs.

1 Focus attention on the photos and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, elicit their ideas and have a brief class discussion.

Vocabulary

Making a call

2 With ***weaker classes***, go through the words in the box with the class first and check understanding. Ss complete the sentences individually, then check in pairs. Check answers with the class.

Answers: **1** on hold **2** muted **3** speakerphone **4** reception/signal, landline **5** voicemail **6** text (message), video call, audio call

Vocabuary checkpoint
We often use *text* as both a noun and a verb, without the word *message* e.g. *He texted me.* You might like to point this out during feedback on Ex 2.

3 8.7 Read the sentences with the class and check understanding of the words and phrases in bold. Ss listen and match the extracts with the problems individually, then compare their answers in pairs. Check answers with the class and ask if they have had any of these problems on the phone.

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

Audioscript 8.7

1
A: Hi, I'm calling about your advert online for a bike.

2
A: Yeah … was that … for him. … mean?

3
A: Hello?
B: Hello!
A: Yes, hello?
B: Have you thought about insurance at all?
A: What?
B: I understand.
A: Ugh.

4
A: And that's – saw – . – think – do – then?

5
A: Have you had a chance to think about what I said yesterday?

4 Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

Listening 1

5a 8.8 Ss listen and identify the problem, then compare their ideas in pairs. Check the answer with the class.

Answer: At first the line is crackly, then Ricardo has difficulty understanding some of the words Gary uses.

Audioscript 8.8

G: Hello?
R: Hi Gary! It's Ricardo!
G: Ricardo! Long time no speak!
R: Yes, it's been a long time.
G: What? Uh … hang on, it's a really crackly line and you're cutting out. Let me move outside.
R: It's … what?
G: Sorry, I mean it's difficult to hear you. Let me go outside. I won't be a second.
R: You won't what?
G: Ha! Sorry, I meant wait a second.
R: Oh, OK.
G: That's better, I can hear you now. Sorry, I just had really bad reception where I was and couldn't hear you very well. It's much better now. So how are you Ricardo?
R: I'm great, thanks Gary. Listen, I'm going to be in Upton in a few weeks. I'm travelling for work.
G: Really? That's fantastic news. Where are you staying?
R: In a little B&B in Downley Lane.
G: Oh, right …
R: What's wrong?
G: Well, it's just that that's a bit of a dodgy area, Ricardo.
R: Dodgy? I don't quite get what you mean.
G: Ah right, of course. What I meant to say was it's not a good area. Not very safe.
R: Really? Oh, maybe I should change it then. Where would you recommend?
G: Well, it depends how much of a budget you've got, but the Queen's Park area is really nice. In fact, the Marlow Inn is quite reasonable. I think they've got an offer on for single rooms at fifty pounds a night.
R: Fifty or fifteen?
G: Fifty, 5 – 0. I don't think you'll find anywhere as cheap as fifteen pounds!
R: Ha, right, of course. And how do you spell that?
G: M for 'mike', A for 'alpha', R for 'romeo', L for 'lima', O for 'oscar', W for 'whiskey'. And 'Inn' is I double N.
R: OK, well thanks for that, I'll definitely look them up. So anyway, can we meet up?
G: When are you going to be here exactly?
R: From the tenth to the seventeenth.
G: Ah, gutted. I'm away then.

R: I don't get you.
G: I'm gutted. In other words, it's a shame. I won't be here, Ricardo, I'm on holiday in Spain then.
R: Oh no, that is a shame.
G: But listen, if you do stay in Queen's Park, I can recommend a really good restaurant there. It's called 'Molly's' and the food there's great. Oh, and another good place to visit while you're there is ...

b Read the statements with the class, then play the recording again for Ss to identify which are true, then compare their answers in pairs. Check answers with the class.

Answers: 1, 2, 3 and 5 are true.

6a Ss read the Useful phrases 1 box and try to remember which ones were used. Don't give any answers yet.

b Ss listen again to check their answers. Check answers with the class and drill the phrases chorally and individually.

Answers:
It's a really crackly line and you're cutting out.
I don't quite get what you mean.
It's ... what?
Fifty or fifteen?
How do you spell that?
I mean it's ... ; I meant ...
M for 'mike', A for 'alpha', ...
In other words, ...

c Ss add the phrases to the box individually, then compare their answers in pairs. Check answers with the class and drill the phrases chorally and individually.

Answers:
Dealing with call problems: 3, 6
Asking for clarification: 1, 5, 7
Clarifying what you mean: 2, 4, 8

7 Ss discuss what they would say in pairs. When they have finished, ask a few pairs to share their ideas with the class.

Listening 2

8a 8.9 Go through the questions with the class so they know what to listen for. Ss listen to the two conversations and answer the questions individually, then compare their answers in pairs. Check answers with the class.

Answers: **1** Conversation 1 **2** Both **3** Conversation 2

Audioscript 8.9

1
D: Hello?
J: Dan, listen, I'm in a bit of a fix.
D: What's up? I thought you'd be on the train by now.
J: Yes, yes, well that's just it. I can't find my ticket. I think you took it out of my bag when you borrowed it. Where did you put it? I need the code from it.
D: Ah, good question. Let me think ...
J: Dan, I don't have much time. My train leaves in ten minutes.
D: Oh, right. Yes. Um, let me see ...
J: Don't you remember where you put it?
D: Um, yes, of course. Just give me a sec, OK?
J: I only have a few ...
D: Yes, of course. Right. It's not here ... or here. Hmm, I thought I'd put it in the kitchen drawer.
J: Dan!
D: I'm sorry, I'm not sure. Wait, isn't the code in the email they sent you?
J: Yes, but I haven't got any data left on my phone.
D: OK, hang on. Don't panic. I'm just firing up the computer ...
J: Grr!
D: Wait ... wait ... here it is ... Right. What's your password?
J: Danbo89.
D: Yep, right ... let's see now ... Bingo! Here it is. The code's XY76 ...

2
M: Hello, Ntools Solutions, Maisie speaking.
R: Maisie! How are you?
M: Oh, hi Rafael. All good here, thanks. You?
R: Oh yes, fine, fine. How's Andy?
M: Yep, he's fine, thanks.
R: And is he settling in to the new job OK?
M: Um, yes, fine. So what can I do for you –
R: And the children? Is school OK?
M: Yes, absolutely fine, thanks. Rafael, was there something you wanted to talk to me about?
R: Ah yes. So I was wondering if you could send me the latest quarterly sales figures for your branch.
M: No problem, I'll do it right now. Give me a moment. Let's see, ... here we are. And ... send. Did you get them?
R: Yep, they're here thanks.
M: Great. So –
R: Oh by the way, have you heard the latest about Chiara in HR?
M: No ...
R: Well, apparently she's up for promotion.
M: Right. Well anyway Rafael, I'll let you get on.
R: Yes, and people aren't very happy about it, because –
M: Look, Rafael. I'm really sorry but I've got to go. I'm really up against it here. Can I call you back soon?
R: Oh yes, of course. Me and my big mouth! Call me back when it's more convenient, sure.
M: Thanks Rafael.

b Ss complete the conversations individually from memory, then listen again to check their answers. Check answers with the class.

Answers:
1 good question **2** Just give me a sec **3** hang on
4 let's see now **5** was there something you wanted
6 I'll let you get on **7** up against

9 Ss complete the Useful phrases 2 box individually, then check in pairs. Check answers with the class.

Answers:
1 good question **2–4** Just give me a sec, Hang on, Let's see now
5 Was there something you wanted to talk to me about?
6 I'll let you get on. **7** I'm really up against it here.

10a Ss discuss the questions in pairs. Check answers with the class and go through the information in the Pronunciation checkpoint.

Answers: **1** It goes up. **2** It goes down.

Pronunciation checkpoint

When we have more to say or are stalling for time, our intonation remains steady or rises. This is because air is still passing through the vocal chords, which vibrate more quickly when more air is passed through them. When we finish, the air slows down and so our intonation falls and it sounds 'final'. Therefore rising intonation can be useful for stalling, falling intonation can be useful for finishing.

Optional extra activity

Demonstrate this use of intonation with a quick memory game. Start by saying: *At the supermarket I bought some cereal.* Nominate a student to continue by saying what you said and adding another item e.g. *At the supermarket I bought some cereal and eggs.* then nominating another student to continue. Let the game go on as long as possible until a student can't remember the items. Then start again but ask Ss to pay attention to what happens with the intonation in each item in the list (it goes up or remains steady on each item until the last one, when it falls). Then go through the information in the Pronunciation checkpoint.

b 8.10 Ss listen to the phrases and decide individually if the person is stalling for time or wants to finish the conversation, then compare their answers in pairs. Check answers with the class.

Answers: 1 F 2 S 3 S 4 F 5 S 6 F

Audioscipt 8.10

1 Can I call you back?
2 Just give me a sec ...
3 I'm just sending it now ...
4 I'm just sending it now.
5 One moment, I won't keep you ...
6 Well don't let me keep you.

c Play the recording again for Ss to listen and repeat.

Speaking

11 Put Ss in A/B pairs and direct them to the relevant pages. Give them time to read the instructions and prepare what to say, referring back to the Useful phrases boxes to help them. Monitor and help where necessary.

12 Ss have their conversations in pairs. Encourage them to use the Useful phrases from the lesson while they do so. Then ask Ss to swap roles and have the conversations again. Monitor and make notes on Ss' language use for later class feedback. When they have finished, give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:

Which strategies did you learn for dealing with problems on a call today?

How confident do you now feel with dealing with problems on a call?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Workbook: Exs 1–4, p63
App: grammar, vocabulary and pronunciation practice

Roadmap video

Go online for the Roadmap video and worksheet.

8 Check and reflect: Units 7 and 8

Introduction

Ss revise and practise the language of Units 7 and 8. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework, or use them as a diagnostic or progress test.

1 Point out that two sentences are correct. Ss find the mistakes individually, then check in pairs. Check answers with the class.

Answers: 1 something of **a** shock 2 correct
3 ~~every your need~~ your every need 4 correct
5 ~~a such bad experience~~ such a bad experience

2a Elicit the first answer as an example. Ss choose the correct options individually, then check in pairs. Check answers with the class.

Answers: 1 retrace 2 nowhere 3 great 4 crow
5 bearings 6 steer

b Put Ss in pairs to choose three of the questions and discuss them. ***Fast finishers*** can discuss more than three. When they have finished, elicit answers from a few pairs and have a brief class discussion.

3 Point out that the first letter of each word is given. Ss complete the sentences individually, then check in pairs. Check answers with the class.

Answers: 1 through 2 board 3 ruse 4 gullible
5 security 6 ripped

4 Elicit the first answer as an example. Ss complete the sentences individually, then check in pairs. Check answers with the class.

Answers:
1 which 2 whom 3 which 4 of 5 after 6 time

5a Ss complete the sentences individually, then check in pairs. Check answers with the class.

Answers: 1 aptitude, basics 2 novice, get
3 all-rounder, turn 4 innate 5 proficient, rusty

Optional alternative activity

Stronger classes could cover the words in the box and try to complete the sentences, then look at the words in the box to check.

b Ss discuss which sentences are true for them in pairs. Encourage Ss to give more information. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

6 Elicit the first answer as an example, then ask Ss to order the words individually, then check in pairs. Check answers with the class.

Answers:
1 When I find the person responsible for breaking my phone, they'll be in big trouble!
2 I bought a new suit to wear to the job interview.
3 The man seen near the crime scene was being sought by the police.
4 The car in front of us suddenly slammed on its brakes.
5 We accidentally packed some towels belonging to the hotel in our suitcase.
6 Can I borrow a bag to put my wet clothes in?

7a Ss choose the correct alternatives individually, then check in pairs. Check answers with the class.

Answers: 1 pretending 2 having 3 cook 4 to smile 5 laughing 6 losing 7 to frighten 8 myself

b Ss discuss which sentences are true for them in pairs. Encourage Ss to give more information. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

8a Ss complete the sentences individually, then check in pairs. Check answers with the class.

Answers:
1 sorts 2 red 3 moon 4 swallow 5 stitches 6 fool

b Ss discuss which sentences are true for them in pairs. When they have finished, ask a few Ss to share an answer with the class. Encourage other Ss to ask follow-up questions to find out more information.

9 Ss complete the sentences individually, then check in pairs. Check answers with the class.

Answers:
1 We were on the point of leaving ...
2 Management were due to review ...
3 I was about to leave ...
4 ... was on course to open ...
5 ... we were on the threshold of a new era.
6 We expected the new product to be ...

10a Ss complete the sentences individually, then check in pairs. Make sure they understand that they need to add a preposition to each sentence. Check answers with the class.

Answers: 1 pan out 2 On reflection 3 weigh up 4 short of 5 agonised over 6 benefit of

Optional alternative activity

With ***weaker classes***, write the prepositions they need on the board in random order for them to add to the sentences.

b Ss discuss which sentences are true for them in pairs and give more information. In feedback, ask a few Ss to share anything interesting they found out about their partner with the class.

11 Ss complete the sentences individually, then check in pairs. Check answers with the class.

Answers:
1 No matter who you speak to ...
2 Whatever you do, always ...
3 However difficult you think it is ...
4 On no account whatsoever should you ...
5 Whichever course of action you decide on ...
6 Whenever you feel alone ...

12 Ss match the sentence halves individually, then check in pairs. Check answers with the class.

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

13 Ss choose the correct alternatives individually, then check in pairs. Ss can refer back to Lessons 7D and 8D for help if they need to. Check answers with the class.

Answers: 1 drawing 2 firmly 3 news 4 extent 5 get 6 put 7 keep 8 Look, at 9 with 10 expect 11 to 12 hang 13 crackly 14 try

Reflect

Ask Ss to rate each statement individually, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Units 7 and 8.

Homework ideas

App: grammar, vocabulary and pronunciation practice

8A Master your reading

Introduction

Ss develop the reading skill of understanding an authentic novel by learning how to recognise humour.

Warm up

Tell the class about your favourite novel and why you like it. Give a summary of the plot and main characters. Ask Ss to think about their own favourite novel or film and make notes on it. When they are ready, put Ss in pairs to share their information.

1a Focus attention on the pictures and elicit what Ss can see. Go through the words in the box and check understanding. Ss think about their answers individually, making notes if they want.

b Put Ss in pairs to compare ideas and answer the question. When they have finished, elicit answers from a few Ss and have a brief class discussion.

2 You may want to pre-teach *lose my temper*, *mislaid*, *peered* and *culprits*. Tell Ss that they're going to read an extract from a novel and read the introduction with the class. Ss read the extract then choose words to describe the main character. Ss then discuss their choices in pairs. Elicit their ideas in feedback.

Suggested answers:
flawed, incompetent, self-aware, eccentric, impatient

Culture notes

The Colour of Memory by Geoff Dyer is a novel, published in 2012, set in a poor area of London in the 1980s. It is a story which takes a nostalgic look back at this era.

3 Ss read the extract again and decide if the sentences are true, false or not mentioned individually, then check in pairs. Check answers with the class.

Answers:
1 F – On the evening of the theft, the car was working perfectly.
2 NM
3 F – The narrator said he must have missed the kids who stole his car by five minutes.
4 T
5 NM

4a Ss discuss the questions in pairs. When they have finished, elicit their answers to questions 1 and 2 and find out if others agree. Don't give any answers to question 3 yet.

b Ss read the Focus box and check their answers to question 3 in Ex 4a. Check answers with the class and answer any questions they have about the information in the Focus box.

5a Explain that the extract is from later in the same novel. Ss read it and answer the questions individually, then check in pairs. Check answers with the class and answer any questions they have about vocabulary in the extract.

Answers:
1 The make was Vauxhall but Fran doesn't know what model it is so she calls it a courgette.
2 The boyfriend of Fran's flatmate, Sal
3 She wasn't allowed to have an accident in it.
4 He is very impatient while she is patient.

b Ss underline examples individually, using the Focus box to help, then compare in pairs. Check answers with the class.

Answers:
Upturned expectations: e.g. *I didn't know what model it was and she wasn't sure either.*
'I think it's called a Vauxhall Courgette or something like that,' she said.
Repetition: *'... He lent it to her and she lent it to me on the strict condition that I don't have a prang in it. Apparently, that's what motorists call an accident: a prang.'*
Amusing comparisons: *She clutched the wheel like she was steering a ship in heavy weather.*

6 Ss choose the correct options individually, then check in pairs. Check answers with the class.

Answers: 1 a 2 b 3 a 4 c

7 Write the title of the book on the board and ask if anyone has read it or seen the film. Ss read the extracts then answer the questions in pairs. Check answers to question 2 and elicit Ss' responses to questions 1 and 3 as a class.

Answers:
2 The author primarily uses upturned expectations (*'I don't know, I didn't listen'*, *'we are going to die after all'*)

Homework ideas

Workbook: Exs 1–6, pp.64–65

8B Master your listening

Introduction

Ss develop the listening skill of understanding a phone call by learning how to recognise the context words are generally used in.

Warm up

Put Ss in pairs and ask them to make a list of tips for speaking on the phone in English (e.g. ask for clarification if you need it, speak clearly, etc.). When they have finished, put pairs together in small groups to share their tips and choose the three best ones. Ask each group to share their three best tips with the class and find out if others agree.

1 Focus attention on the photo and elicit what Ss can see. You could start by sharing your answers to the questions with the class, telling the class who you speak to when something goes wrong, emphasising how this person cheers you up. Ss discuss the questions in pairs.

2a 8.4 Go through the questions so that Ss know what to listen for. Ss listen to the conversations and answer the questions individually.

b Ss compare their answers to Ex 2a in pairs. Check answers with the class.

Answers:
Conversation 1:
1 at a garage in Amersfield
2 The fuel guage on his car has stopped working so he's run out of petrol.
Conversation 2:
1 at an audition
2 There are loads of other people at the audition so she's got to wait ages for her turn.
Conversation 3:
1 at work
2 His boss has cancelled his appraisal at the last minute so he can go for lunch with a friend.

Audioscript 8.4

1
A: Hello?
B: Hey Jack.
A: Hey! How's it going?
B: Yeah, good, well, not good actually. I've got car issues.
A: Not again!
B: Yeah. This car causes me a lot of grief.
A: What's that, the second time this month?
B: Well to be fair the previous time it was mostly down to me, but this time ... how was I supposed to know the fuel gauge had stopped working?
A: Oh, no, so you've run out of petrol? Where are you?
B: Yeah. Really embarrassing. I was on my way to meet my mum for pizza, but I'd only got about half way there and now I'm stuck outside a garage in Amersfield. I'm not going to get them to repair the fuel gauge, though.
A: Oh?
B: Well my brother had some dealings with them before and it didn't ... it's a long story ...
A: Oh, I see.
B: This town is rife with cowboy businesses. But at least the breakdown guy is on the way.
A: Oh, well, that's good at least.
B: Yeah, anyway, while I'm stuck in the middle of nowhere I was thinking we should arrange to meet again.
A: Yeah, sounds nice, any ideas?

2

A: Hey, Serena. How's the audition going?
B: Yeah, well, it's not going.
A: What do you mean it's not going?
B: Oh, it's been such a bad morning.
A: OK. Tell all.
B: So, I turned up on time for this audition and I was expecting maybe three or four others, you know ...
A: 'Cause they specifically asked for you, didn't they?
B: Exactly. And I'd got it into my head that it might be a big break for my career and everything ...
A: OK, so ...
B: So when I got here I found that I was one of about a zillion other people ...
A: Oh, no. So what are you going to do?
B: Well, I found someone in charge and apparently I'm number sixty-three, or something like that, and she said I'd have to wait my turn.
A: No! Do you have to sit through all the other auditions?
B: No, they don't make you watch other people, but a mini-riot nearly broke out backstage when everyone found out how long they'd have to wait ...
A: I can see why ...
B: I kept well out of it and sat on the back row for a while, bored out of my mind but I'm about to call it quits and leave. I reckon it's gonna take another three hours to get through all these people in front of me.
A: I don't blame you. So what are you going to do now?
B: Yeah, well, I was wondering if you're free for a coffee now?
A: Oh, yeah, nice. Why not. Let me see, we could meet over on ...

3

A: Hey Rafa.
B: That's it! I'm done. I'm finished with it!
A: Woah! Hold your horses. What are you talking about?
B: I've quit. He's impossible to work with. He's the boss from hell.
A: You've quit? What's he done this time?
B: Oh, nothing and everything, you know. It's just a build up of irritating things.
A: Like?
B: Well today, for example, I was supposed to have my appraisal ...
A: The annual one?
B: Yeah, that. So I spent the whole evening preparing and guess what, he cancels it at the last minute.
A: Why?
B: Says he's got an important lunch meeting that he can't miss. But you know what, we share an online calendar so I know exactly who he's got a lunch meeting with ...
A: Who?
B: His friend Darren.
A: No! That's awful.
B: It's bordering on criminal, honestly.
A: So, you've really quit?
B: Well ... not exactly. But I was this close, you know. This close!
A: So, what, are you going to quit?
B: Well, I don't know. I mean, marry in haste and all that. I just needed to let off some steam so I thought I'd call you.
A: Oh, I see, well, you want my advice ...
B: I know what you'll say.
A: I mean who knows how long he'll stick around ...
B: Yeah, you've got a point.
A: And you're building up a lot of experience there.
B: Yeah ... Look, thanks for listening. I should get back.
A: Are you on a break?
B: Yeah, an impromptu break. I thought either I take a break or I throw a chair out the window.
A: Yeah, I get it. Look, just take a moment, decompress a little you know, and you'll feel ...

3 Ss listen again and note why the sentences aren't correct individually, then compare their answers in pairs. Check answers with the class.

Answers:
1 It's the first time. The previous occasion was mostly down to him.
2 He didn't know he was going to run out of petrol because the fuel gauge was broken.
3 He doesn't want the garage to repair it because he doesn't trust them.
4 She was hopeful rather than confident.
5 She was one of a lot of other people at the audition.
6 There was almost a mini-riot.
7 His boss didn't really have an important meeting.
8 Rafa hasn't really quit his job.
9 Rafa's friend thinks he should stay in the job and gain experience.

Optional alternative activity

Ss discuss why the sentences aren't correct from memory. Elicit their ideas, but don't give any answers yet. Ss then listen again and check their ideas. Check answers with the class.

4a Ss answer the questions individually, then compare their answers in pairs. Don't give any answers yet.

b Ss read the Focus box and check their answers. Check answers with the class and answer any questions they have about the information in the box.

Answers:
Sentence 1 is from Conversation 1.
It's more natural because *provide* usually collocates with words which have a positive connotation while *cause* usually collocates with words which have a more negative connotation.

5a Ss read the extracts and answer the question individually, then compare their answers in pairs. Check answers with the class. Point out that 'a build up of' (question 5) tends to have a negative connotation whereas 'to build up' (question 6) tends to have a positive connotation.

Answers: 1 negative 2 negative 3 negative 4 negative 5 negative 6 positive

b Discuss the question as a class and write Ss' ideas on the board, feeding in ideas from the Suggested answers.

Suggested answers:
1 rife with: corruption/problems/rumours/speculation/conflicts
2 had some dealings with a company / a person
3 war/fighting/riots/violence/protests/arguments: broke out
4 sit through a lesson / a family dinner / a play
5 a build up of: tension/pollution/forces/dirt/troops
6 building up: muscle/credit/confidence/trust/suspense

6a 8.5 Ss listen to the extracts and make notes to answer the questions.

Audioscript 8.5

1

A: That's extraordinary. I'm just gobsmacked.
B: Yeah, well imagine how I feel.
A: So that was what, last week?
B: Yeah, last week.
A: And since then?
B: Well, you know, it's had consequences.
A: Sure. It's bound to.
B: Quite far-reaching consequences to be honest.
A: Sure, sure.

2
A: Yeah, yeah, I see. So what happened next?
B: Well, I said I'd need some things …
A: And they said …
B: They said they'd provide them.
A: OK, so?
B: Well if they'll continue to support me like that …
A: Then it sounds like your mind's made up.

3
A: So what's the company called?
B: Stetman or something like that.
A: Stetman Streeter?
B: Yeah, that's it. Stetman Streeter. You know them?
A: Well, a bit.
B: OK. In what context?
A: Well, I've had some dealings with them before now.
B: You've had some dealings with them?
A: Yeah.
B: All right. That kind of tells me all I need to know really.
A: Well, maybe my experience was unusual.
B: Yeah, but it's good to get your opinion.
A: Yeah, I guess.
B: Thanks for that.
A: No worries.

4
A: And how are things going for you?
B: Yeah, things are going, you know …
A: You've got a new boss haven't you?
B: Yeah, that's right. She's been in place a couple of months now.
A: And how's that working out?
B: Well, I mean you remember how things were before.
A: Sure, sure.
B: Well it's not like that anymore.
A: No?
B: No. She's brought about a lot of change you know.
A: The new boss?
B: Yeah, she's brought about quite a lot of change, actually.
A: OK, that's interesting.

b Ss compare their answers in pairs then listen again to check. Check answers with the class.

Answers:
1 Probably negative as *consequences* tends to collocate with words with a negative connotation.
2 Probably positive as *continue to support* tends to have a positive connotation.
3 Probably negative as *dealings* tends to collocate with words with a negative connotation.
4 Probably positive as *bring about* tends to collocate with words with a positive connotation.

7a Ss listen again and then decide on contexts in pairs. Elicit their ideas and check they make sense.

b Ss continue one of the conversations in pairs. When they have finished, ask one or two pairs to perform each conversation for the class.

Homework ideas

Workbook: Exs 1–3, p66

8c Master your writing

Introduction

Ss develop the writing skill of taking part in an online discussion by learning how to deal with rudeness online.

Warm up

Elicit as many different types of social media from the class as you can and write them on the board. Then put Ss in small groups to discuss any problems they've had with them. When they have finished, elicit answers from a few Ss and have a brief class discussion.

1 Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

2a Focus attention on the photo and elicit Ss' ideas as to what it shows. Then draw Ss' attention to the question posted. Ss read it then discuss how they would answer it in pairs. When they have finished, elicit a few answers and find out if others agree.

b Ss read the responses, then discuss the questions in pairs. When they have finished, elicit their ideas and check answers with the class.

Answers:
1 Both of them make personal accusations against either clemence or selly, or at least suggest that the accusation may be true.
perhaps you're one of those people who shoot down ideas but never offer any of their own …
Oh not another do-gooder!
2 Perhaps he doesn't see a value in engaging with someone so rude.

3a Ss read the extracts then discuss which techniques the contributors use in pairs.

b Ss read the Focus box and check their ideas. Check answers with the class and answer any questions Ss have about the information in the box. Elicit any other techniques they know of and/or use.

Answers:
1 reframing rudeness as though it is thoughtful argument
2 noting the points both contributors agree on

4 Ss match the statements with the responses and decide which techniques are being used individually, then compare their answers in pairs. Check answers with the class.

Answers:
1 b – reframing the rudeness
2 e – reframing the rudeness
3 a – noting the points we agree on
4 d – noting points we agree on
5 c – noting points we agree on

5 Ss think of responses and write them down, using the information in the Focus box to help them. When they are ready, put Ss in pairs to compare their ideas.

Prepare

6 Put Ss in pairs to choose a topic and allocate roles – one in support of the statement and one against. Ss make notes on their 'opinions'.

Write

7a Ss write their opinions and responses, continuing as appropriate. Encourage the responders to be as challenging as possible.

b When they have finished, ask Ss to read the conversation back and discuss the question. Ask a few Ss to share their ideas with the class.

c Rearrange Ss into different pairs and ask them to repeat the activity.

Homework ideas

Workbook: Exs 1–7, pp.66–67

9 OVERVIEW

9A Oral storytelling
Goal | relate a non-chronological narrative
Language focus | narrative tenses
Vocabulary | verb–adverb collocations

GSE learning objective
Can fluently relate a complex and detailed narrative or description using a non-linear sequence of points

9B Gossip
Goal | take part in a work-based conversation
Language focus | reported speech
Vocabulary | gossip and rumours

GSE learning objective
Can recognise undercurrents in interaction and take appropriate steps to guide the direction of discussion

9C Rewilding
Goal | discuss a course of action
Language focus | participle clauses and verbless clauses
Vocabulary | improvement and deterioration

GSE learning objective
Can present detailed, evidence-based arguments during work-related meetings

9D English in action
Goal | answer questions in a job interview in detail
Vocabulary | employability and competencies

GSE learning objective
Can answer questions in a job interview in detail, interacting authoritatively, developing points fluently and managing interjections

Roadmap video
Go online for the Roadmap video and worksheet.

VOCABULARY BANK

9A Adverbs for stories

9C Landscape adjectives

MASTER YOUR SKILLS

9A Master your writing
Goal | write a narrative
Focus | using emotive language

GSE learning objective
Can write about complex subjects, underlining the key issues and in a style appropriate to the intended reader

9B Master your listening
Goal | follow a group discussion
Focus | understanding overlapping

GSE learning objective
Can infer meaning, opinion, attitude, etc. in fast-paced conversations between fluent speakers

9C Master your reading
Goal | understand arguments in a newspaper article
Focus | identifying flaws in an argument

GSE learning objective
Can understand complex arguments in newspaper articles

9A Oral storytelling

Introduction

The goal of this lesson is for Ss to relate a non-chronological narrative. To help them achieve this, they will learn or revise narrative tenses and verb–adverb collocations.

Warm up

Write the following questions on the board:
When was the last time you gave a presentation?
How did it go?
What techniques can you use when giving a presentation to keep the audience interested?
Ss discuss the questions in pairs.

Listening

1 Focus attention on the photos and elicit what Ss can see. Put Ss in pairs to discuss the questions. When they have finished, elicit answers from a few Ss and have a brief class discussion.

2a 9.1 Go through the words in the box so that Ss know what to listen for. Ss listen and order the words individually, then check in pairs. Check answers with the class. With ***stronger classes***, you could ask Ss to say what they can remember about each thing, too.

Answers:
1 nervousness (*I'd been shaking uncontrollably throughout.*)
2 embarrassment (*I just wanted to crawl into a hole in the stage and disappear.*)
3 overconfidence (*I thought I knew everything there was to know about management; to show off my experience and expertise; hey, how hard can it be; They're just a bunch of students, eager to hear my words of wisdom, right?*)
4 hopelessness (*in a final act of desperation; This is the worst experience of my career.*)
5 surprise (*out of the blue; I don't know what I'd been expecting, but it certainly wasn't that.*)
6 relief (*I felt all the stress and pressure lift off me.*)
7 pride (*Best of all, that group of students passed their exams with flying colours*)

Optional alternative activity

Ss listen to the recording twice. The first time they listen, they order the words in the box, as in Ex 2a. The second time they listen, they make notes about what the speaker says about each one, then compare their notes in pairs. Check answers with the class.

Audioscript 9.1

The lecture was going badly. I'd presented my carefully rehearsed introductory slideshow on the fundamentals of business management reasonably competently, albeit with a slightly shaky voice, and they'd listened politely, if unenthusiastically, and now I was wrapping up the first part of my talk. I was hoping they hadn't noticed that I'd been shaking uncontrollably throughout. But it was clear from their facial expressions that they were bored to tears. As I looked out at the auditorium, I felt my cheeks burning and I just wanted to crawl into a hole in the stage and disappear.

It was my first day in my new job as a university lecturer. Up to that point, I'd spent my entire career in business. And, well, I thought I knew everything there was to know about management. So when I was invited to become a guest lecturer for a business skills course for one semester, I jumped at the chance to show off my experience and expertise. I'd never

spoken in front of a large audience before but, hey, how hard can it be, I'd thought. They're just a bunch of students, eager to hear my words of wisdom, right?

Wrong. They didn't care who I was or what I had to say. It was going to be a long semester. I took a deep breath and, in a final act of desperation, I turned off the slide projector, put down my notes and looked out at the audience. Up to that point, they'd just been a sea of disgruntled faces, but now, for the first time, I saw them as individual people with their own needs and motivations. 'Why are you here?' I asked. Silence. 'What are you hoping to learn from me?' More silence.

I'm just about to give up and go back to my computer. I'm thinking to myself, 'This is the worst experience of my career.' But then, out of the blue, one of the students near the back of the auditorium stands up and says, 'We already know lots of theory. But we don't know what to do with it in practice. Can you tell us a story about your experiences as a manager?' Well, I don't know what I'd been expecting, but it certainly wasn't that. But hey, I thought. I've got nothing to lose.

When I opened my mouth to start my story, I felt all the stress and pressure lift off me: I was no longer recounting a pre-rehearsed talk, pretending to be something I wasn't; it was just me talking about my passion for my management. I even found myself enjoying the experience. And do you know what? They loved it too. They listened attentively. They asked questions. They kept coming back, week after week. And at the end of the semester, when my course was due to finish, dozens of students wrote to the university authorities, begging for me to stay another semester.

Best of all, that group of students passed their exams with flying colours and several of them have gone on to become extremely successful. Of course, I'm not claiming it was all down to me. But from that day on, I've never again underestimated the power of a good story.

b Ss answer the question in pairs. Play the recording again if necessary, then check the answer with the class.

Answer: No. The speaker starts with how badly the lecture was going and then goes back to describe how he came to be giving the lecture before going on talking about what happened at his first lecture and after it.

Language focus

Narrative tenses

3 Elicit what narrative tenses Ss know as a class and write an example of each on the board. Give Ss a few minutes to read the language focus box to see how many are mentioned. Answer any questions Ss have about the information in the box. Ss match the examples with the points in the box then compare their answers in pairs. Check answers with the class.

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

4 Ss complete the extract from the story individually, then check in pairs. Check answers with the class.

Answers: **1** took **2** looked out **3** had been going / had gone **4** had been listening **5** could **6** placed / was placing **7** slipped **8** washed **9** started **10** had spent **11** had died **12** was I going to survive / would I survive **13** noticed **14** were smiling **15** was going to be / would be

Optional alternative activity

Arrange Ss in teams and ask them to do Ex 4 orally. Make sure they don't write any answers. When they have finished, give a board pen to each team. Explain that each turn you'll call out a number in random order and one person from each team should come to the board to write the answer for that gap. Make sure Ss still don't write any answers in their books. The first team to write the correct answer wins a point. The team with the most points at the end wins. Ss then complete the exercise in their books individually. Check answers with the class.

5a 9.2 Ss listen to the second paragraph of the story and answer the questions, then compare their answers in pairs. Check answers with the class.

Answers:
1 As I placed my coffee cup back on the lectern, my hand slipped …
2 … and I watched helplessly as the cupful of hot brown liquid washed all over my beloved laptop, which started hissing and fizzing. I knew instantly that my beautiful presentation slides, which I had spent weeks working on tirelessly, …
3 … were lost forever, together with countless other invaluable files. My computer had died.

b Ss discuss the questions in pairs. When they have finished, elicit their ideas and check answers with the class.

Answers:
He spoke more quickly to create a sense of panic or urgency, to raise the drama.
He spoke more slowly to focus on the long-term results and to create a sense of hopelessness.

c Ss practise saying the paragraph in pairs. When they have finished, ask one or two Ss to read it for the class.

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Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the narrative techniques. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers. Ss can refer to the notes to help them.

Answers:
1 The correct order is: E, B, C, A, F, D
2 **1** hadn't eaten **2** headed **3** was eating **4** was due to hit **5** was going to be **6** ran

Further practice

Photocopiable activities: 9A Language focus 1, p239; 9A Language focus 2, p240
App: 9A Grammar practice 1 and 2

Vocabulary

Verb–adverb collocations

6a Read the example with the class. Ss complete the sentences and underline the verbs individually, then check in pairs. Check answers with the class.

Answers:
1 listen closely, understand clearly
2 improved dramatically
3 continually adjust
4 going badly
5 presented competently, listened politely, listened unenthusiastically
6 shaking uncontrollably

Vocabulary checkpoint

Most adverbs are formed by adding *-ly* to the adjective. However, if an adjective ends in *-ic* (e.g. *dramatic*), we add *-ally* (e.g. *dramatically*).

b Refer Ss back to the text in Ex 4 to find more verb–adverb collocations. Ss find them individually then check in pairs. Check answers with the class.

Answers: go swimmingly, listen attentively, take notes assiduously, watch helplessly, know instantly, work tirelessly, smile encouragingly

Optional extra activity

Put Ss in pairs to try to think of another verb which collocates with each of the adverbs in Exs 6a and 6b. When they have finished, elicit their ideas and write them on the board.

Suggested answers:
assiduously: avoid sth, work attentively: read, watch
badly: behave, sleep clearly: explain, think
closely: follow, look competently: write, perform
dramatically: change, increase encouragingly: nod, say sth
helplessly: look on, shrug instantly: recognise, respond
politely: ask, refuse swimmingly: no other collocations
tirelessly: labour, campaign uncontrollably: laugh, shiver
unenthusiastically: agree, clap

VOCABULARY BANK 9A p174

Adverbs for stories

These optional exercises build on the lexical set in the vocabulary section.

1a Ss choose the correct options individually, then compare their answers in pairs. Check answers with the class.

Answers:
1 b 2 b 3 a 4 a 5 b 6 a 7 b 8 b 9 b 10 b

b Ss complete the sentences individually, then compare their answers in pairs. Check answers with the class.

Answers: 1 Daringly 2 Heartlessly 3 tantalisingly 4 vacantly 5 acrimoniously 6 flippantly

Further practice

Photocopiable activities: 9A Vocabulary, p241
App: 9A Vocabulary practice 1 and 2

Speaking

Prepare

7 9.3 Read the events of the story with the class and elicit their predictions as to what they think happened. Make sure Ss understand that they need to put the events in chronological order, not the order in which Celine mentions them. Ss listen and order the events individually, then compare their answers in pairs. Check answers with the class.

Answers: Chronological order: a, c, f, d, e, b
She mentioned the events almost in chronological order, except that she described how the garden had become overgrown first.

Audioscript 9.3

C: OK, here's where I've got to with my story. Ahem ... I realised something was wrong as soon as I saw the state of the garden. Where once there had been a carefully manicured lawn, there was now a wild and weed-filled patch of knee-length grass; and where the elegant summerhouse had stood magisterially overlooking the whole garden, there was now just a broken wreck of glass shards and splintered wood.
T: Er, Celine ... it's supposed to be a story. Does anything actually happen?
C: I'm just getting to that. I knew the garden like the back of my hand, as I had been coming here since my early childhood. Indeed, one of my earliest childhood memories was the time I'd lost my beloved ragdoll, Polly, somewhere in that garden, and how my whole family had spent hours searching for her, while I'd been sobbing incessantly at the loss of my favourite toy. I always loved visiting the garden, which was a paradise for a small child with a big imagination. But there was always one thing that I didn't like: the creepy cat that lived there, which had a habit of smiling condescendingly whenever it saw me.
M: Hang on a second. Cats can smile, condescendingly or otherwise?
C: Not all of them. But this one could. Anyway, I'd stopped visiting the garden when I'd left home at 20, but now, here I was, ten years later, visiting with my own small children. But as I approached their garden gate, I was shocked to see the garden so badly neglected. Something was badly wrong. Tentatively, I pushed the gate open and stepped hesitantly into the garden.
T: I've got a bad feeling about this. Something bad's going to happen, isn't it?
C: Possibly. I haven't decided yet. Anyway, I spent a few minutes wandering aimlessly around the garden, looking vainly for any clues as to what had happened. I was about to give up and go home when, all of a sudden, out of the corner of my eye, I spotted something moving. I turned to look ... and there, sitting on the doorstep of the derelict summerhouse, was a cat.
M: The creepy one? Was it still alive after all those years?
C: Stop interrupting! I stared in disbelief at the cat, which looked eerily familiar. Then, to my astonishment, it smiled at me, condescendingly, and slid through the half-open doorway into the summerhouse.
T: No, Celine! Don't follow it into the house! You'll regret it!
C: It's OK, Tony. It's just a story. Anyway, I push the door open. It's gloomy inside. At first, all I can see is the glass-strewn floor and the mess of weeds and broken furniture scattered around the edges of the room. But as my eyes become accustomed to the murky darkness, I notice something else, sitting in the centre of the room, as if it has been waiting patiently for me.
M: The cat?
C: No. It was Polly, my long-lost ragdoll. And she was smiling condescendingly. I turned on my heels and ran out of the garden as fast as my legs could carry me.
T: Whoa! And that's the end of the story?
C: Er, yeah, I guess so. What do you think?
T: Not bad. It still needs a bit of work. But there's definitely some potential.

8 Put Ss in pairs and refer them to the ideas on page 186 and ask them to either choose one of these or use their own story. Ss plan the events in chronological order. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

Speak

9 Read the instructions with the class and ask pairs to plan how they can retell the story.

10 Put pairs together to tell and comment on their stories. Monitor and make notes on Ss' language use for later class feedback. When they have finished, ask each group to choose the best story and tell it to the class. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:

How confident do you feel telling a story in English now?
What other techniques can you use to make telling stories more effective?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Language bank: 9A Ex 1–2, p163
Workbook: Exs 1–4, p68
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 9B
Extended route: go to p142 to Master your writing

9B Gossip

Introduction

The goal of this lesson is for Ss to take part in a work-based conversation. To help them achieve this, they will learn or revise reported speech and vocabulary related to gossip and rumours.

Warm up

Write the following questions on the board:

Do you have many gossip magazines or newspapers in your country?
Do you ever read celebrity gossip? Why/Why not?

Ss discuss the questions in small groups.

Vocabulary

Gossip and rumours

1 Write *gossip* on the board and check understanding. Ss discuss the questions in small groups. When they have finished, nominate a student from each group to share their ideas with the class and find out if others agree.

Suggested answers:

1 It can make the 'victim' feel bad, especially if the rumours are cruel and/or untrue. It can cause people to fall out with each other. In the long term, it may discourage people from trusting each other with their secrets.
2 It can help people to bond with the people they're talking to and feel like part of a community. It allows people to learn useful information about other people (e.g. who is honest, who is selfish, etc.) as long as the gossip is true. It can discourage people from bad behaviour (e.g. lying).

2 Ask Ss to match the phrases with their definitions individually then compare their answers in pairs. Check answers with the class.

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

Optional extra activity

Write the following on the board:

1 You want to hear the latest gossip.
2 You want to share some gossip without revealing the source.
3 You want to explain that you worked out somebody's secret.
4 You want to explain that some rumours (probably) aren't true.
5 You want to criticise a person for gossiping maliciously.

Put Ss in pairs and ask them to identify which phrases from Ex 2 they could use in each situation. Tell them they may need to use more than just the phrases in bold and that there are some phrases they will not need. When they have finished, check answers with the class.

Answers:

1 Have you got any juicy gossip for me?
2 Rumour has it, I heard it through the grapevine, A little bird told me
3 reading between the lines, put two and two together
4 take it with a pinch of salt
5 two-faced

3 Read the example with the class, then put Ss in pairs to roleplay their conversations. When they have finished, ask a few pairs to perform their conversations for the class.

> **Teaching tip**
> Asking Ss to use vocabulary they've just learnt like this in a productive, creative way helps them to convert receptive vocabulary (i.e. vocabulary they recognise but might not use) into productive vocabulary (i.e. vocabulary they feel confident using) by mapping them to contexts they've created themselves.

Further practice

Photocopiable activities: 9B Vocabulary, p244
App: 9B Vocabulary practice 1 and 2

Listening

4a 9.4 Tell Ss that they're going to listen to two extracts: part of a business meeting and a later, related conversation. Read the descriptions with the class so they know what to listen for. Ss listen and match the people with the descriptions individually, then check in pairs. Check answers with the class.

Answers: **1** Wanda **2** Vicky **3** Niko **4** Lena **5** Marcel

Audioscript 9.4

Part 1
N: Any idea what this meeting's about, Vicky?
V: Not exactly, Niko, but I can guess. Rumour has it that there are going to be some redundancies.
N: Really? What makes you say that?
V: Well, we all know our sales have been terrible recently, and yesterday a little bird told me Wanda had been in contact with some specialists in downsizing operations. So I just put two and two together.
N: Well, I'm not sure it's a good idea to jump to conclusions. Let's wait and see what Wanda says. Is anyone else coming?
V: Er, Lena was also invited, but it looks like she's late … again. I wouldn't be surprised if she's at the top of Wanda's redundancy list.
N: Hmm. I don't think we should be speculating about things like that. There could be all sorts of reasons why Lena's late. Anyway, here comes Wanda now. Why don't you ask her.
W: Ah, good, you're both here already. Lena sent a message to say she can't make it today, but I'm sure we'll manage without her.
V: Do you mean at this meeting, or … are you talking more long term?
W: No, just today. Anyway, I've called this meeting because, as you'll have noticed, we're going through a bit of a rough patch financially, and we're looking at cost-saving measures.
V: Like redundancies?
W: Well, we shouldn't be talking about redundancies at this stage. You know how gossip like that can spread like wildfire and really poison the atmosphere. No, we can't rule anything out, but for now, please don't mention anything about redundancies outside this room.
V: You can trust us, Wanda. Our lips are sealed.

Part 2
M: So? How was the meeting, Vicky? Any juicy gossip?
V: No, although perhaps it might not be a bad time to update our CVs.
M: Really? Why? Are there going to be redundancies?
V: Well, we can't really say. But … rumour has it that …
N: I think we should just leave it, Vicky. You heard what Wanda said.
M: Redundancies? That's terrible! So did Wanda say who'd be getting the chop?
N: I really don't think we should be discussing this. It's all just hearsay.
V: Well, let's just say I wouldn't want to be in Lena's shoes.
M: Lena? Oh dear. Presumably it's because she's always late.
V: Possibly. I wouldn't like to say.
N: I think you might have got hold of the wrong end of the stick, Vicky. It's really not healthy to speculate like this.
M: Hmm. Poor old Lena. I'll miss her when she's gone.

b 9.5 Go through the questions with the class so they know what to listen for. Ss listen and answer the questions, then compare their answers in pairs. Check answers with the class.

Answers:
1 She isn't worried about them. She seems slightly annoyed about them.
2 She's been involved in some top-secret negotiations with a potential client, which have tended to overrun.
3 No. Wanda has told her repeatedly that she's delighted with her work, which she sees as the best way to resolve the company's little crisis.

Audioscript 9.5

Part 3
L: Oh hi, Marcel.
M: Ah, Lena! We were just talking about you this afternoon.
L: Really? Why?
M: Well, you see it was mentioned at today's management meeting that there are going to be some redundancies and, er, I hate to be the bearer of bad news, but your name is rumoured to have cropped up at the meeting, Lena.
L: Really. And were you actually at the meeting, Marcel?
M: No, but, well, I heard it through the grapevine. Apparently, it was said that you were always late for everything and, well, Wanda's looking for excuses to get rid of people.
L: Right. Well, I'd take that information with a pinch of salt if I were you, Marcel. For one thing, the reason I'm often late is that I'm involved in some top-secret negotiations with a potential client, which have tended to overrun. And for another, Wanda has told me repeatedly that she's delighted with my work, which she sees as the best way to resolve our company's little financial crisis.
M: Er, I must have got hold of the wrong end of the stick. Sorry, Lena.
L: It's OK. You're forgiven.
M: Great. Now, what about those top-secret negotiations? Why haven't I heard about them before?

Language focus

Reported speech

5 9.6 Read the example with the class, then ask Ss to complete the reported sentences individually, then compare their answers in pairs. Play the recording for Ss to check their answers, then check answers with the class.

Answers: **1** had been **2** she can't make **3** 'd be getting **4** there are going to be **5** have cropped up **6** were **7** she's

6 Check understanding of 'backshifting' (moving the tense back in reported speech). Give Ss time to read the language focus box and answer any questions they have about the information. Ss answer the questions individually, then compare their answers in pairs. Check answers with the class.

Answers:
1 1, 3 and 6
2 In 2, it's still true (at the time of speaking) that she can't make it, in 4, the speaker (Marcel) is implying that the information is still true, in 5, backshifting isn't possible because the verb is an infinitive (*to have cropped up*), in 7, the reporting verb is in the present perfect (*has told*).
3 4, 5, and 6. 4 and 6 use *It* as the subject, while 5 has a raised subject.

7a 9.7 Ss listen to the pairs of sentences and decide which words are stressed, then compare their answers in pairs. Check answers with the class.

Answers:
1a Sasha mentioned that you're leaving.
b It was mentioned that you're leaving.
2a Bruce argued that it was unfair.
b It was argued that it was unfair.
In sentence a in each case, the focus is on the person who made the statement.
In sentence b in each case, the focus is on the fact that the statement has been made rather than who made it.

b Play the recording again for Ss to listen and repeat.

8 Read the example with the class. Ss rewrite the statements individually, then compare their answers in pairs. Check answers with the class or invite ***fast finishers*** to write them on the board.

Answers:
1 Malicious gossip is widely believed to serve no useful purpose.
2 The rumour is thought to have been started as a joke.
3 He is alleged to have been stealing from the company.
4 More people were expected (by the managers) to come to the meeting.
5 Sharing gossip is considered (by scientists) to be a great way to reduce your stress levels.
6 Daniel is rumoured to be thinking of applying for the job.

LANGUAGE BANK 9B pp.162–163

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the use of passive reporting verbs. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers. Ss can refer to the notes to help them.

Answers:
1 **1** Angela asked me if I had any idea what had happened to you.
2 She added that she hadn't heard from you for ages.
3 I told her that (actually) I was seeing you today in the/this café.
4 I asked whether I should send you a message to see if you'd mind if she joined us.
5 She told me that (she was afraid) (that) she was going to be tied up all day today.
6 She explained that there was a meeting at her office that she absolutely had to attend and that she wasn't allowed to be late / she couldn't be late.
2 **1** are believed to have stolen
2 is assumed to be / to have been
3 is considered to be / to have been
4 are rumoured to have been trying
5 are said to have been rejected

Further practice

Photocopiable activities: 9B Language focus 1, p242; 9B Language focus 2, p243
App: 9B Grammar practice 1 and 2

Speaking

Prepare

9 Put Ss in A/B pairs and refer them to the relevant pages. If you have an odd number of Ss, have one group of three with either two As or two Bs working together. Give them time to read their information. Monitor and offer help where necessary.

Speak

10a Ask Ss to carry out their roleplays. Monitor and make a note of Ss' language use for later class feedback.

b When they have finished, nominate a student from each pair to report back to the class and say who they think is a better gossip. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:
What new information did you learn about reported speech in today's lesson?
In what ways do you think this will help you in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Ss write their answers.
Language bank: 9B Ex 1–2, p163
Workbook: Exs 1–5, p69
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 9C
Extended route: go to p104 to Master your listening

9c Rewilding

Introduction

The goal of this lesson is for Ss to discuss a course of action. To help them achieve this, they will learn or revise participle clauses and verbless clauses, and vocabulary related to improvement and deterioration.

Warm up

Tell the class that a school has some open space outside and wants to make a school garden. Put Ss in pairs to design the school garden and think of what they might grow or use the space for. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they have finished, ask pairs to present their ideas to the class and hold a class vote for the best one.

Reading

1 Focus attention on the photos and elicit what Ss can see. Read the questions with the class, then put Ss in pairs to discuss them. When they have finished, elicit Ss' ideas but don't give any answers yet.

2 You may want to pre-teach *verges*, *mow* and *meadows*. Ss read the article quickly to check their predictions in Ex 1. In feedback, elicit which of their predictions were correct.

Answers:
A The photo shows a forest in Siberia. The rewilding project aims to remove the forest and replace it with the grassland that was here before humans overhunted the animals.
B The photo shows sheep ranching. The rewilding project in the article aims to remove these ranches and restore the area to its original condition.
C The photo shows Rotherham's 'River of Flowers', which is a successful example of rewilding in Britain.

Optional extra activity

Write the following statements on the board:

1 It started as a small project and later grew dramatically.
2 It was initiated by two members of the same family.
3 It serves as a model for organisations wishing to cut costs.
4 Not everybody is happy with it.
5 It may lead to lower anxiety.
6 It is intended as an experiment.
7 It might one day cover parts of two continents.
8 The land was previously used for farm animals.
9 Many of the original animals were killed by people long ago.

Ask Ss to read the article again more carefully and decide if each sentence refers to the project in Rotherham (R), Patagonia (P) or Siberia (S). Allow Ss to compare their answers in pairs, then check answers with the class.

Answers: 1 R 2 P 3 R 4 P 5 R 6 S 7 S 8 P 9 S

3 Ss discuss the questions in pairs. When they have finished, elicit Ss' ideas and find out if others agree.

Language focus

Participle clauses and verbless clauses

4 Give Ss time to read the language focus box and ask you any questions they have about it. Then ask Ss to find more examples of the clauses in the text individually, then compare answers in pairs. Check answers with the class.

Answers:
Participle clauses: having been mown intensely for years; while boosting wildlife and even reducing the stress-levels of frustrated commuters; with parks, farms and gardens increasingly being transformed; Straddling the vast southern expanses of Chile and Argentina; after making their fortune; First proposed by Russian scientist Sergey Zimov; before being overhunted; All being well
Verbless clauses: While controversial to some; If successful

5a 9.10 Point out that we tend to have a rise-fall intonation at the end of the first clause. Play the recording for Ss to listen and, individually, identify the word in each sentence that contains the rise-fall intonation. Allow them to compare their answers in pairs and then check answers with the class.

Answers: 1 complaining 2 many 3 garden

Audioscript 9.10

1 Instead of complaining, do something about it.
2 Hated by many, insects nonetheless perform a vital function.
3 Looking at their garden, I get lots of ideas.

b Play the recording again for Ss to listen and repeat. Encourage them to try to use the same intonation as the speakers.

6 Read the example with the class. Ss rewrite the sentences individually, then compare their answers in pairs. Check answers with the class.

Answers:
1 Not realising that the meadow had been rewilded, the visitors parked their cars all over it.
2 Planted last year, these wildflowers have transformed this patch of wasteland.
3 If in (any) doubt, call me.
4 Never having done anything like this before, I wasn't sure what to do next.
5 Although rather rare, these butterflies aren't exactly on the verge of extinction.
6 Not wanting to pick flowers from the meadow, I bought some from a shop.

7a Ask Ss how they feel about rewilding in general, then read the example with the class and ask who agrees. Ss make notes using the prompts individually. Monitor and check Ss are forming the clauses correctly.

b Put Ss in pairs to discuss their ideas from Ex 7a. When they have finished, ask a different student what they wrote for each prompt and find out if others agree.

LANGUAGE BANK 9C pp.162–163

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the common fixed expressions. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then compare their answers in pairs. In feedback, elicit Ss' answers. Ss can refer to the notes to help them.

Answers:
1 **1** That said **2** judging by **3** all being well **4** Bearing in mind **5** given the chance **6** all things considered
2 **1** while on **2** Feeling embarrassed **3** Having spent **4** Nobody having **5** First/Although published

Further practice

Photocopiable activities: 9C Language focus 1, p245; 9C Language focus 2, p246
App: 9C Grammar practice 1 and 2

Vocabulary

Improvement and deterioration

8 9.11 Tell the class that they're going to listen to part of a local council meeting about a potential rewilding project. Read the questions with the class so they know what to listen for, then play the recording for Ss to answer the questions. Check answers with the class.

Answers:
Objection 1: The verges will look terrible.
Evidence: Opinion polls show that the vast majority of local residents think rewilding enhances the appearance of the verges.
Objection 2: Tight budget constraints
Evidence: Neighbouring borough has saved £23,000 (= £40,000 minus £17,000).
Objection 3: Lack of expertise
Evidence: Local agency can do everything for a reasonable one-off price.
Objection 4: Safety on blind corners
Evidence: 97 percent of verges have no impact on safety, based on extrapolating from a random sample.
Objection 5: Harder to collect litter
Evidence: Research suggests it only adds around 10 percent to the time required.

Audioscript 9.11

A: Right, so the next item on the agenda is, er … roadside verges. Not much to say there, I guess – presumably we'll just do what we always do: keep them neat and safe, right Sonia?
S: Well, not necessarily, Angus. This year, I wonder if we could try something new. I'd like to plant some wildflower seeds and dramatically reduce the amount of grass-cutting we do each year.
L: I'm sorry, Sonia, but that's a terrible idea. We've spent years and years, not to mention a small fortune, trying to beautify our verges, so I don't want to do anything that undermines all that good work. Without regular cutting, the quality of our verges will deteriorate really quickly. They'll look terrible after a few months.
S: Well, actually, no. According to opinion polls, wherever it's been tried before, the vast majority of local residents have agreed that it's actually enhanced the appearance of the verges, because …
A: I know, Sonia. I've seen the photos too. It's called 'rewilding', isn't it? I know some of our neighbouring councils have tried it, but I'm afraid we're under extremely tight budget constraints. We've got enough financial problems already, which we're working hard to rectify. I don't want to exacerbate those problems by trying expensive experiments.
S: Well, according to a recent report, one of our neighbours has managed to reduce its grass-cutting costs by £40,000, having spent only £17,000 buying and planting wildflower seeds.
A: OK, OK, but it's not just a question of going out and buying wildflower seeds and sprinkling them around randomly, is it? You need to know what you're doing and, frankly, we don't have that kind of expertise here. We want to simplify things as much as possible this year.
S: There's a local agency that can manage everything for us, all for a reasonable one-off price. The £17,000 I mentioned earlier actually included £7,500 in consultation and management costs. The seeds themselves cost next to nothing. So having paid those high fees once, we'll have much lower costs in future years.
L: That's all well and good, but our priority has to be safety, doesn't it? On blind corners, tall grass and thick clumps of weeds can really impair people's ability to see clearly. So your rewilding project could really hinder our efforts to make our roads safer.
S: That's why I said we should dramatically decrease the amount of grass-cutting, not do away with it entirely. We absolutely need to put safety first, which means maintaining excellent visibility at all costs. Having said that, the vast majority – 97 percent – of the area of those verges has no impact whatsoever on visibility and safety.
A: 97 percent? It sounds like you've been doing your research. Very impressive.
S: Well, the 97 percent is just an estimate, based on extrapolating from a random sample of roads. But I think it's certainly a reasonable ballpark figure. All things considered, rewilding makes total sense for us.
L: I'm not so sure. What about litter? Keeping the grass short really facilitates the process of collecting litter. Litter is hard enough to keep under control at the best of times, but that problem would be compounded by long grass.
S: That's actually a good point. The litter-collecting process can be hampered by long grass, but my research suggests it only adds around 10 percent to the time required.
A: OK, I'll tell you what we'll do. I'll call a meeting of the council executive committee to discuss this matter in greater detail. I'd like you to research rewilding as deeply as possible in order to justify your proposal and deal with whatever objections might arise. We'll need to convince the committee that we're alleviating problems, not aggravating them. Can you do that in time for, say, this time next week?
S: Absolutely. Thanks, Angus. I'll get to work on it immediately.

9a With ***weaker classes***, go through the words in the box first and check understanding. Ss complete the extracts individually, then listen again and check their answers. Give Ss a chance to compare their answers in pairs, play the recording again if necessary, then check answers with the class.

Answers: **1** beautify, undermines **2** deteriorate **3** enhanced **4** rectify **5** exacerbate **6** impair **7** hinder **8** facilitates **9** compounded **10** hampered **11** alleviating, aggravating

b Put Ss in pairs to think of synonyms. Monitor and offer help where necessary. When they have finished, elicit their ideas and write them on the board.

Teaching tip
It's a good idea for Ss to mark the stress when recording new words and phrases in their notebooks. In order to encourage them to do this, make sure you regularly mark the stress when writing new words and phrases on the board.

VOCABULARY BANK 9C p174

Landscape adjectives

This optional exercise builds on the lexical set in the vocabulary section.

1 Ss match the words in bold with the definitions individually, then compare their answers in pairs. Check answers with the class.

Answers: 1 f 2 h 3 d 4 j 5 k 6 c 7 a 8 e 9 b 10 i 11 g

Further practice

Photocopiable activities: 9C Vocabulary, p247
App: 9C Vocabulary practice 1 and 2

Speaking

Prepare

10 Put Ss in groups of at least four and ask them to split into two teams. Direct them to page 187 to read their information and discuss the questions. Monitor and help with ideas where necessary.

Speak

11 Ss conduct the roleplays in their groups. Monitor and make notes on Ss' language use for later class feedback. When they have finished, ask each group what (if any) conclusions they reached. Give Ss feedback on their language as a class.

Reflection on learning

Write the following questions on the board:

What were the three most useful words or phrases you learnt in today's lesson?
How will you use them in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Ss write their answers.
Language bank: 9C Ex 1–2, p163
Workbook: Exs 1–5, p70
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 9D
Extended route: go to p122 to Master your reading

9D English in action

Introduction

The goal of this lesson is for Ss to practise answering questions in a job interview in detail. To help them achieve this, they will learn phrases for describing a past situation in detail, as well as vocabulary related to employability and competencies.

Warm up

Put Ss in small groups and ask them to discuss what they think is the most difficult question to answer in a job interview. When they have finished, elicit their ideas and ask the class to choose the most difficult.

Vocabulary

Employability and competencies

1a Focus attention on the pictures and elicit what Ss can see. Give Ss a couple of minutes to read the quotes, then put them in pairs to discuss how far they agree with each one. Encourage them to refer to their experience of interviews or similar situations to justify their opinions. When they have finished, elicit answers from a few Ss and have a brief class discussion.

b Draw three columns on the board. At the top of them write *Before*, *During* and *After*. Ss make lists of advice in pairs. Monitor and help with vocabulary where necessary. When they have finished, invite Ss to the board to write their ideas in the correct columns. Invite the rest of the class to read the advice on the board and ask if they agree.

2 Give Ss a minute to read the dictionary definitions and check understanding, then answer the question in pairs. Elicit Ss' ideas as a class.

Vocabulary checkpoint

Employability competencies refer to wider skill sets which aim to help you be successful in any job.

3a Read the example with the class. Ss match the words and phrases with the definitions individually, then compare their answers in pairs. Check answers with the class.

Answers: 1 resilience 2 critical thinking 3 perseverance 4 adaptability 5 growth mindset 6 autonomy 7 entrepreneurial skills 8 business acumen 9 tolerance of ambiguity 10 professional confidence

Optional extra activity

Put Ss in pairs to think of more competencies that an employer might look for in a candidate. When they have finished, elicit their ideas and write them on the board, adding in the ideas in the Suggested answers if you wish.

Suggested answers: ability to work under pressure, analytical skills, communication skills, customer service orientation, dependability, leadership, negotiation and persuasion, organisation and prioritisation, positive outlook / enthusiasm, teamwork/collaboration, technical literacy

b Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

Listening 1

4a Go through the rubric with the class and ask if anyone has heard of the STAR technique. Ss read the information and complete it with the questions individually, then compare their answers in pairs. Check answers with the class.

Answers: **1** e, b **2** g, a **3** d, h **4** c, f

b Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

5a 9.12 Ss listen to the extract and answer the questions in Ex 4a, then compare their answers in pairs. Play the recording again if necessary then check answers with the class.

Answers:

e It was during the summer after Laura's first year at university. She stood outside railway stations selling breakfast snacks.
b She was trying to earn money to pay for her studies.
g She wanted to convince her boss to give her more hours each day.
a She needed to earn as much money as possible and she felt it was a waste to get up so early and spend so much time travelling for so few hours' work.
d She offered to work for free for two extra hours a day for a week.
h She offered to take the unsold snacks back to the depot herself.
c Yes. She sold a lot more snacks and was paid for more hours each day.
f The company learnt useful information about its market and Laura gained valuable skills and experience.

Audioscript 9.12

I: Right, well, if you're ready, Laura, let's get started. Now, we've had a good look at your CV, but now we'd like to find out a bit more about you as a person. Can you tell us about a time when you demonstrated entrepreneurial skills?

L: OK. Well, perhaps a good example comes from the end of my first year at university, when I had a summer job in sales and marketing for a breakfast snack manufacturer. I needed to earn some money to pay for my studies, you see. Actually, it wasn't as glamorous as it sounds: it involved standing outside railway stations from, um, six in the morning until nine o'clock, and trying to persuade people to buy my snacks. It was a great experience for me because it really brought me out my shell: I was pretty withdrawn and introverted to begin with, but I soon learned that the only way to sell to strangers was to make eye contact and start conversations with them.
Anyway, after a few weeks, I noticed that my sales were peaking in the final hour, just before I stopped at nine o'clock. So I wanted to find out whether I could sell more snacks by working a few extra hours each day – after all, I needed as much money as possible, and, to be perfectly frank, once you've got up at four o'clock and travelled across the city to get to work, it makes sense to work more than three hours! But I knew my boss would be reluctant to pay me for those extra hours, so I needed to tread carefully.
So what I did was I offered to stay at work until eleven o'clock each day for a week, for no extra wages. At first my boss resisted, because they had a procedure in place for a driver to come and collect any unsold snacks from me at nine o'clock, and they didn't want to keep the driver waiting until eleven. So I offered to drop off the unsold snacks at their depot myself – because it was on my way home anyway. Eventually, and very reluctantly, my boss agreed, and I started my week-long experiment the next day.
It turned out that my hunch had been correct: the peak time for people to buy breakfast snacks was between 8.30 and 10.30. The company's marketing specialists had assumed it would appeal mainly to rush-hour commuters grabbing a snack at the crack of dawn, whereas my little experiment revealed that the main market was actually the tail-end of the rush hour: students on their way to lectures, parents returning from the school run and so on. So I sold a lot more breakfast snacks! My boss was delighted, and agreed for me to work two extra hours each day, and even offered to pay my wages for the hours I was going to do for free. At the end of the summer, the company wanted me to stay on as their number one breakfast snack seller, but I had to go back to university. So yes, it was a great experience, but maybe not those 6 a.m. starts!

I: OK, great. Thanks, Laura. Right, so our next question …

b Ss discuss the questions in pairs. When they have finished, check answers with the class.

Suggested answers:

1 autonomy, business acumen, critical thinking, growth mindset, perseverance
2 The interviewer is looking for people with a good range of competencies, so every example may make a difference, even if it's part of a different answer. Of course, it's best to focus on the competencies that are most relevant to the job.

6 Ss complete the Useful phrases 1 box individually, then compare their answers in pairs. Check answers with the class and drill the phrases chorally and individually.

Answers: **1** example **2** experience **3** Anyway **4** offered **5** Eventually **6** hunch **7** experiment

7 Ss classify the statements individually, then compare their answers in pairs. Check answers with the class.

Answers: **1** A **2** R **3** R **4** T **5** R **6** A **7** S **8** R

Listening 2

8a 9.13 Give Ss time to read the summary, then elicit what type of information is missing from each gap. Ss listen and complete the summary, then compare their answers in pairs. Check answers with the class.

Answers: **1** volleyball **2** coach **3** performance **4** confront **5** solution **6** resign **7** apologised **8** approach **9** league **10** captain

Audioscript 9.13

I: Right. Let's move on to the last question now, Laura. Can you tell me about a time when you demonstrated resilience?

L: Resilience? OK, well, maybe I can give an example from my experiences as a volleyball player. You see, I've always loved volleyball, and I've dedicated a lot of time towards perfecting my game, week in, week out, since I was a teenager.

I: Er … sorry, but I don't quite see the relevance. The question was about resilience.

L: Yes, well, I'm just getting to that. You see, for a long time, I dreamed of becoming the captain of our volleyball team, but our coach seemed to have it in for me. I mean, no matter how hard I tried, he kept putting me down and blaming me for our team's poor performances and results. It was an absolute nightmare.

I: I'm sure.

L: And I'm pretty sure it wasn't my fault. A lot of my teammates commented regularly that I seemed to be being singled out unfairly, as did quite a few of our fans, which was a huge relief because I was starting to believe the constant criticism. But to be honest, even if the criticism had been fair, it wasn't helpful. I mean, I needed coaching and advice at that stage in my playing career, and all that constant negativity was having a bad impact on my match performance. I came to the conclusion that it couldn't go on like this for much longer. I started to think I should give up on volleyball and do something more rewarding instead. I thought about it for a few days, and I decided that instead of running away from the problem, I should confront it head on in order to find a solution. So one day, after training, I approached my coach to discuss my future with the team. I explained how his constant criticism was making me feel. And he said …

I: Don't tell me. He tried to deny it.
L: Yes, exactly. He said it was all in my mind, and I should stop being so sensitive. I was seething by now, as you can imagine, but I decided to bite my tongue and keep trying to find a solution. I took a deep breath and explained, as calmly as I could, that things needed to change or else I'd be forced to resign from the team.
I: A bit risky, wasn't it?
L: Er, no, actually. I really was prepared to leave. I was just telling the truth and trying to work out a solution. And it worked. The penny seemed to drop and he apologised for his behaviour. It turned out that he was fairly new to the world of coaching and that his own coach had used similar tactics on him years earlier. He really thought it was just the way you're supposed to coach people! From that day on, he stopped being so negative and started offering a lot more guidance and support.
I: Wow! Really? He changed his approach overnight?
L: Well, there were a few lapses, of course, but overall, yes, it was a dramatic change for the better. And, well, we went on to win the league, which was wonderful. I even ended up as team captain.
I: Excellent. OK, so that's the end of our questions. Do you have any questions you'd like to ask us about the job?

b Ss discuss the questions in pairs. In feedback, elicit Ss' answers and have a brief class discussion.

Suggested answers:
1 Yes. She kept going in the face of setbacks and criticism from her coach. She didn't give up when he denied her accusations.
2 She kept going in the face of interruptions and criticism from the interviewer. It's possible that this was a deliberate tactic by the interviewer to test her resilience.

9a Have Ss listen to the recording of the two interview answers and elicit Ss' feedback on which one was more effective (the second one). Elicit the reason for this, i.e. that in the first extract the speaker hesitates and uses lots of 'um's and 'ah's, which breaks up the flow of her story.
b Ss discuss in pairs. In feedback, elicit Ss' answers and have a brief class discussion.

Suggested answers:
It's a good idea to plan what you are going to say, both in terms of content and wording. The more preparation you do in advance, the better you will cope on the day.
It's also a good idea to learn some stock phases that you can use to help play for time, for example:
That's a very good question.
I'm glad you asked me that because …
What I mean by that is …

Speaking

Prepare

10a Refer Ss back to the list of competencies in Ex 3, then give Ss time to choose three and think about times they demonstrated each one. Suggest they make notes as they think.
b Remind Ss of the STAR technique, then put them in pairs to plan and practise their stories. Monitor and help where necessary.

Speak

11 Put Ss in new pairs and go through the information with the class. Make sure they realise they swap roles after each question. Ss roleplay the interviews in pairs. Monitor and make notes on Ss' language use for later class feedback. When they have finished, give Ss feedback on their language use as a class.

Reflection on learning
Write the following questions on the board:
What helped you most in today's lesson with interviews?
How do you think you'll use the STAR technique in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas
Workbook: Exs 1–5, p71
App: grammar, vocabulary and pronunciation practice

Roadmap video
Go online for the Roadmap video and worksheet.

9A Master your writing

Introduction

Ss develop the skill of writing a narrative by learning how to use emotive language.

Warm up

Write the following questions on the board:
What's the best story you've ever read?
Who wrote it?
Why was it good?
Ss discuss the questions in pairs.

1 Focus Ss' attention on the photos. Then direct Ss to discuss the questions in pairs. When they have finished, elicit Ss' responses and have a brief class discussion.
2a Focus attention on the title of the story and elicit Ss' predictions. You may want to pre-teach *dissipated*, *windscreen* and *hum*.
b Ss read the story quickly and check their ideas.

Answers: It's a science-fiction story about a man who is bored with the monotony of life and longs for adventure, but when hope appears, he discovers that he's not who he thought he was and isn't actually human.

c With ***weaker classes***, go through the points describing the structure with the class and check understanding. Ss read the story again and put the structure in the correct order individually, then compare their answer in pairs. Check the answer with the class.

Answer: The correct order is b, e, f, d, a, c.

3 Give Ss time to read the Focus box or read it with the class. Answer any questions Ss have. Put Ss in pairs to discuss which emotions the example sentences evoke. Check answers with the class.

Answers:
a creates a sense of happiness and freedom
b creates a sense of sadness and hopelessness
c creates a sense of fear

4 Ss find the words used to evoke emotions and say what they describe individually, then compare their answers in pairs. Check answers with the class.

Answers:
Hopelessness: heavy (object), throng (crowd), shuffling (movement), hung his head low (movement), trudged (movement), sighed (voice)
Hope: surge (of hope) (feeling), tap his finger (movement), hum (voice), eagerly strode (movement)
Fear: legs gave way (movement), stumbled back (movement), mouth fell open (movement)

5a With ***weaker classes***, go through the words in the box first and check understanding. Ss classify the words individually, then compare their answers in pairs. Check answers with the class.

Answers:
Happiness: (be) ecstatic, exuberant, squeal in delight
Sadness: bleak, plod
Fear: creep quietly, scream hysterically, shiver
Anger: hostile, roar furiously

b Ss complete the sentences individually, then check in pairs. Make sure Ss understand that more than one answer is possible. With ***stronger classes*** you could ask them to complete them with all the possible forms. Check answers with the class.

Vocabulary checkpoint
Emotive language such as that taught in this lesson is often seen as 'high quality', complex language. This can help Ss master how they express themselves in English and thus build confidence in their writing skills.

Suggested answers:
1 roared furiously / screamed hysterically / squealed in delight / shivered
2 ecstatic/exuberant/hostile
3 were ecstatic / squealed in delight
4 crept quietly / plodded

6 Elicit an example from the class first, then ask Ss to rewrite the sentence themselves. Monitor and offer help where necessary. When they have finished, ask a few Ss to share their sentences with the class.

Suggested answers:
Happiness: The woman read the message on her phone and then squealed 'It's happened' in delight.
Sadness: The woman read the message on her phone and sighed. 'It's happened' she said bleakly.
Fear: The woman read the message on her phone and shivered. 'It's happened' she said quietly.
Anger: The woman read the message on her phone and then roared 'It's happened' furiously.

Prepare

7a Put Ss in pairs to discuss the questions and make notes. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

b Ss plan their story in pairs. Encourage them to plan where to use emotive language, referring back to the Focus box to help where necessary.

Write

8a Ss write their stories individually. Monitor and offer corrections where necessary.

b Put Ss in pairs to swap stories and review each other's work. Ss then give each other feedback on their story. Ss could write a second draft in class or for homework.

Homework ideas

Ex 8b: Ss write a second or final draft of their story.
Workbook: Exs 1–9, pp.74–75

9B Master your listening

Introduction

Ss develop the listening skill of following a group discussion by learning how overlapping is used as a conversational dynamic.

Warm up

Elicit genres of music from the class and write them on the board. Ask Ss to vote for their favourite genre by putting a mark next to it. Discuss the results with the group.

1 Ask Ss to discuss the statements in pairs. Encourage Ss to give reasons for their answers.

2a 9.8 Ss listen to the conversation and attribute the statements from Ex 1 to the three speakers. It may help Ss if you establish that Leo is from the US, to distinguish him from Jamie.

Answers: 1 Leo (and partially Jamie) 2 Leo 3 Aisha 4 Jamie 5 Jamie

Audioscript 9.8

J: Aisha, what are you listening to?
A: Oh, hi Jamie … Oh, hi Leo …
L: Hey.
A: It's Papa G, Jamie have you heard …
L: Oh … him. I saw him whining online the other day about how artists don't get paid enough. I mean, come on.
J: Oh because of the whole streaming thing? Artists not getting paid much by music streaming services, etc.?
L: Yeah, that's right. It's amazing how disconnected from reality these artists are. These people receive …
A: I don't know, I like his music, I think he should get paid for it.
L: He *is* getting paid for it …
J: I think Aisha means 'well paid'. I know where she's coming from, I mean in the past when bands sold CDs and stuff they'd make a lot of money from that, and that's just not there anymore, so you can see why they'd feel a bit aggrieved. Maybe I'd feel …
L: There are people in the world without enough to eat, so forgive me if I don't shed a tear for Papa C or whatever his name is.
J: G. That's a ridiculous argument and you know it. People can't just constantly compare themselves to the worst possible scenario all the time, that's not how people, it's not how …
A: It's not how they work. Yeah And also, Papa G makes a lot of people happy, that's a good thing isn't it? Why shouldn't he get rewarded? He's not a charity. Why shouldn't he …
L: If he was a proper artist, surely his 'art' would be its own reward?
J: Again with the ludicrous arguments, Leo! Yes, money shouldn't be top of their list of reasons to do music, but it's the real world we're living in, and famous musicians expect to get well paid, the same as all famous folk.
L: Well, maybe they shouldn't expect
A: Leo, how's your little band doing these days?

L: Good, and actually we do see ourselves as artists first and foremost.
A: Only 'cos you're not successful.
L: Not yet, but ...
J: OK, calm down kids ... I was reading something the other day, that artists are going out and touring more to make their money. That might be a good thing.
A: Suits me if I get to see Papa G in London.
L: What is it with you and Papa G, Aisha? I can name a dozen better hip hop artists than him.
A: And what would you know about it?
L: Well, I am from the States, and if you knew your music history then ...
J: All right, enough!
A: He's always like this ...
J: Look, I do agree with Leo that money shouldn't be the first thing for artists, and that it's a good thing if they have to get out there and play to the people who follow them. As usual, though, Leo, you have to take things to extremes. But you know, that's the good thing about music, everyone can like what they want, and no judgement.
A: Ah, that's my Jamie, always the nicest one.
L: OK, OK. But change the music would you ...

b Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

Answers:
1 Aisha and Jamie get on best.
2 Aisha and Leo have the most difficult relationship.

c Put Ss in pairs to read the Focus box and then decide which type of overlapping the people in the conversation in Ex 2a are likely to have used. Check answers with the class.

Answers:
1 b **2** a **3** both – Leo competitive, Jamie cooperative

3a Ss read the dialogues and decide whether they might be examples of competitive or cooperative overlapping individually.
b 9.9 Ask Ss to listen to the dialogues. Encourage them to focus on the tone of the speakers to add to what they have guessed from reading the dialogues and to decide why speaker B has used overlapping in each case.

Answers:
1 cooperative – supporting idea of previous speaker
2 cooperative – joining at the end of an idea, but possibly also helping to clarify something (which road it is)
3 competitive – raising a different viewpoint
4 cooperative – helping to clarify an idea
5 competitive – abruptly changing topic

4a Ss read the sentences and discuss their predictions in pairs.
b 9.8 Ss listen to the conversation in Ex 2a again, check their ideas from Ex 4a and decide why the speaker has used overlapping in each case. Check answers with the class.

Answers:
1 cooperative – clarifying Leo's issue
2 competitive – introducing a different viewpoint / abrupt change of topic
3 competitive – introducing a different viewpoint
4 cooperative – clarifying an idea
5 competitive – abrupt change of topic

5 Ss discuss the questions in pairs. Encourage them to give reasons for their answers. When they have finished, ask Ss to share their ideas with the class and have a brief class discussion.

Homework ideas

Workbook: Exs 1–4, p74

9c Master your reading

Introduction

Ss develop the reading skill of understanding arguments in a newspaper article by learning how to identify flaws in an argument.

Warm up

Write the following questions on the board:
What things can we do in our day-to-day lives to protect the environment?
What do you do?
Ss discuss the questions in pairs.

1 Go through the statements with the class and check understanding, then put Ss in pairs to discuss whether they agree or disagree with each one. When they have finished, elicit Ss' ideas and have a brief class discussion.
2a Set a time limit for Ss to read the article quickly, then put them in pairs to discuss the writer's main point. Check the answer with the class.

Suggested answer:
The author thinks we should do whatever we must to protect endangered species.

b Ss read the article again and tick the statements the author states or implies individually, then compare their answers in pairs. Check answers with the class and discuss the reasons.

Answers:
1 The author talks about fertilisers, farming, urbanisation and consumer demand – all human activities.
3 The author says when habitats are lost and animals are forced to live closer together, diseases spread more quickly across species.
4 The author says nature provides us with the medicines we need to combat existing and potential future diseases.
5 The author says we should protect all living things.

3a Give Ss time to read the Focus box and answer any questions they have about the information. Ss identify the flaws individually, then compare their answers in pairs. Check answers with the class.

Answers:
1 Faulty cause and effect
2 Hasty generalisation
3 Personal attack
4 *Either/or*

4a Ss read the article quickly and identify the writer's main point, then compare their answers in pairs. Check the answer with the class.

Suggested answer:
Limited resources means prioritising what species we save, focusing on what will help us to survive.

b Ss find the points and decide if there are any flaws individually, then compare their ideas in pairs. Check answers with the class.

Answers:
1 and 3 appear to be logical.
There is an overgeneralisation in 2 as not everyone will feel guilty about this. There are people around the world who are in danger from wild animals and will therefore not feel guilty about killing them to save their family, for example.
In 4, the author attacks the conservationists and not their arguments.

5 Ss discuss the solutions in pairs. When they have finished, elicit Ss' ideas and find out if others agree.

Homework ideas

Workbook: Exs 1–4, pp.72–73

10 OVERVIEW

10A The next big thing
Goal | present an idea
Language focus | emphasis and persuasion
Vocabulary | collocations: innovation

GSE learning objective
Can use a wide range of persuasive techniques in presentations and discussions to encourage others to take a course of action

10B It's your turn
Goal | explain the rules of a game
Language focus | heads and tails
Vocabulary | board games

GSE learning objective
Can reformulate what they want to say during a conversation or discussion using linguistically complex language

10C Is this the future?
Goal | discuss approaches to language learning
Language focus | concession clauses
Vocabulary | evaluating

GSE learning objective
Can give reasons and explanations for their opinions using linguistically complex language

10D English in action
Goal | deliver a progress report
Vocabulary | success and failure

GSE learning objective
Can give a progress report including key milestones and highlighting risks

Roadmap video
Go online for the Roadmap video and worksheet.

Check and reflect
Review exercises and communicative activities to practise the grammar and vocabulary from Units 9 and 10.

VOCABULARY BANK

10A Collocations with *idea*

10B Phrasal nouns

MASTER YOUR SKILLS

10A Master your writing
Goal | write attractive brochures and websites
Focus | writing a problem–solution text

GSE learning objective
Can write well-structured marketing materials to describe products or services using appropriate language and style

10B Master your listening
Goal | understand a presentation
Focus | taking effective notes

GSE learning objective
Can take effective notes while listening to a linguistically complex presentation or lecture on an unfamiliar topic

10C Master your reading
Goal | understand an article
Focus | understanding metaphors

GSE learning objective
Can critically evaluate a writer's choice of words to express nuances of meaning in an argumentative text

10A The next big thing

Introduction

The goal of this lesson is for Ss to present an idea. To help them achieve this, they will learn or revise language for emphasis and persuasion and collocations related to innovation.

Warm up

Think of some fairly recent inventions, such as WhatsApp, coffee capsules, ibuprofen, pen drives, iRobot® Roomba® and electric scooters that might be relevant to Ss and write them on the board. Put Ss in pairs to discuss how life would be different without them.

Vocabulary

Collocations: innovation

1 You could start by telling the class about an invention you would like to see. Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their ideas with the class.

2 Elicit the first answer as an example to show how *boundaries* has a similar meaning to *frontiers* and *limits*. Ss complete the sentences individually, then check in pairs. Check answers with the class.

Answers: **1** boundaries **2** harness **3** state-of-the-art **4** revolutionary **5** flourish **6** herald **7** leading **8** era

Optional extra activity

Write all the words in the box and each of the sets of the words and phrases in bold on cards and make one set for each group of Ss. Shuffle them and place them face down on the desk in front of each group. Ss take it in turns to turn over two cards at a time. If the words on them have similar meanings, they can keep the pair. If not, Ss turn them back over in the same position. The player with the most cards at the end wins.

3 With ***weaker classes***, give Ss a couple of minutes to prepare their answers (and make notes if they want to) individually before they start. Ss discuss the questions in small groups. When they have finished, nominate a student from each group to share their ideas with the class.

VOCABULARY BANK 10A p175
Collocations with *idea*
This optional exercise builds on the lexical set in the vocabulary section.

1 Ss match the sentence halves individually, then compare their answers in pairs. Check answers with the class.

Answers: **1** f **2** a **3** g **4** e **5** j **6** b **7** k **8** h **9** i **10** l **11** c **12** d

Further practice

Photocopiable activities: 10A Vocabulary, p250
App: 10A Vocabulary practice 1 and 2

Listening

4a Focus attention on the designs. Ss discuss the questions in pairs. When they have finished, elicit their ideas but don't give any answers yet.

b 10.1 Ss listen to the TV show, check their answers to Ex 4a and match the presentations with the pictures. Check answers with the class.

Answers: 1 C 2 A 3 B

Audioscript 10.1

1

P: This week on *Innovation Academy*, the TV show where people pitch their inventions to our group of investors, we've got three budding entrepreneurs who have ideas to develop. First up this week is Autumn.

I: So, if you'd like to introduce yourself and tell us what you do?

A: Hi, my name's Autumn Greene, and I'm a final-year student at the Massachusetts Institute of Technology.

I: Very good. Show us what you've got.

A: Right. Let me ask you a question to begin with. How many of you use video calls on your mobile?

A: All of you, right? Let's say, for example, you're on a business trip and you've just checked into your hotel after a long flight and you want to talk to your children via video call. You sit down and hold your phone up to your face so can see each other. But after a while your arm starts to ache and you've only got one arm free, so you can't do much else, right? Wouldn't it be much easier if you could speak hands free? You bet it would. That's why I've developed the *Handstream*. Basically, you attach it round your neck like this … slide your phone in the front … then you're good to go. You're free to walk around, use your hands AND talk to your loved ones. The beauty of this is that it's simple, useful and portable.

2

I: Hello. What's your name?

K: Good afternoon. My name's Kareem Hadad and I work for a well-known outdoors chain store.

I: OK Kareem, what have you got for us today?

K: OK, so I go camping a lot in my free time. I love the outdoors and that's why I love my job so much. So, one day I was out camping. I'd just set up my tent when the heavens opened and it began to pour down. I was safely tucked up inside my tent, staring at the rain falling off the side of the canvas and onto the ground, and I thought to myself, 'What a waste!'. Wouldn't it be good if I could capture this rainwater and use it? Well let me tell you, nobody likes seeing water get wasted … absolutely nobody. So, investors, I give you … the *Rainnest*. You simply attach it to the bottom of the tent like this … and it captures fresh rain water. It's made of waterproof, biodegradable canvas, and it's simple, effective, lightweight, easy-to-use, environmentally friendly and portable. And, what's the best news? It produces more water the more it rains.

3

I: Hello. What's your name and what do you do?

N: My name's Nina Crowe and I'm an entrepreneur and inventor.

I: Very good. OK Nina, what's your idea?

N: The *Ringleader*. Basically, it's a key ring which means you'll never lose your keys.

I: Um … don't they exist already?

N: Not like this, they don't. We've all seen those key rings which let out a sound to let you know where your keys are when you've lost them. But the problem with these is they let you lose your keys in the first place, because they don't let you know when you've put your keys down in the wrong place. But the *Ringleader* DOES tell you as soon as you put them down.

I: And how does it do that?

N: Well, it's really, really simple to use. First you decide what the 'right' place for your keys is. You know, by the front door or something. And you program that in by simply pressing this button here. Now, next time you come home and put your keys down somewhere different, the key ring makes a noise and lights up, like this. It's effective … it's effective because you won't lose them in the first place.

c Ss discuss the question in pairs. If necessary, play the recording again for them to identify the problems. Check answers with the class.

Answers:
Handstream: an aching arm and not being able to do other things during a video chat
Rainnest: wasting water when camping
Ringleader: losing keys

5 Ss discuss the questions in pairs. When they have finished, elicit answers from a few Ss and find out if others agree.

Language focus

Emphasis and persuasion

6 Go through the list of persuasive techniques and examples in the language focus box with the class, ask them if they have heard any of them before and answer any questions they have. Ss match the extracts with the techniques individually, then compare their answers in pairs. Check answers with the class.

Answers: 1 2d 2 2a 3 5 4 1 5 3 6 2b 7 4 8 2c

7a 10.2 Ss listen and pay attention to the intonation, then answer the questions in pairs. Check answers with the class.

Answers:
1 and 3 have similar intonation and 2 and 4 have similar intonation.
Sentences 1 and 3 contain lists of words that are not commonly expected to appear together in a list of three, unlike sentences 2 and 4. The intonation in lists like these tends to be rise, rise, fall. Sentences 2 and 4 contain lists of words which are commonly expected to appear in a list of three. The intonation here is closer to rise, rise/fall, fall.

b Play the recording again for Ss to listen and repeat. Model the sentences yourself if necessary and drill them chorally and individually.

8a With ***weaker classes***, elicit the first answer as an example and write it on the board. Ss order the words individually, then compare their answers in pairs. Check answers with the class.

Answers:
1 Rail travel is convenient, cheap and safe.
2 The software is really, really good.
3 Nobody wants to get caught out … nobody.
4 Computers are likely to get cheaper and cheaper.
5 It really does make life easier.
6 Sunvale holidays are family-friendly, convenient, fun, cheap, enjoyable and easy to book.
7 Do you ever wish you could just escape?
8 It's amazing … it's amazing because it's free!

b Ss match the statements and questions in Ex 8a with the techniques in the language focus box individually, then compare their answers in pairs. Check answers with the class.

Answers: 1 4 2 2a 3 2d 4 2b 5 1 6 5 7 3 8 2c

9a Ss write their statements or questions individually. ***Stronger classes*** could write a statement or question for each of the items. Monitor and help with ideas and vocabulary and check Ss are forming the sentences correctly.

b Put Ss in pairs to share their statements and questions and guess what each is describing.

LANGUAGE BANK 10A pp.164–165

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the use of contrasting pairs and alliteration. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers. Ss can refer to the notes to help them.

Answers:

1 **1** cheaper **2** Nobody **3** Why **4** do **5** love **6** interesting **7** way **8** sad

2 **1** tripling: *it's cold, dark and wet*
2 using comparative + comparative: *it gets harder and harder*
3 repeating a word or phrase: *Nobody wants to go outside in that weather … nobody.*
4 rhetorical question: *So what's the solution to all this? The* Multicise*!*
5 statement + repetition + explanation: *it's effective. It's effective because you can use it at home*
6 machine-gunning: *you can work out, lift weights, strengthen legs, arms and back, do cardio*
7 using an auxiliary: Multicise *really does do what it says.*

Further practice

Photocopiable activities: 10A Language focus 1, p248; 10A Language focus 2, p249
App: 10A Grammar practice 1 and 2

Speaking

Prepare

10a Put Ss in pairs and refer them to page 190. Give them time to read about the inventions and choose one to present (or think of their own). Alternatively, you may want to allocate the inventions to ensure a variety of presentations.

Teaching tip

Throughout *Roadmap*, Ss are often given ideas to use, in case they have trouble thinking of their own. However, if your Ss are particularly creative, you should encourage them to think of their own ideas where possible, in order to provide an extra element of challenge and help build their confidence.

b Ss make notes in pairs. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

11 Ask Ss to plan how to present their invention. Encourage them to use the techniques from the language focus box.

Speak

12 Ss present their inventions to the class. If you have a large class, Ss could present their ideas in groups. Encourage other Ss to make notes as they listen and think of questions to ask, then ask them at the end of each presentation.

13 Hold a class vote via a show of hands for the best idea.

Reflection on learning

Write the following questions on the board:
What were the most useful language techniques for presentations you learnt today?
How do you think you'll use them in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Language bank: 10A Ex 1–2, p165
Workbook: Exs 1–5, p76
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 10B
Extended route: go to p144 to Master your writing

10B It's your turn

Introduction

The goal of this lesson is for Ss to explain the rules of a game. To help them achieve this, they will learn about heads and tails and vocabulary related to board games.

Warm up

Tell the class about a game you enjoyed playing when you were a child. Then put Ss in pairs to discuss games they enjoyed playing when they were children. When they have finished, elicit answers from a few Ss and find out if others played them, too.

Reading

1 Focus attention on the photos and elicit what Ss can see. Photo A: Chess; Photo B Xiangqi (Chinese chess); Photo C: The board game *Carcassonne*; Photo D: The board game *Carrom*. Ss discuss the questions in pairs. In feedback, find out if anyone has played these games, or if they'd like to.

2 Write the game titles on the board and elicit Ss' ideas as to what they think they involve. Write their ideas on the board as mind maps with each title. Ss read the article quickly and check their ideas. In feedback, tick off any ideas on the board that are mentioned.

3 Ss read the article again and answer the questions, then compare their answers in pairs. Check answers with the class.

Answers: **1** The chameleon **2** Happy Salmon **3** Happy Salmon **4** Snatch-it **5** Snatch-it **6** Carcassonne

Vocabulary

Board games

4 With ***weaker classes***, go through the words in bold in the article with the class first and check understanding. Ss complete the sentences individually, then compare their answers in pairs. Check answers with the class. If possible, bring a deck of cards and some dice to class in order to demonstrate the meaning of the vocabulary.

Answers: **1** face down **2** initial phase **3** ultimate goal **4** shuffle, deal **5** place **6** Roll the dice **7** take **8** score points **9** take turns **10** face up **11** turn over

5 Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

VOCABULARY BANK 10B p175

Phrasal nouns

These optional exercises build on the lexical set in the vocabulary section.

1 Read the example with the class. Explain to Ss that phrasal nouns may be written as one word, with or without a hyphen, or as two words. There are no real rules for this, so they should check in a dictionary before recording them. Ss complete the rest of the sentences individually, then compare their answers in pairs. Check answers with the class and write them on the board.

Answers: **1** breakdown **2** tip-off **3** build-up **4** get-together **5** outburst **6** outset **7** crackdown **8** mix-up **9** climb-down **10** add-ons

2 Ss complete the sentences individually, then compare their answers in pairs. Check answers with the class.

Answers: **1** crackdown **2** add-ons **3** breakdown **4** build-up **5** outset **6** tip-off **7** get-together **8** mix-up **9** climb-down **10** outburst

3 Ss discuss the questions in pairs. Encourage them to ask follow-up questions to find out more information. When they have finished, elicit ideas from a few Ss and have a brief class discussion.

Further practice

Photocopiable activities: 10B Vocabulary, p253
App: 10B Vocabulary practice 1 and 2

Language focus

Heads and tails

6a 10.3 Ss listen and identify the game individually, then compare their answers in pairs. Check the answer with the class.

Answer: Carcassonne

Audioscript 10.3

N: Jenna, that was absolutely delicious.
M: Here, here!
J: Aw, thanks.
M: So Jenna, are we going to play this game you were talking about then?
J: Absolutely, as soon as Alex comes back from the kitchen … ah, speak of the devil.
A: Eh? What?
M: Alex mate, we're going to play the game you were on about over dinner. Are you going to show us how to play it?
A: Oh great, yeah! Right, let me see … here we are.
N: So this game, it's a card game, right?
J: Um, sort of. So we've got tiles and 'follower' counters. The tiles, they're the city features and they stay here in a pile, face-down.
M: And they're the followers, the little men?
J: Exactly. He's a clever boy, this Matt.
M: So what do we have to do?
J: Well, the ultimate goal is to score as many points as possible. We start with this starter tile like this.
M: Nadine, as our distinguished guest tonight, you can go first.
N: Why thank you, Matt.
J: You take a tile from the pile here, and try to place it next to the starter tile. It has to fit the picture.
N: OK, so it's a bit like a jigsaw, this game.
J: Yeah, I suppose it is. Now you can place your follower on one of the features. You've got a road and a castle. Once you've placed your follower on a feature, it's yours. That is, nobody can put their follower on it.
N: OK … The road, that's where I'll put it.
J: Ah … good move! You now 'own' the road on any of the tiles it connects to.
M: Ah I see! This is great, this game.

b Ss complete the extracts individually, then compare their answers in pairs. Play the recording again for Ss to listen and check, then check answers with the class.

Answers: **1** it's **2** they're **3** they're **4** He's **5** this **6** that's **7** This

7 Go through the information in the language focus box with the class, check understanding and answer any questions Ss have. Ss decide if the extracts are heads or tails individually, then check in pairs. Check answers with the class.

Answers: **Heads:** 1, 2, 6 **Tails:** 3, 4, 5, 7

8a 10.4 Play the recording for Ss to listen and mark the intonation, then check in pairs. Check answers with the class.

Answer: It goes down.

b Play the recording again for Ss to listen and repeat.

9 Read the example with the class, then ask Ss to rewrite the rest of the sentences. ***Fast finishers*** can come to the board to write the answers for other Ss to check.

Answers:
1 She works in information technology, Alice.
2 Those keys, they belong to Jamie.
3 Adam and Kate, they're moving to New York.
4 They aren't cheap to buy, brand-new laptops.
5 That house, is that where the famous singer lives?
6 I think they have a great accent, people from Liverpool.
7 He's really good at this game, Mark.
8 Going to football matches, that's what I really like doing on a Saturday.

10a Put Ss in pairs, but ask them to work individually and make sure they don't show their partner their sentences yet. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

b Read the example with the class, then ask Ss to share their sentences in pairs. When they have finished, ask a few Ss to share anything interesting they found out about their classmates with the class.

LANGUAGE BANK 10B pp.164–165

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the colloquial use of pronouns with heads. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then compare their answers in pairs. In feedback, elicit Ss' answers. Ss can refer to the notes to help them.

Answers:
1 **1** f, H **2** b, H **3** a, T **4** d, T **5** c, H **6** e, T
2 **1** she works in marketing, Fiona
2 That guy at the party, was that Chris?
3 Pizza, that's what I like.
4 That woman at the back, she's my aunt.
5 No, we don't eat meat, Sarah and I.

Further practice

Photocopiable activities: 10B Language focus 1, p251; 10B Language focus 2, p252
App: 10B Grammar practice 1 and 2

Speaking

Prepare

11 Give Ss plenty of time to choose their game and make notes on the rules and what you need to play it. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

Optional alternative activity

Alternatively, Ss can choose a game they know well and make notes to answer these questions when preparing:

- *What's the name of the game?*
- *Is it a family or an adult game?*
- *What's the minimum and maximum number of players?*
- *What equipment do you need?*
- *What happens each turn?*
- *How do you win the game?*
- *Are there any quirky rules?*
- *Does it involve any physical activity?*

Speak

12 Ask Ss to explain how to play their games in pairs. Monitor and make notes on Ss' language use for later class feedback.

Optional extra activity

Write the following phrases on the board:

So, the ultimate goal is …
These cards, they're the (question cards).
We take turns to …
What you do then is …
The aim of the game is to …

Drill the phrases chorally and individually and encourage Ss to use them when giving their explanations.

13 Ss play one or both of the games. When they have finished, ask them if they liked the games. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:
What new vocabulary did you learn today?
How do you think you might use heads and tails in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Ss write their answers.
Language bank: 10B Ex 1–2, p165
Workbook: Exs 1–5, p77
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 10C
Extended route: go to p105 to Master your listening

10c Is this the future?

Introduction

The goal of this lesson is for Ss to discuss approaches to language learning. To help them achieve this, they will learn or revise concession clauses and vocabulary related to evaluating.

Warm up

Write the following questions on the board:
Which do you think is more difficult to learn: English or your language? Why?
Ss discuss the question in small groups. When they have finished, elicit answers from each group and have a brief class discussion.

Vocabulary

Evaluating

1 Focus attention on the photos and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

2a Ss categorise the words and phrases individually, then compare their answers in pairs. Encourage them to use dictionaries to help where necessary. Check answers with the class.

Answers:
Positive: 1, 2 (both), 6
Negative: 3, 4, 5 (both), 7

b Ss discuss whether they agree or disagree with the statements in Ex 2a in pairs and explain their answers. When they have finished, elicit answers from a few Ss and have a brief class discussion.

Further practice

Photocopiable activities: 10C Vocabulary, p256
App: 10C Vocabulary practice 1 and 2

Reading

3a Focus attention on the list of developments and ask if anyone has heard of them. If they haven't, ask them to think about what they might involve.

b You may want to pre-teach *bygone days*, *outlandish* and *burden*. Ss read the article and check their ideas. Check answers with the class.

Optional extra activity

Write the following questions on the board:

1 *Which decades saw unconventional experiments in education?*
2 *Why was the ITA developed?*
3 *What benefit of the ITA is mentioned in the article?*
4 *What two problems with the ITA are described?*
5 *What is the main premise behind Learning Styles theory?*
6 *What is the main problem with Learning Styles theory?*
7 *What are the advantages and disadvantages of the Maker Movement?*
8 *What point does the writer make at the end of the article?*

Ss read the article again more carefully and answer the questions individually, then compare their answers in pairs. Check answers with the class.

Answers:
1 the 1960s and 1970s
2 to make it easier for students to learn how to read
3 it made learning to read a lot easier
4 children then had to make the transition to reading normally and teachers weren't trained how to do this; it didn't work with different accents
5 we all learn in different ways and we learn best in our own learning style
6 there isn't much evidence to support it
7 advantages: it's collaborative, open-ended and encourages creativity; disadvantages: it's expensive and teachers have to learn new skills
8 innovation is good but new ideas need to be scrutinised before becoming widely adopted

4 Ss discuss the questions in pairs. When they have finished, elicit Ss' ideas and find out if others agree.

Language focus

Concession clauses

5 Write *but* on the board and elicit what other words Ss know with a similar meaning and function. Ss read the language focus box then find more examples of concession clauses in the article in Ex 3. Check answers with the class.

Answers:
Odd as it may seem, it made learning to read a lot easier.
However interesting this theory sounds, there is very little evidence to support it
Despite being seen as effective in developing skills students need for the modern workplace, resources and tools can be expensive
... while innovation is surely a good thing, it's important to treat each new development and its accompanying hype with a pinch of salt
Even if something sounds convincing at first, it might not prove fruitful in practice.

6a Ss can practise saying the sentences to themselves in order to identify the intonation pattern.

b 10.7 Play the recording for Ss to check their answer then check the answer with the class. Model the sentences yourself if necessary, then play the recording again for Ss to listen and repeat.

Answer:
Sentence 5.
The rest of the sentences have a rise/fall intonation at the end of the first clause, with a fall intonation at the end of the sentence. Sentence 5 has a fall at the end of the first sentence, then a fall/rise intonation on *Nevertheless*, and a fall at the end of the second sentence.

7 Read the example with the class, then ask Ss to combine the sentences individually, then compare their answers in pairs. Alternatively, ***stronger classes*** could do this in pairs as an oral activity. In feedback, check answers with the class and write them on the board (or invite Ss to do so).

Answers:
1 Despite being effective, it's yet to catch on.
2 Although demand has fallen recently, it remains a popular product.
3 However appealing it might be, it's still dangerous.
4 It's an interesting idea. All the same, there's no proof it actually works.
5 In spite of the (high) cost, I'd like to try it.
6 While it's unattractive to most people, it's my favourite.
7 Even if there are no safety issues with it, I wouldn't want to try it.
8 Difficult as/though it is, it's still an important part of my daily routine.

8a Demonstrate by telling Ss about things in your life the sentences could describe, then give Ss a few minutes to think of things for themselves.

b Read the example with the class, then put Ss in pairs to share their ideas and guess which sentence in Ex 7 each one relates to. In feedback, ask a few Ss to share their ideas with the class.

LANGUAGE BANK 10C pp.164–165

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers. Ss can refer to the notes to help them.

Answers:
1 1 b 2 c 3 a 4 a
2 1 ~~Despite~~ In spite of the fact that / Despite the fact that / Much as / Although / Even though / While / Whereas
2 correct
3 ~~Difficulty~~ Difficult
4 ~~Although~~ Despite / In spite of / Notwithstanding
5 correct
6 ~~beauty~~ beautiful
7 correct
8 ~~Despite~~ Nevertheless / However / All the same / Despite that / In spite of that

Further practice

Photocopiable activities: 10C Language focus 1, p254; 10C Language focus 2, p255
App: 10C Grammar practice 1 and 2

Speaking

Prepare

9 Put Ss in A/B pairs and refer them to the relevant pages. Ss read the information and make notes on the advantages and disadvantages of the approaches. Monitor and help with ideas where necessary.

Speak

10 Put Ss in pairs to discuss the approaches and choose the best one. Monitor and make notes on Ss' language use for later class feedback.

Optional extra activity

Write the following phrases on the board:

Interesting though it sounds, I ...
I can't see it catching on myself.
I would absolutely love to ...
It would be difficult to implement, I think.
Even if we make a good case for it, it ...
I think it's a fundamentally flawed idea.

Drill the phrases chorally and individually and encourage Ss to use them when giving their explanations.

11 Ask each pair to share their conclusions with the class, giving reasons. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:

What new information did you learn about concession clauses today?
How can you use concession clauses in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Ss write their answers.
Language bank: 10C Ex 1–2, p165
Workbook: Exs 1–5, p78
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 10D
Extended route: go to p124 to Master your reading

10D English in action

Introduction

The goal of this lesson is for Ss to practise delivering a progress report. To help them achieve this, they will learn phrases for summarising progress, describing what still needs work, setting goals and referring to the future, as well as vocabulary related to success and failure.

Warm up

Write *progress* on the board, then put Ss in pairs to brainstorm as many collocations with it as they can. When they have finished, elicit their ideas and write them on the board (e.g. *make, check, chart, monitor, review, track, remarkable, real, substantial, slow, halt, accelerate*).

Vocabulary

Success and failure

1 Ss discuss the questions in pairs. When they have finished, elicit their ideas and have a brief class discussion.

2a Ss complete the sentences individually, then compare their answers in pairs. Check answers with the class and check understanding of the phrases.

Answers: **1** off **2** short **3** downhill **4** it **5** back **6** up **7** off **8** up **9** out **10** off

b Ss categorise the phrases in bold in Ex 2a in pairs. Check answers with the class.

Answers: **Success:** 1, 4, 5, 7, 10 **Failure:** 2, 3, 6, 8, 9

3 Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

Listening 1

4a 10.8 Tell the class that they're going to listen to Sofia, an English student, discussing her progress with her teacher. Ss listen and make notes on what see has achieved and what she still needs to work on, then compare their notes in pairs. Check answers with the class.

Answers:
Achieved: using new phrases related to describing trends and innovations, concession clauses
Needs to work on: using auxiliaries for emphasis and repetition when presenting

Audioscript 10.8

S: Can you tell me about my progress?
T: OK, so you've certainly made headway with your vocabulary. You've learnt a lot of useful new phrases and you're able to put them to good use. You've made significant progress in the area of describing trends and innovations. That's likely to be very useful when you come to give your presentation at the end of the year.
S: OK, what else?
T: Well, recently we've been studying concession clauses, and you're now able to contrast ideas quite adeptly.
S: What about my presentation style? Am I able to use any useful techniques well, do you think?
T: Ah, well I think we've still got a bit of work to do in that area. We've looked at a couple of techniques, namely using auxiliaries for

emphasis and repetition. But I'd like to do more work with you on this. We're yet to look at things like tripling and rhetorical questions, which I think you'll find really useful. So I'd say you've still got some way to go in that area, but I'm confident you'll pick them up too.

b Ss complete the phrases individually, then listen again and check. Check answers with the class.

Answers: **1** made **2** made **3** able **4** got **5** got

5 Give Ss a couple of minutes to think about their answers, then put them in pairs to discuss their progress in the areas listed. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

Listening 2

6 10.9 Tell the class that Sofia is now reporting back to her boss. Go through the list of goals with the class so they know what to listen for, then play the recording for Ss to listen and tick the goals she sets. Check answers with the class.

Answers: 2, 4 and 5

Audioscript 10.9

B: So, Sofia, now you've finished the course, where do you see yourself headed?
S: Well, I've learnt a lot of useful techniques for giving presentations. So ideally, I'd like to put this to good use by giving a presentation in English. I was actually hoping to be able to present our annual report to shareholders in the spring. I mean, with what I've learnt, I think this goal should be easily attainable.
B: It's funny you should say that. We were actually hoping you'd be willing to do so.
S: Really? Oh, that's great.
B: So what else would you like to achieve?
S: In the short term, I'd obviously like to keep up my English studies, but I'd also like to seek ways to put into practice what I learn.
B: Like how?
S: Well, it would be great if I could make some trips abroad to meet clients and promote our products, for example.
B: OK, well we'll have to have a think about that.
S: And in the longer term, with this experience under my belt, I guess my ultimate goal is to get a promotion.
B: Whoa ...
S: I'm not thinking anywhere in the near future, of course.
B: OK, well let's see how you go in the meantime.

7 Ss read the Useful phrases 2 box and then discuss which phrases Sofia used in pairs. Play the recording again for Ss to listen and check. Check answers with the class.

Answers:
Ideally, I'd like to put this to good use by ...
I think this goal should be easily attainable.
I'd (also) like to seek ways to put into practice ...
It would be great if I could ...
My ultimate goal is to ...
In the short/mid/long(er) term, ...
In the near / foreseeable / (not-too-)distant future, ...

8a 10.10 Ss listen to the sentences then discuss how and why the sounds in bold change in pairs. Check answers with the class.

Answers:
They change to become the same as the following sound.
See Pronunciation checkpoint for explanation.

Pronunciation checkpoint

In fast, natural speech, consonant sounds sometimes change to match the sound which comes after them. For example, *good boy* sounds like *goob boy*. This happens to make speech smoother and is known as *assimilation*.

b Play the recording again for Ss to listen and repeat.

Speaking

Prepare

9 Go through the chart with the class and ask them to look back over the book, thinking about what they've made progress in and what they'd still like to achieve. Ask them to add two more areas to the chart.

10 Ss work individually to set themselves goals. Monitor and help where necessary.

Speak

11 Ss share their progress in pairs. Monitor and make notes on Ss' language use for later class feedback.

12 Ss share advice and feedback in pairs. When they have finished, ask a few Ss to share the best advice they received with the class. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:

What are your two most important goals for learning English in the future?
How can you achieve these?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Workbook: Exs 1–5, p79
App: grammar, vocabulary and pronunciation practice

Roadmap video

Go online for the Roadmap video and worksheet.

10 Check and reflect: Units 9 and 10

Introduction

Ss revise and practise the language of Units 9 and 10. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework, or use them as a diagnostic or progress test.

1 Give Ss a minute to read the text quickly and ask: *What news did the writer want to know?* (whether they'd passed their university entrance exam). Ss complete the text individually, then compare their answers in pairs. Check answers with the class.

Answers: **1** were shaking **2** typed **3** leapt **4** had arrived **5** had been waiting **6** would tell / was going to tell **7** stared **8** clicked **9** had passed **10** was / was going to be

2a Ss choose the correct alternatives individually, then compare their answers in pairs. Check answers with the class.

Answers: **1** competently **2** unenthusiastically **3** closely **4** continually **5** uncontrollably **6** clearly

b Put Ss in pairs to choose three of the questions and discuss them. ***Stronger classes*** can discuss more than three. When they have finished, elicit answers from a few pairs and have a brief class discussion.

3 Elicit the first answer as an example. Ss correct the sentences individually, then compare their answers in pairs. Check answers with the class.

Answers: **1** ~~burn~~ spread **2** ~~pepper~~ salt **3** ~~clues~~ hints **4** ~~bat~~ stick **5** ~~faces~~ back(s) **6** ~~words~~ lines

4 Ss choose the correct alternatives individually, then compare their answers in pairs. Check answers with the class.

Answers: **1** she'd **2** to be looking **3** had been watching **4** to have been **5** 're going to pay **6** had been

5 Elicit the first answer as an example, then ask Ss to order the words to make the rest of the sentences individually, then compare their answers in pairs. Check answers with the class.

Answers:

1 Held every other year, the African Cup of Nations is the continent's biggest sporting event.
2 Not having slept for 24 hours, I was absolutely exhausted.
3 Please don't phone me this evening unless absolutely necessary.
4 All being well, we should arrive before it gets dark.
5 Measuring almost 30 metres, the blue whale is the largest creature ever to have lived.
6 Since winning the lottery, our lives have been turned upside down.

6a Ss complete the sentences individually, then compare their answers in pairs. Check answers with the class.

Answers: **1** deteriorating **2** rectify **3** undermine **4** enhance **5** impair **6** alleviating

b Ss discuss which statements in Ex 6a are true for them in pairs. Encourage Ss to give more information and change the ones that aren't true for them. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

7a Ss replace the words individually, then compare their answers in pairs. Check answers with the class.

Answers: **1** harness **2** cutting-edge **3** thrive **4** spearheading **5** dawn **6** pioneering

b Ss discuss which of the statements in Ex 7a they agree with in pairs. When they have finished, elicit answers from a few Ss and find out if others agree.

8 Ss match the sentence halves individually, then compare their answers in pairs. Check answers with the class.

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

9 Ss complete the sentences individually, then compare their answers in pairs. Check answers with the class.

Answers: **1** initial phase **2** face down **3** take turns **4** roll (the) dice **5** score points **6** ultimate goal

Optional alternative activity

You could ask Ss to cover up one or both of the boxes for an extra challenge.

10 Ss choose the correct alternatives individually, then compare their answers in pairs. Check answers with the class.

Answers: **1** My hat, I can't **2** to use, this software **3** a professional singer, Judie **4** man over there, was it him **5** laptop, is it Claire's **6** She knows her stuff, Angela

11a Make sure Ss understand they need to choose the option which is *not* possible. Ss choose the options individually, then compare their answers in pairs. Check answers with the class.

Answers: **1** b **2** a **3** a **4** c **5** b

b Ss discuss which of the statements in Ex 11a they agree with in pairs. When they have finished, elicit their answers and have a brief class discussion.

12 Ss choose the correct alternatives individually, then compare their answers in pairs. Check answers with the class.

Answers: **1** Nevertheless **2** In spite of **3** if **4** Easy as **5** All the same **6** Despite

13 Ss complete the sentences individually, then compare their answers in pairs. Ss can refer back to Lessons 9D and 10D for help if they need to. Check answers with the class.

Answers: **1** turned/turns, hunch **2** dramatic, better **3** getting **4** leaps, bounds **5** attainable **6** foreseeable

Reflect

Ask Ss to rate each statement individually, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Units 9 and 10.

Homework ideas

App: grammar, vocabulary and pronunciation practice

10A Master your writing

Introduction

Ss develop the skill of writing attractive brochures and websites by learning how to write a problem–solution text.

Warm up

Put Ss in pairs to discuss their ideal home, thinking about space, number of rooms, what it's made of, etc. When they have finished, ask a few Ss to share their ideas with the class.

1 Focus attention on the pictures, then put Ss in pairs to discuss the questions. When they have finished, elicit Ss' ideas and have a brief class discussion.

2 Ss read the brochure and website and match them with the pictures in Ex 1 individually. Then, check answers with the class.

Answers:
Brochure for Raft© = picture 3, Website for 2DAYHOME© = picture 2
1 Problem: The difficulty of being self-sufficient when living in the wild.
Who: Environmentally concerned people who want to be self-sufficient on holiday or perhaps permanently.
2 Problem: The cost of buying a house.
Who: People with little money.
3 Problem: Houses are threatened by rising sea levels.
Who: People worried about the future.

3 Read the example with the class, then ask Ss to note individually what they think the structure is, then compare their answers in pairs. Don't give any answers yet.

4a Ss read the Focus box and check their answers in Ex 3. Answer any questions Ss have about the information in the box.

Answers: See Focus box.

b Ss identify the different parts of the structure individually, then compare their ideas in pairs. Check answers with the class.

Answers:
1 Your first affordable step on the housing ladder
2 Are you fed up with paying rent but unable to afford your own place? Do you fear never getting a foot on the housing ladder?
3 What if there were an affordable solution to this problem? What if there were a way onto the ladder without being saddled with decades of debt? What if that solution were available now, today, right this minute?
4 Welcome to the 2DAYHOME© – the revolutionary self-assemble micro-home.
5 … this wonder home offers an affordable first step on the housing ladder and the ground-breaking design means each 2DAYHOME© can be internally configured to suit your needs.
6 Why wait to get a foot on the housing ladder? Email us now.

5a Ss complete the text individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

b Ss compare ideas in pairs. When they have finished, elicit answers from a few Ss and find out if others agree.

Suggested answers:
1 can support itself
2 the costs of running a home, your home could run itself
3 your home could sustain itself
4 the perfect solution
5 **a** move where you want
b a home
c it can generate its own power
d reuse rain water
e ask us how we can help

Prepare

6a Focus attention on the pictures of the product and service and ask Ss to choose one of them (or think of their own), then underline any useful words and phrases from the brochure and website in Ex 2 that might describe it.

b Ss make notes individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

c Ss think of and make notes on their own problem–solution descriptions and straplines. Monitor and help where necessary.

Write

7a Ss write their websites or brochures individually. Remind them to use the six-step process in the Focus box.

b Put Ss in pairs to exchange texts and make suggestions. Ss could write a second draft in class or for homework.

Homework ideas

Ex 7b: Ss write a second or final draft of their website or brochure.
Workbook: Exs 1–9, pp.82–83

10B Master your listening

Introduction

Ss develop the listening skill of understanding a presentation by learning how to take effective notes.

Warm up

Tell Ss about a video or smartphone game you enjoy playing (or have enjoyed in the past). Put Ss in small groups to discuss games they enjoy (or have enjoyed). In feedback, ask a few Ss to share their games with the class and find out if anyone else has played them.

1 Focus attention on the photo and elicit what Ss can see. Ss discuss the questions in small groups. When they have finished, nominate a student from each group to summarise their discussion for the class.

2a 10.5 Ss listen to the introduction and take notes to answer the question individually.

b Ss compare their answers in pairs. Play the recording again if necessary, then check the answer with the class.

Answers:
Numbers relating to the video games industry
What a typical video game addict looks like
Action countries have taken
Underlying causes of video game addiction

Audioscript 10.5

... for example some people argue that we can become addicted to anything, going to the gym, reading, spending money, but in essence my view is that video game addiction is a real thing with objective characteristics that mark it out as a form of addiction, like drugs or alcohol. And believe me, it really can ruin lives.

So first I want to talk a bit about the numbers involved, not just in terms of addiction but the video games industry as a whole, and then I want to look at what a typical video game addict looks like, if you will, because, after all, how else will we know ... maybe you're one! And then I want to talk about the action some countries have taken to tackle the problem, and finally look at some of the underlying causes of video game addiction because there's a range of social factors involved.

3a Ss discuss the questions in pairs. When they have finished, elicit their ideas as a class.

b Give Ss time to read the Focus box and answer any questions they have. Ask them to prepare a piece of paper to make notes on and make it look like the one in the Focus box.

4a 10.6 Ss listen to the lecture and make notes individually. Monitor and check Ss are following the advice in the Focus box. Play the recording again if necessary.

Audioscript 10.6

So, firstly, let's take a look at the numbers. It's estimated that there are around two billion 'gamers' in the world, that's people who regularly play video games, and by video games I mean all types of digital games including games you play on your mobile phone, because, don't forget, games are the most popular type of app downloaded from the app stores. Something like 90 percent of teenage boys play video games and 80 percent of teenage girls, so as you can see, gaming is a gender-neutral pastime. Now, of those two billion gamers, around 60 percent, it's estimated ... 60 percent of them play every day and they average about 12 hours a week of game time, and this is why gaming is now such a huge industry – around a hundred and fifty billion pounds a year. That's more than films, more than music. It's the largest and most lucrative entertainment sector in the world ... bar none. But here's the thing – around 3 to 4 percent of gamers are what we would classify as addicts. That's according to the World Health Organisation, which now lists video game addiction as a mental health condition.

Those are the figures. As I said, I want to talk a little bit about what a game addict might look like. So let's paint a picture of an average game addict and we'll call him ... Johan. Now Johan, as you might have noticed, he is a 'he' and that's because although gaming is gender-neutral, game addiction is not. Something like 94 percent of addicts are male and only 6 percent female. And we'll look a bit more at why that might be soon but let's stay with Johan for now. So, Johan is about 25 years old and he plays far more than 12 hours a week but that's not what makes him an addict. What makes Johan an addict is that playing video games is negatively affecting the rest of his life. Most nights Johan is tired and wants to sleep but he can't because he's playing video games. His gaming is what we call 'compulsive' which means that he is not fully in control and even when he's not playing, he's thinking about playing. He's lost his friends because he hasn't got time to see them, so he's become more lonely, more isolated and less happy, and when he's feeling less happy, gaming gives him a way out. So the more Johan plays, the unhappier he becomes and the unhappier he becomes, the more he plays. It's a classic vicious circle.

So let's take the WHO's figures and think about 4 percent of gamers being addicts. What's 4 percent of two billion. Anyone? I'll tell you. It's eighty million people. Think about that for a moment. Eighty million people. That's the equivalent of the population of Germany. So with that many people showing addictive behaviour, it's no wonder that countries around the world are starting to take action. In South Korea in 2011, a law was introduced which banned anyone under 16 from playing games between midnight and 6 a.m. In China a law was introduced which banned gamers under 18 from playing between 10 p.m. and 8 a.m. and limited gaming time to 90 minutes per weekday and three hours on weekends and holidays. And believe it or not, this kind of reaction to video game addiction is not new. Now, none of you are old enough to remember Space Invaders but that was one of the first video games, and even at that time a British politician tried to introduce a law to ban the game because it was considered too addictive. The bill was debated in parliament and almost became law.

So, how long have I got – oh, I'm almost out of time, so let me cut this last section short. What I wanted to talk about were the social factors involved in video game addiction because the addiction doesn't exist in a vacuum. Perhaps the most significant factor influencing addiction, which as I've said, is over 90 percent a male problem, is what people are calling the epidemic of loneliness. More than 40 percent of Americans describe themselves as generally isolated and 20 percent say that they rarely feel close to anyone and loneliness correlates very closely with video game addiction. Not all lonely people are addicts by any means but you will find that a high percentage of addicts are lonely, almost by definition. If you're addicted to games, you haven't got time for meaningful relationships. In fact someone who works in the rehabilitation field recently described the problem as one of intimacy and this is the reason that rehabilitation programmes focus on how to build and maintain friendships, real friendships with real people. That absence of meaningful friendships may well be the real problem behind video game addiction.

Now my time is up, but if there are any questions you'd like to ask then I'm happy to try to answer them now ...

b Ss answer the questions in pairs, using their notes. When they have finished, check answers with the class.

Answers:

1 Because 90 percent of boys and 80 percent of girls play
2 World Health Organisation (WHO) – lack of control over gaming
3 94 percent of addicts are male
4 he's constantly tired, he thinks about gaming even when he's not playing, he's more lonely, more isolated and less happy
5 Under 18s banned from playing between 10 p.m. and 8 a.m. and limited to 90 minutes on weekdays and three hours at the weekends and holidays.
6 A law to ban Space Invaders
7 Not all lonely people are addicts but almost all addicts are lonely.
8 Teaching them how to build and maintain friendships

5 Ss listen again and add or amend their notes as necessary.

6a Ss complete their summaries individually. Monitor and offer help where necessary.

b Ss compare their summaries in pairs. When they have finished, elicit what makes a good summary.

Suggested answers:

- including important information
- leaving out minor or irrelevant information
- being easy to read and understand when you come back to it in the future

c Ss practise remembering the information in pairs. Tell them to look at Section 2 only if they need to.

7 Put Ss in small groups to think of advice. When they have finished, ask each group to share their advice with the class.

Homework ideas

Workbook: Exs 1–3, p82

10c Master your reading

Introduction

Ss develop the reading skill of understanding an article by learning how to understand metaphors.

Warm up

Review the vocabulary from Lesson 10C by writing the following pairs of words on the board:

sound/convincing
superficially/outwardly
lacking/flawed
compelling/valid

Put Ss in pairs to discuss the differences in meaning between each pair of words.

1a Focus attention on the pictures and elicit what Ss can see. Read the example with the class then ask Ss to identify the rest of the mistakes, then compare their answers in pairs. Check answers with the class.

Answers:
A *breath* is a noun – the correct spelling of the verb is *breathe*
B the apostrophe in *Flower's* should not be there
C *disinterested* officially means neutral and not preferring one side to the other. The word should be *uninterested*.
D *dognuts* should be spelt *doughnuts* (or possibly *donuts*)
E some people believe an infinitive should never be separated by another word (i.e. a word between the *to* and the verb)
F *Bored* should be spelt *Board*

b Ss discuss the question in pairs. When they have finished, elicit their answers and have a brief class discussion. With ***stronger classes***, you could ask them to share any other 'mistakes' they've seen or heard with the class.

c Give Ss a couple of minutes to think of their ideas, then put them in pairs to discuss. In feedback, ask a few Ss to share their ideas with the class.

2a Ss read the article quickly and identify the pictures individually, then compare their answers in pairs. Check answers with the class.

Answers: 1 B 2 C 3 E

b Ss complete the details individually, then compare their answers in pairs. Check answers with the class.

Answers:
Paragraph 1
The mistake: using an apostrophe when it is not necessary
The rule: apostrophe + *s* denotes possession and not plurality
Arguments against the rule: It's not OK to fetishise the apostrophe or take pleasure in other people's insecurity about grammar
Paragraph 2
The mistake: using *disinterested* when the correct word is *uninterested*
The rule: *disinterested* means neutral and not preferring one side to the other
Arguments against the rule: most people use it to mean *uninterested* and it has been used that way since the seventeenth century
Paragraph 3
The mistake: putting a word between the *to* and the verb of an infinitive
The rule: don't split the infinitive
Arguments against the rule: it has been dropped from style manuals and people have been using split infinitives for centuries

3 Ss read the article again and answer the questions individually, then compare their answers in pairs. Check answers with the class

Answers:
1 Languages are important to how we see and understand ourselves.
2 The crime of misusing the apostrophe is worse than the crime he commits.
3 Because the vigilante is in reality taking pleasure in drawing attention to other people's uncertainty about how to use the apostrophe.
4 The consensus is that *disinterested* means the same as *uninterested*.
5 He is still a highly regarded stylist. (*no less a stylist than*)
6 Prescriptive works, i.e. books that tell people (prescribe) how to use language.

4a Look at metaphor number 4 in the article (*an army of people*) and elicit Ss' ideas about its effect as a class, but don't give any answers yet.

b Ss read the Focus box and check their answer to Ex 4a. Check the answer with the class and answer any questions they have about the information in the Focus box.

5 Ss match the metaphors in the text in Ex 2 with the meanings individually, then compare their answers in pairs. Check answers with the class.

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

6 Ss read the extracts and identify the metaphors individually, then compare their answers in pairs. Check answers with the class.

Answers:
1 The metaphor describes seeing Juliet as seeing a sunrise. Its effect is to convey an idea of hope and excitement.
2 The metaphor describes people who make us happy as gardeners. Its effect is to convey an idea of beauty and wonder at the magic that they create.
3 The metaphor describes love as a person or thing that calls you. Its effect is to convey an idea of lack of choice. At the same time the second line conveys an idea of hard work.

7 Read the example with the class, then ask Ss to write their own metaphors. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, put Ss in groups to share their ideas.

Homework ideas

Workbook: Exs 1–7, pp.80–81

RESOURCE BANK

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1A Language focus 1 Present, past and future perfect

1 What teams are you part of or have you been part of at some point?

2 Complete the text with an appropriate perfect form of the verbs in brackets.

Meet the marketing department



How long have you been in the team?

Lesina: At the end of this year, I [1] _____ (work) at this company for five years. It's hard to believe I [2] _____ (already / be) here for that long. Time flies!

George: I'm relatively new. I only started about two weeks ago, so I [3] _____ (just / settle in) and getting to know everyone.

Milly: It's a bit complicated. You see, I [4] _____ (only recently / rejoined) the team after taking a year off. I [5] _____ (previously / work) here for about three years.

What [6] _____ (do), if anything, to help build connections between the team members?

Lesina: We [7] _____ (not held) any formal team building days or anything, although we do have a monthly lunch. We [8] _____ (have) a few really good chats there.

George: They held a welcome meeting for me when I joined, which was nice. Someone [9] _____ (prepare) some icebreaker questions and we all had to go around in a circle and introduce ourselves.

Milly: Some of us like to go for a quick stroll around the block, to get some fresh air. With all this fine weather we [10] _____ (have) lately, we [11] _____ (go) almost every day.

By this time next year, do you hope anything [12] _____ (change) in the team?

Lesina: Nope. Personally, I hope everything [13] _____ (remained) the same. I'm pretty content with the status quo.

George: I'd like to think that I [14] _____ (make) some decent friends in the workplace. I also hope I [15] _____ (show) they made the right decision hiring me!

Milly: I hope I [16] _____ (be promoted) to a more senior position. I've been making a big effort recently and I hope that it'll be taken into consideration.

3 Work in pairs. Discuss the questions in Exercise 2 in relation to a team or group you are in, e.g. a workplace, a class or a sports team.

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1A Language focus 2 Present, past and future perfect

1 In five years' time, we all hope …	2 We have all … for years.
3 We have all … at least three times.	4 We're all grateful because …
5 We've all recently …	6 When we started this class, we'd already …
7 So far, none of us have ever …	8 By next summer, all of us will have …
9 Lately, we've all …	10 By this time tomorrow, we'll have …

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1A Vocabulary Phrases with delexical verbs

1 Complete the sentences in the table with the correct form of the verbs in the box. Use some verbs more than once.

do	get	give	go	have	hold	make	take

2 Find a person for as many statements as you can. Write their names in the second column and write notes in the third.

Find someone who ...	Name	Notes
1 has _____ on a long hike somewhere serene.		
2 consistently _____ the effort to be on time.		
3 has _____ a good old-fashioned chat with someone recently.		
4 has _____ on a search for information lately.		
5 has already _____ a look at the *Roadmap* app.		
6 was _____ a nudge by someone to enrol in this English class.		
7 has participated in a festival _____ in their local area.		
8 sometimes _____ family or friends help with their technology.		
9 tries to _____ some exercise every day, like going for a run or just a stroll.		
10 has _____ some rock-climbing or another adventure sport.		
11 knows a decent topic that usually _____ people talking.		
12 doesn't mind _____ the lead in a team rather than just making a contribution.		

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1B Language focus 1 Subject raising

1 Write two sentences using a form of the words in brackets.



1 Your payment is overdue (appear)



2 We have a lot in common (seem)



3 I'd used an incredibly obvious password (turn out)



4 I had a knee-jerk reaction (happen)

5 You're not taking me seriously (seem)

6 It was an honest mistake (turn out)

7 They recognised me from the photo (happen)

8 The upward trend continues (appear)

2 Work in pairs. In which two pairs do the sentences have a slightly different meaning?

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1B Language focus 2 Subject raising

1 These days no one seems …	
2 The vast majority of people appear …	
3 Everyone in the class turns out …	
4 I happened …	
5 It turns out …	
6 It appears …	
7 It seems …	

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1B Vocabulary Idioms for expressing and controlling emotions

1 Complete the idioms in the questionnaire with the correct form of the words in the box.

bite	bottle	chest	drive	face	get	lash	let	make	put	skin	take

1 If a waiter brought me the wrong order, I wouldn't say anything because I wouldn't want to _____ a scene.

a strongly disagree b disagree c agree d strongly agree

2 I've got quite a thick _____ . In other words, I don't take offence easily.

a strongly disagree b disagree c agree d strongly agree

3 If something bothers me, I like to get it off my _____ rather than _____ it up.

a strongly disagree b disagree c agree d strongly agree

4 Even if I'm disappointed, I usually put a brave _____ on it.

a strongly disagree b disagree c agree d strongly agree

5 I'm more likely to _____ my tongue online than in an offline conversation.

a strongly disagree b disagree c agree d strongly agree

6 Something that really _____ under my skin and _____ me up the wall _____ is …

7 I'd say the best way to _____ off steam is to …

8 If I noticed someone _____ out at my friend online, I'd …

9 Something that helps me to _____ a step back and _____ things into perspective is …

2 Complete the questionnaire by choosing an option (a–d) or completing the sentence.

3 Work in small groups. Discuss your answers. What do you have in common?

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1C Language focus 1 Infinitive phrases

1 Complete the infinitive phrases in boxes A and B.

A

a	to *tell* the truth
b	_____ be fair
c	to _____ a long story short
d	to name but a _____
e	to _____ it bluntly

B

a	needless to _____
b	to begin _____
c	to make _____ worse
d	to cap it _____
e	to _____ perfectly honest

2 Complete conversation A with phrases from box A and conversation B with phrases from box B.

A

A: Tell me, have you seen anything decent on social media lately?

B: Well, [1] *to tell the truth* , I'm not really much of a fan.

A: It's true I don't see you online much. Why's that?

B: [2] _____ , it's mostly a waste of time. Although [3] _____ , it's occasionally useful for my work, I suppose.

A: Really? What about for keeping in touch with family and friends, crowd-sourcing, inspiration, cat videos, [4] _____ ?

B: I see what you're saying and I used to be an addict, too. But, [5] _____ , I took a step back one day and realised I was missing out on my real life.

A: Isn't it part of real life now, though?

B

A: Hey, how's your day been so far?

B: [6] _____ , it's hasn't been the greatest.

A: Oh, are you going to tell me what happened?

B: So, [7] _____ , I made a mistake at work and [8] _____ , the manager called it out in front of everyone. [9] _____ , I was humiliated.

A: Sounds like it was a rough morning then.

B: I'll say. Finally, [10] _____ , I was so flustered that I managed to spill coffee all over my keyboard!

A: Oh dear. Shall we go and get some fresh air for a minute, and perhaps another coffee?

3 Work in pairs. Practise the conversations, separating the infinitive phases with pauses.

4 Make new conversations, starting with the first questions in Conversation A and Conversation B. Use real or imaginary opinions and events. Use infinitive phrases.

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to tell	the truth
needless	to say
to come back	to my earlier point
to put	it bluntly
to begin	with
to be	perfectly honest
to add	insult to injury
to make	matters worse
to name	but a few
to cut	a long story short

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1C Vocabulary Connotation 1

LUCKY YOU!
12
11
10
9
8
7
6
5
4
3
2
1
START

1 You go to a restaurant with tacky decor and meagre portions of food.

_____ point(s)

2 You win an outrageous sum of money in a social media competition.

_____ point(s)

3 A company gives you a free sample of their new nutritious bite-size snack.

_____ point(s)

4 A customer sends a gushing message to your manager about you.

_____ point(s)

5 A social media personality with thousands of adoring fans gives your company a glowing recommendation.

_____ point(s)

6 Your friend's doting parents offer to invest in your shared business venture.

_____ point(s)

7 Your colleague's blind ambition seems to affect her ability to treat you kindly.

_____ point(s)

8 You would only give a restaurant a lukewarm recommendation.

_____ point(s)

9 It's a freezing day, but all you've got is a flimsy jacket.

_____ point(s)

10 You've bought an educational toy for your nephew's birthday.

_____ point(s)

11 Your brother tells you off for giving sugary processed snacks to his kids.

_____ point(s)

12 You realise you and your new friend are both die-hard fans of the same band.

_____ point(s)

13

_____

_____

_____

_____

_____ point(s)

14

_____

_____

_____

_____

_____ point(s)

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2A Language focus 1 The continuous aspect

1 Read the interview and complete the answers with the best option, a, b or c. Sometimes more than one option is possible.

Welcome to Hastings School of English!
Each month we interview a student
to get to know them better.
This month, meet Leo from Milan.



1 **Q:** Tell me about your reasons for studying English.
A: I _____ English since I was seven years old. However, now that I'm about to graduate, I wanted to do an intensive course to improve my spoken English.
a 've been studying **b** was studying **c** am studying

2 **Q:** What are the positive aspects of your language school experience so far?
A: I _____ more confident and I've connected with some great people.
a 'm becoming **b** 've been becoming **c** 'll be becoming

3 **Q:** Before this course started, how often had you been speaking English?
A: I _____ as much speaking practice as I wanted, which is one of the reasons why I decided to come to England.
a had been getting **b** hadn't been getting **c** wasn't getting

4 **Q:** How do you think the way people learn languages is changing?
A: Personally, I _____ apps more recently than I used to.
a 've been using **b** was using **c** 'd been using

5 **Q:** What do you think you'll be learning today?
A: I think in today's class we _____ at infinitive phrases like *to tell the truth* and *needless to say*.
a 're looking **b** 'll be looking **c** 're going to be looking

6 **Q:** What do you tend to do on an average weekend?
A: You'd usually find me chilling out with friends, or maybe going out on Saturday night, to a club or something. This weekend though, I _____ to London to explore a bit.
a was heading **b** 'm heading **c** 'll be heading

7 **Q:** Are you more into books, films or games?
A: I'd usually say films, but I _____ an amazing book right now, which is set here in Hastings.
a 'm actually reading **b** 've actually been reading **c** 'll be reading

8 **Q:** What do you hope to be doing this time next year?
A: I hope _____ in a decent job, or maybe travelling somewhere exotic!
a to be working **b** be working **c** I'll be working

9 **Q:** If you didn't have class today, what would you be doing?
A: I think _____ on my sleep!
a I'll be catching **b** I'd be catching up **c** I'm catching up

2 Work in pairs. Ask and answer the questions in the interview. Use continuous forms in your answers.

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Is it true?

Every student will be coming to the next scheduled class.

Is it true?

A few people in the class have been volunteering their time for a good cause lately.

Is it true?

A large proportion of classmates have been coming to class on foot recently.

Is it true?

Most classmates will be studying here for at least another six weeks.

Is it true?

About half the class expect to be living in this area in two years' time.

Is it true?

The vast majority of the class had been planning to enrol on this course for a few months before it started.

Is it true?

Few people in the class seem to be using libraries these days.

Is it true?

Over 50 percent of the class are considering taking up a new hobby this year.

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2A Vocabulary Trends

1 How have food and eating habits in your country changed since you were young?

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

a new era	downward	looks promising	on the up are	passed the milestone	reversed	set	
set to continue	tipping point	upward trend					

Eight food trends



1 Plant-based foods

In the face of climate and health concerns, many people have been drastically reducing their meat intake, whether through a 'meatless Monday', or choosing to go vegetarian or vegan. The emergence of imitation meat burgers, which actually taste of the real thing, complete with fake 'blood', marks the start of [1] _____ – with even avid meat-lovers struggling to tell the difference. With vegetarianism currently hovering at around 8 percent of the global population, some experts predict that a [2] _____ is reached once that number reaches 10 percent, leading to a further rapid expansion of a no-meat lifestyle.

2 Convenience

With our busy 21st-century lives, who has the time or inclination to cook any more? [3] _____ meals delivered to your door at the push of a button, ready-to-heat frozen meals and meal-replacement shakes that promise all the nutrients of a balanced meal.



3 Allergen awareness

With more and more people being diagnosed with food intolerances, awareness is an [4] _____ . Cafés, restaurants and food producers are realising that gluten-free, dairy-free and nut-free products are big business, and they are catering to customers accordingly.

4 Goodbye packaging

With growing concerns about waste, more and more people are looking to reduce packaging. Could this signal the end of the plastic straw, the plastic bag and the single-use water bottle? One innovation that [5] _____ is the development of edible food containers, which allow people to eat their rice-paper sandwich wrap or nibble on their gingerbread takeaway cup.



5 Small-screen takeover

The popularity of food shows, particularly reality TV ones, seems [6] _____ . Starting in 2005 in Britain, the reality programme *Masterchef* has now [7] _____ of being broadcast in more than 40 countries and 200 territories around the world.

6 Fermented foods

Korean kimchi, fizzy kombucha drinks or natural yoghurt – all these friendly-bacteria goodies are growing in popularity! Some celebrities have helped [8] _____ this trend, posting their gut-friendly habits on social media.



7 Cookbook love

A few years ago, cookbook sales seemed to be showing signs of slowing, which is not surprising when recipes can be found so easily online. However, recently, some cookbooks have [9] _____ this trend, and topped best-seller lists. Perhaps there is hope for cookbook aficionados?

8 Affordability

Despite some exceptions, in general, global food prices have been on a [10] _____ trend since the 1950s. Food lovers rejoice!

3 Work in groups. Discuss the questions.

1 To what extent do you think people and companies are following these eight food trends where you live?
2 Have you or has anyone you know been following any of these trends?
3 What other food trends have you noticed?

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2B Language focus 1 Probability

1 Complete the sentences using the words in brackets so that they mean the same as the first sentence.

1 These documents probably won't be ready by the deadline. (unlikely)

These documents _____.

2 Our customers will definitely like the new product. (certain)

It's _____.

3 It's likely that there will be some redundancies in the next 12 months. (likely)

There _____.

4 She is sure to have seen the email by now. (certain)

It's _____.

5 It's not certain that I'll get a promotion. (sure)

I'm _____.

6 It's likely that they won't change their behaviour. (unlikely)

They're _____.

7 It's now certain that the deal will go through. (certain)

The deal _____.

8 The upward trend probably won't continue. (unlikely)

It's _____.

9 You will probably attend at least six interviews before securing a job. (likely)

You _____.

10 It's likely that the new boss will make some changes. (sure)

The new boss _____.

2 Work in pairs. Take turns saying a statement from Exercise 1. Your partner must express disagreement with the probability of the statement.

A: *These documents are unlikely to be ready by the deadline.*
B: *Really? I think it's highly likely that they will be!*

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We're all going to revise this lesson tonight.

The jobs our children will do in the future don't exist yet.

We will be in the same English class as each other one year from today.

One of us will become an English teacher.

It's going to rain tomorrow.

Antibiotics will no longer be an effective medicine.

More people will be working from home in two decades' time.

Our teacher has another job besides teaching.

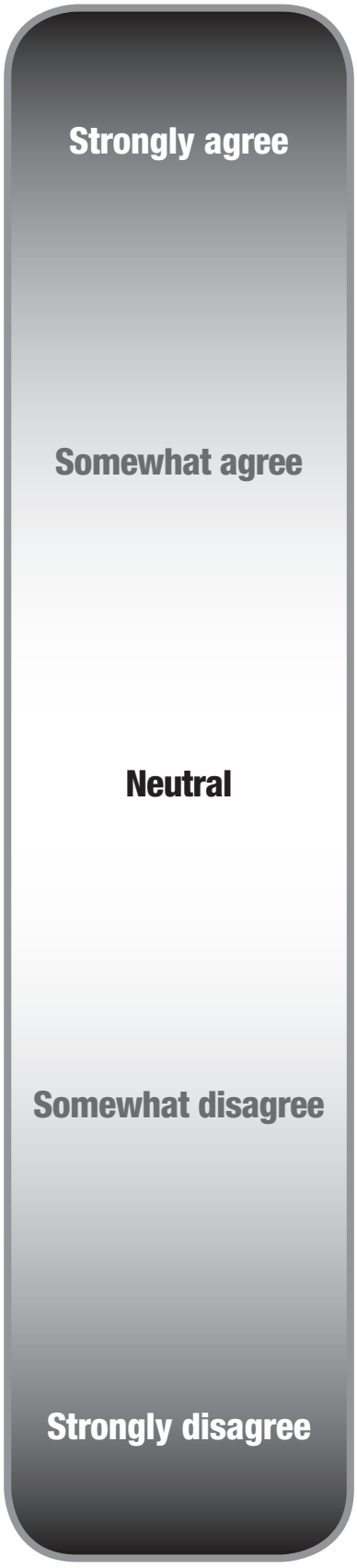
Two of our classmates share the same birthday.

Cash will become completely obsolete in the next few years.

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2B Vocabulary Agreement and disagreement

Thermometer



against board go loath lukewarm
odds pushback to took willing

1

My idea was met with a _____ response.

2

They seemed to be at _____ with each other.

2

Most people were open _____ the suggestion.

4

They were _____ to even entertain the possibility.

5

I came up _____ some fierce resistance.

6

Everyone got on _____ with it straight away.

7

They were happy to _____ along with what I suggested.

8

I did receive a bit of _____ from some of my colleagues.

9

A few people _____ issue with it at first.

10

They seemed to be _____ enough to give it a try.

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2C Language focus 1 Cleft sentences

1 Put the words in brackets in the correct order to make cleft sentences.

A Which would you prefer the city council to invest in, a new public mural or a children's playground?

1 _____ , so I would vote for the playground.
(children / it's / who / our future / are)

2 Both options would be nice-to-haves, but _____ _____ , like a festival or a concert.
(I'd / what / something entirely different / prefer / actually / is)

3 _____ because it's something that can be enjoyed by people of all ages.
(choose / I'd / what / the mural / is)

B What improvements would you like to see in our public transport system.

4 _____ that is reliable.
(desperately need / is / a bus system / we / what)

5 _____ the problem in this city, it's the lack of green spaces.
(not / that / is / public transport / it's)

6 _____ more room on trains at peak times.
(I'd / is / all / ask for)

C Do you favour investing more in recycling facilities or a waste-reduction campaign?

7 _____ to put rubbish in the bin. I mean, it's a bit patronising, isn't it?
(advertising campaigns / I / is / to / trying / what / get us / can't stand)

8 _____ strikes me as the most effective. Recycling facilities are at the limit as it is.
(waste-reduction campaign / the / it's / that)

9 Are they mutually exclusive? _____ I can see them working better together.
(I'm / to say / trying / what / that / is)

D What is something you or someone who know has done which contributes, or has contributed to, improving the environment of your area?

10 I was part of a tree-planting initiative with my university last year. _____ for seedlings, and then we planted them in a reforestation area.
(we / first / to fundraise / was / what / did)

11 _____ the little things, like my friends who pick up litter when they see it.
(makes / the / difference / what / is / biggest)

12 I haven't done much, to be perfectly honest. However, _____ a few ideas to the local council via social media.
(have / what / I / submitting / enjoyed / was)

2 Write your own answers to questions A–D. Use a cleft sentence in each answer.

3 Work in pairs. Ask and answer the questions.

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2C Language focus 2 Cleft sentences

Cross the board: to claim a space, respond to the questions using a cleft sentence.

Player A direction

Player B direction

1 Tell your partner about a gig you've been to and what stood out about it.	**2** Tell your partner about a time you prepared some food for someone.	**3** What made you choose to take this particular course?	**4** Would you say that you have a sweet tooth?	**5** What is a personality trait that you value highly in a friend?
6 What has been the most useful thing you've covered in this course so far?	**7** What's something that drives you crazy?	**8** Share something positive about your work or place of study.	**9** Have you ever found something that wasn't yours? What did you do?	**10** Tell your partner about a memorable teacher.
11 What is your favourite time of year?	**12** What comes to mind when you hear the word *penny-pinching*?	**13** Share some brief information about what you did on a work or study project.	**14** Say something about what you believe residents in your area want.	**15** Describe an ideal environment for you to study in.
16 What is a sport that you would be open to trying?	**17** Name a trend that you think is set to continue for a long time.	**18** What might you be doing around this time next year?	**19** Share a chore that you hate doing at the weekend.	**20** Tell your partner about a book that you remember from your childhood.
21 What strikes you as a charming city to visit one day?	**22** Talk about someone who shares your sense of humour.	**23** In your opinion, what do you need in order to make a good breakfast?	**24** Do you enjoy being part of a rowdy crowd? Why/Why not?	**25** What influenced you to choose your field of work or study?

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2C Vocabulary Connotation 2

Student A

1 Work in pairs. Say a sentence (1–5). Student B listens and chooses a reply from their list. Then swap roles. Listen to Student B's sentences and choose a reply (a–e) from your list.

1 I'm afraid our TV is kind of archaic.
2 Sorry about the mess. It's all a bit chaotic here at the moment.
3 I see three significant problems with the proposal.
4 I'm not big into gifts. I'm a bit of a penny-pincher.
5 I was quite harsh about enforcing the rules yesterday, I do apologise.

a It will be challenging, for sure, but not impossible.
b It looks quite charming to me.
c I love affordable places. Bring it on!
d It certainly employs a lot of students every year.
e They are a rather lively group, aren't they?

2 Work with Student B. Think of a possible context for each pair of sentences.

Student B

1 Work in pairs. Listen to Student A's sentences and choose a reply (a–e) from your list. Then swap roles. Say a sentence (1–5). Student A listens and chooses a reply from their list.

a It's very relaxed. It makes me feel at home.
b So, you're economical. Nothing wrong with that!
c You were firm and I didn't take any offence.
d Don't worry, think of it as vintage!
e OK, let's tackle the issues one at a time.

1 I'm sorry, this hotel looks more run-down than I expected.
2 Things are going to get difficult.
3 The café we're going to is cheap and cheerful, I hope you don't mind.
4 My goodness, that's a rowdy mob next door.
5 That company has a reputation for exploiting young people.

2 Work with Student A. Think of a possible context for each pair of sentences.

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3A Language focus 1 Question forms

1 **What do you think are the safest small-talk topics?**

2 **Put the words in the correct order to make questions.**



Nine questions that you ask at your own risk



1. you / better / have / to / anything / don't / wear
   _____?
2. talk / let's / politics, / we / shall / about
   _____?
3. you're / you / not / working / right now / are
   _____?
4. it / about / don't / me / you / what / that / like / is
   _____?
5. honestly / of / tell / you / haircut / could / me / you / what / think / my
   _____?
6. don't / everyone / they / likes / meat, / eating
   _____?
7. you're / so / saying / you / earn / don't / much
   _____?
8. you / would / how / are / you / me / tell / old
   _____?
9. another / you're / having / holiday
   _____?

3 **Work in pairs. Why might each question in Exercise 2 be risky to ask aloud? Would it depend on the situation? Why/Why not?**

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3A Language focus 2 Question forms

Situation 1

1 Read the situation. Has anything similar ever happened to you?

The situation
A and B are colleagues and good friends and have been collaborating on a major report for their boss, which is due tomorrow. They are about to go over some final changes before the report deadline when A overhears B mutter, 'Why on earth is this document empty?' It seems that something has happened to the document and the work is lost. A is quite sure that it is B's fault.



2 Write five different questions that might be asked during the ensuing conversation. Use the question forms from Lesson 3A.

You haven't got a copy of the report, have you?
So you're saying you don't have one?

3 Roleplay the conversation between A and B.

Situation 2

1 Read the situation. Has anything similar ever happened to you?

The situation
A and B are flatmates, who usually get on well. B comes home from work one afternoon to find water all over the kitchen floor. B is pretty sure that it was A who left the tap on, causing a flood. As B starts cleaning up the mess, A walks into the kitchen. B decides to confront A about the situation.



2 Write five different questions that might be asked during the ensuing conversation. Use the question forms from Lesson 3A.

You're home early, aren't you?
Let's talk about this mess in the kitchen, shall we?

3 Roleplay the conversation between A and B.

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3A Vocabulary Ideas



1 Complete the questions (1–12) with the words in the box.

around	brainwave	bright	dawn	given	idea	ideas	mind	occurred	out	passing	springs

1 When you hear the word *creativity*, what is the first thing that _____ to mind?	
2 Have you ever had a _____ idea that seemed good at the time, but turned out to be a bit of a disaster?	
3 Who do you like to bounce ideas _____ with?	
4 If you're _____ of ideas, what would you do to spark some new ones?	
5 Do you ever find that solutions to problems _____ on you suddenly?	
6 Have you had any _____ thoughts recently while you were doing something else?	
7 What thoughts have _____ to you recently about English or studying English?	
8 Has a film or TV series ever _____ you an idea, for example travelling or pursuing another dream?	
9 Have you ever had a _____ while trying to solve a problem?	
10 What's the brightest _____ you've ever had?	
11 How often do you bounce _____ around with colleagues or classmates?	
12 When you think of attractive people, who springs to _____ ?	

2 Think about your answers to the questions. Write your ideas in the second column.

3 Work in groups and compare your answers.

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3B Language focus 1 Reason clauses

1 **Read the problems and complete the replies with the words and phrases in the box.**

as it's	at the risk of asking	explaining	in	seeing as you	since	that

So, here's my problem. A few months ago, I really hit it off with a guy at the gym and we quickly became friends, hanging out almost daily and even going on some double dates with our significant others. Then after a couple of months, out of the blue, he stopped replying to my messages and doesn't go to the gym any more. He seems to be avoiding me. I have no idea why and I'm quite disappointed.
Jack

[1] _____ were only friends for a relatively short period of time, I would just let it go. I realise that it's probably bitterly disappointing, [2] _____ that you seemed to be so close, but I wouldn't waste any more time on this 'friend'.

[3] _____ a personal question, could you perhaps have come across as a bit clingy or desperate?

What I'm worried about is that my manager keeps pronouncing my name incorrectly. It's really important to me, but I feel shy bringing it up.
Saoirse

[4] _____ it's really important to you, I think you should say something. I realise that you might not want to for fear of it bothering your manager, but I'm sure most bosses would want to get their employees' names right.

[5] _____ your manager, I think it's a bit tricky, in [6] _____ you might not want to offend him/her. But don't worry about it too much – just say your name as often as possible within earshot of your boss!

Could you maybe send a quick email or something, [7] _____ how to pronounce it properly?

2 **Work in pairs. Discuss what you would say in response to each of the problems?**

3 **Write replies to the problems. Use reason clauses.**

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3B Language focus 2 Reason clauses

1



Talk for a minute about things that would improve the area you live in and why.

You will get one point for each different type of reason clause you use.

- ☐ *Since* + clause
- ☐ *Seeing as* + clause
- ☐ *As* + clause
- ☐ *in that* + clause
- ☐ *For fear of* ... + clause
- ☐ *At the risk of* ... + clause
- ☐ *-ing* clause to express a reason

2



Talk for a minute about different problem-solving techniques, and reasons for using them.

You will get one point for each different type of reason clause you use.

- ☐ *Since* + clause
- ☐ *Seeing as* + clause
- ☐ *As* + clause
- ☐ *in that* + clause
- ☐ *For fear of* ... + clause
- ☐ *At the risk of* ... + clause
- ☐ *-ing* clause to express a reason

3



Talk for a minute about what someone could do to improve their English.

You will get one point for each different type of reason clause you use.

- ☐ *Since* + clause
- ☐ *Seeing as* + clause
- ☐ *As* + clause
- ☐ *in that* + clause
- ☐ *For fear of* ... + clause
- ☐ *At the risk of* ... + clause
- ☐ *-ing* clause to express a reason

4



Talk for a minute about responding to climate change or taking care of the environment.

You will get one point for each different type of reason clause you use.

- ☐ *Since* + clause
- ☐ *Seeing as* + clause
- ☐ *As* + clause
- ☐ *in that* + clause
- ☐ *For fear of* ... + clause
- ☐ *At the risk of* ... + clause
- ☐ *-ing* clause to express a reason

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3B Vocabulary Problems and solutions

1 **Work in groups. You are going to hear about a five-step problem-solving process. In your groups, discuss what the five steps might be.**

2 **Listen to the text twice. The first time, listen. The second time, take notes.**

3 **Work in groups. Reconstruct as much of the text as you can. Use your notes and include the correct form of the words and phrases in the box.**

grapple with	befuddled	pin down	deal with	root cause	take stock of	misinterpret	misconstrue	
shed light on	underestimate	brainwave	mull over	ponder	deliberate	intuitive	go round in circles	
zero in on	ruminate							

4 **Compare your text with the original. Think about the questions.**

- Did you include the same ideas?
- Did you use the target words and phrases in the same or different ways?

FIVE-STEP PROBLEM-SOLVING PROCESS

STEP 1 Define the problem

Whether you're grappling with a familiar problem or are befuddled by something unfamiliar, the first step is to pin down exactly what you're dealing with. Decide whether you want to deal with the root cause of the problem or simply the surface issues.

STEP 2 Gather information

Take stock of what you already know, and then what you need to find out. Check there are no aspects of the problem which have been misinterpreted or misconstrued.
Try to shed light on the problem by locating past solutions, relevant data or research.

STEP 3 Brainstorm possible solutions

Have a brainstorming session, alone or with others. Don't underestimate the power of getting different perspectives, especially from a diverse range of people.
If you don't have any great brainwaves straight away, go for a walk to mull it over. Some people let their subconscious ponder the possibilities while they are asleep and try again the next day.

STEP 4 Decide on a course of action

If possible, take some time to deliberate on what to do. Sometimes one option will seem intuitive. However, if this is not the case, be careful not to go round in circles. There may be no perfect option, so you may have to zero in on the 'least bad' one.

STEP 5 Follow through

Once you've made a decision, stop ruminating, and put it into action.

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3C Language focus 1 Ways of modifying adjectives

1 Read the conversations and choose the correct alternatives.

A: Hey, listen to this. According to this travel article, there's a hotel in Las Vegas where you can take a slide through an aquarium of sharks!
B: Are you [1]*quite/ bitterly* sure that's a good idea?
A: Yeah, it sounds [2]*pretty/ very* amazing, doesn't it?
B: Umm, to be [3]c*ompletely/ barely* honest, I think it sounds [4]*absolutely/ nearly* terrifying.
A: I guess we have [5]*entirely/ virtually* different tastes in what we think is fun, then!



A: I got [6]*somewhat/ essentially* emotional at the play I saw last night.
B: Really? What was it about?
A: The power of friendship. It was [7]*totally/ deeply* unique, because it was performed in sign language.
B: That must have been [8]*completely/ fairly* difficult to understand.
A: Actually, it was fine. The actors were [9]*seriously/ totally* talented and they had subtitles on a screen, like in a film.
B: Wow. Sounds mesmerising.
A: Yeah, the whole thing was [10]*quite/ very* brilliant.



A: You won't believe it, but the wifi in the flat is down again! I'm [11]*absolutely/ perfectly* sick of this.
B: Really? I was [12]*pretty/ absolutely* hopeful it would stop happening after the engineer came.
A: It seems to happen every time I have an assignment. I'm [13]*barely/ nearly* capable of meeting the deadlines as it is.
B: Look, what we need to do is ring the helpline.
A: Not again! You know it's [14]*virtually/ very* impossible to get through at this time of day.
B: It's worth a try though, isn't it?
A: I'm [15]*rather/ essentially* sceptical myself. Feel free to try, though.



2 Work in pairs. Practise the conversations.

3 Work in pairs. Have a conversation about one of the topics below. Use adjectives with modifiers where possible.

- a place that you think is quite amazing
- something you think is absolutely ridiculous
- something you find utterly terrifying
- a film, show or book that was deeply moving
- whether you think people should be completely open about their opinions

A: *What's a place you've been that was absolutely amazing?*

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3C Language focus 2 Ways of modifying adjectives



barely **credible**	bitterly **cold**	deeply **worrying**
perfectly **straightforward**	pretty **awful**	rather **misleading**
really **alarming**	fairly **honest**	seriously **disappointed**
completely **ridiculous**	totally **useless**	utterly **terrified**
essentially **useless**	quite **hopeful**	really **flimsy**
rather **astounded**	virtually **impossible**	absolutely **terrified**
somewhat **hurt**	extremely **difficult**	very **useful**

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3C Vocabulary The news and reporting

impartial

bend the truth

publicity stunts

character assassination

unsubstantiated

credible

disclose

footage

question of interpretation

1 Complete the sentences with the words and phrases above.

1 The sacked official maintained that he was the innocent victim of a politically motivated _____ .

2 Although _____ , the allegations were incredibly damaging to the CEO's reputation.

3 I'd say all those people dressed in orange spots are part of some kind of _____ . I wonder what they're advertising.

4 The referee is supposed to be _____ , but she's clearly favouring the other team.

5 The news coverage on that channel tends to _____ in favour of the city council.

6 It's best to get news from _____ sources. That said, it isn't always easy to tell what these are these days.

7 Whether or not the leader's speech is good news for the country is a _____ .

8 The reporter refused to _____ her sources, saying they feared the repercussions of whistle-blowing.

9 News programmes sometimes use stock _____ , which was filmed earlier, to represent situations.

2 Work in pairs. Discuss possible connections or relationships between the words and phrases above. Draw lines to show the connections between them.

Publicity stunts sometimes bend the truth in order to get the public's attention.

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4A Language focus 1 Non-future uses of *will*

1 Read the definitions. Do you have any similar concepts for emotions in your language (or other languages you know)?

A ***yuan bei*** (Chinese): the satisfaction of a perfect and complete performance or achievement

B ***sisu*** (Finnish): a strong inner strength and perseverance in difficult circumstances

C ***saudade*** (Portuguese): an emotional longing for a past time or absent person or place

D ***iktsuarpok*** (Inuit): the anticipation of someone's arrival, where you keep going outside to check if they are coming

2 Read anecdotes 1–4 and match them with emotions A–D in Exercise 1.

1 [1]You'll have heard plenty of stories like this before, I'm sure. When I was younger, my much older sister used to come home to visit us every Saturday and [2]I would wait at the window, face glued to the glass, until she arrived. Now, it's me who visits her kids! They always keep an eye out for my arrival, and [3]they'll race to the door when they hear my car.

2 [4]Many people will relate to this, I think … My dad is one of those people who is incredibly hard to buy gifts for and [5]he won't give us any clues or ideas about what he wants. But one time, I found out his favourite author was coming to town and I got us tickets to see the talk together. He absolutely loved his present, which made me feel a great sense of fulfilment and pleasure.

3 An old song came up on my playlist recently, which had me reliving my school days, thinking about how [6]me and my best friend would always hang out together and spend hours jamming on our guitars. We've drifted apart since then and I can't help but wonder about him. [7]He'll be doing something amazing, I'm sure, because he was so charismatic.

4 I had a rough time at work today. To begin with, [8]my computer wouldn't let me log in and then my boss told me that there'd been a complaint from a colleague about me, but [9]she wouldn't tell me what it was. Talk about making my stomach churn! [10]I won't give up though. Tomorrow is another day!

3 Match underlined phrases 1–10 in the anecdotes in Exercise 2 with their uses, a–f.

a predictions _____
b present habit _____
c past habit _____
d refusal in the present _____
e refusal in the past _____
f to pretend an object refuses to do something _____

4 Choose one of the emotions in Exercise 1. Write a short anecdote (real or imagined) about it. Use at least two non-future examples of *will*.

_____

_____

_____

_____

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4A Language focus 2 Non-future uses of *will*

Seven tasks for seven classmates

- [ ] **1** Tell someone a joke.
  You'll probably have heard this before / You probably won't have heard this one before …
- [ ] **2** Ask someone about a place, and how busy/hot/… it will be right now.
  Do you think that little Indian takeaway across the road will be busy right now?
- [ ] **3** Tell someone about something you do when you have time on your hands and ask if they do the same thing.
  I'll often listen to the same song on repeat. How about you?
- [ ] **4** Tell someone about a style or fashion from your younger years.
  When I was ten, I'd always wear this one faded red baseball cap.
- [ ] **5** Tell someone about something you refuse to do in a job.
  I won't reply to emails after hours unless it's an email from my boss.
- [ ] **6** Tell someone a general complaint about life.
  Why won't people be kinder to others?
- [ ] **7** Tell someone about a time something stopped working for you.
  I dropped my phone in the swimming pool and then it wouldn't work.

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- [ ] **1** Tell someone a joke.
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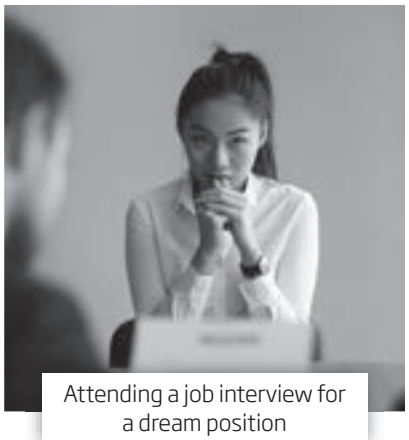
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4A Vocabulary Anxiety and excitement

1 Do the words and phrases in bold have a positive (+) or negative (–) connotation?

1 It might induce a **panic attack**. _____
2 Just the thought of it **brings me out in a cold sweat**. _____
3 Some would get a **thrill** out of it. _____
4 My stomach **churns** just thinking about it. _____
5 It would give me a **rush**. _____
6 That seems like a **daunting prospect**. _____
7 It could be quite **debilitating**. _____
8 I'd **get a buzz** out of it. _____
9 Sounds rather **traumatic** to me. _____
10 I can imagine a feeling of **exhilaration**. _____

2 Work in pairs. How might the people feel? Use the words/phrases from Exercise 1.


Attending a job interview for a dream position


Riding the world's fastest rollercoaster


Holding a large snake at a wildlife park


Giving a speech in front of loved ones at a family member's wedding


Travelling solo for the first time in a country without knowing a word of the language

3 Work in groups. Which of the situations in Exercise 2 do you think would be ...

- the most daunting prospect?
- the most exhilarating?
- the most appealing to you personally?

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4B Language focus 1 Real conditionals



1 What kinds of opportunities to volunteer might there be at a community garden?

2 Complete the conversations with the verbs in the box.

comes	could meet	'd like to follow	'd like to sign in	don't mind	give	have	haven't brought	is still	'll probably find	're	's

Conversation 1 (in person)

A: Hi, I'm here for the community garden planting. Am I in the right place?

B: Wonderful, welcome. If you [1] _____ here, please.

A: Certainly. Now, if you [2] _____ my asking, how many other volunteers are you expecting today?

B: Well, if everyone [3] _____ who said they would, there'll likely be about a dozen of us.

A: Sounds good. Now, I wasn't quite sure what to bring. I've got a spade and a water bottle …

B: If you [4] _____ your own gloves, you can get some out of that basket.

A: Thanks, these ones look about the right size.

B: Great, so if you [5] _____ me, I'll show you around the garden.

Conversation 2 (on the phone)

A: Hi, I saw online that you're looking for someone to manage the social media for your community garden. If the post [6] _____ available, I'd be interested in it.

B: It is. If you [7] _____ a few minutes now, could I ask you a bit about your experience?

A: Sure. Well, I'm a university student and keen social media user. I currently have 500 followers.

B: Well, if you've used social media a lot before, you [8] _____ this role a piece of cake, as we're just starting out. If we [9] _____ you this role, how much time could you devote to it each week?

A: If it [10] _____ an average week, I'll be able to work for two or three hours.

B: It would be great if we [11] _____ in person and talk in more detail. If you [12] _____ free on Friday, could you come into our office at, say, 10 a.m.?

A: Sounds perfect. I'll see you then.

3 Which of the two volunteering experiences would you prefer? Why?

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4B Language focus 2 Real conditionals

1 Work in pairs. Complete the sentences with a real conditional.





Creativity competition



1 If you wouldn't mind giving me a few minutes of your time, _____
_____.

2 If life feels humdrum and you've been looking for a thrill, _____
_____.

3 If you can't get enough of learning English, _____
_____.

4 If, you've got a few hours to spare _____
_____.

5 If you would like to be successful, _____
_____.

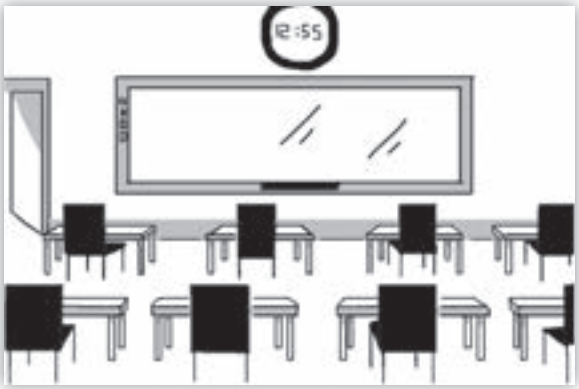
6 If public speaking brings you out in a cold sweat, _____
_____.

7 If the class finishes a few minutes early today, _____
_____.

8 _____
_____.







2 Compare your ideas with the class. Score a point for each idea using a correct conditional form that no one else has.

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4B Vocabulary Adjective + noun collocations

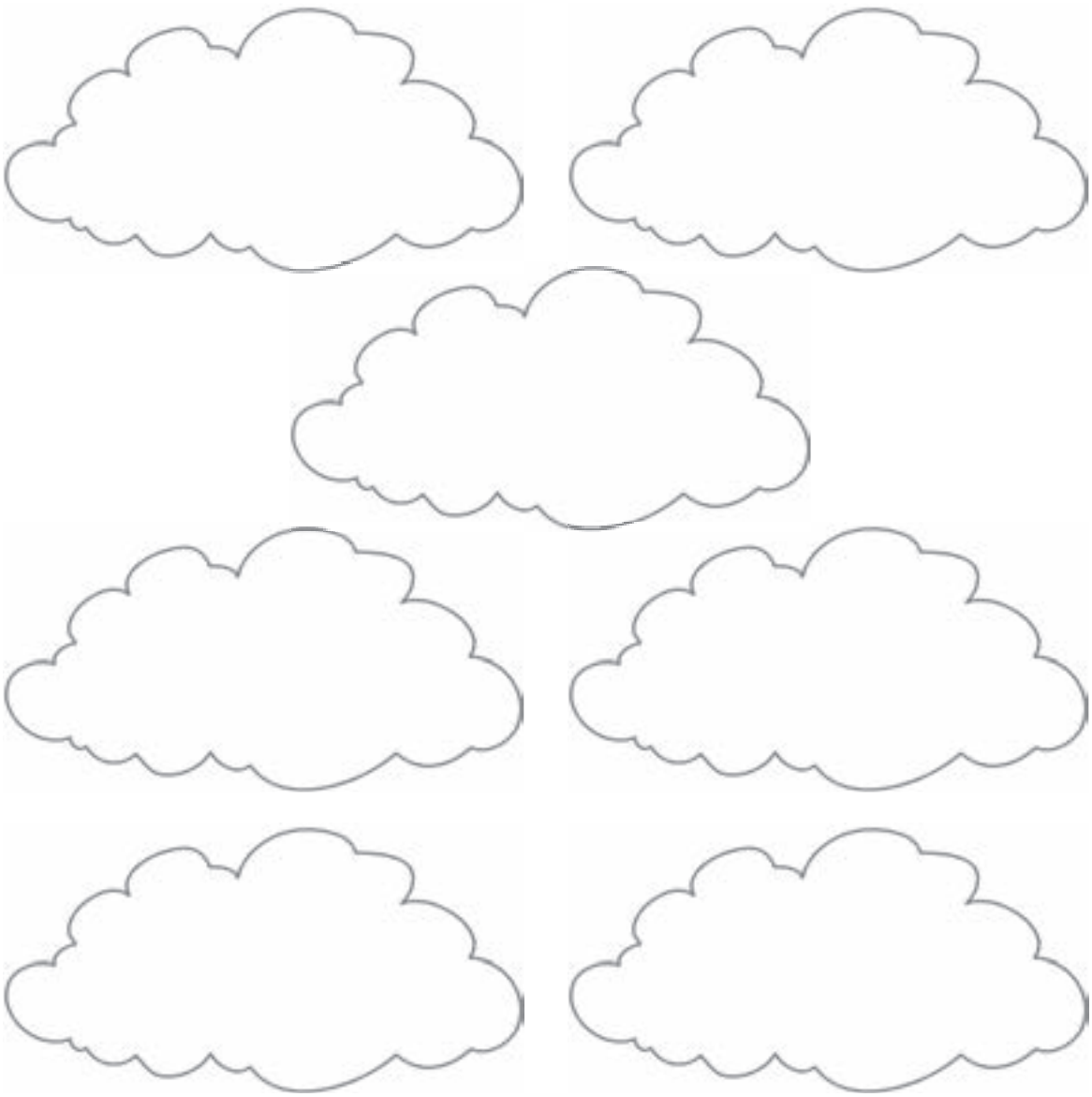
1 Complete the phrases with the words in the box.

basis	chore	experience	impact	rent	resource	sense	support

1 something you feel a strong _____ of duty to do
2 a field you have or wish you had prior work _____ in
3 a suburb or city known for its exorbitant _____
4 a group of people or something that you think is an untapped _____
5 a household _____ you do on a regular _____
6 a small action which you believe can have a profound _____ if enough people do it.
7 two people or organisations you know that often give each other mutual _____

2 Think of examples for 1–7 in Exercise 1 and write them in the clouds below. Don't write them in order.

3 Cut or tear along the line below. Work in pairs and swap sheets. Take turns guessing which of 1–7 in Exercise 1 each answer refers to. Discuss your answers.



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4C Language focus 1 Giving impressions

1 How much do you remember your dreams? What do you think are some common dreams?

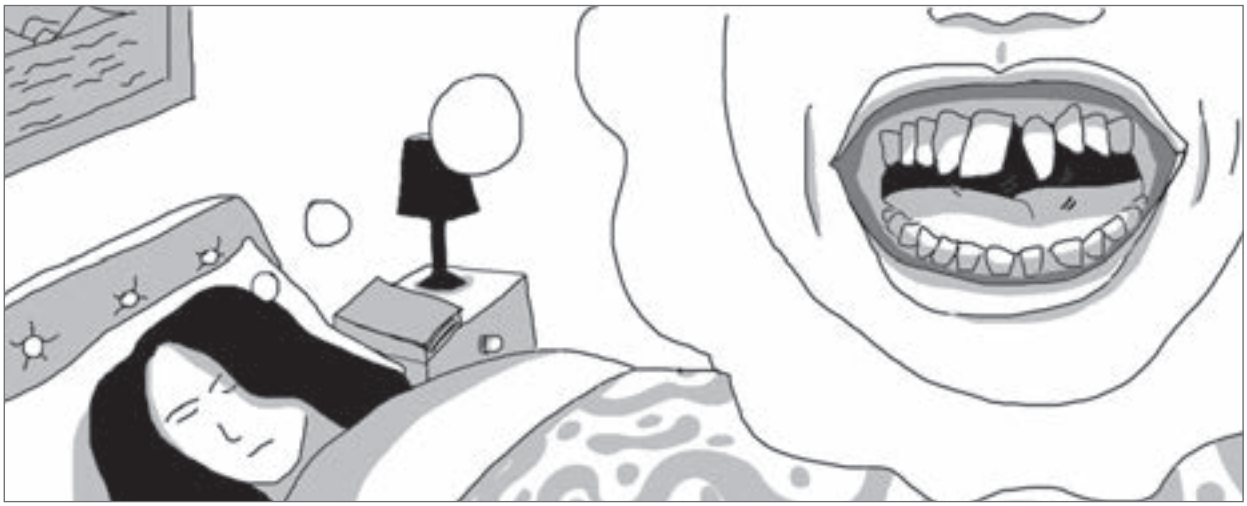
2 Complete the dreams with the words and phrases in the box.

could almost be described	elastic-y	I don't know why	make out	might possibly be	purplish	
somehow	something resembling	that kind of thing	vaguely	verging on	which can only be described	

I must have been around seven years old when I had a dream [1] _____ as magical. I was in some kind of boat, which was floating on this [2] _____ lake. I could [3] _____ these sort of fuzzy bear-like creatures swimming around under the water. One beckoned to me, so I dived into the water and then [4] _____ we ended up having a tea party in a cave.

My dream was [5] _____ being a nightmare. I was walking along a city street that felt [6] _____ familiar, when I felt what [7] _____ as an earthquake, but it was only under the place where I was standing. There were crowds of people, who stopped and started pointing at me and laughing and [8] _____. It felt very realistic. Then I woke up, thankfully. It [9] _____ related to a stressful situation that I was dealing with at that time.

In my dream, my front teeth were wiggly, [10] _____. Then, to my horror, one of them came out in my hand. But rather than an actual tooth it looked like [11] _____ an [12] _____ piece of chewing gum. Pretty disgusting!



3 Make notes about a dream, real or imaginary. Use some of the language from Exercise 2.

_____

_____

_____

_____

4 Work in pairs. Describe your dream.

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4C Language focus 2 Giving impressions

1 Work in groups of three. You are each going to tell a story about an early memory to another group. Two of the group's stories should be true and one should be made up. Make notes.

Two truths and a lie

- What could you see?
- What could you hear?
- What did you feel?
- What could you smell or taste?
- What happened?

2 Practise telling your story to the other students in your group. Use at least four phrases from the box.

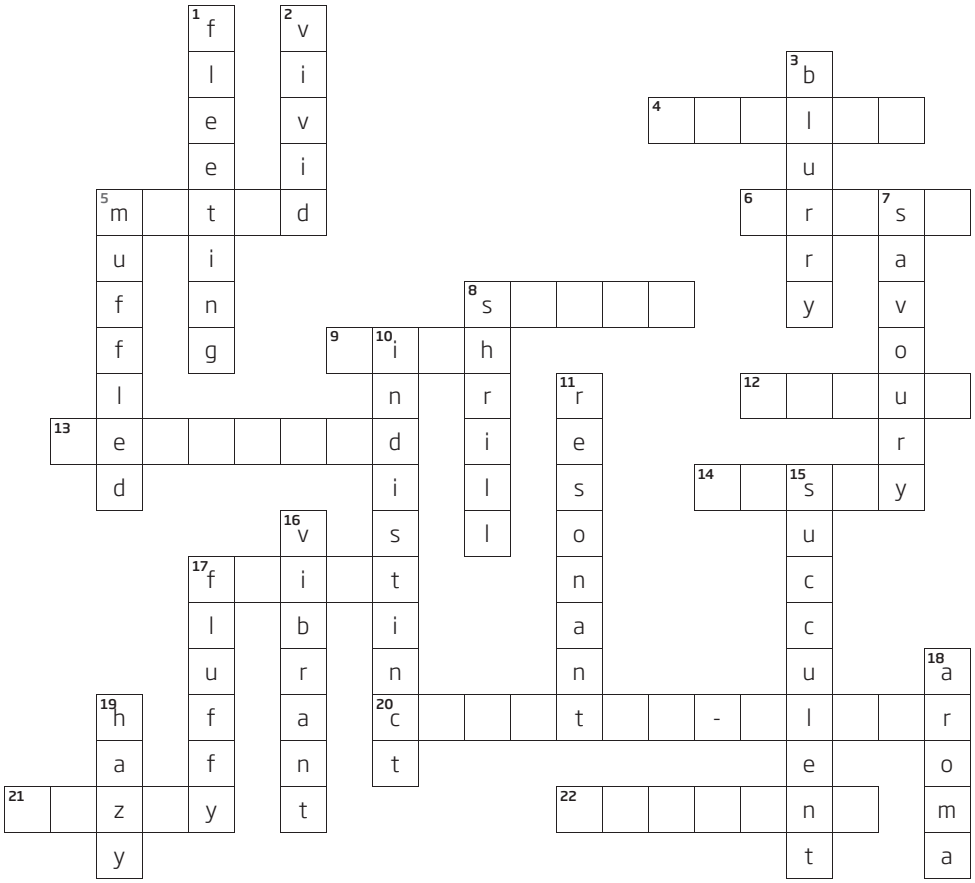
... something resembling ...	*I could just make out ...*	*Somehow, ...*
... what could have almost been a ...	*... somewhat ...*	*I don't know how, ...*
... might possibly have been ...	*... verging on ...*	adjective + *-ish/-y*
What could only be described as ...	*It was vaguely ...*	

3 Work with another group. Take turns telling your stories. Can the listeners guess which story is the lie?

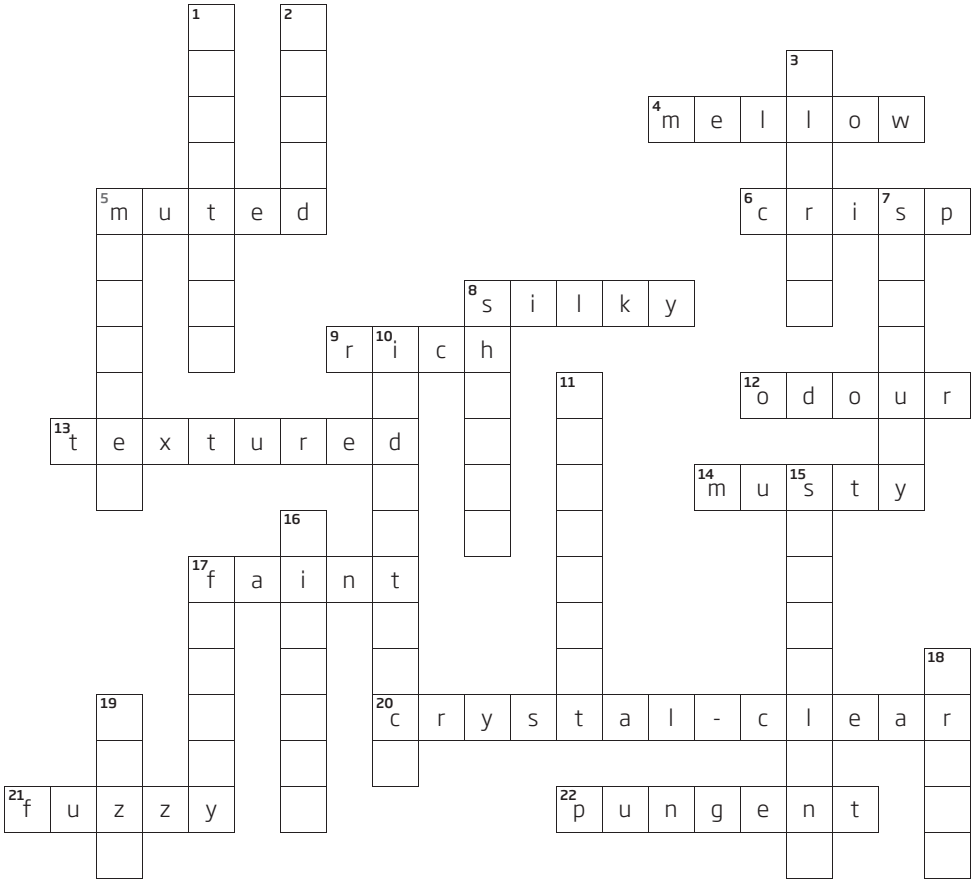
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4C Vocabulary The senses

Student A



Student B



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5A Language focus 1 Linking devices

1 **Work in pairs. Name ten people in the film industry as quickly as you can. What jobs do they do?**

2 **Complete the blog post with the linking devices in the box.**

given that	granted	let alone	nonetheless	not to mention	now that	provided that	regardless of	supposing that

An ode to cinema's unsung heroes



[1] _____ I asked you to name ten people in the film industry, I'd expect you to be able to do it relatively quickly. [2] _____ exactly who you chose, I would guess that every single name was an actor or possibly a director. I'd be almost sure you wouldn't name a cinematographer, a set designer or a casting director, [3] _____ a writer. Yet these individuals play a vital role in the movie-making process, [4] _____ the overall quality of the end product. [5] _____ these roles are crucial to the success of a film, it's strange that we often don't think about them. [6] _____ , they don't appear on the film posters, but they do appear in the final credits, which most people don't bother to read. [7] _____ these workers receive a fair wage for their work, perhaps the recognition isn't so important. [8] _____ , a little appreciation never hurt anyone. [9] _____ you've considered these unsung heroes, perhaps you'll take a moment to read the credits at the end of the film and appreciate the team effort it took to make it. You could even send some fan mail!

3 **Work in pairs. To what extent do you agree with the ideas in the blog post?**

4 **Who are the unsung heroes at your workplace or place of study? Summarise their situation. Use linking devices.**

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5A Language focus 2 Linking devices

Group 1A

Talent is the most important factor for getting a good job.

1. Brainstorm ideas to support your topic.
2. Divide the best ideas among your team.
3. Decide on the order of speakers.
4. Write a short speech using at least four linking devices from the lesson.
5. Practise your speeches with each other.
6. Discuss points the other team might raise and how you can respond using linking devices.
7. Have your debate.

Group 1B

Talent is NOT the most important factor for getting a good job.

1. Brainstorm ideas to support your topic.
2. Divide the best ideas among your team.
3. Decide on the order of speakers.
4. Write a short speech using at least four linking devices from the lesson.
5. Practise your speeches with each other.
6. Discuss points the other team might raise and how you can respond using linking devices.
7. Have your debate.

Group 2A

The individual has a negligible impact on climate change.

1. Brainstorm ideas to support your topic.
2. Divide the best ideas among your team.
3. Decide on the order of speakers.
4. Write a short speech using at least four linking devices from the lesson.
5. Practise your speeches with each other.
6. Discuss points the other team might raise and how you can respond using linking devices.
7. Have your debate.

Group 2B

The individual has a big impact on climate change.

1. Brainstorm ideas to support your topic.
2. Divide the best ideas among your team.
3. Decide on the order of speakers.
4. Write a short speech using at least four linking devices from the lesson.
5. Practise your speeches with each other.
6. Discuss points the other team might raise and how you can respond using linking devices.
7. Have your debate.

Group 3A

Team sports are overrated.

1. Brainstorm ideas to support your topic.
2. Divide the best ideas among your team.
3. Decide on the order of speakers.
4. Write a short speech using at least four linking devices from the lesson.
5. Practise your speeches with each other.
6. Discuss points the other team might raise and how you can respond using linking devices.
7. Have your debate.

Group 3B

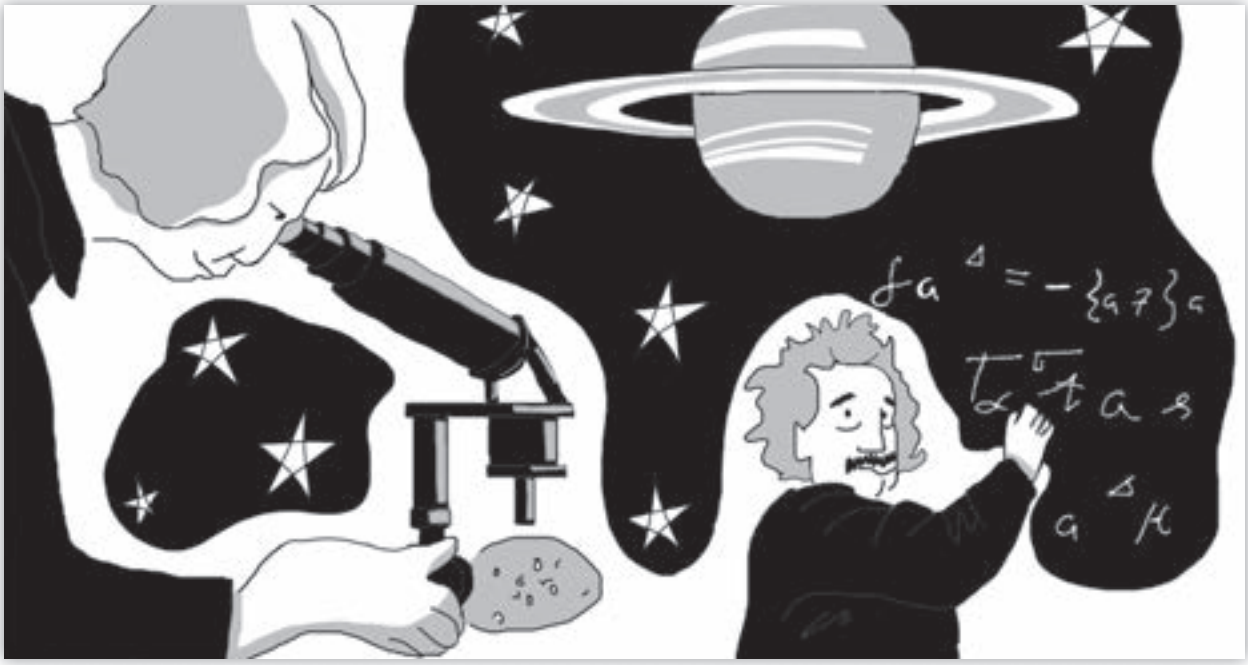
Team sports are not rated highly enough.

1. Brainstorm ideas to support your topic.
2. Divide the best ideas among your team.
3. Decide on the order of speakers.
4. Write a short speech using at least four linking devices from the lesson.
5. Practise your speeches with each other.
6. Discuss points the other team might raise and how you can respond using linking devices.
7. Have your debate.

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5A Vocabulary Importance and usefulness

1 Choose the correct alternatives.



1 What is the most *groundbreaking/ peripheral* discovery of the last 100 years?

2 What is the most *indispensable/ pivotal* appliance you own?

3 Do you think your first language plays a part in learning other languages, or is it *negligible/ immaterial*?

4 What is a popular film or book you consider to be a bit *peripheral/ overrated*?

5 What is something that might have been valuable in the past, but is now considered *worthless/ futile*?

6 What is a profession you believe is *undervalued/ immaterial*?

7 Can you think of something which is of *worthless/ negligible* cost, but great importance?

8 What is a *noteworthy/ indispensable* achievement of someone you know, or know of?

9 What might be a small action with *far-reaching/ indispensable* consequences?

10 What do you consider to be the most *groundbreaking/ pivotal* decisions in someone's life?

2 Work in pairs. Ask and answer four questions from Exercise 1.

3 Swap partners. Ask and answer four more questions from Exercise 1.

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5B Language focus 1 Unreal conditionals

1 Read the anecdotes and choose the correct alternatives. Sometimes both are possible.



Ravi

If I'd passed my exam with flying colours, I [1]*wouldn't/would* be so down about my result. You see, I only just scraped a pass. If it hadn't been for my nerves, I [2]*might/would* have done better, to be perfectly honest.

Jessica

When I was younger, if I had some free time, [3]*I'd spend/I'd spent* it studying. If I [4]*could/would* go back in time, I would put less pressure on myself to succeed and try to have more fun.





Sam

If it [5]*had/hadn't* been for a really amazing history teacher, I wouldn't have fallen in love with the subject. She really made it come alive, so much so that I ended up becoming a history teacher too. If [6]*I'd had/I had* a top-notch science teacher, maybe I'd have a different career today.

Loretta

If I was more disciplined with managing my time, I [7]*am/'d be* a better student. It would also help if my friends [8]*were/would be* studying law too, so that we could compare notes and discuss our classes.





Carlos

I can't help but think that if I'd started getting serious about my English earlier, [9]*I'd be/I'd have been* more confident now. Maybe if I [10]*went/had been* to an English-speaking country to study for a bit, my conversation skills would be better.

2 Write your own anecdote about your study or work success. Use at least two unreal conditionals.

3 Work in small groups and compare your anecdotes.

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5B Language focus 2 Unreal conditionals

1

I'd take more risks if …

2

I'd have thoroughly enjoyed it if …

3

If you were studying here last year, …

4

I wouldn't be learning English if …

5

It would make a huge difference to my life if …

6

If I were invited to participate in a reality TV show, …

7

If it weren't for my family/friend/ teacher, …

8

When I was younger, I'd have loved it if …

9

I might be more productive if …

10

When I was a teenager, if I had some free time, …

11

If I had passed an exam with flying colours, …

12

If I could ask anyone in the world to dinner, …

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5B Vocabulary Risk, success and failure

1 **Work in pairs. Do you know the game *Snakes and Ladders*? How do you play it?**

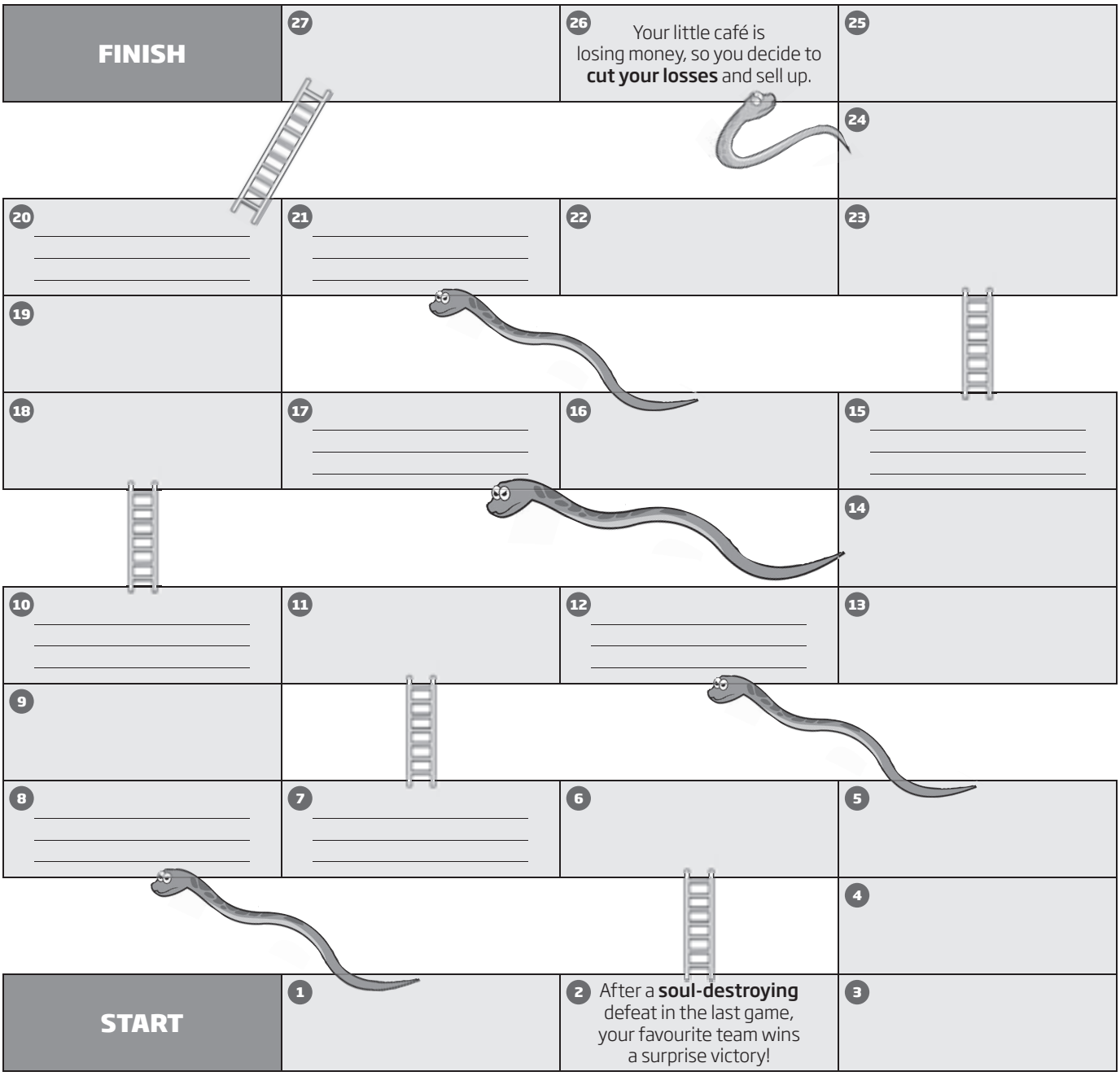
2 **Write sentences using a form of the phrases in the box. Add them to the game board.**

- Put something good at the bottom of each ladder.
- Put something bad at the top of each snake.

Look at the examples which are already on the board to help you.

~~cut your losses~~ fall flat fight a losing battle go back to the drawing board go for it leave your comfort zone pick yourself up play it safe sink without trace ~~soul-destroying~~ throw caution to the wind

3 **Swap game boards with another pair. Play the game.**



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5C Language focus 1 Hypothetical language

1 Find and correct the mistakes with hypothetical language in eight of the sentences.

1 I'd rather people didn't listen to loud music on public transport.

2 I wish it is easier to make ends meet.

3 It's around time I got a decent haircut.

4 Some people act as the Earth had unlimited resources.

5 If only I found it easier to get up in the morning.

6 I wish my manager would take my ideas seriously.

7 It's about time I leave my comfort zone.

8 I wish can play a musical instrument.

9 I rather people wouldn't complain to me so much.

10 If only I had knuckled down at school …

11 I wish I wouldn't be so lonely.

12 I feel though as I'd like to spruce up my apartment.

2 Write three wishes of your own. Use hypothetical language. Then compare your answers with a partner.

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5C Language focus 2 Hypothetical language

Student A

The big flat clean-up

You are living in a flat with two other people. Although things are going well between you, some issues have come to a head recently and you are going to have a meeting to discuss them.

Here are the points you want to make.

- You can't stand other people leaving the dishes in the sink all day.
- Someone is leaving the fridge door open.
- No one except you ever vacuums and it's driving you crazy.
- You would like to suggest a chores schedule for the flat.

1 Write a hypothetical sentence to help you express each point above.
I wish ... I'd rather ... It's about time ... If only ...

2 Roleplay the meeting. Include the sentences from Exercise 1 in your discussion.



Student B

The big flat clean-up

You are living in a flat with two other people. Although things are going well between you, some issues have come to a head recently and you are going to have a meeting to discuss them.

Here are the points you want to make.

- You think Student A should calm down and not be so critical.
- You don't ever vacuum, but it's because you have a sore back.
- You don't like it when your flatmates leave their devices lying around charging.
- You would like to suggest chipping in to pay for a cleaner.

1 Write a hypothetical sentence to help you express each point above.
I wish ... I'd rather ... It's about time ... If only ...

2 Roleplay the meeting. Include the sentences from Exercise 1 in your discussion.



Student C

The big flat clean-up

You are living in a flat with two other people. Although things are going well between you, some issues have come to a head recently and you are going to have a meeting to discuss them.

Here are the points you want to make.

- You think Student A and Student B seem a bit hostile towards each other, and you would like everyone to get on.
- You think you should all have regular meetings like this and perhaps a weekly dinner.
- People leaving food out (i.e. on the table) really bothers you.
- You don't know how the vacuum cleaner works, which is why you have never used it.

1 Write a hypothetical sentence to help you express each point above.
I wish ... I'd rather ... It's about time ... If only ...

2 Roleplay the meeting. Include the sentences from Exercise 1 in your discussion.



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5C Vocabulary Near-synonyms

1 How much of a problem is litter in your area? Have any measures been taken to dissuade people from littering? How effective are they?

2 Read the information and choose the best alternatives.

Solving the litter problem

From food [1]*remains/ debris* and packets strewn across sidewalks, to [2]*flotsam/ remains* washing up on beaches, litter is an unsightly problem in many places around the world.

But, how can people be encouraged to play their part in keeping the environment [3]*pristine/ disinfected*? Here are a few ideas.

Neighbourhood beautification

[4]*Scrubbing/ Sprucing* up a neighbourhood with regular rubbish collections, along with street art, trees, flower beds and the like, can be helpful. Piles of [5]*debris/ flotsam* attract more rubbish dumping, whereas people are much less likely to drop litter on an [6]*immaculate/ hygienic* street.



Vote with your rubbish

One creative idea is to provide dual transparent bins, where people can express their opinions by placing their [7]*refuse/ muck* in the bin that reflects their point of view. Granted, it might sound bizarre, but some studies indicate that this can lead to a reduction in littering.



The bottomless bin

Another idea is to add a sound effect to a bin,so that when someone throws in rubbish, the noise implies that it is falling a very long way down into a hole. This is fun enough to have kids (and kids at heart!) picking up a few extra pieces of rubbish just to hear the sound effect again, helping to keep streets [8]*spruced/ spotless*.



Bin care

It's obviously helpful if public rubbish bins are kept [9]*hygienic/ refused*. Being emptied regularly, along with being [10]*mucked/ scrubbed* and [11]*disinfected/ debris* makes all the difference. After all, no one wants to touch a bin with [12]*muck/ flotsam* on it!

3 Work in groups. Discuss the questions.

- What do you think of the ideas in the texts? Would they work in your area? Why/Why not?
- What other ideas can you think of to dissuade people from littering?

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6A Language focus 1 The passive

1 Read the definition of *divergent*. Work in pairs. Compare your taste in films. Are your tastes similar or divergent?

divergent (*adj*)
1 if similar things are divergent, they have developed in different ways so that they are no longer similar
2 if opinions, interests, etc. are divergent, they are different from each other
3 if two lines or paths are divergent, they separate and go in different directions



2 Read the sentences from a review of the film *Divergent*. Choose the best option, a or b, to complete the sentences.

1 The dystopian film *Divergent* _____ the first book in a popular series by novellist Veronica Roth.
a is based on **b** based on

2 The film is set in a future Chicago, where society is shaped and influenced by five factions that all people _____ .
a into are divided **b** are divided into

3 At 16, everyone takes a government aptitude test to determine their one virtue, and consequently which faction _____ .
a they will be assigned to **b** it will assign them to

4 Tris, the main character, expects to be in the Abnegation (Selfless) faction like her parents. _____ that she is a combination of three factions and therefore divergent.
a Yet her test reveals **b** Yet after her test it is revealed

5 _____ never to share this information with any other civilians.
a Tris is given a warning to her **b** A warning is given to Tris

6 The problem is that people who have diverging strengths _____ .
a the state hunts **b** are hunted by the state

7 _____ and discovers a plot to attack another faction. She must stop this while concealing her divergent identity to avoid getting killed by the government.
a She joins the Dauntless (Brave) faction **b** The dauntless (Brave) faction is joined

8 *Divergent* was considered a commercial success and _____ .
a three sequels were produced **b** the producers produced three sequels

9 It's interesting to think about whether strength-based models of leadership _____ to the extreme in the future.
a could be being taken **b** could be taken

10 It also makes you think about whether one day people _____ according to their character tendencies. However, perhaps to some extent, this already occurs in workplaces, communities and social media bubbles.
a will be separated **b** will be being separated

3 Work in pairs. Discuss the questions.

- Have you seen or would you be interested in seeing *Divergent*? Why/Why not?
- To what extent do you agree with the ideas in 10?
- What are the advantages of working in a team of people with divergent strengths?
- Which of the divergent faction's adjectives (selfless, brave, intelligent, peaceful, honest) would you most want to be associated with? Why?

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6A Language focus 2 The passive

Card A

1 Work in pairs. Create your own dystopian film plot. Use the nouns, phrases and verbs in the table or your own ideas. Include passive forms in your plot.

It's the year 2050 and the human race ***is being controlled by*** *...*

Nouns and phrases	Verbs
every nation lasers robots the human race the year 2050 two students studying English	break into control destroy die out take over

2 Present your film plot to the class. When everyone has presented their plot,vote for the best one.

Card B

1 Work in pairs. Create your own dystopian film plot. Use the nouns, phrases and verbs in the table or your own ideas. Include passive forms.

It's 500 years in the future and every capital city ***is being controlled*** *by ...*

Nouns and phrases	Verbs
500 years in the future a charismatic leader a tsunami every capital city food shortages	affect control shock vote wipe out

2 Present your film plot to the class. When everyone has presented their plot,vote for the best one.

Card C

1 Work in pairs. Create your own dystopian film plot. Use the nouns, phrases and verbs in the table or your own ideas. Include passive forms.

In the very near future, the whole continent ***has been taken over*** *by ...*

Nouns and phrases	Verbs
a totalitarian government in the very near future global warming space station the whole continent three teenagers	escape fly run by steal take over

2 Present your film plot to the class. When everyone has presented their plot,vote for the best one.

Card D

1 Work in pairs. Create your own dystopian film plot. Use the nouns, phrases and verbs in the table or your own ideas. Include passive forms.

It's 100 years in the future and our country ***is being controlled*** *by criminals ...*

Nouns and phrases	Verbs
100 years in the future a mad scientist criminals genetic modification islands surveillance technology	be made of break into control take over watch

2 Present your film plot to the class. When everyone has presented their plot,vote for the best one.

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6A Vocabulary Making connections

1 **Have you ever been in a book or a film club? Why do you think they are popular?**

2 **Complete in the questionnaire with the words in the box.**

backdrop	echo	evoke	from	into	knock-on	mirror	reality	resonate	tie	underlying

Questionnaire

Part A: Pre-sharing reflection

Book or film title:



- What are the [1]_____ themes?
- Why did it [2]_____ with you?
- What kind of [3]_____ is it set against?
- What emotions did it [4]_____ ?
- What was the most memorable part, and how did it [5]_____ into the plot as a whole?
- What kind of experiences or differences did it allow you to tap [6]_____ ? Does it explore a different or alternative [7]_____ from your own or mirror your real life?
- What, if any, [8]_____ effects did the film or book have on your own life?

Part B: Post-sharing questions

Reflect on what members of the group shared.

- Did the books or films you chose [9]_____ or [10]_____ each other? In what way(s)?
- What potential insights into each other's taste sprang [11]_____ your discussion?

3 **Choose a book or film you know well. Complete Part A of the questionnaire.**

4 **Use your answers to Part A to prepare a presentation on your book or film.**

5 **Work in groups. Take turns giving your presentations, then discuss the questions in Part B.**

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6B Language focus 1 Making formal recommendations

1 Work in pairs. Discuss the questions.

1 Tell your partner about an experience of sitting a test or exam. What were some of the rules? How did you feel?
2 How much do you think test conditions and pressure affect your performance in a test?
3 If your language school or university asked for suggestions on how tests could be changed to reduce student anxiety, what would you propose?

2 Some students were asked to propose changes to their language school's end-of-course exam to reduce anxiety. Put the words in brackets in the correct order to complete the proposals.

Proposal 1

a _____ a more relaxed time limit.
(that / have / I / the / recommend / exam)

b _____ students sufficient time to respond.
(the / crucial / time limit / gives / it's)

Proposal 2

a _____ the opportunity to sit a practice exam.
(offer / propose / the / I / school / students)

b _____ with the format before the high-stakes assessment.
(vital / become / to / it's / familiar)

Proposal 3

a _____ during exams.
(be / request / I / allowed / snacks)

b _____ consume snacks that may be eaten quietly.
(be / students / my / be / that / suggestion / allowed / would / it / to)

Proposal 4

a _____ the current rules, but it would be helpful to have the option to sit exams online from home.
(to / far / it / from / be / me / criticise)

b _____ students a choice between online and face-to-face testing options.
(the school / the idea / give / support / I / that)

Proposal 5

a _____ to bring a support person to exams.
(permitted / I / would / to / put forward / like / the proposal / students / be / that)

b _____ an exam candidate feel more at ease.
(a friend's / say, / suffice / can / presence / help / to)

3 Work in pairs. How much would the ideas proposed be likely to help you perform better in a test?

I like the proposal that time limits be lengthened, as I often find myself rushing and don't do my best.
I can see it would help some students to have a support person, but personally, I would probably find it more of a hindrance than a help.

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6B Language focus 2 Making formal recommendations

You are going to roleplay a meeting between class representatives at a language school.

1 **Work in pairs. Look at the list of issues that students have raised and put them in order of importance.**

- ☐ students not attending early morning classes
- ☐ litter being left in the classrooms
- ☐ new students finding it hard to integrate with existing students
- ☐ not enough power points in classrooms for computers
- ☐ not enough healthy food options in the canteen

2 **Choose the two most important issues from the list, or use your own ideas. Write three formal recommendations for how to deal with each one.**

3 **Work in groups. Roleplay a meeting where you put forward your issues and your recommendations. Decide together on action to take.**

4 **Report back to the class on the outcome of the meeting.**



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ban	breach	comply with
curb	evasion	face a sanction
face consequences	freeze	go unpunished
monitor content	restrict	self-regulation
severe penalties	unauthorised	violate

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6C Language focus 1 Comparatives

1 Complete the sentences with the words and phrases in the box.

better	beyond comparison	bit	hold a candle	more	not a patch on	nothing	quickly
rather	same league	than	to				

1 Being cooked for is way _____ than eating out.

2 I'd _____ holiday in the country than in a big city.

3 One of the _____ intriguing aspects of learning a language is discovering different types of humour.

4 I'm just that little _____ more aware of my carbon footprint compared to a few years ago.

5 A cup of tea is _____ compared to a good, strong coffee to start the day.

6 I like to listen to music louder _____ the average person.

7 Some of my family members are brilliant cooks. As for me, I'm not even in the _____ as them.

8 I prefer phone calls _____ messaging.

9 Today's hit music is _____ the classics.

10 It's better to forgive people more _____ than you might want to.

11 When it comes to staying up late, I can't _____ to most other people I know.

12 Mastering the English language will be a feeling that is truly _____ .

2 Work in pairs. How far do you agree with the sentences in Exercise 1?

3 Write four of your own sentences using some of the comparative forms from Exercise 1. Work in groups and compare your answers.

_____

_____

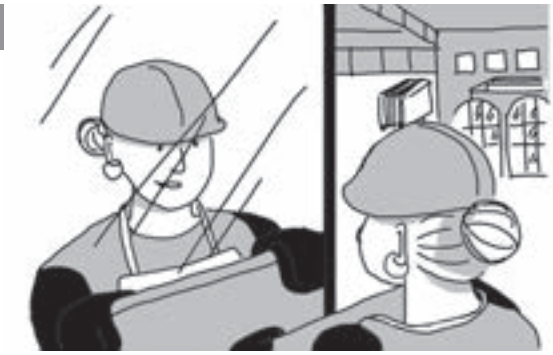
_____

_____

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6C Language focus 2 Comparatives

1



Working in a mirror factory is something I can definitely see myself doing.

2



Is your appointment with our dentist Dr Chu or our orthodontist Dr Brace?

3



Thanks for explaining the word *much* to me, it means a lot.

4



DENIAL = Don't Even Know I Am Lying

5



A: You're always eating my snacks. You ate my apple tart, didn't you?

B: Come on, you know that's a pack of lies and a lack of pies.

6



A: What did the right eye say to the left eye?

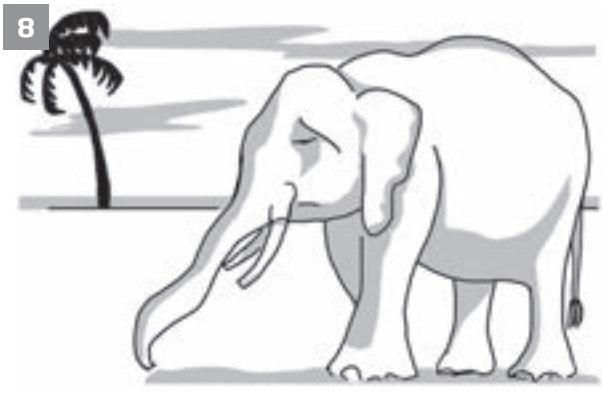
B: Between you and me, something smells.

7



I wondered why the frisbee was getting bigger. Then it hit me.

8



I just feel so irrelephant.

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6C Vocabulary Responding to ideas

1 Complete the sentences with the words in the box. Use a word with a similar meaning to the word in brackets.

bland captivating catchy clumsy corny inventive quirky repulsive run-of-the-mill stale surreal witty

2 Find a person for as many statements as you can. Write their names in the second column and write notes in the third.

Find someone who ...	Name	Notes
1 has seen a _____ video lately. (fascinating)		
2 is having a _____ kind of day. (average)		
3 is willing to hum a _____ tune for you to guess. (easy-to-remember)		
4 has experienced a coincidence or déjà vu that felt _____ . (strange or dreamlike)		
5 has worn an _____ costume at some stage. (novel)		
6 owns a cup or mug that is fitting for their personality, perhaps something a bit _____ . (unusual or interesting)		
7 will tell you about the time they tried something that tasted _____ . (disgusting)		
8 can recommend a _____ blogger, social media personality or TV show. (amusing)		
9 sometimes listens obsessively to songs until they become _____ . (no longer interesting)		
10 can tell you a _____ joke. (silly)		
11 finds small talk a bit _____ and enjoys arguing about controversial topics. (uninteresting)		
12 can give you a tip to help you avoid saying _____ things. (careless)		

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7A Language focus 1 Determiners

1 Are you interested in travelling to places off the beaten track? Why/Why not?

2 Read the anecdotes about travelling off the beaten track and choose the best alternatives.

Experiences off the beaten track

A Lowland adventure



An overnight bus ride from Buenos Aires, followed by [1]*five/five of the* hours in a jeep on a dirt road took us into [2]*some the/some of the* lowland Argentine swamps, the Iberá Wetlands. We'd read about this place in a dog-eared guidebook. There were capybaras, [3]*these/the* huge hamster-like creatures, roaming about. [4]*A few/A few of* wild monkeys came down to see what we were up to as well. There were [5]*hundreds of/hundreds* fireflies at night, which lit up the open fields like street lamps in a city. [6]*Almost all the/Almost the* animals we saw were completely unworried by humans. We boarded in [7]*rather of/rather a* basic room in a private house, but it only added to the authenticity of the whole experience.

B A night in the open



It was [8]*quite a/quite* challenge, being a city dweller heading off to a remote outdoor camp. We did [9]*one of those/one those* experiences where you head into the forest and have to survive [10]*the next 24/the 24* hours solo. I think the idea was to get to know yourself better. We were allowed to take a few things, like matches, warm clothes and one small muesli bar. I had to construct a shelter out of large sticks and a mattress out of twigs and leaves. As it got dark, I settled in for [11]*one of the/one of those* longest nights of my life. I hardly slept at all, tossing and turning with every owl hoot and rustle. The next morning I was reunited with [12]*all the/all* other campers. It's funny that [13]*most of the/most the* people on that camp reported the night-out experience as the highlight of their trip, even though to me it felt [14]*exactly the/exactly* opposite at the time.

3 Work in pairs and discuss the questions.

- How much do the experiences described in Exercise 2 appeal to you?
- What advice would you give to someone who wants to travel off the beaten track in your country?

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7A Language focus 2 Determiners

1 Put the words in brackets in the correct order to complete the phrases. If *of* is optional, put it in brackets.

1 A quality that _____ (your / friends / all / of) seem to have.

2 A job or task you wish that you could spend _____ (the / time / half / only) doing.

3 Think of a random celebrity and someone you know personally. What's something _____ (people / of / those / both) have in common?

4 Something you like to do _____ (the / time / some / of), but not all the time.

5 _____ (one / your / memories / of / first).

6 Something you like to do in _____ (many / moments / those / of / little) waiting around.

7 A job on your list for some time in _____ (few / next / weeks / the)

8 Something you remember about _____ (very / day / first / your) at school.

9 Something _____ (of / the / people/ all / almost) here would have in common.

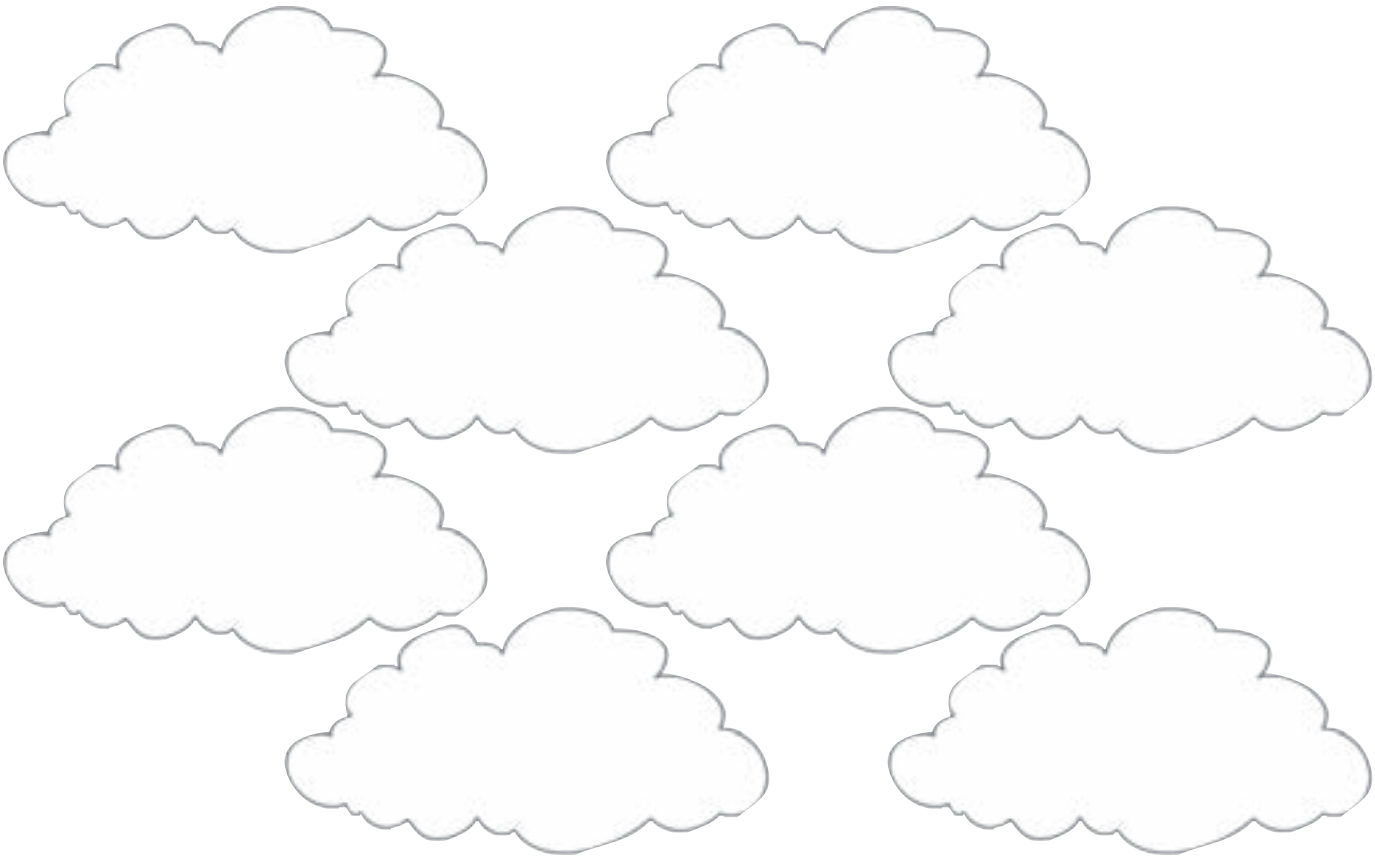
10 A moment when you found yourself in _____ (the / place / right / exactly) at the right time.

11 Something you find _____ (challenge / a / rather)

12 Something you find _____ (a / a / mystery / of / bit).

2 Choose eight items from Exercise 1 and write an example for each in the clouds below. Don't write them in order.

3 Cut or tear along the line below. Work in pairs and swap sheets. Ask questions to try to guess which of the items 1–12 in Exercise 1 your partner's answers refer to.



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7A Vocabulary Idioms related to exploration

Student A

Work with Student B. Take turns asking questions 1–5. When you answer Student B's questions, use a form of an idiom from the box.

as the crow flies	get away from it all	go with your gut	take the scenic route	the back of beyond

1. Are you a fan of getting out into nature? Why/Why not?
2. If you think you've dropped something, what is a good strategy to find it again?
3. What's something you generally try to avoid?
4. How hard do you think it is for people to admit to an unpopular point of view?
5. When was the last time you were totally lost?



Student B

Work with Student A. Take turns asking questions 1–5. When you answer Student A's questions, use a form of an idiom from the box.

follow the herd	in the middle of nowhere	retrace your steps	steer clear of	the great outdoors

1. Are you someone who likes to get where you want to go in the most efficient way?
2. When deciding on a career, should people use their emotions or their heads?
3. Approximately how far is your place from here?
4. Why do you think some people enjoy trekking in the back of beyond?
5. When was the last time you were totally lost?



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7B Language focus 1 Relative clauses

1 What is a cyberscam? How easy do you think it is to fall prey to one? How do scammers try to fool their victims?

2 Complete the text with the relative clauses in the box.

about which according to whom at which point in which case many of which shortly after which the biggest of which the sight of whom to whom which time



5 cyberscams to watch out for

1 Phishing scam

Someone receives a phishing email, [1] _____ purport to be from an official channel such as a bank, an insurance company or a tax office. A link will take you to another legitimate-looking website, [2] _____ you are prompted to enter sensitive information such as a password, PIN number or bank account details.

2 An emotional plea for help

You receive an email from someone abroad wanting to move several million dollars in a bank transfer, the problem being that the person requires a local intermediary [3] _____ the money should be sent. In order to facilitate the transaction, you need to pay a 'small' fee of a few thousand dollars, [4] _____ you will supposedly receive a generous cut of the multi million dollar transaction. However, if it sounds too good to be true, it probably is!

3 Malware

Computer viruses which harvest data or ruin your device may come in the form of an innocuous-looking e-greetings card, a marketing email from a product you like or even from the email of someone you trust. There may be an attachment that you innocently download to view the photo or greeting, by [5] _____ your device has already been infected by a malicious programme. Often these programmes will, in turn, spam your contacts with a similar message, [6] _____ some of them may alert you to the fact that you have been compromised.

4 Extortion

You receive an email from someone you don't know, [7] _____ there is a threat of your being kidnapped, murdered or more commonly, your secrets being exposed, unless a substantial sum of money is paid. Sometimes, the scammer may claim to have access to webcam footage or web-browsing history [8] _____ you may be embarrassed. In the vast majority of cases, this is an empty threat.

5 Dating scams

This typically involves meeting your perfect match online, [9] _____ makes your heart and your keyboard flutter. Your new love is desperate to be with you, but there are many obstacles, [10] _____ is lack of money. Once you transfer money for their journey to be with you, you never hear from the person again, leaving you out of pocket and heart-broken.

3 Work in small groups. What precautions would you suggest for people to protect themselves against cyberscams?

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7B Language focus 2 Relative clauses

1. I think the weather is going to be _____ this weekend, in which case _____.

2. I've seen some terrible films, the worst of which _____ _____.

3. The lesson will end soon, shortly after which _____ _____.

4. I own a lot of _____, a number of which _____.

5. I plan to _____ around 8 p.m., by which time _____.

6. I know a lot of _____ fans, according to whom _____.

7. I'm going to keep _____ until _____, at which point I may _____.

8. If there's one _____ about which I like to talk, it's _____.

9. _____ _____

10. _____ _____

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7B Vocabulary Deception

1 Do you think people these days tend to be too trusting or too suspicious? Why?

2 Read the story and choose the best alternatives.

I've always been a very [1]*vigilant/above-board* person. I'm careful to make my online passwords strong, I'm [2]*discerning/bogus* about who I trust and [3]*streetwise/gullible* when I travel. Aside from one time when I was [4]*ripped off/preyed on* by a street vendor selling overpriced pineapples and another time when I was [5]*taken in/lured* by a kid collecting money for charity, who I later noticed spending it on ice creams, I've never considered myself particularly [6]*gullible/bogus*.

But while I was at university, I met Adam in one of my classes. We hit it off straight away and over a few months we began spending more time together and chatting online. He would often send me photos of his cooking, which was quite a clever [7]*ploy/scammer* to look impressive.

But coincidences kept coming thick and fast. He would mention seeing a film that was my favourite. He would send me a link to a very unusual song, which happened to be one that I had once danced to in a performance. I began to question whether this was an elaborate [8]*scammer/ruse*. How could he know these details? I started to wonder if the whole friendship was a scam. Perhaps Adam was one of those people who prey [9]*on/off* unsuspecting friends. So I waited, almost expecting him to ask me for a large loan for a sick relative.

The final straw came when I noticed some suspicious log-ins on my social media account. They came from Adam's part of the city and an IP address I didn't recognise. I had the sinking realisation that something was very wrong indeed.

When I confronted him, he denied everything and was very insulted by any insinuations and what he called [10]*bogus/gullible* fabrications on my part.

The next day, I re-checked the social media reports and realised that the suspicious log-ins had in fact come off one of my own devices when I had been visiting a friend. They didn't come from a scammer who [11]*saw through/purported* to be someone else.

It turns out that all his behaviour had been [12]*above board/discerning* and those shared details were simply happy coincidences. I had been [13]*duped/ripped off* by my own suspiciousness. I felt really guilty for accusing my friend of being a [14]*scammer/ploy*.

This story has a happy ending, as we ended up getting married a few years later. However, to this day, Adam teases me mercilessly about the fact that I once accused him of being a [15]*scam/con* artist. He prefers to call it being a 'love artist'!

3 Work in pairs and discuss the questions.

- How would you have reacted in a similar situation to the person in the story?
- What kind of actions could a vigilant person take to protect themselves from scams?

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7C Language focus 1 Reduced relative clauses and similar structures

1 How similar or different do you think learning these things are?

- a language
- an instrument
- a sport

2 Shorten the underlined relative clauses.

Ten tips for learning just about anything

1. Have in mind a specific goal which you can work towards.
2. Schedule into your calendar the practice time which is needed.
3. Commit to a future goal that will motivate you, such as taking an exam, entering a race or attending a meet-up.
4. Look for someone who is willing to help you.
5. Join a community, whether in person or online, and communicate with others who are passionate about the area.
6. Develop a system with which you can track your progress.
7. Find someone else who you can teach your new skills to.
8. Make some time when you can reflect on what you've achieved and what you still need to do.
9. Leave notes which contain motivating thoughts around your house.
10. Learn from mistakes which were made in the past.

3 Choose something you have been learning or trying to improve. Which of the tips from Exercise 2 have you applied? Are there any you would like to focus on more in the future?

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7C Language focus 2

Reduced relative clauses and similar structures

1 I once tried a drink tasting …	a authors from different cultural traditions.
2 I would like to attend an English lesson focused …	b the stock market, and it got me interested.
3 I'm drawn to books by …	c like strawberries and balsamic vinegar.
4 When it comes to my English, there are a few areas to work on, …	d such as sounding more fluent under pressure.
5 The other day, I spoke to someone dabbling in …	e creative pursuits, even though I'd like to.
6 As things currently stand, I have little time to devote to …	f on idiomatic language and humour.

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7C Vocabulary Skills and abilities

1 Work in pairs. Discuss:

- a skill you need to be adept at in a job you do or would like to do.
- an activity or interest that you haven't tried but might be your kind of thing.

2 Complete the advertisements with the words in the box.

accomplished	adept	all-rounder	aptitude	basics	clueless	depth	get by	hand
inept	innate	natural	novices	rusty	savvy			



Think dancing isn't your thing? Think again. Learn the [1] _____ of hip hop dance on our six-week course. Suitable for [2] _____ with no experience.

★ Do you have an [3] _____ for problem-solving?

★ We're looking for a tech-[4] _____ individual for our IT helpdesk team, proficient at installation and upgrades.





Is your English conversation a bit [5] _____ ? We have an advanced conversation class on Monday nights for people who would like to do more than just [6] _____ .

[7] _____ when it comes to fashion? If you feel out of your [8] _____ when choosing clothes, our stylists can help. Friendly and trendy, they're [9] _____ at helping you select clothes that will suit you.



We're looking for an enthusiastic receptionist for our busy office. You'll be an [10] _____ who can turn your [11] _____ to whatever needs doing and a [12] _____ with people, able to greet our customers with pride and professionalism.



[13] _____ at art? Never fear, our encouraging teachers are all [14] _____ painters who believe that there is an [15] _____ artistic ability inside everyone. Whether you're a complete beginner or an old hand, they can help bring out your inner Picasso!



3 Work in pairs. Describe your level of ability related to the advertisements in Exercise 2. Use language from the lesson.

A: *I'm pretty clueless when it comes to dancing!*
B: *I used to take salsa lessons, but I'm quite rusty now.*

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8A Language focus 1 Describing habits and compulsions

1 Complete the texts with the correct form of the verbs in brackets.

Gina



I'll often [1]_____ (take) people's pens without meaning to. I'll be using a pen to sign a form or something and I have this tendency [2]_____ (assume) it's mine and just take it. From time to time, someone catches me [3]_____ (put) their pen in my bag and calls me out. It's extremely embarrassing.

Niran



I'm afraid I have this overwhelming urge [4]_____ (straighten up) wonky items. I'm always [5]_____ (line) things up on my desk. I find myself [6]_____ (want) to neaten other people's things too, because it annoys me when things are untidy, but I try to resist the temptation!

Yelena



I have this habit of [7]_____ (chat) to strangers, which my friends sometimes make fun of. It's just that I can't stop myself from [8]_____ (make) small talk in queues or finding common ground with fellow commuters. I keep [9]_____ (have) such interesting conversations. I doubt I'll stop anytime soon.

Sam



When I'm talking, I'll often [10]_____ (say) the word 'like', for example, 'I'm, like, so exhausted today.' I tend [11]_____ (do) it even more when I'm really excited or annoyed. My parents are forever [12]_____ (go on) about how I shouldn't say it so much, but I, like, just can't help myself!

2 Work in pairs. Do any of the habits remind you of yourself or anyone you know? How?

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8A Language focus 2 Describing habits and compulsions

1



2



3



4



5



6



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8A Vocabulary Idioms related to feelings

I wanted the ground	to swallow me up.
It had me in	stitches.
I had butterflies	in my stomach.
I was quite	shaken up.
I saw	red.
I felt on top	of the world.
I felt out	of it.
I made a	fool of myself.
I was up	in arms.
I was over	the moon.

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8B Language focus 1 The future in the past

1 What is a coincidence? Can you think of any coincidences?

2 Complete the anecdotes with the words in the box. Sometimes more than one answer is possible.

course	due	envisaged	expected	planned	point	set	to	verge

Tell us about a coincidence in your life.

A



Shreya

I was at university, on [1]_____ to finish my bachelors degree any day, when my tutor saw me walking down the hallway and pulled me into her office. She told me that a student who was all [2]_____ to begin a master's project had pulled out at the last minute due to an unexpected illness and there was an opportunity for me to take his place. The catch was that I had to make my decision then and there. I hadn't ever [3]_____ to be offered an opportunity like that, but I took a deep breath and said yes. I often wonder what might have happened if I hadn't been walking past the professor's door at that time, as my whole career trajectory could have been completely different.

B



Jason

I was standing on a platform at King's Cross station in London and was about [4]_____ board a train. Suddenly, a voice called out my name. I turned around and there was my best friend from primary school, who had moved away and I hadn't seen in years. We were both so moved, we were on the [5]_____ of tears. He'd [6]_____ to take that train too, so we caught it together and spent the trip to Cambridge deep in conversation.

C



Saga

I'd been dating someone for a while and we were on the [7]_____ of becoming quite serious. We were [8]_____ to go out for a picnic on Valentine's Day, so I made a playlist of some of my favourite songs as a gift, because I'm not hugely into spending money on a such a commercial day. Anyway, at the picnic, not only had my boyfriend made a playlist, but it also had the same first song as mine: *Think* by Aretha Franklin. That's it, I thought, and I [9]_____ a long happy and future for us. Two years later, we're still going strong.

3 Work in pairs. Which of the coincidences in Exercise 2 do you find most and least surprising? Has anything similar happened to you or someone you know?

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8B Language focus 2 The future in the past

FINISH

17 You entered a local 10 km race, but didn't end up participating.

16 You didn't attend your work staff meeting.

15 You and a friend were planning on launching a business, but it never got off the ground.

14 You didn't send your aunt a birthday card.

13 You broke your phone last week and haven't got it fixed yet.

12 You went shopping for new trainers, but came home empty handed.

7 You didn't do your English homework.

8 You were going to have a picnic yesterday, but it was raining.

9 You failed a course at university.

10 You didn't wash the dishes last night.

11 Your friend was waiting for you at the cinema, but you didn't come.

6 Your parents arrive at your flat and find it a mess.

5 Your friend asks you why you never call them first.

4 You missed your bus to work.

3 A friend asks why you didn't tell him he had spinach in his teeth.

2 You arrive at school exhausted on Monday morning.

1 You didn't finish a report for your manager.

START

Checklist

about to
all set to
due to
envisaged
expected
on course to
on the point of
on the threshold of
on the verge of
planned

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8B Vocabulary Decision making and reflection

1 Complete the quiz with the correct form of the words and phrases in the box.

agonise over	in a quandary	not pan out	reflection	stop short of
the benefit of hindsight	torn	weigh up		



What's your decision-making style?

- **If you were in the market for a new jacket, would you ...**
  - **a** settle for the first jacket in your price range that was suitable?
  - **b** [1] _____ getting the best possible jacket for your budget, checking all possible options?
- **When trying to make a decision and** [2] _____ **the options, do you ...**
  - **a** select a few possibilities to consider?
  - **b** extensively research every possibility?
- **You're** [3] _____ **about which English course to take. To help, do you ...**
  - **a** talk to people you know and choose from their recommendations?
  - **b** make a spreadsheet of every English school in your town, with the pros and cons of all their courses?
- **You're** [4] _____ **between two options on a menu. Do you ...**
  - **a** just quickly choose either one, hoping that both will be delicious?
  - **b** take ages deciding because you really don't want to regret your final choice?
- **If a decision you made** [5] _____ **very well, would you ...**
  - **a** evaluate the situation based only on what happened to you?
  - **b** consider how your experience compared to other people's experiences?
- **After making a decision, on** [6] _____ **, do you ...**
  - **a** tend to [7] _____ having regrets, knowing that your choice was essentially fine?
  - **b** often lament the fact that you could have chosen a better option with [8] _____ ?

2 Do the quiz. Then read the results.

3 Work in pairs and compare your answers. How far do you agree with the results?

Results

You answered mostly a:

You are a *satisficer* when it comes to decision-making. This means that you try to make decisions which satisfy criteria you set and you don't waste too much time looking for the perfect solution. You'll often be happier than *maximisers* with your decision outcome and less prone to making comparisons and having regrets.

You answered mostly b:

You're a *maximiser*, which means that you seek to maximise the outcome of every decision. In other words, you seek out the very best possible result, often spending a lot of time researching and weighing up options. As a result, you often achieve superior outcomes than your *satisficing* peers, although this does not necessarily lead to greater satisfaction.

Your answers were an even split of a and b:

You have a dynamic decision-making style, in which the context will shape whether you act as a *satisficer* or a *maximiser*. You don't have a natural tendency towards one style or the other.

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8C Language focus 1 Emphasising advice

1 What could go wrong when sending an email? Have you ever made a mistake when sending one?



2 Complete the texts with the words and phrases in the box. Sometimes more than one answer is possible.

however	no matter what (x2)	under no circumstances	whatever
whatsoever	whenever (x2)	wherever	whichever

A

Five tips to avoid sending an embarrassing email

1 _____ you send an email, double check who you are sending it to and especially that you haven't accidentally hit *Reply all*.

2 _____ email service you use, see if they have an *unsend* feature, which gives you from a few seconds to a few minutes to review your message after you click *send*, but before it reaches the recipients.

3 _____ good you think your memory is, you should always triple check the spelling of people's names.

4 _____ device you are actually using, some people swear by adding *sent from my phone* in the signature to excuse typos or grammar mistakes.

5 On no account _____ should you send emails when you are overtired, livid with rage or are distracted by your three-year-old destroying the kitchen.

B

Already too late? Five tips for dealing with your mistake

1 _____ it is possible to do so, just ignore the mistake, cross your fingers and hope for the best. If you didn't notice it at first, maybe the recipient won't either.

2 _____ should you draw attention to your mistake by trying to recall the email. That will just make everyone read it with more interest.

3 _____ you've sent, you may be able to be rectify it with a quick apology. If so, you should issue one rapidly.

4 _____ the mistake is, remember that you're human. Your mistake may provide material for your future stand-up comedy routine or novel.

5 _____ a mistake occurs, blame it on someone else, preferably a small child (see above) or an animal.

3 Work in groups. What do you think of each piece of advice in Exercise 2? What other tips could you give to someone in these situations?

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8C Language focus 2 Emphasising advice

Student A

Situation 1

You have just graduated and are going to your first job interview ever next week. Ask for some advice.

Situation 2

Student B has connected with someone online and is going to meet them for the first time. It is also their first time meeting someone via an app.

Complete the three pieces of advice for Student B.

- Wherever _____.
- No matter how _____.
- Under no circumstances _____.

Situation 3

Student C accidentally left their bag on the train. It had their work laptop and some private work documents inside.

Complete the three pieces of advice for Student C.

- Whatever _____.
- No matter _____.
- On no account whatsoever _____.

Student B

Situation 1

Student A has just graduated and is going to their first job interview ever next week.

Complete the three pieces of advice for Student A.

- Whatever _____.
- No matter _____.
- On no account whatsoever _____.

Situation 2

You have connected with someone online and are going to meet them for the first time. It is also your first time meeting someone via an app. Ask for some advice.

Situation 3

Student C accidentally left their bag on the train. It had their work laptop and some private work documents inside.

Complete the three pieces of advice for Student C.

- Wherever _____.
- No matter how _____.
- Under no circumstances _____.

Student C

Situation 1

Student A has just graduated and is going to their first job interview ever next week.

Complete the three pieces of advice for Student A.

- Wherever _____.
- No matter how _____.
- Under no circumstances _____.

Situation 2

Student B has connected with someone online and is going to meet them for the first time. It is also their first time meeting someone via an app.

Complete the three pieces of advice for Student B.

- Whoever _____.
- No matter _____.
- On no account whatsoever _____.

Situation 3

You accidentally left your bag on the train. It had your work laptop and some private work documents inside. Ask for some advice.

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8C Vocabulary Idioms related to risk

1 Choose the correct alternatives.

1 I tend to *keep*/*play* my head down in class.
2 I *take*/*play* it safe when it comes to the weather. You can never be too prepared.
3 Using your phone in the pool. That's playing *with*/*in* fire.
4 I like to sleep in, to the point where I often run *the*/*a* risk of being late.
5 I *kept*/*took* a calculated risk recently and tried a new hobby.
6 If the coast is *clear*/*clean*, I'll sometimes eat food straight from the container.
7 You need to watch *the*/*your* step with me, I'm not a morning person.
8 I'm extremely busy at the moment, but when I'm out of the *woods*/*coast*, I plan to relax.

2 Match sentences 1–8 in Exercise 1 with pictures a–h.

a _____



b _____



c _____



d _____



e _____



f _____



g _____



h _____



3 Work in small groups. How true are the sentences in Exercise 1 for you?

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9A Language focus 1 Narrative tenses

1 Which of these four senses evoke the strongest memories for you? Why?

sight	sound	smell	taste

2 Complete the texts about memories with the correct form of the verbs in brackets.

A sight



I'll never forget the first time I [1]_____ (see) snow. We [2]_____ (stay) with family friends one winter weekend. I [3]_____ (wake) up on Sunday morning to see a thick white coating on the ground like icing. We [4]_____ (build) the obligatory snowperson of course, although, you [5]_____ (know) what? It turned out to be much harder work than I [6]_____ (imagine). He ended up being only about 20 cm tall!

A sound



A sound that is very evocative for me is the sound of cutlery clinking together. In my first job, I [7]_____ (be) a kitchen hand in a restaurant and it felt like we [8]_____ (always polish) the knives, forks and spoons after they came out of the big industrial dishwasher. They'd unload a huge tray and empty it out onto a trolley, which [9]_____ (make) a huge clattering sound with all the pieces of cutlery hitting each other.

A smell



Whenever I [10]_____ (get) a whiff of petrol, it takes me back to the time when I must have been about six years old and we stopped to fill up our car in the middle of nowhere on a road trip. I [11]_____ (explore) the park next to the petrol station when I realised that my parents [12]_____ (drive off) without me. It took them about ten minutes to realise that they [13]_____ (leave) their son behind!

A taste



So, I'm in Thailand at this little restaurant and the waiter brings me this huge bowl of steaming yellow soup. I gingerly [14]_____ (dip) my spoon in and bring it to my mouth. Coconut and seafood. And then the chilli kick [15]_____ (hit) me. It was by far the spiciest thing I'd ever tasted.

3 Work in pairs. Describe a memory related to one of the senses in Exercise 1. Use narrative tenses.

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1

Tell me about …
the first time you came to this school or language centre.

2

Tell me about …
how you first met a friend or other important person in your life.

3

Tell me about …
a memory involving something very hot or very cold.

4

Tell me about …
a memory involving an animal.

5

Tell me about …
a time you gave a performance or presentation.

6

Tell me about …
a time you lost or found something.

7

Tell me about …
the plot of a film or book you enjoyed.

8

Tell me about …
a time you got a surprise.

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9A Vocabulary Verb–adverb collocations

Student A

1 I'm at my aunt's place and the conversation is going _____. I just don't have anything to say and I've already listened **politely** to a 20-minute blow-by-blow account of last night's soap opera. Help!

2 In five minutes, I'll be giving a presentation in front of 100 potential clients and my manager and my hands are already shaking _____. I really want to do this **competently**. Any tips for calming my nerves?

3 I'm the epitome of the model student. I always listen _____ in class, and usually take notes **assiduously**, too. However, I've sprained the wrist of my dominant hand and note-taking seems impossible. Suggestions?

4 It's my first year teaching English and I'm trying to _____ adjust my teaching to be as effective as possible. The lesson tends to go well until grammar presentations, when students listen really **unenthusiastically**. I'd like to improve these parts of the lesson _____. Ideas?

5 My friend has been working **tirelessly** on a volunteer project to set up a community garden. It was all going _____ at first, but now he is exhausted and thinking of quitting. I can't just watch **helplessly** while he burns out. What can I do besides smile _____?

6 When I walked into the party just now in my old jeans and T-shirt, I knew **instantly** that I'd got the dress code wrong. Everyone else here is in a fancy dress costume! I obviously didn't listen _____ enough to my friend on the phone. What should I do?

Student B

1 I'm at my aunt's place and the conversation is going **badly**. I just don't have anything to say and I've already listened _____ to a 20-minute blow-by-blow account of last night's soap opera. Help!

2 In five minutes, I'll be giving a presentation in front of 100 potential clients and my manager and my hands are already shaking **uncontrollably**. I really want to do this _____. Any tips for calming my nerves?

3 I'm the epitome of the model student. I always listen **attentively** in class, and usually take notes _____, too. However, I've sprained the wrist of my dominant hand and note-taking seems impossible. Suggestions?

4 It's my first year teaching English and I'm trying to **continually** adjust my teaching to be as effective as possible. The lesson tends to go well until grammar presentations, when students listen really _____. I'd like to improve these parts of the lesson **dramatically**. Ideas?

5 My friend has been working _____ on a volunteer project to set up a community garden. It was all going **swimmingly** at first, but now he is exhausted and thinking of quitting. I can't just watch _____ while he burns out. What can I do besides smile **encouragingly**?

6 When I walked into the party just now in my old jeans and T-shirt, I knew _____ that I'd got the dress code wrong. Everyone else here is in a fancy dress costume! I obviously didn't listen **closely** enough to my friend on the phone. What should I do?

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9B Language focus 1 Reported speech

1 Complete the second sentence so that it means the same as the first. Use reported speech.

1 'I've had enough of reality TV.' – Chiara

Chiara said that she _____ .

2 'I shouldn't spread gossip, but I've found it tempting lately.' – Fabian

Fabian admitted that he _____ .

3 'I studied English for a year in London.' – Li

Li told us that he _____ .

4 'I prefer to exercise in the morning.' – Priya

Priya has mentioned before that she _____ .

5 'An apple a day keeps the doctor a way.' – traditional saying

It's said that _____ .

6 'The students in my class last year appreciated the range of choices for learning.' – a teacher

The teacher said _____

_____ .

7 'I've been trying to build my online presence.' – Alan

Alan told us that he _____ .

8 'Did you hear that that 90 percent of start-up companies fail within the first year?'

It's rumoured that _____

_____ .

2 Work in pairs. Give your own opinions on three of the sentences in Exercise 1. Make notes about your partner's opinions.

_____

_____

_____

_____

_____

_____

3 Change partners. Report three things your partner said in Exercise 2. Use reported speech.

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9B Language focus 2 Reported speech

Find out about ...	Name	Information
a place the person might go to in the near future.		
a word that they would use to describe their personality.		
a hobby or sport they would like to try.		
a habit they think they should cultivate or break.		
a film or TV series they have been catching up on recently.		
an errand or chore they have already completed today.		
some news they've heard or read lately.		
whether they were listening to anything on their commute to class today.		
a goal they had for this year and whether they have achieved it yet.		

Find out about ...	Name	Information
a place the person might go to in the near future.		
a word that they would use to describe their personality.		
a hobby or sport they would like to try.		
a habit they think they should cultivate or break.		
a film or TV series they have been catching up on recently.		
an errand or chore they have already completed today.		
some news they've heard or read lately.		
whether they were listening to anything on their commute to class today.		
a goal they had for this year and whether they have achieved it yet.		

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9B Vocabulary Gossip and rumours

1	I heard it through	a	juicy, if it's true.
2	Is that verified or are you just reading	b	between the lines?
3	So, they've dropped	c	a pinch of salt.
4	To be perfectly honest, I'd say you've got	d	-faced, just be honest with me.
5	That's pretty	e	hold of the wrong end of the stick.
6	I can see you've put two and	f	the grapevine that ...
7	A little bird told	g	has it that ...
8	Frankly, I'd take it with	h	a few hints about what's in the pipeline.
9	You're the third person to tell me that. News spreads	i	two together yourself.
10	Guess what? Rumour	j	me that ...
11	Don't be two	k	like wildfire, doesn't it?

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9C Language focus 1 Participle clauses and verbless clauses

1 Would you describe yourself as a nature lover? Why/Why not?



2 Match clauses 1–10 with clauses a–j to make sentences.

1 While walking in nature,
2 All being well,
3 Exercising in nature is good for you. That said,
4 Bearing in mind that global warming has been getting worse for some time,
5 Hoping to do something nice with my garden,
6 I can't stand
7 Having planted a few trees myself,
8 If necessary,
9 Unless directly asked,
10 When rewilding,

a citizens should take it upon themselves to rewild small areas.
b I appreciate it even more.
c I made a place where I could grow vegetables on my patio.
d food crops should be included in the planting.
e it's wise to keep opinions on conservation to yourself.
f people littering.
g I can say it's harder than it looks.
h I don't tend to do very strenuous activities.
i I'll be out and about in nature this coming weekend.
j people should have made greater lifestyle changes already.

3 Write three sentences about your own attitude to nature. Use participle clauses and verbless clauses.

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9C Language focus 2 Participle clauses and verbless clauses

Game 1

While on holiday, …	Not wanting to appear rude,	If necessary,
Having spent the morning at home,	Asked what I'd like to do for the afternoon,	Unless specifically requested,
Instead of complaining,	When in the UK,	All being well,

Game 2

All things considered,	I appreciate people saying …	While on a plane,
Unless instructed,	Having enjoyed the evening,	Life is good. Having said that,
I enjoy speaking English. That said,	If required,	Instead of focusing on mistakes,

Game 3

Bearing in mind that …,	Asked my opinion about rewilding,	I'm not happy about people doing …
While in class,	Instead of buying cars,	Having spent time learning English,
If hungry,	Not wanting to offend anyone,	While studying,

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9C Vocabulary Improvement and deterioration

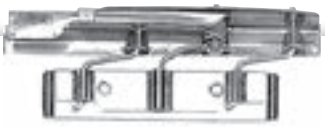
1 Complete the tables with the infinitive verb form of the words (1–13).

Noun	Verb
1 aggravation	*aggravate*
2 alleviation	*alleviate*
3 beautification/beauty	
4 compounding	
5 deterioration	
6 enhancement	
7 exacerbation	

Noun	Verb
8 facilitation	
9 hampering	
10 hinderance	
11 impairment	
12 rectification	
13 undermining	

2 Work in pairs. Write six questions for an interview about the improvement of one of the things below. Use at least one verb or noun from Exercise 1 in each question.

- the street your language school is on
- the city
- a certain public area
- your own idea



1 _____

_____

2 _____

_____

3 _____

_____

4 _____

_____

5 _____

_____

6 _____

_____

3 Work with another pair. Conduct an interview with your questions in Exercise 2.

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Language focus 1 Emphasis and persuasion

1 What makes a good gift? Work in pairs and talk about a time you gave or received a gift you really liked.



2 Complete the responses to receiving gifts with the words and phrases in the box.

always	better	chocolate	do	how	just the right size	locally-made	perfect

1 It's perfect … It's just _____ for taking my laptop to class in.
2 I have always, _____ wanted my own espresso machine. Thank you!
3 _____ well do you know me? I've always wanted to go bungee jumping!
4 Stripy, organic cotton, fair trade, _____ , stylish and a perfect fit. I love it!
5 Chocolate, one can never have too much _____ .
6 A new watch! This birthday just gets better and _____ .
7 Oh, I _____ love a good page-turner! This looks great!
8 This mug is gorgeous, useful and _____ for my morning coffee.

3 Match responses 1–8 in Exercise 2 with the techniques for giving emphasis, a–h.

a using an auxiliary _____
b repeating intensifying adverbs _____
c using comparative + comparative _____
d using statement + repetition + explanation _____
e repeating a key word _____
f using a rhetorical question _____
g tripling _____
h machine-gunning _____

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10A Language focus 2 Emphasis and persuasion

You and your partner have been selected to take part in a reality cooking show called *Global Cook*. People studying English from around the world compete in various challenges to win the title of 'Global Cook' and an enormous sum of money. The first challenge involves making a three-course meal to showcase food and dishes from your respective countries, then presenting them to a highly-discerning panel of judges.



1 Work in pairs and decide on your three-course menu.

OUR MENU

To start _____

_____

To follow _____

_____

To finish _____

_____

2 After you have cooked your meal, you need to present your dishes to the judges. Plan what you will say, emphasising the positives and persuading them that your menu is award-winning. Use at least two of the persuasive techniques in the box for each dish.

auxiliaries	machine-gunning	repetition	rhetorical questions	tripling

3 Work with another pair. Roleplay being the judges and the contestants. Discuss each other's dishes.

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10A Vocabulary Collocations: innovation

Pair A

1 Write eight gapped sentences that include these phrases. Gap the underlined words.

1 push back the limits
2 a new dawn
3 pioneering concept
4 cutting-edge design
5 likely to catch on
6 spearhead the effort
7 pave the way for changes
8 exploit technology

2 Cut or tear your worksheet along the line. Swap your gapped sentences with Pair B. Complete Pair B's sentences with the words and phrases in the box.

catch on	changes	concept	dawn	design	effort	limits	technology

1 *Because of global travel, we have pushed back the _____ of our knowledge of food from other countries.*
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

Pair B

1 Write eight gapped sentences below that include these phrases. Gap the underlined words.

1 revolutionary concept
2 herald changes
3 harness technology
4 a new era
5 lead the effort
6 push back the boundaries
7 likely to thrive
8 state-of-the-art design

2 Cut or tear your worksheet along the line. Swap your gapped sentences with Pair A. Complete Pair A's sentences with the words and phrases in the box.

boundaries	changes	concept	design	effort	era	technology	thrive

1 *Electronic scooters used to be a revolutionary _____, but now they are everywhere.*
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

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10B Language focus 1 Heads and tails

1 Complete the conversations with the phrases in the box.

a bus app	a doughnut	an app	fifteen minutes	pull	ridiculous	the croissants	the custard ones
the one with the palm trees	these buses	these silly doors	the stripy one	this door			

A Window shopping

A: Ooh, I like the look of that shirt, [1] _____.

B: [2] _____, that's my pick of the bunch. It's very summery.

A: Come on, let's go in and see how much they are.

B: Oh, it's a bit stiff, [3] _____.

A: [4] _____, it says!

B: Haha, they always catch me out, [5] _____.



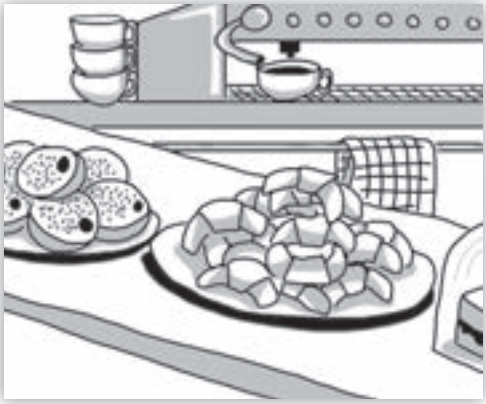
B Getting sustenance

A: They look really good, [6] _____.

B: Mmm, they do look yummy. And, those doughnuts too, [7] _____.

A: Do you want to share one, [8] _____?

B: Hmm, frankly, I'm pretty sure I'd be able to put away a whole one myself …



C Waiting at the bus stop

A: They're consistently late, [9] _____.

B: Yeah. [10] _____, I had to wait yesterday.

A: [11] _____, it really and truly is.

B: I heard that there's a new app, [12] _____. Have you got it?

A: [13] _____, that's just the answer to everything these days, isn't it?



2 Work in pairs. Practise the conversations, emphasising the heads and tails.

3 Choose one of the contexts from Exercise 1 or your own idea. Write a similar short conversation that includes at least one head and one tail.

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10B Language focus 2 Heads and tails

1 Cheese, …



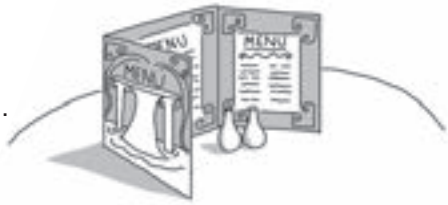
2 The music, …



3 All these people, …



4 The menu, …



5 The balcony, …



6 That bird, …



7 … , this pizza.



8 … , the weather at this time of year.



9 … , children.



10 … , this fountain.



11 … , this awful mess.



12 … , my phone.



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10B Vocabulary Board games

1 What do you think is the best way to learn to play a new game?

2 Complete the game instructions with the words and phrases in the box.

deal	face down	face up	initial phase	place	rolls	scores points	shuffle
take	take turns	ultimate goal					

Fifty points

- 2+ players
- You'll need one dice and paper and pen to score.

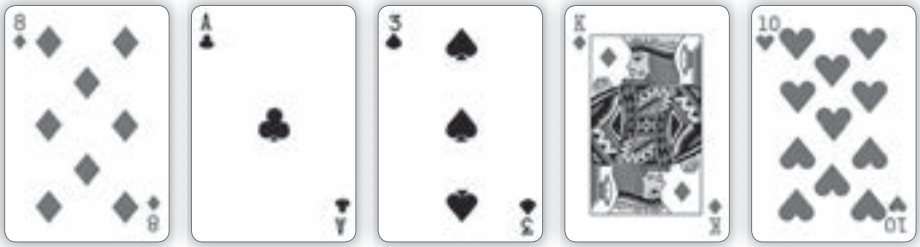


The first player [1] _____ the dice. The player [2] _____ according to the number shown on the dice. They continue to roll the dice and score points until they roll a '1', at which point their turn ends and they forfeit all their points for that turn. Alternatively, they can choose to pass the dice to the next player after any roll, thus keeping their points. Players [3] _____ to do this, moving in a clockwise direction. The [4] _____ is to be the first player to keep a total of 50 points.

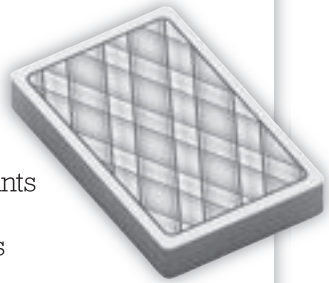
A similar game can be played with a coin. Every 'head' flipped is worth 1 point. Flipping a tail is equivalent to a '1' in the game above, i.e. you lose all your points for that turn and your turn ends.

13/20

- 2 players
- 1 pack of playing cards



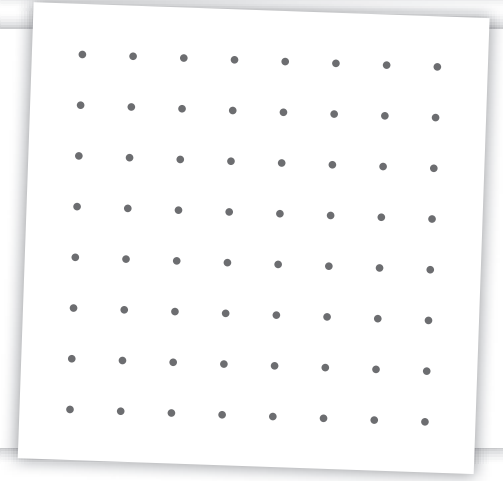
[5] _____ the cards well. [6] _____ each player five cards, which they place [7] _____ in a row in front of them. [8] _____ the remaining cards [9] _____ in a pile.



The aim of the game is to get rid of all your cards. You can only get rid of cards which combine to be worth 13 or 20 points. Picture cards are worth ten points. An ace can be worth one point or ten points. Each player can only discard 13 or 20 points each turn, but that can be made up of any number of cards. If a player cannot make 13 or 20, they must take a card from the pile to add to their row of cards. Play continues until one player has no cards left and consequently wins the game.

Squares

- 2 players
- paper and pens



Draw a grid of 8 x 8 dots on a piece of paper. In the [10] _____ of the game, players take turns to draw a line between two of the dots, either horizontally or vertically. As the grid becomes full of lines, players attempt to 'close' boxes by drawing the last side on a square. If they do this, they [11] _____ that square, write their initials in it, and play again. When the grid is full and no more squares can be made, the player with the most squares wins.

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10C Language focus 1 Concession clauses

1 Choose the correct alternatives.

1 *Whereas/Even though* English spelling is notoriously difficult, it hardly matters in this age of autocorrect.

2 *While/In spite of* technological developments, English classes haven't changed much since I started learning.

3 *Whereas/Despite* beginners quickly notice progression, advanced learners don't often realise how much they're improving.

4 I can socialise perfectly well in English. *Nevertheless/Even if*, when it comes to work or academic English, I struggle more.

5 *Although/However* I constantly listen to music for pleasure, I find it distracting when I'm studying.

6 *Nonetheless/Attractive* as it sounds to learn English from the comfort of my living room, I'd rather see my teacher face to face.

7 *Even if/In spite of* I'm physically present in class, my mind is sometimes a million miles away.

8 *In spite of/However* many words I learn, I always feel like I'm stumbling across a new one.

9 *All the same/While* I understand the benefits of groupwork, I'd rather work in pairs or individually.

10 *Despite/Even though* having access to numerous resources on the internet, it's sometimes challenging to find helpful content online.

2 Work in pairs. Do you agree or disagree with the statements in Exercise 1?



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2 Work in pairs. Do you agree or disagree with the statements in Exercise 1?

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10C Language focus 2 Concession clauses

Despite	*In spite of*
While	*Even if*
All the same	*Even though*
Although	*Whereas*
Adjective *as/though*	*However* + adjective
Nonetheless	*Nevertheless*

Student A: Write an opinion statement about these topics.

1 sport

2 blockbusters

3 innovation

Student B: Write an opinion statement about these topics.

1 the best breakfast

2 music

3 choosing a career

Student C: Write an opinion statement about these topics.

1 globalisation

2 board games

3 train travel

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10C Vocabulary Evaluating

1 Choose the best alternatives.

1 The most *sound/compelling* reason to learn a language is probably …	**2** A superstition a lot of people used to believe in despite a lack of *sound/flawed* evidence is …
3 A strategy to sound more *convincing/valid* in a discussion or debate is …	**4** Companies sometimes use *cheap/flawed* gimmicks like …
5 Something that looks *superficially/badly* attractive but lacks substance is …	**6** Something most people have done at some stage, which seems badly thought *through/up* in hindsight is …
7 A piece of technology that seems fundamentally *flawed/convincing* is …	**8** A *valid/lacking* reason for being late to a job interview is …
9 A feature that makes a home outwardly *attractive/valid* is …	**10** An area where this city is a bit *lacking/sound* is …

2 Work in pairs. Complete the sentences in Exercise 1 with your own ideas.

3 Work in groups. Compare your sentences. Were any of them similar? What was the most original idea for each sentence?

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Photocopiable notes and answer key

1A

Language focus 1 Present, past and future perfect

Materials: One worksheet per student

Instructions:

Distribute the worksheets and give Ss time to discuss Ex 1 in pairs. For Ex 2, point out that in some cases, more than one perfect form may be possible. Ask Ss to complete the exercise individually, then compare their answers in pairs. Check answers as a class. For Ex 3, encourage Ss to use perfect forms in their answers where possible, e.g. *I'm in an online gaming team and we've been playing together as a syndicate for almost six months. We've set up an online chat group.* To finish, elicit a few answers to each question.

Answer key:

2

1 'll have been working / 'll have worked
2 've already been
3 've just been settling in
4 've only recently rejoined
5 'd previously worked
6 have you done / have you been doing
7 haven't held
8 've had
9 had prepared
10 've been having / 've had
11 've been going / 've gone
12 will have changed
13 will have remained
14 'll have made
15 'll have shown
16 'll have been promoted

Language focus 2 Present, past and future perfect

Materials: One set of cards per group of three or four Ss

Instructions:

Explain that Ss are going to do a teambuilding activity to practise perfect verb forms. Put Ss in groups of three or four and distribute a set of cards to each group. Ask them to put the cards in a pile, face down in front of them. Tell them that for each card, they need to find something they all have in common in order to complete the prompt on the sentence. Emphasise that they must also use an appropriate perfect verb form in their answer. Ss take turns to turn over a card, read it to the group and then discuss what they have in common.

Finish by asking each group to share one or two of their sentences. Correct the perfect verb forms if necessary in feedback.

Alternatively, to add a competitive element, give groups a time limit, e.g. ten minutes and see which team can make the most sentences from the prompts on the cards in that time.

Answer key:

Sample answers:

1 In five years' time, we all hope to have done some travelling.
2 We have all been speaking English for years.
3 We all have eaten at a Mexican restaurant at least three times.
4 We're all grateful because we've been enjoying the fine weather.
5 We've all just recently met each other.
6 When we started this class, we'd already visited the school.
7 So far, none of us have ever been skydiving.
8 By next summer, all of us will have finished this course.
9 Lately, we've all been staying up late.
10 By this time tomorrow, we'll have had a good night's sleep!

Vocabulary Phrases with delexical verbs

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ask Ss to complete Ex 1 individually, then compare their answers in pairs. Check answers as a class. Explain that Ss should ask and answer questions to try to find a different person in the class to complete the *Name* column for each item. If you have a class of fewer than 12, some repeats are acceptable.

Tell Ss to mingle around the class. Encourage Ss to ask follow-up questions and note something extra that their partner says in the *Notes* column. Finish by eliciting some of the interesting things Ss found out about each other in class feedback.

Answer key:

1 been/gone **2** makes **3** had **4** been/gone **5** taken
6 given **7** held **8** gives **9** get **10** done **11** gets
12 taking

1B

Language focus 1 Subject raising

Materials: One worksheet per student

Instructions:

Distribute the worksheets and elicit the two possible sentences for item 1 in Ex 1. Ask Ss to complete the remaining sentences individually, then compare their answers in pairs. Check answers as a class. Ask Ss to briefly discuss the question in Ex 2, then elicit the answers in open-class feedback.

As an optional follow-up, pairs could write a short conversation or text based on one of the sentences and share it with the class or another pair.

Answer key:

1

1 It appears that your payment is overdue. / Your payment appears to be overdue.
2 It seems that we have a lot in common. / We seem to have a lot in common.
3 It turns out that I'd used an incredibly obvious password. / I turned out to have used an incredibly obvious password.
4 It happened that I had a knee-jerk reaction. / I happened to have a knee-jerk reaction.
5 It seems that you're not taking me seriously. / You don't seem to be taking me seriously.
6 It turned out that it was an honest mistake. / It turned out to be an honest mistake.
7 It happened that they recognised me from the photo. / They happened to recognise me from the photo.
8 It appears that the upward trend continues. / The upward trend appears to continue.

2

In sentence pairs 4 and 7, *It happened that …* indicates that something happened, whereas subject + *happen …* indicates an element of chance or surprise.

Language focus 2 Subject raising

Materials: One set of cards per group of three

Instructions:

Put Ss in groups of three and distribute a set of cards to each group. Ask Ss to put the cards in two piles in front of them (one pile for sentence beginnings and one pile for blank cards). Tell Ss that they are going to create a matching activity for another group to practise subject-raising forms. For each card with a prompt on it, Ss need to write the sentence ending on a card with lines on it. Suggest topics that Ss could write about, e.g. sports, learning a language, music, online behaviour, their field of work, etc. Circulate while Ss are writing, providing help if necessary.

When they have finished, groups swap their sets of cards with another group. Ss match the pairs of cards in their groups. They then check their answers with the original group.

Fast finishers could discuss their responses to the sentences on the cards. Ask: *Do you agree with the sentences? Why/Why not?*

Answer key:

Sample answers (on the topic of modern technology):

1 These days no one seems to have a landline phone.
2 The vast majority of people appear to spend a significant amount of time online.
3 Everyone in the class turns out to have at least two social media accounts.
4 I happened to have been one of the first of my friends to start a vlog.
5 It turns out that I have trouble remembering all my online passwords.
6 It appears that online delivery services will only grow in popularity.
7 It seems that virtual reality hasn't taken off as much as people thought.

Vocabulary Idioms for expressing and controlling emotions

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Put Ss in pairs to complete Ex 1, emphasising that they should only fill in the gaps and at this stage, not choose any of the options. Check answers as a class. Give Ss time to complete the questionnaire individually, then put them in small groups to discuss their answers. Finish by asking each group to share something they found they had in common.

Alternative:

If you think the questions are too personal for your Ss to feel comfortable discussing, they could do Ex 1 in class, complete the questionnaire independently for homework and skip Ex 3.

Answer key:

1 make **2** skin **3** chest, bottling/bottle **4** face **5** bite
6 gets, drives **7** let **8** lashing **9** take, put

1C

Language focus 1 Infinitive phrases

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ask Ss to complete Ex 1, then check answers as a class. For Ex 2, Ss complete the conversations individually, then compare their answers in pairs. Check as a class.

For Ex 3, give Ss time to practise the conversations in pairs. Emphasise that Ss should pause briefly at the commas around the infinitive phrases.

For Ex 4, stress that Ss can talk about real or imaginary opinions and events. For example, for Conversation A, one student could take a strong stance for social media influencers, fake news, etc. and the other against. For Conversation B, they could imagine three other things that have happened. Conduct class feedback by eliciting some answers using infinitive phrases to the first questions in Conversation A and Conversation B. Ask some Ss to perform their conversations for the class.

Answer key:

1
A
a tell **b** to **c** cut **d** few **e** put
B
a say **b** with **c** matters **d** all **e** be

2
A
1 to tell the truth **2** To put it bluntly **3** to be fair
4 to name but a few **5** to cut a long story short
B
6 To be perfectly honest **7** to begin with
8 to make matters worse **9** Needless to say **10** to cap it all

Language focus 2 Infinitive phrases

Materials: One set of cards per group of three

Instructions:

Put Ss in groups of three and distribute a set of cards to each group. Ask groups to match the cards to make infinitive phrases. Check answers as a class.

Ss take turns saying a sentence using a phrase on the cards in an appropriate context. Finish by eliciting some examples of sentences from a few Ss.

Alternative:

Ss shuffle the cards and spread them out face down in two piles (grey and white). Then, they take turns turning over two cards, one grey and one white. If the cards form a correct infinitive phrase, the student who turned over the cards says a sentence using the phrase, and keeps the cards. The student with the most cards at the end is the winner.

Ss could also drill the phrases using the grey cards. One student in each group is the caller and holds the grey cards. They read out the stem of each phrase one card at a time. The first student in the group to complete the phrase correctly gets to keep the card. If no one completes the phrase, the caller places the card at the bottom of the pile so the group has another chance to review it. Play continues until the caller has no cards left. The student with the most cards wins the game and becomes the next caller.

Answer key:
The answers are shown on the complete sheet.

Vocabulary Connotation 1

Materials: One worksheet per pair cut into cards and a game board, counters

Instructions:

Tell Ss that they are going to play a game to practise words which have a certain connotation. Put Ss in pairs and distribute a game board, two differently coloured counters and a set of cards to each pair. Explain that they need to read the cards and write on each card how many points (from 0–3) they think each item is worth, depending on how positive it is. To do this, they need to use their knowledge of connotation and consider each scenario. Be clear that there are no right or wrong answers for point allocation. Point out that there are two extra cards (13 and 14). Ask Ss to write their own scenarios, with points, using connotation vocabulary from the lesson. To play the game, Ss shuffle the cards and place them in a pile face down in front of them. They each place a counter on the Start square of the game board. Ss take turns to turn over a card, read the scenario and move up the number of points on the card. The first student to reach the *Lucky you!* square is the winner.

To finish, you could elicit the sentences that pairs wrote on cards 13 and 14 and ask other Ss to guess how many points each one was worth.

Alternative:

Instead of playing the game, just give Ss cards 1–14. In pairs or small groups, they rate the scenarios from the most positive to most negative experience.

As an optional follow-up, Ss could discuss in pairs whether anything similar to the scenarios on the cards has ever happened to them.

Answer key:
Sample answers:
1 0 points **2** 3 points **3** 2 points **4** 2 points **5** 3 points
6 3 points **7** 0 points **8** 1 point **9** 1 point **10** 2 points
11 0 points **12** 2 points

2A

Language focus 1 The continuous aspect

Materials: One worksheet per student

Instructions:

Distribute the worksheets and go through the instructions. Make it clear that in Ex 1, more than one answer option may be possible in each case. Tell Ss to complete Ex 1 individually, then compare their answers in pairs. Check answers as a class and ask Ss to explain their answers. Before Ex 2, give Ss time to read the questions again and consider how they will answer them. Encourage Ss to use continuous forms from the lesson in their answers if possible. Finish by asking a few of the questions and getting a couple of Ss to answer each one.

Alternative:

Give Ss time to write their own answers to the questions in Ex 1, using continuous forms where possible (this could be done for homework). In the next class, put Ss in pairs to interview each other.

Answer key:
1 a (it is an ongoing action that started in the past)
2 a (changing action, there's more to come; tend to avoid *been + becoming*)
3 b, c (repeated action)
4 a (describing a (personal) trend)
5 b, c (making a prediction rather than talking about something that's been arranged)
6 b, c (talking about the future, not the past)
7 a (a is the only option that works well with the time expression *right now*)
8 a, c (describing part of a future action, emphasising the ongoing nature of it)
9 b (b is the only option which expresses an answer to a conditional question)

Language focus 2 The continuous aspect

Materials: One worksheet per eight Ss, cut into cards

Instructions:

Distribute one card to each student (duplicates are fine if you have a large class). Point out that every card contains a statement which uses the continuous aspect and that Ss will be asking questions about their statement using continuous forms. Tell Ss to try to predict whether the statement on their card is true or not and to think about the question they need to ask other Ss in order to verify it. Ask Ss to mingle around the room to ask and answer questions with as many classmates as possible. Encourage them to ask for additional information about their classmates' answers. When they have finished, Ss feed back to the class about whether their prediction was correct or not and share any interesting information they found out.

Alternative:

If more than one student has the same card, they could be paired or grouped during the prediction stage and then come back together at the end to discuss their answers before sharing with the class.

For greater personalisation, instead of using the cards on the worksheet for the mingle, ask Ss to work in pairs and write their own similar continuous statement. For this version of the activity, distribute one worksheet per pair to provide examples of possible statements.

Vocabulary Trends

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Put Ss in pairs to discuss the question in Ex 1. Elicit some ideas from the class. Ask Ss to complete Ex 2 individually, then compare their answers in pairs. Check answers as a class. Put Ss in small groups to discuss the questions in Ex 3, encouraging them to use the target vocabulary where possible, then conduct whole-class feedback.

As an optional follow-up activity, Ss could write a paragraph about a food trend they discussed in Ex 3 using the target vocabulary. They could post their paragraph on an online forum space, or share their paragraphs in small groups.

Alternative:

For Ex 3, divide the trends in the article among different groups in the class. Groups discuss those trends in relation to the questions, then feed back to the class. Other Ss could be invited to add their own ideas to the discussion at that point.

Answer key:

2
1 a new era **2** tipping point **3** On the up are **4** upward trend
5 looks promising **6** set to continue **7** passed the milestone
8 set **9** reversed **10** downward

2B

Language focus 1 Probability

Materials: One worksheet per student

Instructions:

Distribute the worksheets and go through the instructions for Ex 1. Point out that an advanced English speaker should be able to express the same idea in different ways and this exercise will help Ss to express probability in more than one way. Go through the first item as an example, emphasising that the word in brackets must be included in the new sentence. Ask Ss to compare their answers in pairs. Then check answers as a class.

For Ex 2, go through the example, then read the answer to Ex 1, item 2, and elicit ways that someone could disagree with that statement and express an alternative probability, e.g. *Really? I'm not sure that all our customers will like it.* Circulate while Ss are doing the exercise, providing assistance as required. Finish by asking a few pairs to share one of the statements and the response with the class.

Answer key:

1
1 These documents are unlikely to be ready by the deadline.
2 It's certain (that) our customers will like the new product.
3 There are likely to be some redundancies in the next 12 months.
4 It's certain (that) she will have seen / has seen the email by now.
5 I'm not sure to get / I'll get a promotion.
6 They're unlikely to change their behaviour.
7 The deal is certain to go though now.
8 It's unlikely that the upward trend will continue.
9 You are likely to attend at least six interviews before securing a job.
10 The new boss is sure to make some changes.

Language focus 2 Probability

Materials: One set of cards per group of three

Instructions:

Put Ss in groups of three and distribute a set of cards to each group. Ask them to place the cards in a pile face down in front of them. Tell Ss to take turns to pick up a card and read it to the group, then to discuss how probable the prediction is using the structures from the lesson. Encourage Ss to use two ways of expressing a probability in their response, e.g. *It's likely that we're all going to revise this lesson tonight* (emphasising the probability) and *We're all likely to revise this lesson tonight* (emphasising the subject). As Ss discuss the predictions on the cards, they should sort them into three categories according to their opinions: *certain/ sure, likely* and *unlikely*. When groups have finished, ask them to join with another group to compare their ideas.

As an optional follow-up, Ss could think of at least one other prediction for each of the categories.

Vocabulary Agreement and disagreement

Materials: One set of cards per group of three, cut into a thermometer, a word box and sentence cards

Instructions:

Put Ss in groups of three and distribute a set of sentence cards to each group. Hold up the thermometer and explain that the idiom *to take the temperature in the room* means to find out how a group of people feel about a certain topic. Explain that Ss need to work together to complete the gapped sentence cards with a word from the box of words, then place each card next to the thermometer to indicate how much the people in the sentence agree about something. When Ss have finished, ask groups to compare and discuss their answers with another group, then check the answers as a class. Note that where the cards are placed on the thermometer may vary.

Answer key:

1 lukewarm **2** odds **3** to **4** loath **5** against **6** board
7 go **8** pushback **9** took **10** willing

Sample answers:

Strongly agree: 6, 7
Somewhat agree: 3, 10
Neutral: 1
Somewhat disagree: 2, 8, 9
Strongly disagree: 4, 5

2C

Language focus 1 Cleft sentences

Materials: One worksheet per student

Instructions:

Distribute the worksheets and explain that for Ex 1, Ss must order the words in brackets to form the cleft sentences which are the answers to the questions A–D. Circulate, providing assistance as required, e.g. by giving the first word for a gap. Ask Ss to compare their answers in pairs, then check answers as a class. For Ex 2, ask Ss to write sentences on a separate piece of paper. Encourage them to use at least one example of each type of cleft sentence on page 19 of the Student's Book. For Ex 3, put Ss in pairs to ask and answer the questions. When Ss have finished, conduct brief class feedback.

As an optional follow-up activity, Ss could each write their own open question for their classmates. Ask Ss to mingle and ask each other their questions. Encourage them to include a cleft sentence in their answers.

Answer key:

1

1 It's children who are our future
2 what I'd actually prefer is something entirely different
3 What I'd choose is the mural
4 What we desperately need is a bus system
5 It's not public transport that is
6 All I'd ask for is
7 What I can't stand is advertising campaigns trying to get us
8 It's the waste-reduction campaign that
9 What I'm trying to say is that
10 What we did first was to fundraise
11 What makes the biggest difference is
12 what I have enjoyed was submitting

Language focus 2 Cleft sentences

Materials: One worksheet per pair

Instructions:

Tell Ss that they are going to play a game to practise cleft sentences. Put Ss in A/B pairs and distribute the worksheets. Ss start on the arrows indicated. Player A starts, choosing any square, reading the question or statement aloud and then answering or responding to it using a cleft sentence. Encourage Ss to add additional information to their answers if possible. This could come before the cleft sentence (see the sample answers 1 and 2 below). The other student decides whether the cleft sentence is correct, checking with you if they are unsure. If it is correct, the student claims the square by colouring it in or making a mark in it. Ss take turns 'playing' the squares on the board. The first student to make a sequence of squares from one side of the board to the other in their allocated direction is the winner. The squares need to touch horizontally, vertically or diagonally, but do not need to be in a straight line.

Alternative:

Instead of a game, Ss work in pairs, taking turns to read out the questions and statements on the board. Their partner must respond using a cleft sentence.

Answer key:

Sample answers:

1 I was at a stadium concert last year. What I found particularly special was when everyone waved their phones in the air like candles.
2 I made a homemade pizza for my flatmates last night. It was slightly too crispy. It's the thought that counts, right?
3 It was the recommendation of a friend that made me choose this course.
4 Definitely. I like savoury food too, but it's desserts like ice cream and brownies that are my favourites.
5 What I seem to gravitate towards in a friend is a shared sense of humour.
6 It's the connotations we looked at last week which really stand out for me.
7 It's people who push ahead in queues that drive me mad!
8 There are a lot of things I like, but it's my wonderful classmates who make this school great.
9 All I can think of are a few times when I've found coins on the street. I just left them where they were.
10 What I remember about my chemistry teacher was this experiment he did where he pretended to burn people's homework. It was hilarious!
11 It's summer that I love most.
12 What comes to mind is someone who lets people buy drinks, but never pays for anyone else's.
13 All I can think of is a statistics project I did at school where I surveyed the class about their opinions on the school uniform.
14 All most residents want is for the current roadworks to be finished.
15 All I need is a computer, a comfortable chair and a strong coffee.
16 What I'd really like to try is badminton.
17 What I'd probably say is the way people use mobile phones.
18 What I'll most likely be doing is sitting in a university class somewhere.
19 It's scrubbing the shower that I hate more than anything else.
20 *Alice in Wonderland*, and what I remember about it is looking for rabbit holes that might really lead to Wonderland.
21 Where I'd really like to go one day would be Istanbul.
22 It's my siblings who have the most similar sense of humour to my own.
23 All you need is some fresh bread spread with mashed avocado.
24 What I like about being part of a rowdy crowd is that you can be a bit silly and it doesn't matter.
25 It was my childhood passion for animals that sparked my interest in biology.

Vocabulary Connotation 2

Materials: One worksheet per pair, cut in half

Instructions:

Tell Ss that they are going to practise positive connotations by responding to things their partner says. Put Ss in A/B pairs and distribute the worksheet halves. Tell Ss not to show each other their worksheets. Go through the instructions, making it clear that sentences 1–5 on each sheet match replies a–e on their partner's sheet. Before they start, give Ss a couple of minutes to read through their sentences (1–5), imagining possible replies, then to look at the replies (a–e), imagining what type of sentence they might be responding to. This stage could be done in A/A, B/B pairs for extra communicative practice.

For Ex 1, Ss take turns to read a sentence and respond with the correct reply. When they have finished, check answers as a class.

For Ex 2, elicit a possible context for Student A's first sentence/response pair (1 d), e.g. someone has gone to their friend's place to watch a sports match on TV. Ask Ss to work in pairs and think of possible contexts. Elicit some ideas from the class.

Fast finishers could make statements that use the words with a positive connotation and their partner must put a negative spin on things, e.g. A: *This looks like a charming café.* B: *It seems a little run-down to me.* A: *The company is very economical.* B: *Do you mean penny-pinching?*

As an optional follow-up, Ss choose a pair of sentences and create a longer conversation. They then perform it for the class or another pair.

Answer key:

1
Student A
1 d **2** a **3** e **4** b **5** c
Student B
1 b **2** a **3** c **4** e **5** d

2
Sample answers:
A
1 hosting a friend at home to watch a sports match or film
2 having a friend over to your house
3 an office or board meeting
4 friends talking, perhaps prior to a public holiday where gifts are exchanged.
5 a workplace, perhaps between a senior and junior colleague.
B
1 arriving at accommodation on holiday
2 a workplace
3 friends or a date
4 at a private home, in holiday accommodation or at a restaurant
5 people talking about a news story

3A

Language focus 1 Question forms

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ask Ss to discuss the question in Ex 1 in pairs. Give Ss time to complete Ex 2 individually, then compare their answers in pairs before checking answers as a class. For Ex 3, put Ss in pairs or groups to discuss the questions, then conduct whole-class feedback.

Answer key:

2
1 Don't you have anything better to wear?
2 Let's talk about politics, shall we?
3 You're not working right now, are you?
4 What is it about me that you don't like?
5 Could you tell me honestly what you think of my haircut?
6 Everyone likes eating meat, don't they?
7 So you're saying that you don't earn much?
8 Would you tell me how old you are?
9 You're having another holiday?

Language focus 2 Question forms

Materials: One situation card per pair

Instructions:

Put Ss in pairs and distribute either situation card 1 or 2 to each pair. Ss read their situation and discuss Ex 1. For Ex 2, circulate while Ss write questions for their conversation, providing help if necessary. Encourage them to use a variety of different question forms from page 24 of the Student's Book. For Ex 3, give Ss time to roleplay the conversation using their questions.

As an optional follow-up, put pairs who have written conversations for Situations 1 and 2 into groups of four to roleplay their situations for each other.

Alternative:

Give pairs a complete worksheet so they can choose the situation they would like to write questions for.

Give all pairs Situation 1 and use Situation 2 as a warmer or filler to review question forms in a subsequent lesson.

Answer key:
Sample questions:
Situation 1
It's what?
You forgot to save the new version, didn't you?
So, you mean everything we've worked on has gone?
Didn't we back it up to the cloud?
So you're saying we need to start again from scratch?
Situation 2
How is it that you left the tap on?
Didn't you notice the sink was overflowing?
So you mean it was running for an hour before you noticed?
It's soaked through to the carpet in the living room too, hasn't it?
Could you tell me exactly how you plan on cleaning all this water up?

Vocabulary Ideas

Materials: One worksheet per student

Instructions:

Distribute the worksheets and ask Ss to do Ex 1. This could be done in pairs, individually or for homework. Check the answers with the class. For Ex 2, put Ss in groups to discuss the questions. Encourage them to use the target vocabulary where possible in their discussions. To finish, each group chooses one of the questions they discussed and shares their answers with the class.

Answer key:
1 springs **2** bright **3** around **4** out **5** dawn **6** passing **7** occurred **8** given **9** brainwave **10** idea **11** ideas **12** mind

3B

Language focus 1 Reason clauses

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Tell Ss that they are going to read two problems and complete the replies using reason clauses. Ss complete Ex 1 individually, then compare their answers in pairs. Check answers as a class. In pairs, Ss discuss the question in Ex 2, then, for Ex 3, write their own replies, either in class or for homework. Elicit some ideas which use different reason clauses.

As an optional follow-up, Ss work in pairs and write their own similar scenario-based problem. Then they swap it with another pair and respond (either in writing or verbally) using reason clauses.

Answer key:

1

1 Seeing as you **2** in **3** At the risk of asking **4** Since
5 As it's **6** that **7** explaining

Language focus 2 Reason clauses

Materials: One set of cards per group of four

Instructions:

Tell Ss that they are going to complete a challenge to practise using reason clauses. Explain that each student will prepare a one-minute presentation on the topic they are given, using as many different reason clauses as possible. Put Ss in groups of four and distribute the cards. Point out that the reason clauses are listed on the card as a reference for Ss while they prepare. Give Ss a set time to plan what they are going to say, e.g. seven minutes. They can make notes to refer to during this phase, but should not write down exactly what they are going to say.

Ss take turns giving their presentations to their group. While they are speaking, another member of the group marks the reason clauses the speaker uses on their card. The student in the group who uses the most different reason clauses in their presentation is the winner.

Alternative:

Ss could prepare what they are going to say in pairs, working with someone with the same card.

You could let Ss set their own level of challenge in the task. If they want more of a challenge, they should not use any notes during the speaking phase.

Vocabulary Problems and solutions

Materials: One worksheet per group of four, cut as indicated; a sheet of blank paper for each group

Instructions:

Explain that Ss are going to do an activity called a *dictogloss*. Put Ss in groups of four, then distribute only the top part of the worksheet to each group. Ask Ss to discuss Ex 1, then elicit some answers from the class. Go through the instructions to Exs 2–4 and tell Ss that the text they will read includes all the words and phrases in the box in Ex 3. Read the bottom half of the worksheet to the class at normal speed while Ss just listen, then read it again, while Ss take notes individually. Point out that while they won't be able to write everything down, they will be able to work in a group to reconstruct the text. Before they do this, remind them that the text does not have to be identical to the original, but should include the same ideas where possible and use the words and phrases in the box in Ex 3. Give Ss time to reconstruct their text in groups, e.g. 15 minutes. If time allows, elicit what they have written in order to create a shared reconstruction of the text on the board. Make sure that the target vocabulary is used appropriately (although it does not need to exactly match that in the original text).

Finally, distribute the bottom part of the worksheet so Ss can compare it with their text. Ask them to check they have included the same ideas and compare their use of the target words and phrases to that in the original.

As an optional follow-up, Ss could discuss what they think of the five-step process. How is it similar to or different from their own methods of solving problems?

3C

Language focus 1 Ways of modifying adjectives

Materials: One worksheet per student

Instructions:

Distribute the worksheets and ask Ss to complete Ex 1. Remind them to consider whether the adjectives after each option are gradable or ungradable, and to consider any relevant collocations when choosing their answers. Ask Ss to compare their answers in pairs before checking answers as a class. For Ex 2, give Ss time to practise reading the conversations. Encourage them to pay attention to intonation, especially with the modifier *quite*. (Refer back to the audio examples (track 3.5) in Ex 5b on page 29 in the Students' Book.)

For Ex 3, Ss can choose to have an extended conversation about one topic, or several shorter ones. Finish by eliciting some modifier–adjective combinations that Ss used in their conversations.

As an extension task, Ss could write down one of their conversations.

Answer key:

1

1 quite **2** pretty **3** completely **4** absolutely **5** entirely
6 somewhat **7** totally **8** fairly **9** seriously **10** quite
11 absolutely **12** pretty **13** barely **14** virtually **15** rather

Language focus 2 Ways of modifying adjectives

Materials: One set of cards per group of three

Instructions:

Put Ss in groups of three and distribute a set of cards to each group. Ss shuffle the cards and put them face down on the table in one pile. Ss each choose a card, without showing any of the other Ss in the group. They look at the adverb–adjective collocation on it and think of a sentence which uses it. Ss take turns to read out the sentence, leaving a gap (or making a 'beep' noise) instead of saying the adjective shown in bold. For example, *I had to wear a jacket, a hat, gloves and a scarf yesterday because it was bitterly … .* The first student to say the missing word (*cold*) gets to keep the card. If no one can guess the missing word, it should go back to the bottom of the pile. Play continues until all the cards are used. The student with the most cards is the winner.

Vocabulary The news and reporting

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ask Ss to complete Ex 1, then compare their answers in pairs. Check answers as a class. You may need to clarify *whistle-blowing* (telling people in authority or the public about dishonest or illegal practices at the place where you work).

For Ex 2, explain that finding connections between vocabulary or concepts can help Ss to remember them. In pairs, Ss take turns stating connections between the words and phrases on their worksheets, drawing a line between them. Write the following additional phrases on the board for Ss to refer to while they do this:

X relates to Y because …
The connection between X and Y is that …
X affects Y when …

More than one connection between the same pair of words/phrases is allowed. Give Ss about ten minutes to find as many connections as they can, then put pairs in groups of four to compare their answers. Write the following questions on the board for the groups to discuss, then elicit some responses from the class.

Which words or phrases did you connect most to other words and phrases?
Which words and phrases were the most difficult to connect to others?
Can you think of other words and phrases you could add to the diagram that they might connect to?

Answer key:

1
1 character assassination **2** unsubstantiated
3 publicity stunt **4** impartial **5** bend the truth **6** credible
7 question of interpretation **8** disclose **9** footage

4A

Language focus 1 Non-future uses of *will*

Materials: One worksheet per student

Instructions:

Distribute the worksheets and give Ss time to read the definitions and do Exs 1 and 2 in pairs. Conduct whole-class feedback. Ss complete Ex 3 individually, then compare their answers in pairs. Check answers as a class. For Ex 4, give Ss time to write their anecdote while you circulate, providing assistance as required. Put Ss in pairs or groups to share their anecdotes. Alternatively, Ss could write their anecdote for homework.

Answer key:

2
1 D **2** A **3** C **4** B

3
a 1, 4, 7 **b** 3 **c** 2, 6 **d** 5, 10 **e** 9 **f** 8

Language focus 2 Non-future uses of *will*

Materials: Half a worksheet per student

Instructions:

Explain that Ss are going to be given a list of seven tasks, which they need to do with seven different classmates to practise non-future uses of *will*. Distribute the worksheet halves. Ss read the tasks and example sentences and think about what to say or ask for each task. Conduct a class mingle. Ss find a different partner to do each of the tasks with. When Ss have completed all the tasks, conduct whole-class feedback.

Alternative:

Instead of a mingle, Ss could discuss and plan their answers to the tasks in pairs, then swap partners and complete the tasks on the worksheet.

As an optional follow-up, Ss could discuss which uses of *will* they used in each task.

Vocabulary Anxiety and excitement

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ss complete Ex 1 individually, then compare their answers in pairs. Check answers as a class. Give Ss time to discuss the situations in Ex 2, reminding them to use the words and phrases from Ex 1. Elicit some ideas, then put pairs in groups of four to discuss the questions in Ex 3. Conduct whole-class feedback.

Alternative:

Instead of stopping the class after each exercise, you could put Ss in pairs or small groups to work through the entire worksheet, circulating to provide assistance or input as required. Then conduct class feedback at the end.

Answer key:

1
Positive connotations: 3, 5, 8 10. The other words and phrases generally have a more negative connotation.

4B

Language focus 1 Real conditionals

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Elicit or teach *community garden* (a single piece of land gardened collectively by a group of people, a community centre, a workplace, etc. Produce is shared among the gardeners or with people in need in the community.) Ask Ss to discuss the question in Ex 1 in pairs. Ask Ss to complete Ex 2 individually, then compare their answers in pairs before checking answers as a class. For Ex 3, ask Ss to discuss the questions in pairs.

As an optional follow-up, pairs could choose another volunteering situation that interests them, e.g. working at an animal refuge, at a soup kitchen, etc., and roleplay their own similar conversation (using some real conditionals).

Answer key:

2
1 'd like to sign in **2** don't mind **3** comes **4** haven't brought
5 'd like to follow **6** is still **7** have **8** 'll probably find
9 give **10** 's **11** could meet **12** 're

Language focus 2 Real conditionals

Materials: One worksheet per pair

Instructions:

Put Ss in pairs and distribute the worksheets. For Ex 1, give Ss a time period, e.g. 15 minutes, to complete as many sentences as possible with a real conditional. Explain that they should be as creative as possible as it is a competition and they will get a point for each original answer (with a correct conditional) that no other pair has. Encourage humour. Ss can write anything they like for sentence 8, as long as they use a correct conditional. For Ex 2, conduct whole-class feedback. The pair with the most points is the winner.

Answer key:

Sample answers:

1

1 I could sell you a product you didn't know you wanted.
2 perhaps accountancy isn't for you.
3 you need to get out more.
4 you should take a nap.
5 you should have paid more attention at school. Too late now.
6 you could save money on saunas.
7 we'll all be requesting refunds.
8 If you've never learnt conditionals, you'll have no idea what this sentence means.

Vocabulary Adjective + noun collocations

Materials: One worksheet per student

Instructions:

Ask Ss to complete the phrases in Ex 1, then compare their answers in pairs. Check answers as a class. For Ex 2, draw a cloud on the board, write in it your own example of something from Ex 1 and ask Ss to guess which item (1–7) it refers to. Ss then do the same for each of 1–7 in Ex 1, writing their examples in the clouds. Remind Ss to do this in a random order to make the activity more challenging.

For Ex 3, tell Ss to tear or cut off the bottom half of their sheet and exchange it with a partner. Looking at each other's answers, they take turns guessing the item (1–7) that the answer in the cloud refers to. When they guess correctly, Ss tick the corresponding item in Ex 1. At this point, they should discuss the reasons why that answer was written in the cloud. This process continues until Ss have ticked all of 1–7 in Ex 1. Take feedback by having a few Ss read out some of their answers and eliciting the correct item (1–7) from the whole class.

Alternative:

Instead of guessing the items 1–7, Ss could take turns asking their partner about the answer in one of the clouds. Their partner responds, and includes in their answer the adjective + noun collocation from the corresponding item (1–7).

Answer key:

1

1 sense **2** experience **3** rent **4** resource **5** chore, basis
6 impact **7** support

4C

Language focus 1 Giving impressions

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ask Ss to discuss Ex 1 in pairs then conduct whole-class feedback. Ask Ss to complete Ex 2 individually, then compare their answers in pairs. Check answers as a class. For Ex 3, you could give Ss some possible ideas for an imaginary dream, e.g. a dream of being chased, a dream involving the sea, or flying. Ask Ss to use at least four different types of language for giving impressions in their notes. For Ex 4, put Ss in pairs or small groups to describe their dreams.

Alternative:

For Ex 3, Ss could work in pairs and make up an imaginary dream, then swap partners and describe their dream.

Answer key:

2

1 which can only be described **2** purplish **3** make out
4 somehow **5** verging on **6** vaguely
7 could almost be described **8** that kind of thing
9 might possibly be **10** I don't know why
11 something resembling **12** elastic-y

Language focus 2 Giving impressions

Materials: One worksheet per student

Instructions:

Put Ss in groups of three and distribute the worksheets. Go through the instructions for Ex 1 and give some ideas for possible memory themes, e.g. first day at school, a bad or good food experience, getting lost, when a sibling was born, going on holiday as a child, etc. Emphasise that the purpose of the activity is to practise language for giving impressions and that Ss should include at least four different examples of this language in their story. Ss need to decide in their groups whose story is the lie, then make notes about their story under each question. For Ex 2, Ss practise telling their story to their own group, using useful language from the box on the sheet.

Put two groups together for Ex 3. For extra practice, groups could perform their stories for more than one other group.

Vocabulary The senses

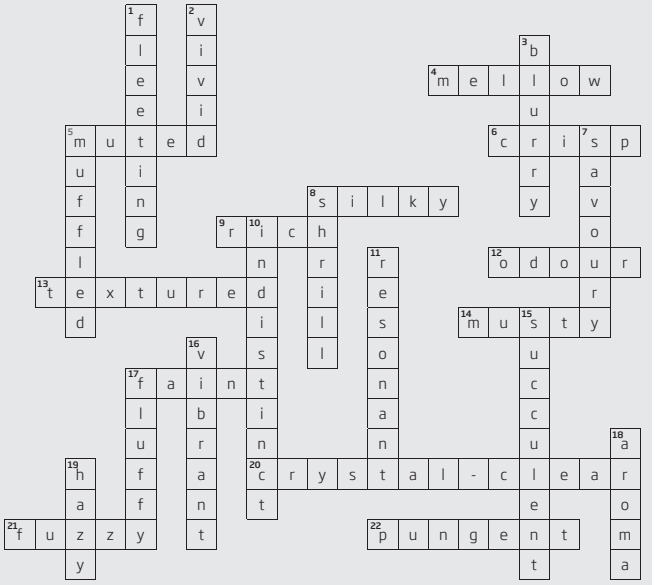
Materials: One worksheet per pair, cut in half

Instructions:

Divide the class into two groups. Give half the class a Student A worksheet and the other half a Student B worksheet. Ask Ss to work with someone in their group to revise the words in their part of the crossword and think about clues they could give for them. Give some examples of how Ss could start sentences to describe their words, e.g, *It's a feeling you get when …*; *It's an adjective that might be used to describe …*; *It's a way of describing a sound/texture/smell/sight.* Circulate, offering help if necessary.

Rearrange Ss into A/B pairs and tell them not to look at each other's worksheets. Write the phrases *What's 4 across?* and *What's 1 down?* on the board as prompts if necessary. Ss take turns asking for and giving each other clues so they can complete their crosswords. Monitor Ss during the activity in case they have any questions. Finish with some whole-class feedback, eliciting some of the clues Ss used for each word.

Answer key:



5A

Language focus 1 Linking devices

Materials: One worksheet per student

Instructions:

Distribute the worksheets and give Ss time to discuss Ex 1 in pairs. Conduct brief class feedback. Ask Ss to complete Ex 2 individually, then compare their answers in pairs. Check answers as a class. For Ex 3, encourage Ss to give reasons for their answers. Elicit a few ideas from Ss. For Ex 4, Ss could discuss their answers in pairs, then write a paragraph using at least three linking devices. Ss could check their use of linking devices in pairs.

Answer key:

2
1 Supposing that **2** Regardless of **3** let alone
4 not to mention **5** Given that **6** Granted **7** Provided that
8 Nonetheless **9** Now that

Language focus 2 Linking devices

Materials: One card per group of three

Instructions:

Tell Ss that they're going to have a debate to practise using linking devices in context. Put Ss in groups of three and distribute one card to each group. Note there must be an even number of groups in the class for the activity to work. Ss read their topic. Go through the task steps with the class. Remind Ss that linking devices should be an integral part of their speeches. Give groups time to prepare their speeches while you circulate, providing help if necessary. This could be done over more than one lesson so that Ss have the opportunity to practise their speeches for homework if they want to. For the debate, Ss from opposing groups (1A/1B, 2A/2B, etc.) take turns giving their speeches in front of the class. After each speech, allow the other team two minutes to respond with a counter argument if they wish. You could finish each debate by having the class vote on which side of the debate they agree with.

Alternative:

For a shorter, more informal activity, Ss debate against their opposing team without the class as an audience.

Vocabulary Importance and usefulness

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, point out that Ss need to decide which adjective collocates best with the noun in the sentence. Ss complete Ex 1 individually, then compare their answers in pairs. Check answers as a class. For Ex 2, put Ss in pairs to ask and answer any four of the questions from Ex 1. Encourage Ss to give detailed answers of two or three sentences and ask at least one follow-up question in each case. After about ten minutes, move on to Ex 3. Ask Ss to swap partners and ask and answer four more questions in the same way. Finish by eliciting some of the interesting things Ss found out in class feedback.

Alternative:

Exs 2 and 3 could be done as a class mingle, with Ss asking and answering each question with a different person in the class.

Answer key:

1
1 groundbreaking **2** indispensable **3** immaterial
4 overrated **5** worthless **6** undervalued **7** negligible
8 noteworthy **9** far-reaching **10** pivotal

5B

Language focus 1 Unreal conditionals

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ask Ss to complete Ex 1 individually, then compare their answers in pairs. Check answers as a class. For Ex 2, give Ss time to write their own anecdote (in class or for homework). For Ex 3, put Ss in groups of 2 or 3 to compare their ideas and check the formation of each other's unreal conditional structures. You could ask some Ss to read out their anecdotes in class feedback.

Answer key:
1 wouldn't **2** both are possible **3** I'd spend **4** could **5** hadn't
6 I'd had **7** 'd be **8** were **9** I'd be **10** both are possible

Language focus 2 Unreal conditionals

Materials: One set of cards per group of four

Instructions:

Put Ss in groups of four and distribute a set of cards to each group. Ask them to put the cards in a pile, face down in front of them. Explain that Ss should take turns to pick up a card and complete the sentence on it. The other Ss in the group can offer help if necessary. Ss continue until all the cards have been used. Finish by asking each group to share one or two of the unreal conditional sentences they made with the whole class.

Alternative:

Ss spread out the cards face up and when it is their turn, they select a card and complete the sentence on it.

For a shorter activity, distribute fewer cards to each group.

Use the cards for a class mingle. Distribute one card to each student. Ss think of a way to complete the sentence, then they find another student to say their sentence to. They then swap cards with that student and find a new student to talk to, using their new card.

Answer key:

Sample answers:

1 I knew I wouldn't fail.
2 I'd been to Paris last year.
3 you might have met my sister.
4 I didn't enjoy it.
5 I woke up earlier.
6 I'd probably go for it.
7 I wouldn't have had such a happy childhood.
8 I could have had ice cream for breakfast!
9 I didn't own a mobile phone.
10 I'd usually take a nap!
11 I would go out and celebrate.
12 I'd choose my best friend.

Vocabulary Risk, success and failure

Materials: One worksheet per pair, dice, counters

Instructions:

Tell Ss that they are going to design and play a game to practise vocabulary related to risk, success, and failure. Distribute the worksheets. Ask Ss to discuss Ex 1 in pairs, and to look at the board on the worksheet to help them with their discussion. Check ideas as a class. Go through the instructions for Ex 2 and the examples on the board. Ss write their sentences and design their game, then swap boards with another pair to play the game using dice and counters.

Answer key:

Sample answers:

1

To play *Snakes and Ladders*, players put counters on the *START* square. They take turns rolling the dice and moving the number of squares indicated. If they land at the bottom of a ladder, they go up it, and if they land at the head of a snake, they go down it. The first player to reach the *FINISH* square wins.

2

Sample sentences for the bottom of ladders:

After a **soul-destroying** defeat in the last game, your favourite team wins a surprise victory!
You **pick yourself** up after a disappointment.
You **leave your comfort zone** and try a new hobby.
You see your dream job advertised, so you **go for it**!
You **throw caution to the wind** and get a pop-up shop for your new retail idea.

Sample sentences for the top of snakes:

Your little café is losing money, so you decide to **cut your losses** and sell up.
You **play it safe** with your investments and you see very little growth.
You make a joke which **falls flat**.
Your boss asks you to **go back to the drawing board** on a project.
You're **fighting a losing battle** to keep your house tidy.
Your favourite band **sinks without trace**.

5C

Language focus 1 Hypothetical language

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ask Ss to complete Ex 1, then check the answers as a class. Explain the meaning of *knuckle down* (item 10) if necessary (to suddenly start working or studying hard). For Ex 2, give Ss time to write their own wishes, encouraging them to choose three different hypothetical structures. Their wishes can be serious or light-hearted. Put Ss in pairs to compare (and if necessary, correct) each other's sentences. Finish by asking a few volunteers to share one of their wishes.

Answer key:

1

1 correct
2 I wish it ~~is~~ **was** easier to make ends meet.
3 It's ~~around~~ **about** time I got a decent haircut.
4 Some people act as **if** the Earth had unlimited resources.
5 correct
6 correct
7 It's about time I ~~leave~~ **left** my comfort zone.
8 I wish ~~can~~ **I could** play a musical instrument.
9 I'd rather people ~~wouldn't~~ **didn't** complain to me so much.
10 correct
11 I wish I ~~wouldn't be~~ **wasn't** so lonely.
12 I feel ~~though as~~ **as though** I'd like to spruce up my apartment.

Language focus 2 Hypothetical language

Materials: One set of cards per group of three

Instructions:

Tell Ss that they are going to roleplay a situation to practise using hypothetical language. Distribute one of cards A–C to each student and put them in A/A, B/B, etc. pairs. For Ex 1, pairs plan their sentences for the roleplay using hypothetical language. Circulate, providing assistance as required. For Ex 2, put Ss in groups of three (A/B/C) to roleplay the meeting. Finish by asking Ss if they managed to come to an agreement, and eliciting some examples of hypothetical language which were used during the meeting.

Vocabulary Near-synonyms

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ask Ss to briefly discuss Ex 1 in pairs then have a brief class discussion. Ss complete Ex 2 individually, then compare their answers in pairs. Check answers as a class. For Ex 3, put Ss in groups to discuss the questions. Conduct class feedback.

Answer key:

2

1 remains **2** flotsam **3** pristine **4** Sprucing **5** debris
6 immaculate **7** refuse **8** spotless **9** hygienic
10 scrubbed **11** disinfected **12** muck

6A

Language focus 1 The passive

Materials: One worksheet per student

Instructions:

Distribute the worksheets and put Ss in pairs to briefly discuss the question in Ex 1. Ask Ss to complete Ex 2 individually before comparing their answers in pairs. Check answers as a class.
To finish, get Ss to discuss the questions in Ex 3 in pairs. Then ask a few Ss to share their answers with the class.

Alternative:

If you have the facilities to do so and feel the content is appropriate, you could show the film trailer for *Divergent* before the activity to add interest.

Answer key:

2
1 a **2** b **3** a **4** both **5** b **6** b **7** a **8** both **9** b **10** a

Language focus 2 The passive

Materials: One card per pair

Instructions:

Explain that Ss are going to create their own plot for a dystopian film to practise passive forms. Put Ss in pairs and distribute one card to each pair. Explain that Ss can use the ideas on the card, their own ideas or a combination of the two to write a plot for a dystopian film. Remind them to include passive forms in their plot. Circulate, providing assistance as required. When Ss have finished, ask each pair to present their plots to the class, then have a vote for the best one.

Answer key:

Sample answer:
(**Card A**): It's the year 2050 and the human race is being controlled by robots. Almost every nation has been taken over. Ninety percent of the population has been destroyed by the robot's deadly lasers and humans are at risk of dying out. Two students studying English are given a mission to break into the robot headquarters and blow up the laser machines. However, little do they know that they are being followed …

Vocabulary Making connections

Materials: One worksheet per student

Instructions:

Explain that Ss are going to take part in a discussion to practise vocabulary related to making connections. Elicit what a book or film club is (*a group of people who get together to discuss books or films*). Distribute the worksheets. For Ex 1, Ss discuss the questions in pairs. Ss do Ex 2 individually, then compare their answers in pairs. Check answers as a class. For Ex 3, Ss answer the questions in Part A about a book or film that they know well. They write the name of the book or film in the space provided film. Tell Ss to write notes about their answers on a separate piece of paper. Encourage them not to write full sentences. For Ex 4, explain that Ss don't need to use information from all their answers in their presentation, but should choose the most interesting details. Encourage them to use the target vocabulary from page 51 of the Student's Book in their presentations, and provide assistance as required. For Ex 5, put Ss in groups of three or four to take turns giving their presentations. Encourage them to ask follow-up questions after each presentation. After Ss have discussed the questions in Part B of the questionnaire, conduct class feedback on the most interesting parts of their discussions.

Alternative:

For a longer activity, and if resources allow, you could allocate specific films (that are publicly available) or books (e.g. graded readers or short stories) to Ss, which they then watch or read for homework. Allocate three or four films/books to different members of the class. Ss could then use the questionnaire to discuss the films/books in groups in the next lesson.

Answer key:

1 underlying **2** resonate **3** backdrop **4** evoke **5** tie
6 into **7** reality **8** knock-on **9** echo/mirror **10** mirror/echo
11 from

6B

Language focus 1 Making formal recommendations

Materials: One worksheet per student

Instructions:

Distribute the worksheets and ask Ss to discuss Ex 1 in pairs. Conduct whole-class feedback. Ask Ss to complete Ex 2 individually, then compare their answers in pairs. Check answers as a class. Give Ss time to discuss Ex 3 in pairs and elicit some ideas in whole-class feedback.

As an optional follow-up, give Ss a choice of one of the topics related to language schools below.

- changes to build the student community
- changes to help motivate students
- changes to reduce student stress

In pairs, Ss write their own short proposals (two to three sentences) on the topic, using the recommendation structures from the lesson. Ask each pair to present their proposals to the class.

Answer key:

1 **a** I recommend that the exam have
b It's crucial the time limit gives
2 **a** I propose the school offer students
b It's vital to become familiar
3 **a** I request snacks be allowed
b It would be my suggestion that students be allowed to
4 **a** Far be it from me to criticise
b I support the idea that the school give
5 **a** I would like to put forward the proposal that students be permitted
b Suffice to say, a friend's presence can help

Language focus 2 Making formal recommendations

Materials: Half a worksheet per student

Instructions:

Tell Ss that they are going to roleplay a meeting to practise making formal recommendations. Distribute the worksheet halves and put Ss in pairs to do Ex 1. Point out that the importance of each issue is a matter of opinion and that there are no right or wrong answers. For Ex 2, Ss continue to work in pairs, but they should each write down their recommendations, as they will be presenting them to other Ss. Circulate, providing assistance as required.

For Ex 3, put Ss in groups of four, each student from a different pair. Ask each group to decide on a chairperson for the meeting. Give Ss time to roleplay the meeting. Finish by asking each group to briefly report back on the issues they talked about and what they decided they would do about them.

Vocabulary Regulation

Materials: One set of cards per group of three

Instructions:

Distribute a set of cards to each group. Ask Ss to put the cards face down in a pile in front of them. Ss take turns to look at a card and explain its meaning to the other members of the group without saying the word itself. The first student to guess the word correctly keeps the card. The student with the most cards at the end of the game is the winner.

As an optional follow-up, ask Ss to create a connection sentence chain. Ask them to spread the cards out face-up in front of them. The first student picks up two cards, makes a sentence that includes both words, then places them in a line. The next student must make a sentence using the word on the second card and the word on another card. They then add that card to the chain. This continues until all the cards are connected in one long chain.

Answer key:

Sample answers:

ban (noun)**:** an official order that prevents something being done; (verb): to give an official order that prevents something being done.
breach: to break a law, rule or agreement
comply with: to obey a law, rule or agreement
curb: to control or limit something to prevent it having a harmful effect
evasion: the act of avoiding something, often paying money or tax
face a sanction: to receive a form of punishment
face consequences: to deal with something that happens as a result of a particular action
freeze: to not increase, e.g. prices or wages, for a period of time
go unpunished: when someone doesn't suffer the consequences of breaking a rule or law
monitor content: to carefully watch or check what people are watching/searching/listening to
restrict: to limit or control the size, amount or range of something
self-regulation: when an industry or organisation controls itself to make sure rules are obeyed, rather than having an independent organisation or law controlling it
severe penalties: a harsh punishment for breaking a rule or law
unauthorised: without approval or permission
violate: to disobey an agreement, law or principle

6C

Language focus 1 Comparatives

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ask Ss to complete Ex 1, then compare their answers in pairs. Check answers as a class. Give Ss time to discuss Ex 2 in pairs, encouraging them to adapt the sentences using different nouns or comparatives to express their thoughts. For Ex 3, give Ss time to write their sentences. Put them in groups to compare and peer check their comparative sentences. To finish, conduct class feedback.

Answer key:

1
1 better **2** rather **3** more **4** bit **5** nothing **6** than
7 same league **8** to **9** not a patch on **10** quickly
11 hold a candle **12** beyond comparison

Language focus 2 Comparatives

Materials: One set of cards per group of four

Instructions:

Tell Ss that they are going to be judges in a joke competition. Direct Ss back to the text on page 54 of the Students' Book and elicit the types of word play mentioned, writing them on the board (*pun*, *aptronym*, *portmanteau*, *backronym*, *spoonerism*). Explain that the first stage of the competition is to familiarise themselves with the jokes. Put Ss in groups of four and distribute a set of cards to each group. Ask them to put the cards in a pile face down in front of them. Ask Ss to take turns to pick up a card, read the joke and try to explain it, if necessary. They then decide what kind of word play the joke is. Conduct whole-class feedback to make sure Ss understand each joke before the next stage.

Ask Ss to spread the joke cards face up on the table and discuss and compare them using comparative phrases from the language focus box, e.g. *Joke 1 is way better than joke 2 because …*; *This joke isn't a patch on the others*; *I think joke 7 is beyond comparison*, etc.

Each group must decide on the two best jokes. Have a class vote for the best joke.

Answer key:

Joke explanations:

1. You can see yourself in a mirror, but *see yourself* also means to imagine oneself (pun).
2. The dentist's name, Dr Chu, sounds like *chew* which relates to teeth. The orthodontist's name, Dr Brace, relates to braces, which orthodontists often put on teeth to straighten them (aptronym, Dr Chu is also a pun).
3. *Much* literally means 'a lot'. *Means a lot* also means 'appreciated' (pun).
4. The word *denial* is an acronym for the made-up phrase with a similar meaning '**D**on't **E**ven **K**now **I A**m **L**ying' (backronym).
5. The joke is the word play between the phrases *pack of lies* and *lack of pies* (spoonerism).
6. A nose literally smells, but it sounds like the eyes are saying that something has a bad smell (pun).
7. The idiom *it hit me* means 'I realised'. The frisbee also literally hits the person, which explains why it is getting bigger (pun).
8. *Irrelephant* combines the words *elephant* and *irrelevant*. *Irrelephant* also sounds like *irrelevant* (portmanteau and pun).

Vocabulary Responding to ideas

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Check Ss understand *déjà vu* in item 4 (*a loan expression from French – the feeling that what is happening now has happened before in exactly the same way*). Ask Ss to complete Ex 1, then compare their answers in pairs. Check answers as a class. For Ex 2, ask Ss to mingle around the room. Ss talk to each other and see if they can find someone who can give a positive response to each of sentences 1–12. Encourage Ss to ask a follow-up question and make notes about the answer. After Ss have completed Ex 2, put them in pairs to compare some of the things they found out about their classmates. Conduct whole-class feedback.

Answer key:

1 captivating **2** run-of-the-mill **3** catchy **4** surreal
5 inventive **6** quirky **7** repulsive **8** witty **9** stale
10 corny **11** bland **12** clumsy

7A

Language focus 1 Determiners

Materials: One worksheet per student

Instructions:

Distribute the worksheets and ask Ss to discuss the question in Ex 1 in pairs. For Ex 2, ask Ss to complete the exercise individually, then compare their answers in pairs. Check answers as a class. (Check Ss understand *dog-eared* in text A: books or papers that are dog-eared have been used so much that the corners are worn-out, creased or torn.) For Ex 3, give Ss time to discuss their ideas in pairs, then conduct class feedback.

As an optional follow-up, Ss could write their own anecdote (real or imagined) about an experience of being off the beaten track. Encourage them to include different types of determiners in their anecdote. When they have finished, put Ss in small groups to compare their anecdotes and check each other's use of determiners.

Answer key:

2
1 five **2** some of the **3** these **4** A few **5** hundreds of
6 Almost all the **7** rather a **8** quite a **9** one of those
10 the next 24 **11** one of the **12** all the **13** most of the
14 exactly the

Language focus 2 Determiners

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ask Ss to complete Ex 1 individually, then compare their answers in pairs. Check answers as a class. For Ex 2, draw a cloud on the board and inside it write your own example of something from Ex 1. Ask Ss to guess which item (1–12) your answer refers to or get them to ask you questions to work it out. Ss then write their own examples for eight of the items in Ex 1 in the clouds on their worksheets. Remind them to do this in a random order to make the activity more challenging.

For Ex 3, tell Ss to cut or tear off the bottom half of their sheet and exchange it with a partner. Ss take turns to ask questions to try to guess the item (1–12) that the answer in each cloud refers to. When they guess correctly, Ss tick the corresponding item in Ex 1. They then ask follow-up questions about their partner's answer. This process continues until Ss have ticked the corresponding items for all the clouds. Elicit feedback by having a few Ss read out some of their answers and eliciting the correct item (1–12) from the whole class.

Answer key:

1 all (of) your friends
2 only half the time
3 both (of) those people
4 some of the time
5 One of your first memories
6 those many little moments of
7 the next few weeks
8 your very first day
9 almost all (of) the people
10 exactly the right place
11 rather a challenge
12 a bit of a mystery

Vocabulary Idioms related to exploration

Materials: One worksheet per pair, cut in half

Instructions:

Put Ss in A/A and B/B pairs and distribute the worksheet halves. Go through the instructions, emphasising that the idioms in the box must be used to answer the questions. Give Ss time to look at their idioms and discuss with their partner how the idioms might be used in a conversation. Ss should change the tense or determiners in the idioms as needed. Put Ss in A/B pairs to ask and answer the questions. For extra practice, Ss could swap worksheets and repeat the activity. Finish by eliciting possible answers to each question from the class.

Alternative:

For an easier activity, put Ss in A/B pairs and ask them to work together to think of a possible answer to each question using each of the idioms on the other sheet. Then put Ss in new A/B pairs to practise asking and answering the questions.

7B

Language focus 1 Relative clauses

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ask Ss to discuss the questions in Ex 1 in pairs, then conduct brief class feedback. Ask Ss to complete Ex 2 individually, then compare their answers in pairs. Check answers as a class. For Ex 3, put Ss in groups to discuss their ideas. Then ask a student from each group to briefly summarise the discussion for the class.

Answer key:

1
A cyberscam is an internet-based scheme to deceive someone, usually in order to get money.

2
1 many of which **2** at which point **3** to whom
4 shortly after which **5** which time **6** in which case
7 according to whom **8** about which **9** the sight of whom
10 the biggest of which

Language focus 2 Relative clauses

Materials: One worksheet per student

Instructions:

Distribute the worksheets and ask Ss to complete the sentences with their own ideas. Tell Ss to crosscheck their answers with the structures on page 63 of the Students' Book. For items 9 and 10, Ss should write their own sentences, which should include an advanced relative clause. Put Ss in groups to compare their sentences. Conduct whole-class feedback.

Alternative:

If space allows, do double-circle sharing. Put Ss in pairs and get the class (holding their completed worksheets) to form two circles, one inside the other, with the outer partner facing inwards and the inner partner facing outwards. Call out a number between 1 and 10. Ss say their corresponding sentence. Give them about a minute to follow up with questions and discussion. Then, the outer circle of Ss moves one place to face a new partner. Repeat the activity with a different number.

For an alternative mingle activity, cut the worksheet into cards and distribute one card (using only cards 1–8) to each student. They should think about how they would complete the sentence, but not write anything down. Put Ss in pairs and ask them to say their completed sentence, then swap cards. Ss find a new partner and repeat the activity.

Answer key:

Sample answers:

1. I think the weather is going to be fine this weekend, in which case I'm going to go to the beach.
2. I've seen some terrible films, the worst of which gave me nightmares for weeks.
3. The lesson will end soon, shortly after which I'll go to the café across the road.
4. I own a lot of T-shirts, a number of which should be thrown away according to my other half.
5. I plan to be watching TV around 8 p.m., by which time I will have finished my assignment.
6. I know a lot of football fans, according to whom the sport is a very important part of their life.
7. I'm going to keep doing yoga until I can touch my toes, at which point I may become lazy again.
8. If there's one thing about which I like to talk, it's travel.
9. I have seventeen cousins, ten of whom live in the same suburb as me.
10. I collect books, half of which I probably won't ever read.

Vocabulary Deception

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Put Ss in pairs to discuss Ex 1, then elicit some answers. Give Ss time to complete the story individually, then compare their answers in pairs. Check answers as a class. Put Ss in small groups to discuss the questions in Ex 3. Conduct whole-class feedback.

Answer key:

1 vigilant **2** discerning **3** streetwise **4** ripped off
5 taken in **6** gullible **7** ploy **8** ruse **9** on **10** bogus
11 purported **12** above board **13** duped **14** scammer
15 con

7C

Language focus 1 Reduced relative clauses and similar structures

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Put Ss in pairs to discuss the question in Ex 1, then conduct whole-class feedback. Ss complete Ex 2 individually, then compare their answers in pairs. Check answers as a class.

For Ex 3, put Ss in pairs or groups to discuss the questions. If Ss are stuck for ideas of their own, they could discuss their experiences of learning English, or something else such as a sport, workplace skill or hobby. Conduct whole-class feedback.

Answer key:

1 to work towards **2** needed **3** to motivate you
4 willing to help you **5** passionate **6** to track your progress
7 to teach your new skills to **8** to reflect **9** containing **10** made

Language focus 2 Reduced relative clauses and similar structures

Materials: One set of cards per group of three

Instructions:

Put Ss in groups of three and distribute a set of cards to each group. Ask groups to match cards 1–6 with cards a–f to form phrases with reduced relative clauses. Check answers as a class, then ask Ss to discuss what the full relative clause for each sentence could be. Elicit some ideas.

As a follow-up, ask Ss to write their own sentences using the prompts on cards 1–6, followed by a reduced relative clause. They could work in their groups, checking each other's sentences as they write them. Conduct whole-class feedback.

Answer key:

1. c (which/that tasted ...)
2. f (which/that is/was focused ...)
3. a (which/that are by ...)
4. d (which/that I should/must/need to work on ...)
5. b (who dabbles / who is/was dabbling ...)
6. e (which/that I can devote ...)

Vocabulary Skills and abilities

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ask Ss to discuss Ex 1 in pairs, then elicit a few ideas. Ss complete Ex 2 individually, then compare their answers in pairs. Check answers as a class. For Ex 3, emphasise that Ss should use language from page 64 of the Student's Book to describe their level of ability.

As an optional follow-up, pairs could write a short advertisement for a class or job of their own choice, similar to the ones in Ex 2, using at least three phrases from the lesson. Pairs then share their adverts with the class.

Answer key:

1 basics **2** novices **3** aptitude **4** savvy **5** rusty **6** get by
7 Clueless **8** depth **9** adept **10** all-rounder **11** hand
12 natural **13** Inept **14** accomplished **15** innate

8A

Language focus 1 Describing habits and compulsions

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, remind Ss to pay attention to the phrase that precedes the gap to work out which verb form to use. Give Ss time to complete the exercise individually, then compare their answers in pairs. Check answers as a class. For Ex 2, ask Ss to work in pairs to discuss their ideas. Conduct whole-class feedback.

Answer key:

1 take **2** to assume **3** putting **4** to straighten up **5** lining **6** wanting **7** chatting **8** making **9** having **10** say **11** to do **12** going on

Language focus 2 Describing habits and compulsions

Materials: One card per student

Instructions:

Explain that Ss are going to describe an imaginary habit or compulsion to each other. Distribute one card to each student and tell them not to show it to anyone else. Ss plan how to describe the habit on the card using phrases from page 69 of the Student's Book and adding extra details of their own.

Conduct a class mingle. Ss share their habits with others, trying to find others who have the same habit as them. After ten minutes, conduct whole-class feedback.

Alternative:

Instead of a mingle, organise Ss in groups in which they take turns sharing their habits. Ss give each other advice on what they could do to break these habits.

Give each student a picture to write about for homework. Ss bring their writing to the next class to share in small groups, checking the verb forms used with the habits.

Answer key:

Sample answers:

1 I'll stay up really late looking at my computer, I'm always getting to sleep way later than I should. Then I'm completely exhausted in the morning.
2 I tend to buy a lot of books without getting round to actually reading them. I keep thinking I won't buy any more, but I can't stop myself! It's becoming a pretty expensive habit.
3 I have this habit of losing my keys. I'm forever looking for them. It's a total waste of time!
4 I'm always drinking coffee, I'll drink it at any time of the day, often way too much.
5 I'm forever doing a million things at once. I'll be cooking and watching TV and trying to exercise and frankly, it's overwhelming!
6 I tend to take photos of my food when I eat out. Then I'll post them for my friends on social media. It's a rather annoying habit for the person I'm eating with!

Vocabulary Idioms related to feelings

Materials: One set of cards per group of three

Instructions:

Put Ss in groups of three and distribute a set of cards to each group. Ask Ss to match each grey card with a white card to form the idioms from page 69 of the Student's Book. Then check answers as a class. Ss then mix up and spread out the cards face down in front of them, the grey cards separated from the white cards. They take turns to pick up a grey card and a white card to make an idiom. If the parts of the idiom match, the student makes a sentence including the reason for the idiom, e.g. *I wanted the ground to swallow me up when I called my teacher 'dad' by mistake.; I saw red when someone took my laptop without asking.* If the student makes a correct sentence, they keep the cards. The student with the most cards at the end is the winner. Conduct class feedback by eliciting some of the reasons Ss gave during the game and ask the class to guess the idiom, e.g:

A: *I won a talent competition.*
B: *Were you over the moon?*
A: *Yes, that's right.*

Alternative:

Move straight from checking the matches to create reasons for each idiom without doing the memory game. Ask each group to share two reasons for their answers, while the rest of the class guess the idioms. You could also put two groups together to compare and guess each other's ideas.

Answer key:

The correct answers are shown on the complete sheet.

8B

Language focus 1 The future in the past

Materials: One worksheet per student

Instructions:

Distribute the worksheets and put Ss in pairs to discuss the questions in Ex 1. Ask Ss to complete Ex 2 individually then compare their answers in pairs. Check answers as a class. Ask pairs to discuss the questions in Ex 3. Elicit a few answers from the class.

As an optional follow-up, Ss could write about their own coincidence (real or imagined) using some of the future in the past language from the lesson.

Answer key:

1

A coincidence is when two things happen at the same time, in the same place or to the same peolpe in a way that seems surprising or unusual.

2

1 course **2** set/due **3** expected **4** to **5** verge/point **6** planned **7** point/verge **8** due/set **9** envisaged

Language focus 2 The future in the past

Materials One worksheet per group of three, dice and counters

Instructions:

Tell Ss that they are going to play a game to practise the future in the past. Put Ss in groups of three and distribute a game board, dice and different-coloured counters to each group. Point out that on each circle on the board is a situation in the past that Ss need to invent an excuse for. Focus Ss on the first circle on the board and elicit some possible excuses using the language from the checklist at the bottom of the board. Tell Ss to take turns rolling the dice and moving their counter the correct number of circles. The student must then give an excuse for the situation on the circle using language from the checklist. If it is deemed satisfactory by fellow players, play continues for that student when it is their turn. Otherwise, they miss a turn. Circulate during the game, providing help if necessary. The first player to reach the *FINISH* circle is the winner.

Answer key:

Sample answers:

1 I was on course to finish it when a customer called with an urgent query.
2 I was all set to get an early night, but then I found this great TV series …
3 I was on the verge of telling you, but I felt awkward!
4 I planned to catch the 7.30 a.m bus, but I spent too long packing my bag.
5 I'm always about to call you when you call me!
6 I was just about to get out the vacuum cleaner, honestly!
7 I planned to do it before class, but I didn't have a pen.
8 I was all set to go on the picnic, then it started pouring.
9 I expected to pass, but I probably should have turned up for the exam.
10 I was about to wash them and then I realised it wasn't my turn.
11 I was all set to be there on time, but then I was called into work.
12 I was on the point of buying a pair until I saw the price tag!
13 I planned to get it fixed on Saturday, but the shop was closed.
14 I'd envisaged getting a beautiful card, but then I'm afraid I simply forgot.
15 We were on the threshold of launching the business, then we had a falling out.
16 I thought it was due to start at 11 a.m., but it actually started at 10 a.m.
17 I was on course to participate, but then I sprained my ankle the day before.

Vocabulary Decision making and reflection

Materials: One worksheet per student, cut along the line indicated

Instructions:

Distribute the top part of the worksheet to each student. Put Ss in pairs to complete Ex 1, then check answers as a class. For Ex 2, give Ss time to complete the quiz individually, then distribute the bottom part of the worksheet for them to read the results. For Ex 3, put Ss in pairs to discuss their answers and results. Conduct whole-class feedback.

Answers:

1 agonise over **2** weighing up **3** in a quandary **4** torn
5 didn't pan out **6** reflection **7** stop short of
8 the benefit of hindsight

8C

Language focus 1 Emphasising advice

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ask Ss to discuss the questions in Ex 1 in pairs, then conduct brief class feedback. For Ex 2, Ss complete the texts individually, then compare their answers in pairs. Check answers as a class.

Put Ss in groups of three or four to discuss the questions in Ex 3. Remind them to try to use emphasising structures in their tips. To finish, ask each group for one of their tips.

Answer key:

A

1 Whenever **2** Whichever **3** However **4** No matter what **5** whatsoever

B

1 Whenever (or Wherever) **2** Under no circumstances **3** Whatever **4** No matter what **5** Wherever (or Whenever)

Language focus 2 Emphasising advice

Materials: One worksheet per group of three, cut into cards

Instructions:

Tell Ss that they are going to do a roleplay to practise phrases for emphasising advice. Distribute one card (A–C) to each student. Explain that there are three situations: one where they ask for advice and two where they will give advice. Put Ss in A/A, B/B, C/C pairs or groups to work together and write their advice. Circulate, providing assistance as required.

Put Ss in A/B/C groups for the roleplay. Ss should take turns sharing their 'problem', and the other Ss should work their advice into the conversation and avoid simply reading it aloud from their card. Finish by eliciting some of the best advice that Ss received for each problem.

Vocabulary Idioms related to risk

Materials: One worksheet per student

Instructions:

Distribute the worksheets and ask Ss to complete Ex 1 individually, then compare answers in pairs before checking answers as a class. Ss work in pairs to complete Ex 2. Check answers as a class. Put Ss in small groups to discuss Ex 3. Conduct whole-class feedback.

Answer key:

1

1 keep **2** play **3** with **4** the **5** took **6** clear **7** your **8** woods

2

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

9A

Language focus 1 Narrative tenses

Materials: One worksheet per student

Instructions:

Distribute the worksheets and give Ss time to discuss the question in Ex 1 in pairs. For Ex 2, point out that in some cases, more than one form may be possible. Ask Ss to complete the exercise individually, then compare their answers in pairs. Check answers as a class. For Ex 3, Ss could try describing their memory using past tenses first, then using a present tense for narrative effect.

Alternative:

Ss could write about a memory related to one of the senses in Ex 1, then share their memories in groups.

Answer key:

1 saw **2** were staying / had been staying **3** woke **4** built
5 know **6** 'd/had imagined **7** was **8** were always polishing
9 made **10** get **11** was exploring **12** had driven off
13 'd / had left **14** dip **15** hits / hit

Language focus 2 Narrative tenses

Materials: One card per student

Instructions:

Distribute one card to each student. Ss take a few minutes to think of a story (about a minute long) related to the statement on the card and how they are going to use narrative tenses to tell it. Put Ss in pairs to tell their story. Tell the listener to encourage the speaker with cues (*Really? Wow! Oh no!*, etc.) and ask questions if possible. Encourage the speaker to use a range of appropriate narrative tenses. When they have finished, Ss swap cards with each other and repeat the activity with a new partner.

Alternative:

After Ss have told their story, ask them to reflect on the narrative tenses they used, then repeat the same story with a new partner with the aim of increasing their fluency and confidence.

Distribute two cards to each student and let them choose which card to use for their story.

Put Ss in groups of three and distribute one card to each group. Tell Ss that they each need to tell a story related to the card. Two stories should be true and one should be made up. Ss work together to practise their stories. Then put groups together to tell their stories. Groups need to guess which stories are true and which one is made up.

Vocabulary Verb–adverb collocations

Materials: One worksheet per pair, cut in half

Instructions:

Distribute half a worksheet to each student. Explain that although the scenarios are the same, the A/B worksheets have different adverbs gapped on them. Put Ss in A/A and B/B pairs and ask them to decide on an appropriate adverb to complete each gap in the six scenarios. To check their answers, put Ss in A/B pairs and ask them to take turns reading out the scenarios. Ss then think of some advice for the person in each scenario. Conduct whole-class feedback.

As an optional follow-up, pairs could choose one of the scenarios and develop a longer story about what has happened up to that point and what happens next, using narrative tenses. Ss then swap partners to tell their stories.

Answer key:

The answers can be found on the other student's sheet.

9B

Language focus 1 Reported speech

Materials: One worksheet per student

Instructions:

Distribute the worksheets and elicit the reported speech for the first item in Ex 1. Ask Ss to complete the rest of Ex 1 individually, then compare their answers in pairs. Check answers as a class. For Ex 2, Ss choose which sentences they want to give their opinion on. For Ex 3, put Ss in new pairs. To finish, elicit from the class a few sentences in reported speech.

Answer key:

1 had had enough of reality TV
2 shouldn't spread gossip, but (he) had found it tempting lately
3 had studied English for a year in London
4 prefers to exercise in the morning
5 an apple a day keeps the doctor away
6 (that) the students in her class last year had appreciated the range of choices for learning
7 had been trying to build his online presence
8 90 percent of start-up companies fail within the first year

Language focus 2 Reported speech

Materials: Half a worksheet per student

Instructions:

Distribute the worksheet halves. Explain that Ss are going to mingle and ask different Ss in the class questions to find out the information on the sheet. They need to make notes to be able to report to another student what they found out. Conduct the class mingle. When Ss have finished, put them in pairs to compare what they found out about their classmates. Monitor, offering assistance and making notes of any errors you hear. Conduct whole-class feedback. If you noted any errors with reported speech, write sentences (adjusting for anonymity) on the board and give Ss time to correct their work in pairs.

Alternative:

If your class know each other well, during the reporting stage Ss could report their findings without saying who they are referring to, i.e. *Someone said …* . The other Ss could try to guess who is being referred to.

Vocabulary Gossip and rumours

Materials: One set of cards per group of three

Instructions:

Put Ss in groups of three and distribute a set of cards to each group. In their groups, Ss match the two parts of phrases 1–11 with a–k. Check answers as a class, then ask groups to divide the phrases into those used to introduce a piece of gossip and those used to respond to a piece of gossip.

Alternative:

Ask Ss to make up some news or gossip about fictional people to collect some about celebrities from online sources. Ss take turns presenting their 'gossip' and responding to other people's gossip using the phrases on the cards or their own ideas.

Answer key:

1 f **2** b **3** h **4** e **5** a **6** i **7** j **8** c **9** k **10** g **11** d
Introduce gossip: 1, 3, 7, 10, 11

9C

Language focus 1 Participle clauses and verbless clauses

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Put Ss in pairs to discuss the questions in Ex 1, then conduct whole-class feedback. For Ex 2, Ss complete the task individually, then compare their answers in pairs. Check answers as a class. As an extra activity, Ss could work in pairs and discuss to what extent they agree with the sentences.

For Ex 3, give Ss time to write their own sentences, using the examples in Ex 2 for ideas. Put Ss in pairs or small groups to compare and check each other's sentences, while you circulate to check any language that they are unsure of.

Answer key:

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

Language focus 2 Participle clauses and verbless clauses

Materials: One worksheet per pair, with a few extra copies for ***fast finishers***

Instructions:

Put Ss in pairs and distribute one worksheet to each pair. Check Ss are familiar with the game of noughts and crosses and if they aren't, demonstrate how to play it on the board. (Ss play in pairs and take turns drawing a nought or a cross in one square of a nine-square grid. The first player to get three noughts or crosses in a row, vertically, horizontally or diagonally wins.)

Explain that this version of the game works the same way, except that before drawing their symbol in a given square, Ss need to make a grammatically correct sentence using the prompt in the square. Ss play three games with their partner.

Finish by asking each student to say one of the sentences they made during the game.

Fast finishers could play additional games on extra worksheets or could take turns making sentences using the prompts in squares left unused at the end of their games.

Vocabulary Improvement and deterioration

Materials: One worksheet per student

Instructions:

Distribute the worksheets and ask Ss to complete Ex 1 individually. Check answers as a class. For Ex 2, put Ss in pairs and while they write their questions, monitor and help if necessary. For Ex 3, put pairs in groups of four to conduct their interviews.

As an optional follow-up, Ss could write up the results of their interview as a short report.

Answer key:

1
3 beautify **4** compound **5** deteriorate **6** enhance
7 exacerbate **8** facilitate **9** hamper **10** hinder **11** impair
12 rectify **13** undermine

2
Sample answers:
1 What improvements would enhance this street?
2 In your opinion, how important is the beautification of the neighbourhood?
3 Do any noises or smells hamper your enjoyment of this street? What could be done to rectify this?
4 Are there any obstacles that hinder pedestrians moving freely and easily down the street? What could be done to alleviate this?
5 Would you be interested in being part of a regular group which meets to facilitate change?
6 Is the deterioration of any building of particular concern to you?

10A

Language focus 1 Emphasis and persuasion

Materials: One worksheet per student

Instructions:

Distribute the worksheets and give Ss time to discuss Ex 1 in pairs. Ask Ss to complete Exs 2 and 3 individually, then compare their answers in pairs. Check answers as a class.

Alternative:

Have a class mingle for Ss to roleplay the giving and receiving of gifts. Ss write or draw their 'gift' on a piece of paper before folding it in half and 'giving' it to a partner. When they receive their 'gift', their response should include some language for emphasis. They then continue by 'giving' the gift they received to a new partner, and so on.

Answer key:

2
1 perfect **2** always **3** How **4** locally-made **5** chocolate
6 better **7** do **8** just the right size

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

Language focus 2 Emphasis and persuasion

Materials: One worksheet per pair

Instructions:

Put Ss in pairs and distribute one worksheet per pair. Go through the scenario with the class. For Exs 1 and 2, give Ss time to plan their menu and the presentation of their dishes. If Ss are from different countries, explain that they could invent dishes that are fusion food (i.e. a mix of cuisines from different countries). Circulate, providing help as required, then put two pairs together for the roleplay in Ex 3.

Alternative:

Start the activity by showing a short clip or trailer of a reality cooking TV show. Discuss the elements of these shows and why Ss think they are popular.

Ss could find images online or draw their dishes as part of their presentation.

For a shorter activity, Ss could pitch one or two courses to each other, rather than three.

Rather than presenting in groups of four, each pair could choose one course to present to the whole class.

Vocabulary Collocations: innovation

Materials: Half a worksheet per pair

Instructions:

Put Ss in pairs and distribute half a worksheet to each pair. Explain that Ss are going to write gapped sentences for another pair to practise the innovation collocations from the lesson. Point out to Ss the example gapped sentence on their respective sheets. Brainstorm some areas of innovation that Ss could write sentences about and write them on the board, e.g. architecture, science, IT, medicine, education, their own field of expertise. Give pairs time to write their sentences while you circulate, providing help if necessary. Ask Ss to cut or tear their worksheet along the dotted line, then ask A and B pairs to swap sentences. Ss complete the gapped sentences in their pairs, then check their answers with the pair who wrote them.

Finish by asking each pair to choose one of the gapped sentences they were given and read it out. The class guess the missing word.

Alternative:

Collect in the gapped sentences to check, then choose a selection to turn into a worksheet for more practice in the next class or for homework.

10B

Language focus 1 Heads and tails

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Give Ss time to complete Ex 1 individually, then compare their answers in pairs. Check answers as a class. For Ex 2, encourage Ss to think about intonation and pauses round the heads and tails when they practise the conversations in pairs.

Ss can do Ex 3 individually or in pairs choose one of the contexts from Ex 1 or their own idea and write a conversation similar to the ones in Ex 1, using heads and tails. This could then be performed for the class or another student or pair.

Answer key:

1 the stripy one **2** The one with the palm trees **3** this door
4 Pull **5** these silly doors **6** the croissants
7 the custard ones **8** a doughnut **9** these buses
10 Fifteen minutes **11** Ridiculous **12** a bus app **13** An app

Language focus 2 Heads and tails

Materials: One set of cards per group of four

Instructions:

Put Ss in groups of four. Distribute a set of cards to each group and tell Ss that each card has a sentence head or tail on it. Ss spread the cards face-up in front of them and take turns to choose one and make the head or tail into a sentence, e.g. *It's good, this pizza*; *The music, it's a bit loud, isn't it?* Ss then keep the card. Circulate and help if necessary.

Once groups have made sentences for all the cards, divide each group into two pairs. Each pair writes a conversation including sentences from as many cards as possible. (Tell Ss that in this part of the activity, it's permissible to adjust the sentences they originally made.) To finish, Ss perform their conversation for the other pair in their original group.

Answer key:

Sample answers:

1 Cheese, you can never have too much of it in my opinion.
2 The music, it makes me want to dance.
3 All these people, why are they here?
4 The menu, it's good, isn't it?
5 The balcony, it's full, sorry.
6 That bird, what on earth is it doing here?
7 It's delicious, this pizza.
8 I love it, the weather at this time of year.
9 I don't know if they're allowed in here, children.
10 Look, they've turned it on, this fountain.
11 I'm so sorry about this, this awful mess.
12 It's recharging at the moment, my phone.

Vocabulary Board games

Materials: One worksheet per student; cards and/or dice (optional)

Instructions:

Distribute the worksheets. Put Ss in pairs to discuss briefly the question in Ex 1, then conduct whole-class feedback. Give Ss time to complete Ex 2 individually, then compare their answers in pairs. Check answers as a class.

As an optional follow-up, Ss could follow the instructions and play Squares. If you have packs of cards and dice available, Ss could try the other games, too.

Answer key:

1 rolls **2** scores points **3** take turns **4** ultimate goal
5 Shuffle **6** Deal **7** face up **8** Place **9** face down
10 initial phase **11** take

10C

Language focus 1 Concession clauses

Materials: Half a worksheet per student

Instructions:

Distribute the worksheet halves. For Ex 1, Ss choose the correct alternatives individually, then compare their answers in pairs. Check answers as a class. For Ex 2, Ss discuss the statements in Ex 1 in pairs. If they disagree, they could write statements using concession clauses to describe their own point of view. Conduct whole-class feedback.

Answer key:

1 Even though **2** In spite of **3** Whereas **4** Nevertheless
5 Although **6** Attractive **7** Even if **8** However **9** While
10 Despite

Language focus 2 Concession clauses

Materials: One set of cards per group of three

Instructions:

Distribute one A/B/C opinion card to each student. Ss complete the three opinion statements on their card individually, or with someone who has the same card as them. Note that the statements don't have to reflect the student's real opinion. Suggest including words like *should, must* and *always* to make the opinions generalisations. Emphasise that these sentences should not include concession clauses.

Put Ss in A/B/C groups and distribute a set of concession clause cards to each group to shuffle and deal between them. Ss then take turns reading out one of their statements. The other Ss take turns responding to it using the concession clause on one of their cards. The aim of the activity is for each student to use up all of the concession cards. When they have used one of their cards, they discard it. When they have used all the clauses, there should still be two statements to respond to. Ss can respond to those with a concession clause of their choice.

Alternative:

For a competitive version of the activity, after Ss have written their opinion statements, they place the concession clause cards face down in a pile and each student picks up one. Ss take turns to read their statements. The other Ss try to respond using the concession clause on the card in their hand. If they succeed, they 'win' the card and pick up another one. If they fail, they place the card at the bottom of the pile and take a new one in preparation for their next turn. When all of the cards have been used, the student with the most cards is the winner. If Ss finish reading their statements before all the concession clause cards have been used, they can make up new opinion statements on topics of their choice.

Vocabulary Evaluating

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ask Ss to complete Ex 1 individually, then compare their answers in pairs. Check answers as a class. For Ex 2, put Ss in pairs and give them a time limit, e.g. ten minutes, to complete as many of the sentences as possible. For Ex 3, put Ss in new groups to compare their sentences. Finish by asking each group to share a few of their most interesting sentences.

Answer key:

1 compelling **2** sound **3** convincing **4** cheap
5 superficially **6** through **7** flawed **8** valid **9** attractive
10 lacking

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