

1.1 The rules of conversation

Goals

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

Lead-in

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

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

Vocabulary & Speaking conversation

Exercise 1a

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

POSSIBLE ANSWERS

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

Exercise 1b

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

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

Exercise 2

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

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

ANSWERS

Things you would aim to do: put someone at ease, listen enthusiastically, establish shared interests, ask appropriate questions, make small talk, make a good impression, tell an entertaining story, hit it off with someone

Things you would try to avoid: have a row, have a misunderstanding, have some awkward silences, put your foot in it, offend someone, dominate the conversation

Exercise 3

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

Grammar & Speaking using different question types

Exercise 4

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

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

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

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

Exercise 5 1.1

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

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

ANSWERS

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

AUDIOSCRIPT 1.1

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

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

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

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

Another key to successful communication between cultures is knowing which topics are appropriate to discuss. Different cultures have different rules, and it's easy to put your foot in it by asking the wrong questions, particularly when making small talk with people you don't know well. In many countries, like China, for instance, it's very normal to ask somebody how old they are, or how much they earn. But a person from the UK, for example, wouldn't feel at ease with these questions. Questions about somebody's political views are also not appropriate. Safer topics of conversation would include questions about where they are from or about sport. And of course the weather is also a favourite. And finally, I'd like to talk about gestures – the signs we make with our hands. Although many gestures have the same meaning the world over, there are a few common ones which can offend people in some countries. The 'come here' sign made by curling your finger towards you is extremely rude in many countries, including Slovakia and many parts of South East Asia. In the Philippines, you can actually be arrested for making this gesture! And then there's the 'thumbs up' sign, which in many parts of the world means 'Well done!' or 'I like it!'. However, in some countries, like Greece and countries in the Middle East, it can cause great offence.

Exercise 6 1.1

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

ANSWERS

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

Exercise 7

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

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

Exercise 8

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

ANSWERS

- 1 don't use 2 before 3 end

EXTRA SUPPORT Show the difference in form between subject and object questions by giving an example of each on the board, e.g.

Subject question: *Who won the match? Our team won.*

Object question: *What does he teach? He teaches business studies.*

Elicit two or three more examples of each.

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

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

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

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

Exercise 9

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

ANSWERS

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

Exercise 10a

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

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

ANSWERS

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

Exercise 10b

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

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

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

Remind students that one aim of successful conversation is to establish shared interests and things in common.

Students ask and answer the questions in their pairs and try to find one or two things in common.

Exercise 11

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

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

- Students continue asking and answering their questions in closed pairs.
- Check the answers together as a class.
- Find out which facts students found most surprising.

ANSWERS

Student A

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

Student B

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

Exercise 12a

- Put students into pairs. Explain that they are going to prepare some questions that would be suitable for small talk, i.e. the sort of questions you ask somebody the first time you meet.

- Ask them to choose three topics from the list and write two questions for each, e.g. for *family*, they might ask:
 - *How many people are there in your immediate family?*
 - *What does your brother/sister/mother/father do?*
 - *What is the age difference between you and your brothers and sisters?*

Exercise 12b

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

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

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

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

1.2 The letter is dead, long live the letter!

Goals

- Talk about written communication
- Use present perfect tenses

Lead-in

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

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

Vocabulary & Speaking **written communication**

Exercise 1

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

ANSWERS

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

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

Exercise 2a

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

ANSWERS

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

Exercise 2b

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

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

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

Grammar & Reading **present perfect simple and continuous**

Exercise 3

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

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

ANSWERS

a 2 b 3 c 5 d 1 e 4

Exercise 4

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

POSSIBLE ANSWERS

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

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

Exercise 5

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

Exercise 6

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

ANSWERS

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

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

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

Exercise 7a

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

ANSWERS

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

Exercise 7b

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

ANSWERS

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

Pronunciation auxiliary verbs *have* and *been*

Exercise 8a 1.2

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

ANSWERS

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

Exercise 8b 1.3

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

ANSWERS/AUDIOSCRIPT 1.3

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

Exercise 8c

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

Exercise 9

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

1.3 Vocabulary and skills development

Goals

- Guess the meaning of new words
- Verbs + prepositions

Lead-in

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

Reading **guessing the meaning of new words**

Exercise 1

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

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

Exercise 2 1.4

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

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

ANSWERS

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

AUDIOSCRIPT 1.4

How many whistling sounds are you familiar with? There are quite a few in common use, aren't there? We whistle when we want to get someone's attention ...

We whistle to show our appreciation at a concert, for example ...

And then there's this whistle ...

But did you know that on the Spanish island of La Gomera there is an entire whistling language? This language has existed for thousands of years and is still spoken ...

I mean, whistled ... today.

Listen to this ...

Extraordinary, isn't it? Have you any idea what the conversation was about? Well, according to the translation I have here, they were discussing a party and one was asking the other to go and get a musical instrument to bring to it ...

The language is called Silbo Gomero – the whistling language of the island of La Gomera.

Last year, I decided to go to La Gomera to find out for myself ...

Exercise 3

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

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

ANSWERS

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

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

Exercise 4a

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

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

Exercise 4b

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

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

Exercise 5

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

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

POSSIBLE ANSWERS

- 1 It is difficult to travel across the island to speak to somebody because of the hills and ravines. It is easier to whistle.
- 2 We know the African inhabitants spoke it before the Spanish arrived in the 15th century.

- 3 Some of the original speakers of the language emigrated in the 1950s. Then, with the building of new roads and the development of mobile phones, it was no longer necessary to whistle to each other.
- 4 In 1999, the language was made compulsory in La Gomera's primary schools and, in 2009, it was awarded the UNESCO Intangible Cultural Heritage of Humanity designation.
- 5 Some think it's a peasant language and that it should be left to die. Others think it's important to protect it because it is part of their identity. Also, it is very useful to know it as mobile phones don't work everywhere on the island.

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

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

- | | |
|---------------------|-----------------------|
| 1 <i>local</i> | a <i>difficulties</i> |
| 2 <i>steep</i> | b <i>identity</i> |
| 3 <i>economic</i> | c <i>subject</i> |
| 4 <i>compulsory</i> | d <i>people</i> |
| 5 <i>cultural</i> | e <i>hills</i> |

Vocabulary & Speaking verbs + prepositions

Exercise 6

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

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

Exercise 7

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

ANSWERS

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

Exercise 8a

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

ANSWERS

1 banned 2 result 3 disapprove 4 bring 5 lead

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

Exercise 8b

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

ANSWERS

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

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

Exercise 9a

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

ANSWERS

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

Exercise 9b

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

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

1.4 Speaking and writing

Goals

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

Lead-in

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

Vocabulary & Listening **dealing with problems on the phone**

Exercise 1

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

Exercise 2 1.5

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

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

ANSWERS

1 c 2 d 3 b 4 a

AUDIOSCRIPT 1.5

Conversation 1

A Hello, am I speaking to Mrs Helen Carter?

B Er yes, speaking.

A How are you today, Mrs Carter?

B Fine ... erm ... Who am I speaking to?

A I'm calling from The Northern Energy Company, and I would like to inform you of a superb electricity deal that we are offering ...

B Er, no, can you just stop there, please? I'm not interested.

A You're not interested in saving money on your energy bills, Mrs Carter?

B No, I'm not interested in buying anything from you. I don't take sales calls. So would you remove my details from your database, please? Thank you. Goodbye.

Conversation 2

A ... Well, Joe, it's been great talking to you. Thanks a lot for calling.

B My pleasure. It's been good to hear all your news.

A Yeah ... No ... Absolutely ... But listen, I'd better get off the phone ... I'm still at the office and I've got a ton of work to do.

B Yes, yes. I'll let you get on. OK. Listen, before you go ... tell me, do you ever see anything of Clive?

A Clive? Yes, yes, I see him occasionally. He's fine.

Anyway, ...

B We used to have such a laugh together, me and Clive. Never hear anything from him these days ...

A No, well, you know, he's pretty busy ... Anyway, listen Joe, I've really got to get off the phone. I'll give you a call soon. We'll get together for a drink or something.

B Yes, that would be good. We could go to that place down by the river, er ... what's it called?

A Yeah, yeah, we'll work that out when we speak. OK. Cheers, Joe. I'll be in touch. Bye.

Conversation 3

A Hello, is that Sarah Fox?

B Yes, it is.

A Oh hello, this is Steve from the garage. Just calling to let you know that we've had a look at the car and we estimate that it's going to cost £550 to repair the engine. So if you'd like us to go ahead with it, could you ...

B Sorry, Steve ... just bear with me a moment ... Rosie, let Thomas play with the balloon, please ... What? Yes, I know it's your special birthday balloon, but I told you you've got to share.

Sorry about that. Yes, 550, did you say? ... Erm ... well, yes, that's more than I'd hoped, but if it needs to be done, then ... Sorry. Oi! Children! Stop that! ... Steve, look, I'm going to have to go and deal with this. I'm afraid you've caught me at a bad time. I'll call you back in a few minutes.

A That's no problem at all. I'll wait to hear from you.

Conversation 4

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

Exercise 3 1.6

- Ask students to read the extracts from the conversation in the Language for speaking box and try to guess what the missing words are.
- Play track 1.6 for students to complete the sentences.

- Let them compare answers with a partner before checking the answers together as a class. Draw students' attention to the sentences which don't have gaps.

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

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

ANSWERS/AUDIOSCRIPT 1.6

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

Exercise 4 1.6

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

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

Exercise 5

- Put students into pairs and give them a minute or two to read through their role and think about what they are going to say.
- If your classroom layout allows it, ask students to sit back to back in order to replicate the conditions of a real phone call.
- Remind students to use language from the Language for speaking box wherever possible.
- Ask one or two pairs of students to act out their role-play in front of the class.
- Refer students to the back of the book (Student A to page 126 and Student B to page 132) to do two more role-plays. Again, give students time to prepare before they begin.

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

Writing an informal email giving news

Exercise 6

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

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

ANSWERS

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

Exercise 7

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

ANSWERS

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

Exercise 8

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

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

ANSWERS

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

Exercise 9

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

ANSWERS

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

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

Exercise 10

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

Exercise 11a

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

Exercise 11b

- Students return the emails to their partner and discuss the feedback. As this is the first unit of the course you may wish to take in students' work to check the level of their writing.
- Ask students to ask their partner questions to find out more about the news in the email.

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

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

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

1 *I enjoyed very much the film.* (WO)

2 *What does this means?* (Gr)

3 *I born in 1999.* (^)

4 *It isnt important.* (P)

5 *Is it neccessary?* (Sp)

6 *I lost the bus.* (WW)

1.5 Video

Minority languages in the British Isles

VIDEOSCRIPT

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

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

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

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

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

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

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

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

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

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

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

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

VIDEO ANSWERS

Exercise 1

1 c 2 e 3 a 4 b 5 d

Exercise 2

Scotland, Wales and Cornwall

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

Exercise 3

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

Exercise 4

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

Review

ANSWERS

Exercise 1a

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

Exercise 1b

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

Exercise 2a

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

Exercise 3

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

Exercise 4 1.7

ANSWERS/AUDIOSCRIPT 1.7

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

Exercise 5a

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

Exercise 5b

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

2.1 Out of your comfort zone

Goals

- Talk about travel and adventure
- Talk about past events

Lead-in

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

Vocabulary & Speaking **talking about travel and adventure**

Exercise 1

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

Exercise 2 2.1

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

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

ANSWERS

Conversation 1: b, c, f

Conversation 2: a, b, e

Conversation 3: c, d, g

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

AUDIOSCRIPT 2.1

Conversation 1

A You know what I'd love to do one day?

B What's that?

A I'd love to go to Peru and walk the Inca Trail. You know, the path that takes you from the Amazon rainforest through the Andes mountains to Machu Picchu, 'the lost city of the Incas'.

B Ah, I'd love to go to Machu Picchu. Apparently, the views are absolutely stunning. Not sure about the trek, though. Sounds like hard work to me – trekking up and down mountains, with all your baggage. You'd have to be really fit.

A That's all part of the challenge ...

B Mmm. And then you'd have to camp in tents, with very basic facilities. It's not really my thing ... I'm not very good at roughing it. I like life's little luxuries.

A Oh, come on ... You need to be more adventurous. Step out of your comfort zone. It's really good for you sometimes, you know.

B Yes, I guess you're right.

Conversation 2

A If you could go anywhere in the world, where would you go?

B Mmm ... Antarctica.

A Antarctica?

B Yes ... Antarctica ... because ... well, because it's so different from anywhere else in the world. I'd like to experience being in a completely remote environment with nothing else around ... I'd like to see the penguins in their natural habitat. I'd like to see the icebergs in all their different shapes and colours.

A Brrrr!

B What? Wouldn't you like to see an iceberg with your own eyes? It would be a breathtaking sight.

A Yes, of course I would ... It's just ... the cold weather that doesn't appeal to me that much.

B Don't be silly – you'd be wearing a special thick coat. It wouldn't be that bad. And anyway, it'd be really interesting to experience the extreme conditions the Antarctic explorers had to face.

A Yes, it would. For a minute ...

Conversation 3

A A place I'd really like to go to on holiday this year is Istanbul. Have you ever been?

B To Istanbul? No ... but it sounds wonderful, with all those magnificent historic buildings, like the Blue Mosque and the royal palaces.

A Yeah, I'd love to see those ... and it would be great just to wander around the old streets and soak up the atmosphere ...

B Ah ... that sounds brilliant. Wasn't Istanbul a European City of Culture a few years ago?

A Yes, it was. So it's become quite a popular destination now. I imagine it gets quite touristy in the summer, so it's probably best to go out of season.

B Yeah, true. So will you learn some Turkish before you go?

A I'm sure I'll learn a few phrases. But actually, I quite like the idea of going somewhere I don't speak the language. It kind of adds to the adventure, if you know what I mean ...

B Ha, ha, I do ... Well, if you need a travelling companion, let me know!

Exercise 3a

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

Exercise 3b 2.1

- Play track 2.1 again for students to check their answers.
- Go through the answers together as a class and check comprehension of some of the words and phrases by asking questions, e.g.

Which word or phrase from the box means:

- 1 *a long way from anywhere else?* (remote)
- 2 *to walk slowly around a place without a sense of purpose or direction?* (wander)
- 3 *to live in a way that is not very comfortable for a short time?* (rough it)
- 4 *extremely beautiful?* (stunning)
- 5 *to enjoy the effects or experience something as much as possible?* (soak up)
- 6 *at the time of year when few people go on holiday?* (out of season)
- 7 *to attract or interest?* (appeal)

ANSWERS

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

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

Exercise 4

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

Grammar & Speaking **talking about past events**

Exercise 5a

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

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

ANSWERS

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

Exercise 5b

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

POSSIBLE ANSWERS

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

Exercise 6

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

ANSWERS

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

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

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

Exercise 7

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

ANSWERS

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

Exercise 8

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

ANSWERS

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

Exercise 9

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

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

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

ANSWERS

- 1 past simple
- 2 past perfect
- 3 past continuous

Exercise 10

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

ANSWERS

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

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

Exercise 11

- Tell students they are going to read about two more famous female explorers.
- Put them into different pairs, if possible, and refer Student A to page 127 and Student B to page 132.
- Focus on the task instructions and give students time to read their texts and think about the answers to the questions. Emphasize that they should not write the answers to the questions.

- Go round helping with vocabulary as necessary. Words which might need explaining in the text about Marianne North on page 127 are *cliff* (= high area of rock with a very steep side, often near the coast) and *swamp* (= an area of ground which is very wet and in which plants and trees are growing). In the text about Nellie Bly on page 132 you might need to explain *rickshaw* (= a vehicle with two wheels pulled by somebody walking or riding a bicycle).
- Students take it in turns to tell their partner about the explorer they have read about. Discourage them from reading the text.
- Circulate as students are speaking and make a note of any mistakes related to narrative tenses. This can form the basis for feedback at the end.
- In open class ask two or three students to say which explorer they feel made the most important contribution to society and why.

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

POSSIBLE ANSWERS

Student A

a

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

Student B

a

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

2.2 An extraordinary escape

Goals

- Use past perfect forms
- Talk about feelings

Lead-in

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

Grammar & Speaking **past perfect forms**

Exercise 1a

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

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

Exercise 1b

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

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

Exercise 2

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

POSSIBLE ANSWERS

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

- 4 The long journey would have been physically uncomfortable. If he had been caught, he would have been severely punished, possibly even executed.

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

Exercise 3 2.2

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

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

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

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

ANSWERS

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

AUDIOSCRIPT 2.2

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

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

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

Brown asked his master, Barret, to help, but was told 'you can get another wife'. The next morning, Nancy and the children were marched through the streets with 350 other slaves. Brown held his wife's hand for four miles until the

slaves were herded into wagons for their journey to North Carolina. They never saw each other again.

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

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

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

Exercise 4 2.2

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

ANSWERS

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

Exercise 5

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

ANSWERS

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

Exercise 6

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

WATCH OUT! In many languages there is no comparable form for the past perfect continuous and students may use the past continuous (or equivalent of imperfect tense) instead of the past perfect continuous. Another potential problem to be aware of is that sometimes students think that past perfect tenses are only used for things that happened a long time ago. Pre-empt this while going through the answers in exercise 6 by emphasizing that past perfect tenses are used to talk about what happened or was happening before something else, and that this may not be a long time ago.

ANSWERS

1 continuous 2 simple 3 simple

Exercise 7

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

ANSWERS

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

Exercise 8

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

EXTRA ACTIVITY Ask students to imagine they are one of the members of the Anti-Slavery Society, described in the article in exercise 1b. In pairs, they retell the story of what happened on the day of 24 March when the box arrived, and of the events leading up to the box's arrival. Student A tells the first half of the story, Student B the second half.

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

Vocabulary & Speaking **adjectives of feeling**

Exercise 9a

- Focus attention on the vocabulary in the box and the mind map.
- Ask students to copy the mind map into their notebooks and write the words in the correct place on the map. Tell them that there are two to three words in each category.
- Explain that the words in each category are (mostly) not exact synonyms, but are related in meaning. Encourage them to use dictionaries if dictionaries are available.

- Go through the answers together as a class. Ask follow-up questions to check comprehension of the words:
Which adjective or adjectives mean:
 - *extremely frightened?* (petrified, terrified)
 - *offended?* (hurt)
 - *feeling very angry because you feel you have been treated unfairly?* (bitter)
 - *happy because something unpleasant has stopped or has not happened?* (relieved)
 - *extremely angry?* (furious)
 - *sad or depressed?* (miserable, down)
 - *unable to recognize where you are or where you should go?* (disorientated)
 - *unable to understand something or the reason for something?* (puzzled)

Pronunciation **word stress – adjectives (1)**

Exercise 9b 2.3

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

ANSWERS

happy: delighted, relieved, satisfied

sad: down, hurt, miserable

frightened: petrified, terrified

angry: bitter, furious

nervous: anxious, tense

confused: disorientated, puzzled

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

AUDIOSCRIPT 2.3

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

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

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

Exercise 10

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

POSSIBLE ANSWERS

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

Exercise 11a

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

Exercise 11b

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

2.3 Vocabulary and skills development

Goals

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

Lead-in

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

Listening understanding North American and British accents

Exercise 1

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

ANSWERS

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

2 & 3 Students' own answers

Exercise 2 2.4

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

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

ANSWERS

- 1 She's the senior editor of a travel magazine.
2 She's going to recommend some learning holidays.
3 a) British b) North American

AUDIOSCRIPT 2.4

P = Presenter, I = Ilana

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

I Thanks for having me.

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

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

Exercise 3a 2.5

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

PRONUNCIATION You could draw attention to some other important differences between North American English and British English accents. Some words which are pronounced with /jʊ:/ in British English are pronounced with /u:/ in most North American accents, e.g. *duty* = /dʒu:tɪ/ in British English, but /du:tɪ/ or /du:di/ in North American English, *new* = /nju:/ in British English, but /nu:/ in North American English. The sound /əʊ/ in *no*, *don't*, *home*, etc. in southern British English is pronounced as /ou/ in North American English. In some American accents when an 'n' is followed by a 't', the 't' is dropped, e.g. *internet* = /ɪnənet/ and *advantage* = /ədʌvəntɪʒ/.

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

Exercise 3b 2.6

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

ANSWERS

1 /æ/ 2 /ɑ:r/ 3 /ɒ/ 4 /z:/ 5 /t/ 6 /ɒ/ 7 /æ/

AUDIOSCRIPT 2.6

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

Exercise 3c 2.7

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

ANSWERS

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

AUDIOSCRIPT 2.7

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

Exercise 3d 2.8

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

ANSWERS/AUDIOSCRIPT 2.8

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

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

Exercise 4

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

ANSWERS

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

Exercise 5 2.9

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

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

ANSWERS

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

AUDIOSCRIPT 2.9

I ... like, for example, last fall I did a falconry course at Ashford Castle in Ireland. It's so incredible; you're walking through the grounds of this historic castle, which dates all the way back to 1228, with this huge bird perched on your arm.

P Amazing!

I Yeah, it's magical. You feel like you're in a Harry Potter film.

P Yeah ... But isn't it a bit dangerous?

I No, not dangerous at all. The falcons are well trained, so it's super, super safe.

P I love that one. So, what's next on your list of recommendations?

I Well, if you ever wanted to go to space camp as a child but never got the chance, then this one might be for you. The Adult Space Academy at the US Space and Rocket Centre in Alabama, USA, holds three-day courses that give you a taste of what it's like to train as an astronaut. So you're taught how to launch and land a space shuttle and, using flight simulator machines, you get to experience the conditions of low gravity and you get to have a go at 'moon-walking'.

P Sounds amazing.

I Yeah, it does, right? And the cost of the course includes accommodation in the space centre, where you share small rooms with up to seven people, so you really get the full astronaut experience.

P Sounds wonderful ... So, tell us about the last learning holiday on your list.

I Well, this one is really quite unusual – in Rome, Italy, there's actually a gladiator school.

P Seriously?

I I know, crazy, isn't it? You've got a chance to train and experience what it was like to fight as a gladiator. It's kind of like a martial arts workout. You engage in hand-to-hand combat with your instructors and they give you the full Roman outfit, so you're wearing the tunic, the belt, the sandals ... The instructors are from 'The Historic Group of

Rome', and at the end you get a little certificate saying that you've completed your course.

P Thank you so much for coming in, Ilana. These sound like fun and rewarding learning holidays.

Exercise 6 2.9

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

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

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

ANSWERS

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

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

Vocabulary & Speaking North American English

Exercise 7

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

ANSWERS

vacations – holidays
fall – autumn

Exercise 8

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

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

Exercise 9

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

ANSWERS

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

Exercise 10a

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

Exercise 10b

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

EXTRA SUPPORT If your class is quite small, do the activity in open pairs across the class first. Ask a student to say their first sentence and nominate another student, e.g.

Student 1: *Shall we take the subway ... Oxana?*

Oxana (Student 2): *The subway? Ah, here we call it the Underground.*

Student 2 reads out their first sentence and nominates Student 3. Repeat the sequence five or six times. Then ask students to do the activity in closed pairs.

2.4 Speaking and writing

Goals

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

Lead-in

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

Speaking telling and reacting to a story

Exercise 1

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

Exercise 2 2.10

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

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

EXTRA SUPPORT Before playing the recording, pre-teach the following vocabulary: *suburbs* (= an area where people live that is outside the centre of the city), *satnav* (= short for satellite navigation, a computer system often used in cars for finding the best way to a place using information from satellites), *stare* (= look at sb. or sth. for a long time), *traffic jam* (= a long line of vehicles that can't move or can only move very slowly), *check-in desk* (= at an airport, the place where you go to drop your luggage and show your ticket) and *search* (= examine sb.'s clothes, pockets, suitcase, etc. to find sth. they may be hiding).

ANSWERS

1 a 2 b 1 2 a 2 b 1

AUDIOSCRIPT 2.10

Conversation 1: Jamie

A Have I ever told you about the camping experience we had in France?

B Don't think so, no.

A No? OK, well this happened about ... ten years ago, when the kids were really young. We'd been camping in the south of France, in our camper van, and we were on our way home. We'd booked into a campsite outside Paris – you know, just for one night, to break up the long journey.

B Uh-huh.

A Anyway, we reached the suburbs of Paris at about three in the morning. The kids were fast asleep in the back. I was driving and Liz was reading the map – this was in the days before satnav, of course. But Liz was doing a rubbish job of navigating and we kept on getting lost.

B I'm not surprised. At three in the morning!

A Yeah, well, anyway, I was getting more and more annoyed with her, and in the end she threw the map at me and said 'OK, you find the campsite' ... and then fell asleep!

B Ha ha, ah!

A So, I carried on driving for a bit, but I was feeling pretty exhausted. So when I saw a big empty car park by the side of the road, I thought, 'Forget the campsite. I'll just park here for the night.' Anyway, next morning, I woke up. Suddenly, I could hear children's voices. Lots of them. Talking, shouting, laughing. I thought, 'What on earth is going on?' So I got up, opened the door and ... you'll never guess what I saw ...

B What?

A Hundreds of children. Staring at me. You know what I'd done? I'd parked in a school playground!

B Oh no! Ha ha! You must have been so embarrassed!

A I couldn't believe it! So I threw on my clothes, jumped into the driver's seat and made a very quick exit ...

B That is hilarious!

A Yeah, well, it sounds funny now, but it wasn't so funny at the time, I can tell you!

Conversation 2: Sabrina

A Did you hear about my recent travel nightmare?

B No, what happened?

A Well, I was going to Mumbai for a work conference ... This was about a month ago now. I had to get up at four in the morning to get the coach to the airport. Anyway, about half an hour into the coach journey we got stuck in a traffic jam.

B What? At that time of the morning?

A Yeah, well, apparently there'd been an accident on the motorway ahead of us – a lorry had turned over. So we were crawling along and I was beginning to get a bit nervous about missing my flight. Anyway, we ended up getting to the airport about an hour late. So I ran to the check-in desk and got there just as it was closing. Then I dashed to security control and – just my luck – there was a massive queue there. By now, I was getting seriously stressed about missing the flight. And then, to make matters worse, they decided to search my hand luggage. Anyway, I then ran through to the departure lounge and you're not going to believe this ...

B What?!

- A The flight had been cancelled!
 B No way!
 A Yep! Technical problems with the aircraft, apparently. So, to cut a long story short, I had to wait in the airport for nine hours before the next flight to Mumbai – nine hours, just waiting, and with very little information about what was going on.
 B Sounds awful!
 A It was. But that isn't the end of the story ...
 B You're joking! What else could possibly go wrong?
 Oh no ... don't tell me – they lost your luggage?!
 A Yep, you guessed it!
 B You can't be serious!
 A Totally serious. They lost my luggage. Just for a day, but still, very inconvenient.
 B I bet you were furious.
 A I was absolutely furious.
 B Did you complain?
 A I certainly did ...

Exercise 3 2.10

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

ANSWERS

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

EXTENSION Ask some more comprehension questions, e.g. Conversation 1:

- What time did Jamie and Liz reach the suburbs of Paris? (at about three in the morning)
- What was the first thing Jamie heard when he woke up in the morning? (children's voices)
- What did Jamie do when he realized he'd parked in a playground? (He got dressed and drove away as quickly as he could.)

Conversation 2:

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

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

Exercise 4

- Explain that students are going to focus on language for telling and reacting to stories.
- First direct students' attention to the phrases in the box at the bottom of the page on the left. Then focus on the different category headings in the Language for speaking box and on the gaps in the box. Point out that all of the sentences were used by the speakers in exercises 2 and 3.

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

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

ANSWERS

Introducing the story

Did you hear about ...?

Giving a time context

This was in the days before ...

Adding emphasis

And then, to make matters worse, ...

You're not going to believe this ...

Ending the story/part of the story

We ended up ...

Reacting to a story

That is hilarious!

Exercise 5a

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

Exercise 5b 2.11

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

ANSWERS/AUDIOSCRIPT 2.11

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

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

Pronunciation intonation – making exclamations

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

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

Exercise 5c 2.12

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

ANSWERS

1 A 2 B 3 A

Exercise 5d

- Put students into pairs to practise saying the phrases.

EXTRA ACTIVITY To give more practice in reacting to stories, prepare some cards with sentence endings which describe surprising, embarrassing or annoying scenarios from a story. Give one to each student. They memorize the sentence ending and go around the room telling other students, who give an appropriate response.

If your classroom doesn't allow for this, simply read out the sentences and elicit responses from the class.

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

Exercise 6

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

Exercise 7

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

FEEDBACK FOCUS Circulate and monitor, making sure the listeners are reacting with appropriate expressions. Monitor also the use of narrative tenses. In feedback, ask students how well they managed to insert the reaction responses into the story. Then conduct an error feedback, if necessary, focusing on the language for telling and reacting to stories and on narrative tenses.

Writing an email of complaint

Exercise 8

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

Exercise 9

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

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

ANSWERS

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

Exercise 10

- Read through the task and tips with the students.

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

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

POSSIBLE ANSWERS

The email is respectful and fairly brief, but it was unnecessary to mention that the MP3 player was brand new and contained Mexican music that he was going to listen to on holiday.

It is clear and logical.

Whether or not it is reasonable depends on students' personal views.

Exercise 11

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

ANSWERS

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

Exercise 12a

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

Exercise 12b

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

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

Exercise 13

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

2.5 Video

Learning holidays

VIDEOSCRIPT

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

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

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

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

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

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

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

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

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

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

It's time to go home, and like most people I never enjoy the end of a holiday – but I have bought a memento.

It isn't sweets or souvenirs ... it's a paintbrush. When I get back to London, I'm going to practise so that on my next holiday I can paint with confidence. Or, who knows? Maybe I'll learn a completely new skill!

VIDEO ANSWERS

Exercise 1

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

Exercise 3

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

Exercise 4

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

Review

ANSWERS

Exercise 1

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

Exercise 2a

Students' own answers

Exercise 3

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

Exercise 4

1 tense 2 frightened 3 bitter 4 furious 5 stressed

Exercise 5a

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

Exercise 5b

Students' own answers

AUDIOSCRIPT 2.13

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

Exercise 6a

1 matters 2 serious 3 bet 4 short 5 guess

3.1 Invest in your future

Goals

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

Lead-in

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

Grammar **talking about the future (1)**

Exercise 1a

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

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

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

Exercise 1b

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

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

Exercise 2a

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

Exercise 2b 3.1

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

- Explain that students are going to listen to the podcast and check their ideas about the jobs in the introduction.
- Play track 3.1. Students listen and compare what the career consultant says with their own predictions.

- Let them compare what they heard with a partner before checking the answers together as a class.

ANSWERS

Nostalgist – an interior designer who specializes in recreating a particular time in the past.

Rewilder – someone who undoes environmental damage to the countryside by replanting, reintroducing native species of animals and so on.

Garbage Designer – someone who designs products using things we currently throw away.

Auto Transport Analyst – someone who is responsible for managing the automatic transport system, making sure it's running smoothly and efficiently.

AUDIOSCRIPT 3.1

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

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

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

P And what impact will that have?

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

P So IT skills will be important?

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

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

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

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

L Actually, I'm studying design, so I might quite fancy being a garbage designer. I'm certainly going to work in design in some way.

J How about being a nostalgist? Another big trend is customization – providing goods and services specifically tailored to what individuals want. Nostalgists will be interior designers who specialize in recreating a particular time in the past. This will be particularly attractive to older people who often like to relive happy memories, and might like their house to be decorated in the style of the 1960s or 1970s, for example.

L That sounds fascinating. I'd love to research the past for people ...

P Well, let me know if you do decide to become a nostalgist!

L Yeah, I will do.

Exercise 2c

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

EXTRA ACTIVITY Write the following adjectives on the board and check comprehension:

- *hectic* (= very busy, full of activity)
- *stressful* (= causing a lot of anxiety and worry)
- *challenging* (= difficult in an interesting way that tests your ability)
- *badly/well-paid* (= paying a very low or high salary)
- *tedious* (= very boring)
- *rewarding* (= makes you happy because it's worth doing)

Explain that all these adjectives could be used to describe jobs. Put students into small groups to talk about the jobs in exercise 2a or their own jobs.

Exercise 3 3.2

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

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

AUDIOSCRIPT 3.2

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

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

L Actually, I'm studying design, so I might quite fancy being a garbage designer. I'm certainly going to work in design in some way.

J How about being a nostalgist? Another big trend is customization – providing goods and services specifically tailored to what individuals want. Nostalgists will be interior designers who specialize in recreating a particular time in the past. This will be particularly attractive to older people who often like to relive happy memories, and might like their house to be decorated in the style of the 1960s or 1970s, for example.

L That sounds fascinating. I'd love to research the past for people ...

J Well, let me know if you do decide to become a nostalgist!

L Yeah, I will do.

ANSWERS

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

Exercise 4

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

ANSWERS

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

FEEDBACK FOCUS As you go through the answers, ask the following questions about each point in the Grammar focus box to ensure that students understand the concepts:

- a) *Is this prediction an opinion or is it based on definite evidence?* (opinion)
- b) *When did the speaker decide to become an auto transport analyst?* (just now)
- c) *Is the speaker agreeing, promising or refusing?* (agreeing and/or promising)
- d) *When did the speaker decide to work in design – now or before now?* (before now – it's a plan)
- e) *Is this just an opinion or does the speaker think there is some evidence?* (The speaker thinks there is some external evidence for what he says.)
- f) *Can you give me an example of another kind of timetabled or scheduled event?* (the train leaves at ..., the film starts at ...)
- g) *Is this just an idea or is it a fixed plan?* (fixed plan – the audioscript gives more details)

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

Exercise 5a

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

Exercise 5b

- Students compare their answers with a partner and discuss the reasons for their choices. If more than one answer is possible, they should explain the meaning of each possibility, e.g. the first sentence could be *I'm starting a new online course in a few weeks – a scheduled event*, or *I'm going to start a new online course in a few weeks – a plan or intention the speaker already has*.
- Check the answers together as a class, eliciting reasons for each choice.

ANSWERS

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

Exercise 6a 3.3

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

ANSWERS

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

AUDIOSCRIPT 3.3

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

Exercise 6b 3.3

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

Pronunciation pronouncing the letter 'l'

Exercise 7a 3.4

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

ANSWERS

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

Exercise 7b

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

Exercise 7c 3.5

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

ANSWERS/AUDIOSCRIPT 3.5

light: life slow lost

will: final we'll help caller told spell

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

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

Exercise 8

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

ANSWERS

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

Exercise 9

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

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

Vocabulary **talking about learning, thinking and knowledge**

Exercise 10a

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

Exercise 10b

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

ANSWERS

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

DICTIONARY SKILLS The meaning of idioms and expressions is not always easy to guess from looking at the separate words. Explain to students that when they look up words in a dictionary, they need to decide which word is the key word. In verb phrases, like these, it is usually the main verb, but not always.

Divide the idioms in exercise 10a between groups of students, so that each group has two to three. Ask them to identify the key words and look up the words in a dictionary.

Exercise 11

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

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

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

Exercise 12a

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

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

3.2 Best ways to invest your time

Goals

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

Lead-in

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

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

Exercise 1

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

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

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

ANSWERS

Time

choose the right time

kill time

take your time

while away time

Money

get your money's worth

throw your money around

Both

be short of time/money

fritter away time/money

have time/money to spare

invest time/money

run out of time/money

set aside time/money

WATCH OUT! Note that there is a difference between *spare time* (which is simply time when you don't have to work) and *time to spare* (which means you have lots of free time, more than you really need).

Kill time has a negative connotation because it implies that you are bored, whereas *while away time* just means that you have plenty of time to spend on doing whatever you want.

Exercise 2a

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

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

ANSWERS

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

Exercise 2b

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

Exercise 2c

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

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

Exercise 3a

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

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

ANSWER

- b How to use your time more effectively.

Exercise 3b

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

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

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

Exercise 4a

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

Exercise 4b

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

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

Grammar & Reading **talking about the future (2)**

Exercise 5

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

ANSWERS

- a ... we should be thinking about what we will be doing in five years' time ...
 - b ... plan what you will be doing over the coming days and months ...
 - c ... one in three adults today will have developed diabetes by the time they're sixty ...
 - d ... by the end of the year you'll have saved hours of running around in a panic.
- Write the following sentences on the board and ask the questions to make sure that students understand the concept, e.g.
- *This time next year, I'll be living in a foreign country.*
Will he start living abroad this time next year? Will he already be living abroad this time next year?
 - *By this time next year, I will have finished writing my book.*
When will he finish writing his book? At this time next year, or before this time next year?

PRONUNCIATION Future perfect and future continuous forms both have three parts, and students may need some practice to produce the forms fluently. Use the completed example sentences in the Grammar focus box to check that students are using both the 'ull' sound from the previous lesson and connected speech, e.g.

/aɪl bi'li:vɪŋ/ I'll be living

/aɪwɪləv 'fɪnɪʃt/ I will have finished

/wɒt wi:l bi: 'du:(ɪ)ŋ/ what we'll be doing

/wɒt ju:l bi: 'du:(ɪ)ŋ/ what you'll be doing

/wɪləv dɪ'veləpt/ will have developed

/ju:ləv seɪvd/ you'll have saved

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

Exercise 6

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

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

ANSWERS

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

Exercise 7a

- Give students an example of a goal and some specific actions which could be taken. This could be a goal of your own or you could use the following example:

Goal: to learn to drive by this time next year

Actions:

- *save up enough money to pay for a set of driving lessons*
- *take lessons*
- *study driving theory for ten minutes a day*
- *take test*

- Ask students to write three goals of their own, plus specific actions they will take to achieve the goal.

Exercise 7b

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

3.3 Vocabulary and skills development

Goals

- Skim a text using topic sentences
- Use noun suffixes

Lead-in

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

Reading & Speaking **skimming a text using topic sentences**

Exercise 1a

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

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

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

Exercise 1b

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

ANSWERS

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

Exercise 2

- Focus students' attention on the Unlock the code box about skimming a text using topic sentences.
- Either ask students to read it themselves or go through the information together as a class.
- Check understanding as a whole class by asking a few questions, e.g.

- What is the name of the sentence in a paragraph which carries the main message? (topic sentence)
- Is the topic sentence always the first sentence? (no, not always)
- What do the other sentences in a paragraph do? (they give further supporting information or examples)
- Why is it useful to identify the topic sentence? (because it helps you to get an overview of the main points in a text)

Exercise 3

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

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

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

ANSWERS

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

EXTENSION Ask students to also identify which sentences in the paragraphs give supporting information and which give examples.

Paragraph 1

Supporting information: *Many languages reflect this ...*

Example: *In English, 'kind people' are ...*

Paragraph 2

Supporting information: *The Ancient Greeks believed ...*

Supporting information: *The fact that it is always found ...*

Paragraph 3

Supporting information: *It is estimated that ...*

Supporting information: *Its rarity adds to its value.*

Paragraph 4

Supporting information: *As well as being an investment ...*

Example: *Half the gold that Indians buy ...*

Paragraph 5

Supporting information and example: *It is not affected by air or water ...*

Example: *It is also well suited ...*

Exercise 4

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

ANSWERS

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

Exercise 5a

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

Exercise 5b

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

Exercise 5c

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

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

Vocabulary & Speaking noun suffixes

Exercise 6a

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

Exercise 6b

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

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

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

ANSWERS

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

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

POSSIBLE ANSWERS

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

Exercise 7a

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

Exercise 7b 3.6

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

ANSWERS

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

AUDIOSCRIPT 3.6

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

Pronunciation word stress – nouns

Exercise 8a

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

Exercise 8b 3.7

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

ANSWERS

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

AUDIOSCRIPT 3.7

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

Exercise 8c 3.7

- Focus students' attention on the pronunciation note explaining that the suffix before the syllable is often stressed.

- Put students into pairs. Ask them to read the words in the table aloud and decide which words do not follow this pattern.
- When students have had a chance to think about it, check their ideas together as a class.
- Play track 3.7 again, pausing after each word. Encourage students to repeat the pronunciation correctly.

ANSWERS

inheritance – doesn't follow pattern

significance – doesn't follow pattern

preference – does follow pattern because it usually has two syllables, not three (preference, not pre-fe-rence)

Exercise 9

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

3.4 Speaking and writing

Goals

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

Lead-in

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

Speaking & Listening **saying how likely something is to happen**

Exercise 1

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

Exercise 2a 3.8

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

ANSWERS

Virtual reality holidays

probably will G probably won't E

Printed food in restaurants

definitely will G

Technology-free leisure

definitely will E possibly will G

AUDIOSCRIPT 3.8

E= Evie, G= George

E So, what do you think about the first one?

G I wouldn't be surprised if it happened. After all, we can't all keep flying to places all the time, can we? The planet would get so polluted.

E Well, you may be right about that, but I still doubt people would be satisfied with a virtual holiday. I expect they'll just travel more within their own countries.

G I don't like the sound of a printed meal much, do you? But I think it's bound to happen. In fact, I think they're already developing the technology.

E Really? There's no chance of me eating something like that!

G And what about the last one?

E Oh, that's sure to happen. People will get fed up with being in front of a screen all the time.

G Well, yes, I suppose it might happen ...

Exercise 2b 3.8

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

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

ANSWERS

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

Exercise 2c

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

ANSWERS

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

Pronunciation **intonation – expressing certainty**

Exercise 3a 3.9

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

ANSWERS

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

AUDIOSCRIPT 3.9

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

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

Exercise 3b 3.9

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

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

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

Exercise 4a

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

Exercise 4b

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

Reading & Writing a balanced opinion essay

Exercise 5

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

STUDY TIP Underlining key words is always a useful way into an essay, as it makes sure that students are focused on the right points and that they don't miss anything out.

- Put students into pairs to make a list of two to three arguments to support each view, e.g. *Computers could carry out household tasks such as judging when food needs to be reordered and placing the order, smart laundry baskets could sort and wash laundry automatically. On the other hand, the working week could get longer as employers expect us to have more time available.*
- When students have gathered some ideas, have a class feedback session to share these ideas.
- Finally, focus students' attention on the last part of the essay question: *Discuss both these views and give your opinions.* Establish that it is important in this kind of essay to give arguments for both sides, even if you completely disagree with one perspective.

Exercise 6a

- Ask students to read the essay and underline any arguments they find which are the same as those they thought of.

EXTRA SUPPORT If your students are less confident or less familiar with this type of essay, it might help at this stage to elicit the key arguments given in the essay onto the board.

WATCH OUT! Students may not understand the phrase *wearable technology*, which refers to clothing and accessories that contain computers, e.g. glasses, watches, jewellery.

Exercise 6b

- Ask students to read the essay again and match the paragraphs to the section headings a–e.
- Check the answers together as a class and, if you have not already done so, elicit the key arguments for and against onto the board. Ask students which side of the argument the writer supports.
- Point out that the essay follows the format for this kind of balanced opinion essay. Students should remember this format and follow it in the future.

ANSWERS

a 3 b 1 c 2 d 4 e 5

EXTENSION Give students the opportunity to briefly discuss their own opinions on the topic.

Exercise 7

- Focus students' attention on the Language for writing box for writing a balanced opinion essay.
- Ask students to complete the box with the phrases in bold in the essay.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

Introduction

Without doubt

Giving both sides of the argument

Some people argue that ...

Others feel, however, that ...

Giving extra details and examples

... such as ...

In addition, ...

In fact, ...

Giving your own opinion

Personally, ...

Introducing the conclusion

In conclusion, ...

Exercise 8a

- Focus students' attention on the essay question. Either ask students to read it themselves or go through the information together as a class.
- Ask students to underline the key words in the essay question, in the same way that they did earlier.
- Students then work with a partner to make a list of any other arguments they can think of, supporting both sides of the argument.
- Ask students to write their essay. Remind them to use the language in the Language for writing box and to follow the format of the essay in exercise 6a.
- If classroom time is short, you could ask them to write just the introduction and the first paragraph in class, and complete the essay for homework.
- Circulate and monitor, helping with vocabulary as necessary.

EXTENSION Before students start writing the essay, dictate the following sentence stems to them and then ask them to complete the stems in any way relevant to this essay:

– *Without doubt ...*

– *Some people think that ...*

– *Others believe that ...*

– *In my opinion ...*

Let students compare their ideas with a partner. These stems should form the basis of the essay they are going to write.

Exercise 8b

- When students have completed either part or all of the essay, ask them to show their work to a partner. The partner should comment on the three areas outlined. Alternatively, these questions could be used for self-assessment.

3.5 Video

The future of work

VIDEOSCRIPT

I = Interviewer, P = Phil

I Phil Taylor has worked in recruitment in the UK and Australia. He specializes in the recruitment of senior management. How has recruitment changed over the past decade? And what are the skills that you look for now that you wouldn't have looked for about a decade ago?

P Sure. So, I think the big change has been technology. Um, so technology has touched just about every industry. Um, in some industries it's shut it down; in some industries it's enhanced it and, and made it more profitable and, and more accessible really. Um, so that's certainly the key thing. Um, probably when I first started in recruitment, um, someone who could maybe write in, uh, HTML code or build a website was quite a rare skill; um, whereas now it's, you know, it becomes part of a, a marketing person's job or part of an admin role. Um, so those skills are now, um, are much easier to find than they were a decade ago. Um, probably the changes that are coming along now, um, are, um, taking that to the next level, really. So, um, instead of building websites it's being able to create, um, digital media type content that, that does fancy things on the screen to help people learn or, um, to, you know, to support different businesses and those sort of skills are the ones that are quite difficult to find now.

I So, would you say that working practices are changing? And if so, how?

P Yeah, I, I would say definitely. Um, certainly ten years ago it was, it was a very static work environment where you would come into the office and you would do your work from nine to five. Whereas now, um, companies are trying to be more creative with the, the workspace. Um, and this is really to encourage the, the sort of next generation of workers to, to choose them as their employer. Um, and, so that would be things like, um, working from your iPad in the coffee shop down the road maybe. Um, or you know, or it could be that, um, you only need to be in the office, three, uh, days a week as opposed to the traditional five days a week, uh, and have those two days to, to work somewhere else. So, agile working has become quite a popular thing, um, with a lot of large companies; um, particularly companies that are running out of office space and, and don't have, um, you know, the opportunity to buy more space.

I Do you think in general, not related to your employer particularly, that agile working works?

P Um, there's two ways of looking at this: um, I would say for the, the younger generation those coming now that are internet natives, um, that are, um, are used to being in a, in a creative environment, I think it works very well. I think for, um, for probably the more mature workers within the organization, um, it may seem quite disruptive for them. Um, and having ... uh, you know, not having their own set workspace, not having their own, um, files around them all the time probably can be quite unsettling. Um, however it's, it's proven to work in several organisations from the top executives down to the, to the junior members of staff so there are proven examples of where it has worked.

I What challenges do you see in the changes in skills required and working practices today?

P I would say the, the challenges, if we talk about maybe the businesses first, probably the challenge is, is not having all your staff in one place and, and seeing what they're doing. So, um, you don't have full visibility of their productivity on a, on a day-to-day basis. Obviously, you will see the outputs of the work that they produce, um, at certain points throughout the week or the month, etc. Um, but not having all your staff in one place could possibly be quite unsettling to some businesses; particularly a small business, um, where, um, you know, profits and margins are incredibly important. If maybe then we went onto workers, I would say probably the challenge for workers is, um, maybe not having your, your own workstation that, that ... or your own office which, um, you know, a lot of people traditionally have been used to. Um, that can be quite unsettling for some people, but um, I think all of these challenges can be overcome if, if the, you know, the types of working practices that we're talking about are implemented successfully within a business.

I Do you think there are any dangers to the areas of productivity, creativity and motivation with new working practices that you just outlined?

P Yeah, I mean, one of the things probably there that I've touched on already is not being able to see what your staff are doing all the time. And I would say also with the, the increase, um, of use in social media by businesses these days, not just the personal use for ... of the individual, but, but businesses having specialists who come to work specifically on social media means that lots of people in that business will, will have access to that social media. So, um, again, you know, businesses may be, uh, concerned that whilst they can't see their staff, um, and can't see what they're doing, they may also just be, um, you know, utilizing the social media channels that their ... that that business uses, um, for their own personal use and so that could be quite a, a challenge for some organizations.

I What do you think the future holds for the 21st-century worker? Do you think that that future will be a better place to work?

P Um, what does the future hold? Well, I'd probably be a very rich man if I was able to predict what the future is. Um, I would like to think that the future working practices and, and working conditions are, are interesting and engaging and ... Um, you know, I would say that people these days are having to work a lot longer, um, so it could well be that both you and I are still working, uh, you know, well into the 21st century. Um, and so I sincerely hope that those working practices are very interesting and engaging. I think for the younger workers coming through now, um, and new people just starting their careers it's, it's important for them to, um, to, to find somewhere that they, that they enjoy working and that they feel that they can make a worthy contribution. Whilst I can't exactly predict what the future will be, I would like to think that it will certainly be interesting.

VIDEO ANSWERS

Exercise 2a

agile working d
work environment c
workforce a
working hours e
working practices b

Exercise 4

- | | |
|-------------------------|----------------|
| 1 Technology | 4 social media |
| 2 Writing in code | 5 careers |
| 3 creative environments | |

Review

ANSWERS

Exercise 1a

- | | |
|---------------|----------|
| 1 spare/spend | 4 Invest |
| 2 away | 5 throw |
| 3 set | 6 worth |

Exercise 1b

Students' own answers

Exercise 2

- 1 'I'll help
- 2 leaves/is going to leave
- 3 will have gone
- 4 is leaving
- 5 will be watching
- 6 are you going to study

Exercise 3a

See audioscript 3.10 for beginnings of sentences.

AUDIOSCRIPT 3.10

- 1 Later today, I'm going to ...
- 2 This time next week, I will be ...
- 3 By the time I'm seventy, I will have ...
- 4 After work next Friday, I ...
- 5 As soon as possible, I ...
- 6 After I've finished this course, I think I'll ...

Exercise 4

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

Exercises 5a & b

- | | |
|------------------------|---------------------|
| 1 <u>bravery</u> | 4 <u>assistance</u> |
| 2 <u>encouragement</u> | 5 <u>reality</u> |
| 3 <u>ability</u> | 6 <u>wisdom</u> |

AUDIOSCRIPT 3.11

- 1 The firefighter received an award for her bravery.
- 2 People usually work better if they are given encouragement.
- 3 He has a lot of ability in the subject but doesn't work very hard.
- 4 A Thank you for your assistance.
B I was glad to help.
- 5 I dream of being a pop star, but in reality I know it isn't very likely.
- 6 Older people have greater wisdom because of their life experience.

Exercise 6a

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

4.1 Inventive ideas

Goals

- Use the passive
- Talk about how things work

Lead-in

- Hold up a paper clip and ask students to suggest a couple of alternative uses for it (other than holding paper together), e.g. it could be used as a bookmark.
- Put students into small groups to think of other uses for the paper clip. Explain that these uses can be sensible or a bit silly.
- The group with the longest list of different uses wins the title of Most Creative Group. Some possible uses: earrings, keeping headphones from getting tangled, hairclip, device to reset a phone or tablet, necklace or bracelet, device to pick open a lock, money clip, snowshoes for a mouse.

Listening & Grammar using the passive

Exercise 1

- Put students into pairs and ask them to read the introduction to the article quickly.
- Then ask them to look at the four photos and try to work out what they are and how they work.
- Elicit a few suggestions from the class, but don't confirm answers at this stage.

EXTENSION To give students a reason to read the introduction text, ask them to find out what the following numbers refer to:

- 20 (the number of new inventions that have been shortlisted for a prize)
650 (the number of projects that were entered for the competition)
18 (the entries came from eighteen different countries)
30 (the prize is £30,000)

Background note: James Dyson is a British engineer, probably best known for inventing a 'bagless' vacuum cleaner, though he has since created many more well-known inventions, such as the Dyson airblade hand dryer.

Exercise 2a 4.1

Audio summary: The listening is an extract from a radio programme, or podcast, in which the presenter is discussing what the James Dyson Award is and describing four of the current entries.

- Explain that students are going to listen to four descriptions and match them to photos a–d.
- Play track 4.1. Students listen and match.
- Check the answers together as a class. How many students guessed correctly about what the inventions are?

ANSWERS

1 d 2 b 3 a 4 c

AUDIOSCRIPT 4.1

... So today on *Wired World*, we're looking at some of the entries for this year's James Dyson Award. The British engineer James Dyson created the award in 2007 to inspire university students and graduates around the world to come up with some great new ideas in design and engineering.

So, this year: well, first of all we have a simple but very clever idea by industrial designer Muji Yakamoto. This invention has been designed to take up as little space as possible. It is called 'Stack' because the printer is placed on top of a pile, or stack, of paper. When something is being printed, Stack moves slowly downwards. The paper disappears under the printer and exits on top, where a new pile is created.

The next invention has been given a Japanese name, Mamori, which means 'protect', but the inventor, Mark Dillon, is actually Irish. The name is a good one, however, because that's exactly what this device does. Gaelic football, very popular in Ireland, is quite a dangerous sport. Recent research showed that, on average, two out of every three players on a team had been injured last year. Mamori is worn inside the mouth. It protects the players' teeth, but the players are also monitored for injury, and the information is sent wirelessly to a computer. If a player is moving more slowly than usual, for example, it will be measured and noticed, and the player will be taken out of the game so he can be treated.

The third invention we're looking at today, Xarius, was created by a German team. It can be attached to almost anything and then used to make electricity using wind power. The energy which has been generated is then used to recharge mobile phones and so on.

And finally, Sono, designed by a team from Austria. This is fixed to a window and helps to stop outside noise coming inside. And, not only is noise from outside reduced, but the person inside can actually choose which sounds he or she does or doesn't want to hear! The sounds can be controlled by twisting the middle of the Sono. So you can keep the sound of birds singing while getting rid of the sound of that car alarm. Ha! Amazing.

Exercise 2b 4.1

- Play track 4.1 again. Students note down two advantages of each invention.
- Check the answers together as a class. Invite individual students to give the advantages.

POSSIBLE ANSWERS

Stack: takes up less space than a normal printer; it is placed on top of the stack of paper that is printing so it saves space

Mamori: protects teeth; monitors players for injuries

Xarius: makes electricity using wind power; can be attached to almost anything

Sono: reduces noise from outside; allows you to choose what sounds you want to hear

EXTENSION Discuss as a class or in small groups which invention is the most useful and why.

Exercise 3a

- Put students into pairs. Ask them to look back at the introduction to the article and answer the questions about the underlined verb forms.

EXTRA SUPPORT If students are not confident with talking about grammar, you could choose to do this stage together as a class, guiding them through the answers.

- Show students how all the different tenses use the appropriate tense of the verb *be* plus a past participle.
- Ask students why the passive is used in this text (because we are focusing on the actions rather than on the people involved).

ANSWERS

- 1 have been shortlisted: present perfect
were entered: past simple
will be announced: future
- 2 passive

Exercise 3b

- Focus students' attention on the Grammar focus box on passive forms.
- Look at the first extract from the listening with the students and elicit where it should go in the box (d).
- Ask students to work individually to put the other extracts (or their numbers) in the correct place in the box.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

- a 2 When something is being printed, Stack moves ...
 - b 4 The information is sent to a computer.
 - c 6 The third invention ..., Xarius, was created by a German team.
 - d 1 This invention has been designed to take up as ...
 - e 3 ... two out of every three players on a team had been injured that year.
 - f 5 If a player is moving more slowly than usual, for example, it will be measured.
 - g 7 It can be attached to almost anything ...
 - h 4 The information is sent to a computer.
- Focus on the next section of the Grammar focus box. Either ask students to read it themselves or go through the information together as a class.
 - Focus on the information about verbs with two objects. Elicit what the two objects are in each example (designs/ judges, computer/information). Note that it is more common to use the person as the subject of the sentence.
 - Refer students to *Grammar reference* on page 142. There are two more exercises here students can do for homework.

Exercise 4a

- Focus students' attention on the photo of Edward Linacre and ask them to make guesses about what his invention is. This could be done as a class, or in pairs or small groups.
- Students then quickly read through the text to check their ideas. Elicit that AirDrop is a device which can help when there is a drought by collecting water from the air.

STUDY TIP Remind students that it is always a good idea to read through any gap-fill text before starting to complete the gaps because it helps to understand the context.

- Finally, ask students to complete the article using the correct passive form of the verb in brackets. Make sure they are aware that more than one answer may be possible.
- Don't check answers at this stage. Students will listen to check in the next exercise.

Background note: The Namib beetle, *Stenocara*, lives in the Namib Desert, one of the driest places on earth. Early morning fogs provide a little moisture, however, and the Namib beetle uses little bumps on its shell to collect this water. The water eventually forms into droplets which are channelled down a groove on the beetle's back, straight into its mouth!

Exercise 4b 4.2

- Play track 4.2 so that the students can check their answers.
- Let them compare answers with a partner and discuss any which differ from those in the audio.
- Check the answers together as a class, asking for any possible alternatives.

ANSWERS

- 1 may have been solved
- 2 was inspired/had been inspired
- 3 can be collected
- 4 was given
- 5 has, been asked/was, asked
- 6 has been developed
- 7 will be taken up

AUDIOSCRIPT 4.2

The problem of drought-affected farmers may have been solved by a recent Dyson Award winner, Edward Linacre. Linacre had been inspired by Australia's worst drought in a century when he invented Airdrop. Using his system, water can be collected from the air. Linacre says the idea was given to him by the Namib beetle, which survives in the desert by collecting tiny amounts of moisture. Linacre has recently been asked to develop his device by the Chinese government and companies in the Middle East, but, for now, he wants to keep working on it himself. Up until now the system has been developed in his mum's backyard. In the future, it will be taken up to a more industrial level.

EXTENSION Ask students to explain why both answers in items 2 and 5 are possible (2: depends if we want to emphasize that the inspiration happened first. 5: depends if we are emphasizing the connection with the present).

Pronunciation weak forms: to be

Exercise 5a 4.3

- Play track 4.3 and ask students to listen to how the verb *be* is pronounced in these extracts from the article.
- Elicit students' answers. They should have noticed that the verb is weak, or reduced. For example, *may have been* becomes /meɪjəvbi:n/.

ANSWER

very 'weak' pronunciation

AUDIOSCRIPT 4.3

- 1 The problem of drought-affected farmers may have been solved by a recent James Dyson Award winner.
- 2 Linacre had been inspired by Australia's worst drought in a century ...
- 3 The idea was given to him by the Namib beetle.
- 4 Linacre has recently been asked to develop his device by the Chinese government.
- 5 The system has been developed in his mum's backyard.
- 6 In the future, it'll be taken up to a more industrial level.

Exercise 5b 4.3

- Play track 4.3 again, pausing after each extract for students to repeat the phrases.
- Students could also practise repeating individually.

EXTRA SUPPORT Students can refer to the audioscript on pages 163–4 as they listen and repeat.

Exercise 6

- Remind students about sentences with two objects and refer them back to the Grammar focus box, if necessary.

EXTRA SUPPORT If students need extra support, look at the first sentence as a class. Ask the students to identify the two objects in that sentence (*the entrants, an application form*) and then elicit the two possible answers onto the board.

- Then ask students to work alone to write two passive sentences for each item, using both objects.
- Let students compare their sentences with a partner before checking the answers together as a class.

ANSWERS

- 1 An application form had been given to all the entrants.
All the entrants had been given an application form.
- 2 The winners will be given a £10,000 prize.
A £10,000 prize will be given to the winners.
- 3 Edward Linacre has been sent an offer by the Chinese government.
An offer has been sent to Edward Linacre by the Chinese government.
- 4 The idea for his invention was given to Linacre by looking at the Namib beetle.
Linacre was given the idea for his invention by looking at the Namib beetle.

EXTRA CHALLENGE Early finishers could be given the following sentences to rewrite:

- 1 *They offered the job to Manfred.* (Manfred was offered the job./The job was offered to Manfred.)
- 2 *Someone will leave instructions for you.* (You will be left instructions./Instructions will be left for you.)
- 3 *They have sent him an invitation.* (He has been sent an invitation./An invitation has been sent to him.)

EXTRA ACTIVITY Give students the following list of great inventions and ask them to put the inventions in order of usefulness: *paper, personal computer, electricity, the wheel, penicillin, the internet*. They can also add one more invention of their choice.

When they have decided, ask each group to briefly feed back to the class, giving their order and explaining their reasons.

Vocabulary & Speaking **how things work**

Exercise 7

- Ask students to read the first definition and elicit the correct answer (*generate*).
- Put students into pairs to match the definitions and verbs. Ask them to try and do the task without a dictionary to begin with, as this will encourage them to pool their knowledge.
- Monitor and check how many words students are able to match successfully.

EXTRA SUPPORT/CHALLENGE If some students are struggling, allow them to use dictionaries. If other students find the task quite easy, ask them to write sentences using the words.

- Check the answers together as a class.

ANSWERS

- | | |
|------------|------------|
| 1 generate | 7 attach |
| 2 treat | 8 measure |
| 3 control | 9 reduce |
| 4 protect | 10 place |
| 5 fix | 11 design |
| 6 recharge | 12 monitor |

FEEDBACK FOCUS Check comprehension of some of the words by asking questions, e.g.

- 1 *What natural resources can be used to generate energy?* (wind, water, sun)
- 2 *How do you treat a cold?*
- 3 *How do you control the direction a car is going in?* (with the steering wheel)
- 4 *How do you protect your mobile phone?* (use a cover)
- 5 *What should you do with a piece of heavy furniture to make sure it won't fall on someone?* (fix it to the wall)
- 6 *How often does your phone need recharging?*
- 7 *How can you attach one piece of paper to another?* (paper clip or staple)
- 8 *Do you measure ingredients when you cook, or just guess?*
- 9 *What's the best way to reduce your food bills?*
- 10 *Where have you placed the television in your house?*
- 11 *Would you prefer to design your own kitchen or get someone to do it for you?*
- 12 *Do you monitor how much you are spending?*

WATCH OUT! Students are likely to confuse *attach* and *fix* as the meanings are quite close. Both words can be used to mean 'to fasten or join one thing onto another', but if you *fix* something, it has the idea that something is firmly in place and unable to move.

Exercise 8a

- Put students into pairs and ask them to choose one of the inventions in exercise 1. They should explain to each other how it works. Remind them to use the passive form where appropriate and some of the vocabulary from exercise 7.
- If students are struggling to remember details about the invention, refer them to the audioscript on page 163.

Exercise 8b

- Once students have gathered some ideas, ask them to produce a short written description of how their chosen invention works.
- Ask a few pairs of students to share their descriptions with the class.

EXTENSION If you have more time, you could ask students to pin up their descriptions (without a title) around the classroom, giving each one a number. Other students walk around and read the descriptions and write down which invention they think is being described each time. Finally, check as a class that everyone recognized the correct invention for each description.

Exercise 9a

- Put students into groups of three: A, B and C. Refer Student A to page 127, Student B to page 133 and Student C to page 135.
- Ask students to use the notes supplied to prepare a short presentation about the invention. Ask them to imagine that they are the designer and that the presentation is to help them win the Dyson Award.
- Monitor and help with vocabulary as necessary. Remind students to use the passive form where appropriate.
- When students are ready, ask them to give their presentation to the others in their group.

Exercise 9b

- Have a class feedback session to discuss the three inventions and have a class vote to decide which is the most useful.

4.2 Creative environments

Goals

- Describe your impressions of something
- Use causative *have* and *get*

Lead-in

- Find out how many students work, or have worked, in an office. Was it open-plan or in separate offices?
- Put students into small groups and ask them to make a list of the best and worst things about working in an office, e.g. the company of other people, set starting and finishing times, noise and distractions.
- Elicit a few ideas from the class and ask them what could make office life more enjoyable.

Vocabulary & Speaking **describing your impressions**

Exercise 1

- Have the students focus on the three photos of different offices. Establish that these are not ordinary offices. The one on the left is a modern tech office in Dublin, Ireland; the one on the right is an architects' office in London, England; and the larger photo on page 39 is of an IT company in Southampton, England.
- Put students into pairs and ask them to discuss the questions.
- Have a brief class feedback session.

Exercise 2a

- Ask students what words they would use to describe the offices in the photos.
- Focus students' attention on one of the words (ideally one students have just mentioned) and ask the class if they can find a word with a similar meaning in the box.
- Put students into pairs to continue grouping words with similar meanings.
- Check the answers together as a class.

ANSWERS

weird: odd

original: innovative, inventive

impressive: remarkable, striking

functional: practical, user-friendly

childish: silly

unimaginative: conventional

WATCH OUT! Draw students' attention to the spelling of *weird*. This is an exception to the rule of *i before e except after c* and many native speakers misspell the word as a result.

Exercise 2b

- Point out to students that while the words are similar in meaning, two words rarely mean exactly the same thing. For example, *weird* and *odd* both mean 'strange' or 'unusual', but *weird* has a more negative connotation: *It's odd that he hasn't written* means you are surprised, but *It's weird that he hasn't written* could mean that something bad might have happened.

- Put students into pairs to discuss any differences in meaning between the pairs or groups of words.
- Discuss the differences together as a class, using the answer key below.

POSSIBLE ANSWERS

weird – unusual in a way that might disturb you

odd – unusual in a way that attracts your attention (*weird* has a more negative connotation)

original – new, interesting and different from anything else

innovative – new and advanced (*innovative* has the idea of being ahead of its time, *original* doesn't)

inventive – new and creative

impressive – admirable because it is very good

remarkable – unusual in a way that surprises or impresses you

striking – attracting your interest or attention (usually positive, but not always)

functional – designed to be good at doing a particular job

practical – useful or suitable

user-friendly – easy to use or understand; often used for technical equipment

childish – silly and annoying, like a small child. It's always negative (*child-like* would be a positive version)

silly – can also mean annoying like a small child, but has other meanings too: not intelligent or serious, not important, not practical

unimaginative – unable to think of new and interesting things

conventional – usual or traditional (*unimaginative* is always negative, but *conventional* doesn't have to be)

EXTRA SUPPORT Allow students to use dictionaries to check the meanings of any words they are unsure about.

DICTIONARY SKILLS/EXTRA CHALLENGE More confident students could use dictionaries to find further synonyms for the words. Show students how synonyms are marked in the dictionary, for example, *SYN*.

Sample answers:

– odd/weird/strange/peculiar

– original/innovative/inventive/imaginative/novel

– impressive/remarkable/striking/astonishing

– functional/practical/user-friendly/workable/sensible

– childish/silly/immature/stupid/daft

– unimaginative/conventional/dull

PRONUNCIATION Ask the students to group the adjectives together according to their stress pattern. Check the answers together as a class and drill as necessary

● odd, weird

●● silly, childish, striking

●●● practical, functional

●●●● inventive, impressive

●●●●● innovative

●●●●● conventional, remarkable, original

●●●●● user-friendly

●●●●● unimaginative

Exercise 3

- Put the students into new pairs and ask them to describe the three offices pictured again, this time using the new vocabulary. They should be able to see that their descriptions have improved since the first stage of the lesson.
- Invite one or two students to give their descriptions to the whole class.

Exercise 4a

Text summary: The text is a newspaper article which discusses the way in which some companies are trying to encourage creativity in their employees by providing more unusual workspaces, facilitating time for workers to discuss ideas together and so on.

- Explain that students are going to read an article about things companies are doing to help their employees be more creative.
- Ask students to read the article and note down all the ways that are mentioned.

POSSIBLE ANSWERS

offices with ping-pong tables, slides, swings or beds
bumping into colleagues all the time
having lunch at long tables
a nice quiet office
peace to think
not having to worry about getting daily jobs done
being hungry to succeed

Exercise 4b

- Let students compare their ideas with a partner, and discuss which ideas they think are the most or least likely to work. Encourage them to give reasons.
- Go through the ideas together as a class and for each one, elicit if students think they are likely to work and why or why not.

CRITICAL THINKING Critical thinking involves being able to engage in reflective and deeper thinking about topics. As a follow-up to the reading text, ask students to discuss the following questions in small groups:

- *Is having your laundry or shopping done by your company so you have more time to work a positive or a negative thing?*
- *To what extent would you like to have your employers involved in your life outside work?*

EXTRA ACTIVITY Show students the two collocations with *idea(s)* in the text: *spark some ideas* (paragraph 2, line 5) and *come up with ideas* (paragraph 3, line 3). Then ask students to match the following collocations with their meanings:

- *hit upon an idea* (= think of an idea suddenly, or by chance)
- *bounce an idea around* (= tell people your ideas in order to find out what others think of them)
- *toy with an idea* (= consider an idea, but not very seriously)
- *put forward an idea* (= make a suggestion)

Grammar using causative *have* and *get*

Exercise 5a

- Focus students' attention on the underlined text in the newspaper article.
- Put students into pairs to answer the question. Don't check the answer at this stage.

Exercise 5b

- Ask students to read the Grammar focus box and check their answer.

ANSWER

actions someone else does for you (or to you)

- Quickly check that the students understand that these are all structures that we use when we want to talk about actions someone else does to or for us.
- Ask students to complete the Grammar focus box with the examples from the text.
- Check the answers together as a class.

ANSWERS

- a have your car washed or serviced
- b get your hair cut/get your bike repaired/get your washing done
- c get you to bump into
- d have their employees eat lunch

WATCH OUT! Check that students understand that the structure *have/get* + object + past participle can be used for both wanted and unwanted situations.

- Refer students to *Grammar reference* on page 143. There are two more exercises here students can do for homework.

Exercise 6a

- Focus on the three examples given in the box. Ask students to match the examples using the different forms in the Grammar focus box. This will ensure that they understand the different possible structures.
- Let them compare answers with a partner before checking the answers together as a class.

SUGGESTED ANSWERS

- 1 A chef will cook breakfast for you.
You can get/have your breakfast cooked for you by a chef.
Google will have a chef cook your breakfast for you.
Google will get a chef to cook your breakfast for you.
- 2 A doctor will give you free health checks.
You can have/get your health checked for free (by a doctor).
Google will get a doctor to check your health.
Google will have a doctor give you a health check.
- 3 Someone will do your dry-cleaning for you, for free.
You can get/have your dry-cleaning done for free.
Google will get someone to do your dry-cleaning for free.
Google will have someone do your dry-cleaning for free.
- 4 Someone will fix your car for you.
You can get/have your car fixed.
Google will have someone fix your car.
Google will get someone to fix your car.

EXTRA ACTIVITY Ask students to make a list of jobs that need doing either in their homes or at their place of work, e.g. a room might need redecorating or a photocopier might need fixing. Put students into pairs and ask them to tell their partner about what they need to have/get done and who they are going to get to do it/have do it.

Exercise 6b

- Put students into pairs to discuss the perks that would most make them want to work for a company. Remind them to try and use some of the structures in the Grammar focus box.
- Have a class feedback session and elicit a few examples from students, e.g. lunch vouchers, childcare.

Exercise 7

- Ask students how they feel about working with music playing. Does it help them concentrate and be more creative or do they find it distracting?
- Put students into pairs to discuss the six options. Which are most/least likely to help them to be creative? They should try to put them into order.
- Have a brief class feedback session to compare students' opinions.

EXTENSION Draw students' attention to the pod in the photo on the left. Would they feel comfortable sleeping in a pod like that? Why/Why not?

Background note: Pods like these are becoming very popular in many big companies. They allow workers to have a short nap, which has been shown to actually increase productivity. Some are also used to give workers a little time to think in complete peace and quiet, or with relaxing background music.

Exercise 8 4.4

Audio summary: A podcast-style programme in which the speaker reports on some of the surprising research that has been carried out into how different things such as noise or temperature affect our ability to be creative.

- Play track 4.4. Students listen and compare what they hear with what they have been discussing.
- Let students discuss what they heard in pairs.

EXTENSION The intention here is to provide some extensive listening, or listening for pleasure, rather than a listening comprehension task. However, if you prefer, you could also set the following comprehension questions:

- 1 *Is noise or silence better for creative work?* (Background music is better than silence.)
 - 2 *What kind of noise is particularly distracting? Why?* (other people's phone conversations – you try to work out what the other person is saying)
 - 3 *Is it better to be too cold or too warm at work?* (too warm)
 - 4 *Are you more likely to be creative if your desk is tidy?* (No, messiness is better for creativity, but other kinds of work might be better with a tidy desk.)
 - 5 *What is one possible advantage of being tired?* (You can think more creatively, but may not think as well when doing other kinds of tasks.)
- Ask students to feed back to the class on the most surprising fact they learnt.

AUDIOSCRIPT 4.4

Most people have particular ways of working or studying that they feel work best for them. For example, my partner always has music on while she works, whereas I prefer silence. Is this just a personal preference, or is one actually better than the other? Some of the things that scientists have been finding out about how we can be most creative might surprise you. It turns out that she's right and I'm wrong (not for the first time!). According to Professor Ravi Mehta, a moderate level of noise is better for our creativity than silence. So quiet music is a good idea. Too much noise isn't good, though – especially listening to other people's telephone conversations. This is particularly distracting because our brain is automatically trying to solve the puzzle of what is being said by the person we can't hear.

And what about heating? Surely it's better to be in a cooler room to stop yourself from being sleepy? Well, apparently not. One study from Cornell University showed that when temperatures were lower, at twenty degrees Celsius, employees made 44% more mistakes than when it was twenty-five degrees. If you're feeling cold, you are using a lot of your precious energy to keep warm, so there's less energy for being innovative. And that's not all. Ever been told 'tidy desk, tidy mind'? Well, apparently, having a messy desk is actually better for being inventive. Think that being tired makes it difficult to come up with good ideas? Think again. When we're tired, our brain is less efficient, but it's also more likely to make new connections, which means we're more likely to come up with something truly creative. Naps can also be good, though, especially at helping you remember things. It seems that most of what I thought about being creative is wrong!

4.3 Vocabulary and skills development

Goals

- Understand speech when consonant sounds are omitted
- Recognize easily confused words

Lead-in

- Ask students what they understand by the term *street art*. What different kinds of street art can they think of? Do they think street art improves the environment or is it a form of vandalism?
- Either elicit ideas from the whole class, or give them a few minutes to discuss in small groups. They might mention graffiti or paintings such as those done by the artist Banksy. Other possibilities they might mention are lock-on sculpture (i.e. sculptures usually made from recycled materials, which are chained to public buildings) or sticker art (i.e. where street artists attach stickers to buildings, rather than painting or drawing).

Listening & Speaking omitting consonant sounds

Exercise 1

- Focus students' attention on the photos of yarn-bombing. Establish (if it hasn't already been mentioned) that this is also a kind of street art.
- Put students into pairs and ask them to discuss the questions together.
- Bring the discussion together briefly as a class. Note that the reasons behind yarn-bombing are covered in one of the upcoming listening questions, so you might want to avoid going into detail on this point at this stage.

Background note: Yarn-bombing is a type of street art that uses knitted or crocheted wool rather than paint. Because it is quite easily removed, many councils feel more positively about it than other forms of street art. The idea behind it is to make the urban public landscape warmer and more attractive.

Exercise 2 4.5

- Explain to the students that before they listen to a podcast about yarn-bombing, they are going to focus on something which will help them to listen more effectively.
- Ask students to listen to you saying two sentences and notice what happens to the sound /t/ the second time you say the sentence. Say *I'm not going* and *He stopped kicking the ball* quite carefully, with full pronunciation of the /t/ sound. Then repeat the sentences less 'carefully' (following the models in the Unlock the code box), explaining that this is how they are usually said. Ask students what happened to the sound /t/. You should be able to elicit that it disappeared.
- Then ask students to read and listen to the Unlock the code box to find out when and why this happens, and also when it doesn't happen.

EXTRA SUPPORT Check comprehension of the information in the Unlock the code box by asking questions, e.g.

- What happens when the first word ends with /t/ or /d/ and the next word begins with a consonant? (The /t/ or /d/ tends to disappear.)
 - What would happen to the phrase 'went nowhere'? (/wen'nəʊweə/)
 - What happens when the next word begins with a vowel sound, e.g. 'went in'? (We don't usually lose the /t/ or /d/, but note that in really fast speech the /t/ could also be elided.)
 - What other sounds tend to mean that we keep the /t/ or /d/? (/h/, /r/, /w/, /s/)
- Put students into pairs to practise saying the examples in the Unlock the code box to their partner. Play track 4.5 again if this is helpful as a model.

Exercise 3a 4.6

- Ask students to look at the sentences (they all come from the podcast the students are going to hear) and draw their attention to the 't' and 'd's in bold. Tell them that they are going to listen to the sentences and cross out the 't' or 'd' if they don't hear it pronounced.
- Play track 4.6.

EXTRA SUPPORT Depending on how confident your students are, you might want to pause after each sentence to give them time to think about what they have just heard.

AUDIOSCRIPT 4.6

- 1 It looks a bit weird to me.
- 2 What does it mean?
- 3 What does it mean?
- 4 I'd like to knit something like that.
- 5 I'd like to knit something like that.
- 6 It looks amazing!
- 7 I'd rather see this than graffiti.
- 8 They shouldn't put it on statues.
- 9 It doesn't do any harm.

Exercise 3b 4.6

- Let students check their answers with a partner and encourage them to use the rules in the Unlock the code box to check against what they have just heard.
- Check the answers together as a class. Play track 4.6 again if necessary.

ANSWERS

- 1 It looks a bit weird to me.
- 2 What does it mean?
- 3 What does it mean?
- 4 I'd like to knit something like that.
- 5 I'd like to knit something like that.
- 6 It looks amazing!
- 7 I'd rather see this than graffiti.
- 8 They shouldn't put it on statues.
- 9 It doesn't do any harm.

Exercise 4 4.7

Audio summary: The audio is a short radio podcast-type programme about yarn-bombing. It explains what it is (a kind of street art where people knit or crochet covers for urban objects such as street lamps), where it started (apparently in the United States) and why people do it (to make the urban environment more attractive).

- Give students time to read through the questions.
- Play track 4.7. Students listen and answer the questions.
- Let them compare answers with a partner before checking the answers together as a class. Play track 4.7 again if necessary.

ANSWERS

- 1 a lamp post
- 2 Filled the cracks in the pavement with brightly knitted wool.
- 3 At night because many local governments don't like yarn-bombing.
- 4 They post them online.
- 5 Making an ugly public space or object more beautiful, putting something personal and handmade into an urban space and making people smile.

AUDIOSCRIPT 4.7

Knitting seems to be having a moment. That lamp post that you never noticed before ... suddenly, it's multicoloured. Trees, statues, even buses and bridges are finding themselves decorated with a warm, brightly coloured knitted woollen cover. It's called yarn-bombing. It's believed to have started in the United States, but is now a global phenomenon. In Paris, a yarn-bomber has filled the cracks in the pavement with brightly knitted wool. In Poland, well-known yarn-bomber Agata Oleksiak has covered her grandmother's country house with a loose knitted cover. And in Mexico City, another yarn-bomber, artist Magda Sayeg, has specially designed a perfectly fitting cover for a city bus.

It's a kind of street art, a little bit like graffiti, but considerably less damaging as it can be easily removed. Nonetheless, many local governments don't like yarn-bombing, and therefore it is often done secretly at night. Yarn-bombing is very quiet. The yarn-bombers then take photos of their creations and post them online for others to admire.

It's very much a social thing, with groups of knitters working together to plan and create something. Even the well-known yarn-bombing artists, such as Oleksiak and Sayeg, have teams of people to assist them with the bigger projects.

So, why do they do it? Unlike much graffiti, yarn-bombing is often very much about making an ugly public space or object more beautiful. It's about putting something personal and handmade into an urban, industrial environment. And, of course, it aims to put a smile on people's faces.

FEEDBACK FOCUS If you think that students will find it useful, you could highlight where the /t/ or /d/ has been elided (is missing) in the answers. This could help students to see why it is useful to be aware of features of connected speech.

- 1 That lamp pos(t) that you never noticed ...
- 2 In Paris, a yarn-bomber has fill(ed) the cracks ...
- 3 ... often done secretly a(t) night.
- 4 pos(t) them online for others to admire.
- 5 yarn-bombing is often very much abou(t) making an ugly public space or object more beautiful. It's abou(t) putting something personal ...

Exercise 5

- Put students into pairs and ask them to choose a public building or statue that they think would look better if someone yarn-bombed it. You could give an example from your area, possibly a building or statue that is generally felt to be ugly.
- Put pairs with another pair to discuss their ideas, then have a brief class feedback session.

EXTENSION If you have time, you could carry out a class vote on the best building/statue to choose.

CRITICAL THINKING Having to think about something from a different point of view is a key critical-thinking skill. Ask students if they are generally in favour of street art, or if they think it is something which damages public spaces. Then ask them to think of as many arguments as possible for the opposite view to the one they hold themselves. Elicit some examples as a class.

Vocabulary & Listening **easily confused words**

Exercise 6a

- Ask students to work individually to choose the best option to complete each of the extracts from the listening.
- Check the answers together as a class. You could play track 4.7 again if necessary. Establish that these pairs of words are often confused.

ANSWERS

1 another 2 specially 3 quiet

Exercise 6b

- Ask students if they have any idea why these sorts of words are often confused. See if you can elicit ideas such as the two words sounding similar, but don't push for explanations if students are not forthcoming.
- Focus students' attention on the Vocabulary focus box about easily confused words.
- Either ask students to read it themselves to check their ideas or go through the information together as a class.
- Check understanding by eliciting the three main reasons why words are often confused (grammatical, similar sounds or spelling, close in meaning).

WATCH OUT! Note that in North American English, both the noun and verb are 'practice'.

EXTENSION Ask students if they can think of any more pairs of words which are easily confused. To a degree this may depend on their first language as words which are close in meaning can be what are known as false friends. For example, *library* and *bookshop* are often confused by speakers of Latinate languages because the Latin root of *library* is often used to mean 'a bookshop'.

DICTIONARY SKILLS Show students how a good dictionary will usually have information about easily confused words. Ask them to look up the following key words and see what they find:

- *farther/further*
- *quite/fairly/rather*
- *partly/partially*

Exercise 7

- Students work individually to choose the best option to complete the sentences. Remind them that they can refer back to the Vocabulary focus box if they wish.
- Let them compare answers with a partner before checking the answers together as a class.
- Ask students to read the sentences aloud. This should help you to spot any pronunciation issues and prepare for the next exercise.

ANSWERS

- | | |
|-------------|------------|
| 1 effect | 5 loose |
| 2 specially | 6 practice |
| 3 mistake | 7 quiet |
| 4 manages | 8 advice |

Pronunciation **easily confused words**

Exercise 8a 4.8

- Focus students' attention on the pairs of words.
- Play track 4.8. Students listen and circle the words that they hear.
- Check the answers together as a class and draw students' attention to the differences.
 - 1 *specially/especially*: *especially* has an extra /ə/ at the beginning, but both words have the main stress on the syllable *shesh*.
 - 2 *quite/quiet*: the vowel sounds are different – *quite* is /aɪ/ and *quiet* is /aɪə/. This extra schwa sound may cause problems for some learners.
 - 3 *lose/loose*: here the vowel sound is the same, despite the different spelling, but the consonant sound is different – /luːz/ and /luːs/.
 - 4 *advise/advice*: this pair has a similar difference, with *advise* having a /z/ sound and *advice* having a /s/ sound.

WATCH OUT! Not all noun/verb pairs have a difference in the way they are pronounced. *Affect* and *effect* both have the same pronunciation in normal connected speech, as do *practice* and *practise*.

ANSWERS/AUDIOSCRIPT 4.8

- 1 especially
- 2 quite
- 3 loose
- 4 advise

Exercise 8b 4.9

- Play track 4.9, pausing after each pair of words. Students repeat the pronunciation.

AUDIOSCRIPT 4.9

- 1 specially especially
- 2 quite quiet
- 3 lose loose
- 4 advise advice

Exercise 9a

- Put students into pairs and ask them to choose five pairs of words from the lesson that they find particularly confusing. Encourage them to explain their choices.

Exercise 9b

- Students then work individually to write a sentence using one of the words from each pair, but leaving a gap instead of writing the word. Circulate and monitor, helping as necessary.

Exercise 9c

- When each student has produced five gapped sentences, ask them to swap papers with their partner and try to complete the gaps.

EXTRA ACTIVITY Remind students of the importance of recycling the vocabulary that they learn. Ask them to create vocabulary cards for the words in all three lessons (4.1–4.3), with the word on one side and the definition on the other. Divide up the task so each student has a few of the words only. Put these cards into a box to keep in the classroom. When students finish a task early, they can pull out a couple of these words and test themselves.

4.4 Speaking and writing

Goals

- Write a summary
- Give opinions and try to change someone's opinion

Lead-in

- Give students three minutes to write down as many key dates from history as possible.
- Then put students into small groups. Ask them to compare their lists and say, or check with each other, what happened on those dates.
- Ask students why they remember those dates (or why they don't remember any dates!). Did they learn them at school?

Writing **writing a summary**

Exercise 1

- Focus students' attention on the quote. Ask them, in the same groups as the Lead-in, to discuss whether they agree with it or not, and to explain why. (Incidentally the quote is just an example of what someone might think, not a famous quote.)
- Elicit a few ideas from the whole class. Refer students back to the Lead-in activity. Do they think it was worthwhile learning facts by heart at school?

WATCH OUT! Check students understand the expression *learn something by heart* (= to memorize something thoroughly).

Exercise 2

Text summary: The text is a short blog post and 'opinion piece'. The author refers to the currently popular idea that there is no longer any need to memorize facts because everything is available online and gives reasons why he/she disagrees with this idea.

- Focus students' attention on the text and establish that it is a blog post. Ask students if they read blogs online. What kind of blogs do they read? Explain that this blog post is what is called an opinion piece, where someone writes their opinion or argument about a topic.
- Look at the title of the blog post and check students understand the expression *rote learning* (= learning by heart). Check students also understand *in defence of* (= supporting someone or something that is being criticized).
- Ask students to read the blog post fairly quickly to decide if the author would agree with the quote or not. The idea is for students to get a general idea of the content before starting to look at it in more detail.
- Elicit students' ideas and ask for some evidence from the text. For example, the author says *How can people use their minds creatively if there's nothing stored in there?* The title also indicates the author's position.

ANSWER

He/She would disagree – see lots of possible pieces of evidence in the text.

EXTRA ACTIVITY Check students know some of the key verbs for talking about this topic, which are all included in the blog post. Give students the definition, then write one letter at a time on the board until students guess the word. Don't allow students to shout out the word, but ask them instead to write down the word once they have guessed it. In this way all the students will have a chance to think about it, not just the quickest ones. If you want to make it more challenging, don't start with the first letter of the word.

- *memorize* (= learn something carefully so that you can remember it exactly)
- *store* (= put something somewhere to keep it for later use)
- *develop* (= grow bigger or stronger)
- *focus* (= give attention or effort to one particular thing)
- *look up* (= find information in a book or online)

Exercise 3

- Read through the five summaries with the class.

WATCH OUT! If you did the previous Extra activity, students should know most of the vocabulary. You might still need to check *background knowledge* (= information which helps to explain why something is the way that it is).

- Ask students to read the blog post again and match the summaries with the paragraphs.
- Check the answers together as a class, but don't go into too much detail as this might pre-empt exercise 6.

ANSWERS

1 d 2 e 3 a 4 b 5 c

Exercise 4a

- Ask students if they know what a summary is. Use the information in the study tip below to explain.

STUDY TIP A summary is a record of the main points of a text or of something you have seen or heard. Being able to write a summary is particularly useful if you are studying as it is a way of checking whether you have understood a text and keeping a record of the content for the future. A summary should be written using your own words.

- Ask students to read the two summaries and choose the one that they think is the best overall summary of the post.
- Let them compare answers with a partner, but don't check the answer at this stage.

POSSIBLE ANSWER

A is better because it includes all or most of the main ideas and it is written in the person's own words.

B mainly summarizes just the first paragraph.

Exercise 4b

- Ask students to read the tips for writing a good summary and compare these with their own ideas about the summaries in exercise 4a.
- Ask them to find examples in the two summaries where the summary writer did or did not do these things.
- Discuss the two summaries together as a class.

ANSWERS

A uses other words, e.g. *Many people think that rote learning is unnecessary and uncreative ...*

B adds a detail about Wikipedia which is not in the original, and their own opinion.

B uses whole chunks of the same words like *memorization is a waste of time*.

Exercise 5

- Explain that if you are writing a summary for study purposes, it is very important to use your own words or paraphrase.
- Ask students to read the Language for writing box on paraphrasing in summaries and find out what the two ways of paraphrasing are (replacing words and phrases with synonyms, changing the grammatical structure).

EXTRA ACTIVITY Ask students to find a specific example from the two summaries where the writer has, or has not, used his/her own words, e.g.

- Summary A: *rote learning is unnecessary and uncreative* instead of *is seen as not only pointless but mindless*
 - Summary B: *memorization is a waste of time* – exact words
- Don't accept more than a couple of examples as students will be shortly asked to do this task in more detail.

Exercise 6

- Direct students back to the blog post and draw their attention to the underlined sections.
- Put students into pairs and ask them to identify the sections of summary A which paraphrase the underlined sections in the blog.
- Check the answers together as a class.

ANSWERS

Learning by heart, or 'rote learning' is seen as not only pointless, but also mindless.

Many people think that rote learning is unnecessary and uncreative

... how can people use their minds creatively if there's nothing actually memorized and stored in there? How do you create something from nothing?

... *people need background knowledge before they can be creative.*

... isn't it actually quicker and easier to know your multiplication tables?

Learning things by heart ... saves a lot of time looking things up.

Expertise is developed through hours of learning, practice and memorization.

It's also essential for anyone who wants to master a skill.

EXTRA CHALLENGE Ask students to identify how the writer has paraphrased – did he/she use synonyms or change the grammatical structure, or both?

Exercise 7a

- Ask students to read the website article and decide on an appropriate title. This is a good way of helping them to gain a general understanding of the content of the text before going on to more detailed work. A possible title might be *Rote learning helps you think for yourself.*
- Students work individually to write a summary in 50–60 words of the key points of the article. Monitor and help students as necessary.

EXTRA SUPPORT You could scaffold the task more carefully by asking students to first identify the main idea in each paragraph. Remind them about finding the topic sentence. Then ask them to put these main ideas into their own words. Finally, ask them to make the four ideas into a coherent summary, making any changes necessary.

POSSIBLE ANSWER

According to new research, rote learning is actually the basis for problem-solving skills. One of the researchers argues that the more knowledge you have, the better your framework for future learning. The study found that Asian countries, sometimes criticized for more conventional learning methods, topped the tables for educational performance, including problem-solving skills.

Exercise 7b

- Ask students to check their summaries against the checklist in exercise 4b. Alternatively, students could work in pairs and peer-check each other's summaries.

EXTENSION Write the possible answer in the exercise 7a answer key on the board and ask students to identify which parts of the original article the writer has chosen to summarize and how they have paraphrased the ideas. Students could do this in small groups, or you could do it with the whole class. For example:

- *According to new research* (According to a new international study)
- ... *rote learning is actually the basis for problem-solving skills* (rote learning can eventually help learners to be better at problem-solving)
- *One of the researchers argues that* (argues Sir Michael Barber, a top education adviser who worked on the study)
- ... *the more knowledge you have, the better your framework for future learning* (the more knowledge you have, the more knowledge you are able to learn in the future, because it gives you a framework)
- *East Asian countries, sometimes criticized for more conventional learning methods* (known for their reliance on rote learning, and often criticized for it)
- *topped the tables for educational performance, including problem-solving skills* (Asian countries, such as South Korea, Japan, Singapore and Hong Kong, all did extremely well ... However, the study also found that these countries did extremely well in problem-solving tests)

Speaking & Listening giving opinions and trying to change someone's opinion

Exercise 8

- Write the word *strict* on the board and check students understand what it means when describing a person (= someone who has definite rules that they expect people to follow entirely).
- Ask students if it is important for a teacher to be strict and elicit some reasons for their opinions. Then ask students about being motivating or creative; are these important qualities?
- Put students into pairs and ask them to decide on the five most important qualities for a teacher. (They can include being strict if they wish.)
- Give students enough time to discuss the task properly and come to their conclusions, then elicit some ideas as a class.

Exercise 9 4.10 🎧

- Explain that students are going to listen to two friends doing the same task as in exercise 8.
- Play track 4.10. Students listen and note which adjectives the two friends use. Are they the same as or different from those the students chose themselves?

- Check the answers together as a class. Ask whether students agree with the opinions they heard.

POSSIBLE ANSWER

Adjectives mentioned are *patient, kind, creative, encouraging, supportive, strict, motivating, hard-working, well-organized*.

AUDIOSCRIPT 4.10

A Well, I have to say that, for me, the most important quality of a teacher is being patient. Teachers need to understand that it isn't necessarily that easy to learn something. Oh, and being kind is important, too.

B Well, you've got a point, but if they're actually going to teach you something, they need to be more than kind and patient. They need to have good ideas, too – to be creative, to be able to come up with something that will really make the lesson interesting and fun.

A Yes, but on the other hand, sometimes teachers create really fun lessons, but you don't really learn anything. I'm all for having fun, but I do want to get more than that out of the class, don't you?

B Oh, yes, obviously that's important.

A But I still want them to be encouraging and supportive.

B No, but look, it is possible for a teacher to be too nice sometimes, isn't it? Personally, I think a good teacher is quite strict.

A Really? Isn't that kind of teacher a bit old-fashioned? As I see it, if a teacher is motivating, the students won't want to be silly and waste time.

B OK, I can agree with motivating, and supportive. What about creative as well?

A Yes, OK, I guess it is pretty important. And hard-working. It seems to me that teachers have to work pretty hard.

B They do, and they have to be pretty well organized, too. So that's motivating, supportive, creative, hard-working ... what about the fifth one? Well organized?

WATCH OUT! Check students understand the meaning of the adjectives used in the listening:

- *patient* (= someone who is able to wait for a long time or deal with a difficult situation without getting angry or upset)
- *kind* (= behaving in a way that shows you care about people)
- *creative* (= having a lot of imagination)
- *encouraging* (= giving confidence)
- *supportive* (= helpful and sympathetic)
- *strict* (= someone with definite rules that they expect people to follow)
- *motivating* (= making you feel determined or enthusiastic about doing something)
- *hard-working* (= someone who puts a lot of effort into their work)
- *well-organized* (= someone who plans activities carefully and effectively)

Exercise 10a

- Ask students if they can think of any phrases used to give opinions, either from the listening or from their earlier discussions.
- Tell students that the phrases in exercise 10a are either ways of giving opinions or ways of trying to change someone's opinion, taken from the listening.
- Ask students to work individually to complete the phrases with words from the box.
- Let them compare answers with a partner, but don't check answers at this stage.

Exercise 10b

- Read the first phrase aloud and elicit whether it is giving an opinion or trying to change someone's opinion.
- Ask students to decide for each phrase and put it in the correct place in the Language for speaking box.
- Let them compare answers with a partner, but don't check answers at this stage.

Exercise 11 4.10

- Play track 4.10 again. Students listen and check their answers.

ANSWERS

- | | |
|---------|--------------|
| 1 say | 5 Personally |
| 2 point | 6 see |
| 3 hand | 7 seems |
| 4 look | |

Giving opinions

Well, I have to say that ...

Personally, I think ...

As I see it, ...

It seems to me ...

Trying to change someone's opinion

Well, you've got a point, but ...

Yes, but on the other hand ...

No, but look ...

SMART COMMUNICATION Note that in English it is generally considered quite rude to directly disagree with someone, unless you have a close relationship. Therefore, there is a tendency for people to use 'softeners' such as partly agreeing, e.g. *Yes, but ...* or using *Well, ...* to imply that you are giving what they said consideration.

Pronunciation intonation – softening language

Exercise 12a 4.11

- Explain how English speakers tend to 'soften' disagreement (see Smart communication above) and that intonation is part of this.
- Make sure that students understand which intonation pattern is represented by each arrow (a fall-rise and a rise).
- Play track 4.11. Students listen and decide which is the closest intonation pattern.

AUDIOSCRIPT 4.11

- 1 Yes, but on the other hand ...
- 2 No, but look ...
- 3 Well, you've got a point, but ...

ANSWERS

1 a 2 b 3 a

Exercise 12b 4.11

- Play track 4.11 again, pausing after each phrase. Students listen and repeat.

Exercise 13

- Remind students about the five adjectives they chose in exercise 8 for a teacher. Then put each pair with another pair to make groups of four.

- Ask each group to put their lists together and make a new list with only five qualities in total.
- Remind them to try to use the language from the Language for speaking box. Each student should aim to use at least two of the phrases.
- When students have had enough time to decide, elicit a few answers as a class.

EXTENSION Monitor the groups carefully and note down examples of good language and language where correction is needed. At the end of the activity, write these examples on the board without saying which students produced them. Show students the good examples and elicit corrections for the others.

4.5 Video

La Belle Époque

VIDEOSCRIPT

From 1878 to 1914, Western Europe enjoyed an era of peace and prosperity. People had more time and more money, so they could enjoy themselves and express themselves more than ever before. It was a time of great optimism and creativity. And at its centre was Paris. In France, this period became known as *La Belle Époque* – the Beautiful Era. Many of the world's greatest artists, architects, and engineers were living in the city at the time; and much of their work can still be seen today. The Eiffel Tower is now a symbol of France, but it originally served as a temporary entrance to the 1889 World Fair. The French government had it built to celebrate the 100th anniversary of the French revolution, and at 324 metres it was the tallest structure in the world for over forty years. It was designed by Gustave Eiffel, who described it as the perfect example of the 'art of the modern engineer'. This mixture of art and science was a popular theme in Paris at the time. All over the city, scientists, engineers, architects and artists were combining knowledge to create buildings and objects that were not only functional, but beautiful, too. This reached its highpoint at the city's next World Fair in 1900. The Fair exhibited some of the most technologically advanced inventions of the time – including diesel engines, talking films and escalators – as well as promoting a new artistic style: art nouveau. This style can still be seen all over Paris, and some of the city's most famous buildings were opened especially for the Fair. This is the Musée d'Orsay, a fine art museum on the left bank of the river Seine. It hasn't always been a museum. It was originally named the Gare d'Orsay and was one of the city's main train stations. It was opened in 1900 – just in time for the Fair. Its incredible structure of iron and glass made it one of the most popular attractions at the exhibition. It became a museum in 1986. Today, it is a true celebration of Belle Époque Paris, housing some of the most famous works of art of the time including masterpieces from artists like Van Gogh, Monet and Cézanne.

As the Gare d'Orsay opened above ground, work was also finishing on the Métro below ground. The first line opened on the 19th of July 1900 and was another fantastic blend of function and style. It was hailed as a masterpiece of art nouveau and was immediately popular with the French public. Today, the Paris metro has 214 kilometres of line and is used by almost 1.4 billion travellers every year. It's still a design classic, and the network's unusual signs have become icons of the city.

La Belle Époque was a period of intense creativity in Paris, which coincided with the beginning of the technological age. In the city's famous restaurants and cafés, the best-known artists in the world mingled with some of the greatest innovators of the time.

The Belle Époque era ended in 1914, but it left an enduring legacy. Over the last century, people have become nostalgic for the era's elegance and excitement. Of course, Paris has changed a lot since then, but all over the city there are still glimpses of the beauty of the Belle Époque.

VIDEO ANSWERS

Exercise 3

- 1 dancing, sitting at a table, chatting, drinking, smoking a pipe (00.00).
- 2 EU (European Union) and French flags (01.47).
- 3 two (02.05)
- 4 the Statue of Liberty (the one in the USA was designed by a Frenchman, Bartholdi, who also created this one for the World Fair) (03.01)
- 5 Rome (04.00)
- 6 Galeries Lafayette (04.47)

Exercise 4

- 1 French Revolution
- 2 forty
- 3 talking
- 4 Art
- 5 train station
- 6 1986
- 7 the 19th of July
- 8 1.4 billion

Review

ANSWERS

Exercise 1a

- 1 could be saved
- 2 has been designed/was designed
- 3 can be manufactured
- 4 are usually priced
- 5 was invented
- 6 are no longer protected
- 7 to be applied

Exercise 2

- 1 My bag was stolen last year.
- 2 If I have a problem, I can easily get someone to help me.
- 3 I get my hair cut by the hairdresser every six weeks.
- 4 I don't know how to decorate so I always hire a decorator to do it for me.
- 5 In the UK, you have to have your car checked by a mechanic every twelve months.
- 6 I'm very persuasive. I can usually get someone to change their mind.

Exercise 3a

- 1 control
- 2 protect
- 3 generate
- 4 treat
- 5 fix

Exercise 4a

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

AUDIOSCRIPT 4.12

- 1 describing a new way of doing something
- 2 very noticeable
- 3 not showing thought or understanding
- 4 unusual and surprising
- 5 easy to understand and use
- 6 always behaving in a traditional or normal way

Exercise 5a

- 1 quiet
- 2 losing
- 3 control
- 4 fault
- 5 affecting

Exercise 6a

I have to say that ...

It seems to me that ...

Well, you've got a point, but ...

As I see it, ...

Yes, but don't you think ...

AUDIOSCRIPT 4.13

A Well, I do really enjoy my job, but I also earn quite a good salary, so I guess I'm lucky. But, if I had to choose, I have to say that I would choose to enjoy my job over the money. It seems to me that you spend so much of your life at work, that you have to enjoy it, or life is just miserable!

B Well, you've got a point, but if you don't have enough money, you can be pretty miserable, too, can't you?

C As I see it, you don't need loads of money, but you do need enough, so that has to be the priority. If you don't enjoy your job, you can always do things you enjoy in your free time.

A Yes, but don't you think you should change jobs if you hate what you're doing? I think ...

5.1 As if it were yesterday ...

Goals

- Talk about childhood memories
- Use verbs with *-ing* and infinitive

Lead-in

- Focus students' attention on the photos on page 46 and use them as the basis of a whole-class discussion about childhood photos. Choose from the following questions:
 - *When do you think the photos were taken (roughly)?*
 - *Which do you like best? Why?*
 - *Do you have many childhood photos? Are they on display in your home or are they in albums? Or are they mostly stored electronically?*
 - *Nowadays people take many more photos of their children than in the past. Does that make the photos less precious?*

Vocabulary & Speaking **talking about childhood memories**

Exercise 1

- Put students into pairs to answer the questions. Begin by telling them about an early memory of your own.
- Ask some students to tell the class about their partner's childhood memory.
- Find out who has the earliest memory.
- Ask students whether they think it's possible to remember memories from when we were babies or are these false memories from stories we've been told about our childhoods? How far back do they think we can remember things? (This will generate interest in the topic of the text in exercise 3a.)

Exercise 2

- Focus on the instructions and ask students to do the task alone or in pairs.
- Encourage them to use a dictionary if dictionaries are available.
- Check the answers together as a class and highlight the following language points:
 - *no + noun + whatsoever* means 'not at all' or 'not of any kind', e.g. *We have no food whatsoever in the fridge. I had no help whatsoever. There is no evidence whatsoever.*
 - *just about* has two meanings: 'only just' and 'very nearly', e.g. *I can just about reach it* (= I can reach it, but only just), *I've just about finished* (= I've very nearly finished).
 - After *as if* we need a past subjunctive. That is why we say *as if it were*, and not *as if it was*.
- Model and drill all of the sentences. Keep up a lively pace while drilling.

ANSWERS

1 U 2 C 3 N 4 U 5 U 6 N 7 U 8 C 9 C

EXTENSION Ask students to write a synonym or very brief explanation for each of the words in bold in exercise 2. Possible answers are: *vaguely* (= more or less), *vivid* (= clearly), *whatsoever* (= at all), *precise* (= exact), *just about* (= only just), *recollection* (= memory), *fade* (= gradually disappear), *as if it were yesterday* (= very clearly), *recall* (= remember).

PRONUNCIATION This is a good opportunity to contrast the pronunciation of *can* and *can't*. Write on the board *I can remember* and *I can't remember*. Elicit that *can* in natural speech is pronounced /kən/ and *can't* is pronounced /kɑ:nt/. However, before a consonant the 't' disappears, so here it is pronounced /kɑ:n/. Explain that the most important difference between *can* and *can't* is not the difference in the vowel sound, but the fact that *can't* is stressed and *can* is unstressed. The same rule applies to all modal verbs, i.e. all negative modal verbs are stressed.

EXTRA ACTIVITY Give students more practice in using the language in exercise 2 for describing how well they remember things. Write on the board: *How well do you remember ...?* Then dictate a list of important 'firsts', e.g.

- *your first day at primary school*
- *your first home*
- *the first time you earned money*
- *your first bicycle*
- *the first time you went away without your family*
- *your first mobile phone*
- *the first time you tasted ice cream*

Put students into pairs to go through each first and say a sentence from exercise 2. Discourage them from going into too much detail as they will have a chance to describe a memory in detail at a later stage in the lesson.

Exercise 3a

Text summary: This article is about a phenomenon known as childhood amnesia (loss of our early memories). Recent research has identified at what point childhood amnesia occurs. It shows that as very young children we can remember events from our earliest years, but at the age of seven, changes in the brain cause us to forget many of the things which happened to us prior to that age.

- Explain that students are going to read an article about when and why our earliest memories fade. Focus attention on the gaps in the article and ask students to complete them with the bold words from exercise 2.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

- 1 recall
- 2 fade
- 3 vivid
- 4 recollection
- 5 precise

Exercise 3b

- Put students into pairs. Focus on the underlined words in the text and ask students to use the context to guess their meanings.
- Elicit their suggestions and confirm the meanings. Remember to praise suggestions that are not correct but make sense within the context.
- You may wish to refer to the *Oxford 3000* symbol at the bottom of the page and point out that the underlined words in the text are *Oxford 3000* words at B2 level and students are advised to learn these together with the bold words in exercise 2 as part of the target vocabulary for this lesson.

POSSIBLE ANSWERS

identified = discovered, recognized what something is
understanding = knowledge about a subject
store = put something somewhere and keep it there to use later
access = to reach something and get it out

EXTENSION Ask students to find and underline in the text the following words: *struggle* (= to try hard to do something that you find difficult), *occurs* (= happens, often unexpectedly), *survive* (= to continue to exist) and *analyse* (= to think about something in detail). Ask them to work out their meaning from the context.

Exercise 4

- Ask students to think about the questions alone before discussing them with a partner.
- Check the answers together as a class and ask students if their own experience of remembering or forgetting some childhood memories reflects the information in the text.

ANSWERS

- 1 They fade at around the age of seven. There are changes in the brain.
- 2 Children of seven and up store memories in a different way and are unable to access the earlier memories.
- 3 memories that involve deep emotion

Exercise 5a 5.1

Audio summary: Two people recount childhood memories. The first speaker describes her memories of a spontaneous trip to Buckingham Palace on the day the Second World War ended; the second describes a time when he fell off a horse while on a school activity holiday. (Both are true stories.)

- Explain that students are going to listen to two people describing a childhood memory.
- Ask students to copy out the table onto a piece of paper or in their notebook.
- Point out that students will hear the recording twice. The first time they listen they only need to complete the first row. Suggest they write no more than one sentence for this first question.

EXTRA SUPPORT Pre-teach *cheer* (= to shout loudly, to show support or praise for somebody), *trot* (= of a horse, to move forward at a speed that is faster than a walk, but slower than a canter) and *pride* (= a feeling of respect for yourself).

- Play track 5.1. Students listen and answer the first question.
- Let students compare what they understood with a partner before checking the answer together as a class.

ANSWERS

See Answers in Exercise 5b.

Exercise 5b 5.1

- Play track 5.1 again for students to complete the rest of the table.
- Again, let students compare answers with a partner before checking the answers together as a class.

ANSWERS

	Irene	Tobias
What happened?	She went to Buckingham Palace on the day the Second World War ended.	He fell off a horse.
How old were they?	She was four.	He was ten.
Which details do they remember vividly?	She remembers the noise and the happy cheering, the Queen's blue dress and she remembers being disappointed the princess didn't look like a princess.	He remembers that the other children were excited and he was scared. He remembers his helmet falling over his eyes.
Which details don't they remember?	She doesn't remember how they returned home from London.	He doesn't remember if he was injured or not.

EXTENSION Do a further check of students' comprehension of the listening text by reading out the following statements and asking students to say whether they are true or false.

- 1 *Irene went to London with both parents.* (False, just her father)
- 2 *She got a clear view of the royal family waving from the balcony.* (True)

- 3 *Princess Elizabeth was wearing a green army uniform.* (False, a brown uniform)
- 4 *Tobias had ridden a horse before.* (False)
- 5 *He fell off the horse on purpose.* (True, he made himself fall off)
- 6 *He felt extremely embarrassed.* (True, his pride was very hurt)

AUDIOSCRIPT 5.1

1 Irene from England

My clearest childhood memory is definitely the day the Second World War ended. It was May 1945, so I must have been four years old. I don't know how it happened so quickly, but my mother and father and I went down to the train station, and hundreds of us went on to the train to London – which was about a hundred miles away, a long way on a steam train – and we went straight to Buckingham Palace.

The royal family and the prime minister, Winston Churchill, were on the balcony of the palace. They waved and waved, and everyone was cheering and cheering and singing. It was unbelievably noisy and happy. That was my main memory of the day. My father let me sit on his shoulders so I could have a better view.

I can also remember that the queen was wearing a pale blue dress, and I clearly remember feeling very disappointed because Princess Elizabeth, now Queen Elizabeth, of course, was wearing an army uniform, which was brown, and she didn't look like a princess at all. I have absolutely no recollection of how we got home again.

2 Tobias from Germany

I'll never forget going horse riding for the first – and last – time when I was about ten. It was on a school activity holiday. I remember all the other kids were really excited about going horse riding. I pretended to be excited, but actually I was feeling really nervous because I'd never done it before and I was a bit frightened of horses. Anyway, everything was fine while the horse was walking, but when it started to trot ... well ... suddenly, I felt completely out of control. I didn't expect the horse to run so fast. I tried to get it to slow down, but it just kept on running, faster and faster. In my panic, I didn't remember to follow the teacher's instructions. And, to make matters worse, my helmet had slipped down and was covering my eyes, so I couldn't see a thing. That's the thing I remember most clearly – not being able to see! Anyway, I didn't dare to take my hands off the reins to push the helmet back up. So instead I decided to do something very silly: I made myself fall off the horse. So I fell on the ground and all the other children had to avoid riding over me. I don't remember whether I was injured or not, but my pride was very hurt!

Exercise 6

- Put students into small groups to talk about their childhood memories. Suggest they talk about two or three memories each. Refer them to the photos in exercise 1 for inspiration about what to talk about. They might also choose to talk about memories similar to those in the listening exercise, i.e. a time when they attended a significant public event or a time when they had a mishap.
- Remind them to use some of the vocabulary from exercise 2. Circulate and monitor, helping as necessary.

Grammar & Speaking using verbs with **-ing and infinitive**

Exercise 7a

- Ask students to complete the sentences with the correct form of the verb in brackets. Suggest they use their instinct to help them decide what sounds right.
- Let them compare answers with a partner but don't check answers at this stage.

Exercise 7b 5.2

- Play track 5.2 for students to check their answers.
- To check students understand the meaning of *let*, *get* and *made* in these contexts, quickly elicit synonyms for each: *let* (allowed), *get* (persuade), *made* (forced).

ANSWERS

1 sit 2 feeling 3 to slow 4 fall 5 to follow

AUDIOSCRIPT 5.2

- 1 My father let me sit on his shoulders.
- 2 I remember feeling disappointed because Princess Elizabeth didn't look like a princess.
- 3 I tried to get the horse to slow down ...
- 4 I made myself fall off the horse.
- 5 In my panic, I didn't remember to follow the teacher's instructions.

Exercise 8

- Explain to the students that they are going to focus on using verbs with *-ing* and infinitive. Ask them to read the first rule in the Grammar focus box and the accompanying two examples. These two verb patterns (verb + infinitive and verb + *-ing*) will be very familiar to them, but point out that as they come across more 'advanced' verbs with these verb patterns they need to take note of them.
- Check students understand *pretend* (= behave as if something is true when it's not) as this is a false friend in some languages.
- Ask students to read the rest of the rules and complete the gaps in the examples with bold verbs from exercise 7a.
- Go through the answers together as a class and highlight the following points:
 - For answer 1, elicit whether the structure is the same or different in students' first language. Emphasize also that the negative infinitive is *not to do* and not ~~to not do~~.
 - For answers 2 and 3, point out that *help* is listed as a verb followed by infinitive without *to*, but can also be followed by infinitive with *to* (help someone (to) do something).
 - For answer 4, explain that some verbs are followed by *-ing* or *to* without a change of meaning, e.g. *begin*, *start*, but the focus here is on verbs where there is a change of meaning.
- Point out to students that unfortunately there is no way of knowing which pattern follows a verb and they just have to learn them. Reassure them, however, that with time they will develop an instinct for which sounds right.

WATCH OUT! Many common verbs are followed by different structures in the students' first language, which frequently results in errors such as *I want that you go*. *He told me that + come*. If you teach in a monolingual context, and are familiar with students' first language, pay particular attention to the verbs which have different structures in L1.

STUDY TIP Encourage students to keep lists of verbs with different verb patterns (verb + *ing*, verb + infinitive with *to*, verb + object + infinitive without *to*, etc.), which they add to as they come across new verbs. They could either write the verbs in a vocabulary notebook or create lists on their mobile phones/tablets.

EXTRA CHALLENGE Exploit the listening text for further examples of verb patterns. Refer students to the audio script for Tobias's story on pages 164–5 and ask them to find and underline five more examples of verb + infinitive or verb + object + infinitive:

- *It started to trot ...*
- *I didn't expect the horse to run so fast ...*
- *I tried to get it to slow down ...*
- *I didn't dare to take my hands off ...*
- *I decided to ...*

Go through the verbs and explain that:

- *start* can be followed by *-ing* or an infinitive with no change in meaning.
- *expect* is like *want*, *tell* and is followed by object + infinitive with *to*.
- *try* can be followed by *-ing* or an infinitive but with a change of meaning (*try to* = attempt to; *try + -ing* = see if doing sth. will solve a problem).
- *dare* (meaning 'have the courage to') is like *help* and can be followed by an infinitive with or without *to*, i.e. *I didn't dare (to) let go*.
- *decide* can only be followed by an infinitive.

ANSWERS

1 get 2 make 3 let 4 remember

Exercise 9a

- Explain that students are now going to focus more closely on the verbs which can be used with either *-ing* or infinitive, with a change of meaning, namely, *remember*, *forget*, *regret* and *stop*.
- Students will now, through a process of guided discovery, find out that with this set of verbs the *-ing* form refers to what people did and the infinitive refers to what they are supposed to do.
- Read through the task instructions together and put students into pairs to answer the questions.
- Check the answers together as a class. Highlight that *forget + -ing* is generally used in the negative and often collocates with *never*, e.g. *I'll never forget meeting him*.

ANSWERS

***-ing* is used to talk about things people did.**
The infinitive is used to talk about what things people are/were supposed to do.

Exercise 9b

- Read the task instructions together and ask students to discuss the questions with a partner.
- Check the answer together as a class. You could explain that the infinitive after *stop* is an infinitive of purpose and means the same as *in order to*.

ANSWERS

- 1 The infinitive gives the reason for stopping.
- 2 *-ing* is used to say an activity stopped.

Exercise 10

- Tell students that the following text describes another childhood memory. Focus on the illustration and ask students if they can predict what happened.
- Ask students to skim quickly through the text to check their prediction.
- Ask students to work individually to choose the correct verb forms to complete the story. Again, suggest they use their instinct, but if they are not sure, they should refer to the rules in exercises 8 and 9a.
- Check the answers together as a class.

ANSWERS

- | | |
|-----------|---------------|
| 1 being | 5 crying |
| 2 hearing | 6 try |
| 3 to do | 7 to remember |
| 4 cry | |
- Refer students to *Grammar reference* on page 144. There are three more exercises here students can do for homework.

Exercise 11

- Put students into pairs. Refer Student A to page 128 and Student B to page 132.
- For part a, they work alone to write one word in response to the prompts. Tell students to write the words on a separate piece of paper.
- Monitor and make sure students are writing single words and not full sentences. Set a time limit for this stage.
- For part b, students take it in turns to look at the words their partner has written and for each word asks why they have written it. When their partner answers, they will need to use a verb + *-ing* or infinitive, e.g.
Student A: *Why did you write 'motorbike'?*
Student B: *My wife didn't want me to get a motorbike but I got one.*
- Encourage students to ask follow-up questions to keep the conversation going.

FEEDBACK FOCUS Monitor their conversations, focusing on their use of verb + *-ing* or infinitive. Note points for correction. When they have finished the activity, conduct error correction.

5.2 Bored!

Goals

- Talk about emotions and behaviour
- Other uses of *-ing* and infinitive with *to*

Lead-in

- With books closed, write the following two quotations on the board:
 - ‘There are no uninteresting things, only uninterested people.’ (G.K. Chesterton)
 - ‘The two enemies of happiness are pain and boredom.’ (Arthur Schopenhauer)
- Explain, if necessary, that G.K. Chesterton was an English writer and philosopher, and Arthur Schopenhauer was a German philosopher.
- Ask students to discuss, in pairs, whether they agree with the quotations.
- Elicit their thoughts in class feedback.

Vocabulary & Speaking emotions and behaviour

Exercise 1

- Put students into pairs to make a list of situations that make people bored (e.g. a long film, a dull lecture). Elicit one or two ideas first in open class.
- Students put the situations in order from most to least boring.
- Ask three or four students to read out their lists.

EXTRA SUPPORT Write the following language on the board to help students with their discussions:

- I find ... really/very/incredibly boring.
- ... make(s) me (feel) really bored.
- ... really bore(s) me.

Exercise 2a 5.3

Audio summary: Seven individual speakers talk about what makes them feel bored.

- Explain that students are going to hear seven people talking about what makes them bored. Their task is to note down for each speaker the situation which makes them bored.
- Play track 5.3. Pause after each speaker to allow time for students to make notes.
- Play the recording twice if necessary.

EXTRA SUPPORT With a weaker class, instead of asking students to make notes, pause the recording after each speaker and ask students to compare, orally with their partner, what they understood.

ANSWERS

- 1 when a person gives too much detail
- 2 slow-moving film
- 3 doing the ironing
- 4 long-haul flights
- 5 rainy days
- 6 dull lecture
- 7 not enough to do at work

AUDIOSCRIPT 5.3

Speaker 1

Listening to my boss. She always gives you far too much information ... you know, goes into too much detail about things you don't need to know, and I'm thinking: 'For goodness sake, just get to the point, will you!'

Speaker 2

Watching a slow-moving film at the cinema. So many films nowadays are three hours long. If you ask me, that's a long time to be sitting in one place, even with a good film. I hate that feeling when you can't sit still and you just want to stretch your legs and basically you just can't wait for the film to finish.

Speaker 3

Doing the ironing is, for me, the most boring and repetitive of all household jobs. It just seems to take forever.

Speaker 4

For me, it's long-haul flights – my job involves a lot of overseas travel. I can usually amuse myself with films and music for the first few hours, but towards the end of the flight I'm usually absolutely desperate to get off that plane.

Speaker 5

Rainy days are the worst for me. I get really fed up with being stuck indoors in my flat. I feel a real need to get out and do something active.

Speaker 6

There's nothing that's more likely to send me to sleep than a dull lecture. The ones I hate most usually involve a PowerPoint presentation, where the lecturer just reads what's on the slides and doesn't give us an opportunity to discuss or ask questions. I normally find myself losing concentration after about half an hour, my mind starts to wander, I start yawning ... and basically, I find it really hard not to fall asleep.

Speaker 7

For me, the most boring thing in the world is not having enough to keep me occupied at work. You ask your boss and they give you a simple task that you finish in five minutes and then you're back to doing nothing again. You don't want to be annoying, asking for tasks every five minutes, so you just sit there feeling awkward ... It's awful.

Exercise 2b

- Ask students to compare their notes with their partner.
- Check the answers together as a class and then ask students to say whether they've experienced each situation and how bored it makes/made them feel.

EXTRA SUPPORT If you asked students to compare orally in exercise 2a, write the situations 1–7 on the board for students to rank in order of what makes them feel most bored.

Exercise 3

- Elicit that the noun for *bored/boring* is *boredom* and focus students' attention on the diagram. Go through the three category headings and clarify if necessary the meaning of *symptoms* (= signs).
- Ask students to copy out the diagram in their notebook.
- Put students into pairs to write the words and phrases under the correct headings.
- Check the answers together as a class and highlight the following language points:

- We say *tired of* but *bored with* and *fed up with*. (NB it is common to hear native speakers say *bored of* and *fed up of*, but, strictly, this is not correct.)
- *Zone out* is an informal phrasal verb meaning *to stop paying attention*. It entered the language relatively recently, but is very common.

ANSWERS

words which mean *bored*: tired of, fed up with, have had enough of, bored with, bored to death

words which mean *boring*: dull, uninteresting, repetitive
symptoms of boredom: lose concentration, yawn, zone out, feel desperate to escape, your mind wanders, can't sit still

EXTRA SUPPORT All of the words and phrases in the box were used by the speakers in exercise 2. You could refer students to the audioscript on page 165 so that they can see them in context.

EXTRA CHALLENGE Elicit that *bored to death* is an idiom which means extremely bored. Ask students to use their dictionaries to find three more idioms with the same meaning (*bored stiff, bored to tears, bored out of your mind*). Ask them to decide which one they like best and to make a true sentence with it.

WATCH OUT! Check the pronunciation of the following words with difficult sounds: *yawn* /jɔːn/, *wanders* /'wɒndəz/, and words with difficult stress: *desperate* /'despəɪt/, *uninteresting* /ʌn'ɪntrəstɪŋ/ and *repetitive* /rɪ'petətɪv/.

Exercise 4

- Put students into small groups to discuss the questions.
- Students talk about the most boring aspect of their job and studies and imagine what would be boring about being a police detective, an airline pilot and a writer.
- Monitor their discussions and feed in vocabulary as required. Note any points for correction.
- Ask students to report back on their discussions.

POSSIBLE ANSWERS

- 1 Students' own answers
- 2 **Police detective:** waiting for hours for something to happen, e.g. waiting outside a house for a suspect to appear.
Airline pilot: flights nowadays are automated so when they are cruising (between taking off and landing), there is little for pilots to do.
Writer: spending all day sitting at a computer

Grammar & Reading other uses of *-ing* and the infinitive with *to*

Exercise 5

Text summary: The article is about boredom, a subject that has interested academics in recent years. It explains that there are different types of boredom and suggests that boredom may serve a useful purpose in our lives.

- Focus students' attention on the title of the text and elicit the meaning of *fascinating* (= very interesting). Ask students if they think it's a good title. Why? See if they can predict what kind of information the article might contain.
- Ask students to work alone to match the paragraphs to the headings. Encourage them to underline sections of the text that give them the answer.
- Let them compare answers with a partner before checking the answers together as a class.
- As you go through the answers, ask more comprehension questions, e.g.
 - *Is boredom felt more or less strongly than other emotions?* (more intensely than anxiety, anger or enjoyment)
 - *How many types of boredom have been identified?* (five)
 - *What examples are given of positive, meaningful things people have done as a result of being bored?* (giving blood, giving money to charity)

ANSWERS

1 b 2 e 3 c 4 d

Exercise 6

- Students work alone to match the bold words and definitions. Remind them to use the strategies they learnt in lesson 1.3 to guess the meaning of unknown words from context.
- Let students compare their answers with a partner before checking the answers together as a class.

ANSWERS

- | | |
|--------------|------------|
| 1 capable of | 4 occupied |
| 2 trapped | 5 steers |
| 3 desire | |

EXTENSION Ask students to write personalized sentences including each of the words.

EXTRA ACTIVITY Exploit the text further by doing some work on word-building. Put the following table on the board for students to copy and complete. They can check their answers in the text.

(Answers: 1 meaningful, 2 anxiety, 3 enjoyment, 4 anger, 5 harmful)

Adjective	Noun
1 _____	meaning
anxious	2 _____
enjoyable	3 _____
angry	4 _____
5 _____	harm

Exercise 7

CRITICAL THINKING In this activity students practise the critical-thinking skills of reflecting on a question and supporting their reasons with examples.

- Read through the questions with the class, then put students into pairs to discuss them.
- Encourage more talkative students to ask quieter students for their opinions.

EXTRA SUPPORT You could give or elicit some language for expressing opinions for students to refer to in their discussions, e.g.

- I completely agree ...*
- I totally disagree ...*
- I agree up to a point/to a certain extent, but ...*

- Monitor the discussions to make sure students are participating equally.

POSSIBLE ANSWERS

- Boredom could be nature's way of telling us to get up and do something meaningful, like donating blood or giving money to charity.
- Students' own answers

Exercise 8

- Remind students that in the previous lesson they studied verb + *ing* and infinitive. Explain that they are now going to focus on other uses of *ing* and infinitive.

- Read through the information in the Grammar focus box together. You could mention the fact that unfortunately there is no easy way to decide which nouns and adjectives can be followed by an *-ing* form and which by an infinitive. If students are unsure, they should check in a dictionary.
- Next, focus students' attention on the words in the box above the Grammar focus box. Ask students to find them in the text in exercise 5 and add them to the correct place in the Grammar focus box.
- Check the answers together as a class.

ANSWERS

- | | |
|-----------|---------------|
| 1 capable | 4 keen |
| 2 thought | 5 opportunity |
| 3 after | 6 nothing |

EXTENSION Focus on the example sentences in the Grammar focus box. Ask students to choose one of the words from each point 1–6 and write another example sentence.

Exercise 9a

- This text is a continuation of the article in exercise 5 and describes in more detail the five types of boredom mentioned in paragraph 2.
- Ask students to read the article and decide which type(s) of boredom they experience most frequently. Tell them to ignore the gaps for now and not to worry about the technical names of the boredom types.
- You could find out through a show of hands which type of boredom is the most common in the class.
- If students would like to know the meaning of the technical terms, you could explain them (*indifferent* = not having much interest in sth./sb., *calibrating* = measuring, adjusting, *apathetic* = deeply uninterested or unenthusiastic).

Exercise 9b

- Students work alone or in pairs to complete the article with the *-ing* or infinitive form of the word in brackets.
- Check the answers together as a class.

ANSWERS

- | | |
|------------|-------------|
| 1 watching | 6 to occupy |
| 2 to zone | 7 to do |
| 3 doing | 8 trying |
| 4 to act | 9 finding |
| 5 having | |

- Refer students to *Grammar reference* on page 145. There are three more exercises here students can do for homework.

Exercise 10a

- Put students into pairs. Ask them to look at the article titles and predict what they might say.
- Elicit their predictions in a brief class feedback session.

Exercise 10b

- Put students into different pairs. Refer Student A to page 128 and Student B to page 133.
- Students work alone to complete their texts with the correct form of the verbs in the box.
- Write the answers on the board.
- Ask students, still working alone, to underline key facts and try to remember them.
- Students take it in turns to tell their partner what they have learnt.
- Together they decide which facts were most surprising.
- Elicit their thoughts in class feedback.

ANSWERS

Student A

- 1 to look
- 2 suffering
- 3 to tell
- 4 expressing
- 5 finding

Student B

- 1 yawning
- 2 cooling
- 3 working
- 4 competing
- 5 to attack

- 6 to learn
- 7 checking
- 8 to point
- 9 to observe
- 10 to put

- 6 agreeing
- 7 to yawn
- 8 to see
- 9 to do
- 10 reading

5.3 Vocabulary and skills development

Goals

- Understand linkers
- Understand phrasal verbs with *out* and *up*

Lead-in

- With books closed, play a short guessing game to elicit the word *brain*. Tell students they are going to play a game in which they have to identify something you are going to refer to as a 'blugg'.
- Read out the following statements, pausing after each one. When students think they know what you're talking about, they raise their hand.
Everybody has one blugg.
The average blugg weighs about 1.5 kg.
A man's blugg is slightly bigger than a woman's blugg.
A blugg is active during the day and night.
You can't see or feel your own blugg, but without your blugg you wouldn't be able to see or feel anything.
- Elicit that 'blugg' is a *brain*. Tell students that this is the topic of today's lesson.

Reading understanding linkers

Exercise 1a

- Focus on the task instructions and put students into pairs to decide which of the activities are normally performed by the right side of the brain and which by the left.
- Elicit their answers, but don't confirm or contradict them at this stage.

Exercise 1b 5.4

Audio summary: In this short listening an expert explains which activities the left side and right side of the brain are responsible for.

- Play track 5.4 for students to check their answers to exercise 1a.
- Let students compare answers with a partner before checking the answers together as a class.

ANSWERS

1 L 2 L 3 R 4 L 5 L 6 R 7 R

AUDIOSCRIPT 5.4

In most people, the left side of the brain is dominant for language, especially grammar, writing and spelling. It is dominant for thinking logically, and it is best at hearing the rhythm of music. The left side of the brain controls the right side of your body.

The right side of the brain is best at appreciating the melody of music, at understanding jokes and recognizing objects.

Exercise 2

Text summary: The article explains that the commonly held theory that people are either right-brained or left-brained is no more than a myth. It explains the truth behind the myth, gives reasons why the myth first developed and why it is likely to persist in the future.

- Read the task instructions together and ask students to read options a–c.
- Check they understand the word *myth* (= something that many people believe but is not true).
- Ask students to read the article quickly to get the gist (general idea) and decide what its purpose is. Set a suitable time limit (e.g. two to three minutes).
- Check the answers together as a class and ask students which clues in the text led them to the answer (line 9: *It's a shame then that it's all a load of nonsense*. line 25: *Here's the truth ...*)

ANSWER

b

Exercise 3

- Explain to students that before they read the text again they are going to focus on understanding linkers.
- Focus students' attention on the Unlock the code box about linkers.
- Go through the information together as a class. Highlight that the linkers for showing cause and reason have the same function but are followed by a different structure: *because of* and *owing to* are followed by a noun or noun clause, whereas *since* is followed by a verb clause, e.g. *because of/owing to the rain* but *since it was raining*.

EXTRA CHALLENGE For stronger students, point out that the linkers for giving examples all have the same function, but *thus* is more formal than *for example*. Also, *e.g.* should not be used at the beginning of a sentence.

Exercise 4

- Students read the instructions and work alone to complete the table with the highlighted linkers from the article.
- Check the answers together as a class. You could point out that *i.e.* stands for *id est*, which is Latin for *that is*.

ANSWERS

Making things clearer: in other words, i.e.

Giving examples: for instance, such as

Showing a cause or reason: due to

PRONUNCIATION The linkers in the text are used in spoken English as well as written English. It is therefore useful for students to be familiar with their pronunciation. Model and drill them: *in other words* /ɪn 'ʌðə(r) wɜːdz/, i.e. /aɪ 'iː/, *for instance* /fɔː(r) 'ɪnstəns/, *such as* /sʌtʃ æz/ and *due to* /djuː tə/.

EXTRA ACTIVITY Give students extra practice in understanding linkers. Write the following sentences on the board. Students choose the correct linker.

- He's a neuroscientist, *i.e./e.g./due to* he studies the structure and function of the brain. (i.e.)
- He gave up his job as a neurosurgeon *i.e./e.g./due to* stress. (due to)
- The right side of the brain is good at reading emotions, *i.e./e.g./due to* fear and anxiety. (e.g.)

Exercise 5

- Give students plenty of time to re-read the article and answer the questions with a partner.
- Check the answers together. You may want to clarify in question 2 that the writer is not calling into doubt the fact that the right and left sides of the brain are responsible for different functions, but that a person can be right-brained or left-brained.

POSSIBLE ANSWERS

- 1 *Right-brained* means creative and thoughtful; *left-brained* means logical and analytical.
- 2 There is no scientific evidence that one side of the brain dominates the other.
- 3 a The left side understands the meaning of words and sentences. The right side understands intonation and recognizes different voices.
b In maths, the left side helps you count and the right side helps estimate numbers.
- 4 The writer believes the theory will continue to survive because people like labels, categories and simplifying the truth.

CRITICAL THINKING A key critical-thinking skill is being able to assess your prior knowledge of the content. Ask students to say, in pairs, what new facts they have learnt from the text and what they already knew. Ask which new facts they found most interesting.

EXTENSION Ask students to discuss the following questions:

- 1 *Do you consider yourself to be more creative than logical or analytical, or do you think you are both?*
- 2 *Have you ever, or would you ever buy a self-help book to improve your brain?*
- 3 *To what extent do you agree with the writer's assertion that human beings love labels and categories?*

Vocabulary & Speaking **phrasal verbs with out and up**

Exercise 6

- Ask students to find and underline the phrasal verbs in the article.
- This would be a good stage in the lesson to put students into new pairs to try and guess the meaning of the phrasal verbs from the context.
- Check their answers together as a class.

POSSIBLE ANSWERS

work out = to calculate/work out a problem

pop up = suddenly appear/appear on a screen

carry out = conduct/do (research)

come up with = find or produce (an answer, an idea, a theory, etc.)

Exercise 7

- Explain that students are going to focus on phrasal verbs with *out* and *up*. Explain that particles (e.g. *up*, *on*, *in*) can have different meanings. One meaning is the basic, literal meaning, e.g. the literal meaning for *up* is 'moving in an upwards direction'. However, each particle has other core meanings, too. A knowledge of these meanings can help students to understand new phrasal verbs when they meet them.

- Focus students' attention on the Vocabulary focus box.
- Either ask students to read it themselves or go through the information together as a class.
- Put students into pairs to match the verbs in exercise 6 to the meanings in the box.
- Check the answers together as a class.

ANSWERS

work out = *out* meaning 1

pop up = *up* meaning 1

carry out = *out* meaning 2

come up with = *up* meaning 2

Exercise 8a

- Students work individually to match the sentence halves.
- Check the answers together as a class.

ANSWERS

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

Exercise 8b

- Put students into pairs to try to guess the meaning of the phrasal verbs from the context.
- Elicit their answers and then ask them to match the phrasal verbs to the meanings in the Vocabulary focus box.

EXTRA SUPPORT Write the definitions in the answer key on the board for students to match to the phrasal verbs.

EXTENSION Ask students to write three sentences. Each sentence should contain two of the phrasal verbs from the lesson. They compare their sentences in pairs.

POSSIBLE ANSWERS

1 *come up* = happen unexpectedly (*up* meaning 1)

2 *turn up* = appear unexpectedly (*up* meaning 1)

3 *make up* = create (*up* meaning 2)

4 *turn out* = become known (*out* meaning 1)

5 *sort out* = solve (*out* meaning 1)

6 *run out of* = have nothing left (*out* meaning 2)

Exercise 9a

- Ask students to complete the questions with a phrasal verb from exercises 6 and 8a.
- Check the answers together as a class.

WATCH OUT! Make sure students use the correct form of the verb.

ANSWERS

1 making up

2 work out

3 run out of

4 turned out

5 turn up

Exercise 9b

- In pairs, students take it in turns to ask and answer the questions. Encourage them to develop the conversation further by asking follow-up questions.
- Elicit feedback from the class. Ask students to share anything interesting they learnt about their partner.

5.4 Speaking and writing

Goals

- Language to give solutions
- Write an article giving advice

Lead-in

- Write the following verbs on the board and ask students which noun the verbs could all collocate with (*problem*).
 - 1 To have a _____
 - 2 To cause a _____
 - 3 To solve a _____
- Elicit further verbs with similar meanings to 1, 2 and 3 that can be followed by *a problem*. (Possible answers might include: 1 *to encounter, to experience, to face* a problem; 2 *to pose, to create* a problem; 3 *to resolve, to sort out, to deal with, to fix, to troubleshoot* a problem.)

Speaking language to give solutions

Exercise 1a

- Focus attention on the problems and problem types and deal with any vocabulary questions. You may need to explain *faulty* (= not working correctly), *disobedient* (= refusing to do what you are told) and *logistical* (= connected with a complicated plan involving a lot of people or equipment).
- Put students into pairs to match the problems to the problem types.
- Check the answers together as a class.

ANSWERS

1 c 2 e 3 b 4 a 5 d

Exercise 1b

- Give students two to three minutes to discuss the questions in pairs or small groups. Ask them to give examples of the types of problems they are good at solving and which they are less good at solving.
- Have a class feedback session. Ask students to report back on their partner's answers.

EXTENSION You could elicit from students what the pros and cons are of looking for solutions to problems on the internet. Ask them which websites they find particularly useful for solving different types of problems, e.g. health problems and technical problems.

Exercise 2a 5.5

Audio summary: Three business partners who own a factory have a discussion about the problem of vandalism at their factory. They each suggest ways to deal with the problem before agreeing on a solution.

- Explain that students are going to listen to three business partners who own a factory talking about a problem.
- Focus on the questions and the photos. Elicit what problems the photos show.
- Play track 5.5. Students listen and answer the questions.
- Let them compare answers with a partner before checking the answers together as a class.

EXTRA SUPPORT Before playing the recording, ask students to look at the photos and predict what kind of vocabulary they need to listen out for (e.g. *graffiti, vandal, vandalism, broken window, set fire to*).

ANSWERS

- 1 a
- 2 They are going to install security lights and paint the walls with anti-climb paint.

AUDIOSCRIPT 5.5

A Mike, what are we going to do about this vandalism problem here at the factory? It's the second time it's happened this month. First it was graffiti, now broken windows.

B I know, it's obviously kids – bored kids – with nothing better to do. I mean, they're clearly not interested in stealing anything. They're just looking for trouble.

A Yeah, well, I've had enough of it now. We need to find a way of dealing with it. One alternative would be to install some security cameras.

B Well, that would be the obvious solution, but we need to take cost into consideration. Security cameras are expensive to set up and difficult to maintain. We're just a small business – we don't have that much money to invest. So I don't think that's an option, I'm afraid.

C Well, would it be worth putting in some of those fake cameras? You know, the ones that look like security cameras but aren't actually real.

B Mmm, I'm not convinced by those, to be honest, and I don't think the vandals are either. I think a better way forward would be to put in some of those lights ... those ones that come on only when they sense movement. Vandals are less likely to commit crimes in well-lit areas.

A Yes, I think that would be an effective solution – and not too costly, I don't think. Let's do that. I'll look into it.

B Hmm. Do you think there would be any point in changing the lock on the gate?

C No, the gate lock hasn't been broken. They've obviously climbed over the wall.

B In that case, what if we also paint the walls with anti-climb paint, just as an extra precaution?

C Yes, there's no harm in doing that as well. It shouldn't be too expensive.

A OK, so lights and anti-climb paint, then. That should sort the problem out.

Exercise 2b 5.5

- Before listening again, ask students to look at the questions.
- Tell them they should make brief notes as they listen.
- Play track 5.5 again.
- Again, let them compare answers with a partner before checking the answers together as a class.

ANSWERS

Other suggestions were:

real security cameras – too expensive

fake/false security cameras – not realistic

changing the lock on the gate – not necessary because the vandals had climbed over the wall, not got in through the gate

Exercise 3a

- Tell students that they are now going to focus on language for giving solutions.
- Students work alone to complete the sentences. Don't draw their attention to the Language for speaking box at this stage.
- Encourage them to use dictionaries if they are available.

Exercise 3b 5.6

- Play track 5.6 for students to check their answers.
- Go through the answers together. Help students to understand the phrases by giving or eliciting synonyms where appropriate, e.g. in 1 *alternative* = *option* or *possibility*; in 3 *option* = *possibility* and in 5 *way forward* = *solution*.
- Highlight the fact that the phrases are followed by different structures – some are followed by *-ing* and some are followed by infinitive with *to*.
- Finally, refer students to the Language for speaking box and ask them to read through and note which structures follow the phrases.

WATCH OUT! Check the pronunciation of *alternative* /ɔ:l'tɜ:nə'tɪv/, notably the /ɔ:l/ sound at the beginning of the word and the word stress.

EXTENSION Ask students to look at the structures in the Language for speaking box and underline any which are not in the sentences in exercise 3a (*One option ...*, *take ... into account*, *I'm not convinced*).

ANSWERS

- | | |
|-----------------|----------------|
| 1 alternative | 6 an effective |
| 2 consideration | 7 point |
| 3 think | 8 if |
| 4 worth | 9 no |
| 5 way | |

AUDIOSCRIPT 5.6

- 1 One alternative would be to install some security cameras.
- 2 We need to take cost into consideration.
- 3 I don't think that's an option.
- 4 Would it be worth putting in some of those fake cameras?
- 5 I think a better way forward would be to put in some of those lights.
- 6 That would be an effective solution.
- 7 Do you think there would be any point in changing the lock?
- 8 What if we also paint the walls with anti-climb paint?
- 9 There's no harm in doing that.

Pronunciation phrase stress

Exercise 4a 5.7

- Read through the information in the Pronunciation box about sentence stress in fixed phrases. You could back it up with an example of a phrase pronounced with the wrong stress. Take a fixed phrase that students will be familiar with, e.g. *It's up to you*. Say it with the correct rhythm/sentence stress: *It's up to you* and demonstrate how pronouncing it with the wrong rhythm, e.g. *It's up to you* makes the phrase hard to recognize.

- Play track 5.7 in which students will hear just the fixed phrases from sentences in exercise 3a. Students listen and underline the main stressed words in the sentences in exercise 3a.
- Let students compare their answers with a partner before checking the answers together as a class.

ANSWERS/AUDIOSCRIPT 5.7

- 1 One alternative would be to ...
- 2 We need to take cost into consideration ...
- 3 I don't think that's an option ...
- 4 Would it be worth ...
- 5 I think a better way forward would be to ...
- 6 That would be an effective solution.
- 7 Do you think there would be any point in ...
- 8 What if we
- 9 There's no harm in

Exercise 4b 5.7

- Play track 5.7 again for students to repeat.

EXTRA SUPPORT To give students more practice of the language for giving solutions, try a 'mumble drill'. Once students have repeated the sentences after the recording, let them practise saying the phrases quietly to themselves, as many times as they need to. Walk around listening and giving help where necessary.

Exercise 5a

- Put students into groups of three and refer them to page 128. Ask them to choose a situation together.
- Students work individually to brainstorm four possible solutions. Circulate and feed in ideas if students are unable to come up with four solutions. For situation A you could suggest some of the following: speak to the neighbours directly, write a note/letter to them, speak to the owner of the house if the occupants aren't the owners, call the police, call the local council. For situation B you could suggest: speak to the team member directly, speak to his manager, speak to the CEO, do nothing and hope the situation improves.

Exercise 5b

- Focus on the task instructions. Remind students to try and use as many of the phrases from the Language for speaking box as they can when they put forward their suggestions and assess the advantages and disadvantages of each suggestion.

FEEDBACK FOCUS Monitor the discussions and focus on how well students use the target language for giving solutions. Remind them, if necessary, that their objective is to decide on the two best solutions. You could suggest they appoint a spokesperson for each group who will be responsible for reporting back the results of the meeting. Towards the end of the role-play, set a time limit so that the groups finish at the same time.

Exercise 5c

- Ask a student from each group to report back the results of their meetings.
- Give feedback on how well they achieved the task and then conduct error feedback if appropriate.

Writing an article giving advice

Exercise 6a

- Focus attention on the illustration at the top of the article and ask students what they can see (a stuck ring).
- Read through the situation together and either have a whole-class discussion or ask students to discuss in pairs how they would solve the problem.
- Elicit some suggestions from the class. Find out if anybody has experienced this situation or knows someone who has.

Exercise 6b

- Give students a few minutes to read the article and see if their ideas are mentioned.
- Get feedback from the class. Ask two or three students to say whether their ideas were mentioned, and which. Elicit the answer to the question about the most effective solution (using dental floss or string). Find out if anybody has heard of this method before.

ANSWER

Winding dental floss or string around your finger is most likely to work as it is the method used in hospitals.

EXTENSION Ask students to underline the following words in the text: *swelling* (1st paragraph), *slippery* (2nd paragraph), *twist* (3rd paragraph), *dental floss* and *knuckle* (4th paragraph). Use mime to elicit the words in random order, e.g. do a twisting action to elicit *twist*.

Exercise 6c

- Tell students they are going to focus on language for giving advice. Read through the task together. Students work alone to match the highlighted words with the functions 1–3.
- Check the answers together as a class.
- Refer students to the Language for writing box. Ask them to read through it carefully. You could ask them to find examples of language in the box that is not in the article (*it's advisable to ...*, *Remember to ...* / *Don't forget to ...*, *as ...* / *because it might ...*, *try not to ...*).
- Make sure students can pronounce *advisable* /əd'vaɪzəbl/. Model and drill it, paying attention to the schwa sounds in the first and final syllable.

ANSWERS

- 1 make sure, should
- 2 be careful not to, It's not advisable to, avoid, Whatever you do, don't
- 3 otherwise, in case, or else

Exercise 7

- Students work alone to rewrite the sentences using the words in brackets.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

- 1 Make sure you turn the power off.
- 2 Wait a few seconds before touching the old bulb in case it's hot.
- 3 Push the new bulb in gently, or else it might break.
- 4 Whatever you do, don't turn the switch on again until you've finished replacing the bulb.
- 5 For safe disposal of the old bulb, it's advisable to wrap it in the packaging from the new bulb.

SMART COMMUNICATION You could discuss with students the difference between giving advice forcefully and directly, and giving it more gently and indirectly. Point out that the impersonal form *It's advisable to ...* sounds less direct than *You should ...*, and that *Try not to ...* is less forceful than *Make sure you don't*. This, in turn, is less forceful than *Whatever you do, don't ...*, which is very emphatic. You could ask students to think of situations when it is appropriate to be very direct (e.g. talking to children, or when there are reasons to be emphatic, for instance in dangerous situations) and situations when you might prefer to be less direct (e.g. when dealing with someone who doesn't appreciate being given advice) and suggest they choose their language accordingly.

EXTRA ACTIVITY To give students further practice in using the language for giving advice, do the following activity. Ask a student to come to the front of the class and sit with their back to the board. Write a problem on the board, e.g. *My legs are sunburned*. The other students take it in turns to give advice about what they should do or not do (without making it too obvious what the problem is), e.g. *Make sure you wear long trousers*. *You should buy some protective cream*. *Try not to wear tight clothing otherwise it might hurt more*. *Whatever you do, don't go in the sun again*. The student has to guess the problem. If you have a large class, you could do this in groups and ask one person in the group to turn their chair round and not look at the board. Alternatively, you could write the problems on sticky notes and put them on students' backs. Students mingle and give each other advice and guess the problem on their own backs by listening to the advice given. When they have guessed correctly they take the sticky note from their back and stick it on their front. You could invent your own problems or use the following:

- *I put my phone in the washing machine.*
- *I can't sleep well at night.*
- *I've got a nosebleed.*
- *I've been bitten by a poisonous snake.*
- *I've spilt coffee on a pale carpet.*
- *My child has accidentally locked himself in the bathroom.*

Note that this activity gives speaking practice rather than writing practice. However, producing the language orally is likely to help students to recall the language when they use it for writing.

Exercise 8a

- Focus on the task instructions and the problems. Explain any unfamiliar vocabulary, e.g. *struggling* (= having difficulty) and *gherkins* (= pickled cucumbers).
- Put students into pairs to discuss how they would solve the problems.

Exercise 8b

- Students work on their own to write an article similar to the one in exercise 6b about one of the problems in exercise 8a. Alternatively they can choose a different problem.
- Give students plenty of time to plan and write their articles. If time is short, they could write them for homework.
- You could set them a goal of including at least five of the items from the Language for writing box.

EXTRA SUPPORT You could suggest that students research the solutions to the problem online, but discourage them from copying the actual language from the internet.

5.5 Video

Boredom

VIDEOSCRIPT

This is my favourite place in London because it's the only quiet spot for miles around. Like many people, I spend most of my day rushing around – answering the phone, responding to emails, attending meeting after meeting. I never seem to stop doing things. I'm tired of constantly being busy. So whenever I can, I grab a book, find a quiet spot and relax.

But then, after a while, I get bored. My mind starts wandering and I zone out. So I swap my book for my phone and go online. Then I check my emails and before I know it, I'm working again! I hate being busy all the time, but I hate having nothing to do, too. I think a lot of people feel this way. But isn't this a contradiction? How can we be busier than ever before and still feel bored?

The first answer is that while we may all feel a lot busier, statistics show that we actually work a lot less than we used to. In Germany, for example, people work 41% fewer hours than they did in 1950. In the Netherlands, people work 40% fewer hours; in the UK people work 24.6% fewer hours and even in the USA, where working hours are generally longer than in Europe, the average employee spends 10% less time working than they did sixty-five years ago. So, why do we feel busier? One reason might be that the boundaries between our home life and our work life are blurred.

In 1950, most people worked in workplaces so when they were at work, they worked and when they were at home, they didn't. Today, many of us end up working at home in the evenings, even when we've spent a full day in the office. And that's if we work in an office at all. Technology means that more and more of us can work from home. So when we're at work, we're at home; and when we're at home, we're at work. Although we're working less, we never really switch off, so we feel busy all the time. And because we're used to feeling busy all the time, we get bored easily. In fact, the modern concept of 'boredom' is relatively recent. The word itself first appeared in the Charles Dickens novel *Bleak House* in 1852. Over the last 165 years, it has become a popular way to describe tedious situations and activities, perhaps because tedious activities have become increasingly common.

Before the 19th century, most people's jobs were physically demanding. However, the Industrial Revolution created factories and production lines. These production line jobs were usually very, very repetitive and, as a result, boring. As the world industrialized throughout the 20th century, they became much more common and by 1950, a lot of people were doing jobs that required little more than simple, repetitive actions. As a result, boredom became a

very common problem. But then, towards the end of the 20th century, the internet arrived. Many people still had boring jobs; they had just swapped the conveyor belt for a computer. But between dull spreadsheets and uninspiring pie charts, they could access all kinds of things, from serious news stories to funny animal videos. Today, thanks to faster internet speeds and mobile technology, we now have access to instant entertainment wherever we are. But does this mean the end of boredom? Well, no. In fact, many experts say we are more easily bored than ever before. The internet allows us to move quickly from website to website, so the minute we become bored with something we can change. This culture of instant gratification has resulted in shorter attention spans and, as a result, we quickly become restless.

Today, most of us work fewer hours and have more fun things to occupy our time, yet feelings of both busyness and boredom still persist. But what can we do? It might seem like a contradiction, but these feelings may have a common root cause – we simply do too many things, too often. Perhaps we need to forget about doing lots of things at once and focus on one thing – like a book.

VIDEO ANSWERS

Exercise 1a

1 b 2 c 3 d 4 e 5 a

Exercise 1b

- 1 attention span
- 2 A pie chart
- 3 a spreadsheet
- 4 instant gratification
- 5 a production line

Exercise 3

POSSIBLE ANSWERS

- 1 His job involves answering the phone, responding to emails and attending meetings.
- 2 People worked much longer hours in 1950 than they do now.
- 3 It is a relatively recent word. It was first used by Charles Dickens in 1852. The concept of boredom only became common after the Industrial Revolution created boring factory jobs.
- 4 People have a shorter attention span nowadays because, with modern technology, as soon as we become bored, we change and do something else.

Exercise 4

- 1 are blurred.
- 2 never really switch off, so we feel busy all the time.
- 3 now have access to instant entertainment wherever we are.
- 4 resulted in shorter attention spans and as a result, we quickly become restless.

Review

ANSWERS

Exercise 1a

- | | |
|----------|----------|
| 1 being | 4 stay |
| 2 to pay | 5 laugh |
| 3 smoke | 6 eating |

Exercise 2

- | | |
|-------------|--------------|
| 1 to pay | 5 attracting |
| 2 to learn | 6 to listen |
| 3 opening | 7 to do |
| 4 launching | 8 to sell |

Exercise 3a

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

Exercise 4

- 1 X 2 ✓ 3 X 4 ✓ 5 X 6 ✓ 7 ✓

AUDIOSCRIPT 5.8

- 1 'Zoning out' is something you do when you're very excited.
- 2 If you're 'still', it means you don't move.
- 3 'Yawning' is a gesture you make to show your approval.
- 4 If something is described as 'dull', it means it isn't interesting.
- 5 If you're 'fed up', it means you've had enough to eat.
- 6 If your mind 'wanders', it means you have stopped paying attention.
- 7 If you are 'trapped', it means you can't escape.

Exercise 5a

- | | |
|---------------|-----------|
| 1 show | 5 making |
| 2 come | 6 turn |
| 3 come | 7 running |
| 4 work/figure | |

Exercise 6a

- | | |
|---------------|--------|
| 1 alternative | 4 in |
| 2 way | 5 if |
| 3 getting | 6 into |

6.1 Crossing cultures

Goals

- Talk about cultures and communities
- Understand and use articles

Lead-in

- With books closed, write the word *culture* in the middle of the board. Add the following topics to the word *culture* to create a kind of 'mind map' on the board: *social organization, customs and traditions, language, arts and literature, economy*.
- Elicit some other topics to add to the mind map, e.g. *food, clothing, religion, government, recreation*.
- Put the students into pairs or small groups and allocate one of the topics to each group/pair. Give them five minutes to think of examples from their own culture(s).
- Have a class feedback session. Invite students to come to the board and add to the mind map.

Vocabulary & Reading **cultures and communities**

Exercise 1

- Focus students' attention on the photos and ask them to discuss in pairs where they think they were taken. Students are likely to guess Japan. This is not correct, but don't say anything at the moment.

Exercise 2

Text summary: The article is about Liberdade, in São Paulo, Brazil, a Japanese ethnic enclave. It describes how the Japanese community came to Brazil and gives examples of some local traditions and festivals. The article also mentions the Welsh community found in Patagonia, Argentina.

- Ask students to read the article quickly to check their predictions. They will be reading the text again more carefully, so encourage them not to spend too long at this stage.

ANSWERS

The photos were taken in São Paulo, in an area called Liberdade, which is the centre of the biggest Japanese community in the world outside Japan.

EXTENSION Ask students if they know of any similar ethnic areas in their city or country. What kind of things can be found there (e.g. special food)?

Exercise 3a

- Focus students' attention on the highlighted words in the article. Ask them to look through the words and find four plural words which describe groups of people. Note that *community* also describes a group of people, but is not a plural word.
- Check the answers together as a class, but don't explain the meanings of the words yet.

ANSWERS

immigrants, ancestors, citizens, descendants

Exercise 3b

- Ask students to match the four words to the definitions.
- Check the answers together as a class.

ANSWERS

1 descendants 2 immigrants 3 citizens 4 ancestors

Exercise 4

- In pairs, students discuss the differences in meaning between each pair or group of words.

EXTRA SUPPORT If students are struggling with this task, you could allow them to use a dictionary.

- Elicit answers from the class. Check understanding by asking for examples from students.

ANSWERS

- 1 custom – a way of behaving which a particular community has had for a long time
costume – clothes worn by people in a particular country or historical period
- 2 festival – days or times when people celebrate something together
ceremony – a formal public event with special traditions, actions or words
parade – an occasion when people walk or ride in a line so others can look at them
- 3 neighbourhood – a particular part of town and the people who live there
community – the people who live in an area or who share the same background
- 4 adjust – get used to a new situation by changing your ideas or the way you do something
establish – exist successfully for a long time

WATCH OUT! Students often get confused about the different pronunciation of *costume* /'kɒst.ju:m/ and *custom* /'kʌstəm/. Check this is clear and drill the words.

Exercise 5a

- Students work individually to choose the best options to complete each question.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

- | | |
|-----------------|------------|
| 1 neighbourhood | 4 parade |
| 2 immigrants | 5 festival |
| 3 adjust | 6 custom |

Exercise 5b

- Put students into pairs. Ask them to read the article again and answer the questions in exercise 5a.
- Check the answers together as a class.

ANSWERS

- 1 Japanese-style clothing, food and flowers
- 2 They came to work on the coffee plantations.
- 3 Because the language, food and climate were very different.
- 4 Hanamatsuri
- 5 Tanabata Matsuri
- 6 Welsh teas and poetry

EXTRA CHALLENGE Students who finish early could write one or two more questions about the article, which can then be given to another early finisher to complete.

EXTRA ACTIVITY Ask students to close their books. Then read the article on pages 56–57 aloud. Every time you reach a highlighted word, pause and just say *number 1*, *number 2*, and so on instead of the word. Students should write down what they think the missing word is. When you have read the whole text aloud, ask them to check their answers by

looking back at the article and to check the spelling of the words carefully.

Grammar articles

Exercise 6

- Ask students to look at the first sentence of the text again and discuss with their partner why *a*, *the* or no article are used.
- Discuss as a class (a torii gate because there are many, the Liberdade neighbourhood because it's unique, the Japanese street signs because it's plural, Tokyo because it's a city).
- Then ask students if they can think of any other rules for the use of articles, and elicit some examples.
- Ask students to read the Grammar focus box on articles and check the rules against their ideas. Note that they may produce rules which are not covered in this box as it is a very complex area.
- To check students' understanding of the rules in the box, ask them to work individually to complete it with the underlined words and phrases from the article in exercise 2. They should write the numbers rather than the whole phrase, as space is limited.
- Let them compare their answers with a partner before checking the answers together as a class. Ask for some further examples to clarify points f and g, e.g. *the Atlantic Ocean*, *the United States*, *the Prado*.

ANSWERS

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

EXTENSION Put students into pairs. Ask them to find other examples of articles (or no article) used in the text and explain to each other why they are used.

- Refer students to *Grammar reference* on page 146. There are two more exercises here students can do for homework.

Exercise 7

- Draw students' attention to the photo at the end of the article. Remind them that this comes from Patagonia, Argentina. Elicit what two languages are found in the sign (Welsh and Spanish). The Spanish: *Casa de Te* (Tea House), *La Mas Antigua y tradicional* (The oldest and most traditional) and the Welsh: *Plas y Coed* (House of the Trees).
- Ask students to read the short text in exercise 7 to find out what an *eisteddfod* (pronounced 'eye-steth-vod') is.
- Then ask students to read the text again and choose the correct options.
- Check the answers together as a class.

ANSWERS

1 a 2 – 3 – 4 – 5 a 6 the 7 the

FEEDBACK FOCUS As you go through the answers to exercise 7, check that students know why the answers are correct, referring to the rules in the Grammar focus box:

- 1 either a (there are many festivals) or b
- 2 h (literature and music are abstract nouns)
- 3 i (Wales is the name of a country)
- 4 i (Patagonia is the name of a state or region in Argentina)
- 5 either a (there were many groups of immigrants) or b
- 6 f (The Andes is a range of mountains)
- 7 c (there is only one nineteenth century)

Exercise 8

- Put students into pairs and ask them to turn to the appropriate page at the back of the book (Student A to page 129 and Student B to page 134) and read the instructions.
- Encourage them to read the text through first before they start trying to complete the gaps.
- Monitor while students are completing the gaps.
- Then ask students to tell their partner about the text they read. Tell them to close their books so they cannot simply read the completed texts aloud.

- Students should listen to each other to answer the following questions:

- 1 *In what country is the festival held?*
- 2 *What country did the settlers originally come from?*
- 3 *How many people attend the festival?*
- 4 *What happens at the festival?*

ANSWERS

Student A

1 – 2 the 3 the 4 the 5 the 6 a 7 – 8 –

Student B

1 – 2 The 3 – 4 the 5 – 6 – 7 – 8 the

6.2 Alone or together?

Goals

- Talk about housing and living
- Use determiners and quantifiers

Lead-in

- Ask students to discuss the following questions about trends in their country/countries: *Do most young people live with friends, a partner, their family or on their own? What is the average age for young people to leave home? Has this changed in recent years? If so, why?*

Vocabulary & Speaking **housing and living**

Exercise 1a

- Elicit a couple of advantages and disadvantages to living alone, e.g. not having to tidy up after anyone else, but sometimes getting lonely.
- Put students into pairs and ask them to choose the topic of either living alone or living with others and make a list of at least five advantages and five disadvantages. Alternatively, you could allocate a topic to each pair.

Exercise 1b

- Put pairs who chose different topics together to make groups of four. The groups compare their lists and discuss which lifestyle has the most advantages and/or fewest disadvantages.

WATCH OUT! This topic has the potential to be a bit sensitive for some students. Unless you know your class very well, it is probably better to avoid personalizing and talking about students' own situations.

STUDY TIP Discussing the same topic more than once (with different people) will usually improve the quality of language used.

Exercise 2

- Ask students to read the texts quickly to find out what the two trends are.

EXTRA SUPPORT Before students start the task, ask them to identify the word class of the words in the box. This should help them to choose the correct words to complete the texts.

- Let students check with a partner before checking the answer together as a class. (The two trends are living alone and co-housing, or living in houses within a community with some shared areas.)
- Students then work individually to complete the texts with the words from each box.
- Let them compare answers with a partner before checking the answers together as a class.

FEEDBACK FOCUS Nominate a student to read each section aloud, adding the missing words. This will help the other students to make more sense of the content than simply asking for the answers.

ANSWERS

- | | |
|-----------------|---------------|
| 1 Globally | 8 private |
| 2 independently | 9 properties |
| 3 resident | 10 facilities |
| 4 shift | 11 supported |
| 5 growth | 12 socially |
| 6 households | 13 resources |
| 7 separately | |

WATCH OUT! *Separate(ly)* is a word which is very often spelt incorrectly, including by many native speakers.

EXTRA CHALLENGE Students who finish the task early could be asked to write their own sentences using some of the words in the boxes.

EXTENSION Ask students if they think either of the two trends are something which is happening in their country.

Exercise 3

- Put students into pairs and ask them to discuss the questions together.
- Nominate pairs, perhaps one for each question, to feed back to the class on their discussions.

Exercise 4 6.1

Audio summary: A radio presenter speaks to two people living very different lifestyles. Emma lives completely alone on an island in Scotland, whereas Harry lives in a house which is part of a co-housing community.

- Focus students' attention on statements 1–6.
- Play track 6.1. Students listen and decide if the statements are true or false.
- Let students check their answers together. Monitor and decide if they need to listen again.
- Check the answers together as a class, asking students to correct the false statements (2 only Harry does, 6 only some do).

EXTENSION Before you check answers as a class, ask students to underline the sections in the audioscript on page 165 which helped them to decide on their answers.

ANSWERS

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

AUDIOSCRIPT 6.1

P = Presenter, E = Emma, H = Harry

P According to recent research, more and more people around the world are choosing to live alone, but equally, many people are starting to build and live in closer communities, in some ways returning to a kind of village lifestyle. In today's programme, we speak to two people who are living in these very different ways. Emma, who lives completely alone on a remote Scottish island, and Harry, who last year moved with his young family into the Lilac co-housing project in Yorkshire.

Emma, why do you think so many people are choosing to live in one-person households?

E Well, the first thing to say is that it's perfectly possible to live alone and to be part of a close community. I'm sure there are plenty of people living in the Lilac co-housing community who live alone, aren't there, Harry?

H Yes, absolutely. It can be a great way of having your own private space, but not being completely isolated. You know people are there if you need them ...

P But that isn't the case for you, is it, Emma? Am I right in saying that you are the only person living on your island?

E Yes, that's right. Not many people choose to live so completely alone, but, I have to say, I love it. Don't get me wrong, I like people, and it's very exciting for me coming here today and meeting so many new people, but I love the peace of being completely on my own.

P Don't you get lonely?

E Er, no, not really. I live on a farm, so there are the animals. And if I really want to talk to someone, I do have a phone. Though I don't really use it very much.

P And what about you, Harry? Presumably, you like being around other people?

H Well, yes, but not all the time. What appealed to me about co-housing was that we would have our own private house, but that there would be other people around whenever we wanted, so we wouldn't ever feel lonely. And it's a very practical thing as well, co-housing.

For example, a lot of people in this country have a spare bedroom for guests. What a waste of space! When my brother and his family come to stay, we just book a guest room in the shared Common Hall. And instead of every family having a tiny private garden (though some still do), we share a huge garden, with a play area for the kids. It makes it easier for them to make friends as well.

P It sounds interesting ...

Exercise 5

- Put students into pairs to discuss which lifestyle they would prefer and why.
- Elicit a few examples from the class.

CRITICAL THINKING Supporting your opinions with reasons and examples is a key critical-thinking skill. Ask students to discuss what they think would be the best way for residents of the Lilac co-housing project to solve any disagreements that might come up. Should they vote, elect a leader to decide or discuss the issues together? Put students into small groups to discuss. Encourage them to consider the pros and cons of all the options.

Grammar using determiners and quantifiers

Exercise 6

- Ask students to look at the words in bold in exercise 4. Point out that they are determiners and quantifiers.
- Write the first sentence on the board as an example. Ask students whether *people* is a countable or uncountable noun (countable).
- Elicit an example of an uncountable noun (e.g. *rice*). Ask students if we can say *many rice* (no).
- Refer students to the first gap in the Grammar focus box and elicit the answer, using the points just made.
- Put students into pairs to work through the rest of the Grammar focus box. They choose the correct options using the examples from exercise 4 to help them.
- Check the answers together as a class.

ANSWERS

- 1 countable
- 2 uncountable
- 3 countable and uncountable
- 4 countable
- 5 uncountable
- 6 countable and uncountable
- 7 plural
- 8 singular
- 9 plural
- 10 singular

FEEDBACK FOCUS Students do not need to read all the notes to complete the gaps, so when they have finished, check they have understood the difference between *a few* and *few*, *a little* and *little*, and *every* and *each*. You could ask some further questions to check, e.g.

- 1 *John says 'I have a few friends' and Shamila says 'I have few friends.' Which person feels lonely?*
 - 2 *'At the end of the month I have little money left' and 'At the end of the month I have a little money left.' Which person feels poorest?*
 - 3 *Which is correct? 'He was holding a bag in each hand' or 'He was holding a bag in every hand'?*
- Refer students to *Grammar reference* on page 147. There are two more exercises here students can do for homework.

EXTENSION Ask students what other phrases they know to talk about *how much*, e.g. *loads of*, *tons of* (both quite informal), *a large amount of*, *a bit of*, *a couple of*. Check they know whether to use a countable or uncountable noun with each.

Exercise 7

- Ask students, working individually, to choose the best option to complete the sentences. Remind them that both options may sometimes be possible.
- Let students check their answers in pairs. If they think both answers are possible, they should explain why.
- Check the answers together as a class. Point out that *a great deal of* and *a lot of* mean the same, although the first is more formal, and *not enough* means not as many as we need, whereas *not many* simply means there are only a few.

ANSWERS

- | | |
|----------------------------|---------------|
| 1 many | 5 All |
| 2 Every/Each | 6 Neither |
| 3 Few | 7 enough/many |
| 4 a great deal of/a lot of | |

EXTRA ACTIVITY Tell students that item 3 in exercise 7 is the first line of a paragraph. Ask them to complete the paragraph in any way they like but using as many of the words from the Grammar focus box as possible, e.g. *Few people could live completely alone on an island. Most people enjoy a little time to themselves, but not many would want to spend day after day without speaking to a few other people. It is definitely possible to have too much peace and quiet.* Students then read each other's paragraphs, underline the quantifiers and determiners used and correct any mistakes.

Pronunciation weak sounds: of

Exercise 8a 6.2

- Ask students what the following phrases have in common (apart from being quantifiers): *a number of*, *hundreds of*, *plenty of*, *a great deal of*, *a large quantity of*, *a lot of*, *lots of* (They all include *of*).
- Tell students you are going to play five sentences using these phrases. Students should listen and write down the sentences.
- Play track 6.2.

WATCH OUT! *Plenty of* is used in the audioscript, but is not in the Grammar focus box, so you might need to check understanding first (= there is enough or a lot of a particular quantity).

ANSWERS/AUDIOSCRIPT 6.2

- 1 Hundreds of people are living this way.
- 2 Most of us love the footpaths.
- 3 Plenty of people live alone.
- 4 A lot of people don't have a car.
- 5 Neither of us wants to move.

Exercise 8b

- Elicit that *of* is pronounced /əv/.
- Elicit the five sentences onto the board and elicit or show the links between words in each determiner phrase.
 - 1 Hundreds of people are living this way.
 - 2 Most of us love the footpaths.
 - 3 Plenty of people live alone.
 - 4 A lot of people don't have a car.
 - 5 Neither of us wants to move.

Exercise 8c 6.2

- Model for students how to link the words in the phrases, e.g. *hundreds of*. Drill just the phrases.
- Play track 6.2 again, pausing after each sentence for students to repeat as a class.

Exercise 9

- Ask students to look at the design for the co-housing project and choose three things they like about it and three things that they don't. For example, they might like or dislike the fact that some of the gardens are private, they might think the pond is dangerous or like it because it will bring insects and other wildlife.

- Put students into pairs to compare their ideas and discuss what changes they would make.
- Have a class feedback session and elicit some ideas from different pairs.

Exercise 10

- With the same partner, give students ten or fifteen minutes to design a new community. They can sketch out a design or just describe the facilities.
- Monitor and help as they work, helping with vocabulary as necessary.

EXTRA SUPPORT Write a list of questions for students to consider on the board, e.g.

- *What facilities (if any) will they share?* (e.g. dining room, kitchen, television room, party room, swimming pool)
- *Will there be any special features to the community, such as an emphasis on the environment?*
- *Will the community be for a particular type of person?* (e.g. retirement, young families)
- *Will cars be allowed in the community? Why/Why not?*

Exercise 11a

- Put the pairs together to make groups of four.
- Let each pair tell the other pair about their design, using the sketch if they have one.
- The other pair should listen and then ask at least one question at the end.
- As a group, students write ten sentences comparing the two communities. Focus students' attention on the examples to help them, and remind them to refer to the Grammar focus box.

Exercise 11b

- Give each group (or a selection of groups if you have a big class) the opportunity to present their communities to the class, talking about the similarities and differences.
- Encourage questions from the class.

EXTENSION Ask the students to vote on which community they would most like to live in.

6.3 Vocabulary and skills development

Goals

- Understand fluent speech
- Use high-frequency verb collocations

Lead-in

- With books closed, give students one or two minutes to write down all the communities that they belong to, e.g. *colleagues, classmates, football team, neighbourhood*.
- Put students into pairs. Students choose one of the communities and tell their partner about it using these questions to guide them: *Who is in the community? What is the purpose of the community (if there is one)? How often do they see others in this community?*

Listening & Speaking understanding fluent speech

Exercise 1

- Focus students' attention on the photos. Elicit a few initial ideas from the class about what they show.
- Ask students to read the descriptions and match them with the photos.
- Check the answers together as a class.
- Ask students what all the situations (photos plus text) have in common. (They are all about online communities.)

ANSWERS

1 c 2 a 3 b

Exercise 2 6.3

- Write the following sentences on the board:
 - I only speak a little Spanish.
 - Who is living there?
- Ask students to listen to you saying the sentences and write down any extra sounds they hear between the two underlined words. Say the sentences, making sure to insert /j/ in the first one and /w/ in the second one. Exaggerate a little if you like.
- Elicit the sounds which were added and tell students that the extra sound is there to help move from one vowel sound to another.
- Focus on the Unlock the code box and ask students to read it as they listen.
- Play track 6.3.

FEEDBACK FOCUS Read the sample sentences aloud, or play track 6.3 again and ask students what vowel sound is at the end of the first word in each case:

be /i:/, *I* /aɪ/ (use /j/)

who /u:/, *now* /aʊ/, *go* /əʊ/ (use /w/)

Give students another example of 'r' being pronounced before a vowel, e.g. *The star* /sta:/, *The star* /sta:r/ *is shining*.

Background note: In most of England, with the exception of the south west and a few other places, /r/ is not pronounced after a vowel. So *mother*, for example, is pronounced /'mʌðə/ and *hard* is pronounced /hɑ:d/. This is also the case in Australia, New Zealand and South Africa. Most of the United States and Canada, however, pronounce these words with the /r/ sound: /'mʌðər/ and /hɑ:rd/. The /r/ is also pronounced in Scotland and Ireland.

Exercise 3a

- Draw students' attention to the task and remind them that they need to check the last vowel sound of the first word.
- Put students into pairs to identify where there might be an extra sound in the sentences.

EXTRA SUPPORT If students need more help, you could guide them through the task in the following way:

- 1 Ask them to find all the words which end with vowels.
- 2 Ask them to find those where the next word also starts with a vowel.
- 3 Ask them to identify which vowel the first word ends with and look up the change in the Unlock the code box.

ANSWERS

- 1 How do ^{/w/} I make a P2PU course?
- 2 All the courses are ^{/r/} open to ^{/w/} anyone.
- 3 Users can set up their ^{/r/} own courses.
- 4 ... so ^{/w/} other people can see ^{/j/} it.
- 5 ... with over ^{/r/} a million members worldwide.
- 6 Leave it for ^{/r/} another person to find.

Exercise 3b 6.4

- Play track 6.4 for students to check their ideas. Either play all the sentences straight through and check at the end together, or, if students are less confident, pause after each one and elicit the answer.

Exercise 3c 6.4

- Play track 6.4 again, pausing after each sentence for students to repeat, concentrating on inserting the extra sound. Note that it is not essential for students to be able to produce speech connected in this way, but practising will help them to assimilate the idea and help them with understanding spoken English.

Exercise 4 6.5

Audio summary: In this podcast-style recording, the presenter talks about different kinds of online communities and their different purposes – both for fun or to share hobbies and for more serious purposes.

- Give students a few minutes to read through the sentences. They could start to make guesses about what the missing words might be.
- Remind students that the gaps are completed with one or two words only. If they want to write more than this, they probably don't have the correct answer.
- Play track 6.5. Students listen and complete the sentences.
- Let them compare answers with a partner before checking the answers together as a class. Play the track again if necessary.

STUDY TIP Completing the gaps with a specified number of words is a typical exam task found in IELTS and other exams. It is always a good idea to read the sentences first and identify what kind of word(s) might go in the gap.

ANSWERS

- | | |
|---------------------|--------------------|
| 1 Online or virtual | 4 each other |
| 2 who enjoy | 5 to organize |
| 3 rare illness | 6 equipment, do up |

AUDIOSCRIPT 6.5

When we talk about communities, we usually imagine a group of people who live close to each other. However, the fastest-growing types of community these days are online. Online or virtual communities are used to get people with similar interests together, so that they can share their interests or help each other in different ways. Many of these communities cross international borders. For example, 'BookCrossing', where people leave books for those who enjoy the experience of reading with others, has members in 132 different countries.

Virtual communities can just be for fun, but plenty of them have a serious purpose. For example, many people who have a relatively rare illness can now get support and advice from others with the same condition.

And, of course, education is a major reason for joining a virtual community. MOOCs, or 'massive open online courses', are places where anyone can join in an educational course using the internet. Distance learning is nothing new, but being able to talk and see each other online makes all the difference to the learning experience. People in an online community may simply communicate with each other online, but they may also meet up face to face in the real world. For example, people interested in cosplay may use online communities to organize conventions where everyone can get dressed up and meet with other cosplayers.

And, finally, some online communities are more about improving the real community that you live in. For example, StreetBank, which is an online community where real life neighbours can offer to lend things like barbecue equipment, or they might offer to help each other out as they do up their houses or gardens. The ultimate aim is to encourage neighbours to be friendlier and to know each other better.

EXTENSION Tell students that all the answers except one have examples of an extra sound being inserted. Put students into pairs to identify the extra sounds and the answer where there isn't an extra sound.

- 1 go /w/ online
- 2 who /w/ enjoy
- 3 rare /r/ illness
- 4 (no extra sound)
- 5 to /w/ organize
- 6 barbecue /w/ equipment ... do /w/ up

Exercise 5

- Elicit some of the benefits of online communities mentioned in the listening, e.g. improving the community where you live, getting support and advice or education, making friends.
- Ask students about any possible disadvantages. Elicit one or two ideas, then put students into pairs to think of a list of five disadvantages.
- Have a class feedback session.

POSSIBLE ANSWERS

information online is not always reliable, some people can use the anonymity to bully others, people can end up spending too much time online and not get any exercise, or not make friends in the real world

CRITICAL THINKING Tell students that some researchers believe it is possible to get addicted to social networking. Ask students to make a list of possible symptoms of this 'addiction', e.g. you spend a lot of time on the social network, or thinking about it, when something happens to you, your first thought is to put it as a status update, you feel you couldn't give up using the social network, you use it so much that it is interfering with your work or studies.

Vocabulary high-frequency verb collocations

Exercise 6a

- Point out to students that the sentences in this exercise all come from the podcast in exercise 4.
- Students work individually to complete the sentences, using the words in the box in the correct form.
- Let them compare answers with a partner but don't check answers at this stage.

WATCH OUT! Some students will have particular problems with the use of the verbs *do* and *make* as these are often translated as the same verb, or with slightly different semantic boundaries.

ANSWERS

- | | |
|---------|-----------|
| 1 get | 5 take |
| 2 have | 6 setting |
| 3 makes | 7 give |
| 4 get | 8 do |

Exercise 6b

- Ask students to check their answers by reading the Vocabulary focus box on high-frequency collocations, where they will find all the collocations in the sentences.
- Check the answers together as a class. Make sure students have used the correct form of the verb for each sentence.

WATCH OUT! Make sure that students have noticed that some words (*blame, argument*) collocate with more than one of the high-frequency verbs.

DICTIONARY SKILLS Allocate each student one of the following key words to look up in the dictionary, to see what other collocations they can find there:

- 1 *damage* (cause damage, pay for the damage, take a look at the damage)
- 2 *permission* (ask permission, refuse someone permission, take without permission)
- 3 *difficulties* (run into difficulties, get into difficulties, be in difficulty)
- 4 *difference* (tell the difference, notice the difference, be a world of difference between)

When they have finished, put them into pairs or small groups to teach each other what they found.

Exercise 7

- Focus on the instructions and elicit the first answer as an example.
- Students work individually to rewrite the sentences. Remind them to refer back to the Vocabulary focus box for the verbs they need.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

- 1 He needed to be sure of his facts./He needed to make sure his facts were correct.
- 2 Have you set a date for the wedding yet?
- 3 He couldn't make himself understood.
- 4 She put the blame on him.
- 5 She gave it some thought.
- 6 I'm tired, so I'm going to have a lie-down.

Exercise 8a

- Work through an example with the class first. Ask students what *put in charge* means (make someone the boss or leader).
- Ask students to give you a sentence using the paraphrase, e.g. *While his boss was ill, she made Michel the manager.*
- Then ask the students to rephrase it using *put in charge*. (*While his boss was ill, she put Michel in charge.*)
- Students then make five sentences using paraphrases of other collocations from the box.
- Monitor and check their sentences.

Exercise 8b

- Students test each other to see if their partner can reword their sentences.
- Choose a few students to read their paraphrases out for the class to reword.

6.4 Speaking and writing

Goals

- Start a conversation with a stranger
- Write a description of data

Lead-in

- Books closed. As a model, tell students the story of how you met your partner or a good friend. If possible, you could show them a photo of the person.
- Write the following prompts on the board, then give students five minutes to prepare to tell a similar story:
 - *Where were you when you first met this person?*
 - *When did you first meet?*
 - *Were you introduced by someone, or did you introduce yourselves?*
 - *What do you remember of your first conversation or meeting?*
 - *Were your first impressions of this person correct?*

WATCH OUT! Check students understand the phrase *first impressions* (= the first feeling or opinion that you get about someone).

- Put students into pairs to tell each other their stories.

EXTENSION Teach students the following expressions for expressing interest and encouraging the speaker to continue: *I see. Really? What happened then?*, etc. Then change pairs and ask the students to tell their story again. Their partner should listen and try to use the phrases or use other ways of signalling that they are listening (nodding, saying *Mmm*, etc.).

Speaking & Listening starting a conversation with a stranger

Exercise 1

- Ask students where they think the best place to meet new friends is. Elicit a few ideas, then put students into pairs to put the suggestions in order.
- Have a class feedback session. Elicit the best and worst places from a few pairs, asking for their reasons as well.

EXTENSION Focus students' attention on the photos. Tell them that the people have just met. In pairs, ask students to imagine what they are saying to each other. Get a few pairs of students to read or act out their dialogues.

Exercise 2 6.6

Audio summary: These are three short dialogues, set in different contexts, where people strike up a conversation with a stranger.

- Explain that students are going to listen to three short conversations between people meeting for the first time. Where are they taking place? Students should choose from the six situations listed in exercise 1.
- Play track 6.6.
- Check the answers together as a class. Ask students what evidence they heard to justify their answers.

ANSWERS

- 1 probably at a party
- 2 in an office
- 3 on public transport

AUDIOSCRIPT 6.6

Conversation 1

- A I hope you don't mind me asking, but haven't we met somewhere before?
B I'm not sure, you do look familiar ...
A Are you a friend of Nicola's?
B Yes, we went to school together.
A Ah! So did I. What class were you in ...?

Conversation 2

- C Sorry, but I couldn't help overhearing ... it's your first day today, isn't it?
D Yes, I'm Peter's new personal assistant.
C Ah. Welcome to the firm. I'm Josie, I work in Sales.
D Good to meet you – I'm Sita.

Conversation 3

- E Excuse me, is anyone sitting there?
F No, go ahead.
E Is it always this busy?
F Yes, I'm afraid so. You don't usually take this one, then?
E No, I've just started a new job in the city ...

Exercise 3a

- Ask students if they noticed how the people in the listening started their conversations. Elicit an example if possible.
- Focus students' attention on the Language for speaking box on starting a conversation with a stranger.
- Either ask students to read it themselves or go through the conversation starters as a class.
- Put students into pairs to identify the conversation starters used in the listening.

ANSWERS

- 1 I hope you don't mind me asking, but (haven't we met somewhere before)?
Are you a friend of ...?
- 2 Sorry, but I couldn't help overhearing ...
- 3 Excuse me, is anyone sitting there?
Is it always this busy?

Exercise 3b 6.6

- Play track 6.6 again. Students listen and check their ideas.
- Check the answers together as a class.

PRONUNCIATION Ask students to identify the main stresses in the phrases they heard. Then let them listen and check their ideas. If they have stressed a different word, this is not necessarily wrong, as the speaker's perception of what the key words are can vary.

I hope you don't mind me asking ...
Are you a friend of Nicola's?
Sorry, but I couldn't help overhearing.
Excuse me, is anyone sitting there?
Is it always this busy?

SMART COMMUNICATION Students may have noticed that one of the phrases begins with *Sorry*. Research shows that British people say *sorry* up to eight times a day. Explain that it isn't always a real apology. More often it is used as another way of saying *excuse me*, or if we didn't hear something clearly, or as a way of interrupting or starting a conversation.

Exercise 4a 6.7

- Point out to students that as well as being able to start a conversation, it is important to know how to respond when someone else starts a conversation with you.
- Play track 6.7. Students listen to shorter versions of the same conversations and write down the replies they hear.
- Let students check their answers with a partner. Play the track again if necessary.
- Check the answers together as a class. Make sure students understand the meaning of all the responses, e.g. *go ahead* (= to start or continue to do something after you have been given permission) and *I'm afraid so* (= unfortunately something is true).

ANSWERS

- 1 I'm not sure, you do look familiar ...
- 2 Yes, we went to school together.
- 3 Yes, I'm Peter's new personal assistant.
- 4 No, go ahead.
- 5 Yes, I'm afraid so.

AUDIOSCRIPT 6.7

Conversation 1

A I hope you don't mind me asking, but haven't we met somewhere before?

B I'm not sure, you do look familiar ...

A Are you a friend of Nicola's?

B Yes, we went to school together.

Conversation 2

C Sorry, but I couldn't help overhearing ... it's your first day today, isn't it?

D Yes, I'm Peter's new personal assistant.

Conversation 3

E Excuse me, is anyone sitting there?

F Er, no, go ahead.

E Is it always this busy?

F Yes, I'm afraid so.

Exercise 4b

- Elicit another possible response to the first conversation opener, e.g. *Yes, I think we have. Do you live near here?*
- Students work individually to write a new response to each conversation starter. Monitor and help as necessary.
- Students compare their ideas with a partner.
- Elicit a few examples from the class.

EXTRA SUPPORT If students find this task challenging, you could offer the following possibilities on the board and ask them to match the possibilities with the conversation starters:

- *No, but I know his girlfriend, Sara. (Are you a friend of ...?)*
- *Yes, I've just moved here from another branch of the company. (Sorry, but I couldn't help overhearing ... it's your first day today, isn't it?)*
- *No, it's usually a bit quieter than this. Maybe there's a special event on. (Is it always this busy?)*
- *Sorry, that seat is taken. (Excuse me, is anyone sitting there?)*

Exercise 5

- Put students into pairs and ask them to choose a setting in which two people might meet (refer them to the list in exercise 1).

- Students then work together to write a short conversation (four to six lines) in which two people meet. If you have time, you could give them two photos of people to help inspire them.
- Monitor and help students as they write.

Exercise 6

- Get students to act out their conversations to the class, or, if you have a large class, to another pair.
- The students listening should guess where the conversation is taking place.
- Give feedback on particularly good examples of language used.

EXTRA ACTIVITY Put two photos of people up on the board and ask students to imagine they have just met. Elicit where and how they have met. Then elicit the conversation they had and write it on the board. Elicit any corrections as you go, so that the version on the board is correct. Then ask a student to come up and rub out all the articles in the dialogue. Elicit the missing words from the class. Repeat the same process but this time get students to rub out the adjectives or the verbs. Repeat until most or all of the dialogue has disappeared and students know it by heart.

Reading & Writing describing data

Exercise 7

- Ask students how often they see or spend time with their neighbours.
- Then put students into pairs to discuss who they spend time with every day, or most days.
- Nominate a few students to give their answers to the class.

Exercise 8a

- Focus students' attention on the bar chart and ask them to summarize what it shows (what percentage of people of different ages spend time with their family most days or every day).
- Ask questions to check students know how to interpret a bar chart, e.g. *What are the figures on the left-hand side? What does '55–64' mean?*
- Put students into pairs and ask them to look more carefully at the chart and identify some key pieces of information.
- Feed back as a class. The answers are subjective, but students might mention the fact that older people seem to spend less time with their family or that people aged 35–54 spend the most time with their family.

POSSIBLE ANSWER

35–44- and 45–54-year-olds spend most time with their family. People who are 65 and over spend the least time with their family.

Exercise 8b

- Put students into pairs to discuss the question.
- Have a brief class feedback session.

Exercise 9

- Ask students to read the description of the data shown in the chart and find a sentence which is factually wrong. To do this, students will need to read quite carefully and keep checking back with the chart.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWER

About 60% of these (16–24-year-olds) see their family most days. This should read: About 70% of these (16–24-year-olds) see their family most days.

EXTENSION In pairs, ask students to identify which part of the chart each section of the text refers to. They could circle sections of the text and number them, then write the numbers next to the appropriate section of the bar chart.

STUDY TIP In an exam situation, such as in the IELTS exam, students will lose marks if the figures they quote are inaccurate, so it is important to check this carefully.

Exercise 10

- Students discuss the questions in pairs. If students are familiar with this task type, they should already have a good idea about whether these are good pieces of advice or not. If they are not familiar with the task, remind them that they can use the model as a guide.

POSSIBLE ANSWERS

- 1 Yes
- 2 Yes, this is important.
- 3 No, you need to select the most important or most noticeable facts.
- 4 Yes
- 5 No, just describe it.

Exercise 11

- Ask students to find the phrase *every day* in the first paragraph. Then ask them to find another word in the same paragraph, which has a similar meaning (*daily*).
- Ask why it is important to use different ways of saying the same thing (to avoid repetition, which can be uninteresting to read).
- Students then work individually to find synonyms for the other words and phrases.

WATCH OUT! The synonyms will not always be in the same paragraph.

- Let students check their answers with a partner before checking the answers together as a class. Ask students to point out where they found both the original word or phrase and the synonym. If possible, highlight and link these pairs on the board.

ANSWERS

- 1 daily
- 2 almost every day
- 3 spend time with their family
- 4 noticeable
- 5 age bracket
- 6 Fewer than half

Exercise 12a

- Focus students' attention on the chart and the questions. Explain that these are the questions they should ask themselves every time they need to write a description of data.
- Put students into pairs to discuss the questions.
- Discuss possible answers as a class. Make sure students are clear that they need to be able to pick out the key points.

WATCH OUT! Check students understand the meaning of *welfare* and *disability*.

POSSIBLE ANSWERS

- 1 the different activity groups men and women take part in
- 2 how popular different activities are and the percentage of men/women participating in each activity
- 3 Women participate more than men in all the groups except hobbies and social clubs, and sports or exercise groups. Sports and hobbies are the most popular groups for both genders.

Exercise 12b

- Ask students to describe how the description in exercise 9 was organized (description of what the chart shows, overview and age groups which see their family most frequently, how often younger people see their families, most noticeable feature of the chart).
- Then ask students to discuss how they would organize the information in the second chart into paragraphs.

EXTRA SUPPORT If you think students may find this too challenging, you could give them possible topics for paragraphs and ask them to decide on a suitable order, e.g.

- the kind of groups men participated in
- what kind of groups were most popular overall
- the kind of groups women participated in
- a description of what the chart shows

There is no one correct answer to this, except that they should start with describing what the chart shows. The model answer shows one way of ordering the information.

- Feed back as a class. There is no one answer, but encourage students to give their rationale.

SAMPLE ANSWER

The chart shows different groups which men and women participate in.

Perhaps the most noticeable feature of the data is that women generally participate in these groups far more than men. In adult education, groups for children, groups for old people, and health, disability and welfare groups there were around twice as many women as men taking part. There was also a clear majority of women in community and religious groups.

However, there were around 15% more men participating in sports and exercise groups, and a majority of men taking part in hobbies or social clubs.

With the exception of sports and exercise groups, there were generally less than 50% of either men or women taking part in any of the types of groups, and most groups had less than 20% of the people surveyed participating.

Exercise 12c

- Focus students' attention on the Language for writing box about describing data.
- Ask students to use the plan they made in exercise 12b and the language from the box to write a description.

EXTRA SUPPORT Before students start writing, ask them to match the five different sections in the Language for writing box with the following headings (put them on the board in a different order):

- 1 *Describing what the chart shows*
- 2 *Talking about how much/how many*
- 3 *Comparing and contrasting*
- 4 *Giving an overview*
- 5 *Talking about key features of the chart*

Exercise 13

- When students have written their descriptions, ask them to swap with another student and analyse what they have written, using the checklist in exercise 10.
- Let students compare their answers with the model answer given below.

EXTRA ACTIVITY Give students a copy of the sample answer and ask them to do the following:

- 1 Underline any language which talks about *how much* or *how many*.
- 2 Circle any linkers.
- 3 Put a box around language which compares and contrasts.

6.5 Video

Communal living

VIDEOSCRIPT

San Francisco is one of the fastest-growing cities in the USA. Thanks to its location just north of Silicon Valley, business is booming and the city's attracting some of the world's most successful technology companies.

But traditionally, San Francisco has always felt more like a small city than a bustling metropolis. During the sixties and seventies, it was a vibrant hub of art, music and politics and its reputation as a centre of counterculture attracted people from all over the world.

Today, however, the city's writers, eco-warriors and activists live alongside technology entrepreneurs and millionaire business leaders. This has created a new buzz, but some feel San Francisco is losing its sense of community.

One reason for this is house prices. San Francisco now has the most expensive average house prices of any American city and many long-time residents are moving to more affordable locations just outside the city.

This is Sausalito – a small, waterfront community just across the Golden Gate Bridge from San Francisco. A large number of the residents here still work in the city, but they prefer living in Sausalito for its small town feel. However, thanks to this influx of new residents, the house prices here are rising too, with the average Sausalito house costing more than one million dollars.

But there is one area that still offers affordable housing and a strong neighbourly spirit – Sausalito's world-famous houseboat community. Here, right on the dock of Richardson Bay, there are 400 floating homes across five purpose-built marinas. Residents Carl and Joan have both spent many years living as part of the tight-knit Sausalito houseboat community.

I've been here forty-one years, over forty-one, since '74. I've never lived in a place this long. I mean all the houses and apartments I lived in – the longest I ever lived in one place was a year and a half. As far as, like, living here, I, you know, it's the greatest thing I've ever done, really. I'd hate to have to leave here.

I moved here in 1997, so I've lived here for eighteen years. Uh, it's different and I just love it – I love living here, I love the view, I like the people and there's just a great sense of community here that I really enjoy.

During the Second World War, the area here had been home to a huge industrial shipyard, which closed in 1945. Immediately afterwards, a number of people moved here and converted the old boats into homes. Over the years, the community grew; and by the sixties and seventies, it had a reputation as a fun, exciting and creative place to live.

Today, the houseboats are connected to local amenities and many residents claim they are as comfortable as any small house.

Well, there're so many different types of houseboats – they all look pretty different and some are extremely modern and really lovely. Some need a lot more work than others do and most of us are kind of, sort of in-between, where there's always something to do to make it better.

The houseboat owners face many unique challenges and maintenance is a constant battle against nature. In order to combat this, the residents here work together, sharing knowledge, tools and labour to ensure everybody has a safe and secure home to live in.

The Sausalito houseboat community has changed a lot since the days of the hippies. The floating homes here today are much more permanent than they used to be. They cost more, too, but are still much cheaper than other properties in the same area. Joan and Carl have experienced these changes first-hand.

If there's any challenge, it might be that somebody up on the hill in Sausalito say 'Oh, you live in a houseboat – oh, my dear', you know. 'Oh, my – isn't that nice' and that would be about it, you know. A lot of people look down their noses at houseboats because they all originated back in the hippie days, you know. People out here doing hippie things and of course, the people on the hill – the money people – didn't like that at the time, but they're coming down now out of the mountains and there're living all over here. These guys are millionaires; a lot of these people are buying these boats now are million – literally millionaires – there's four, five, six on this dock. It used to be all poor people – all artists, you know: photographers, painters, writers, musicians – but it's mainly, yes, the community is pretty tight – it's much tighter than we get in the city because people don't know each other in a big apartment house, you don't know the people that are living down the hall, really. But around here, everybody knows everybody and we look out for each other.

So even if a lot has changed here, the Sausalito community has worked hard to preserve the neighbourliness and creativity that has made it such an attractive place to live. This small collection of houseboats may be just ten minutes from one of America's fastest-growing cities, but it still feels like a small village by the bay.

VIDEO ANSWERS

Exercise 1

EXAMPLE ANSWER

- 1 **Water:** dock, bay, waterfront, houseboat
- 2 **Community:** tight-knit, neighbourly, look out for each other
- 3 **Alternative lifestyles:** counter culture, hippie, vibrant hub of art, music and politics

Exercise 3

- 1 Technology entrepreneurs are moving into the city, there is a 'new buzz' but possibly a loss of community, house prices have risen and many long-term residents are leaving.
- 2 People prefer living in Sausalito for its 'small town feel'. It was cheaper too, but house prices are rising here as well.
- 3 The houseboat community is still affordable.
- 4 There is a strong neighbourly spirit there as well.

Exercise 4

- 1 F (tech entrepreneurs are moving in, others are moving out)
- 2 T
- 3 T
- 4 T
- 5 F (houseboats are connected to local amenities)
- 6 T

Exercise 5b

POSSIBLE ANSWERS

Positive: Reducing crime, protecting and renovating old buildings, good for the economy (new businesses), providing jobs, increasing the value of property in the area (good for house owners).

Negative: Poorer people are forced out, international chain stores move in, which displaces family-run businesses, loss of sense of community, younger people can't afford to live near their family, rents for housing and businesses increase.

Review

ANSWERS

Exercise 1b

1 a 2 – 3 A 4 The 5 – 6 The 7 the

Exercise 2

- | | |
|--------|----------|
| 1 Many | 4 number |
| 2 few | 5 every |
| 3 many | 6 a few |

Exercise 3

- | | |
|-----------------|-------------|
| 1 costumes | 4 immigrant |
| 2 concentration | 5 vivid |
| 3 community | 6 ceremony |

Exercise 4a

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

Exercise 5a

- | | |
|--------------|-------------|
| 1 resident | 4 household |
| 2 facilities | 5 private |
| 3 globally | 6 shift |

AUDIOSCRIPT 6.8

- 1 a person who lives in a place
- 2 a building, equipment and so on that makes it possible to do something
- 3 affecting the whole world
- 4 all the people who live in one house
- 5 belonging to one particular person or group, not to be shared by others
- 6 a change in opinion or attitude

Exercise 6a

- 1 Sorry, but I couldn't help overhearing ...
- 2 I'm sorry to bother you, but ...
- 3 Are you a friend of Nicola's?
- 4 So how do you know Jonathan?
- 5 Excuse me, is anyone sitting there?
- 6 Lovely weather, isn't it?
- 7 I hope you don't mind me asking, but ...

7.1 Finders keepers?

Goals

- Talk about crime and justice
- Use present modal verbs

Lead-in

- With books closed, write the following list of crimes on the board:
 - *Parking in a place where you are not allowed to park*
 - *Stealing something from a shop (shoplifting)*
 - *Hurting someone badly in a fight*
 - *Finding money in the street and keeping it*
 - *Robbing a bank*
 - *Not declaring some income so you don't have to pay tax*
- Put students into small groups and ask them to put the crimes in order from most to least serious.
- Elicit a few ideas from the whole class. Encourage students to give reasons for their statements and to discuss with each other if they disagree about the severity of a particular crime. Don't focus too much on finding money in the street as there will be a chance to discuss this later in more detail.

Vocabulary **crime and justice**

Exercise 1a

- Focus students' attention on the photos and ask them, in pairs, to think of two things all the objects have in common.
- Have a brief class feedback session but don't confirm or deny guesses at this point.

POSSIBLE ANSWERS

they are all valuable, they were all owned by the same person, they were all stolen, etc.

Exercise 1b 7.1

Audio summary: Four different news stories about objects which have been lost (sometimes after being stolen) and then found again. The first story is about a scrap metal dealer who bought a Fabergé egg without realizing its true value. The second is about a couple who found eight tin cans full of gold coins while out walking on their own land. The third is about a car worker who bought two paintings at an auction of lost property and has just discovered that they are valuable. The fourth is about a bag of diamonds, dropped in the street, but returned to its owner.

- Explain that students are going to listen to four short news items.
- Play track 7.1. Students listen and check their predictions from exercise 1.
- Let students compare what they heard with a partner before checking the answers together as a class.

EXTRA CHALLENGE You could also ask students to identify which of the four news stories does not have a matching photograph (the last one).

AUDIOSCRIPT 7.1

A scrap metal dealer who bought an antique gold egg for \$13,000 has made a profit of more than \$32 million after discovering that the egg was in fact one of the famous Russian Fabergé eggs, made for the Russian royal family before the revolution. The dealer had planned to sell it for the value of its gold and jewels, but when he researched it online he found a news report about the eight Fabergé eggs still missing and discovered that one of them was the egg he had bought.

A Californian couple out for a walk around their property have accidentally found eight old tin cans ... full of gold coins. It is estimated that the coins are worth around \$10 million. The couple's claim to ownership is strong, as the coins were found on their property. But they have still had to hand the coins over to an official while a decision is made about who the coins actually belong to.

An Italian car worker has discovered that two paintings hanging in his kitchen are, in fact, by the French painters Gauguin and Bonnard, and worth around 30 million euros. They had been stolen from a house in London in 1970, and the car worker bought them at an auction of lost property left on Italian trains in 1974. The police now suspect that the thieves must have abandoned the valuable paintings on the train, perhaps fearing arrest. A bag containing \$200,000 worth of diamonds found on the street has been returned to its grateful owner, a diamond dealer who had dropped the bag while taking the diamonds to be polished. The dealer didn't expect to ever see the diamonds again, but they were found by a young man who handed them in to the police. He has received a reward from the dealer.

ANSWERS

In fact, all the items are valuable and were lost/stolen and then found by accident.

Background note: Between 1885 and 1916, Fabergé created fifty very ornate, gold- and jewel-encrusted eggs for the Russian royal family, each one containing a surprise. For example, the first egg he created has a white enamel shell, and, when it is opened, a yellow gold 'yolk'. This also opens to reveal a tiny golden hen.

Exercise 2 7.1

- Play track 7.1. Students listen again and decide which story they found most surprising and say why.
- Have a brief class feedback session.

EXTRA SUPPORT Play the listening again and ask the students the following comprehension questions:

- 1 *What did the man who found the Fabergé egg discover when he looked online? How did this change his plans?* (He discovered that it was a Fabergé egg and worth a lot more than he would have got if he melted it down.)
- 2 *How much were the coins the couple found worth?* (ten million dollars) *Will they be able to keep them?* (Officials haven't decided yet.)
- 3 *Where did the car worker keep the two paintings?* (hanging in his kitchen) *When were the paintings originally stolen?* (1970)
- 4 *How did the original owner lose the diamonds?* (He dropped them while he was taking them to be polished.) *Who found them?* (a young man)

EXTENSION Ask students if they have ever found anything valuable and, if so, what they did with it.

Exercise 3a

- Write on the board *a bag has been returned to its grateful owner* and use this to check that students can identify a noun, a verb and an adjective.
- Then, either as a class or in pairs, ask students to decide what word class the underlined words are.

WATCH OUT! Students will need to look carefully at the sentences to do this as they may not have come across *worth* used as a noun before.

- Check the answers as a class and establish that, in English, the same word is often used as different parts of speech (as a verb and as a noun, for example).

ANSWERS

A bag containing \$200,000 worth of diamonds has been returned to its grateful owner. (noun)
It is estimated that the coins are worth around \$10 million. (adjective)

Exercise 3b

- Read the instructions and look at the example with the students. Make sure students are aware that the form of the word may change when they write the new sentence, e.g. they might need to make a past form of a verb.

- Put students into pairs. They first identify the part of speech and then write a new sentence using the other part of speech.
- Monitor, checking students' sentences.
- Check the answers as a class. Elicit one example for each word 1–6, and write the sentences on the board.

EXTRA SUPPORT This activity is fairly challenging. To help less confident students, you could give them the alternative part of speech and, to help further still, give them the correct form (e.g. past participle in item 1).

ANSWERS

1 noun 2 noun 3 noun 4 verb 5 noun 6 verb

SAMPLE ANSWERS

- 1 He was rewarded for his honesty.
- 2 He profited from having made some very clever business decisions.
- 3 A story about a missing boy was reported on the news.
- 4 Her claim was that she knew nothing about what happened.
- 5 The official story doesn't sound very likely.
- 6 The police identified a suspect late last night.

EXTENSION When students have completed their sentences, circulate, checking they are correct. Then ask them to test another pair by reading out the sentences with the key vocabulary item missing. The other pair must guess the missing word in the correct form.

Exercise 4a

- Ask students whether they write a blog or read other people's blogs. Elicit a few examples of the kind of blogs they are aware of, e.g. travel blogs or blogs about an experience (like being a new parent).
- Focus on the blog and explain that this is the kind of blog where people write giving their opinions about different topics.
- Read the two possible views (a or b) with the class. Then ask students to read the blog and decide which view is closest to the writer's view.

ANSWER

b

Exercise 4b

- Students discuss the question in pairs.
- Have a brief class feedback session.

CRITICAL THINKING Point out that the statement in exercise 4a says *it is almost never OK to keep it*. Elicit some ideas from students of circumstances in which it would be OK to keep something that you found.

Then put students into pairs or small groups to think about the other situations mentioned in the Lead-in to the lesson. For each situation, they should try to think of at least two circumstances where the action might be acceptable. Feed back some ideas as a whole class. Allow the students to agree or disagree with the ideas put forward. This activity helps students to explore the idea of moral relativity.

Exercise 5

- Focus students' attention on the highlighted words.
- Point out that students need to think about what part of speech the words are in order to match them successfully. You could do the first one with the class as an example.
- Working individually, students match the highlighted words with the definitions.
- Check the answers together as a class.

ANSWERS

- | | |
|-----------------|----------------------|
| 1 lost property | 5 suspended sentence |
| 2 illegal | 6 accidentally |
| 3 justify | 7 abandoned |
| 4 circumstances | 8 valuables |

EXTENSION Ask students what part of speech *valuables* is (plural noun) and elicit that the word is more frequently used as an adjective (see item 6 of exercise 3b).

Write the following words from exercise 5 on the board and ask students to make any changes necessary to create the word class in brackets:

- 1 *justify* (change to noun) – justice or justification
- 2 *sentence* (change to verb) – sentence (e.g. sentence someone to prison)
- 3 *legal* (change to verb) – legalize

Exercise 6

- Point out that in order to complete the gaps, students will need to think about what word class the words need to be.
- Put students into pairs to complete the sentences using the words from exercises 3 and 5.
- Check the answers together as a class.

ANSWERS

- | | |
|---------------------------|-----------------|
| 1 official | 4 circumstances |
| 2 abandoned, accidentally | 5 worth |
| 3 illegal | 6 reward |

EXTRA ACTIVITY Ask the students to find the collocations connected with money in the text. Possible answers: claim money, the money was theirs to keep, keep your life savings somewhere, need money badly.

Grammar present modal verbs

Exercise 7

- Ask students to look at the underlined phrases in the blog post and say what they have in common (they are all present modal verbs).
- Ask students to read the Grammar focus box and complete it with the examples from the blog.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

- a 1 They also have to give the money back.
b 2 you don't have to report it
c 6 you don't need to find the owner
d 5 you can't just keep it
e 3 And you can usually keep anything which the owner has clearly abandoned.
f 4 could be identified

FEEDBACK FOCUS As you go through the answers to exercise 7, check that students understand the rules in the Grammar focus box with the following questions:
a) Is it better to say *Do you have to wear a suit to work?* or *Must you wear a suit to work?* (*have to* because it is imposed by someone else)
b) Is there a difference between *you don't have to report it* and *you mustn't report it*? (Yes, the first one is lack of obligation and the second is an obligation not to do something.)
c) Is there any difference in meaning between *we needn't* and *we don't need to*? (no)
d) Does *can't* always mean you are not allowed to do something? (No, it is also used for ability.)
e) Is it possible to replace *can* with *may* in this sentence? (No, we don't usually use *may* when we are talking about something which is generally allowed.)
f) Is there any difference between the meaning of *could* and *might* in these examples? (no)

WATCH OUT! If we want to emphasize that the obligation is imposed by someone else, we use *have to* rather than *must*. However, there are many cases where these modal verbs are interchangeable, e.g. *I have to/must buy her a birthday present*. It isn't clear here whether this is something the speaker feels is an obligation or an obligation that has been imposed on them.

- Refer students to *Grammar reference* on page 148. There are two more exercises here students can do for homework.

Exercise 8

- Make sure that students are clear that two of the options are possible in each case.
- Put students into pairs to decide which two options are possible and to discuss the difference in meaning, if any.

- Check the answers as a class. Ask students to explain any difference in meaning.

EXTRA SUPPORT For less confident students, you could tell them which option is not possible, and simply ask them to discuss any differences in meaning.

ANSWERS

- 1 might/could (both = possibility)
- 2 can't/mustn't (both = prohibition)
- 3 don't have to/needn't (both = lack of obligation)
- 4 should/could (*should* = it's a good idea, *could* = it's possible)
might/may (both = possibility)
- 5 may/can (both = permission)
- 6 ought to/have to (*ought to* = recommendation, *have to* = obligation)

Exercise 9

- Put students into pairs. Refer them to page 129 and ask them to read the situations.
- Give them a few minutes to think about a) what they would do in each situation and b) guess what their partner would do.
- Students discuss the situations with their partner and compare ideas.
- Then ask pairs to join another pair and compare what they would do.

CRITICAL THINKING To encourage deeper thinking, write the following questions on the board and encourage students to use them when discussing the situations with their partner:

- *Why do you think that?*
- *How do you know that?*
- *Can you tell me more about that?*

7.2 Rules at work

Goals

- Use verbs and prepositions
- Use past modals of deduction

Lead-in

- Focus students' attention on the photos on page 68. Ask students what they have noticed about people using mobile phones in public areas and try to elicit some comments about people not paying attention, e.g. crossing roads whilst looking at phones.
- Tell students that according to a recent US study, the number of pedestrians involved in accidents related to using mobile phones has tripled in recent years. Adults under thirty are most at risk, they found.
- Ask students if they ever text and walk and whether they think it is dangerous.

Vocabulary & Reading using verbs and prepositions

Exercise 1

- Put students into small groups and ask them to discuss the questions.
- Ask groups to feed back to the class on their discussion.

EXTENSION Ask students to work in the same groups to make a list of all the different things they use their phones for, e.g. online banking, watching catch-up TV. Give them a time limit of two minutes to think of as many uses as possible. Then feed back as a class and ask students whether there are any things they wouldn't choose to do on their phone. For example, students might feel that online banking isn't safe by phone, or that the screen is too small for some tasks.

Exercise 2a

- Focus students' attention on the headline and check they understand *ban* (= to say officially that people must not do or use something) and *working hours* (= the amount of time someone spends at work).
- Put students into pairs to make a list of reasons in favour of and against the decision. You could ask some pairs to only list reasons in favour (e.g. people might feel obliged to answer work emails late at night) and others to only list reasons against (e.g. people might like to continue working on the train home).
- Feed back briefly as a class, eliciting a few ideas.

Exercise 2b

Text summary: This newspaper article is about a recent trend for governments and employers to bring in new rules or legislation to protect employees from being too contactable after working hours, which can lead to stress. The article also looks at the possible benefits of dealing with emails outside normal working hours.

- Ask students to read the article and find what reasons for and against the ban are mentioned.
- Elicit the arguments for and against in the text.
- Find out if overall they think the ban is a good or bad thing.

POSSIBLE ANSWERS

For: growing levels of employee stress and burnout, employees working much longer hours (unpaid)

Against: does allow flexibility, such as leaving early to pick up children and then working at home in the evening

EXTRA ACTIVITY Put students into pairs and ask them to write three to five comprehension questions about the article. Monitor and check the questions. Then ask pairs to swap their questions with another pair for them to answer.

Exercise 3a

- Focus on the verbs and explain that they all come from the text.
- Ask students, working on their own, to choose the correct prepositions for each verb.
- Let them compare answers with a partner but don't check answers at this stage.

WATCH OUT! *Expose* has a number of different meanings. The meaning here is the one listed below in the extra support activity.

EXTRA SUPPORT If you are not sure whether students will be familiar with all these verbs, you could start with a matching activity. Give students the definitions orally, in a different order to the verbs, and ask them to write down the correct verb.

- *protect* = make sure that someone or something is not harmed or damaged
- *react* = change or behave in a particular way as a result of or in response to something
- *protest* = say or do something to show that you disagree with or disapprove of something, especially publicly
- *expose* = to put somebody/something in a place or situation where they are not protected from something harmful or unpleasant
- *insist* = demand that something happens or that somebody agrees to do something
- *criticize* = say what you do not like about something or someone

Exercise 3b

- Students find the verbs in the text and check their answers. Note that in some cases more than one preposition would have been possible.
- Check the answers together as a class.

ANSWERS

- | | |
|----------------|-------|
| 1 against/from | 4 to |
| 2 against/to | 5 on |
| 3 against | 6 for |

STUDY TIP Remind students that it is very important to make a note of which preposition is needed to go with a verb when they first learn the verb.

Exercise 4

- Ask students if they can think of any other examples of verbs which take certain prepositions, e.g. *depend on*, *apologize for*.
- Ask students, working on their own, to choose the best preposition for each verb in the sentences.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

1 of, of 2 for 3 from 4 to 5 on

PRONUNCIATION Read sentences 1–4 from exercise 4 aloud and ask students to tell you what happens to the pronunciation of the prepositions. (They should notice that they sound reduced or weak.) Write the reduced forms on the board in phonemic script and drill them to check students can pronounce the weak forms in isolation:

/əv/ of /fə/ for /frəm/ from /tə/ to

Ask students what other words in these sentences would sound weak (the non-content words, especially the auxiliaries, e.g. *have been*). Ask students to practise reading the sentences with the weak forms aloud with a partner.

WATCH OUT! Sentence 5 is not included because *count on* is a phrasal verb where both the verb and particle are stressed.

Exercise 5

- Focus students' attention on the title of the online article. Elicit a couple of examples of the rules that usually apply in offices, e.g. wearing a tie.
- Then ask students to read the text and decide if the rules mentioned are, in their opinion, strange or unusual.
- Put students into pairs to tell each other about any strange or unusual rules they have experienced at work or school.
- Elicit a few ideas from the class.

Exercise 6

- Ask students if they ever read or contribute to online comments on articles.
- Ask students to read these comments and discuss with their partner whether there might have been a good reason for these rules.
- Elicit one or two examples from the class.

Exercise 7 7.2

- Explain that students are going to listen to two people discussing the article and the comments.
- Play track 7.2. Students listen to the conversation and compare it with their ideas from exercise 6.
- Have a brief class feedback session.

AUDIOSCRIPT 7.2

A The first one just sounds ridiculous. Why would they do that? I suppose it must have been a way of making the car park look tidier or something!

B No, actually I think it might have been a safety issue. If all the cars are backed into the car parking spaces then there will be fewer accidents when people are leaving at the end of the day.

A Really? Oh, I suppose it could have been something like that ... What about the next one? Surely they can't have stopped them having a lunch break? That's awful.

B Yeah, I agree, but a lot of places don't actually like it if you leave the office. They may have needed people to stay in order to answer the phones.

A The third one seems fair enough to me. It might have been in a hot country where you need to get up early to avoid the heat of the day.

B Yeah, it's fine so long as you also get to go home early or you get a long lunch break.

A And what about the last one?

B Ah, someone must have spilt a drink over a computer!

A Oh, yes, you're probably right.

Grammar **past modals of deduction**

Exercise 8

- Read the instructions with the class and do the first item as an example.
- Ask students to work individually and decide on the meaning of each extract.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

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

Exercise 9

- Explain that *deduction* is when we are making guesses or conclusions based on some evidence. So the modals in exercise 8 are used to make these guesses and conclusions about the past.
- Ask students to read the Grammar focus box and complete it with the examples from the previous exercise.
- Check the answers together as a class.

WATCH OUT! Make sure that students understand the point about *mustn't have*. The grammatically correct opposite of *must have* is *can't have*. However, in practice, many native speakers will use *mustn't have* in this way, so students may have heard this usage.

ANSWERS

a 1, 7

b 4

c 2, 3, 5, 6

- Refer students to *Grammar reference* on page 149. There are three more exercises here students can do for homework.

Exercise 10

- Elicit the first answer as an example with the class.
- Ask students, working individually, to rewrite the sentences, using a modal verb instead of the underlined phrase.
- Let students check their answers in pairs, but do not check as a class at this stage.

EXTRA CHALLENGE Ask early finishers to add something to each sentence to explain the deduction, e.g. *They can't have worked such long hours – they were always going out for dinner.*

Pronunciation **have in past modals**

Exercise 11a 7.3

- Play track 7.3 for students to check their answers to exercise 10.
- Check any answers which were different but also possible (e.g. *could*, *may* and *might* are interchangeable in items 2, 5 and 6).
- Ask students how the word *have* was pronounced (/əv/). If necessary, play the first sentence or two again.

ANSWERS/AUDIOSCRIPT 7.3

- 1 They can't have worked such long hours.
- 2 They might have had a long lunch break.
- 3 They must have hated their jobs.
- 4 He must have been fired.
- 5 He could have resigned.
- 6 He may have been made redundant.
- 7 They can't have been friends.

Exercise 11b 7.3

- Play track 7.3 again, pausing after each sentence for students to repeat.
- Students could also practise repeating the sentences to themselves individually afterwards.

Exercise 12a

- Put students into pairs to read the extract from the article and try to guess or work out what happened.
- Students can use the questions to help them. Encourage them to use modals of deduction.
- Have a brief class feedback session.

FEEDBACK FOCUS While students are speaking, monitor and make a note of statements where students have used modals of deduction. Write them on the board. At the end of the activity, ask students to explain why they made these deductions and how sure they were.

Exercise 12b

- Refer students to page 129 to read the newspaper article and to consider the questions.
- Put students into pairs to compare how close their guesses were.
- Explain that this is a true story. Ask students to decide who was in the right: the store or the employee.
- Elicit a few ideas and encourage students to give reasons for their opinions.

7.3 Vocabulary and skills development

Goals

- Understand ellipsis
- Understand the meaning of prefixes

Lead-in

- With books closed, write the following words on the board: *incentive, reward, judgement, moral, wisdom, rigid, manipulate, priority*.
- Explain that students are going to read an article which contains these words.
- Students discuss together what the words mean and what they think the article might be about.
- Elicit a few ideas but do not confirm or deny at this stage. Then check understanding of the vocabulary.
 - *incentive* = something that encourages you to do something
 - *reward* = a thing you are given because you have worked hard or done something good
 - *judgement* = the ability to make sensible decisions based on careful consideration
 - *moral* = concerned with the principles of right and wrong behaviour
 - *wisdom* = the ability to make good decisions because of the experience and knowledge you have
 - *rigid* = inflexible, not willing to change
 - *manipulate* = to influence someone or control something, in a clever or dishonest way
 - *priority* = something that you think is more important than other things and should be dealt with first

Reading & Speaking understanding ellipsis

Exercise 1a

- Focus students' attention on the illustration and the title of the article. Tell students that this is an idiom and ask them to discuss in pairs what it means.
- Don't check the answer as a class until after exercise 1b.

Exercise 1b

- Ask students to read the first paragraph only to check their ideas.
- Have a brief class feedback session. Ask students if they have any similar idioms in their own language(s).

Exercise 2

- Explain that before students read the rest of the article, they are going to focus on something which will help them to read more effectively.
- Write the first example sentence from the Unlock the code box on the board and demonstrate to students how you can remove the words in the brackets without changing the meaning. Show them how the writer assumes these words are understood because they have already been mentioned.
- Either ask students to read the box themselves or go through the information together as a class.
- Ask some questions to check comprehension, e.g.
 - *What kind of word is 'she' in the second example?* (a pronoun)
 - *What about 'years of experience'?* (a noun group)
 - *When can nouns, noun groups and pronouns be missed out?* (if they've already been mentioned or are obvious).

Exercise 3

- Put students into pairs to try to work out what is missing in each sentence.
- Check the answers together as a class.

ANSWERS

- 1 He tried several times, but he failed.
- 2 I knew he would do well, but I wouldn't do well.
- 3 He fired two members of staff and promoted a third member of staff.
- 4 What you *don't* say is as important as what you do say.
- 5 His ideas were imaginative and his work was excellent.
- 6 I applied for promotion, but I didn't get it.

EXTRA SUPPORT If you think students may find this too challenging, you could give them two or three options to choose from in each case, rather than the full six options.

EXTENSION Ask students to identify the word class of what is missing in each sentence in exercise 3.

Answers: 1 pronoun, 2 verb form, 3 noun group, 4 main verb (just using auxiliary), 5 verb form, 6 pronoun

Exercise 4

Text summary: The text is about the ideas of Barry Schwarz, a psychologist. He argues that there are problems with both rules and incentives. If people only follow rules, they can't develop their own judgement and sometimes they will do something wrong because 'that's what the rules say'. Incentives can cause problems because people want the reward too much and won't always think of others. Instead, says Schwarz, we need people to have some freedom to make their own judgements and for them to be encouraged to think about others. He calls this *practical wisdom*.

- If you didn't do the Lead-in task, you might like to pre-teach some or all of the vocabulary covered now.
- Read through the questions with the class and check students understand them. Draw their attention to the fact that questions 1 and 6 ask for three separate points.
- Remind students that most of the questions will require them to understand sentences where something is missing through ellipsis. Therefore, if they don't quite understand, they should think about what could be missing.
- Ask students, working individually, to read the text and answer the questions.
- Check the answers together as a class.

EXTRA SUPPORT This is quite a challenging article. Instead of asking students to work individually to read it and answer the questions, you could let students tackle the text and questions in pairs, so that they can support each other.

POSSIBLE ANSWERS

- 1 a workplace, an organization or a system such as the banking system or health service
- 2 People may make unfair or morally wrong judgements.
- 3 making decisions that are best for everyone – not just for themselves
- 4 You may use your skills to manipulate people.
- 5 Bankers used to try and help people, but now it's all about earning incentives (i.e. bonuses)
- 6 rules, incentives and practical wisdom

EXTENSION Ask students to underline the parts of the text which helped them to find the right answer:

- 1 When we try to make things better, whether (that is) a workplace, an organization or a whole system.
- 2 If people have to follow the rules and (they) can't use their own judgement, they will sometimes make decisions which we can clearly see are unfair or wrong.
- 3 The incentives encourage them to 'game' the system, rather than (encouraging them) to make decisions based on everyone's best interests.
- 4 If you have moral skill but (you do) not (have) the will to do the right thing, you end up using your skills to manipulate people.
- 5 ... in the old days bankers wanted to make money, but they also wanted to serve their clients and communities. They made sure people weren't taking on more debt than they could manage, (they made sure) that they were saving for a rainy day. But by focusing on incentives, banking lost its moral will.

- 6 If we want institutions and systems which truly look after our best interests, we have to have rules and incentives and (we have to) encourage the development of 'practical wisdom'.

Put students into pairs to identify places in the text they underlined where something is missing (ellipsis), and what is missing.

EXTRA ACTIVITY Put students into small groups to discuss the following questions about the text:

- Do you agree with what Schwarz says about the problems of following rules rigidly? Why/Why not?
- Do you think incentives encourage people to be selfish? Why/Why not?
- What do you understand by the idea of 'practical wisdom'?

Exercise 5

- Put students into pairs to discuss the rules and incentives that their place of work or study has.
- Elicit a few ideas as a class.

CRITICAL THINKING Tell students that there are two secondary schools in a town which both have reward systems. Both schools give points for good behaviour or excellent work. The first school allows students to add up these points to win prizes, such as computer games. The second school gives badges: fifty points for a bronze badge, 150 for silver, and so on. Ask students to discuss which system is more likely to lead to improved behaviour and why.

Vocabulary the meaning of prefixes

Exercise 6a

- Focus students' attention on the extracts from the article and check they understand the meaning of the prefix *self-* (= about you).
- Put students into pairs and give them one or two minutes to think of any other words with the same prefix.

POSSIBLE ANSWERS

self-respect, self-access, self-confident, self-defence

Exercise 6b

- Explain that some prefixes have a clear meaning and that this can help you to understand the meaning of the whole word.
- Ask students to read the examples in the Vocabulary focus box.

WATCH OUT! The meaning of *inter-* in these words is 'between', but *inter-* can also be used with the meaning of 'connected' or 'mixed together', e.g. *interwoven*, *interdependent*, *intersection*.

STUDY TIP The use of hyphens can be confusing for students as there often appear to be no rules. Very often it is simply the case that the more frequently two words are used together, the less likely it is that a hyphen will be used. A good dictionary is the best reference for this and students should make sure that they note whether the word has a prefix when recording it.

Exercise 7

- Ask students, working individually, to complete the sentences, using the root word and a suitable prefix.

WATCH OUT! Make sure students are aware that sometimes they will have to change the form of the root word.

- Check the answers together as a class.

EXTRA CHALLENGE Early finishers could write one or two similar gapped sentences for another student to complete.

ANSWERS

- | | |
|----------------|-----------------|
| 1 monolingual | 4 international |
| 2 self-control | 5 bicentenary |
| 3 semi-retired | |

Exercise 8a

- Put students into pairs to try to guess the meaning of the words in the box, using their understanding of the prefix.
- Check ideas together as a class.

POSSIBLE ANSWERS

biannual = happening twice every year

interconnect = connect with each other

monotone = a single tone of voice

multimillionaire = someone who has many millions of pounds/dollars, etc.

self-destructive = behaviour which has a damaging effect on yourself

semi-human = only half human

STUDY TIP Using the meaning of prefixes to guess the meaning of a word can be helpful when students are reading a text with unknown words.

EXTRA ACTIVITY Read the following sentences aloud, leaving a gap. Students listen and write down one of the words from the box in exercise 8a.

- 1 *He sold his business ideas and became a (multimillionaire).*
- 2 *After many years alone in the jungle he appeared (semi-human).*
- 3 *Teenagers sometimes behave in a (self-destructive) way.*
- 4 *We have a (biannual) family dinner, when everyone gets together.*
- 5 *The new road (interconnects) with the old one.*
- 6 *He spoke in a really boring (monotone).*

Exercise 8b

- Ask students to work individually to write a short text using as many of the words from the box as possible.
- Let students read each other's texts.
- Show students the model answer (or read it aloud).

EXTRA SUPPORT Show or read the sample answer before students attempt the task.

SAMPLE ANSWER

Sarah was not really looking forward to the biannual family dinner. It was always the same. Her sister, who was a successful businesswoman, in fact a multimillionaire, would go on and on about how much money she made, and her dad would give a long speech in a really boring monotone. However, this time things were going to be different. She was bringing her new boyfriend and she knew her family would hate him, which was great. He had a beard, which according to her father made him pretty much semi-human.

DICTIONARY SKILLS Put students into pairs or small groups and allocate each pair/group one of the prefixes. Ask them to look up the prefix in a dictionary and make a list of five to seven words, ideally some with and some without a hyphen. Then ask students to peer-teach their words to another pair or group.

7.4 Speaking and writing

Goals

- Agree and disagree
- Write a persuasive letter/email

Lead-in

- With books closed, put students into pairs and ask them each to prepare to talk for one or two minutes about one of the following topics:
 - A *Should countries be able to make their own laws, or would it be better if all laws were international? What are the advantages and disadvantages of each approach?*
 - B *Do you think that the law applies equally to everyone or are the rich and famous less likely to have to obey the law? If so, why is this, and what could be done about it?*
- Students then take it in turns to talk. Their partner should listen, but not interrupt.
- At the end of the time limit, the student listening should ask at least one question. Students then change roles.

Speaking & Listening agreeing and disagreeing

Exercise 1

- Focus students' attention on the two photos accompanying the texts. Elicit what they show. (The first is a sign on a road to show somewhere where an electric car can park and recharge. The second shows an exhaust pipe of a car and represents pollution from cars.)
- Ask students to read the news stories and discuss with a partner what the three stories have in common.
- Briefly feed back as a class. If students have other suggestions you could accept these, but make sure students understand that the topic is changes in the law.

ANSWER

They are all about changes in the law.

Exercise 2a 7.4

Audio summary: This is a short conversation between three friends about a change in the law in Madrid where less-polluting cars will pay nothing or less for parking.

- Explain that students are going to listen to three people discuss one of the news stories.
- Play track 7.4. Students listen and decide which law the speakers are discussing and how many of the speakers agree with the change.

EXTRA SUPPORT Students could just listen to see which law is being discussed.

- Let students compare their answers with a partner before checking the answers together as a class.

ANSWER

Madrid parking meters. Only one of them agrees with the change in the law.

AUDIOSCRIPT 7.4

A Have you heard about these new parking meters they're bringing in? Apparently, the more pollution your car causes, the more you pay. I think it's a great idea, don't you?

B Well, that's not really how I see it. My car is quite old, so I'll have to pay more. I can't afford to buy a new car, so how is it fair to make me pay more for parking as well?

C I'm with you there. Everyone should have to pay the same for the same service, or it isn't fair.

A You can't be serious! Haven't you seen how bad the pollution is these days? We need to encourage people to buy cars which are better for the environment. Or maybe you should just use your cars less in the first place?

B Come off it! You use your car all the time ...

Background note: An electric car is one which is solely powered by electricity. This is better for the environment than using fuel, but it means that drivers can only cover up to around eighty kilometres before they need to plug in and recharge. A hybrid car will cover up to about fifty kilometres on electricity but can then switch to using petrol or diesel for the rest of the journey.

Exercise 2b 7.4

- Explain that students are going to listen again.
- Put students into pairs. Student A should listen for any arguments in favour of the change in law. Student B should listen for any arguments against. Encourage students to make brief notes as they listen.
- Play track 7.4 again.
- Do not feed back as a class at this stage.

Exercise 2c

- Ask students to compare their notes together.
- Monitor, then check the answers as a class.
- Ask students to discuss which side of the argument they agree with. Ask students to vote for or against the change in law.

ANSWERS

In favour: It will reduce pollution/encourage people to buy less polluting cars/encourage people to use their cars less.

Against: People who can't afford new cars shouldn't have to pay more for parking/everyone should pay the same for the same services.

Exercise 3a 7.4

- Focus students' attention on the Language for speaking box and explain that it contains a number of ways of agreeing and disagreeing.
- Explain that some of the expressions given are quite informal and would be used amongst people who know each other very well.
- Play track 7.4 again and ask students to complete the numbered phrases.

EXTRA CHALLENGE As an alternative, you could ask students to try and fill in the gaps without listening, and then they could listen to check.

ANSWERS

1 with 2 see 3 serious 4 off

Exercise 3b

- Put students into pairs to think of other phrases they could add to the Language for speaking box.
- Have a brief class feedback session and write their phrases on the board.

Pronunciation agreeing or disagreeing strongly

Exercise 4a 7.5

- Focus students' attention on the instructions.
- Play track 7.5. As they listen, students should write S for any phrases which they think are expressed particularly strongly.
- Check the answers together as a class. Play track 7.5 again if necessary.

ANSWERS

Yes, that's spot on.

Absolutely!

That's just what I was thinking.

I couldn't agree more.

You can't be serious!

Come off it!

AUDIOSCRIPT 7.5

I'm with you there.

I completely agree.

True enough.

Yes, that's spot on.

Absolutely!

I don't think anyone would disagree with that.

That's just what I was thinking.

I couldn't agree more.

That's not really how I see it.

You can't be serious!

Come off it!

I'm not sure I quite agree.

I can't agree with you there.

I beg to differ.

I'm not sure about that.

Exercise 4b 7.6

- Play track 7.6 for students to notice the stress and intonation in the strong phrases, i.e.

Yes, that's spot on.

Absolutely! (note how every syllable is sounded quite carefully)

That's just what I was thinking!

I couldn't agree more.

You can't be serious

Come off it!

Exercise 4c 7.6

- Play track 7.6 again, pausing after each expression for students to repeat, focusing on the stress and intonation.

EXTENSION Ask students to practise saying the phrases in the Language for speaking box to each other. After each student says a phrase, their partner should say if they were expressing their opinion strongly or not. In this way students can see whether they are able to communicate their intention effectively.

SMART COMMUNICATION Note that disagreeing politely in English is usually a question of being indirect. This might mean not actually saying that the other person is wrong but just giving our own opinion, prefaced by a softener, e.g. *Actually, ...* or *Well, ...* Alternatively, it might mean apologizing for disagreeing, e.g. *Sorry, but ...* Or it might mean sounding less certain than you really are, e.g. *I'm not sure about that.*

Exercise 5a

- Put students into pairs and ask them to choose one of the other news headlines from exercise 1. (If they wish, they could discuss another new or proposed law they know about.)
- Student A should make a list of reasons in favour of this law and Student B should make a list of arguments against.

STUDY TIP In exams, or academic or work presentations, students are often asked to present arguments from different sides and to give a balanced overview.

Exercise 5b

- Ask students to discuss the law together, using the arguments they have prepared and the language from the Language for speaking box.
- Make the point that, as friends, they can be informal and express their opinions quite directly. If students do not have this kind of relationship, ask them to imagine that they are having the conversation with someone they know very well.
- Monitor while students are talking and make a note of any examples of particularly good use of language and/or any mistakes for a feedback session.

Exercise 5c

- Ask students to have the conversation again, but this time to pretend that they are in a more formal relationship, e.g. two colleagues or a boss and employee. Encourage them to use more formal language and to be less direct.

EXTRA ACTIVITY Ask a confident pair of students to act out one of their role-plays. The class should guess if they are good friends or people who don't know each other very well.

Exercise 6

- Focus students' attention on the dictionary definition.
- Put students into pairs to discuss the questions.
- Have a brief class feedback session. Elicit some examples of things people campaign about, e.g. the environment, support for disadvantaged social groups.

EXTENSION If some students have taken part in campaigns, encourage them to tell the class about it in some detail and allow questions if you have time.

Writing **writing a persuasive letter/email**

Exercise 7

- Ask students if they are familiar with websites where people are encouraged to support different campaigns and explain that these texts come from this kind of website.
- Ask students to read the headlines to the campaigns quickly and to tell you which one is pictured (the second one).
- Students then read the texts and decide which campaign, if either, they would most like to support.
- Let students share their opinions with a partner then elicit a few ideas from the class. Encourage students to give reasons for why they would or would not choose to support a campaign.

WATCH OUT! You may need to check or pre-teach the following words: *pressure* (= trying to persuade or force someone to do something), *make cuts* (= reduce) and *poverty* (= the state of being poor).

Background note: In recent years a number of campaigning organizations have been set up, not to focus on any one particular campaign, but on a huge variety of issues. They set out to pressure the government or businesses to change by collecting thousands of online signatures. Some examples are 'SumOfUs' and '38 degrees'.

Exercise 8a

- Explain that students are going to read an email sent in support of the campaign to end homelessness.
- Put students into pairs to think of some arguments the writer could make to persuade someone to support the campaign.
- Elicit a few ideas from the class.

- Ask students to read the email and compare it with their ideas.
- Then draw students' attention to the Language for writing box and the different language for different sections of the email or letter.
- Ask students to put the underlined sections of the email into the correct place in the Language for writing box.

Exercise 8b

- Let students compare their answers with a partner before checking the answers together as a class.

ANSWERS

- a I am writing to ask you to support our campaign to ...
- b It is obvious that ...
- c Without sufficient hostel places we cannot ...
- d Unless something is done, ...
- e I urge you to add your support to this campaign.
- f I look forward to your reply.

EXTRA SUPPORT Ask students to replace the underlined phrases in the email with alternative phrases from the Language for writing box. Make sure that they make any necessary changes. For example, the first sentence could become *I am writing to express my deep concern about street homelessness*.

Exercise 9

- Put students into pairs to discuss if there are any other issues that they feel strongly about.
- Using one of these or the topic of cuts for disabled people from the text, ask them to make a list of problems caused by the issue.
- Students then write a persuasive email, using the structure and language given in the Language for writing box.
- Give students plenty of time to plan and write their emails. If time is short, they could write them for homework.

Exercise 10

- Students swap emails with a partner and give feedback to their partner. Circulate and monitor as they do this.

EXTRA CHALLENGE Encourage more confident students to write about an issue which has not been previously discussed.

EXTENSION After students have made the changes suggested by their partner, put the emails up around the classroom and let students go around and read them, voting on the most persuasive.

7.5 Video

Against the law?

VIDEOSCRIPT

Most of us agree that society needs laws. It turns the things we should and shouldn't do into duties we must perform and crimes we mustn't commit. In theory, it is a simple idea: laws are passed by parliament and enforced by the police. If a person breaks them, they are convicted and punished with a fine or a prison sentence.

But in practice, it is much more complicated. There are thousands of legal statutes that govern everything from major crimes to minor misdemeanours. While most of these are both sensible and necessary, some can be a little strange. In the UK, for example, it's illegal to wear a suit of armour in the Houses of Parliament, thanks to a law that's over 700 years old. In the US state of New Hampshire, it has been a crime to collect seaweed at night since 1973, and in Singapore, residents can't buy chewing gum without a medical prescription.

These are all real laws. They were proposed by politicians, debated in parliaments and passed by national, federal and local governments. But bizarre laws like these are actually relatively rare. More often than not, the problem is with how a law is interpreted. Take Italy, for example. A few years ago, visitors and locals were being terrified by the local authorities. In Capri, tourists were cautioned for wearing excessively loud flip-flops; in Milan a couple were fined £100 each for sitting in the shade of a statue and in Eraclea, a small seaside town near Venice, holidaymakers were banned from building sandcastles – a crime punishable with a £200 fine! Originally these laws were enacted to combat things like vandalism and noise pollution, but overzealous local officials took things a little too far!

Absurd interpretations of the law are not limited to Europe. In America, where each state can pass its own laws, people could be apprehended for all kinds of odd misdemeanours if the law is read in a certain way. People often claim, for example, that it is illegal to make funny faces at police dogs in Oklahoma. However, this isn't strictly true. The law actually states that people mustn't 'torment' police dogs. This was intended to ban people from acting aggressively or violently towards the animals, but as 'torment' could mean anything from torture to pulling funny faces, a myth was born. Other popular myths often arise from ancient laws that linger in the

public's imagination. In the UK, one of the most persistent of these concerns this – the humble mince pie. Although the mince pie is a traditional Christmas treat, many people believe it's actually illegal on the day itself. And it was – once.

In 1644, the 25th of December fell on a day of fasting, making it illegal to eat anything, including mince pies. Three years later, in 1647, the new republican government passed a law that made all festivals – including Christmas – illegal. This didn't specifically ban mince pies, but they were a festive symbol and so shouldn't have been eaten. However, when the king returned in 1660, these laws were dismissed and today we can all eat mince pies without fear of punishment.

Across the world, there are all kinds of strange laws, as well as bizarre legal interpretations and many myths and legends. In the end, it can be difficult to know what is illegal and what isn't! But one thing is certain – in a world full of laws and regulations, sometimes we just need to use a little common sense!

VIDEO ANSWERS

Exercise 1

common sense, legal statute, major crime, minor misdemeanour, prison sentence

Exercise 3

building sandcastles, making funny faces at dogs

Exercise 4

- 1 F
- 2 F (they felt they were too noisy)
- 3 T
- 4 T (it was about not tormenting the dogs)
- 5 T
- 6 F

Exercise 5

POSSIBLE ANSWERS

Buying chewing gum – it makes a terrible mess when people drop it in the street.

Wearing a suit of armour – comes from the days when people might expect to be physically attacked by their enemies and not wearing armour was a sign you came in peace.

Building sandcastles – possibly that it destroys the smooth surface of sand for everyone else to lie on (particularly if the sand wasn't washed smooth by the sea each night).

Review

ANSWERS

Exercise 1a

- 1 should/ought to
- 2 must/have to
- 3 don't have to/don't need to/needn't
- 4 shouldn't
- 5 mustn't

Exercise 2a

POSSIBLE ANSWERS

- 1 She must have expected to see him.
- 2 He could have been to a job interview.
- 3 It must have been someone's birthday.
- 4 He might have had some bad news.
- 5 It can't have been midwinter.

AUDIOSCRIPT 7.7

- 1 When she saw him, she screamed loudly.
- 2 The man was wearing a very smart suit.
- 3 There were lots of people at the party.
- 4 He was crying.
- 5 It was hot and sunny.

Exercise 3

- | | |
|-----------------|----------------|
| 1 reward | 5 accidentally |
| 2 lost property | 6 illegal |
| 3 valuables | 7 profit |
| 4 circumstances | 8 abandoned |

Exercise 4a

- 1 on 2 to 3 to 4 for 5 against 6 for

Exercise 5a

- 1 multicoloured
- 2 monolingual
- 3 interstate
- 4 bicycle
- 5 semi-detached
- 6 self-confident, self-assured

AUDIOSCRIPT 7.8

- 1 with lots of different colours
- 2 only speaking one language
- 3 between different states in a country
- 4 a vehicle with two wheels and no engine
- 5 a house which is joined to another house
- 6 believing in your own abilities

Exercise 6a

- | | |
|--------|-----------|
| 1 True | 4 see |
| 2 spot | 5 serious |
| 3 just | 6 beg |

8.1 The Internet of Things

Goals

- Talk about smart technology
- Use relative clauses

Lead-in

- Ask students to say, in pairs, how many times they have been on the internet in the last two hours. What did they use it for? What device did they use to access it? (e.g. computer, phone, tablet, watch)

Vocabulary & Listening **smart technology**

Exercise 1a

- Put students into small groups to discuss the questions.
- Ask a few groups to report back on their discussions.

Exercise 1b

- It is likely that some students will be familiar with the concept of the Internet of Things and others won't.
- Set a time limit for students to discuss the questions.
- Elicit ideas. Keep this feedback brief as students will hear the answers in the listening in the next exercise.

Exercise 2 8.1

Background note: The Internet of Things (IoT) is the term used to describe the network of things that have built-in sensors, electronics, software and connectivity that allow objects to communicate (i.e. to send and receive data) with each other and with people (their owners, manufacturers, etc.). A 'thing' can be a man-made object (e.g. a washing machine, fridge, door lock, parking meter) or a natural object (e.g. an animal or a tree).

IoT is considered by many to be the next big thing in technology.

Audio summary: A radio interview with a technology expert about the Internet of Things. The listening is divided into three parts. In this introduction, the expert defines what we mean by the Internet of Things and explains why it is taking place now.

- Explain that students are going to listen to the beginning of a radio interview with a technology expert.
- Play track 8.1 for students to check their answers to the questions in exercise 1b.
- Ask them to compare with a partner how much they understand before checking the answers as a class.

POSSIBLE ANSWERS

- 1 It's the technology that allows any physical object to communicate with another object or with a person.
- 2 Because tiny computers, which can be connected to objects, can now be made very cheaply.

EXTRA SUPPORT Pre-teach *device* (= an object or piece of equipment designed to do a particular job, e.g. a fridge, a washing machine, a phone, etc.) and *manufacture* (= to make goods in large quantities, in a factory, using machinery). Practise the pronunciation of the words.

AUDIOSCRIPT 8.1

P= Presenter, DB= Duncan Bates

P Well, you've probably heard the phrase 'The Internet of Things', or 'IoT' for short. It's a phrase we hear a lot nowadays, and experts say this latest revolution in technology will change our lives in a big way. But what is it exactly, and how will it affect us? My guest on today's programme is Duncan Bates, whose award-winning blog covers the latest news in the world of technology. Duncan ...

DB Hello. Well, IoT is the technology which allows any physical object – a fridge, say, or smoke alarm or TV – to communicate with other objects or with people.

P Right, but people have been talking about smart fridges and so on for years, haven't they? So what's new about it?

DB Well, in the past, these smart devices were relatively rare. What is new is the fact that internet-connected things are now so commonplace.

P And why now?

DB Because, thanks to advances in technology, tiny computers or 'microchips' can be manufactured very cheaply. These can be connected to objects, which can then be put on the internet via Wi-fi.

Exercise 3a 8.2

Audio summary: In this section of the radio interview, the technology expert talks about the current and predicted size of IoT in the future. He also describes specific examples of how IoT can improve our lives.

- Tell students that in the next part of the interview they will hear about how IoT will affect our lives in the future. Tell them they will hear this section twice. The first time they need simply to tick the topics that are mentioned.
- Play track 8.2.
- Let students compare their answers with a partner before checking the answers together as a class.

ANSWERS

Topics mentioned: business investment opportunities, devices in the home, cars, animals, health and fitness

AUDIOSCRIPT 8.2

P So how many things, roughly, are now online?

DB It's estimated that there are around ten to fifteen billion things that are connected to the internet, compared with only two billion people. And this number is set to rise dramatically in the next ten years or so. And as you can imagine, IoT is an area in which huge amounts of money are being invested, by governments and private companies. Some say this figure will soon reach trillions of dollars.

P Wow ... So how will IoT affect our everyday lives?

DB For example, you could have a central heating system that turns itself on when you are a certain distance from home by accessing the GPS in your mobile phone, so you get back to a warm house without wasting energy when you're not there. Or you could have a washing machine, or car, whose inbuilt computer could go online when it develops a fault and could look up local repair companies, then book itself in for a service after checking your diary for suitable dates.

P So these smart devices will help our lives run more smoothly by saving us time and money, and save energy, too?

DB That's right. And it's not just objects that can be connected, but also living things. For example, cows in a field can be fitted with devices which can send a text to a farmer letting them know when a cow gets sick or pregnant. This is already happening on some farms.

P Brilliant. I guess the possibilities are endless?

DB Yes, and another area that I think particularly benefits from the Internet of Things is health care: you can now get smart devices that measure your heart rate, your blood pressure ... and for people who have diabetes there is even a smart insulin pump. The pump, which is attached to your body, monitors the insulin levels in your blood and automatically injects insulin when you need it. And because it is internet-connected this information can be sent to your doctor, who can monitor your health remotely.

P Sounds great.

Exercise 3b 8.2

- Tell students to make notes in their notebooks about how the people in a–c might benefit from IoT.
- Play track 8.2.
- Check the answers together as a class.

EXTRA CHALLENGE Ask students to write notes from memory and add to them as they listen a second time.

EXTRA SUPPORT Pre-teach *trillion* (= a million million), *GPS* (= stands for Global Positioning System, a system by which signals sent from satellites show the position of a person or thing on the Earth), *a service* (= an examination of a vehicle or machine followed by any work that's necessary to keep it operating well), *diabetes* (= a medical condition that causes blood sugar levels to become too high) and *insulin* (= a chemical substance that controls blood-sugar levels).

POSSIBLE ANSWERS

- a Car owners could have a car that goes online when there is a problem to book itself in for a service.
- b Farmers can monitor the health of their cows which are fitted with devices.
- c People with diabetes can use insulin pumps that automatically inject insulin when it is needed. Doctors can monitor their health remotely.

EXTENSION Find out whether students use their smartphones/tablets, etc. to connect with other objects, e.g. as a remote control to play music in their homes, to change TV channels, to operate lighting and heating. You could also find out whether they use any health apps or wearable devices which collect data related to health, e.g. count their steps, monitor their sleep patterns, monitor insulin levels or blood pressure. If so, ask further questions, e.g. how often do they use them? Do they find them motivating?

Exercise 4a

- Focus on the task instructions and ask students, in pairs, to brainstorm a list of possible disadvantages of a world where more and more objects are internet-connected. If they are short of ideas, prompt them to think about practical issues and data issues, e.g. security issues.
- Elicit their thoughts and write them on the board.

Exercise 4b 8.3

Audio summary: In the last part of the radio interview, the presenter and expert discuss the risks and disadvantages of IoT.

- Play track 8.3. Students listen and check their ideas from exercise 4a. Encourage them to make brief notes.
- Go through the answers together with reference to the list you wrote on the board in exercise 4a.

EXTENSION You could ask students to discuss which of the risks worry them the most.

ANSWERS

They talk about the effects of power cuts or Wi-fi connection failure, loss of privacy, security and the fact that having too many objects on the internet will slow down broadband.

AUDIOSCRIPT 8.3

P So we've talked about the benefits ... What about the risks? I mean, the problem with technology is that it breaks down sometimes.

DB Yes, that's right. If you're too dependent on internet-connected things and your Wi-fi connection fails or you have a power cut, then you're in trouble.

P Absolutely. And what worries me too is privacy. Who will have access to our personal data, and what will it be used for? That will be a great concern for a lot of people, I'm sure.

DB Yes, it will. Privacy is a big issue, and security too, because every connected device can be hacked.

P Yes. Having your computer hacked, or your fridge, is bad, but imagine if your car or your insulin pump was hacked – now that's a scary thought!

DB It is! But I think there will be ways for people to protect their privacy and security. I think what's more of a real worry is how much space all this data will take up on the internet. It could really slow down people's broadband.

P True. Ah well, we shall see. Duncan, many thanks for coming in.

Exercise 5

- Ask students to think again about the advantages and disadvantages of the Internet of Things as discussed in the radio programme and decide whether they think that overall it is a good thing or not.

CRITICAL THINKING Point out to students that in this activity they are practising the critical-thinking skill of discussing advantages and disadvantages. Elicit some of the language for giving opinions from lesson 4.4, e.g. *From my point of view ...*, *As I see it ...*, *It seems to me ...* and write them on the board for students to refer to during their discussion. It would also be useful to give them language to give their conclusions: *On balance/Overall I think the benefits are greater than the risks.*

- You could either discuss this together as a class or ask students to discuss it in pairs.
- You could find out by a show of hands whether the majority of the class view IoT as a positive thing or not.

Exercise 6

- Ask students to work alone to complete the collocations with the words in the box.

- Students are expected to be familiar with some of the words. Encourage students to check unknown words in a dictionary if available.
- Go through the answers together as a class and check understanding of some of the words through elicitation.
- Model and drill the words with problematic pronunciation. Words with commonly mispronounced sounds are *privacy* /'prɪvəsi/, *broadband* /'brɔ:dbænd/, *threat* /θret/ and *issue* /'ɪʃu:/. Words with commonly mispronounced stress are *control* /kən'trəʊl/ and *develop* /dɪ'veləp/.

ANSWERS

- | | |
|-------------|--------------|
| 1 device | 5 fault |
| 2 data | 6 technology |
| 3 broadband | 7 privacy |
| 4 security | |

PRONUNCIATION Check pronunciation of *privacy*. Highlight the /ɪ/ sound at the beginning of the word and contrast this with the /aɪ/ in *private*. You may wish to point out that the American English pronunciation of this word is /'praɪvəsi/. Likewise, you could remind students that *data* is pronounced /'deɪtə/ in British English but /'dɑ:tə/ in North American English.

WATCH OUT! Explain the difference between the near synonyms *fault*, *issue* and *problem*. All mean that there is something wrong. *Problem* can be used in most contexts whereas *fault* describes something that is wrong with a machine or system. Students may be more familiar with *fault* meaning 'responsibility' (e.g. *it's not my fault*). *Issue* is similar to *problem*, but is often used in the plural (e.g. *health issues*, *money issues*). It is more restricted in its collocation. You can, for example, say *It's not an issue* instead of *It's not a problem*, but you can't say *No issue*.

EXTRA ACTIVITY Write the following words on the board and ask students to add them to the correct group 1–7 in exercise 6. There may be more than one possibility.

<i>disturb sb's</i> _____ (privacy)	<i>fix a</i> _____ (fault)
<i>superfast</i> _____ (broadband)	<i>accurate</i> _____ (data)
<i>for</i> _____ <i>reasons</i> (security)	<i>portable</i> _____ (device)
<i>modern</i> _____ (technology)	

Exercise 7

- Put students into groups to discuss the questions.
- Circulate and monitor their conversations, showing interest, feeding in ideas and checking that the talkative students are giving the quieter ones a chance to speak.
- Ask students to report back any interesting points raised during their discussions.

Grammar & Speaking **relative clauses**

Exercise 8

- Explain that students are going to focus on using relative clauses. This is a grammar area which will be familiar to students but is a very complex area which may need some remedial work.
- Read through the tasks and the information about identifying and non-identifying relative clauses (sometimes called defining and non-defining relative clauses).
- Write the following two sentences on the board to demonstrate the difference:
 - *It's an app which monitors your sleep patterns.*
 - *That sleep-monitoring app, which I downloaded a week ago, is brilliant.*
- Underline the two relative clauses and ask: *Which clause identifies the app?* (the first) *Which gives extra information?* (the second). Next cross out the two clauses and ask: *Which sentence makes more sense?* (the second).
- Refer students to sentences 1–6 from the listening and ask students to write IR or NIR. Do the first one together as an example. Students continue doing the task alone.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

1 IR 2 NIR 3 IR 4 IR 5 IR 6 NIR

Exercise 9

- The Grammar focus box revises rules previously studied in *Navigate* about relative pronouns and the use of commas. In addition, it contains new information related to *whose* and the use of prepositions in relative clauses.
- Read through the task instructions and ask students to work alone to match the rules with the sentences in exercise 8. Emphasize that one of the sentences matches more than one rule.
- Check the answers together as a class. Highlight the following language points:
 - In rule a, it is common to use *that* instead of *who* or *which* in speaking and in informal writing. Remind students that *who*, *which*, *that*, etc. are called relative pronouns.
 - In rule b highlight that only when the relative pronoun is an object can we omit it.
 - In rule d emphasize that *whose* can refer to both people and things. This may seem odd to students as *whose* normally applies to people.
 - In rule e you could add that, when referring to people, prepositions are followed by *whom*, not *which*, e.g. *the person to whom I was referring*. However, the use of *whom* is very formal. In informal English we would say *the person I was referring to*.

ANSWERS

- | | |
|---------------------|---------------------|
| a sentence 3 | d sentences 2 and 5 |
| b sentence 1 | e sentence 4 |
| c sentences 2 and 6 | |

WATCH OUT! Relative clauses make sentences difficult to read because they separate subjects from their verbs. When the relative pronoun is left out, this can make reading even more difficult as it is hard to recognize that it is a relative clause. However, the more practice that students get with relative clauses, the more likely they will be to recognize them when reading texts. Next time students look at a reading text you could ask them to look out for relative clauses and underline them.

Exercise 10a

- Students work alone to complete the sentences with the relative pronouns.
- Check the answers together, referring back to the rules in exercise 9 as necessary.

ANSWERS

- | | |
|----------------|----------------|
| 1 which | 4 which, which |
| 2 who | 5 which, whose |
| 3 which, which | 6 which |

Exercise 10b

- Put students into pairs to decide which relative pronouns in exercise 10a can be replaced with *that*.
- Check the answers together as a class.

EXTRA SUPPORT Before students embark on the exercise ask *When can't we use 'that'?* Elicit or remind them that we can't use *that* if the relative pronoun is a subject, if it follows a preposition or if it is talking about possession.

ANSWERS

that can replace:

which in sentence 1

who in sentence 2

the second *which* in sentence 3

which in sentence 6

Exercise 10c

- Students work with a partner to decide which relative pronouns can be omitted completely.
- Check the answers together as a class.

ANSWERS

the second *which* in sentence 3 and the *which* in sentence 6

- Refer students to *Grammar reference* on page 150. There are four more exercises here students can do for homework.

Pronunciation **pauses in relative clauses**

Exercise 11a 8.4

- Tell students that commas in relative clauses affect the way the relative clauses are pronounced. Focus their attention on the two sentences. Tell them they are going to hear the two sentences spoken and to listen out for how the commas affect the pronunciation.
- Play track 8.4.
- Elicit that the speaker pauses before the two commas. Play the recording again if necessary.

AUDIOSCRIPT 8.4

Cars which are internet-connected can book themselves in for a service.

My car, which is internet-connected, can book itself in for a service.

Exercise 11b 8.5

- This exercise is a dictation. Explain that students are going to hear five more sentences with relative clauses. Some have commas and some don't. In other words, some contain identifying relative clauses and some contain non-identifying relative clauses.
- Play track 8.5. Students write the sentences and include commas if they hear pauses.
- Check the answers together as a class. Play the recording again if necessary.

ANSWERS/AUDIOSCRIPT 8.5

- 1 The man who lives in the flat above mine plays loud music.
- 2 John, who lives next door to me, has a smart fridge.
- 3 My friend Sarah, who works in IT, often helps me when I have computer problems.
- 4 The woman whose desk is next to mine is on holiday.
- 5 The tablet that you gave me for my birthday is really useful.

Exercise 11c

- Ask students to read aloud the sentences they wrote in exercise 11b. Circulate and monitor, checking that students are pausing when there are commas.

Exercise 12

- Explain that students are going to look at some internet-connected things and discuss their benefits and potential risks.
- Divide the class down the middle. The students on the left are Student A and the students on the right are Student B. Refer them to the relevant page (Student A to page 129 and Student B to page 134).
- Put students into pairs (AA and BB) to discuss the objects in terms of their usefulness. They should try to use relative clauses during this part of the discussion. They do not need to write these sentences down. Circulate and listen to the discussions, noting any errors in the use of relative clauses.

- After two or three minutes ask them to work in A/B pairs.
- With their new partner, they exchange information about the internet-connected objects and rank them into two lists of six objects. One list is ranked in order of usefulness and the other in order of risks.
- They then compare their rankings with another pair.
- Continuing to work in A/B pairs, students think of two more things that would be useful if connected to the internet.
- Ask for whole-class feedback.

Background note:

A *smart key* allows you to locate lost keys.

A *smart rubbish bin* lets local councils know when a bin needs emptying. This information can reduce the number of pickups required and save money and fuel in the process.

Fitting wild animals with *smart animal tags* (tracking collars) can provide information to conservationists about the numbers and location of endangered species. It can be used by farmers to protect their livestock (e.g. sheep and cattle) from attacks, as it can warn them when predators are nearby.

Smart parking meters can allow drivers to check space availability, via an app, before setting out and while driving. They can also give local councils information about how the meters are being used. Furthermore, they can be programmed to charge more at peak times and to charge extra for the most polluting cars.

Smart baby monitors can provide parents with real-time information about their baby's breathing, skin temperature, body position, activity level, etc. on their smartphones.

Smart activity and sleep trackers, which can be worn on the body (e.g. wrist), can use a smartphone's range of sensors to automatically monitor your movements, location and workouts during the day and sleep patterns at night.

8.2 Gen X, Gen Y, Gen Z

Goals

- Describe people
- Use participle clauses

Lead-in

- Books closed. Begin the lesson with a short quiz to revise dates and time periods.
- Put students into teams of two and ask each team to write 1–6 on a piece of paper. Read the following questions and tell students to write down one-word answers:
 - 1 A period of ten years is called a ...? (decade)
 - 2 A period of a hundred years is called a ...? (century)
 - 3 A period of a thousand years is called a ...? (millennium)
 - 4 Your parents belong to a different ... to you. (generation)
 - 5 If you were born in 1995, what century were you born in? (twentieth)
 - 6 If you were born in 1975, you were born in the 1970s. If you were born in 2003 you were born in the ...? (noughties – from the word *nought* (0))
- Ask students to swap papers with another pair. Write/ elicit the answers on the board. Award two points for each correct answer and one point if it is incorrectly spelt.
- Find out who the winners are.

WATCH OUT! Students may ask what we call the decade following the noughties. There is some debate but it is officially called the *twenty tens*.

Vocabulary & Reading **describing people**

Exercise 1

- You could do question 1 together as a class. Elicit the meaning of *generation gap* (= the difference in attitude and/or behaviour between younger and older people that causes a lack of understanding).
- Read through question 2 together and deal with any vocabulary queries. You might need to explain *bring up children* (= teach your children to behave in a particular way or to have particular beliefs), *social status* (= position in society compared to others, e.g. in most societies doctors have a high social status (i.e. they get a lot of respect and admiration from other people)) and *manners* (= behaviour that is considered polite in a particular society or culture, e.g. talking with your mouth full is considered bad manners).
- Set a suitable time limit for students to discuss the questions. Encourage them to back up their opinions with examples.

CRITICAL THINKING Giving examples to back up points is an important critical-thinking skill. Elicit some language for giving examples and write it on the board for students to refer to during their discussions: *for example, for instance, such as, like*.

- Elicit whole-class feedback. Go through each of the points and, for each point, ask a different student to summarize what they said about it.

EXTENSION You could ask students if they think the generation gap between themselves and their parents is larger or smaller than the generation gap between their parents and their parents' parents.

Exercise 2

Background note: The generation labels *Generation X*, *Y* and *Z*, etc. originated in North America but are now popular in many other countries in Europe, South America, Australia and New Zealand.

The term *Baby Boomer* comes from the fact that this generation was born when there was an increased birth rate, or *baby boom*, in some western countries in the years immediately following the Second World War.

The label *Generation X* was popularized in 1991 by a Canadian novelist, Douglas Coupland. The labels *Generation Y* and *Generation Z* followed on from this.

- Focus on the instructions and explain *demographers* (= people who study data relating to the population, e.g. births, deaths, and different groups within it).
- In pairs, students find out the name for their generation.
- Ask a few students to say their generation, e.g. *I'm from Generation X, I belong to Generation Y*.

Exercise 3

Text summary: The text takes the form of four profiles which outline the character and attitudes of each of the four demographic groups.

- Tell students that the generations listed in exercise 2 are often associated with different characteristics. These are described in profiles A–D.
- Students work alone to match the profiles to the generations. Tell them to ignore gaps 1–5 in the profiles. In order to do this task they will need to use clues from within the text as well as their knowledge of the world (i.e. the dates of World War II and of the birth of the internet).
- Let them compare their answers with a partner before checking the answers together as a class. Elicit which clues gave them the answers.

ANSWERS

A 1 B 3 C 4 D 2

Exercise 4

- Students work alone to complete the gaps in the text with phrases a–e.
- Suggest that they look first at which options fit grammatically and then at which of those options make logical sense within the context.
- Let them compare answers with a partner before checking the answers together as a class.

EXTRA SUPPORT Look at the first gap together. Ask *What kind of word needs to follow 'they'?* (a verb) *Which phrases in a–e begin with a verb?* (b and c) *Which fits most logically?* (b – we are talking about what they do outside of work, so *hard-working* is not logical here).

ANSWERS

a 2 b 1 c 5 d 4 e 3

Exercise 5

- Put students into pairs to discuss how true the profiles are in relation to people that they know. Ask them to give examples.
- Have a class feedback session.

Exercise 6

- Students work alone to match the adjectives in the text to the definitions. Point out that there are more words in bold than there are definitions but they will focus on these in the next exercise.
- Check the answers together as a class. You could explain that *tech-savvy* is an informal phrase that has entered the English language relatively recently and has become very common.

ANSWERS

- | | |
|-----------------|---------------|
| 1 well informed | 4 open-minded |
| 2 tech-savvy | 5 critical |
| 3 well educated | |

Exercise 7a

- Ask students to copy out the table and complete it with the words from exercise 6 and the other bold words from the text.
- Check answers and practise the pronunciation of the words.

ANSWERS

Positive: well educated, well informed, open-minded, tech-savvy, family-focused, realistic
Negative: self-centred, arrogant
It depends: critical

Exercise 7b

- Focus attention on the words in the box. Ask students to peer-teach the words, if possible, and to use a dictionary to check any words they don't know.
- Ask students to add the words to the table in exercise 7a.
- Check answers and practise the pronunciation of the words. Pay attention to the schwa sounds in *conventional* /kən'venʃənl/, *irresponsible* /,ɪrɪ'spɒnsəbl/, *loyal* /'lɔɪəl/ and *stubborn* /'stʌbən/.
- Focus separately on the pronunciation of the compound adjectives (see Pronunciation below).

ANSWERS

Positive: easy-going, loyal, self-confident

Negative: irresponsible, stubborn

It depends: conventional

EXTENSION Highlight the following phrases in the text and ask students to rewrite to show what they mean:

- B *They have different priorities from their parents ...*
(They have different ideas from their parents about what is important.)
C *(They) probably won't take money for granted.* (They probably won't expect to have money.)
D *... they value a work-life balance.* (They think it is important to spend time with your family, relaxing, etc. as well as work.)

PRONUNCIATION Word stress in compound adjectives. Ask students to find the compound adjectives in exercises 7a and b and underline the stressed words. Explain that the stress could be on the second word or on both. Give answers (well educated, well informed, open- minded, tech-savvy, family-focused, self-centred, easy-going, self-confident) and highlight the following: although there are exceptions, the stress in compound adjectives is generally on the second word, in contrast to compound nouns where the stress is very often on the first word. You could explain that if the first word is an adjective (e.g. *well informed*, *open-minded*) or is the word *self* (e.g. *self-confident*, *self-centred*), then the stress is on the second word. If you look these words up in a dictionary, the stress will be shown on the second word. However, if the compound adjective is followed by a noun, then there is equal stress on the first and second word.

Exercise 8a

- Ask students to choose three adjectives that apply to them and three that don't.

Exercise 8b

- Focus on the language for talking about how you see yourself. Draw attention to the use of indirect language, e.g. *I would say I'm quite ...* and *People tell me ...* when we say positive things about ourselves. This language serves to distance us a little from what we are saying and therefore make us sound more modest.
- Point out also that when we use an adjective with a negative meaning we often soften it with *can be ...* and *a bit ...*
- Put students into pairs to tell their partner how they see themselves. Be aware that some students may be reluctant to talk about themselves so keep the activity light-hearted.
- Circulate and monitor to check the students are using and pronouncing the words from exercise 7 correctly and that they are giving examples to support their choice of word.

WATCH OUT! Make sure students understand that we don't say *a bit* before an adjective with a positive meaning, e.g. *I'm a bit open-minded*. In this case, we would say *quite* or *fairly open-minded*.

Exercise 8c

- Write the following sentence stems on the board to help structure the feedback:
 - *We both think we're quite* (+ positive adjective).
 - *We both think we're a bit* (+ negative adjective).
 - *Neither of us (think we) are particularly ...*
 - *We think we're quite different because Juan is ..., whereas I'm ...*
- Give students time to work out how similar or different they are before asking them to tell the class, using the language on the board.

ANSWERS

Students' own answers

EXTRA ACTIVITY You could revise the vocabulary for describing people as a warmer or 'filler' in the following lesson. Put the words on small pieces of paper or card. Divide students into groups of three or four. Give a pile of cards to each group. They place the pile face down on the desk. They then take it in turns to take a card and define the word. You can use this activity in other lessons as well as a means of revising any vocabulary.

STUDY TIP Suggest to students that an effective way to learn adjectives for describing people is to write them in a phrase describing someone they know, e.g. *Clara is very stubborn*.

Grammar & Speaking **participle clauses**

Exercise 9

- Focus attention on the highlighted clauses in the generation profiles and explain that they are called participle clauses and that they allow us to add more information to a sentence.
- Refer students to the Grammar focus box. Read the introduction together and elicit further examples of present and past participles. Then either ask students to read the rest of the information on their own or ask different students to read out each point.
- Go through the information again together and ask the following questions to reinforce understanding:
 - *Why do we use participle clauses?* (to allow us to include more information in a sentence)
 - *Why might we want to include more information in sentence?* (to vary our style)

You can make the point that complex sentences can sound more 'advanced' than using lots of short sentences. Point out that relative clauses also allow us to include more information in a single sentence. Ask *Do present participles replace active or passive verbs?* (active) *Do past particles replace active or passive verbs?* (passive).

- Refer students back to the task before the Grammar focus box and ask them to find examples of participle clauses which 1) replace relative clauses, 2) have an active meaning and 3) have a passive meaning.

WATCH OUT! Students might think that present participles can only replace active verbs in the present tense. Emphasize that this isn't the case with reference to the example in the box: *People **growing up** after World War II = People who **grew up** after ...*

ANSWERS

- 1 joining the workforce at the start of this millennium having lived through an economic recession
- 2 joining the workforce at the start of this millennium having lived through an economic recession
- 3 Born shortly after World War II
Sandwiched between Baby Boomers and Generation Y, ...
Sometimes referred to as *Generation Net*

Exercise 10

- Ask students to do the exercise alone.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

- 1 operating
- 2 called
- 3 following
- 4 Having
- 5 formed

EXTENSION For sentences 2, 3 and 5, where the participle clauses are replacing relative clauses, elicit what the sentence would be if it had a relative clause:

- 2 *Generation X, which is called ...*
- 3 *... is the generation which follows ...*
- 5 *... a famous British punk band, which was formed ...*

Exercise 11

- Students work alone to rewrite the questions using participle clauses. Do the first one together as an example.
- Let them compare answers with a partner before checking the answers together as a class.

EXTRA SUPPORT You could break the task down into different stages. First, get students to underline the relative clause in each sentence. Next, they decide if it's active or passive. Finally, they rewrite the sentence with the correct participle.

ANSWERS

- 1 What are some of the challenges facing those working in a multi-generational workplace?
- 2 In what ways are people brought up in the age of social media different from older generations?
- 3 What are the factors affecting the beliefs and attitudes of a generation?
- 4 How do you think people born after 2020 will be different?

- Refer students to *Grammar reference* on page 151. There are two more exercises here students can do for homework.

Exercise 12

- Divide students into groups and ask them to choose the three questions in exercise 11 which most interest them.
- Monitor their discussions and help with language as necessary.

NB This activity will not necessarily 'force' students to use participle phrases in their answers. It is simply a way of rounding off the lesson with a speaking task rather than a controlled grammar exercise.

8.3 Vocabulary and skills development

Goals

- Listen for stressed words
- Understand adjectives + dependent prepositions

Lead-in

- With books closed, write *Old World* and *New World* on the board. Explain that this lesson continues the unit theme of old and new by looking at foods from the Old and New Worlds. Elicit the names of continents in the Old and New World and write them on the board. (New World = Americas, Australia; Old World = Europe, Asia, Africa)

Background note: The name *New World* originated in the early 16th century after the Europeans first arrived in the Americas. At that time it referred to the Americas (including nearby islands, e.g. the Caribbean and Bermuda). Nowadays, the term includes Australia, New Zealand and South Africa.

Listening listening for stressed words

Exercise 1

- Read through the task and questions as a class. For the second part of question 1, you could give examples of the kind of answer you are expecting, e.g. *I like to eat papaya for breakfast with a squeeze of lime* or *My favourite way to eat aubergines is dipped in egg and fried*.
- Set a suitable time limit, e.g. five minutes, for students to discuss the questions in pairs. Circulate and feed in vocabulary as necessary.
- Have a brief class feedback session and check answers to question 3. Make sure students understand the meaning of the words that are not illustrated in the photos.

ANSWERS

Food which appears in the photos: avocados, aubergines, papaya, vanilla, wheat, sweetcorn, dairy products

Exercise 2 8.6

- Ask students to underline the stressed syllables in the food words.
- Play track 8.6. Students listen and check their answers.

EXTENSION Play track 8.6 again, pausing after each word for students to repeat, paying attention to word stress.

ANSWERS

aubergines avocados chillies citrus fruit coffee
courgettes dairy products onions papayas peanuts
pineapples potatoes sweetcorn tomatoes turkey
vanilla

AUDIOSCRIPT 8.6

aubergines avocados beef chillies citrus fruit coffee
courgettes dairy products onions papayas peanuts
pineapples potatoes rice sweetcorn tomatoes
turkey vanilla wheat

Exercise 3 8.7

- Tell students to read the Unlock the code box about listening for stressed words as you play the recording.
- Play track 8.7.
- Check that students understand the main point, which is that they should not expect to catch every word as the unstressed words are spoken extremely fast. Emphasize that it is not necessary for them to understand the unstressed words as they don't add much to the meaning.

EXTENSION Demonstrate the point by writing a sentence on the board, e.g. *The unstressed words are difficult for us to hear*. Elicit which words are stressed and which words aren't. Elicit which types of words are unstressed (articles, the verb *be* in the affirmative, prepositions and pronouns). Point out that more than half of the words are unstressed and that this is quite typical. Say the sentence quickly and get students to notice how you 'gallop' through the unstressed words.

Exercise 4 8.8

- In this exercise, students are given practice in listening out just for the stressed words. Note that some of the stressed words are already given.
- Explain that students are going to hear part of a talk about chillies. Give them time to read through the transcript first.
- Play track 8.8. Students listen and complete the extract.
- Play the recording again if necessary and then check the answers together as a class. Ask students if any of the information surprised them.

ANSWERS

- | | |
|--------------|-------------|
| 1 grown | 6 burn |
| 2 family | 7 health |
| 3 potatoes | 8 stomach |
| 4 aubergines | 9 breathing |
| 5 mouth | 10 pain |

AUDIOSCRIPT 8.8

Chillies are grown all over the world. They're from the same family as tomatoes, potatoes and aubergines. Although they make your mouth burn, they are also thought to have a number of health benefits. For example, they can help with stomach problems, breathing problems and can reduce the feeling of pain.

Exercise 5a 8.9

- In this activity students are given further practice in the listening skill of listening out for key words by means of a short 'dictogloss' activity.
- Read through the instructions together. Before you play the recording, tell students to put their pens down and just listen to get the gist.
- Play track 8.9.
- Before you play the recording a second time, tell students they must only write the stressed words. They should not treat it as a dictation and try to write down every word. It will be impossible to do that as there are no pauses in the recording. Add that it doesn't matter if they don't manage to write down all the stressed words.
- Play track 8.9 again.

ANSWERS

vanilla popular spice world sweet slightly smoky
often used ice cream sweet dishes second expensive
spice market lot hard labour produce reason
sometimes referred to green gold

AUDIOSCRIPT 8.9

Vanilla is the most popular spice in the world. Its sweet, slightly smoky taste is often used in ice cream and other sweet dishes. It is the second most expensive spice on the market because it requires a lot of hard labour to produce. For this reason it is sometimes referred to as 'green gold'.

Exercise 5b

- Put students into small groups and ask them to pool the words that they have and try to reconstruct the text about vanilla by filling out the sentences using grammar words.

- Explain that their aim is to produce a text with the same information as the original text. It doesn't matter if it is not exactly the same as the original text as long as it is grammatically correct.
- Go round and check students' work while they are writing.
- When they have finished, if there is time, ask students to read out their texts.
- Ask students to compare their texts with the transcript on page 167.

Exercise 6

- Put students into pairs and ask them to complete the table according to where they think the foods in exercise 1 originally came from.

WATCH OUT! Students may question why we say *foods* and not *food* in this context. Explain that when *food* means 'type of food' it is countable.

Exercise 7 8.10

Audio summary: The listening is a talk by a food historian who tells us about the exchange of foods between the Old World and the New World during the Columbian Exchange (the exchange of foods and other products between the Old and New Worlds following Christopher Columbus's arrival in the Americas).

- Explain that students are going to listen to a food historian explain the origins of the foods in exercise 1 and whether they come from the Old or New World.

EXTRA SUPPORT Pre-teach *crops* (= plants grown in large quantities, especially as food), *cuisine* (= a style of cooking, e.g. French cuisine) and *grain* (= the small hard seeds of food plants such as wheat and rice).

- Play track 8.10. Students listen and check their answers in exercise 6.
- Check the answers together as a class and find out which facts most surprise students.

ANSWERS

New World: aubergines, avocados, chillies, courgettes, papayas, peanuts, pineapples, potatoes, sweetcorn, tomatoes, turkey, vanilla

Old World: beef, citrus fruit, dairy products, onions, coffee, rice, wheat

Background note: The Italian explorer Christopher Columbus (1451–1506) 'discovered' the Americas by accident in 1492 after setting sail from Spain across the Atlantic to try to find a new western sea passage to the Orient. It is believed that he thought he had landed in India.

AUDIOSCRIPT 8.10

It's hard to imagine Italian food without tomatoes, Greek food without aubergines, or Thai or Indonesian food without peanut sauce. But before the 16th century, these foods were not known outside of South America. These foods, and many more, were first introduced to the rest of the world during a process known as the 'Columbian Exchange' in the early 16th century. The Columbian Exchange, named after Christopher Columbus, was the exchange of food and other things between the New and Old Worlds.

Fruit and vegetables brought over from South and Central America to Europe included potatoes, tomatoes, sweetcorn, courgettes, aubergines, peanuts, pineapples, papayas, chillies and vanilla. Peanuts and chillies were then introduced to Asia by the Europeans.

It is estimated that 60% of all the crops grown in the world today originated in the Americas. However, nobody could have predicted this at the time, as, initially, the Europeans weren't very enthusiastic about the new foods. For example, it took three centuries before tomatoes and potatoes were accepted. People were suspicious of them, thinking they were dangerous to eat. Of course, both became very important crops in Europe by the 19th century. Ireland had become so dependent on potatoes that when the potato crops failed to grow in the 1840s, a million people died of hunger.

The Americas gained many new foods from Europe in return, including apples, citrus fruit, lettuce, cucumber, onions, coffee, tea, wheat and rice. The Europeans also introduced cows to the New World. After that, people living in the Americas could enjoy steak and dairy products for the first time. It's strange to think that before the Columbian Exchange, Argentina – now so strongly associated with beef – had no cows, Mexican cuisine had no cheese and Brazil had no coffee!

Although the first major exchange of foods happened several centuries ago, new foods continue to be introduced between the Old and New Worlds. Quinoa, for example, a grain grown in the Andes mountains, and which was important to the diet of pre-Columbian civilizations, has only in the last few years become hugely popular in the USA, Canada, Europe, Australia, China and Japan. In these parts of the world, quinoa is now considered a 'superfood', as it is extremely rich in protein. It seems that Christopher Columbus, with his food exchange, started a very long-lasting trend!

Exercise 8 8.10

- Give students time to read the sentences and answer any vocabulary questions.
- Play track 8.10 again for students to complete the gaps.
- Let students compare answers with a partner before checking the answers together as a class.

EXTRA CHALLENGE Ask students to complete the gaps from memory before they listen a second time. Then play the recording for them to check their answers.

ANSWERS

- 1 1500s/16th century
- 2 60%
- 3 potatoes, tomatoes, dangerous
- 4 a million
- 5 Andes (mountains), superfood

Vocabulary & Speaking **adjectives + dependent prepositions**

Exercise 9a

- Students work alone to complete the extracts from the listening with the correct preposition.
- Let them compare answers with a partner, but don't confirm answers at this stage.

Exercise 9b 8.11

- Play track 8.11. Students listen and check their answers.
- Ask students to read the information in the Vocabulary focus box about adjectives and dependent prepositions. They should be familiar with the term *dependent preposition* as it was introduced in lesson 1.3 in the context of verbs + dependent preposition.

WATCH OUT! Students may be surprised to see *as* listed as a preposition. Point out that it can function as a preposition, adverb or conjunction.

ANSWERS

- 1 as
- 2 about
- 3 of
- 4 on
- 5 with
- 6 in

AUDIOSCRIPT 8.11

- 1 These foods, and many more, were first introduced to the rest of the world during a process known as the 'Columbian Exchange' in the early 16th century.
- 2 However, nobody could have predicted this at the time, as, initially, the Europeans weren't very enthusiastic about the new foods.
- 3 People were suspicious of them, thinking they were dangerous to eat.
- 4 Ireland had become so dependent on potatoes that when the potato crops failed to grow in the 1840s, a million people died of hunger.
- 5 It's strange to think that before the Columbian Exchange, Argentina – now so strongly associated with beef – had no cows, Mexican cuisine had no cheese and Brazil had no coffee!
- 6 In these parts of the world, quinoa is now considered a 'super food', as it is extremely rich in protein.

Exercise 10

- Put students into pairs to use the context to try to guess the meaning of more adjectives plus prepositions.
- Check the answers together as a class.

ANSWERS

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

- As further reinforcement, ask students to close their books. Dictate the adjectives without the prepositions. Then write them on the board for students to check spelling. Next, elicit the prepositions. Say the adjectives again and ask students to mark the stress. (Answers: aware, impressed, fussy, preferable, responsible, involved, characteristic, sympathetic) As a final meaning check, read out the definitions a–h and elicit the correct word.

Exercise 11a

- Ask students, on their own, to write six sentences using the adjectives and prepositions from exercises 9 and 10.
- Monitor to check they are correct. Make sure students use an *-ing* form after the prepositions if they use a verb.

Exercise 11b

- Put students into pairs to take turns to read their sentences, omitting the adjective. Their partner guesses the missing adjective.

EXTRA ACTIVITY Ask students to write a dialogue, in pairs, on the topic of food, in which they incorporate at least three of the adjectives + prepositions from the lesson. If necessary, help students to get started by giving them one or two example scenarios, e.g. a nervous traveller to a country trying unknown food, or a parent trying to persuade a child to eat their dinner.

8.4 Speaking and writing

Goals

- Give your impressions of an event
- Write a review

Speaking & Listening giving your impressions of an event

Lead-in

- Write *events* on the board and elicit its meaning (= organized occasions such as sports competitions or concerts). Then brainstorm, as a class, a list of different types of events. Possible answers might include: concert/gig, a musical, a play, a dance, a ballet, a festival, film, a sound and light show, an art exhibition, an opening or closing ceremony of a sports event.

Exercise 1a

Background note: The photos show images from the annual *Fête des Lumières* (Festival of Lights) which takes place every December in the French city of Lyon. During the four-day festival buildings are illuminated and light installations by designers from around the world are set up in various locations in the city. Video, music and sound effects accompany the images and installations.

- Focus attention on the photos and put students into pairs to describe what they can see in each.
- Have a class feedback session and ask individual students to describe each photo. Elicit some adjectives, e.g. *stunning, impressive, amazing, innovative, intriguing, colourful, magical*. The third photo might be described as *disturbing, scary* and *creepy*.

EXTRA SUPPORT Write the following vocabulary on the board to help students describe the photos: *illumination, installation, to project, façade*.

Exercise 1b

- Students tell a partner about a similar event that they have been to. If they haven't been to anything like this, ask if they would like to and why/why not.
- In feedback, find out about any similar festivals or public event students have attended or have heard about.

Exercise 2 8.12

Audio summary: Two friends, who are at the festival of lights in the photos, give their impressions of the event and the individual illuminations they have seen.

- Explain that students are going to listen to a conversation between two friends who are at the festival of lights.
- Give students time to read the instructions and the questions.
- Play track 8.12. Students listen and answer the questions.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

1 B 2 A 3 B 4 Z

AUDIOSCRIPT 8.12

A = Anya, Z = Zac

A So what do you think of the illuminations? Are you glad we came?

Z Oh, definitely. It was well worth coming here. I think it's amazing. What I particularly like is the contrast of old and new; you know, all this modern light and sound technology against the backdrop of the beautiful old buildings.

A Yeah, me too. And the colours are just stunning, aren't they? That projection of the flowers against the town hall was magical, wasn't it?

Z Yes, totally. And I really like the way the buildings seemed to come alive with the moving images ... I think the highlight for me was that building with the giant face projected onto it. When the face started moving in time with the music, and making those funny expressions, that was quite something!

A Oh yes, that was pretty dramatic, wasn't it? I found it a bit disturbing, though.

Z Really? I thought it was brilliant!

A Yeah, no, don't get me wrong, I did too – I thought it was very cleverly done – just a bit ... scary. It was so huge ... and noisy.

Z The only thing I'm not so keen on is the crowds. It's a bit too packed for my liking, especially in the main square. It made me feel a bit claustrophobic.

A Yeah, I know what you mean. Tomorrow, I think we should come back a bit later, when there are fewer people. There's plenty more to see tomorrow, isn't there?

Z Yes, plenty.

A And I'd like to see some of the artworks again. Like the fish in a phone box, for example.

Z Really? I wasn't so keen on that one, to be honest. I didn't really see the point of it.

A The point of it is that it's unusual to see fish in a phone box.

Z Yeah, I know, but it said in the reviews that it was one of the highlights of the event and ... I dunno, I just wasn't that impressed. It didn't really live up to my expectations ... I think I was expecting something a bit more colourful, maybe ... Anyway, I'm getting really chilly. Are you? Shall we go and get a hot drink somewhere?

A Yeah. Good plan!

Exercise 3a

- Students work alone to complete the extracts with the words from the box.

Exercise 3b 8.13

- Play track 8.13. Students listen and check their answers.
- Go through the answers together as a class and highlight the following language points:
 - In sentence 1 we can use the structure *What ... is/was* to put the words that we want to emphasize at the end of the sentence, e.g. *I loved the colours* → *What I loved was the colours*.
 - In sentence 2 *just* has the meaning of 'absolutely'.
 - In sentence 8 we can use *that* in a negative sentence before an adjective to mean 'very': *I wasn't that impressed* = *I wasn't very impressed*.

- Check understanding of *particularly* (= especially), *disturbing* (= making you feel anxious and upset or shocked), *packed* (= extremely full of people) and *point* (= purpose) by eliciting a synonym, explanation or translation.
- Ask students to practise saying the sentences aloud. Suggest they do it several times. Go round listening and correcting pronunciation as necessary.
- Finally, refer students to the Language for speaking box and check that they understand the vocabulary that didn't appear in the sentences in exercise 8a.

ANSWERS

- | | |
|----------------|----------|
| 1 particularly | 6 liking |
| 2 just | 7 point |
| 3 way | 8 that |
| 4 highlight | 9 live |
| 5 bit | |

AUDIOSCRIPT 8.13

- 1 What I particularly like is the contrast of old and new.
- 2 ... the colours are just stunning.
- 3 I really like the way the buildings seem to come alive.
- 4 ... the highlight for me was that building with the giant face ...
- 5 I found it a bit disturbing, though.
- 6 It's a bit too packed for my liking.
- 7 I didn't really see the point of it.
- 8 ... I just wasn't that impressed.
- 9 It didn't really live up to my expectations.

WATCH OUT! Note that in the phrase *for my liking* the stress falls on *my* and not on *liking*.

SMART COMMUNICATION Draw attention to the different words used for 'softening' negative comments:

- 'I wasn't *that* impressed' is softer than 'I wasn't impressed.'
- 'I found it a *bit* dull' is softer than 'I found it dull.'
- 'It didn't *really* live up to my expectations' is softer than 'It didn't live up to my expectations.'

EXTRA ACTIVITY Ask students to imagine they are Anya or Zac at the festival and to choose and expand on five sentence stems from the Language for speaking box, using the correct structure (e.g. + verb clause, + noun/verb + *-ing*).

Exercise 4a

- Give students a few minutes to think about an event that they've been to recently and make notes about what they liked and didn't like and to think about how they might use the language in the Language for speaking box.

Exercise 4b

- Divide students into groups. They take it in turns to describe their event. Monitor to make sure they are using the language in the box.

Writing & Reading **writing a review**

Exercise 5

- Put students into pairs with someone they haven't worked with in this lesson.
- Set a suitable time limit for students to read and discuss the questions.
- In feedback, elicit some responses to the questions.

Exercise 6a

- Students work alone to complete the review with the words from the box. Suggest that students read through the review quickly first to get the gist before they fill in the gaps. Ask them whether they would like to go to this circus.
- Check the answers together as a class.

ANSWERS

- | | |
|--------------|----------------|
| 1 thrilling | 5 magnificent |
| 2 talent | 6 kindly |
| 3 individual | 7 disappointed |
| 4 impossibly | 8 wooden |

EXTENSION Ask some comprehension questions about the review, e.g.

- *Did the writer expect to enjoy the circus?* (No, he/she nearly gave the tickets away.)
- *According to the writer, what makes Gifford's different from other circus shows?* (The acts are linked by a story.)
- *Which aspect of the show did the writer like best?* (the animals)
- *What example is given of the kind treatment of animals in the circus?* (The animals are trained using rewards, not punishment.)

EXTRA CHALLENGE Ask students to find and underline the following in the review:

- 1 one relative clause with a preposition (*tall tower on which he was balancing*)
- 2 two present participle clauses (*dogs jumping through hoops, a turkey strutting majestically round the ring*)
- 3 four past participle clauses (*performers recruited from countries, horse ridden by the circus owner, dogs abandoned by their previous owners, trained to perform using treats*)

Exercise 6b

- Students re-read the review and put the information from the review in the correct order.
- Check the answers together as a class.

ANSWERS

- 1 An overall impression
- 2 Background information about the company
- 3 Contents of the show
- 4 Highlights of the show
- 5 Recommendations

Exercise 7

- Explain that students are going to focus on some aspects of punctuation.
- Ask them to read the information about commas, inverted commas, colons and dashes in the Language for writing box.

- When students have finished reading the information, they work alone to match the underlined sentences in the circus review to some of the rules. Emphasize that correct punctuation is very important as it helps the reader to understand the relationship between different parts of the sentence and to navigate their way through a text.
- Check the answers together as a class.

ANSWERS

a 1 b 1, 4 c 5 d 3 e 1

PRONUNCIATION It is stated in the Language for writing box that commas reflect pauses in speech. Remind students they saw an example of this in lesson 8.1 in non-identifying relative clauses. You could point out that when you read a text aloud, commas show you where to make pauses. A pause is also made where there is a dash or inverted commas. In the case of inverted commas, the words between inverted commas should be pronounced with special stress and emphasis. Although this is a writing lesson, it is helpful for students to be aware of the relationship between punctuation and pronunciation.

Exercise 8

- Students work alone to add punctuation to the sentences.
- While students are working, write the sentences on the board.
- When checking the answers together as a class, you could ask individual students to come to the board and add the punctuation.

ANSWERS

- 1 The words 'magical' and 'thrilling' are often used to describe Gifford's.
- 2 We laughed, clapped and cheered throughout the show.
- 3 There are tickets left for the following performances: Wednesday 6 p.m., Thursday 3 p.m. and Friday 12 p.m.
- 4 Next year – if the circus returns next year – I will definitely go again.

EXTENSION Ask students to read the sentences aloud, paying attention to pauses indicated by the punctuation.

Exercise 9a

- Give students plenty of time to plan their review. Suggest they follow the same structure as the review in exercise 6.
- Students can write the review in class or for homework.
- If students do it in class, go around monitoring and helping as necessary.

Exercise 9b

- Put students into pairs and ask them to swap reviews.
- Ask them to read their partner's review and check the grammar and punctuation.
- Ask them to give feedback to their partner and to say whether the review makes them want to see the event. Encourage them to ask questions to find out more.

8.5 Video

Traditional skills

VIDEOSCRIPT

In the modern world, China is a major player. It has the world's second-biggest economy, worth over nine trillion dollars, and dominates manufacturing, producing around 90% of the world's computers, 70% of the world's phones and 60% of the world's shoes. This emphasis on manufacturing means many of the people that live in China are moving from rural farming areas to find work in the country's rapidly expanding cities. This is a lot of people. After all, China is the most populous country on the planet with a population of over 1.3 billion people. Over the last thirty-five years, China has transformed from a largely rural society whose traditions hadn't changed for centuries to one of the most modern, urban and technologically advanced nations in the world. But China is also one of the world's oldest civilizations. Many of the most important modern inventions and discoveries happened here, and one of those was the invention of paper.

Paper was first made here in the Han dynasty over two thousand years ago and spread across the world via ancient China's many trading routes. This rich heritage, which stretches back thousands of years, is very important to Chinese culture, and many people still struggle to keep the ancient techniques alive.

This is Shiqiao Village in China's Guizhou province, one of the few places left in China that still makes its living from paper-making using traditional techniques. It was once a centre of the industry famed for its delicate Xuan paper, but today it is mainly a tourist attraction, exhibiting a process that hasn't changed for centuries.

It starts with this – the Wingceltis tree – a variety of elm whose bark is crucial to Xuan paper. First, the tree limbs are hacked down and stripped of their bark. This is washed and cleaned in the local river before it is separated into long strands of fibre. To stay true to the ancient methods, the workers here use very little machinery and what they do use is very basic. Instead, they use their hands. It is a long and painstaking process, but this is the way the people who live in this area have worked for thousands of years.

Once the bark has been stripped as finely as possible, it is boiled and steamed in vats like this, which are heated by these large coal ovens. After a while, the bark – which has

been cleaned and softened – is pounded by these large wooden mallets, which separates the bark and leaves just the fibre. This is mixed with water again to create pulp – the first step towards the final product.

This pulp is then filtered using these large wooden screens. Eventually, the screens separate the fibres from the water leaving a fine film of paper, which is layered to form a huge block. This process is repeated again and again, until eventually all the fibre is removed from the pulp. When they are ready, these sheets are separated ... and carefully brushed against the wall to dry. It is here that we can see the final transformation from pulp to paper. This paper is quite different to the mass-produced product we all use today. It's thicker and more like fabric – and it's beautiful. The highly skilled craftsmen and women that live in this small rural village use it to make a range of products, from notebooks to lanterns. Of course, these items are a lot more expensive than factory-made paper products, but it's worth it. This paper is made to be kept, not simply used and discarded.

In many modern businesses, quantity is more important than quality. In pursuit of profits companies want to produce more and more for less and less. But here in Shiqiao, the emphasis is on the technique rather than the profit margin. This process has been refined over centuries, and the skills it requires have been passed down from generation to generation. So in the end, the product that they produce is almost the same today as it was over a thousand years ago.

VIDEO ANSWERS

Exercise 1

Traditional: ancient techniques, rural, coal ovens, skilled craftsmen

Modern: urban, technologically advanced, machinery, mass-produced

Exercise 2

paper

Exercise 3

All are mentioned except e) other Chinese inventions.

Exercise 4

- 1 technologically
- 2 computers
- 3 hand
- 4 washed
- 5 fabric
- 6 notebooks

Review

ANSWERS

Exercise 1a

- 2 which = that
- 3 which (x2) = that (x2)
- 4 who = that
- 5 which = that
- 6 which = that

Exercise 1b

which can be omitted in sentence 2

Exercise 1c

- 1 myth 2 true 3 myth 4 myth 5 myth 6 true

AUDIOSCRIPT 8.14

- 1 Fuel efficiency in a car is not a question of speed, but of the number of 'revs' – or 'revolutions' or turns – of the engine per minute. For most cars, this is around 2,000 revs per minute. That's actually just 56–74 kilometres per hour for the majority of cars. So, 89 kilometres per hour is false.
- 2 Metal detectors that you walk through at airports use powerful magnets that can damage laptops and some security cameras. So this is true, but it doesn't cause a problem because you aren't allowed to carry electronic devices through these metal detectors anyway. You put them on a separate X-ray machine.
- 3 A study found that of the 243 petrol station fires that took place around the world between 1994 and 2005, none were caused by mobile phones. So this is false.
- 4 There is no evidence that phones and tablets interfere with an aeroplane's navigation or communication. In fact, pilots themselves use information on tablets to help them take off and land a plane. So there is no truth in this.

- 5 This is false. If you leave a game running, for example, then it will drain the battery, but if you switch to another app, you don't need to close it. The operating system automatically stops it from running.
- 6 Studies have shown that fibre-optic technology works much faster than ordinary ADSL broadband. So this is true.

Exercise 2

- 1 beginning 4 used
- 2 invented 5 meaning
- 3 introduced

Exercise 3a

- 1 remote 2 protect 3 install 4 access

Exercise 3b

- 1 latest 2 advances 3 security

Exercise 4

- 1 b 2 a 3 d 4 c 5 e

Exercise 5a

- 1 of 2 in 3 on 4 to/towards 5 with

Exercise 6a

- 1 It was a bit violent for my liking.
- 2 What I particularly liked were the costumes.
- 3 It was well worth seeing.
- 4 I wasn't that impressed by it.
- 5 It didn't live up to my expectations.

9.1 Dark days and white nights

Goals

- Talk about different climates and lifestyles
- Use adjectives and adverbs

Lead-in

- Focus students' attention on the photo and ask them to discuss the following questions in pairs:
 - *What country do you think this is? Give reasons for your opinion.*
 - *Who do you think lives in this house? What job(s) do you think they have?*
 - *What are the good and bad things about living here?*
- Elicit a few ideas from the whole class. There are no correct answers, though you could tell them that the photo is of Norway (and show them the country on a map, if appropriate).

Vocabulary & Listening **different climates and lifestyles**

Exercise 1

- If students have been working in pairs, put them into small groups to discuss the questions. If you have a multilingual class, it would work well to group the students so that different countries are represented in each group.

WATCH OUT! You may need to explain the meaning of *roughly*, which, here, means 'approximately'.

- Elicit a few opinions from the class as a whole.

Background note: In countries on or near the equator, the sun rises and sets at roughly the same time every day. However, countries which fall closer to either of the poles have a very noticeable variation, with the sun never or barely setting in the summer, and barely or never rising in the winter. Norway is known as 'the land of the midnight sun', but the phenomenon also occurs in Alaska, Canada, Russia, Greenland, Finland and Sweden and, in the southern hemisphere, Antarctica.

Exercise 2a 9.1

Audio summary: Amna talks about her experience of living in Norway, from the perspective of someone who previously lived in a country with a very different climate. She describes what Norwegian people typically do during the dark winter days and the long summer days, and, perhaps surprisingly, concludes by saying that her favourite time of year is the winter.

- Read the rubric with the class. Then elicit a few ideas about the differences between the climate and daylight hours in Pakistan (which is much closer to the equator) and Norway. A world map might be useful here.
- Play track 9.1 Students listen to find out whether Amna prefers long days or long nights, and why.
- Let students compare answers with a partner before checking the answers together as a class.

ANSWER

The dark days of winter because she loves the snow under the street lights.

AUDIOSCRIPT 9.1

Norwegian people are always asking me: 'How do you like the dark?' In Tromsø, where I live, we have something called a 'polar night', when the sun basically doesn't appear for twenty-four hours. And this goes on for sixty days. Imagine that – two months with no daylight. It sounds really depressing, and people automatically assume that I must find it really difficult. But, actually, I love it.

It's certainly very different from my homeland. I originally come from Pakistan where, not only is it considerably warmer than Norway, but the sun sets and rises at pretty much the same time every day. We do have seasons – dry and cool in the winter, hot and wet in the summer – but it's much more dramatic here in Norway.

We actually have two winters here. The first winter is when it's dark all the time; the second winter is when the light gradually starts to come back, but it's still cold and snowy. I love them both, even though I do really feel the cold, but the first winter is really a magical time of year. You might think that everyone would stay indoors, nice and cosy, but they don't. Instead they wrap up warm and get out in the fresh air, skiing and playing in the snow, even if it's under artificial light. November to February is full of light because it's a time of celebrations. There are lights and candles everywhere, as people decorate their houses and gardens.

And then, of course, we may have sixty days of dark, but in the summer we have sixty days when the sun never really sets at all. It only gets slightly darker for about an hour in the middle of the night. They're called 'White Nights', and everyone really makes the most of them. The nights are as lively as the days, with people going to the beach and to outdoor concerts to celebrate the midnight sun. The only downside is that it's a bit difficult to sleep ... but, then again, who wants to?

Maybe because it is so different from what I grew up with, I love both the dark days and the white nights. But, if I had to choose ... probably the dark days of winter. I still get really excited about snow, even though we get tons of it every year, and it looks so beautiful under the glow of the street lamps.

Exercise 2b 9.1

- Look at the sample notes in the table with the students and discuss the Study tip below.

STUDY TIP It is better not to try to write full sentences while making notes on a listening activity. Explain that students should just write down single words or short phrases, usually the most important to the meaning. They may also use abbreviations – see Extra activity below.

EXTRA ACTIVITY Abbreviations and symbols are often used in note-taking. Write the following abbreviations and symbols on the board and ask students what they could be used for when taking notes:

- ppl* (people) *2* (too) *&* (and) *+* (positive) *neg.* (negative)
- Play track 9.1. Students listen again and complete the table.

EXTRA SUPPORT Instead of asking students to listen for both positive and negative points, you could ask stronger students to listen for positive points and less confident students to listen for negative points. They could then compare their answers together in pairs.

- Let students briefly discuss what they heard with a partner, before checking the answers as a class.

ANSWERS

	Positive aspects	Negative aspects
Long nights	A magical time Full of celebrations Lights and candles People playing outside Snow under the street lights	Dark all the time Cold and snowy
Long days	Lively People go to the beach and concerts at night	Difficult to sleep

Exercise 3

- Put students into pairs to discuss the questions.
- Elicit a few answers as a class. Encourage students to say exactly what they would like to be the same or different, e.g. food, lifestyle, weather.

Exercise 4a

- Write the words *artificial* (adjective) and *artificially* (adverb) on the board, and ask students to identify what word class they are.
- Ask students for the main difference between adjectives and adverbs (adjectives describe people or things, and adverbs say more about verbs or adjectives).
- Students then work in pairs to divide the words into adjectives and adverbs.
- Check the answers together as a class.

ANSWERS

Adjectives: artificial, cosy, depressing, dramatic, lively, magical

Adverbs: automatically, basically, considerably, gradually, originally, slightly

WATCH OUT! Students may assume that *lively* is an adverb because it ends with *-ly*.

EXTENSION Ask students to change the adjectives in the exercise to adverbs. This should bring up some spelling issues, e.g. *artificially* (add *-ly*), *cosily* (change *y* to *i*), *depressingly* (add *-ly*), *dramatically* (add *-ally*), *in a lively way* (we can't add *-ly* if the adjective already ends in *ly*) and *magically* (add *-ally*, as for *dramatic*).

Exercise 4b

- Put students into pairs. Student A should match the adjectives with the definitions and Student B the adverbs.
- Monitor to check rather than checking as a class.

ANSWERS

Adjectives

- 1 lively
- 2 magical
- 3 depressing
- 4 dramatic
- 5 artificial
- 6 cosy

Adverbs

- 1 considerably
- 2 basically
- 3 gradually
- 4 slightly
- 5 automatically
- 6 originally

WATCH OUT! *Basically* is a very common adverb but it is quite tricky to define. Its meaning here is similar to *essentially* and means 'in the most important ways, and disregarding the less important ones'.

Exercise 4c

- In the same pairs, students teach each other any words they don't already know.

DICTIONARY SKILLS Allow students to look up the words in a dictionary before peer-teaching. This will help students to find good example sentences.

Exercise 5a 9.2

- In the same pairs, ask students to read through their phrases. (Refer Student B to page 134 for his/her phrases.) Note that the activity is set up so that Student A now has to listen for the adverbs, and Student B for the adjectives, so the activity will work better if they stay in the same pairs and keep the same A/B role.
- Allow students to make guesses about which words might be in the gaps, if they wish (they are all words from exercise 4).
- Play track 9.2. Students listen and complete the gaps.

AUDIOSCRIPT 9.2

Norwegian people are always asking me: 'How do you like the dark?' In Tromsø, where I live, we have something called a 'polar night', when the sun basically doesn't appear for twenty-four hours. And this goes on for sixty days. Imagine that – two months with no daylight. It sounds really depressing, and people automatically assume that I must find it really difficult. But, actually, I love it.

It's certainly very different from my homeland. I originally come from Pakistan, where not only is it considerably warmer than Norway, but the sun sets and rises at pretty much the same time every day. We do have seasons – dry and cool in the winter, hot and wet in the summer – but it's much more dramatic here in Norway.

We actually have two winters here. The first winter is when it's dark all the time; the second winter is when the light gradually starts to come back, but it's still cold and snowy. I love them both, even though I do really feel the cold, but the first winter is really a magical time of year. You might think that everyone would stay indoors, nice and cosy, but they don't. Instead they wrap up warm and get out in the fresh air, skiing and playing in the snow, even if it's under artificial light. November to February is full of light because it's a time of celebrations. There are lights and candles everywhere, as people decorate their houses and gardens.

And then, of course, we may have sixty days of dark, but in the summer we have sixty days when the sun never really sets at all. It only gets slightly darker for about an hour in the middle of the night. They're called 'White Nights', and everyone really makes the most of them. The nights are as lively as the days, with people going to the beach and to outdoor concerts to celebrate the midnight sun. The only downside is that it's a bit difficult to sleep ... but, then again, who wants to?

Exercise 5b

- Let students compare their answers with their partner before checking the answers together as a class.

ANSWERS

Student A

- 1 basically
- 2 automatically
- 3 originally

Student B

- 1 depressing
- 2 dramatic
- 3 magical

- 4 considerably
- 5 gradually
- 6 slightly

- 4 cosy
- 5 artificial
- 6 lively

Exercise 6a

- Ask students to read the sentences and then work individually to complete them with a suitable word from exercise 4a.
- Let them compare their answers with a partner before checking the answers together as a class.

ANSWERS

- 1 dramatic (possibly magical)
- 2 automatically
- 3 cosy
- 4 basically
- 5 artificial

Exercise 6b

- Show students how the example has been changed from the first sentence in exercise 6a. Elicit some examples of how students might change the same sentence to make it true for them, or true of where they live.
- Individually, students choose three sentences and rewrite them in any way they wish, to make them true for themselves.
- Students show their sentences to a partner and discuss what they have written.

EXTRA CHALLENGE Early finishers could rewrite more than three of the sentences.

Grammar & Speaking **adjectives and adverbs**

Exercise 7

- Ask students to read the Grammar focus box and complete the gaps with words from exercise 4a. If more than one word will fit, they should choose the word which makes the most sense.
- Let students compare answers with a partner before checking the answers together as a class.

ANSWERS

- 1 dramatic
 - 2 cosy
 - 3 slightly/considerably
 - 4 Basically,
 - 5 considerably
 - 6 lively
- Refer students to *Grammar reference* on page 152. There are two more exercises here students can do for homework.

Exercise 8

- Students work individually to choose the correct option.
- Then they compare their answers with a partner and explain why they chose each option.
- Check the answers together as a class.

ANSWERS

- 1 quickly
- 2 completely
- 3 wonderful
- 4 in a very friendly way
- 5 cheerful
- 6 hard

FEEDBACK FOCUS As you go through the answers, elicit or give the following explanations:

- 1 This describes how the sun sets, so it describes a verb.
- 2 This is an example of an adjective modifying a verb.
- 3 This is not describing how the flowers carry out the action of smelling, but what their smell is like.
There is an old joke:
A My dog has no nose.
B How does he smell?
A Terrible!
- 4 Because the adjective *friendly* already ends in *-ly*, we can't make an adverb by adding *-ly*.
- 5 See point 2 under *adjectives* – with these verbs of perception we use an adjective, not an adverb.
- 6 This is an irregular adverb. *Hardly* has a different meaning (= almost not).

EXTRA ACTIVITY Refer students back to the text about the carrot and the stick on pages 70–71. Put them into pairs and give them two minutes to find a) as many adjectives as possible, and b) as many adverbs as possible. Ask the pair with the greatest number to write them on the board and check they are correct.

Adjectives: *better, unfair, wrong, practical, right, self-centred, moral, old, rainy, best*
Adverbs: *rigidly, truly*

Pronunciation **dropped syllables**

Exercise 9a

- Write the word *comfortable* on the board and ask students how many syllables there are in the word (three). This will check if they understand what a syllable is, and also draw their attention to the idea of a dropped syllable. (Some are likely to think that *comfortable* has four syllables.)
- Put students into pairs to look at the words in the box and mark how many syllables they think there are in each.
- Monitor but do not confirm answers at this stage.

Exercise 9b 9.3 🎧

- Play track 9.3. Students listen and count the syllables.

ANSWERS

●●● (3)
comfortable
●● (2)
different
●●
family (2)
●●
favourite (2)
●●●
interesting (3)
●●●
miserable (3)
●●
separate (2)

AUDIOSCRIPT 9.3

comfortable different family favourite interesting
miserable separate

Exercise 9c 9.3

- Explain that sometimes unstressed syllables can be dropped in normal speech. These are some of the most common examples.
- Play track 9.3 again, pausing after each word for students to repeat.

Background note: The linguistic term for this dropping of syllables is *syncope*. It tends to happen in high-frequency words, and it is always an unstressed syllable which is dropped. Some other common words where this happens are *average* 'av-ridge', *general* 'gen-ral' and *camera* 'cam-ra'.

Exercise 10a

- Put students into pairs and tell them that they are going to prepare a short presentation.
- Students discuss the questions and think about the vocabulary they might use.

EXTENSION Before students start, you could model the activity by giving your own short (one to two minute) presentation with your opinions.

Exercise 10b

- In the same pairs, students now think about the content of their presentations and use the questions to gather ideas.

Exercise 10c

- Students find a new partner and give their presentations. Their partner should listen carefully and think of two questions to ask at the end.
- When the first student has finished, let the other student ask their questions. Then students swap roles.

EXTENSION Ask one or two confident students to give their short presentations to the whole class.

EXTRA ACTIVITY While students are presenting, monitor and note down examples of errors or good use of adjectives and adverbs. At the end of the activity, write them on the board and ask students to vote as to whether they are good examples or errors.

9.2 Sleep

Goals

- Talk about past and present habits
- Talk about sleep patterns

Lead-in

- Ask students if they fall asleep as soon as their head touches the pillow (i.e. immediately) or if it takes them a bit longer.
- Put students into small groups to discuss what makes for a bad night's sleep or a great night's sleep (e.g. light, noise, soft or hard bed, etc.).
- Feed back some comments and ideas as a class.

Grammar & Reading **past and present habits**

Exercise 1a

- Focus students' attention on the photos and elicit where they were taken (on a train, in a kindergarten, in a garden).
- Put students into pairs to make a list of unusual places people might sleep. You could set a time limit to think of at least five places.
- Elicit some ideas from the class as a whole, e.g. in a hammock (see the photo on page 89), at work (either head on your desk, or in a special place), in a tent, up a tree, on the beach.

Exercise 1b

- In the same pairs, students discuss if they have ever slept in any of the places mentioned, and, if so, to tell their partner about it. If they haven't experienced any of the places, they could talk about what it might be like.

Exercise 2

- In their pairs, students read the statements and decide, without reading the text, whether they are true or false.
- Encourage students to give reasons for their guesses.
- Elicit a few guesses from the class as a whole and their reasons.

Exercise 3

Text summary: The article is a factual piece about sleep, which examines the topic from a variety of angles, looking at how we slept in the past; how often people fall asleep accidentally; the benefits of naps; sleep and teenagers; sleep and studying, and whether you can learn to need less sleep.

- Ask students to read the article and see if their guesses were correct.
- Check the answers together as a class.

ANSWERS

- 1 T
- 2 F (it's the other way round)
- 3 T
- 4 T
- 5 F
- 6 T

STUDY TIP Encourage students to point out the part of the text which gives evidence for their answers:

- 1 second part of paragraph 3
- 2 middle of paragraph 2
- 3 middle of paragraph 3
- 4 end of paragraph 1
- 5 last sentence of paragraph 4
- 6 end of paragraph 2

EXTENSION The title of the article is 'some facts about sleep which may surprise you'. Ask students to discuss, either in pairs or as a class, which facts did actually surprise them.

EXTRA ACTIVITY Alternatively, instead of following the procedure above for exercises 2 and 3, you could start with the text. Put students into groups of four. Ask each student to read a different paragraph of the text and then let them tell the other members of their group about what they read. The group then tries to answer the questions in exercise 2 together. Finally, they read the whole text individually to check their answers.

Exercise 4

- Focus students' attention on the highlighted words and phrases in the article.
- Elicit what they all have in common. (They are all about habits or regular activities, either in the present or past.)
- Ask students to read the Grammar focus box and, working individually, to complete it by referring the highlighted phrases.
- Check the answers together as a class. Nominate individual students to read each section, adding the correct missing item.

ANSWERS

1 **used to** 2 **would** 3 **usually** 4 **be** 5 **get**

EXTRA SUPPORT If students are not confident about the difference between *used to* and *would*, give them the following sentence endings and ask them to decide if they can use both *used to* and *would* or only *used to*.

When I was a child I ...

1 _____ *live in another country.* (*used to* – state verb)

2 _____ *eat a lot of ice cream.* (both – action verb)

3 _____ *play tennis every week.* (both – action verb)

4 _____ *need a lot of help with my homework.*
(*used to* – state verb)

5 _____ *hate green vegetables.* (*used to* – state verb)

WATCH OUT! Students very often confuse the adjectival *be/get used to* with the verb form *used to*. Understanding the grammatical difference between these two will help avoid confusion.

- Refer students to *Grammar reference* on page 153. There are three more exercises here students can do for homework.

Exercise 5

- Students work individually to choose the best option to complete the sentences. Remind them that both options may sometimes be possible.
- Let students check their answers in pairs. If both options are possible, they should explain why to their partner.
- Check the answers together as a class.

ANSWERS

1 **used to getting up**

4 **usually**

2 **used to**

5 **used**

3 **used to love**

6 **used to/would**

FEEDBACK FOCUS This exercise deals with the different meanings of the highlighted words and phrases from the article. It might therefore be helpful to ask some further questions in feedback, to make sure that students have understood the concepts.

- 1 *Has he/she always got up early?* (no) *Is it normal for him/her?* (no, not yet)
- 2 *Has João always experienced high temperatures at night?* (yes) *Is it normal for him?* (yes)
- 3 *What kind of verb is 'love'?* (state verb) *Can we use 'would' with states?* (no)
- 4 *Is getting up late a habit he/she has now, or something he/she did in the past?* (habit now)
- 5 *How has the speaker's attitude to working nights changed?* (It has got easier and more normal.)
- 6 *Why are both answers possible?* (It's a past habit, but not a state.)

PRONUNCIATION Students may need to be reminded not to pronounce *used to* as /ju:zəd tu:/ but as /ju:stʊ:/ . If this is tricky for them, model it and then drill the sentences in exercise 5 which contain *used to*.

Vocabulary **sleep patterns**

Exercise 6

- Check students understand *hammock* (using the photo) and *nightmare* (= a frightening dream).
- Individually, students complete the sentences using the correct form of the verb. Remind students that they will need to think about whether *used to* is being used as a verb or an adjective.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

1 **sleeping**

4 **have**

2 **wake up**

5 **sleeping**

3 **going**

6 **getting**

EXTRA ACTIVITY Ask students to complete the following sentence stems in ways which are true for them. However, one sentence that they make should be untrue:

- *When I was younger, I used to ...*
- *When I was at primary school, I would often ...*
- *I usually ... at the weekends.*
- *When I lived ... I never got used to ...*
- *I used to find ... difficult, but now I'm getting used to it.*

When the sentences are complete, students should share them with a partner. Their partner has to guess which statement is not true.

Exercise 7

- Ask students what they think the meaning of *get up at the crack of dawn* is (= to get up very early). Establish that this is an idiom.
- Ask them what the opposite of this expression might be, e.g. *get up late*. Ask students to try and find an expression in the text which has the meaning of *get up late* (= have a lie-in).
- Students then work individually, or in pairs, to find other expressions in the text which have either an opposite or a similar meaning to the expressions given.
- Check the answers together as a class.

ANSWERS

1 **have a lie-in**

4 **sleep like a log**

2 **wide awake**

5 **not sleep a wink**

3 **nod off**

6 **have a snooze**

EXTENSION Tell students that, as well as *sleep like a log*, there is also a common expression in English, *sleep like a baby*. What similar expressions are there in their language(s)? For example, in Italian, you *sleep like a dormouse* (a kind of mouse that hibernates for a long period). In German, Spanish and French, you *sleep like a marmot* (a large squirrel that also hibernates). In Polish you *sleep like a bear* and in Portuguese and Turkish, you *sleep like a stone*.

Exercise 8a

- Students complete the idioms individually.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

- | | |
|-----------------------|--------------|
| 1 lie-, crack of dawn | 4 wink |
| 2 nod | 5 fall |
| 3 light, log | 6 nap/snooze |

Exercise 8b 9.4

- Explain that students are going to listen to Maria talking about her sleep habits.
- Play track 9.4. Students listen to find out which question the speaker is answering.
- Students check their answers in pairs, giving reasons for their answers.
- Check the answers together as a class.

ANSWER

Maria is answering question 4.

AUDIOSCRIPT 9.4

It's not something that I usually do because I really do need my sleep. However, I do find it difficult to sleep on aeroplanes. It was a thirteen-hour flight, and I really tried to get some sleep – I put in the earplugs and I put on the eye mask. But I just can't sleep sitting upright. I closed my eyes, but I didn't sleep at all. Not one bit. I was exhausted when we arrived.

EXTRA ACTIVITY Play track 9.4 again and ask students to write down as much as they can. Tell them not to worry if they can't write everything. If necessary, play the track again, but don't pause it. The aim is for students to get down just some of the text. This isn't a note-taking activity, however. Put students into small groups to try and reconstruct the text as closely as possible to what was said. This will help them to work on their awareness of syntax, as well as raising their awareness of features of connected speech. When they have got as much as they can, let them compare with the audioscript on page 168 of the Student's Book.

Exercise 8c

- Put students into pairs to ask and answer the questions in exercise 8a.
- Have a brief class feedback session. Ask students to share some of their partner's answers with the class.

EXTRA CHALLENGE With more confident students you could ask them to try to give much longer answers to the questions, such as that given in track 9.4, or ask for extra details.

9.3 Vocabulary and skills development

Goals

- Understand reference
- Use synonyms and antonyms

Lead-in

- Focus students' attention on the photo of the moon on page 90. Tell students that some people tell their children that the moon is made out of cheese, or that a man lives on the moon and establish that these things are (obviously) not true. Ask *What else do people say about the moon?*
- Put students into pairs and ask them to complete the following table about the moon.

Things I know about the moon that ...

are definitely true	
might be true	
definitely aren't true	

- Elicit some ideas for each category from the class as a whole.

Reading & Speaking understanding reference

Exercise 1a

- Ask students to read through the commonly held beliefs. Were any of these mentioned earlier?
- Students then discuss in pairs whether they think these statements are scientifically true, giving reasons for their answers.
- Briefly discuss as a class, but do not give any definite answers at this point.

Exercise 2 9.5

- Ask students to listen and compare what they hear with their answers to exercise 1a.
- Play track 9.5.
- Let students compare their answers with a partner before checking the answers together as a class.

POSSIBLE ANSWERS

According to the listening, there is no scientific evidence for any of the statements, except, partially, the last one. The weather would be dramatically affected, but the Earth would survive.

Background information: A *supermoon* describes what happens when a full moon or a new moon coincides with the time when the moon is nearest to the Earth on its orbit. This makes the moon appear much bigger than usual.

AUDIOSCRIPT 9.5

- A** Well, actually there isn't much scientific basis to any of those beliefs ...
- B** Really? So why do so many people believe that the moon landings were faked?

A When the American team first landed on the moon, they planted a flag. In doing so, they accidentally started the myth that the moon landings were faked because the flag appeared to flutter in a slight wind – and clearly, there is no wind there. But there's no evidence of a fake.

B What about supermoons? Do they cause tsunamis?

A The moon does have an effect on the tides, but it only makes a small difference, not enough to cause a tsunami. Sometimes there are tsunamis at the same time as a supermoon, but such occurrences are just coincidence.

Nor is it true that the other side of the moon is always dark. This is just a myth – its far side is lit by the sun just as often as the side we can see.

B What about the effect of the full moon on human behaviour?

A Again, although a lot of people believe this, there's no real evidence, and there have been several scientific studies which failed to prove it was true.

B But I do think the last one is right though, isn't it?

A Well, if the moon disappeared, the Earth would sometimes lie on its side. This would cause extreme temperatures and different lengths of daylight. On Mars, the axis tilts so much that the ice at its poles has sometimes moved all the way down to the equator. If the same happened here, large areas of Africa would be occasionally covered in ice, making it impossible to live there. At other times, the Earth might revolve on a straighter axis and, if it did so, there would be no seasons at all. But the Earth would survive.

EXTENSION Play track 9.5 again and ask the following questions to help students pick out more specific information:

- 1 *Why did planting a flag on the moon lead to the myth that the moon landings were faked?* (Because it appeared to flutter and there is no wind on the moon.)
- 2 *Why is there sometimes a supermoon at the same time as a tsunami?* (coincidence)
- 3 *Why is the other side of the moon not actually dark?* (The sun also lights it.)
- 4 *What did the studies into human behaviour at the time of the full moon show?* (no evidence)
- 5 *What would actually happen to the Earth if the moon disappeared?* (It would affect the weather and seasons.)

WATCH OUT! You may well find that some students will resist being told that there is no scientific basis to some of these beliefs about the moon. Be sensitive to this. However, if students want to argue their case, that is a good opportunity for language use.

CRITICAL THINKING Point out to students that the belief about the moon landings being faked is a classic conspiracy theory. Elicit some other examples of conspiracy theories (e.g. that Barack Obama is not really American). Then ask students to discuss in small groups why conspiracy theories are so popular. For example, they give people a sense of control over the world, people love knowing something that others don't and they give a sense of community with others who believe the same thing. Again, be aware of the potential sensitivity of some of the topics which may come up.

Exercise 3a

- Write on the board *Nor is it true that the other side of the moon is always dark. This is just a myth, its far side is lit by the sun ...*
- Underline *this* and *its* and ask students what these pronouns refer to. Circle and draw an arrow in the same way as in the Unlock the code box.
- Explain that there are several different ways in which texts (both written and spoken) use reference to link different parts together.
- Ask students to read the rest of the Unlock the code box.

EXTRA SUPPORT If you think students will find this challenging, go through the other examples in the Unlock the code box with the whole class, in the same way as the first example.

Exercise 3b

- Put students into pairs to look back at the sentences in exercise 1 and find examples of reference.

EXTRA CHALLENGE Ask students to identify which kind of reference (points 1–4 in the Unlock the code box) each example is.

ANSWERS

- 1 The 1969 moon landings were faked. At the time, science was not sufficiently advanced to travel there (reference), so the film simply cannot be genuine.
- 2 Supermoons, when the moon appears closer to Earth, can cause tsunamis because the gravitational force is so much stronger. Such disasters (substitution) would be more common if the moon was any nearer.
- 3 The side of the moon which we cannot see is in permanent darkness because the rays of the sun cannot reach there (reference).
- 4 A full moon can make people go crazy. Police and hospital workers know that people are wilder when there is one (substitution).
- 5 The Earth could not survive without the moon. It (reference) stops the Earth from tilting on its (reference) side, which would dramatically affect the weather.

Exercise 3c

Text summary: The text is about the relationship between man and the moon. It starts by looking at how dependent we used to be on the moon before the invention of electricity, and looks at the impact that the moon still has on animals. The text then considers ways in which the moon may or may not still have an influence upon our behaviour and our brains.

- Ask students to read the article.
- Ask students to look at the highlighted words and with a partner, decide what the highlighted words refer to.
- Check the answers together as a class.

ANSWERS

their – refers to anyone who wanted to move about at night

doing so – refers to committing a crime

its – refers back to the moon

then – refers back to darker nights

This – refers back to the fear of the effect of the full moon

this – refers back to whether the fact that hospitals and police stations are busier at the time of the full moon is true

those nights – refers back to nights of the full moon

EXTENSION Ask students to identify which rule each example refers to.

EXTRA ACTIVITY To give further practice, write the following extract from the audio on the board and ask students to try and complete the gaps:

If the moon disappeared, Earth would sometimes lie on (1) _____ side. (2) _____ would cause extreme temperatures and different lengths of daylight. On Mars, the axis tilts so much that the ice at its poles has sometimes moved all the way down to the equator. If (3) _____ happened here, large areas of Africa would be occasionally covered in ice, making it impossible to live (4) _____. At other times, the Earth might revolve on a straighter axis, and, if it (5) _____, there would be no seasons at all. But the Earth would survive.

Then play track 9.5 again (or just the last section of it) for students to check their answers. (1 *its*, 2 *This*, 3 *the same*, 4 *there*, 5 *did so*)

Exercise 4

- Ask students to read through the questions first.
- Students then read the text again and answer the questions. Remind them that they will need to understand reference to answer the questions.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

- 1 plan a crime
- 2 darker nights
- 3 the impact of the moon on human behaviour
- 4 The moon affected the water in their brains, just as it affected the tides.
- 5 No – though many people believe this, there is little evidence to support it.
- 6 less deep sleep, harder to get to sleep, waking up earlier

Vocabulary **synonyms and antonyms**

Exercise 5a

- Ask students to read the Vocabulary focus box. Tell them that the examples in the box all come from audio 9.5.
- Check understanding by asking questions, e.g.
 - *What synonym is used for 'closer'?* (nearer)
 - *A tsunami is a kind of what?* (disaster)
 - *Are 'faked' and 'genuine' synonyms or antonyms (i.e. opposites)?* (antonyms)

Exercise 5b

- Students work individually to find synonyms or antonyms in the article for the underlined words and phrases.
- Let them compare answers with a partner.
- Check the answers as a class. Remind students that, as with reference, lexical links like these are a way of holding parts of a text together.

ANSWERS

- 1 **overlook** (synonym)
- 2 **predators** (antonym)
- 3 **effect** (synonym)
- 4 **conclude** (synonym)
- 5 **(be) wakeful** (antonym)

Exercise 6

- Put students into pairs to match the words in the box to their synonym or antonym.
- Check the answers as a class, asking students to say whether they are synonyms or antonyms.

ANSWERS

	synonym	antonym
1 stop	cease	
2 criticism		praise (noun)
3 bad	evil	
4 contrast		match (verb)
5 presence		absence
6 accidental		deliberate (adj)

WATCH OUT! The formality of some of these pairs of words might be different. For example, *cease* is more formal than *stop* – we would be unlikely to tell a student to *cease talking*.

DICTIONARY SKILLS Tell or remind students that a good dictionary will also often provide synonyms and antonyms (though a thesaurus is even better). Ask students to use their dictionaries or a thesaurus to find synonyms for the following words:

- *imagine* (suppose, assume)
- *hurt* (injure, damage)
- *happy* (glad, satisfied)
- *funny* (amusing, humorous)

Note that the synonyms often relate to slightly different meanings of the key word.

Exercise 7

- Put students into small groups of four to five students. If possible sit them in circles.
- Read through the instructions with the class and demonstrate the activity with one group first, so that the others can see how it works, e.g. *stop* – *cease* – *start* – *begin* – *end* – *terminate*.
- Round off the activity by eliciting a few of the synonyms and antonyms that they came up with.

9.4 Speaking and writing

Goals

- Interrupt appropriately
- Write a report

Lead-in

- With books closed, write the following expressions on the board and tell students that they are all connected with the topic of nightlife:
 - *get dressed to the nines* (= wearing very elegant or formal clothes)
 - *get a round in* (= when one person buys drinks for all the others in a group)
 - *grab a bite* (= get something to eat)
 - *dance the night away* (= dance all night long)
 - *catch a flick* (= go to the cinema to watch a film)
- Put students into pairs or small groups to discuss what they think the expressions mean. Check and clarify as a class, using the definitions in brackets.
- Finally, ask students to tell each other about a memorable night out they have had, trying to use one or more of the expressions.

Speaking & Listening **interrupting appropriately**

Exercise 1a

- Put students into small groups and ask them to look at the photos.
- Elicit what the photos show (dancing at a nightclub; a meal with friends, either in a home or restaurant; a classical concert or a play).
- Students should discuss which photo shows the type of evening entertainment or nightlife they would most enjoy.
- Elicit a few examples from the class and ask for their reasons.

EXTENSION Before students discuss which kind of entertainment they prefer, put students into groups of three and allocate one photo to each student. They should look at their photo carefully, then close their books. Each student then takes it in turn to describe the photo to their partners in as much detail as possible. The other students can look at the photo and ask questions, e.g. *What colour nail varnish is the woman in the first photo wearing?*

STUDY TIP Note that describing a photo is a common exam task.

Exercise 1b

- Elicit some other forms of evening entertainment or nightlife. This will depend very much on your students' culture, but might include walking in the park, listening to live music, drinking in a bar, etc.
- In the same groups, students discuss the questions.
- Nominate some students to give their answers and opinions to the class as a whole.

EXTRA ACTIVITY Put students into small groups to decide on a night out that they think the whole class would enjoy. Where could they go, what would they do? Remind students to take account of the needs and interests of everyone in the class. For example, some students might prefer to go to a café rather than a bar. Feed back on the ideas to the class as a whole, and decide together on the best idea(s). Students might then want to make this actually happen.

Exercise 2a

- Ask students to discuss the following questions with a partner, or their group:
 - *What time do you usually go to sleep?*
 - *How much are you bothered by noise outside in the street?*
- Focus students' attention on the headline and the start of the text. Check students understand *food quarter* (= an area of the town where there is a concentration of restaurants and other places selling food, rather than other kinds of shops or buildings).
- Ask students to discuss together how they would feel if they lived nearby.
- Elicit a few ideas from the class as a whole. Opinions will probably vary depending on the students' individual circumstances. Prompt if necessary, thinking about noise, food wrappers and smells, parking issues, convenience, liveliness and entertainment, etc.

EXTENSION You could introduce students to the term *NIMBY*. This is an acronym standing for *Not In My Back Yard* and it means someone who objects to developments perceived as unpleasant taking place near their house, while having no objection to them happening elsewhere. We can also refer to *nimbyism*.

Exercise 2b 9.6

Audio summary: This is an extract from a town council meeting where various people have the opportunity to give their opinions about the proposal. Giving their opinions are the local councillor who first proposed the idea (in favour), a local councillor for the Eco Party (against) and a local restaurant owner (in favour).

- Explain that students are going to listen to a town council meeting about the proposed late-night restaurant area.
- Ask students to look at the people in the bulleted list. What opinions would they be likely to have about the new food quarter? Elicit a few ideas.
- Play track 9.6. Students listen and identify which people from the list are giving their opinions.
- Students check their answers in pairs.
- Check as a class, asking students to give their reasons.

WATCH OUT! Check that students understand what a *councillor* (= a member of a town or city council, a kind of politician) does and that they do not confuse it with *counsellor* (= someone who gives help or advice).

ANSWERS

- e The councillor who is chairing the meeting (he says he'd like to explain his reasons for proposing it)
- c A restaurant owner (he says so)

AUDIOSCRIPT 9.6

C = Councillor, E = Eco Party, R = Restaurant owner

C So as I said earlier, the proposed new food quarter will be in Regent Court. I'm very pleased to say that we have had quite a few expressions of interest from big restaurant chains.

E If I could just interrupt a second, is it only chains of restaurants, or are we also interested in getting some local restaurant owners to move into the area? I have to say I'm not very happy about the proposal because of the noise and litter it's likely to cause, which wouldn't exactly be good for the environment. However, if it encouraged local business, I might be prepared to support it ...

R Sorry, Councillor, can I just say that I'm a local restaurant owner, and I'd definitely be interested in renting one of the units for my restaurant ...

C Just a second. Before we open the meeting up to everyone, I'd just like to explain my reasons for proposing this new food quarter. As you are probably aware, quite a few of the shop units are currently empty, so I firmly believe that renting them out to restaurants would be a great way of bringing life back to the town ...

Exercise 3 9.6

- Establish that everyone in the meeting wants to be able to get their opinion across, so they need to interrupt each other. Elicit a possible phrase that could be used to interrupt someone, e.g. *Sorry to interrupt, but ...*
- Play track 9.6 again and ask students to write down the three phrases they hear being used to interrupt.
- Let them compare answers with a partner before checking the answers together as a class. Write the phrases on the board.

EXTRA SUPPORT If you think that students will find this challenging, you could let them pick the phrases out of the audioscript on page 169, rather than listening again, or look at the audioscript while they are listening.

ANSWERS

If I could just interrupt a second, ...
Sorry, (Councillor), can I just say that ...
Just a second.

SMART COMMUNICATION It is useful to be aware that conventions on whether to overlap with another speaker, or whether to leave a gap, vary between different cultures. This can also happen between people from different areas of the same country. For example, Professor of Linguistics Deborah Tannen found that New Yorkers tended to overlap in conversation, whereas Californians tended to leave more space. People who have more of a 'wait' culture might experience difficulty in interrupting successfully when talking to people who have more of an 'interrupt' culture.

CRITICAL THINKING Ask students to think of some other ways in which cultural differences might make someone appear rude. Intonation is another example, covered below. Other possibilities: opening or not opening presents in front of the giver, being 'too' honest or direct about something you don't like, being late and so on.

Exercise 4a

- Look at the eight phrases from the listening, and ask students if these seem relatively formal or informal.
- Establish that, as you would expect at a meeting of this sort, they are quite formal.
- Explain that with people you know well, you can be a little more direct, and ask students to decide whether the phrases are a) more formal/polite or b) more informal/more direct or familiar.
- Let students check in pairs, and monitor, but do not check as a class at this stage.

Exercise 4b

- Let students check their answers by looking at the Language for speaking box.
- Draw students' attention to the fact that the more formal or polite expressions tend to be longer.

ANSWERS

If I could just interrupt a second, ... a
Excuse me for interrupting, but I ... a
I'd like to comment on that ... a
Can I just say ... b
Can I say something here? b
I'd like to say something, if I may. a
Just a second, ... b
Hang on a minute, ... b

Pronunciation **polite intonation – interrupting**

Exercise 5a 9.7

- Ask students what else makes an expression more polite or formal and elicit that the intonation makes a difference.
- Play track 9.7. Students listen to five pairs of sentences and decide in each case which version (A or B) sounds more polite.
- Check the answers together as a class and establish that polite intonation tends to rise quite high before falling, and flatter intonation can be interpreted as being very direct, and even rude.

Background note: Students whose first language has relatively flat intonation may experience this rise-fall as exaggerated and even a bit silly. However, they do need to be aware of how a flatter intonation may be interpreted.

EXTRA SUPPORT Before you ask students to decide on the intonation, play track 9.7 and simply ask them to write down the five phrases that they hear. This will give them practice in listening, and make the intonation task a little easier as they will already know what the phrases are.

AUDIOSCRIPT 9.7

- 1 A If I could just interrupt a second, I think that ...
B If I could just interrupt a second, I think that ...
- 2 A Excuse me for interrupting, but I think that ...
B Excuse me for interrupting, but I think that ...
- 3 A I'd like to say something, if I may. I think ...
B I'd like to say something, if I may. I think ...
- 4 A Can I just say, I think ...
B Can I just say, I think ...
- 5 A Just a second, I think ...
B Just a second, I think ...

ANSWERS

1 A 2 B 3 B 4 A 5 A

Exercise 5b 9.8

- Play track 9.8, pausing after each item for students to repeat the polite intonation pattern.

EXTRA ACTIVITY Put students into groups of three. Refer them to the audioscript for exercise 2b on page 169. Ask them to practise reading the dialogue, using polite intonation. After they have been through the dialogue a couple of times, ask them to close their books and try and do it from memory, still focusing on the intonation.

Exercise 6

- Put students into groups of four or five. Refer them to page 130 and ask them to choose a role card each.
- Give them a few minutes to look at the arguments and think of any other arguments which the person whose role they are playing might make.

EXTRA SUPPORT If some students are struggling to think of ideas, let them ask the others in their group for help at this stage.

Exercise 7a

- Explain that students are going to role-play a meeting similar to the one in exercise 2b.
- Establish who will chair the meeting (probably the town councillor).
- Remind students that they must use at least two different ways of interrupting during the role-play.
- Give students time to carry out the role-play. While they are talking, monitor and note down some good arguments.

Exercise 7b

- When the role-play has finished, let the groups decide together who made the best arguments.
- Feed back as a class. You could mention some of the best arguments you heard while monitoring.

EXTENSION Alternatively, there could be one student in each group whose job is to listen to the others, note down when they use interrupting language, and decide who makes the best arguments.

Writing **a report**

Exercise 8

- Focus students' attention on the report at the bottom of the page and establish that this is a report on a different meeting.
- Ask students to read the report quickly and decide which section could be labelled with which heading (a–d).
- Check the answers together as a class.

ANSWERS

1 b 2 c 3 d 4 a

EXTENSION While the main focus of this exercise is the language and structure of the report, you could also ask students to list the specific benefits, drawbacks and recommendations mentioned, e.g.

- Benefits: new housing is needed because of people moving to the town, house prices are going up because of short supply, the builders would provide play areas
- Drawbacks: the wildlife in the parkland would be displaced by the new buildings
- Recommendations: more research into how to make new buildings green and maybe keeping a wild area of nature, making a scale model for people to see

EXTRA ACTIVITY Ask students to prepare a short (one- to two-minute) speech either supporting the housing scheme or saying why it is not a good idea. They should start by introducing the topic, then give their view and two or three arguments to support it before concluding by asking for support. Students give their speeches to a partner or a small group.

Exercise 9

- Ask students to read the first paragraph of the report again and elicit what the function of this introductory paragraph is (to explain the situation being reported on, and summarize the content of the report).

- Focus students' attention on the language underlined in this paragraph and show how it relates to the functions of the paragraph.
- Ask students to write the phrases from the first paragraph into the Language for writing box.
- Students then complete the rest of the box in the same way. They could do this individually or with a partner.
- Check the answers together as a class.

ANSWERS

Introductory paragraph

- 1 The purpose of this report is to ...
- 2 The report summarizes some of the main arguments ...
- 3 ... concludes with some recommendations.

Reporting what was said and what happened

- 4 ... he pointed out ...
- 5 ... he argued ...
- 6 According to ...
- 7 ... the majority of local residents who attended felt that ...

Giving recommendations

- 8 In conclusion, it was evident that ...
- 9 I would recommend that ...
- 10 It might also be helpful to ...

Exercise 10

- Put students into pairs. Ideally this should be with someone who was in their role-play activity in exercise 7a.
- Students make a list of benefits and drawbacks to the food quarter which were mentioned in the role-play, or which they have subsequently thought of.

EXTRA SUPPORT The brainstorming stage above could be done as a whole class to support less confident students.

Exercise 11

- Re-elicite the four sections of the model report (why the report has been written and a summary of what it will contain, benefits of the new food quarter, drawbacks to the new food quarter, recommendations).
- Either individually or in pairs, students use the information to write a report on the meeting. Remind them to use the phrases in the Language for writing box.

EXTENSION Encourage students to read each other's work and offer constructive feedback and suggestions to improve it. If you are aware of a particular problem that most students have with their written work (e.g. organization and paragraphing, use of articles), you could ask them to focus on this one area.

EXTRA CHALLENGE Early finishers could prepare to deliver the report orally, as a short presentation, then take turns to do so with another early finisher.

9.5 Video

A town in the shadows

VIDEOSCRIPT

There is little doubt that the weather can dramatically affect our mood. Many of us will have happy memories of time spent relaxing in a park on a bright and sunny day, with the smell of freshly cut grass and the reassuring warmth of the sun on our skin.

We can all remember a time we've ended up miserable and annoyed after getting soaked to the skin just trying to get to work on a grey and rainy day, when we would much rather be dry and cosy on the sofa at home. But some extremes of climate, and geography, can have a far more dramatic impact on our physical and mental well-being than the occasional day of bad weather. Few of us can even imagine what it is like to live in shadow, not seeing the sun outside our window for nearly six months every year. But this is the reality of living in the small town of Rjukan in the Telemark district of Norway.

For Rjukan, the problem is not simply its climate, although the average temperature in the winter rarely exceeds -5°C – with fewer than six hours of sunlight a day in mid-December. It is the result of the town's geography. The town lies at the foot of one of the tallest mountains in southern Norway – the magnificent Gaustatoppen. On the high plateau above it, the tracks of a popular ski resort criss-cross the brightly-lit snow. While hidden deep down in the Vestfjord valley, Rjukan's residents get used to being denied any more than a distant glimpse of the low winter sun for the long months between October and March. But, ironically, the town owes its very existence to this seemingly uninviting location. It was founded in 1908 by the industrialist Sam Eyde, when his company, Nordsk Hydro, built the world's largest hydroelectric power plant at the site of the 104-metre Rjukan waterfall.

Today, while the original Vormork power plant is now a museum and tourist attraction, the legacy of Sam Eyde lives on in Rjukan. And, curiously, it's not just for his industrial achievements that he's remembered. Eyde understood the toll that living in the shadows for six months of the year had on the people of Rjukan. As early as 1913, he came up with the idea of using mirrors on the mountain tops to reflect sun down into the town. But he had neither the resources nor the technology to put this plan into action.

Instead, in 1928, Nordsk Hydro paid for the construction of a cable car that could take the town's residents up out of the shadows to enjoy some much needed sunlight. And that's how it used to be for the people of Rjukan. If you wanted to feel the warmth of the winter sun on your face, you had to leave the town. That was until 2001 when the artist, Martin Andersen, decided to revisit Eyde's original sun mirrors idea with cutting-edge technology.

Twelve years later, three 17-square-metre glass mirrors finally sat on the mountain-side high above the town. Today, controlled by a computer in Germany, they follow the path of the sun and reflect its rays into Rjukan's town square. The artificial sunlight that illuminates the benches far down in the valley is only 20% less intense than the actual sun. Bringing the light back to the town was a costly and slow process. Not everyone thought that a small patch of sun was worth the half a million dollars it took to build the mirrors. But seeing faces brighten as they step into the sunlight makes it seem like a small price to pay. Teachers bring their students to eat their lunch in the sun, and older people come to relax and chat with friends. The difference the sunshine makes is magical. It brings people together, and it makes them smile. The residents of Rjukan no longer have to spend the winter in shadows waiting impatiently for the sun to return and it's clear that they're all enjoying getting used to their new place in the sun.

VIDEO ANSWERS

Exercise 1

narrow, deep, wooded valley, snow-capped, towering, rugged mountain. (In theory you could have a *wooded mountain*, but it isn't a strong collocation)

Exercise 3

B

Exercise 4

- 1 -5 (the usual highest temperature in the winter)
- 2 1908 (when the town was founded)
- 3 104 (the height of the Rjukan waterfall)
- 4 1913 (when Sam Eyde first had the idea of using mirrors on the mountain top)
- 5 1928 (when the cable car was constructed)
- 6 2001 (when Martin Anderson decided to build the mirrors)
- 7 17 (the measurement of each mirror in square metres)
- 8 20 (the percentage by which the reflected sunlight is less intense than real sun)
- 9 half a million (the cost of the mirrors in dollars)

Review

ANSWERS

Exercise 1

- | | |
|-----------------|-----------|
| 1 usually | 4 usually |
| 2 be used to | 5 used to |
| 3 would/used to | 6 usually |

Exercise 2a

- | | |
|--------------|--------------|
| 1 dangerous | 4 absolutely |
| 2 frequently | 5 rarely |
| 3 beautiful | 6 quickly |

Exercise 3a

- | | |
|----------------|-----------------|
| 1 artificial | 4 automatically |
| 2 depressing | 5 a magical |
| 3 considerably | 6 originally |

Exercise 3b

- 1 What things do you automatically do in the mornings?
- 2 How do you feel about working in rooms with only artificial light?
- 3 Do you find winter depressing? Why/Why not?

AUDIOSCRIPT 9.9

- 1 What things do you automatically do in the mornings?
- 2 How do you feel about working in rooms with only artificial light?
- 3 Do you find winter depressing? Why/Why not?

Exercise 4a

- | | |
|-----------|------------|
| vegetable | restaurant |
| every | mystery |
| camera | |

AUDIOSCRIPT 9.10

- | | |
|-----------|------------|
| vegetable | restaurant |
| every | mystery |
| camera | |

Exercise 5a

- | | |
|--------------------|----------------|
| 1 slept like a log | 4 accidentally |
| 2 fast asleep | 5 stopped |
| 3 snooze | 6 Praise |

Exercise 6

- 1 for interrupting
- 2 comment on
- 3 a second

AUDIOSCRIPT 9.11

- A So, in our last meeting we agreed that we would ...
- B Excuse me for interrupting, but can I just ask when the last meeting was?
- A Yes, it was last month. Anyway, we agreed that we would try and raise as much money as possible for charity.
- B I'd like to comment on that. I think we should vote on which charity we raise the money for.
- A Yes, I think that's a good idea. So, as I was saying, ...
- C If I could just interrupt a second, shouldn't we agree on the charity first?
- A If I could just finish what I was saying ...

10.1 Can you believe your eyes?

Goals

- Talk about looking and seeing
- Use adjectives in the correct order

Lead-in

- Tell students that the topic of the unit is the senses and elicit what the five senses are (*sight, taste, smell, touch and hearing*).
- Ask students to draw a table with five columns and label each one: *see, taste, smell, feel, hear*.
- Dictate the following words for students to write in the column which immediately makes most sense to them: *sunshine, mountain, sheep, coffee, waves, ice cream, velvet, keyboard, wood*.
- Point out that there are no wrong answers. For example, when you say *sunshine*, do they immediately think about what they would see or the feel of the heat, etc.
- Students compare their answers in pairs or small groups, and explain why they put the words into different columns.
- Have a brief whole-class feedback session. Did students all have the same answers? Do they think that everyone experiences the world in the same way?

Vocabulary & Reading words for looking and seeing

Exercise 1

- Focus students' attention on the first photo and read through the instructions as a class.

WATCH OUT! Students should remember the word *predator* from the text in lesson 9.3, but may need reminding (= an animal that kills and eats other animals).

- Elicit a few reactions from the class. Were they surprised by the difference that seeing the image in colour made?
- Now focus students' attention on the second photo and coloured squares. Read through the instructions as a class.
- Put students into pairs to discuss what happened and then discuss as a class. They should have seen the two desert scenes as different colours, with the one on the left taking on a reddish hue.

Exercise 2a

- Draw students' attention to the highlighted words in the instructions for exercise 1.
- Put students into pairs to discuss the differences in meaning between these three words.
- Elicit suggestions but don't confirm answers at this stage because the next activity will clarify the meaning of these words.

ANSWERS

All three words relate to looking or seeing. *Spot* means 'to notice something'; *stare* means 'to look at something for a long time'; *glance* means 'to look at something for a very short time'.

Exercise 2b

- Ask students to answer the questions individually, using the words in the box. Note that each gap represents one word, so some questions have more than one answer.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

- 1 a gaze, glare, stare (possibly observe – which has two meanings)
b glare
c gaze
d stare
e observe (this is the monitor meaning)
f glance
- 2 spot
- 3 gaze, glare, glance, stare

WATCH OUT! *Observe* has two different meanings: 1) to see or notice something, and 2) to watch something carefully to learn more about it (monitor).

DICTIONARY SKILLS A good dictionary will tell you whether a word is transitive (takes an object) or intransitive (doesn't take an object). Give students an example by explaining that the first meaning of *observe* (above) is transitive, e.g. *The police observed him entering the building*. The second meaning of *observe*, however, is both transitive and intransitive, e.g. *She observes well*.

Ask students to look up the words from exercise 2b and find out if they are transitive or intransitive and write a sample sentence for each one.

- *stare* (intransitive – you need *at* to add an object)
- *gaze* (intransitive – you need *at* to add an object)
- *glare* (intransitive – you need *at* to add an object)
- *glance* (intransitive – you need *at* to add an object)
- *spot* (transitive)

STUDY TIP Remind students that it is a good idea to make a note of whether a verb is transitive or intransitive and/or to write a sample sentence when they are recording new vocabulary.

Exercise 3a

- Put students into pairs and ask them to try and guess how the illusions in exercise 1 work.

EXTRA CHALLENGE This task should naturally provide the opportunity for students to use the vocabulary from exercise 2b. However, to provide more challenge, you could specifically ask students to try and use as many of the words as possible.

- Don't explain the illusions at this stage as students will find out when they read the text in the next exercise.

Exercise 3b

Text summary: The text is about how the brain interprets the signals from our eyes and how most of what we call *seeing* actually takes place in the brain. We interpret the patterns of light that our eyes see, using our past experience. Generally this is helpful, but sometimes it causes us to create an illusion. For example, with the desert scene, we see the colours differently after focusing on the red and green. Ultimately, this means that everything we think we see could be a kind of illusion because we are creating it in our brains, rather than there being an objective reality which everyone sees the same way.

- Ask students to read the text and check their ideas about the illusions.
- Let students compare answers with a partner before checking together as a class. Encourage a couple of students to explain to the class in detail how each illusion works.

SUGGESTED ANSWERS

Even if you stare at the black and white photo, it's hard to spot the panther because you are only seeing the surfaces according to how much light they reflect. Colour helps you to see the quality of light as well as the quantity, and this makes objects stand out more, thus making it easy to see the panther in the colour photo as soon as you glance at it.

If you stare at the white dot between the red and green squares for a long time, your eyes start to get used to the idea of red on the right and green on the left. Then when you look at the desert illustration again, you should observe a difference in colour on each side.

EXTRA ACTIVITY To help students gain a deeper understanding of the text, you could ask them to read it again and answer the following questions:

- 1 *Why does the author think that people are afraid of the dark?* (Because we can't distinguish things which might hurt us as well as we can in daylight.)
- 2 *Why does the author say that what we see is 'actually pretty meaningless'?* (Because we only really see patterns of light.)
- 3 *Why are neuroscientists interested in illusions?* (Because they can tell us something about how the brain works.)
- 4 *In what way were the ancient philosophers correct about the world?* (That it is an illusion because everything we see is created by our brain.)

Exercise 4

- Draw students' attention to the highlighted words in the article.
- Ask them to work individually to match the words with the definitions.
- Let them compare answers with a partner before checking the answers together as a class. Elicit what all the words have in common (they are all about looking and seeing).

ANSWERS

- | | |
|------------|---------------|
| 1 vision | 4 distinguish |
| 2 reveals | 5 visible |
| 3 focus on | 6 reflect |

EXTENSION Ask students to identify the word class of each of the words: 1 *vision* (n), 2 *reveals* (v), 3 *focus on* (v), 4 *distinguish* (v), 5 *visible* (adj), 6 *reflect* (v).

Exercise 5

- Students work individually to choose the best options. Note that this exercise focuses on the vocabulary from exercise 2 as well as exercise 4.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

- | | |
|---------------|------------|
| 1 observed | 4 revealed |
| 2 distinguish | 5 spotted |
| 3 glanced | 6 visible |

FEEDBACK FOCUS As you go through the answers, ask the following checking questions:

- 1 What meaning of 'observed' is used here: monitored or noticed? (monitored)
- 2 What preposition tells you the answer here? (from – distinguish from, focus on)
- 3 Why does 'stared' not make sense here? (because if she looked for a long time, he would catch her looking)
- 4 Could you see that the kitchen was dirty before the light went on? (no)
- 5 How would the person feel about ties if they glared at people who were wearing them? (angry)
- 6 What word class is 'visible'? (adj) What does it mean here? (that the teacher could really notice the improvement)

PRONUNCIATION Write the following words on the board: *observed, glared, focused, distinguished, revealed, reflected, spotted, glanced, stared*. Ask students to decide in pairs whether the final -ed sound is /d/, /t/ or /ɪd/.

/d/ *observed, glared, revealed, stared*

/t/ *focused, distinguished, glanced*

/ɪd/ *reflected, spotted*

Elicit the rules: /d/ after voiced sounds, /t/ after unvoiced sounds, /ɪd/ after /t/ or /d/.

Grammar & Speaking order of adjectives

Exercise 6

- Put students into pairs. Student B should look at the photo on page 97. Refer Student A to the photo on page 130.
- Give students one minute to study their photo, then ask them to close their books.
- Students then test each other on what they can remember. Student B may now look at Student A's photo and ask questions, and vice versa.

Background note: The photos on this page and at the back of the book are by the British artist Julian Beever. Beever specializes in pavement art, especially 3-D illusions. He has sometimes been called 'the pavement Picasso'.

EXTRA ACTIVITY If you search for Julian Beever on YouTube, there are a number of videos showing the process of creating one of his pieces of pavement art. You could try showing the video with one student able to see the video and the other looking away. The student who can see describes what is happening to their partner. Students swap roles halfway through.

Exercise 7

- Ask students to read the phrases, which come from a description of the photos in exercise 6.
- In pairs, ask them to decide on the correct order for the adjectives in brackets. Don't give them any rules or answers at this stage; the idea is to check what they already know, or how good their feel for the order of adjectives is.

Exercise 8 10.1

- Play track 10.1. Students listen to the descriptions and check their answers.

ANSWERS

- 1 ... what looks like a small yellow and orange rubber boat ...
- 2 ... an enormous grey crocodile waiting for them ...
- 3 ... its eyes are bright orange and very threatening ...
- 4 ... his back against a low concrete wall ...
- 5 ... his usual long black leather boots ...
- 6 ... Robin is in a red and green costume ...

AUDIOSCRIPT 10.1

There are two people sitting on what looks like a small yellow and orange rubber boat, holding a real paddle. It appears that the boat is being swept along a wild river and that it's about to crash down a waterfall, right into the mouth of an enormous grey crocodile waiting for them at the bottom. The crocodile is half-submerged in the water, but its eyes are bright orange and very threatening. The people in the boat are screaming, and the woman is waving her hands in the air.

There's a man crouching on the ground with his back against a low concrete wall. It looks as if he's on a tiny ledge at the top of a tall burning building. Lots of people are looking up from the street below, including two police officers, who seem to be shouting up to him. Batman and Robin are climbing up a rope to rescue him. Batman is wearing his usual long black leather boots and a cape and mask, and Robin is in a red and green costume with a shiny yellow cape and black mask.

EXTENSION Ask students to describe the photos again, using the phrases from exercise 7 as part of their descriptions.

Exercise 9

- Ask students how they knew (if they did) what order to put the adjectives in in exercise 7. Explain that while it is often possible to just 'know' the right order, there are some rules to fall back on.

- Ask students to read the rules in the Grammar focus box and complete the gaps with examples from exercise 7.
- Check the answers together as a class.

ANSWERS

- 1 an enormous grey crocodile (size/colour)
- 2 a low concrete wall (size/material)
- 3 long black leather boots (size/colour/material)
- 4 ... its eyes are bright orange and very threatening ...
- 5 ... a small yellow and orange rubber boat ...
- 6 ... a red and green costume ...

FEEDBACK FOCUS Note that the order of adjectives is more flexible when they come after a verb, and that in this case we often put the opinion adjective last, e.g. *Its eyes are bright orange and very threatening*. This point is covered in *Grammar reference* on page 154.

Students may also ask about the order of colour adjectives, e.g. why it is *red and green* not *green and red*. This is just a question of common usage or collocation but it can vary between languages. For example, many European languages would say *white and black* rather than the English *black and white*.

EXTRA SUPPORT If you think students will find this difficult, start by writing the categories (opinion/value, size, etc.) on the board and elicit what category each adjective in brackets in exercise 7 would fit into.

- Refer students to *Grammar reference* on page 154. There are three more exercises here students can do for homework.

Exercise 10

- Write the first sentence on the board and elicit some possible adjectives that could be added.
- Students then add extra adjectives to the other sentences.
- Let students compare their ideas with a partner before you elicit some examples from the class as a whole.

WATCH OUT! Make sure that students are aware that we don't normally use more than three adjectives together, otherwise this kind of activity can lead to some very unnatural-sounding sentences.

POSSIBLE ANSWERS

- 1 The forest was dark and shady.
- 2 I sat down under a large ancient oak tree.
- 3 The grass was soft, green and springy.
- 4 Next to me there were some pretty pink and yellow flowers.
- 5 Suddenly I saw a spotted deer with beautiful brown eyes.
- 6 I was very still and quiet.

Exercise 11

- Put students into pairs. Refer Student A to page 130 and Student B to page 135.
- Students take it in turns to describe their photo to their partner. Remind them to try and use groups of adjectives where appropriate.
- Students should find two ways in which the photos are similar and two ways in which they are different.
- Conduct brief feedback as a class on the similarities and differences discovered.

POSSIBLE ANSWERS

Swan photo:

In the background there's a big, grey, circular building and in front of that there's a round metal fence, with a painting inside the fence. A little girl wearing a white cotton hat and a summer dress is leaning on the fence, looking at the painting. A woman who is probably her mother, and her baby brother or sister, are nearby. The painting shows a pond with two beautiful white swans. One of the swans is spreading his wings, and the other is just floating on top of the still blue water.

Boat photo:

Two boys are playing on a painting in front of a building. The painting shows a small old-fashioned steamboat, and one boy is pretending to stand on top of the boat's funnel. The water around the boat looks very deep and quite threatening. In the foreground there are two orange and white striped rubber rings, and a metal anchor on a rope. A large grey painted seagull is sitting on the anchor and watching the scene.

CRITICAL THINKING Logic and puzzle-solving are an important part of critical thinking. Ask each student to think of an everyday object that they can describe using three or four adjectives. They should write down the description, putting the adjectives in the correct order. Students then give their descriptions and the rest of the class (or their group) should guess what they are describing, e.g. *an expensive, small, rectangular object* (a mobile phone).

10.2 Sense of humour

Goals

- Use *if* + other conjunction clauses
- Rate performances

Lead-in

- With books closed, tell the students a joke in English. You can choose one of your favourites or try this one: *A family of mice were attacked by a cat. Father Mouse shouted, 'Woof woof!' The cat ran away. 'What was that, Father?' asked Baby Mouse. 'Well, son, that's why it's important to learn a second language.'*
- Put students into pairs. Ask them to tell each other a joke in English.
- Ask the class for some examples of the best jokes.

Grammar & Listening *if* + other conjunction clauses

Exercise 1a 10.2

- Look at the illustration on the page and elicit a few ideas about what it shows. You might need to pre-teach *hunter* (= someone who chases and kills wild animals) and *collapse* (= suddenly fall down).
- Tell students that the picture illustrates the joke which was voted the funniest joke in a survey of several different nationalities.
- Play track 10.2 for students to see if they think the joke is funny or not.
- Elicit a few reactions to the joke.

AUDIOSCRIPT 10.2

Two hunters are out in the wood when one of them collapses. He doesn't seem to be breathing. The other guy takes out his phone and calls the emergency services. He gasps, 'My friend is dead! What should I do?' The operator says, 'Calm down. I can help. First, let's make sure he's dead.' There is a silence, then a shot is heard. When he gets back on the phone, the guy says, 'OK, now what?'

Exercise 1b

- Put students into pairs. Refer Student A to page 130 and Student B to page 134. Students turn to the back of the book and prepare to tell their jokes.
- Students then tell each other their joke.

EXTRA SUPPORT Note that the joke on page 130 is much shorter and easier, so you might want to allocate the jokes according to how confident or able the students are.

Exercise 1c

- In the same pairs, ask students to decide which of the three jokes was the funniest, putting them in order.
- Have a brief class feedback session.

WATCH OUT! It might be useful to teach the word *pun* at this stage. A pun is a joke which uses the fact that a word or phrase can have different meanings or that some words sound alike, e.g. *Where do polar bears vote? The North Poll.*

Exercise 2a 10.3

Audio summary: This is an extract from a radio programme discussing jokes and what people find funny. It starts by reporting on a piece of research into what kind of jokes are popular in different countries and then (in the second section) goes on to talk about what it is that makes a joke funny – how the brain responds to hearing something unexpected.

- Ask students whether they think that different nationalities find different things funny.
- Explain that students are going to listen to part of a radio programme about some research into this.
- Play track 10.3. Students listen and write down which nationalities might prefer each of the three jokes in the previous exercise.

EXTRA SUPPORT If students might find this too challenging, establish what kind of joke each of the three jokes is first. The first joke is an example of black humour (joking about death or serious issues), the tractor joke is an example of a pun and the motorway joke is about someone being stupid.

- Let them compare answers with a partner before checking the answers together as a class.

POSSIBLE ANSWER

According to the programme, some European nationalities might like the first joke about the hunters because it deals with death, which makes us feel awkward. The Americans and Canadians might like the one about Bob because it's about making someone look stupid and the Irish, British, New Zealanders and Australians might like the one about the tractor because it uses wordplay.

AUDIOSCRIPT 10.3

P = Presenter, E = Expert

P What makes us laugh? And do we all find the same things funny? It's often said that different nationalities have different senses of humour, but is there any evidence for that?

E Well, there was some research done a few years back into the world's funniest joke by a group of researchers who called themselves LaughLab. They received over 40,000 jokes from quite a number of different countries and they did seem to identify some differences. According to the study, people from Ireland, the UK, Australia and New Zealand showed a strong preference for jokes with some kind of wordplay or pun, you know, where a word has two meanings. Americans and Canadians seemed to prefer jokes where someone looked stupid or was made to look stupid by another person. And many European countries, such as France, Denmark and Belgium, liked to make a joke out of topics that usually make us feel anxious, like illness and death. If you joke about it, it doesn't make you as anxious, I suppose.

Exercise 2b

- Elicit some ideas from students of things they find funny.
- Then let students discuss the question in pairs.

EXTENSION Write the following different types of comedy on the board, then give the definitions (in brackets) in the wrong order and ask students to match them:

- *stand-up comedy* (where someone talks directly to the audience and makes funny observations about life)
- *slapstick* (where people fall on banana skins, bump into each other, etc.)
- *puns and wordplay* (where the joke relies on a word or phrase having two meanings)
- *shaggy dog stories* (a very long joke with a story that ends in a silly way)
- *sitcoms* (a TV series that has a set of characters in funny situations)

Exercise 3 10.4

- Explain that students are going to listen to the next part of the programme.
- Give students time to read the statements and encourage them to make guesses about the missing words.
- Play track 10.4. Students listen and complete the gaps.
- Check the answers together as a class.

ANSWERS

1 punchline 2 intelligent 3 world 4 five

WATCH OUT! Check students understand what a *punchline* is by asking what the punchline is in the Groucho Marx joke mentioned (= the last few words of a joke, including the part that makes the joke funny).

AUDIOSCRIPT 10.4

P ... Yes, maybe ... But you do have to be careful about humour, don't you? I'm very careful about telling jokes to people I don't know, in case I offend them.

E Yes, there are quite a lot of jokes I don't tell unless I know the people pretty well! What one person thinks is hilarious, another might find really distasteful, or just annoying.

P Do jokes have anything in common, though? What actually makes us laugh?

E Well, there's usually something unexpected in there. We talk about a punchline at the end of a joke – the final line that hits us and makes us laugh. For example, there's a famous Groucho Marx joke in the film *Animal Crackers*. He says, 'One morning, I shot an elephant in my pyjamas ... How he got into my pyjamas, I'll never know!' We usually laugh as soon as we realize that we've been mentally going in the wrong direction. That's why there's a strong link between a sense of humour and being intelligent, because your brain has got to react pretty quickly to get the joke. It's also one of the ways in which you can still tell the difference between a computer and a human.

P What? When you tell a computer a joke, it won't laugh?

E Ha, ha, no, obviously it won't laugh, but it won't even get the joke. Understanding a joke requires a lot of world knowledge, linguistic knowledge and that ability to suddenly shift quickly from what you were expecting to hear. Even young children struggle with this until they get to about five. You hear them telling jokes that just don't make any sense at all.

P Sometimes that's funnier than a proper joke, though ...

Exercise 4a

- Ask students to work individually to read through the extracts from the listening and complete them with an appropriate conjunction. Remind them to use the hints.
- Let them compare answers with a partner, but don't check the answers as a class at this stage.

EXTRA SUPPORT The task could be done in pairs if students need a little more support.

Exercise 4b 10.5

- Play track 10.5 for students to listen and check their answers.
- Check the answers together as a class.

ANSWERS

- | | |
|-----------|--------------|
| 1 If | 4 as soon as |
| 2 in case | 5 When |
| 3 unless | 6 until |

AUDIOSCRIPT 10.5

E And many European countries, such as France, Denmark and Belgium, liked to make a joke out of topics that usually make us feel anxious, like illness and death. If you joke about it, it doesn't make you as anxious, I suppose.

P ... Yes, maybe ... But you do have to be careful about humour, don't you? I'm very careful about telling jokes to people I don't know, in case I offend them.

E Yes, there are quite a lot of jokes I don't tell unless I know the people pretty well! What one person thinks is hilarious, another might find really distasteful, or just annoying.

P Do jokes have anything in common, though? What actually makes us laugh?

E Well, there's usually something unexpected in there.

We talk about a punchline at the end of a joke – the final line that hits us and makes us laugh. For example, there's a famous Groucho Marx joke in the film *Animal Crackers*. He says: 'One morning, I shot an elephant in my pyjamas ... How he got into my pyjamas, I'll never know!' We usually laugh as soon as we realize that we've been mentally going in the wrong direction. That's why there's a strong link between a sense of humour and being intelligent, because your brain has got to react pretty quickly to get the joke. It's also one of the ways in which you can still tell the difference between a computer and a human.

P What, when you tell a computer a joke, it won't laugh?

E Ha, ha, no, obviously it won't laugh, but it won't even get the joke. Understanding a joke requires a lot of world knowledge, linguistic knowledge and that ability to suddenly shift quickly from what you were expecting to hear. Even young children struggle with this until they get to about five. You hear them telling jokes that just don't make any sense at all.

P Sometimes that's funnier than a proper joke, though ...

Exercise 4c

- Put students into pairs to discuss the pairs of sentences.
- Monitor to judge students' level of understanding.
- Check the answers together as a class.

ANSWERS

1 If you joke about it, it makes you less anxious. (general truth, using two present tenses)

I will feel less anxious if I make a joke about it. (specific situation in the future, using present tense in the second clause and *will* in the first clause)

2 I'm very careful about telling jokes to people I don't know, in case I offend them. (general truth, using two present tenses)

I won't tell you that joke, in case it offends you. (specific situation in the future, using present tense in the second clause and *will* in the first clause)

Exercise 5

- Focus students' attention on the Grammar focus box on conditional and conjunctive clauses.
- Ask students to read it themselves and complete it with the words in the box.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

- | | |
|----------------|-----------|
| 1 result | 5 future |
| 2 any | 6 unless |
| 3 clause | 7 in case |
| 4 conjunctions | |

FEEDBACK FOCUS As you go through the answers, ask the following questions to fully check understanding:

- If you joke about it, it doesn't make you as anxious. Is this about a specific occasion or is it always true? (always true) What tense is used in each clause? (present tense)
- If you have offended someone, you can always apologize. What tense is in the first clause? (present perfect) Is this about a specific occasion? (no)
- If I'm telling a joke and no one laughs, I go bright red. What tense is in the first clause? (present continuous). Why? (an action in progress) Is this about a specific occasion or is it always true? (always true)
- If you don't laugh at my joke, I'm going to cry. Is this about a specific situation or is it always true? (specific situation) Can we replace 'going to' with 'will'? (yes)
- Refer students to *Grammar reference* on page 155. There are two more exercises here students can do for homework.

Exercise 6

- Students work individually to complete the sentences. If necessary, do the first one as an example. Make sure students are aware that more than one tense can be used in many cases.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

- 1 Unless, will be
- 2 in case, needs
- 3 as soon as/when, finishes/has finished
- 4 until, go down/have gone down
- 5 if, rains/if, is raining/in case, rains
- 6 when, comes/if, comes/if, is coming

PRONUNCIATION Demonstrate to students how intonation rises when the two clauses are separated by a comma. This indicates to the listener that the speaker has more to say. Write the following sentences on the board and elicit the correct intonation:

The show will be cancelled unless they sell more tickets.

Unless they sell more tickets, the show will be cancelled.

Let students practise saying the following pairs of sentences:

The show won't start until the lights go down.

Until the lights go down, the show won't start.

They won't be able to have the show outside if it rains.

If it rains, they won't be able to have the show outside.

EXTRA ACTIVITY Ask students to complete the following sentences in ways which are true for them:

- 1 _____, in case I make a mistake.
- 2 As soon as class finishes, _____.
- 3 _____, unless I'm sure I know what I'm doing.
- 4 When I wake up, _____.
- 5 _____ until next year.

Vocabulary & Speaking rating performances

Exercise 7a

- Write the following extract from the listening on the board: *What one person thinks is hilarious, another might find really distasteful, or just annoying.* Elicit whether the adjectives are positive or negative.
- Put students into pairs to do the same with the other adjectives in the box.
- Briefly check as a class, but do not go into meaning at this stage.

ANSWERS

Positive: comical, hilarious, thought-provoking, witty

Negative: annoying, childish, distasteful, irritating, pointless, predictable, ridiculous, tedious

Exercise 7b

- In the same pairs, ask students to write the words into the categories. Remind them that more than one category may be possible.
- Monitor, and once most students have categorized the words, ask them to discuss together any differences in meaning.
- Feed back as a class.

ANSWERS

- 1 *irritating, annoying* (these two words are quite similar because they both mean making you slightly angry. However, irritating also implies that the action that makes you angry keeps happening), *distasteful* (unpleasant or offensive)
- 2 *hilarious* (extremely funny, this is stronger than the other words), *witty* (funny in a clever way), *comical* (often funny in a silly way)
- 3 *tedious* (boring), *predictable* (you can tell what is going to happen, which makes it less interesting)
- 4 *pointless* (having no purpose), *ridiculous* (very silly or unreasonable), *childish* (stupid or silly)
- 5 *witty* (funny in a clever way), *thought-provoking* (making you think)

WATCH OUT! *Childish*, especially when used about an adult, is a negative word. The positive word is *childlike* (innocence, enthusiasm).

EXTRA CHALLENGE Ask early finishers which of these adjectives they would use to describe some of the jokes they heard earlier.

Pronunciation word stress – adjectives (2)

Exercise 8a

- Check students understand what is meant by the 'stressed syllable', possibly by doing the first one as an example.
- Students underline the stressed syllable in each of the words in exercise 7a.
- Let students compare their answers with a partner but don't check the answers as a class.

EXTRA SUPPORT Before students identify the stressed syllables, ask them to divide each word into its separate syllables.

Exercise 8b 10.6

- Play track 10.6 for students to check their answers.

ANSWERS

 anno <u>ying</u>	 child <u>ish</u>	 <u>com</u> ical
 dis <u>tas</u> te <u>ful</u>	 hil <u>lar</u> ious	 <u>irri</u> tating
 <u>point</u> less	 pred <u>ic</u> t <u>able</u>	 rid <u>ic</u> ulous
 <u>ted</u> ious	 <u>thought</u> -provoking	 <u>wit</u> ty

AUDIOSCRIPT 10.6

annoying childish comical distasteful hilarious
irritating pointless predictable ridiculous tedious
thought-provoking witty

EXTRA SUPPORT If students have any difficulty with this, play track 10.6 again for them to listen and repeat.

Exercise 9a

- Focus students' attention on the photo on page 98. Ask what kind of programme they think it is (a comedy programme – see Background note below).
- Elicit some comedy programmes, comedians and comedy series that the students know.

- Ask students to prepare to talk about a comedy show or comedian, using the questions to guide them. They should just jot down a few words about each point to help them, rather than writing full sentences.
- Monitor and help students with any vocabulary they may need.

EXTRA SUPPORT Some students may need you to go through the questions first, though bear in mind that most of the vocabulary is recycled from the lesson, so they should be familiar with it.

Background note: Tina Fey and Amy Poehler are two very well-known American comedienne. They both started on a show called *Saturday Night Live*, which has series of comedy sketches (short funny scenes) about topical issues. A famous example would be the sketch where Tina Fey pretended to be the vice-presidential candidate Sarah Palin in the run-up to the 2008 USA election.

Exercise 9b

- When students are ready, put them into pairs to tell their partner about the show or comedian. They should try and talk for one to two minutes while their partner listens. Then they swap roles. Each student listening should be ready to ask a question at the end.
- Have a brief feedback session as a class.

EXTRA CHALLENGE More confident students could be asked to give their mini-presentations to the whole class.

CRITICAL THINKING Put students into groups and ask them to discuss the following questions. These questions will require them to think more critically, or deeply, about the topic.

- What kind of jokes would you consider to be offensive?
- In what situations would you avoid telling a joke which some people might find offensive? Are there any situations where it might be acceptable?

10.3 Vocabulary and skills development

Goals

- Understand assimilation
- Recognize easily confused sense verbs

Lead-in

- Focus students' attention on the photos of food on page 100. Can they name the foods? (*lemons, coffee, cupcakes, peanuts, soy sauce, olives*)
- Put students into pairs to brainstorm four or five adjectives to describe the food in each photo.
- Have a feedback session. Ask students to describe each photo, using a group of the adjectives, in the correct order (this reviews the grammar point in 10.1), e.g.
 - *a bowl of fresh, juicy, bright yellow lemons*
 - *a cup of delicious, strong, black coffee*
 - *a plate of beautiful, highly decorated, sugary cupcakes*
 - *a bowl of crunchy, salty, greasy peanuts*
 - *a dish of tasty, salty, brown soy sauce*
 - *bowls of fresh, shiny, different-coloured olives*

Listening & Speaking understanding assimilation

Exercise 1

- Put students into pairs to decide which of the taste words they associate with the foods in the photos. If they have not already used these words in their descriptions in the Lead-in, encourage students to add them.
- Ask students to brainstorm different foods with these tastes. Feed back some ideas as a class (suggestions given in brackets in the answer key). Ask students which kind of tastes they prefer.

POSSIBLE ANSWERS

bitter: coffee, olives (also some salad greens, like rocket, chicory, cocoa or dark chocolate without sugar)

salty: peanuts, soy sauce (also crisps and chips, cheese)

sour: lemon (also kimchi, pickles, yoghurt)

sweet: cake (also chocolate, biscuits)

WATCH OUT! Students may not be clear on the distinction between *bitter* and *sour*. *Sour* is an acidic taste, whereas *bitter* is quite strong and (unless you're used to it) unpleasant.

EXTENSION If you have a multilingual class, ask students to describe a typical dish from their country which is sweet, sour, bitter or salty.

Exercise 2

- Students discuss the questions in pairs. Even if they don't know the answers, encourage them to guess.

Exercise 3 10.7

- Play track 10.7 for students to check their ideas.
- Briefly feed back as a class. Tell students not to worry if they have not understood everything, as they will have another chance to listen later.

ANSWERS

1 a savoury taste

2 Japan

AUDIOSCRIPT 10.7

For thousands of years, ever since the great Greek philosopher Plato identified them, people have divided the taste of food into four different types: sweet, sour, bitter and salty. However, in 1908, a Japanese chemist, Kikunae Ikeda, sensed that his seaweed soup had a flavour which was not one of the classic four tastes. He knew that the flavour was also found in tomatoes, cheese, such as hard Parmesan cheese, and meat, though not so much in very lean meat, or raw meat. Eventually he identified it as glutamic acid, but he named it *umami*, which means 'delicious' in Japanese. Umami is best described as a kind of savoury taste, which makes something taste really good. It's very noticeable in many Asian foods, such as soya, asparagus, shrimp and green tea, but it is also strong in foods which combine meat, cheese and tomato, such as Italian meatballs or a cheeseburger with tomato ketchup.

Exercise 4 10.8

- Ask students if they understood every word of the listening (they probably didn't) and explain that often they may not recognize words that they actually know because sounds change in English as people speak and run words together.
- Play track 10.8. Students read and listen to the Unlock the code box.
- Point out that when a sound at the end of a word takes on the quality of the sound at the beginning of the next word, this is called *assimilation*. Make sure students understand that it is most important to be able to understand these changes, rather than produce them.
- Let students try saying the examples, so they can internalize what happens to the words in the stream of speech.

EXTENSION Check understanding by writing the following words on the board: *dombe silly*, *hambag* and *hargcopy*. Ask students what they might be saying (*don't be silly*, *handbag*, *hard copy*). Then ask students to identify which of the rules in the box these examples followed:

- *dombe silly*: the /t/ changes to /m/ because of the /b/ in *be* (first rule)
- *hambag*: the /d/ changes to /m/ because of the /b/ in *bag* (first rule)
- *hargcopy*: the /d/ changes to /g/ because of the /k/ in *copy* (second rule)

Exercise 5a 10.9

- Play track 10.9. Students listen and write down the two words they hear. Note that these all have examples of assimilation.

ANSWERS/AUDIOSCRIPT 10.9

- | | |
|---------------|---------------|
| 1 put back | 5 had come |
| 2 old man | 6 nice shirt |
| 3 brown paper | 7 cheese shop |
| 4 short cut | |

Exercise 5b

- Let them compare answers with a partner. Monitor and play the track again if necessary.
- Ask students to circle the sounds that might change. (Note that this will always be the last sound of the first word.)

ANSWERS

- 1 /t/ changes to /p/ – pup back
- 2 /d/ changes to /m/ – olman (or you could say that the /d/ disappears as the two /m/ sounds run together)
- 3 /n/ changes to /m/ – browm paper
- 4 /t/ changes to /k/ – shork cut (again you could say the /t/ disappears)
- 5 /d/ changes to /g/ – hag come
- 6 /s/ changes to /ʃ/ – naish shirt (or the /s/ disappears)
- 7 /z/ changes to /zʒ/ – cheeshop

Exercise 6 10.7

- Play track 10.7 again. Students listen and try to complete the gaps with the two missing words.
- Let students check their answers in pairs. Monitor, and play the track again, if necessary.
- Elicit why these gaps were chosen (all are examples of assimilation or sound changes).
- Check the answers together as a class, eliciting the sound changes as you go through the answers.

ANSWERS

- | | |
|-------------------|---------------------|
| 1 great Greek | 4 asparagus, shrimp |
| 2 parmesan cheese | 5 meatballs |
| 3 lean meat | |

NB *Great Greek* is likely to sound like *greak Greek*.
Hard parmesan is likely to sound like *harb parmesan*.
Lean meat is likely to sound like *leem meat*.
Asparagus, shrimp is likely to sound like *asparagush-rimp*.
Meatballs is likely to sound like *meap balls*.

EXTRA CHALLENGE Ask students to identify the rules for each sound change:

- 1 /t/ in *great* changes to /k/ because the next word begins with /g/
- 2 /d/ in *hard* changes to /b/ because the next word begins with /p/
- 3 /n/ in *lean* changes to /m/ because the next word begins with /m/ (this could also be seen as elision)
- 4 /s/ in *asparagus* changes to /ʃ/ because the next word begins with /ʃ/ (also a kind of elision)
- 5 /t/ in *meat* changes to /p/ because the next word begins with /b/.

Exercise 7a

- Ask students to discuss the question in pairs or small groups.
- Have a brief class feedback session.

Background note: Obviously foods with lots of sugar, fat and salt are not good for us, though some fats are healthier than others. Bitter food has generally been found to be very healthy because the compounds which make food bitter reduce cholesterol and are thought to boost the metabolism. Sour foods are also healthy because the acid aids digestion and they often contain a lot of vitamin C.

Healthy foods such as tomatoes and seaweed are umami foods because they contain glutamates. Monosodium glutamate is a chemically engineered version of glutamate, which some people believe can cause headaches and other negative reactions.

Exercise 7b 10.10

- Ask students to read through the questions before they listen. What guesses can they make about the content of the podcast?
- Play track 10.10. Students listen and answer the questions.
- Let students compare their answers with a partner. Monitor and play the track again if necessary.
- Check the answers together as a class. Were students surprised by anything they heard?

STUDY TIP Encourage students always to read the questions before listening and use them to try and make predictions about the content of the audio.

ANSWERS

- 1 tomato juice
- 2 Because the umami flavour is strong enough to be tasted over the noisy engines.
- 3 It can make food taste bitter.
- 4 They could reduce the sugar by 10%.
- 5 The sound of eating itself – such as crunching.
- 6 A white plate could make something taste 10% sweeter.

AUDIOSCRIPT 10.10

Umami encourages people to eat, which may be why it is now added to many foods in the form of monosodium glutamate. It may also affect your choice of drinks while on board an aeroplane. According to Charles Spence, professor of experimental psychology at Oxford University, tomato juice should taste better than other drinks. In fact, many people on aeroplanes do seem to choose it. This could be because the umami flavour is one of the only tastes strong enough to be perceived over the sound of the engines. In fact, Professor Spence claims to have found that the sense of sound actually has quite an impact on how we taste things.

Through his research, Professor Spence discovered that diners believed food tasted bitter when listening to low-pitched notes played by brass instruments, while listening to high-pitched notes played by the piano made it taste sweeter. So, sweet-sounding music could be used to make diners think that what they are eating is up to 10% sweeter than it actually is, allowing the chef to reduce sugar without affecting the taste. Other kinds of music could make food taste less salty or less sour. Ever wondered why crisps come in noisy packets? They don't make the crisps last any longer, but they do add to the sensation of crunchiness. The actual sound of the food must also be considered because we associate the sound

of crunchiness with food being fresher. Another piece of Professor Spence's research recorded people biting into potato crisps and then played back the crunching sound. When they played the crunches at a louder volume, people rated the crisps as being fresher and tastier. Professor Spence also found that a dessert placed on a white plate tasted 10% sweeter than one served on a black plate, indicating that the sense of sight also affects how food tastes. Restaurants are starting to take some of these ideas on board, playing music to match the food and not only thinking about whether the food looks nice, but also how the presentation might affect the taste.

EXTENSION Write the following extracts on the board, including the underlining:

- tomato juice should taste better than other drinks
- diners believed food tasted bitter
- allowing the chef to reduce sugar
- the actual sound of the food must also be considered
- a dessert placed on a white plate

Tell students that these are sections of the listening they needed to understand to answer the questions. Either elicit as a class (or ask students to work out in pairs) what changes probably happened to these pairs of underlined words, e.g.

- joosh should
- tastip bitter
- redyooshugar
- foo-must
- desserp-placed
- whyp-plate

Exercise 8 10.11

- Play track 10.11. Students listen to the music and decide which taste (sour, bitter, sweet, salty) they associate with each of the pieces of music. Establish that this is probably very subjective!
- Let students compare their ideas with a partner.
- Discuss their answers as a class. According to Charles Spence, Erik Satie's 'Trois Gymnopédies' (the first piece of music) would make food taste sweeter, and Schumann's 'Davidsbündlertänze' (the second piece of music) would make food taste more sour.
- Students discuss in pairs how likely they think it is that music (or the colour of a plate) could affect the taste of something.

ANSWERS

The first piece of music would make food taste sweeter while the second piece of music would make food taste sour.

AUDIOSCRIPT 10.11

Two extracts of music:

'Trois Gymnopédies' by Erik Satie

'Davidsbündlertänze' by Robert Schumann

EXTRA ACTIVITY Ask students to put the following aspects in order, according to how important they are in choosing a restaurant:

- the taste of the food
- the décor (how the room is decorated)
- the background music or noise levels
- the presentation of the food (is it arranged beautifully?)
- the cost
- the number of choices on the menu

When students have decided, put the pairs into groups of four to compare their opinions.

Vocabulary **easily confused sense verbs**

Exercise 9

- Write the sense verbs in the Vocabulary focus box on the board.
- Establish that these words are often confused, as there are some quite subtle differences in meaning and usage. Put students into pairs to discuss the differences in meaning between the words.
- Ask students to read the Vocabulary focus box to check their ideas.

Exercise 10

- Individually, students choose the best option to complete the sentences. This will check their understanding of the Vocabulary focus box.
- Let them compare their answers with a partner before checking the answers together as a class.

ANSWERS

- | | |
|----------------|-----------|
| 1 see | 5 Look at |
| 2 listening to | 6 Feel |
| 3 watch | 7 hear |
| 4 touched | |

WATCH OUT! If *look* and *listen* have an object, they need to be followed by the prepositions *at* and *to*.

Exercise 11a

- Ask students if they know what the fruit in the photo is. (It is a dragon fruit, grown in many parts of Asia, though originally found in Mexico. The flesh is white and slightly sweet, a little like a melon.)
- Elicit some descriptions of the piece of fruit in the photo. How detailed these are will, of course, depend on how familiar the students are with the fruit.
- Then ask students to think about a favourite fruit of theirs. Without telling their partner what they have chosen, they should use the questions to make notes about the fruit.

Exercise 11b

- Students then describe the fruit, in as much detail as possible, to their partner. Their partner should listen and try to identify the fruit.

EXTENSION Students could repeat the task with a different partner. Repeating a task in this way will tend to improve the quality of what learners say.

10.4 Speaking and writing

Goals

- Check and clarify
- Write a detailed description of a scene

Lead-in

- With books closed, tell the students that you are going to describe a photo to them and they have to draw it. Reassure them that artistic ability isn't important; they can just make a rough sketch.
- In as much detail as you can, describe the second photo on page 102 (the more modern café), e.g. *There are four customers, I think they're all men, standing in the foreground of the photo, towards the left. Some of them don't have any shoes on, so this might be a beach café. Behind the counter there's a young, blonde woman ...*
- NB It is important to describe the second photo, as a description of the first photo later forms an important part of the lesson.
- Finally, let students open their books and compare their sketches and what they imagined with the second photo. Elicit any differences, e.g. *I imagined it being very light, but it's actually quite dark.*

Speaking & Listening **checking and clarifying**

Exercise 1

- Put students into pairs to look at both photos and find at least three similarities and three differences between the two cafés.
- As students finish this task, ask them to discuss which café looks most like a typical café in their own country and say why.
- Elicit some answers as a class.

EXTENSION Before students start, you could provide/ elicit some language for comparing and contrasting, e.g.

- *more/less + adjective or adjective + -er*
- *(not) as ... as*
- *Both/Neither ...*
- *... whereas/while ...*
- *The most obvious similarity/difference is ...*
- *They are really quite similar/different because ...*

STUDY TIP Comparing and contrasting two things is a very common exam speaking task, so having a stock of phrases to do this could be very useful for students.

SUGGESTED ANSWERS

Similarities: People are dressed quite informally in both photos; both photos show (some) people sitting at tables; both cafés have wooden chairs.

Differences: People are queuing at the counter in the second photo, whereas the first one might have waiter service only; the style of the first one is very different – it looks older and it's very ornate; there is a lot of light in the first photo, whereas the second one is quite dark.

Exercise 2

- In the same pairs, ask students to turn to the back of the book (Student A to page 131 and Student B to page 134), where they both have a photo of a market. Make sure they don't see each other's photo.
- Ask them to describe the photos to each other in as much detail as possible and to find three differences and three similarities between these two photos.
- Briefly check some ideas as a class. Don't spend too long on this as students are just about to listen to another description of the same photos.

Exercise 3 10.12

Audio summary: In the recording, two students carry out a similar task, finding differences and similarities between the two photos of the market.

- Explain that students are going to listen to two people discuss the photos of the markets.
- Play track 10.12. Students listen and write down the three differences and three similarities the speakers find.
- Let them compare answers with a partner before checking the answers together as a class. Play the track again if necessary.

ANSWERS

Similarities: both scenes show a market; we can see fruit and vegetables being sold; both appear to be in Asia

Differences: one is located on land and one in boats; one is indoors and the other outdoors; one has someone cooking food

AUDIOSCRIPT 10.12

A OK, well my photo is of a market. There's a man in the foreground cooking something.

B Sorry, did you say 'cooking'?

A Yes.

B That's a difference, then. My photo shows a market, too, but I can't see anyone cooking anything. And I don't think I can see any men either. They all seem to be women. They're wearing headscarves, or straw hats and brightly coloured dresses.

A Mine's a mixture of men and women. I don't think anyone is wearing a hat or a headscarf. Er, what else? What are they selling? My photo shows some different fruit and vegetables. I can see a lot of bananas.

B Ah, mine are selling fruit and vegetables, too, and lots of bananas ... but I bet your sellers aren't on the water.

A I'm not quite sure what you mean by 'on the water' ...

B I mean they're in boats.

A In boats?

B You look a bit confused ... you know ... it's a floating market. All the sellers are in boats on the river.

A Oh, I see. No, I think my sellers are definitely on land. So, they're the same in that it's a market, they're selling fruit and vegetables; and different in that I've got men and women selling and you've got only women, and your sellers are in boats.

- Then ask students to discuss the questions in pairs.
- Feed back some ideas as a class.

EXTENSION You could add some extra discussion questions, e.g. *What different kinds of things are sold in markets in your country? Are they usually indoors or outdoors? Who usually does the shopping or selling – men or women?*

Background information: A floating market is a market where goods are sold from boats. Floating markets are found in places where people traditionally transported goods by water but nowadays they are often tourist attractions, such as the famous floating markets in Bangkok.

Exercise 4

- Ask students how easy or difficult they found the task of finding similarities and differences in exercise 2, and establish that they probably needed to ask their partner questions to check they had understood correctly or to ask them to explain something.
- Tell students that some phrases for doing this kind of checking and clarifying are in the Language for speaking box and give them a couple of minutes to read them.
- Then ask students to match each section with the correct heading (this will check understanding).
- Check the answers together as a class.

ANSWERS

- 1 Ways of checking the other person understands
- 2 Ways of checking you understand
- 3 Ways of asking the person to repeat

SMART COMMUNICATION Students can sometimes feel that checking understanding and asking for clarification will cause them to lose face or to appear stupid. They prefer to let the speaker continue and hope that they will eventually understand. However, it is important for students to realize that research shows that the negotiation of meaning through checking and clarifying is very important in acquiring new language. If they ask and check, they are much more likely to learn.

Exercise 5 10.13

- Play track 10.13. Students listen and write the phrases in the correct place in the Language for speaking box.
- Let students compare their answers with a partner before checking the answers as a class.

ANSWERS

- a You look a bit confused, you know ... it's a floating market. (checking the other person understands)
- b I'm not quite sure what you mean by *on the water*? (checking you understand)
- c Sorry, did you say *cooking*? (asking the person to repeat)

AUDIOSCRIPT 10.13

- 1 Sorry, did you say 'cooking'?
- 2 I'm not quite sure what you mean by 'on the water' ...
- 3 You look a bit confused ... you know ... it's a floating market.

PRONUNCIATION Most of the phrases in the Language for speaking box are questions, and even those which aren't are likely to have a questioning intonation. Encourage students to raise the intonation at the end of the phrases.

Exercise 6

- Put students into new pairs and refer them to the back of the book (Student A to page 131 and Student B to page 134). Once again, students should not look at each other's photos.
- Explain that this time, students should try to use the language from the Language for speaking box where appropriate.
- Students describe the photos and try to find three similarities and three differences.
- Feed back as a class.

POSSIBLE ANSWERS

Similarities: Both photos show parks. Both show people standing and walking; in both the weather doesn't look particularly warm or particularly cold (people are wearing light jackets); both photos show trees and greenery.

Differences: In one photo we can see people sitting down; in the other photo there appears to be music (people are dancing); in one photo people are playing chess; in the other someone is performing.

EXTRA ACTIVITY In the same pairs, ask students to write a short text comparing and contrasting the two photos. Encourage them to use some of the language for comparing and contrasting covered in exercise 1 above.

Writing & Reading **describing a scene in detail**

Exercise 7

- Ask students to read the two descriptions of the first café on page 102. The first text is obviously shorter. Elicit why, and what is missing.
- Let students compare their ideas with a partner before checking the answer as a class.

POSSIBLE ANSWER

The second text is more detailed, but specifically, the first one only describes what you can see, whereas the second one describes the other senses as well.

EXTRA SUPPORT Ask students to go through the second text again and underline sections which relate to what the writer can see, smell, touch, taste and hear. This will help to prepare them for the next stage.

Exercise 8

- Focus students' attention on the Language for writing box and check understanding of the adjectives.
- Ask students to read the second description again and pull out all the adjectives relating to the different senses, adding them to the correct place in the Language for writing box. They could do this individually (for more challenge) or with a partner.
- Check the answers together as a class and check understanding of the words.

EXTRA SUPPORT Instead of asking students to find words in the text, you could give students the answers below, and ask them to work in pairs to check the meaning of each group of words in a dictionary. A different pair could have each 'sense', which would also allow for further differentiation as the number of words in each sense group varies. Students could then teach each other the words.

EXTRA CHALLENGE Ask students to identify the word class of each word (most are adjectives, but *clatter*, *murmur*, *aroma*, *smell* and *feast* are nouns and *appear* is a verb).

POSSIBLE ANSWERS

Sound words

clatter, noisy, murmur

Taste/smell words

aroma, smell, bitter, sweet, delicious, feast, crispy, smooth, rich

Touch words

crisp, smooth (how it feels in your mouth), stiff, solid

Sight words

appears, dazzling(ly), twinkling, decorative, striking

WATCH OUT! There is some crossover between taste and touch words, because a lot of taste is to do with the texture of food (e.g. *smooth*, *crispy*).

EXTRA ACTIVITY *Whisper* and *crunch* are examples of onomatopoeic words (i.e. words which sound like their meaning). Ask students which of the three words in the sound category from the text are also onomatopoeic (*clatter* and *murmur*). Then give some other examples and ask students to try and guess what they mean, e.g. *jingle*, *splash*, *bang*, *ouch*.

Exercise 9

- Ask students to think of a café, park, market or other public place that they know well and to make some notes about what they could see, hear, smell, etc. there.
- Then ask students to write a short description of the place, thinking about the five senses. Encourage them to use the second text in exercise 7 as a model.

EXTRA SUPPORT Students could structure the text by focusing on one sense at a time.

EXTENSION Let students read each other's descriptions and give feedback.

10.5 Video

Why we see colour

VIDEOSCRIPT

I = Interviewer, B = Beau

I Beau Lotto is a neuroscientist based at University College London. He specializes in human perception, especially how we perceive colours. Could you start off by telling us a little bit about yourself and what got you interested in colour and perception of colour?

B Hm. So, uh, a bit about myself. Uh, so I'm a neuroscientist, uh, at University College London. And I study perception, and in particular perception of colour. So, it's ... Why would anyone want to study colour? And the answer really is that colour is the simplest thing that your brain does. And, as I often say, uh, even jellyfish see lightness and they don't even have a brain. And why is that important? The reason is if we could understand how we see colour and if we could pull out the principles of that, then what's true there has to be true everywhere else; has to be true all the way up in everything else that we do. So, it's ... studying colour is about really trying to study the essence of what it is to be human.

I How do we see, and how does past experience help us to make sense of what we are seeing?

B OK. So, how do we see? We don't know. We don't have a clue how we see. Right? Basically, we don't really know how the brain works; how the brain takes sensory stimuli and turns it into this conscious perception that we experience. We don't know how that works. Right? But we're starting to get some clues. But one of the reasons why we don't know how that works very well is because we've been approaching the problem with the wrong assumptions. OK? Your assumptions define the kinds of questions you ask and therefore the kinds of answers you look for. And you can never ask a question without an assumption. And the significance of the assumption when it comes to neuroscience is we've assumed that the brain evolved to see the world as it really is. And if you think that we're literally seeing the world as it is, and that's the task of perception, then you're going to do experiments, you're going to explore the brain with that, with that framework. But what if your brain didn't evolve to see the world as it really is? If that's true, then we're asking completely the wrong questions. And that's one of the reasons why we know very little.

I From your point of view, what is colour for?

B Simply put, colour enables us to distinguish between surfaces that we wouldn't normally be able to distinguish between. So if two surfaces reflect the same amount of light to your eye, then if we didn't see in colour they would look exactly the same lightness. But if one reflects more shortwave lengths than the other, then while they might appear the same lightness, they now appear different colours. And that's what it, that's what colour is for: it better enables us to distinguish surfaces that reflect the same amount of light but different qualities of light.

I Is it then true that we see in only four colours?

B Yes. So, uh, this idea that we see in four colours is potentially quite confusing for people because they think that 'well, I literally see millions of colours.' And in fact that's true. I can make subtle distinctions between different

shades, millions of different shades – we can see in our computer monitor. And the ability to see the distinction between one spectral distribution, one wavelength and another is called the 'just noticeable difference': how much do I have to change this before I notice the difference? And when I do that, again, I can see millions of changes. And yet all those changes, all those colours get categorized in four different ways. Right? And there are only four categories of colour, which is red, green, blue and yellow. Everything is a combination of those colours. So, orange is the combination of red and yellow. Purple is the combination of red and blue. And so basically we have four categories of colour. So, why do we see four? Again, no one really knows.

I Can you tell us something that you're working on at the Lotto lab at UCL at the moment?

B What we're discovering is that through colour context is everything. Your brain did not evolve to see absolutes. So, first of all, colour doesn't exist in the world. Right? There is physically no colour out there. You close your eyes, colour disappears. Right? Light is not coloured. Colour is literally a physical manifestation of your brain. That's where colour lives. In fact, everything that you see exists in your head – which is an amazing paradox because what we see seems to be out in the world in front of us, but we're projecting that literally in front of us. So, what colour demonstrates and we're learning is that your brain didn't evolve to see absolutes; it evolved to see relationships. And more significantly, it evolved to see what those relationships meant for your behaviour in the past. And what we're learning is that colour, like everything else, is seeing a meaning. It's not a cognitive meaning, but it's still a behavioural meaning. And with that type of framework we're better able to understand the mechanisms, then, about how your brain sees.

I Could you take us through one area where there's been a practical use of what you've researched?

B Yeah, so what's practical about what we do? I mean, put it another way ... 'Who cares?', I suppose, is another way of phrasing the question. And ... I have approached that in a number of ways. Uh, one of the ways – the practical outcome – is this conversation, is one example. It's ultimately trying to get people to see things differently. And if you can give them the principles by which your brain sees differently at the level of colour, then maybe they can apply those principles to other things that they do in their life: so, the way they make decisions; to get people ... to enable people to consider the possibility of being more creative, more compassionate, more courageous. So, to me I see that is a potential direct outcome of thinking about how your brain deals with colour vision. It's about applying the principles; it's about applying a framework – which is fundamental education as well.

VIDEO ANSWERS

Exercise 1a

1 c 2 a 3 b

Exercise 1b

Students' own answers

Exercise 2

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

Review

ANSWERS

Exercise 1

- | | |
|------------|-----------|
| 1 observed | 4 glares |
| 2 gazed | 5 stared |
| 3 spotted | 6 glanced |

AUDIOSCRIPT 10.14

- 1 The scientist [beep] the animals over a three-month period.
- 2 As he [beep] into her dark brown eyes, he realized he was falling in love.
- 3 You need to check your homework again – I've [beep] quite a few mistakes.
- 4 He [beep] at me every time I say anything – it's really making me nervous.
- 5 Everyone [beep] at her bright red and purple fur coat.
- 6 I didn't have time to read the paper today; I just [beep] at the headlines.

Exercise 2

- 1 I bought a rare old silver teapot.
- 2 He was wearing a red and white woollen scarf.
- 3 In the window was a large red and green flag.
- 4 He looked like a handsome young film star.
- 5 She was tall, young and beautiful.
- 6 A large grey Indian elephant trod on his toe.

Exercise 3a

- | | |
|-------------------|-----------|
| 1 As soon as/When | 4 until |
| 2 in case | 5 if/when |
| 3 Unless | 6 when/if |

Exercise 4a

- | | |
|--------------|---------------|
| 1 ridiculous | 4 witty |
| 2 tedious | 5 childish |
| 3 pointless | 6 distasteful |

AUDIOSCRIPT 10.15

- 1 very silly or unreasonable
- 2 not interesting and taking too long
- 3 not worth doing or watching
- 4 clever and amusing
- 5 stupid or silly
- 6 unpleasant or offensive

Exercise 5a

- | | |
|-----------|----------------|
| 1 watches | 4 see |
| 2 hearing | 5 Listening to |
| 3 touch | 6 look at |

Exercise 5c

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

AUDIOSCRIPT 10.16

- 1 American children, and adults, do watch a lot of TV, but not as much as that. The average for a child in the USA is four hours a day.
- 2 Amazingly, the second statement is true. Babies can distinguish between different languages before they are born.
- 3 The third statement is also true. It seems that boys are generally less interested in reading than girls, and using a touch-screen device can help to get them more involved.
- 4 Babies cannot see very well when they are born, but they can definitely see a face that is quite close to them.
- 5 People used to think that listening to Mozart made children more intelligent, but, in fact, the research was done using adults, not children, and the effect only lasted about fifteen minutes.
- 6 This percentage was true in 2010 – it's probably a lot more than 45% now. So be careful what you put online!

Exercise 6a

- 1 So, are you saying that ...? a
- 2 I'm sorry, I didn't quite catch that. c
- 3 Do you see what I mean? b
- 4 You look a bit confused. b
- 5 Am I right in thinking that ...? a
- 6 I'm not entirely sure what you mean by ... a

AUDIOSCRIPT 10.17

- 1 So, are you saying that ...?
- 2 I'm sorry, I didn't quite catch that.
- 3 Do you see what I mean?
- 4 You look a bit confused.
- 5 Am I right in thinking that ...?
- 6 I'm not entirely sure what you mean by ...

11.1 Extreme streaming

Goals

- Talk about television viewing habits
- Use reported speech

Lead-in

- With books closed, tell students you are going to dictate a list of words and they have to think about what they all have in common.
- Ask them to raise their hands when they spot the connection. Read slowly through the list (in the order given) and continue until every student has raised their hand: *stream, soap, daytime, audience, channel, remote, HD* (high definition). (Answer: television)
- Check students understand how all the words relate to television.

Background notes: The photo on the top right of page 106 shows Tyrion Lannister, a major character in the American fantasy drama *Game of Thrones*, first shown in 2011. The series has attracted record numbers of viewers from around the world.

The second photo (bottom left) shows a scene from *Modern Family*, an American sitcom. It follows the lives of a family living in suburban Los Angeles. It follows a 'mockumentary' style, with characters talking directly to the camera.

The third photo (right) is of *Sherlock*, a British crime drama, first broadcast in 2010. It is a modern adaptation of Sir Arthur Conan Doyle's Sherlock Holmes detective stories. Benedict Cumberbatch plays Sherlock Holmes and Martin Freeman plays Doctor Watson.

Vocabulary & Reading television viewing habits

Exercise 1a

- Put students into pairs to match the programme types with the things they might see or hear on the programme.
- Encourage students to peer-teach and check any words that neither of them know in a dictionary.
- Go through the answers together and check comprehension of some of the words by asking: *Which word means ...?*
 - *exciting or interesting in a way that keeps your attention* (gripping)
 - *a set of television programmes that deal with the same subject or have the same characters* (series)
 - *the best parts* (highlights)
 - *storyline* (plot)
 - *making, repairing or decorating things in your home without paying someone else to do it, and stands for 'Do It Yourself'* (DIY)
 - *a detailed study of something* (analysis)
 - *events of political or social importance that are happening now* (current affairs)
 - *a regular programme that shows the same characters in different amusing situations, and stands for 'situation comedy'* (sitcom)
 - *the art or activity of preparing food* (cooking)

- Model and drill *series* /'siəri:z/, *current affairs* /,kʌrənt ə'feəz/, *DIY* /,di: ai 'waɪ/ and *analysis* /ə'næləsis/.

ANSWERS

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

Exercise 1b

- Put students into pairs to brainstorm more programme types. You could make it into a competition to see who can come up with the most programme types in two minutes.
- Elicit ideas onto the board.
- Students talk about which programmes they watch most and least often and why.
- Ask a few students to share their preferences with the class.

POSSIBLE ANSWERS

documentary, cartoon, holiday/travel programme, makeover programme, chat show, docudrama (= a film or TV programme based on real events), soap/soap opera (= a long-running series about the fictional lives of a group of people), reality TV, Nordic noir (= crime drama set in Scandinavian countries)

Exercise 2

Text summary: The text is an article which describes the phenomenon known as *binge-watching* (= watching several episodes of a series in one go). It outlines the results of a recent survey into TV-viewing habits. The text describes the reasons why people binge-watch and explains that binge-watching, once seen in a negative light, has now become more acceptable. It also describes how people watch TV in a more active and critical way than in the past.

- You could begin by focusing on the title of the article and asking students to predict what it might be about. Elicit ideas and then refer students to the questions. Explain that *binge-watching* will be defined at the beginning of the article.
- Give students plenty of time to read the article and make notes in answer to the questions.
- Ask students to compare their answers with a partner before checking the answers together as a class.

POSSIBLE ANSWERS

- 1 Watching several episodes of a show at a time; 91% of viewers do this.
- 2 They feel social pressure to be up to date; for some people it makes it easier to follow the story.
- 3 Two-thirds of respondents don't have a negative attitude towards it. Last year two-thirds did have a negative attitude towards it, so attitudes have become more positive.
- 4 People watch more actively and more critically.

Exercise 3

- Put students into pairs and ask them to guess the meaning of the highlighted words, then complete the sentences with the words in the correct form.
- Check the answers together as a class.

- Check comprehension of some of the words by eliciting synonyms or simple explanations, e.g. *survey* (study), *complex* (complicated), *transformed* (changed dramatically), *enabling* (making it possible) and *commercial break* (pause for adverts).

ANSWERS

- 1 transformed
- 2 complex
- 3 back to back
- 4 indicate
- 5 survey
- 6 enables ... commercial breaks

EXTENSION To aid learning of the vocabulary, ask students to select five of the highlighted words from the article and make sentences which illustrate their meaning. You could remind students that these words have been selected on the basis that they are *Oxford 3000* words at B2 level and are therefore important words to learn.

EXTRA CHALLENGE Ask students to write a paragraph summarizing the information in the text. This is an effective way of consolidating the vocabulary, helping students to engage actively with the text and demonstrating their understanding.

Exercise 4

- Put students into pairs to discuss whether their own TV viewing habits have changed, in what ways and why. Ask them to give examples.
- Write some language on the board for talking about habits, past and present, and for making contrasts, to support the students' discussions:
 - *In the past/Until a few years ago, I used to ...*
 - *These days/Nowadays, I tend to ...*
 - *Before ... , but/whereas now ...*
- Have a brief whole-class feedback session.

EXTRA ACTIVITY You could further exploit the vocabulary in the text by looking at dependent prepositions and prepositional phrases. Remind students that they looked at verbs and dependent prepositions in lesson 1.3 and adjectives and dependent prepositions in lesson 8.3. Here the focus is on prepositions that go with nouns. Write the following phrases on the board. Ask students to complete the gaps with a preposition, then check their answers in the text.

- 1 *for hours* _____ *end* (on)
- 2 *is* _____ *the rise* (on)
- 3 *be* _____ *to date* (up)
- 4 *cost a fraction* _____ (of)
- 5 *a shift* _____ *opinion* (in)
- 6 *the majority* _____ *people* (of)

Grammar & Speaking **reported speech**

Exercise 5

- Explain that students are going to focus on the rules of reported speech. The information in the Grammar focus box revises rules that students are likely to be familiar with, namely, that verb tenses change in reported speech and that the word order changes in reported questions. It introduces the new information that there are times when the tenses don't change. It also focuses on changes that need to be made to pronouns and time expressions.
- Read through the task instructions and ask students to work alone to read the rules and find examples of each one in the text. Tell them that for some rules there is more than one example.
- Check the answers together as a class and highlight the following:
 - We can report thoughts as well as speech, using verbs such as *think, feel, wonder, realize, doubt*.
 - We can use the conjunction *that* after reporting verbs, but this is often dropped, especially in informal speech, e.g. *He said (that) he's been very busy*.

EXTRA SUPPORT If time is short, you could ask students to work in pairs and divide up the task. One student could underline examples of rules 1–6 in the first half of the article, and the other could find examples in the second half. They then compare their findings.

ANSWERS

- 1 ...91% said they frequently binge-watched ...
... 40% said that they had binge-watched a show the previous week.
... respondents said it was because they felt social pressure to ...
- 2 Some said watching several episodes back to back makes it easier to follow the ...
- 3 Grant McCracken ... says we watch TV differently now. He says that younger viewers, especially, watch more critically ...
- 4 ... 40% said they had binge-watched a show the previous week.
- 5 When asked why they binge-watched ...
- 6 When respondents were asked whether they thought binge-viewing was a negative thing ...

WATCH OUT! We often need to change the time reference (e.g. *next week* → *the following week*). However, we don't need to do this when talking about a present or future situation that is still in the present or future. Compare:

- *He said he was going to Milan next week.* (*next week* is still in the future)
- *He said he was going to Milan the following week.* (*next week* is no longer in the future)

EXTENSION Expand on the expressions for reporting time and place. Write the following table on the board. You could leave gaps and elicit the answers from the students.

Direct speech	Reported speech
now	then, at that time
today	that day
tonight	that night, the same night

last weekend	the previous weekend, the weekend before
this week	that week
this (café)	that/the (café)

Exercise 6

- Focus on the task instructions and then ask students to look at the first line of the reported conversation (under the dialogue): *Elena told Lucas he looked tired and asked ...* Elicit the rest of the sentence: ... (*him*) *if he was OK*.
- Put students into pairs to write the rest of the conversation in reported speech.
- Check the answers together as a class, getting students to read out each line of the dialogue in turn.

ANSWER

Elena told Lucas he looked tired and asked him if he was OK. Lucas said that he hadn't had/got much sleep the previous night. Elena asked if he had been/gone out. Lucas said that he had been watching *Sherlock* and that he had ended up watching all the episodes back to back. Elena asked if she could borrow the DVD some time and Lucas said he would bring it in for her the next/following day.

WATCH OUT! Make sure students are using the correct pronouns. Check too that they are using *say* and *tell* correctly, i.e. that they are using an object pronoun after *tell* but not *say*. After *ask*, an object pronoun is optional.

- Refer students to *Grammar reference* on page 156. There are two more exercises here students can do for homework.

Exercise 7a

- Read through the task instructions and elicit one or two example questions together.
- Ask students to write a minimum of five questions. They work alone to write the questions. Circulate and help with ideas (e.g. they could ask about how much TV they watch, which device they watch it on, favourite TV channels, whether or not they skip the adverts, whether they watch with headphones, whether they multi-task while watching TV).

EXTRA SUPPORT Brainstorm more questions together as a class before asking students to think of more of their own.

Exercise 7b

- Put students into pairs. They take it in turns to ask their partner the questions.
- You could do the first one or two questions in open pairs across the class.
- Tell students to make a note of the answers, as they will need them at the next stage.

Exercise 8a

- This stage of the task is the reporting stage. Students work with a new partner. They tell their partner about their first partner's answers using a reported question, *I asked Kenji ...* and then reporting the answer *He said that he had once ...* The students then ask the same questions to their new partner.

FEEDBACK FOCUS Circulate and check that students understand what they have to do. Listen out for any errors related to reported speech or television-watching vocabulary and make a note of them for an error feedback session at the end of the activity.

Exercise 8b

- Have a class feedback session in which students report back to the class how similar their first and second partner's viewing habits are. They do not need to use reported speech, e.g. *Olga and Klaus both watch a lot of TV. Olga doesn't enjoy watching TV alone, whereas Klaus doesn't mind at all.*

11.2 Positive news

Goals

- Talk about news
- Use reporting verbs

Lead-in

- Write *NEWSPAPER*, in capital letters, vertically on the board.
- Put students into pairs. Give them two minutes to try to think of one word beginning with each letter which is connected to the topic of news and newspapers. Suggest they think about it from different angles, e.g. sections of a newspaper/news site, people connected with newspapers, the publishing process.
- Possible answers might include: *N* – news, newspaper, national, *E* – editor, edit, edition, education, environment, economy, *W* – weather, world news, *S* – sport, supplement, science, section, *P* – press, publish, publisher, print, photograph, photographer, paparazzi, politics, *A* – article, arts, *P* (as above), *E* (as above), *R* – report, reporter, review

Vocabulary & Speaking **talking about news**

Exercise 1a

- Put students into pairs to think of five stories that are in the news at the moment. They needn't describe the stories in any detail or comment on them. (They will have an opportunity to do this later in the lesson/unit.) They should simply list them. Give two or three examples yourself to demonstrate, e.g. *the election in ...*, *the earthquake in ...*, *the birth of the royal baby in ...*
- Ask a few pairs to read out their list.

Exercise 1b

- Read the instructions together. The questions could be discussed in pairs or as a class.

Exercise 2a

- Find out if students know of any positive news sites or positive news sections in mainstream news sites. If they do, elicit the names. If they don't, ask students to imagine what kind of stories they contain.

Exercise 2b

Text summary: This short article suggests reasons why bad news attracts more readers than good news. It then talks about the recent increase in popularity of news sites dedicated to positive news.

- Ask students to read the article and note down or underline the theories about why bad news sells newspapers more than good news.
- Check the answers together as a class. Then ask students to discuss in pairs whether they agree with these theories.
- Elicit opinions from the class.

ANSWERS

Reading about other people's suffering makes us feel better about our own lives.

We are so used to reading/hearing about bad news we want more and more of it.

Exercise 3a

- Ask students to copy the table into their notebooks and to complete it with the underlined words from the article. Suggest they use a dictionary to help them.
- Let students compare their answers with a partner before checking the answers together as a class.

ANSWERS

Adjectives for positive news: inspiring, encouraging, uplifting

Positive news topics: medical breakthroughs, peace agreements, environmental campaigns

Adjectives for negative news: disturbing, depressing

Negative news topics: conflict, violence, economic crisis, unfortunate death, suffering

- Check comprehension of some of the words by asking students to give a typical example of the following: *a conflict*, *a disturbing story*, *an inspiring news story*, *a medical breakthrough*, *an environmental campaign*.
- Practise the pronunciation of *conflict* /'kɒnflikt/, *economic* /,ekə'nɒmɪk/, *unfortunate* /ʌn'fɔ:tʃənət/, *inspiring* /ɪn'spaɪərɪŋ/, *encouraging* /ɪn'kʌrɪdʒɪŋ/, *uplifting* /,ʌp'liftɪŋ/, *breakthrough* /'breɪkθruː/ and *environmental* /ɪn,vaɪrən'mentl/, paying particular attention to word stress.

WATCH OUT! Make sure students understand the difference between *conflict* (= serious disagreement or a violent situation) and *violence* (= violent behaviour), *inspiring* (= something which encourages you to feel or do something) and *uplifting* (= something which makes you feel happier or gives you hope), *depressing* (= something which makes you feel sad and without hope) and *disturbing* (= something which makes you feel anxious, upset or shocked).

PRONUNCIATION Draw attention to the silent 'n' in *environmental* /ɪn,vaɪrən'mentl/ and the silent 'g' before 'n' in *campaign* /kæm'peɪn/. Another example of a silent 'n' before 'm' occurs in *government* and 'g' before 'n' is silent in several words including *foreign*, *sign* and *design*. It is important to focus on these as the lack of correspondence between sound and spelling could lead to mispronunciation or misspelling of these words.

Exercise 3b

- Put students into pairs to discuss the meaning of the words in bold, checking in a dictionary if necessary.
- Practise the pronunciation of *survives* /sə'vaɪvz/ and *wounded* /'wʊndɪd/.
- Ask students to decide whether the headlines are for a positive or negative news story, or whether it depends on the person reading it.
- Check the answers together as a class.

ANSWERS

- 1 positive
- 2 negative
- 3 positive for some, negative for others
- 4 positive
- 5 negative

Exercise 3c

- Ask students to add the bold words to the correct place in the table in exercise 3a.
- Check the answers together as a class.

ANSWERS

Positive news topics: cure, victory, survival

Negative news topics: armed, wounded, shooting

EXTRA ACTIVITY Ask students to take it in turns to test their partner on the words in the table in exercise 3a. One student closes their book and the other defines or explains the word, e.g. *It's a positive word. We use it to describe something that makes you feel happier* (uplifting). After a few minutes they change roles. In a monolingual class, to save time, students could test each other by giving the L1 word and asking for a translation.

Exercise 4

- Before students write their own headlines, focus on the first headline in exercise 3b and ask *Is it a full grammatical sentence?* (no) *Why not?* (because space is limited and there isn't room for a whole sentence, and because short headlines grab attention more effectively than long ones) Ask if anybody can expand the headline into a full sentence. Possible answers: *A new cure has been found for blindness* or *Scientists have found a new cure for blindness*.
- Students write their six headlines. Circulate, monitor and give help where required.
- Ask students to compare their headlines with a partner.

EXTRA SUPPORT After establishing that the headlines are not full grammatical sentences, elicit what kinds of words have been left out (articles, auxiliary verbs, and in the first headline, the main verb).

EXTENSION For homework, ask students to find a positive news story by looking at an online positive news site. Suggest that they type *positive news websites* into a search engine and find a website that appeals to them. They then select a news story about a medical or scientific breakthrough, a heroic act or any other positive news story that interests them. In the following lesson, they share their stories with the class.

Grammar & Listening **reporting verbs**

Exercise 5a

- Focus attention on the photos and point out that they are related to positive news stories. Ask students, in pairs, to guess what the story might be about.
- Elicit some suggestions, but don't confirm answers at this stage.

Exercise 5b 11.1

Audio summary: The listening takes the form of three authentic positive news stories. The first is about a supermarket campaign to encourage people to be less fussy about misshapen fruit. The second is about the discovery of a new monkey species. The third is about two teenagers who handed in a large sum of money they found on a train.

- Explain that students are going to listen to three stories and check their predictions.
- Tell them to take notes as they listen, writing just a few individual key words. They should not attempt to write a summarizing sentence.
- Play track 11.1.
- Pause after each story for students to compare notes with a partner and share how much they understood.
- Play the recording again if necessary.
- Check the answers together as a class, then ask students to say, in pairs, what makes each story a positive news story.

EXTRA SUPPORT Pre-teach the following vocabulary before students listen to the news items: *discounted rate* (= a cheaper cost), *raise awareness* (= make people more aware), *odd-shaped* (= with a strange shape), *standard* (= normal) and *endangered species* (= animals or plants in danger of no longer existing).

CRITICAL THINKING Ask students to rank the three news stories in the order of which they personally found most inspiring or uplifting and why, e.g. *Personally, I found the story of the teenagers handing over the money the most uplifting story because you often read negative news stories about teenagers and their behaviour*.

AUDIOSCRIPT 11.1

Story 1

In France, a supermarket chain has been selling 'ugly' fruit and vegetables to customers at a discounted rate to raise awareness of the problem of food waste and provide customers with a cheaper shopping alternative. The aim of the campaign is to highlight the fact that millions of tonnes of food are wasted every year because many supermarket buyers refuse to buy odd-shaped fruit and vegetables from farmers.

Customers were invited to blind-taste both the ugly and standard fruit and they admitted that they tasted exactly the same. The supermarket claims that the campaign was a success. All the ugly fruit and vegetables were sold out within three days and the number of customers rose by 24% during that period. The supermarket has announced that it is now looking at rolling out the campaign across all of its stores in France.

Story 2

A new species of monkey has been discovered in the forests of Myanmar, formerly known as Burma. A team of wildlife conservationists, based in Cambridge in the UK, made the discovery after hunters reported seeing a monkey which was unlike anything else in the area. The monkeys have a wide, turned-up nose, which fills with water when it rains. The local people assured the conservationists that the monkeys would be easy to locate because whenever it was raining, water would get up their noses and they could be heard sneezing. Consequently, the monkeys spend rainy days sitting with their heads between their knees to avoid this. Although the discovery of a new species is exciting, conservationists have warned that these monkeys were already on the endangered species list.

Story 3

In Norway, two teenagers found cash worth \$81,500 in a bag on a train and handed it in to the police. The money belonged to an elderly man who had left the bag on the seat. The bag also contained a passport belonging to the man. The teenagers immediately called the police to inform them that they had found the money. Police have praised the teenagers for being honest, but the teens denied acting heroically, pointing out that the cash wasn't actually theirs and it hadn't occurred to them to keep it. The police were unable to confirm whether the teenagers had received a reward for their honesty.

Exercise 6 11.1

- Give students time to read through the sentences. Answer any queries about vocabulary, e.g. *blind taste* (= to taste something without seeing it).
- Play track 11.1 again. Students listen and complete the sentences.
- Write the answers on the board so that students can check spelling.

ANSWERS

- 1 odd-shaped fruit
- 2 ugly and standard, tasted exactly the same
- 3 be easy to
- 4 endangered species
- 5 them that they had found
- 6 being honest, acting

Exercise 7

- Focus attention on the bold words in exercise 6. Explain that these are all reporting verbs, i.e. they can be used as alternatives to *say* and *tell* when reporting speech.
- Ask students to match the verbs with their direct speech equivalents a–h. Do the first one together as an example.
- Students can then continue the exercise alone or in pairs.
- Check the answers together as a class.

ANSWERS

- | | |
|------------|-----------|
| a refuse | e denied |
| b admitted | f praised |
| c warned | g assured |
| d invited | h inform |

Exercise 8

- Tell students that in exercise 7 the focus was on the meaning of the reporting verbs, and they are now going to focus on the grammatical structures which follow the verbs.
- Refer them to the Grammar focus box and ask them to read through it carefully.
- Then ask students to look at the verbs in exercise 6 and to notice what structures follow them. Tell them to add the verbs to the correct place in the Grammar focus box.
- Check the answers together as a class.

ANSWERS

- | | |
|------------------|----------|
| 1 admit, warn | 4 invite |
| 2 assure, inform | 5 deny |
| 3 refuse | 6 praise |

EXTRA CHALLENGE Dictate the following reporting verbs and ask students to add them to the correct group or groups in the Grammar focus box: *mention, swear, criticize*.

Answers: *mention* = group 1 + 5, *swear* = group 1 + 3, *criticize* = group 6 (*criticize sb. for + -ing*)

Exercise 9a 11.2

- In this exercise four further reporting verbs are presented in context in the form of a dictation.
- Focus on the verbs, then play track 11.2. Students write the sentences.
- Write the sentences on the board for students to check.

ANSWERS/AUDIOSCRIPT 11.2

- 1 The supermarket has announced it will continue the campaign. **announce** = 1
- 2 The supermarket claims that the campaign was a success. **claim** = 1
- 3 The teenagers pointed out that the cash wasn't actually theirs. **point out** = 1
- 4 Hunters reported seeing an unusual monkey in the area. **report** = 5

Exercise 9b

- Ask students to look at the structure that follows the reporting verbs in the sentences they have written down and then add the reporting verbs to the correct place in the Grammar focus box.
- Check the answers together as a class.

Exercise 10a

- Students work alone to match the direct speech sentences to the reporting verbs.
- Let students compare with a partner, before checking the answers as a class.

Exercise 10b

- Focus on the instructions and the example sentence.
- Ask students to continue the sentences using reported speech.

ANSWERS

- a 4 She refuses to read that paper because it's full of rubbish.
 - b 3 He pointed out that someone had left their bag on the seat.
 - c 2 She assured me that the fruit juice tasted delicious despite its odd colour.
 - d 5 The bank agreed to give me a loan.
 - e 1 He praised me for acting responsibly.
- Refer students to *Grammar reference* on page 157. There are three more exercises here students can do for homework.

Pronunciation weak syllables /ɪ/ and /ə/ in reporting verbs

Exercise 11a 11.3

- Tell students to listen and underline the stressed syllable in the reporting verbs.
- Play track 11.3.
- Check the answers together as a class.

ANSWERS/AUDIOSCRIPT 11.3

words with /ə/: admit, announce, assure, confirm, persuade

words with /ɪ/: deny, inform, invite, refuse, remind, report

Exercise 11b 11.3

- Tell students they will hear the words again and they should decide if the unstressed words are an /ɪ/ sound or a /ə/ (schwa).
- Play track 11.3 again. Students write the correct phonetic symbol.
- Check the answers together.

- Ask students to practise saying the words. You could model and drill them together initially and then get them to repeat them quietly to themselves, as many times as they need to, while you go round listening and correcting as necessary.

EXTENSION Ask students to look at the words and see if they can identify which letters in the weak syllables are pronounced with an /ɪ/ sound. (Answer: the letters 'e' (unless followed by an 'r') and 'i' are pronounced with an /ɪ/ sound.) You could point out the /ɪ/ sound is closer to the /ə/ sound than it is to the /e/ sound. Therefore if they pronounce, for example, deny as /dɛnaɪ/ instead of /dɪnaɪ/, it wouldn't sound too wrong. However, if they pronounced as it /denaɪ/ it would sound very wrong. This is an important point to focus on as many common words spelt with 'e' in an unstressed syllable are pronounced with an /ɪ/ not an /e/ sound, e.g. *believe* /bɪ'li:v/, *begin* /bɪ'gɪn/, *belong* /bɪ'lɒŋ/, *decide* /dɪ'saɪd/, *repeat* /rɪ'pi:t/.

Exercise 11c 11.4

- Tell students they will hear some sentences in direct speech. After each sentence they should say a reporting verb from exercise 11a. Go through the example with them.
- Play track 11.4. Pause after each sentence for students to say the reporting verb, first to a partner. Elicit answers after each sentence.

ANSWERS

- | | |
|----------|----------|
| 1 remind | 4 admit |
| 2 deny | 5 assure |
| 3 refuse | 6 invite |

EXTRA SUPPORT Give students time to write down the correct reporting verb (after you have confirmed it is the correct one) after each sentence, so that they can refer to them when they make sentences in exercise 11d.

AUDIOSCRIPT 11.4

- 1 Don't forget to email him.
- 2 I did not copy her essay.
- 3 I'm not eating that.
- 4 Yes, I'm sorry – I drove very carelessly.
- 5 Don't worry, I won't be late.
- 6 Would you like to come to the concert with me?

Exercise 11d 11.4

- Play track 11.4 again. Pause after each sentence so that students, in pairs, can make a sentence in reported speech. They should say, not write, the sentence. Elicit the sentences onto the board as you go along.

ANSWERS

- 1 She reminded me to email him.
- 2 He denied copying her essay. / He denied that he had copied her essay.
- 3 She refused to eat it.
- 4 He admitted driving carelessly. / He admitted that he had driven/been driving carelessly.
- 5 She assured me she wouldn't be late.
- 6 He invited me to go to the concert with him.

Exercise 12

- Put students into new pairs, one Student A and one Student B. Refer them to the relevant page (Student A to page 131 and Student B to page 135).
- Students work alone to complete the gaps in their news story.
- When they have finished, write the answers on the board.

ANSWERS

Student A

- | | |
|----------------|-------------|
| 1 claim | 5 explained |
| 2 announced | 6 added |
| 3 breakthrough | 7 admitted |
| 4 wounds | |

Student B

- | | |
|-------------|------------|
| 1 discovery | 4 admitted |
| 2 confirmed | 5 promised |
| 3 added | 6 economic |

- Ask students to underline the important parts of the story and try to remember as much as they can. Set a suitable time limit for this.
- Students take it in turns to tell their story to their partner. Remind them to use reporting verbs where possible.
- Encourage the students who are listening to ask follow-up questions and ask for clarification where necessary.
- When students have shared their stories, they decide which they think is the most inspiring, exciting or positive piece of news. This part can be done in pairs or as a class.

FEEDBACK FOCUS Monitor their conversations, focusing on their use of reporting verbs. Make a note of good as well as incorrect use of the reporting language.

11.3 Vocabulary and skills development

Goals

- Understand complex sentences
- Understand and use adjective suffixes

Lead-in

- Write the following words on the board and ask students to group them into words connected with a) printed newspapers or b) online or digital news sites.
interactive quiz news feed home page supplement share trending news video link tabloid broadsheet

Answers:

- a) *supplement* (= an extra separate section sold with a newspaper, e.g. travel supplement), *tabloid* (= newspapers with small pages and short articles and lots of photos), *broadsheet* (= newspaper with large pages, considered more serious than tabloids)
- b) *interactive quiz, news feed* (= the constantly updating list of news stories on a home page), *home page, share, trending news* (= most shared news stories), *video link*.

Reading & Grammar understanding complex sentences

Exercise 1

- Focus attention on the photos and elicit that this is the home page of a news and entertainment/magazine-style website, containing lists.
- Put students into pairs to discuss the questions.
- In feedback, ask students to report back on their partner's views. Find out through a show of hands whether the majority of students enjoy reading/looking at these kinds of lists and why/why not. Find out which news and entertainment websites students look at and why. Ask further questions, e.g. *What age group do you think these sites are aimed at? Why do you think they are popular?*

Exercise 2

- Tell students that they are going to read an article about the kind of website they discussed in exercise 1. Explain that the article contains a lot of long complex sentences and before they read it they are going to look at how to decode complex sentences.
- Note that in previous levels of *Navigate* (B1+ lessons 3.3 and 12.3), students have looked at how long, multi-word subjects and objects can make a sentence difficult to decode. Identifying subjects and objects within a complex sentence is one of the key elements of the bottom-up approach to understanding a text. Here, we build on this skill by looking at two more features of long sentences that can make them difficult to read. If students are familiar with earlier levels of *Navigate*, you could point this out to them.

- Read the Unlock the code box together. Highlight the following points as you read through.
 - When you read through a) present and past participle clauses, remind students that they studied these structures in lesson 8.2. Ask them to identify the present participle clause (*including France, ...*) and the past participle clause (*first founded in...*). Point out that what makes this sentence difficult is the fact that the subject doesn't appear until the middle of the sentence. Also the word *founded* at the beginning of the sentence could cause confusion as it may look like a past tense but is, in fact, a past participle.
 - When you read through b) relative clauses, explain that what makes them difficult to read is that the subject is separated from its verb and object by a relative clause.Tell students that an awareness of these features will help them to decode the text.

Background note: BuzzFeed is a news and entertainment website, first founded in the US in 2006, which in 2013/2014 became one of the world's most popular news and entertainment sites. Its sudden rise to popularity coincided with the increase in popularity of social media such as Facebook, Twitter and Pinterest, since BuzzFeed's content, which takes the form of lists and quizzes, is specifically designed to be shared on social media. Its topics range from politics and DIY to cute animals and business. In its early years the focus was mainly on entertainment, but it later broadened out to include more serious news.

BuzzFeed currently has offices in a wide range of countries worldwide, including France, Australia, Brazil, India, Germany and Mexico.

The word *buzz* describes the noise that bees make and is also an informal word for news that everyone is talking about.

Exercise 3a

- Ask students to ignore the title of the article for now and to look at the underlined phrases and match them to the features mentioned in the Unlock the code box.
- Check the answers together as a class.

ANSWERS

- 1 c (multi-word object)
- 2 b (relative clause)
- 3 a (past participle)
- 4 a (past participle)
- 5 a (present participle)

Exercise 3b

- You could begin by focusing on the first sentence and asking students to guess how many words are in it (forty-three). In other words, it is a very complex sentence! Elicit the subject together (the media industry).
- Students continue the exercise alone or in pairs. Point out that although there are five underlined phrases, there are only two sentences. Therefore students only need to find the subject, verb and object in two sentences.

WATCH OUT! Make sure students understand that they are looking for the subject, verb and object of the *main* clauses and not the relative or past participle clauses.

EXTRA SUPPORT Do this exercise together as a class.

ANSWERS

1, 2

subject: the media industry

verb: watched

object: the rise of BuzzFeed

4, 5, 3

subject: the listicle

verb: appears

object: in a number of websites

Exercise 4

Text summary: This short article describes the dramatic rise in success of the news and entertainment site BuzzFeed. Key to its success is that it was among the first websites to make use of a genre known as *listicle* (a combination of the words *list* and *article*). The article describes why some people love listicles and others look down on them.

- You could begin by focusing on the title of the article and finding out who is familiar with BuzzFeed. You could also ask students to guess what a listicle is. (It is explained in the article, but it's useful for them to use their prediction skills and guess the meaning before they read.)
- Ask students to read the article and answer the questions.
- Let them compare their answers with a partner before checking the answers together as a class.

POSSIBLE ANSWERS

- 1 It attracted 130 million unique users in 2014.
- 2 They think they lower the quality of journalism.

Exercise 5

Text summary: This article, which is written in the form of a listicle, gives four reasons why listicles are popular.

- Refer students to article B on page 111. Point out that it is written as a listicle. It is different from the listicles discussed in exercise 1 as it does not contain photos or animated images, but since it has no introduction or conclusion it is classified as a listicle.
- Ask students to read the article and answer the questions alone or with a partner.
- Check the answers together as a class.

POSSIBLE ANSWERS

- 1 Because they snack on news, i.e. read it quickly and often.
- 2 They simplify complex information and tell you how many ideas they are going to contain.
- 3 Because lots of people read them. This is what advertisers are most interested in, so they will pay news companies to place adverts in listicles.

Exercise 6

- Ask students to match the underlined phrases in the listicle to the features in the Unlock the code box, following the same procedure as in exercise 3a.
- Check the answers together as a class.

ANSWERS

1 past participle

2 long subject

3 long object

4 relative clause

1 **subject:** a survey

verb: found

object: news reading has been replaced by 'news snacking'

2 **subject:** people

verb: check

object: news (frequently)

3 **subject:** you

verb: have

object: no way of knowing ...

4 **subject:** listicles

verb: shared

object: social media

Exercise 7

- Put students into pairs or groups to discuss the question.
- Have a class feedback session to elicit some of their views and preferences. You could ask them to say which of the four reasons why listicles are here to stay are the most convincing, and their importance to them personally.

CRITICAL THINKING In this activity, students practise the critical-thinking skills of expressing likes and dislikes and giving opinions. Elicit some language structures for both and write them on the board, e.g. *I quite like ...*, *I'm not a great fan of ...*, *I can't stand ...*, *In my view ...*, *The way I see it ...*. Encourage students to go beyond the simple structures of *I (don't) like* and *I (don't) think*.

EXTENSION The articles here and earlier in the unit contain a number of examples of food-related imagery to describe our relationship with media and the news. Highlight this by writing the following words and phrases on the board and see if students can spot the connection between them:

- *BuzzFeed* (from article A)
- *consume news* (from article A)
- *binge-watching* (from lesson 11.1)
- *a diet of bad news* (from lesson 11.2)

Ask students to find another food-related phrase in article B (*news snacking*). Ask them why they think food imagery is commonly used in relation to media and news. (It's something you 'take in' and, like eating, you do it on a regular basis.) Find out if their language uses similar imagery.

Vocabulary & Listening adjective suffixes

Exercise 8

- Ask students to read the Vocabulary focus box about adjective suffixes.
- Remind students that sometimes the spelling of the root word changes, e.g. *virtus* → *viral*.
- Point out that *-able* means 'capable of' or 'suitable for', so *washable* means 'that can be washed' and *untrainable* means 'not capable of being trained'. Reiterate the point that we can add this to any transitive verb and it will be grammatically correct. (However, spellcheckers may not recognize these words as being correct!)

EXTENSION Say two or three common transitive verbs, e.g. *do, like, drink*. Ask students to turn them into adjectives with *-able* and put them into sentences, e.g. *This job isn't doable*.

PRONUNCIATION Make sure students pronounce the *-al*, *-able* and *-ant* suffixes with a schwa sound.

Exercise 9

- Ask students to complete the table with adjectives from text A and text B.
- Check the answers together as a class.

ANSWERS

-al: global, typical, ideal, viral, social, commercial

-able: scannable, manageable, shareable

-ive: attractive

-ant: constant

WATCH OUT! Point out that when the adjective suffix *-able* is added to a verb ending in a consonant + *-e*, the 'e' is usually dropped (e.g. *likable, desirable, believable*). However, the 'e' is kept in words ending in *-ge* (e.g. *changeable, manageable*) and in words that have more recently entered the English language (e.g. *shareable, googleable*).

Exercise 10 11.5

Audio summary: A young couple, Luke and Rosie, are interviewed for a survey about how they get their news.

- Explain that students are going to listen to two people being interviewed in a street survey about their news reading habits and preferences.
- Ask students to copy out the table into their notebooks.
- Play track 11.5. Students listen and complete the table.
- Check the answers together as a class.

ANSWERS

1 **Luke:** online news on his mobile device

Rosie: TV

2 **Luke:** several times – ten, fifteen or more

Rosie: occasionally

3 **Luke:** No

Rosie: Yes

4 **Luke:** serious news sites and informal ones

Rosie: local and regional news relevant to her life and work; celebrity gossip

AUDIOSCRIPT 11.5

I = Interviewer, L = Luke, R = Rosie

I Excuse me, could you spare a few minutes to answer some questions for a survey about the role of online news in people's lives?

L/R Sure./OK.

I Great. So if I could just ask you your names ...

L Luke.

R Rosie.

I Right, so first of all, can you tell me how often you look at online news sites?

L It's the first thing I do when I wake up in the morning and the last thing I do before going to sleep. I also check them several times a day – I don't know, ten times, fifteen? Maybe more ...

R More, I'd say ...

L I suppose I do find it quite addictive. Not because I need to know everything that's happening in the news but just because I need something to fill the time when I've got nothing to do, like when I'm on the train or when the adverts come on TV.

I Rosie? How often do you use online news sites?

R Not often, to be honest. I don't have a smartphone, so I don't read the news on my phone. Also, I have a computer-based job and I'd rather not spend my life staring at a computer screen, so I tend to watch the news on TV in the morning before I go to work.

I So you never read the news online?

R Obviously I do occasionally, on my laptop, but there's so much information it's hard to know sometimes where to start. I also don't trust a lot of what's online – apart from a very small number of sites, I don't feel the news is very objective. It's often not based on facts.

I And do either of you ever read a printed newspaper?

L What, you mean an actual paper newspaper? No, never. Too expensive, and the size – especially the big ones, the broadsheets – they're unmanageable, so difficult to hold when you're on the train or whatever.

R I read printed newspapers. I like the physical feel of them. I sometimes read the free ones you get at the underground stations. But I'd never actually pay for one.

I So tell me what kind of news sites you like.

L Well, I like to read a combination of serious news sites. You know, the online, app versions of serious newspapers, which give reliable news – news that you can believe. But I also like more informal sites, like BuzzFeed, which, as well as being entertaining, are often quite informative. You can learn a lot from them; but the main reason I like to read those is that they are specifically aimed at my generation – so, people in their twenties.

R I'm not so keen on that kind of site.

I What do you like?

R I'm particularly interested in local and regional news and stuff that's relevant to my life and work. The other thing I like – and Luke doesn't approve of this at all – is looking at celebrity photos and gossip. But you know, I have a very stressful job and sometimes I need to read something light-hearted, something that doesn't require too much mental effort.

I Absolutely! Well, thank you both very much for taking the time to answer my questions. It's been very helpful.

L You're welcome.

Exercise 11a

- Put students into pairs to match the words and definitions. Suggest that they check the words they don't know in the audioscript on page 171 to work out their meaning from the context.

ANSWERS

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

DICTIONARY SKILLS Ask students to underline the stressed syllables in adjectives 1–8 and then use a dictionary to check the answers. Explain, if necessary, that they can do this by looking at the position of the ' symbol in, for example, *addictive* /ə'dɪktɪv/. If students have access to computers or smart devices (phones or tablets) in class, demonstrate, if necessary, how they can listen to the pronunciation of the words.

Exercise 11b

- Ask students to add the words to the table in exercise 9.
- Check answers and practise the pronunciation of *unmanageable* /ʌn'mænɪdʒəbl/, *actual* /'æktʃuəl/ and *informative* /ɪn'fɔ:mətɪv/.

ANSWERS

-al: actual, mental

-able: unmanageable, reliable

-ive: addictive, objective, informative

-ant: relevant

EXTRA CHALLENGE Ask students to add two more adjectives for each suffix to the table. (Possible answers include:
-al: additional, functional, educational, **-able:** breakable, memorable, available, **-ive:** aggressive, effective, offensive, **-ant:** arrogant, redundant, significant)

EXTRA ACTIVITY Ask students to choose five adjectives from exercises 9 and 11 that they would like to learn and to write true sentences which illustrate their meaning.

Exercise 12a

- Tell students they are going to use the questions in exercise 10 to interview each other about the role of online news in their lives.
- Ask students to write two additional questions.
- Put students into groups to ask and answer the questions.

Exercise 12b

- Elicit whole-class feedback and ask a few students to report back on who in their group has the most similar news-reading habits to their own.

EXTRA ACTIVITY Ask students to write some sentences describing the results of their group interviews, e.g. *None of us listen to the news live on the radio. Hardly any of us buy a printed newspaper.*

11.4 Speaking and writing

Goals

- Retell a (news) story
- Write an opinion essay in a formal style

Lead-in

- Draw a simple sketch of a photo on the board and revise language for describing photos, e.g. *In the background/foreground, At the top/bottom, On the left/right, In front of/Behind/On either side of, He/She looks/seems ...*
- Focus on the photos on page 112. In pairs, students describe what they can see in the photos. They describe one photo each and their aim is to speak for one minute about their photo, while their partner times them. They should describe what the people are doing, holding, wearing, etc., their facial expressions (he seems happy), and they should describe the objects in the photo.

Speaking retelling a (news) story

Exercise 1

- Tell the students that these are photos from true news stories that they will hear in the next exercise. Explain that the numbers at the bottom of the photos will be mentioned in the news stories.
- Ask the class to guess what the stories might be about and what the numbers might refer to.
- Elicit suggestions but don't confirm or deny them. Try to build suspense.

Exercise 2 11.6

Audio summary: The listening consists of two true news stories. The first is about a Mexican woman who claims to have celebrated her 127th birthday. The second is about a British man who ran a marathon in a diving suit.

- Explain that students are going to listen to two people discuss the news stories.
- Ask students to write down the two sets of numbers in their notebook.
- Play track 11.6. Students listen and write one or two words next to the numbers.
- Play the recording again if necessary. Check the answers as a class.

EXTRA SUPPORT With a weaker class, students could listen out for two numbers for each story. (e.g. Student A listens out for 40 and 55 in the first story and 59 and 1940s in the second story, while Student B listens out for the other numbers.)

ANSWERS

- 1 **40:** she lost her birth certificate 40 years ago
55: she has 55 great-great grandchildren
73: she has 73 great grandchildren
127: she claims that she is 127 years old
- 2 **59:** the diving suit weighed around 59 kilos
1940s: the diving suit was from the 1940s
6: he took 6 days to do the marathon
5 million: he has raised in the region of £5 million for charity

AUDIOSCRIPT 11.6

Conversation 1

M Did you see that story about the Mexican woman who's just turned 127?

F 127? Seriously?

M Yes, she's the oldest person who has ever lived, apparently. According to the article, she claims she was born in 1887 – imagine that!

F Blimey ... so she must have lived through a few interesting historical events, then ...

M I know ... And it says in the article I read that she's got something like seventy-three great-grandchildren and fifty-five great-great-grandchildren. The sad thing is that several members of her family have already died before her.

F Well, yes sad, but it's hardly surprising, really.

M Apparently, although her physical health is not that great, she's really mentally aware and still tells some incredible stories of the Mexican Revolution.

F So is she in the *Guinness Book of Records*, then?

M Well, apparently not, because she hasn't got any proof of her age. She claims she lost her birth certificate while moving house forty years ago.

F Oh ... gosh.

Conversation 2

F Did you read about that guy who's just run a marathon wearing a diving suit?

M A diving suit?

F Yes, but not a modern, tight-fitting diving suit, but one of those old-fashioned ones from the 1940s.

M Weren't they really heavy in those days?

F Yes, this suit was incredibly heavy, around fifty-nine kilos or something.

M You're kidding! That must have slowed him down a bit!

F Er yes, just a bit. It took him six days, supposedly.

M Wow! That's amazing. So who is this guy?

F Oh, his name's Lloyd something or other. I can't remember his last name, but he's English and from what it said in the article, he's quite well known for doing these charity marathons dressed up in costumes. What's amazing about him is that he was diagnosed with leukaemia several years ago. He survived that and has since raised something in the region of £5 million for charity.

M That is impressive.

F Yeah. The article had some really funny pictures of him doing the run. Here ... look ... I'll show you on my phone ...

Exercise 3a

- Students work alone to complete the extracts with the words from the box. Check they understand the meaning of *apparently* (= according to what you have read or heard) and *supposedly* (= according to what is generally thought, but not known for certain).
- Students compare answers with a partner. Elicit some suggestions, but don't confirm answers at this stage.

Exercise 3b 11.6

- Play track 11.6 again for students to check their answers.
- Go through the answers together. Then ask students to practise reading the sentences aloud in pairs. Go round listening and correcting pronunciation as necessary.

ANSWERS

- | | |
|--------------|-----------------|
| 1 apparently | 5 around |
| 2 According | 6 supposedly |
| 3 something | 7 other |
| 4 thing, is | 8 What's, about |

WATCH OUT! Note that the 'ed' in *supposedly* is pronounced /ɪd/. This is an exception to the rule that 'ed' after 's' is pronounced /t/ or /d/. Compare the pronunciation of *supposedly* /sə'pəʊzɪdli/ and *supposed* /sə'pəʊzd/.

Exercise 4a

- Explain that the sentences in exercise 3a all contain language that is useful for retelling news stories or stories that someone else has told you. Point out that when we are retelling a story, there are several things we may need to do: explain where we heard/read the story, give our own opinion of the facts, and, if we can't remember exact names or numbers, etc. we may need to use vague language.
- Read through the functions a–c and check students understand *source* (= a person, book, newspaper, etc. that provides you with information).
- Students match the sentences to their function.

Exercise 4b

- Refer students to the Language for speaking box to check their answers, then check the answers together as a class.

ANSWERS

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

Exercise 5

- Students work alone to add phrases 1–5 to the correct place in the Language for speaking box.
- Check the answers together and highlight the following:
 - *They reckon* is an informal way of saying 'it is thought/believed'.
 - *I find it* is followed by an adjective (e.g. *odd*, *surprising*).
 - *Apparently* and *supposedly* have the same meaning, but *apparently* can go at the beginning or end of the sentence, whereas *supposedly* can only go at the end. Also, *supposedly* suggests a little more doubt than *apparently* (see Smart communication).

ANSWERS

- a 1 ... or so they say.
3 They reckon ...
b 4 Personally I find it ...
c 2 Somewhere in the region of ...
5 ..., something like that

SMART COMMUNICATION When giving 'second-hand' information, i.e. retelling a story, we often want to communicate that we are not sure how true the facts are. We do this through words and expressions such as *apparently*, *supposedly* or *so they say*. We can express this doubt to varying degrees. The difference is quite subtle but saying *supposedly* or *so they say* at the end of the sentence suggests a little more doubt than saying *apparently* at the beginning of the sentence. The degree of doubt can also be expressed through stress and intonation (of the words *supposedly* and *apparently*).

Exercise 6

- Explain that students are going to tell a news story. They can think of a recent news story or use a story at the back of the book.
- Divide students into pairs, and if they prefer to use a story from the back of the book, refer them to the appropriate pages (Student A turns to page 131 and Student B to 135).
- Tell them to try to remember as much as they can about their news story and to think about which phrases they can use from the Language for speaking box.

Exercise 7

- Students take it in turns to retell their stories to their partner.
- Circulate and check students are commenting on their own stories and using vague language. Note any errors for feedback at the end.

EXTENSION Students could research the news stories online to find out more information and report what they discovered in the next lesson.

Writing an opinion essay in a formal style

Exercise 8

- Focus on the section heading 'an opinion essay in a formal style' and explain that as an opinion essay is an example of academic writing, a formal style is required.
- Give students plenty of time to read the essay and answer the questions.
- Check the answers together as a class.
- When discussing the order of the paragraphs, point out that there is no fixed rule about whether arguments against the statement come first or second (in this case, they come first). However, putting the arguments which represent the writer's own opinion in the penultimate paragraph(s) is more logical and persuasive since they come directly before the conclusion.

ANSWERS

- 1 She/He agrees with the statement.
- 2 Students' own answers
- 3 1: introduce the topic, 2: present arguments against the statement, 3: present arguments for the statement, 4: give personal opinion
- 4 indirect style, use of longer words, impersonal sentences, etc.

EXTRA SUPPORT You could write the four functions on the board in jumbled order (e.g. *present arguments for; give personal opinion; present arguments against; introduce the topic*) and ask the students to match them to the five paragraphs.

Background notes: Al Jazeera is a satellite news network based in Qatar. It is broadcast in Arabic and English and available in 140 countries around the world.

The Huffington Post is an American online news site and blog which brings together news from other sites as well as creating its own original content. It was co-founded in 2005 by Arianna Huffington.

Exercise 9

- Put students into pairs to decide which of the features listed are typical of formal writing.
- Check the answers together as a class.

WATCH OUT! With reference to the point that impersonal sentences (e.g. *it is argued*) are used in formal essays, clarify that this means students should not use the personal pronoun *I*. The exception to this is in the conclusion, where a personal opinion should be given, e.g. *In my view, ... I would argue ...*

ANSWERS

Formal features: passive sentences, longer linkers, complex sentences, impersonal sentences, semi-colons

Informal features: contractions, colloquial language, simple linkers, abbreviations, dashes

Exercise 10

- Ask students to read the Language for writing box and then find a highlighted example in the essay to match each of the points.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

- a what is popular
- b transformed
- c Furthermore
- d An additional benefit of online news reporting ... which means that ...
- e It should also be remembered that ...
- f We have a more varied choice of news sources than ever before; we are no longer limited ...

Exercise 11

- Students work alone or in pairs to make the sentences more formal.
- Write the possible answers on the board and ask students to compare them with their own.

POSSIBLE ANSWERS

- 1 Nowadays, newspapers are extremely expensive.
- 2 It is often thought that printed newspapers will not survive for much longer.
- 3 A large amount of information on the internet is unreliable.

Exercise 12

- Read the essay titles together. Make sure students understand *have a right to* (= should be allowed to).

Exercise 13a

- Put students into pairs to choose a title, brainstorm arguments for and against the statement and decide what their opinion is. Suggest they think of two arguments for and two against.

Exercise 13b

- Students can write the essay in class or for homework.
- Remind them to refer to the Language for writing box to help them achieve a formal style.

EXTRA ACTIVITY Display the finished essays around the classroom. Ask students to read them and vote on which is the most persuasive essay.

11.5 Video

Going viral

VIDEOSCRIPT

Welcome to Fleet Street, the traditional home of the British media. In 1702, London's first daily newspaper – the *Daily Courant* – was published near here, and for almost 300 years this busy area was the centre of the UK's newspaper industry.

By the 20th century, most of the country's major media organizations had their headquarters here. This building was the home of the *Daily Telegraph*, this was the *Daily Express* and this was the head office of the international press agency Reuters. *The Sun*, the *News of the World*, and *The Times* were all nearby. But there are very few newspaper organizations around here now. After all, these old, ornate buildings aren't very suitable for the rapidly changing industry.

For centuries, most people in the UK got their news from newspapers. At the industry's height, popular tabloid newspapers like *The Sun* and the *Daily Mirror* had a circulation of around 4 million. Today, *The Sun's* circulation is less than 2 million, while the *Daily Mirror's* is less than 1 million. Why? Because many people don't read newspapers; they get their news online instead.

Millions of people across the world read news websites, and they have huge global circulations. Yahoo! News, the world's most-read news website, has an incredible 175 million readers a month. And now social media sites are changing everything. Sites like Facebook, Twitter and LinkedIn don't produce news, but people often read and share news stories on their sites.

In the USA, for example, 64% of adults use Facebook; and 30% of these people reported that they read most of their news on the site. So people aren't reading the front pages any more; they're reading the most popular stories on their social media accounts. But, there are problems. Many social media users aren't journalists, and some of these stories aren't news at all.

But social media is so popular that newspapers report on what they say. It's a vicious circle where newspapers report stories, these stories are shared and exaggerated online, and then other newspapers report from social media. Look at this headline, for example: 'Ghost ship

carrying cannibal rats heading for Britain!' Sounds terrifying! But the story was hugely overstated. The ship never came near British soil and there was no proof of rats being on board; certainly not cannibal rats! So, where did this story come from?

On the 21st October 2013, the *Irish Independent* reported that an old Yugoslavian ship called the *Lyubov Orlova* had become loose and had gotten lost in the Atlantic Ocean. In the story, the Irish Coast Guard director told the newspaper that the boat had been beside the harbour, so he *assumed* there were rats on board. A few months later, *The Sun* picked up the story. They interviewed a Belgian salvage dealer who wanted to find the ship to make money. He claimed there would be lots of rats and that rats ate each other.

Rats became 'cannibal rats' and the story was soon all over the internet. The ship even got a Facebook page and Twitter account!

Many major newspapers reported this 'cannibal rats' story but in the end, had to admit that very little happened. We'll never know if any rats were on board, but if there were, they probably weren't cannibal rats. In one story, an animal expert pointed out that rats are as likely to eat one another as humans are. The empty ship drifted around the ocean before disappearing, probably sinking somewhere in the middle of the Atlantic. So, the story wasn't exactly news. But we did learn one thing – we shouldn't believe everything we read in the papers ... or on the internet!

VIDEO ANSWERS

Exercise 1

- | | |
|---------------|---------------------|
| 1 tabloid | 4 exaggerated |
| 2 ornate | 5 social media site |
| 3 circulation | |

Exercise 2

exaggerated, ornate, social media site, tabloid

Exercise 3

- | | |
|---------------------|------------------|
| 1 used to be | 4 rats |
| 2 under two million | 5 <i>The Sun</i> |
| 3 use Facebook | |

Exercise 4

- 1 a 2 e 3 b 4 a 5 b

Review

ANSWERS

Exercise 2a

- 1 She pointed out that my shoelaces were undone.
- 2 He admitted he had cheated/cheating in the exam.
- 3 She promised that she wouldn't tell anyone/not to tell anyone.
- 4 He reminded me to take my pills.
- 5 She denied she had read my diary/reading my diary.

Exercise 3a

- 1 current affairs
- 2 news analysis
- 3 home improvement programme
- 4 match highlights
- 5 drama series
- 6 celebrity chef
- 7 TV commercial

Exercise 4a

- | | |
|------------|----------------|
| 1 conflict | 4 disturbing |
| 2 suffer | 5 encouraging |
| 3 armed | 6 breakthrough |

AUDIOSCRIPT 11.7

- 1 This is a situation in which people, groups or countries are involved in a serious disagreement or argument. It also describes a violent situation or period of fighting between countries.
- 2 This verb means to be badly affected by a disease, pain, sadness or the lack of something.
- 3 This means carrying a weapon, for example, a gun.
- 4 This describes something that makes you feel anxious, upset or shocked.
- 5 This describes something that gives you hope.
- 6 This describes an important development that may lead to an agreement or achievement.

Exercise 5a

- 1 manageable 2 addictive 3 viral 4 reliable, objective

Exercise 6a

- 1 From 2 to 3 What's 4 like 5 or other

12.1 Nearest and dearest

Goals

- Talk about family and relationships
- Talk about unreal situations

Lead-in

- Focus on the title of the lesson and ask if students can guess the meaning of *nearest and dearest* (see Background note).
- Put students into pairs to find out about their partner's immediate family. Write some prompts on the board, e.g.
 - *How many brothers/sisters?*
 - *Your position in the family (oldest, middle child, only child, etc.)?*
 - *Age difference?*
 - *Names?*
 - *What/siblings/do?*
 - *If only child, best/worst thing?*

WATCH OUT! Listen out for the following common error:
~~We are five in our family~~ for *There are five of us in our family.*

Background note: Your *nearest and dearest* is an informal, slightly humorous (and slightly old-fashioned) expression meaning your close family and friends. Although it consists of superlative adjectives, it is used as a plural noun, e.g. *He didn't tell anyone, not even his nearest and dearest.*

Vocabulary & Listening family and relationships

Exercise 1a

- Put students into pairs to put the words in the box into the three categories.
- Go through the answers together. Check comprehension by asking individual students to explain some of the relationships, e.g. a *sibling* is a brother or sister, a *sister-in-law* is your brother's wife or your husband's sister.

ANSWERS

older generation: aunt, godparent, stepfather

younger generation: niece

same generation: second cousin, sister-in-law, sibling, twin

- Highlight the use of hyphens in *sister-in-law*.
- Practise the pronunciation of *niece* /niːs/ and *sister-in-law* /'sɪstər ɪn lɔː/.

WATCH OUT! Make sure students understand *cousin* vs *second cousin*. *Cousins* or *first cousins* are the children of siblings. They share grandparents. *Second cousins* are the children of first cousins. They share great-grandparents.

Background note: Traditionally, a godparent is a person who promises at a Christian baptism ceremony to be responsible for a child and to teach them about the Christian religion. The tradition of the godparent exists in other religions too. Nowadays, being a godparent does not always have to include religious responsibilities. Instead, a godparent's role can be to take a special interest in the child's personal development and to look after them if anything happens to the parents.

EXTENSION You could expand this lexical set by dictating *great*, *identical* and *younger* and asking which words in the box could follow them. (Answers: *great aunt*, *great niece*, *identical twin*, *younger sibling*)

Exercise 1b

- In their pairs, students say which of the words in the box apply to them. Encourage them to give brief details, e.g. *I am an aunt. I have two nieces and a nephew.*

Exercise 1c

- Encourage students to peer-teach the words in bold and look up words that neither of them know in a dictionary.
- Students identify four sentences that cannot be true and change them so that they could be true. Make sure they understand that they should not change the words in bold.
- Check the answers together as a class and ask students to explain why the four sentences are illogical.

ANSWERS

2 He looks up to his **older** brother.

7 My **sister** takes after my **mother**.

9 I **was brought up by** my mother and grandmother.

12 Her mother tells her off when she's **badly** behaved.

- Check comprehension of the words in bold by giving a synonym or explanation and eliciting the correct word, e.g. *Which word or words means ...?*
 - *excluded* (left out)
 - *badly behaved because they are given everything they want and not enough discipline* (spoilt)
 - *respects and admires* (looks up to)
 - *adores* (is devoted to)
 - *a feeling of great happiness* (joy)
 - *look or behave like someone else in your family, especially your mother or father* (take after)
 - *raise a child* (i.e. care for them and teach them how to behave, etc.) (bring up)
 - *speaks angrily to somebody for doing something wrong* (tells off)
 - *irritate* (get on sb.'s nerves)

Exercise 2a

- Ask students to write the name of one person for each of the descriptions. They can write the same person's name more than once if appropriate, and, unless specified, it doesn't need to be a member of their family.

Exercise 2b

- Put students into pairs to describe each person to their partner. Encourage them to find out more details.

Exercise 3a

- Focus attention on the photos. Put students into pairs to discuss the questions.
- Have a brief feedback session.

Exercise 3b

- Explain to students that they are going to think about what they believe is the ideal family size.
- In their pairs, ask students to list five things people consider when deciding how many children to have or whether they are going to have children. Give an example to start them off.

EXTRA SUPPORT Brainstorm the factors together and write them on the board before asking students in pairs to rank them in order of importance.

Exercise 4a 12.1

Audio summary: In the recording we hear six people explaining what they think is the ideal number of children to have, if any, and why. The recording is divided into two sections. We hear three speakers in the first part and three more in the second.

- Explain that students are going to hear six people talking about what they think is the ideal number of children to have. They will hear three people in the first recording and another three in the second recording.
- Play track 12.1. Students write the number of children each person thinks is ideal.
- Check the answers together as a class.

ANSWERS

Speaker 1 one

Speaker 2 four

Speaker 3 no more than two

AUDIOSCRIPT 12.1

Speaker 1

Many parents have a second child for the sake of their first – to stop them being lonely and spoilt. But that's just a stereotype, and I believe one child is ideal. Having one child has enabled me to devote plenty of time, money and energy to her. In my view, the more kids you have, the less time and energy you are able to give to each one. I also know that if I'd had more children, I'd have been less happy as I'd have had to give up too much in my life. And, to have a happy child, you need to be a happy parent.

Speaker 2

I have four children. I didn't plan four, but that's how many I've got and, in retrospect, I now believe that's the perfect number. The idea of having fewer or more is as unthinkable as having fewer or more arms or legs. Of course, the physical strain of bringing up four is enormous, but the joy each one brings is immeasurable. Although our home sometimes feels like a zoo and we are like a travelling circus whenever we go abroad, there is great comfort in being part of a six-member team. Having an even number means each child has an automatic playmate. If two are playing together, the other ones have each other and don't feel left out.

Speaker 3

I believe we have a responsibility to be mindful of the world's growing population. Each baby we bring into the world puts extra pressure on the world's resources – energy, food, forests, water and so forth. And people from rich countries use more than their fair share of these resources. For that reason, I feel no couple should have more than two children – one to replace each parent. I read the other day that if every couple in a rich country had one less child, they would save 9,441 tonnes of carbon dioxide over their lifetime. Makes you think, doesn't it?

Exercise 4b 12.2

- Tell students they are going to listen to another three people giving their views about the ideal family size and that their task is, again, to write down the number.
- Play track 12.2.
- Check the answers together as a class.

EXTRA SUPPORT Before listening, pre-teach *childfree* (= having no children; it is a more positive word than *childless*), *child-friendly* (= suitable for children or welcoming to children, e.g. *a child-friendly restaurant*) and *state school* (= a school that is paid for by the government and provides free education).

ANSWERS

Speaker 4 none

Speaker 5 at least six

Speaker 6 three

AUDIOSCRIPT 12.2

Speaker 4

I'd like to make the case for not having children. Society puts a lot of pressure on us to have children, but it's not right for everyone. There are countless reasons why I chose to be childfree. If I'd had children, I wouldn't have so much time now to devote to my husband and my career. I'd have very little privacy; my beautiful house would be full of plastic toys; my travels would be limited to school vacations and child-friendly destinations; and I could list dozens more reasons.

Speaker 5

I'm in favour of having as many children as you can manage. I'd say at least six is the ideal number. When you raise a large family – in my case, seven – you create a little community that supports itself through the ups and downs of life. Friends often quote school fees as being a reason not to have a large family. But if you're lucky enough to live in a country with great state schools, then that isn't an issue. There are those that say that having lots of children is ecologically irresponsible. But my family are productive, tax-paying, environmentally aware and all contribute positively to society.

Speaker 6

I didn't mean to have three children. The second of my pregnancies produced twins. And, as a result, I ended up with what I believe is the ideal number. Three children means three sibling relationships. So if two of the siblings fall out or are on bad terms, at least they've got another sibling to turn to. The other thing, and I know this sounds selfish, but let's be honest about it, the more children you have, the greater the chances that at least one of them will be successful enough to support me financially and care for me in my old age.

Exercise 5 12.3

- Focus on the task instructions and give students plenty of time to read options a–f. Clarify any vocabulary queries.
- Tell students that this time they will hear all six speakers.
- Play track 12.3. Students listen and write the speaker number by each option.
- Check the answers together as a class.

ANSWERS

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

AUDIOSCRIPT 12.3

Speaker 1

Many parents have a second child for the sake of their first – to stop them being lonely and spoilt. But that's just a stereotype, and I believe one child is ideal. Having one child has enabled me to devote plenty of time, money and energy to her. In my view, the more kids you have, the less time and energy you are able to give to each one. I also know that if I'd had more children, I'd have been less happy as I'd have had to give up too much in my life. And, to have a happy child, you need to be a happy parent.

Speaker 2

I have four children. I didn't plan four, but that's how many I've got and, in retrospect, I now believe that's the perfect number. The idea of having fewer or more is as unthinkable as having fewer or more arms or legs. Of course, the physical strain of bringing up four is enormous, but the joy each one brings is immeasurable. Although our home sometimes feels like a zoo and we are like a travelling circus whenever we go abroad, there is great comfort in being part of a six-member team. Having an even number means each child has an automatic playmate. If two are playing together, the other ones have each other and don't feel left out.

Speaker 3

I believe we have a responsibility to be mindful of the world's growing population. Each baby we bring into the world puts extra pressure on the world's resources – energy, food, forests, water and so forth. And people from rich countries use more than their fair share of these resources. For that reason, I feel no couple should have more than two children – one to replace each parent. I read the other day that if every couple in a rich country had one less child, they would save 9,441 tonnes of carbon dioxide over their lifetime. Makes you think, doesn't it?

Speaker 4

I'd like to make the case for not having children. Society puts a lot of pressure on us to have children, but it's not right for everyone. There are countless reasons why I chose to be childfree. If I'd had children, I wouldn't have so much time now to devote to my husband and my career. I'd have very little privacy; my beautiful house would be full of plastic toys; my travels would be limited to school vacations and child-friendly destinations; and I could list dozens more reasons.

Speaker 5

I'm in favour of having as many children as you can manage. I'd say at least six is the ideal number. When you raise a large family – in my case, seven – you create a little community that supports itself through the ups and downs of life. Friends often quote school fees as being a reason not to have a large family. But if you're lucky enough to live in a country with great state schools, then that isn't an issue. There are those that say that having lots of children is ecologically irresponsible. But my family are productive, tax-paying, environmentally aware and all contribute positively to society.

Speaker 6

I didn't mean to have three children. The second of my pregnancies produced twins. And, as a result, I ended up with what I believe is the ideal number. Three children means three sibling relationships. So if two of the siblings fall out or are on bad terms, at least they've got another sibling to turn to. The other thing, and I know this sounds selfish, but let's be honest about it, the more children you have, the greater the chances that at least one of them will be successful enough to support me financially and care for me in my old age.

EXTRA SUPPORT Students could underline or highlight the key words in the options a–f to help focus them on the important parts of the sentences while listening.

EXTENSION Write these extracts from the listening script on the board. Ask students to discuss the meanings of the underlined phrases and to think of another way to express them.

- ... *have a second child for the sake of their first* (= for the benefit of)
- *we have ... to be mindful of the world's growing population* (= consider)
- *the ups and downs of life* (= good and bad things)
- *if two of the siblings ... are on bad terms* (= have a bad relationship)

Exercise 6

- Put students into pairs or small groups to discuss the opinions put forward by the speakers.
- Some of the opinions are contained in options a–f. However, you may need to remind students about other opinions expressed, e.g. the question of whether only children are lonely and spoilt, and whether society puts pressure on people to have children.
- After the students have discussed the questions in pairs, bring the whole class together to exchange their opinions.

CRITICAL THINKING Students should be encouraged to support their opinions with examples. Write the following useful language for giving examples on the board for students to refer to during their discussions:

- *Let me give you an example from my own family ...*
- *Take my nephew, for example, he ...*

Grammar & Speaking **unreal situations**

Exercise 7

- Ask students to look at the *if* sentences from the listening and to answer the questions in pairs. Monitor and give help where necessary.
- Check the answers together as a class.

ANSWERS

- a imaginary situations
- b sentence 1: past, sentence 2: present/future, sentence 3: both

Exercise 8

- Focus students' attention on the Grammar focus box. You could either read it out loud in the class or get students to read it silently to themselves.
- The Grammar focus box brings together three types of unreal conditional: the second and third conditionals, which students are very likely to have come across before, and mixed conditionals, which are likely to be new.
- Students match the sentences in exercise 7 with the rules a–c.
- Check the answers together as a class.

ANSWERS

- a sentence 2
 - b sentence 1
 - c sentence 3
- Remind students that the *if* clause can go first or second. If it is in the first part of the sentence, a comma is needed. If it is in the second part of the sentence, no comma is needed.

WATCH OUT! For some nationalities, there is a tendency to use *would* in the *if* clause as well as the main clause. This is compounded by the fact that *'d* is the short form of both *would* and *had*. Show the difference on the board, e.g.

<i>had</i>	<i>would</i>
↓	↓
<i>If you'd listened properly, you'd know what to do.</i>	

Pronunciation **sentence stress in conditional sentences**

Exercise 9a 12.4

- Explain to students that they are going to listen to the second part of four conditional sentences. They should listen to whether *would/might* and *couldn't/wouldn't* are stressed. They should also listen to the pronunciation of *have*. You may need to do this in two stages.
- Play track 12.4.
- Elicit the answers. It would be helpful to write the answers on the board showing the stress and schwa sounds visually.
- Remind students that affirmative auxiliaries, e.g. *would* and *can*, are usually unstressed (unless we are being emphatic) and negative auxiliaries are stressed.

ANSWERS

- 1 *Would* and *might* are not stressed. *Wouldn't* and *couldn't* are stressed. (Negatives are stressed)
- 2 /həv/

AUDIOSCRIPT 12.4

- 1 I would have done things differently.
- 2 I might have given it a try.
- 3 I couldn't have managed on my own.
- 4 I wouldn't have enjoyed it.

EXTRA CHALLENGE Ask students to write the first part of each conditional sentence. They can compare their sentences with a partner.

Exercise 9b 12.4

- Play the track again, pausing after each sentence for students to repeat, focusing on the correct sentence stress.

EXTRA ACTIVITY To give students more practice in weakening unstressed syllables, write the following sentence on the board. Drill it chorally with the class and then get faster and faster. *If I'd known about it, I'd have told you.*

Exercise 10

- Students can do the exercise alone or in pairs.
- Do the first sentence together on the board as an example. Remind students to use a comma after the *if* clause.
- Check the answers together as a class.

ANSWERS

- 1 If my brother hadn't emigrated to New Zealand, our kids would be closer now.
- 2 If I'd known how physically exhausting bringing up kids was, I would have had them earlier.
- 3 If I didn't value my independence so much, I would have had children.
- 4 If we weren't such a large family, we wouldn't need a big house.
- 5 If I'd had siblings, I might not be as independent as I am.

EXTENSION Ask students to match each sentence to rules a–c in the Grammar box.

- Refer students to *Grammar reference* on page 158. There are two more exercises here students can do for homework.

Exercise 11a

- Focus on the task instructions and do the first item together as an example. Tell students to ignore the words in square brackets for now.
- Students complete the exercise on their own.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

- 1 How would your life be different now if you had x siblings?
- 2 If you'd been brought up in x, how would your life have been different when you were a child, and how would it be different now?
- 3 What would you do in your free time if you lived in x?
- 4 If you were a member of the opposite sex, would people have treated you differently as a child? Would you have a different job/goals now?

Exercise 11b

- Read through the instructions and example together.
- Students replace the square brackets with their own ideas.

Exercise 11c

- Put students into pairs to take it in turns to ask each other the questions. Go around monitoring the activity and making a note of any errors and good use of language for an error-correction slot at the end of the activity.

12.2 If I could turn back time, ...

Goals

- Talk about life events and choices
- Use *wish* and *if only*

Lead-in

- With books closed, write the following quotation, by the 19th-century American author and philosopher Henry Thoreau, on the board in jumbled order:
Never look back unless you are planning to go that way.
- Ask students to put the words in order and say what the quotation means. Ask whether this reflects their own attitude to regret.

Vocabulary & Reading **life events and choices**

Exercise 1a

- Read through the task instructions and examples together. You could demonstrate by giving your own examples of things you've done (or not done) and regretted.
- The aim is for students to talk about minor regrets, not major regrets that they may feel uncomfortable discussing.

Exercise 1b

- Put students into pairs to share their regret stories.

Exercise 1c

- Again working in pairs, students discuss the question, giving examples.
- Have a brief whole-class feedback session.

Exercise 2

Text summary: The article is based on the key findings of a recent survey into people's greatest regrets. It talks about what the top regrets are and how these differ according to gender, age, etc. It also explains how regret can be turned into a positive emotion.

- Explain that students are going to read an article about regrets and that the questions 1–4 will give them an opportunity to predict what the article might say.
- Briefly elicit their ideas, but don't confirm or contradict them.

Exercise 3

- Set a suitable time limit (e.g. two minutes) for students to read the text. Then in pairs they discuss the answers to the questions in exercise 2.
- Check the answers together as a class.

ANSWERS

- 1 romance, family and education
- 2 Women have more regrets relating to romance.
- 3 things we didn't do
- 4 Regret can help us to move on and make better future decisions.

EXTRA ACTIVITY Ask students to find and underline these words and phrases in the text and try to work out their meaning from the context: *job opening* (= a specific job in a company that needs to be filled), *gender* (= being either male or female), *fretting about* (= to worry continuously about), *key finding* (= a very important piece of information that is discovered during an official examination of a situation) and *fixate* (= to be so interested in someone/ something that you pay attention to nothing else).

Exercise 4a

- Focus on the task and the first example in the list of regrets.
- Students do the exercise alone or in pairs. Encourage them to guess the meaning of the words in bold from the context and check in a dictionary if necessary.
- Check the answers together as a class.

ANSWERS

- | | |
|-------------|-------------|
| a romance | h money |
| b family | i health |
| c romance | j work |
| d money | k education |
| e family | l money |
| f work | m work |
| g parenting | |

Exercise 4b

- Ask students to match seven of the words and phrases in bold to their meanings in the box.
- Check the answers together as a class.

ANSWERS

- a **date**: romantic meeting
 - b **row**: disagreement
 - c **settling down**: having a quieter life, living in one place
 - e **mean**: unkind
 - h **property**: building
 - j **turning down**: rejecting
 - m **standing up to**: defending yourself against
- Check comprehension of the other words in bold by asking students to identify the words which mean:
 - *end a disagreement and become friends again* (make up)
 - *bravery* (courage)
 - *fail to benefit from something useful or enjoyable by not taking part in it* (miss out on)
 - *money paid to somebody who is too old or sick to work* (pension)
 - *time spent giving your full attention to somebody* (quality time)
 - *putting money into something in the hope of making a profit* (investment)
 - *the way you progress in your job or a series of jobs* (career path)
 - Practise the pronunciation of courage /'kʌrɪdʒ/.

STUDY TIP Remind students to record the words in bold, not as individual words but as chunks of language, e.g. *ask someone on a date, miss out on an investment opportunity, pay into a pension, stand up to bullies.*

EXTENSION Ask students to write definitions for the words in bold whose meanings aren't given in the box:

- *courage* (= the ability to do something dangerous or frightening without showing fear)
- *make up* (= become friends again after a disagreement)
- *row* (= angry disagreement)
- *miss out on* (= fail to benefit from something useful by not taking part in it)
- *investment* (= buying a property, shares, etc. in the hope of making a profit from it)
- *quality time* (= time spent giving your full attention to somebody)
-

- *pension* (= money paid by a government or company to someone considered too old or sick to work)
- *career path* (= the way you progress in your job or a series of jobs)

Exercise 4c

- Put students into pairs to discuss the questions.
- Conduct a brief whole-class discussion.

EXTENSION You could ask students to discuss, in pairs, which of the top regrets they can most identify with.

Grammar & Listening using wish and if only

Exercise 5 12.5

Audio summary: A radio phone-in programme where listeners are asked to call in and describe their greatest regret.

- Explain that students are going to listen to a radio programme where members of the public call in and talk about their greatest regret.
- Play track 12.5. Students match the speaker to each regret.
- You could pause after each caller and ask students to compare in pairs what they understood.
- Check the answers together as a class.

ANSWERS

a Michelle b Jade c Greg d Bill

AUDIOSCRIPT 12.5

P = Presenter, G = Greg, J = Jade, B = Bill, M = Michelle

P 'Regrets – I've had a few' or so said the great Frank Sinatra in his famous song 'My Way', and today we want to hear all about your regrets, those silly mistakes you've made in life, the things you said or did that you really wish you hadn't or those missed opportunities that left you thinking 'Oh, if only I could turn back time ... I'd do things very differently ...' Well, now's your chance to call in and get it all off your chest!

OK, well on the line we have Greg from Glasgow. Greg, tell us your regret.

G My biggest regret is ignoring my dad's advice to buy a flat while properties weren't too expensive. He even offered to give me some money for the deposit. This was about six years ago when a small flat was just about affordable. But I didn't because ... well, I dunno ... I just couldn't be bothered to save up, and I didn't think there was any hurry, I suppose. Now, even the tiniest flat costs an absolute fortune and I can't even think about buying one. If only I'd listened to my dad. I could kick myself now.

P I bet you could. Sorry to hear that, Greg ... and I'm sure there are lots of people in your position.

Next, we hear from Jade in Bristol. Jade, what happened to you?

J Something I really regret is the time when a very good friend told me she was splitting up with her boyfriend. I'd never really liked him and I said: 'Well, I think that's a good decision ... and to be honest, I never really understood what you saw in him anyway.' She was quite offended by that and then the inevitable happened – they got back together again. Now things are really awkward between us.

So now of course I'm thinking 'If only I hadn't opened my big mouth!' I wish I could be a bit less honest sometimes ...

P Oh my goodness – well, you won't be making that mistake again, will you?

And next – Bill, from London.

B I regret getting rid of all my LPs. But it was my wife that kind of insisted. She kept going on at me, you know, saying: 'I wish you'd sell those records. They take up so much space and you never play them ...' I thought 'maybe she has a point'. So I did, but I knew it was a mistake instantly. Recently, I've got into listening to records again, at a friend's house – I love the sound of records, the covers ... so much more enjoyable than digital music. So I've decided to start again with my record collection.

P It's true – there is something unique about the sound of records. Good luck with rebuilding your collection, Bill!

And we've got time for just one more story – here's Michelle, from Manchester.

M One of my biggest regrets is not standing up to a colleague who used to bully me in my last job. She'd criticize my work, make me look stupid in front of other people and generally do everything she could to knock my confidence. And I just let her do it because I was new to the job, and I didn't dare answer back or challenge her behaviour. I wouldn't tolerate it now – I just wish I'd had the courage to challenge her at the time.

P Bullies, eh? Who needs them! Glad to hear you wouldn't tolerate them now.

Well, it's great to hear your stories – keep them coming in, but first, the news ...

Exercise 6 12.6

- Explain that students are going to look at some sentences from the recording. Their task is to complete the sentences with one or two words. A contraction counts as one word.
- Play track 12.6. Students listen and complete the extracts.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

- | | |
|-----------------|-----------|
| 1 'd listened | 4 'd sell |
| 2 hadn't opened | 5 'd had |
| 3 could be | |

AUDIOSCRIPT 12.6

- 1 If only I'd listened to my dad.
- 2 Oh, if only I hadn't opened my big mouth!
- 3 I wish I could be a bit less honest sometimes ...
- 4 I wish you'd sell those records.
- 5 I just wish I'd had the courage to challenge her at the time.

EXTRA CHALLENGE Ask students to try to complete the sentences from memory before they listen to the sentences. Then play the recording for them to check their answers.

Exercise 7

- Students work alone or in pairs to answer the questions.
- Check the answers together as a class.

ANSWERS

- 1 1, 2 and 5
- 2 3
- 3 4
- 4 *had* in sentences 1 and 5, *would* in sentence 4

Exercise 8

- Focus students' attention on the Grammar focus box. Ask them to read the rules and, working individually, add examples from exercise 6.
- Let them compare answers with a partner before checking the answers together as a class. In point 4, explain that *if only* is more or less synonymous with *I wish*, but *if only* is less common and suggests a deeper sense of longing.

WATCH OUT! Students, understandably, tend to link past and present tenses with past and present time. It is important to explain that past sentences do not always indicate past time, but are sometimes used to indicate unreal or imaginary situations, as is the case with *I wish*, *if only* and in some conditional sentences. It can be useful to consider the past tense as expressing 'remoteness', which includes remoteness from now (i.e. the past) and remoteness from reality (i.e. imaginary situations).

ANSWERS

- a 3 I wish I could be a bit less honest sometimes ...
- b 5 I just wish I'd had the courage to challenge her at the time.
- c 4 I wish you would sell those records.
- d/e 1 If only I'd listened to my dad.
- d/e 2 If only I hadn't opened my big mouth!

Exercise 9a

- Focus on the task and do the first sentence together as an example.
- Put students into pairs to continue the exercise. Circulate and monitor.
- Check the answers together as a class.

ANSWERS

- 1 I wish/If only I'd worked harder at school.
- 2 I wish/If only I had more siblings.
- 3 I wish/If only I lived in the city centre.
- 4 I wish/If only people wouldn't park on the pavement.
- 5 I wish/If only I was/were more patient.
- 6 I wish/If only people wouldn't spell my name incorrectly. OR I wish/If only people would spell my name correctly.
- 7 I wish/If only I didn't worry (so much) about what people think of me.

Exercise 9b

- Students look at the sentences that they have written with *I wish/if only* and change them so that they are true for them personally.

Exercise 9c

- Students work in pairs to compare their sentences. Encourage them to expand on their wishes or regrets by giving reasons and examples.
- In feedback ask a few students to tell the class about any wishes or regrets that they share with their partner.
- Refer students to *Grammar reference* on page 159. There are three more exercises here students can do for homework.

12.3 Vocabulary and skills development

Goals

- Listening: recognize vague language
- Understand and use compound adjectives

Lead-in

- Write *hippies* and *punks* on the board. Briefly brainstorm, as a class, the names of a few more social groups, i.e. a group of people that wear particular clothes, listen to the same kind of music, go to the same places. (Answers might include: bikers, goths, emos, hipsters, New Age travellers, rockers, skinheads, etc.)
- Ask *Do you or does anybody you know belong to one of these groups, now or in the past? What are the pros and cons of being part of a social group like these?*

Listening recognizing vague language

Exercise 1

- Put the students into pairs and set a suitable time limit for them to discuss the questions.
- Have a class feedback session. Check the answers to question 1 and elicit some words to describe the look of the hipster in the photo (e.g. *slicked-back hair*, *full beard*, *turned-up moustache*, *pierced nose*).
- Find out what the class thinks of the hipster look.

ANSWERS

1 cool hip in trendy the 'in' thing

Exercise 2 12.7

Background note: Hipsters are usually defined as a 'subculture', i.e. a group of people that differentiates itself from the mainstream culture. Modern hipsters (as opposed to the original hipsters of the 1940s, who adopted the lifestyle of jazz musicians) are generally associated with indie music and fashion and alternative lifestyles. Modern hipsters became particularly prominent in the 2010s. The original modern hipsters came from Brooklyn in New York and Shoreditch in east London, but the phenomenon has spread to many parts of the world.

Audio summary: The listening is a radio interview with a future trendspotter, about modern-day hipsters. It is divided into two parts: a short introduction, where we are given a very brief overview of who and what hipsters are, and a second part, the main body of the interview, where the presenter and his guest talk about the characteristics of hipsters – how they dress, the things they like and aspects of the hipster lifestyle. They also discuss how hipsters perceive themselves and how others perceive them.

- Explain that students are going to listen to an interview with a marketing expert about modern-day hipsters. Explain that they will listen first to the introduction, then, after they have done the Unlock the code exercises, they will hear the main part of the interview.
- Refer students to the task and give them time to read the summary before playing track 12.7.

- Students listen and identify two mistakes in the summary and correct them.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

They are usually in their twenties and thirties.
Some are students and some are professionals.

EXTRA SUPPORT Pre-teach *rebel* (= fight against or refuse to obey an authority, e.g. the government, your parents), *subculture* (= a group of people in society that behave in a way that is different from the norm), *mainstream* (= considered normal because it reflects what is done or accepted by most people) and *alternative* (= different from the usual or traditional way that things are done).

AUDIOSCRIPT 12.7

P = Presenter, CN = Carla Nielsen

P Every era has a social group that rebels against society in some way. In the 60s, it was hippies; in the 70s, punks; in the 80s it was goths. Now, the latest subculture to hit the international scene is the hipster. But what precisely is a hipster? Here to tell us more about this distinctive group is Carla Nielsen, a future trendspotter, who works for a marketing agency. Carla, describe for us the principal characteristics of a hipster.

CN Well, hipsters are young people – in their 20s and 30s, usually – who reject mainstream culture. You know, so they're kind of anti anything that's popular. That includes art, music, clothes and so on. Instead, they prefer alternative music and fashion. They tend to be well-educated people. Some are students, others are professionals, and many of them work in creative fields like media or publishing ... that sort of thing.

Exercise 3a 12.8

- Tell students they are going to hear three short extracts from the interview. Give them time to read the extracts.
- Play track 12.8 for students to write in the missing words.
- Check the answers together as a class.

ANSWERS

- 1 kind of
- 2 art, so on
- 3 of, creative, sort of

AUDIOSCRIPT 12.8

- 1 ... they're kind of anti anything that's popular.
- 2 That includes art, music, clothes and so on.
- 3 Many of them work in creative fields like media or publishing ... that sort of thing.

Exercise 3b

- Focus on the task and clarify, if necessary, that *vague* means 'not precise or exact'.
- Put students into pairs to do the exercise.
- Check the answers together as a class.

ANSWERS

kind of
and so on
that sort of thing

Exercise 4 12.9

- Tell students that in the next part of the lesson they are going to focus on vague language such as *kind of* or *sort of*. It is worth explaining, before they read and listen to the information in the box, that because vague language is very common and therefore spoken very quickly, it is often very heavily distorted and, as a result, hard to recognize.
- Refer them to the Unlock the code box. Play track 12.9 for students to listen as they read.

WATCH OUT! You could mention to students that it is extremely important for them to be able to recognize or 'decode' vague language, as it is very common. However, though it is important for them to use it themselves, they should not overuse words like *kind of* or *sort of*.

Exercise 5a 12.10

- Focus on the task instruction.
- Play track 12.10 for students to count the words in each sentence. Do the first one together as an example.
- Check the answers together as a class.

ANSWERS

1 8 2 8 3 12 4 12 5 10

AUDIOSCRIPT 12.10

- 1 His beard is a sort of orange colour.
- 2 Her look is kind of hard to describe.
- 3 The bike basket's useful for carrying laptops, shopping bags or whatever.
- 4 He writes a blog about hipster fashion, music and stuff like that.
- 5 He wears formal clothes like ties, waistcoats and so on.

Exercise 5b 12.11

- Ask students to read the sentences. Deal with any vocabulary queries.
- Play track 12.11. Students listen and complete the sentences.
- Check the answers together as a class.

ANSWERS

- 1 books and stuff like that
- 2 or milk or whatever
- 3 and posters and so on
- 4 and that kind of thing
- 5 the sort of clothes
- 6 and places like that

AUDIOSCRIPT 12.11

- 1 Hipsters reject mainstream culture: music, clothes, books and stuff like that.
- 2 Some hipsters are vegan, so they don't eat eggs or milk or whatever.
- 3 It's a shop that sells old books and posters and so on.
- 4 He's into 1930s music, like jazz, blues and that kind of thing.
- 5 She likes the sort of clothes you'd buy from a vintage clothes shop.
- 6 The area is full of hipster barber shops, cafés and places like that.

Exercise 6a 12.12

- Explain that students are going to listen to the rest of the interview about modern-day hipsters. Give them time to read through the topics.
- Play track 12.12. Students tick the topics that are mentioned.

AUDIOSCRIPT 12.12

P And how would I recognize a hipster if I bumped into one in the street?

CN Well, your stereotypical hipster wears tight-fitting jeans, and large thick-rimmed glasses – whether they need them or not. They wear old-fashioned, retro-style shirts ... you know, with checked or flowery patterns, often bought from vintage or second-hand clothes shops. Another typical hipster feature is the long beard or turned-up moustache. You rarely see a clean-shaven male hipster.

P And the female hipsters?

CN Well, they're less easy to identify, but, like the men, they wear old-fashioned clothing. Floral-patterned dresses, or cardigans – the sort of things their grandmothers might have worn.

P So for hipsters, old-fashioned is cool?

CN Yes, and that applies to the things they own. So they love low-tech objects like record players, old-style cameras, typewriters ... that kind of thing ... But what I should explain about hipsters is that they don't actually want to be labelled as hipsters. They don't want to be part of a group, they want to be seen as individuals.

P Oh right, I see. And that, I suppose, makes them different from punks, or goths or whatever ... who are happy to identify with these labels.

CN Exactly.

P So where do hipsters hang out?

CN Well, there are hipster neighbourhoods in many major cities around the world, which are full of trendy hipster cafés, galleries, second-hand shops, and so on. They tend to be districts that are historically poor and run-down but are now fashionable places to live and work.

P Uh huh, so ... so tell me more about the kind of music hipsters are into.

CN Oh, well, all sorts of bands really, as long as they're obscure and nobody else has heard of them. Hipsters are very critical of mainstream music and of those who like it. The same with film, books and art. That's why hipsters aren't very popular. They think their tastes are superior to others.

P I see, I'm getting the picture ... So apart from a taste for little-known bands and artists, how else are hipsters different from other people?

CN Well, they're anti-consumerism. That's why they like to buy second-hand things and why they believe in mending things when they break, rather than always buying something new. They're also very green – so they buy eco-friendly products, like shampoo. A lot of them are vegetarians or vegans.

P So I presume they like to travel everywhere by bike?

CN Absolutely. In fact the ultimate cool hipster accessory is the fixed-wheel bike. Or 'fixie' as they're known. They're sort of like modern versions of retro-style bikes with just one gear. They're the in-thing in urban cultures all over the world. You must have seen them around.

P Yes, I have ... So tell me, how does a hipster like to spend their spare time?

CN As you may predict, hipsters are keen on old-fashioned pastimes, like knitting, woodwork, growing your own fruit and vegetables, making home-made jam, baking cakes and stuff like that ... but probably the most stereotypical hipster pastime is retro-photography, which involves taking photos on a smartphone using an app which makes the images look as though they were taken with a vintage-style camera.

P Then posting the images on social media?

CN Oh yes ... because hipsters are very keen on showing off their pictures to everyone they know.

P Really? ... so my final question to you as a future trendspotter ... Do you think 'hipsterism' is here to stay?

CN Well, I think it's already been around long enough to be more than just a passing trend, and it's travelled to many different countries. I think we'll always have this group of young people that value independent thinking and fashion and culture. But like all trends, it will change and evolve.

P Well, thank you for coming on the programme – it's been fascinating.

CN My pleasure.

Exercise 6b 12.12

- Students compare their answers with a partner.
- Play track 12.12 again. Students listen and check, then check the answers together as a class.

ANSWERS

Topics mentioned: hipster clothing, objects owned by hipsters, hipster neighbourhoods, taste in music, attitudes to the environment, hipster transport, hipster hobbies

Exercise 7 12.12

- Ask students to read through the questions. Tell them to write very brief notes as they listen.
- Play track 12.12 again.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

- 1 second-hand or vintage shops
- 2 because they don't want to be labelled
- 3 because they have a superior attitude
- 4 many are vegetarian or vegan
- 5 they have only one gear
- 6 taking photos using apps which make photos look old-fashioned

EXTRA ACTIVITY Ask further comprehension questions about the interview, e.g. *What kind of clothes do male hipsters wear? What about female hipsters? What is the hipster attitude towards consumerism? What hipster hobbies are mentioned other than retro-photography? What does Carla Nielsen say about the future of hipsters?*

CRITICAL THINKING A key critical-thinking skill is assessing prior knowledge of a topic. Ask students to discuss with a partner how much of the information about hipsters was new to them, how much they knew before and what surprised them. Write the following sentence stems on the board to help focus their discussions:

- I was(n't) aware that ...
- It was interesting to learn that ...
- What surprised me was ...

Exercise 8

- Put students into pairs to discuss the questions.
- Circulate and monitor their conversations, showing interest, feeding in ideas and checking that the talkative students are giving the quieter ones a chance to speak.
- Ask students to report back any interesting points raised during their discussions.

Vocabulary compound adjectives

Exercise 9a

- Focus students' attention on the list of compound adjectives from the radio programme. Remind students that compound adjectives are adjectives made up of two words.

EXTRA CHALLENGE Ask students if they can remember what any of the words referred to in the radio programme:

- *clean-shaven* referred to the facial appearance of hipsters
- *eco-friendly products*, e.g. shampoo
- *fixed-wheel bicycle*
- *floral-patterned dresses*
- *home-made jam*
- *low-tech objects*, e.g. record players, cameras, typewriters
- *turned-up moustaches*
- *old-fashioned shirts*
- *second-hand clothes*
- *little-known bands*
- *run-down neighbourhoods*
- *thick-rimmed glasses*
- *tight-fitting jeans*

- Students use the words to describe the things in the photos. Make sure they understand that not all of the words can be used.
- You could do this as a whole-class or pairwork activity.

PRONUNCIATION Remind students about the rules of word stress in compound adjectives, namely, that the stress is generally on the second word if the compound adjective comes after a verb, but there is equal stress on both words if the compound adjective comes before a noun, e.g. *Her clothes are old-fashioned* /ɔ:ld 'fæʃənd/ but *She wears old-fashioned* /'ɔ:ld 'fæʃənd/ *clothes*.

POSSIBLE ANSWERS

old-fashioned clothes
second-hand records
old-fashioned camera
LPs are low-tech
floral-patterned dress
thick-rimmed sunglasses
home-made jam
fixed-wheel bicycle
tight-fitting jeans
turned-up jeans
bicycles are eco-friendly

Exercise 9b

- Ask students to work with a partner to match ten of the thirteen compound adjectives with their opposites. Encourage them to use dictionaries, if necessary.
- Check the answers together as a class.

ANSWERS

- a 4 (plain – floral-patterned)
- b 12 (thin-rimmed – thick-rimmed)
- c 10 (famous – little-known)
- d 13 (baggy – tight-fitting)
- e 5 (shop-bought/industrially produced – home-made)
- f 9 (brand new – second-hand)
- g 6 (high-tech – low-tech)
- h 1 (bearded – clean-shaven)
- i 11 (smart – run-down)
- j 2 (harmful to the environment – eco-friendly)

Exercise 10

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

EXTRA CHALLENGE Ask students to think of one more example for each of the compound adjective forms 1–5. (Possible answers might include: 1 home-made, short-sleeved, 2 long-lasting, easy-going, 3 high-quality, low-cost, 4 waterproof, child-friendly, 5 well-off, hands-on, built-up.)

Exercise 11a

- In this activity, students do a light-hearted questionnaire to find out how 'hipster' they are.
- Working alone or with a partner they complete the questions with a suitable compound adjective from exercise 9a.
- Check the answers together as a class.

ANSWERS

- 1 second-hand
- 2 low-tech
- 3 little-known
- 4 floral-patterned, tight-fitting
- 5 thick-rimmed
- 6 fixed-wheel
- 7 turned-up, clean-shaven
- 8 home-made
- 9 old-fashioned
- 10 run-down
- 11 eco-friendly

WATCH OUT! Check students understand and can correctly pronounce *vintage* /'vɪntɪdʒ/ (= typical of a period in the past and of high quality).

Exercise 11b

- Put students into pairs to take it in turns to ask and answer the questions.
- Circulate and monitor, encouraging students to ask follow-up questions.
- You could ask them to count the number of questions to which they answered *yes* and then in a feedback session find out who in the class has the most hipster-like tendencies!

12.4 Speaking and writing

Goals

- Reflect on life events and choices
- Write a biography

Lead-in

- With books closed, write *turning point* on the board and elicit its figurative meaning (= a time when a significant change happens). Brainstorm as a class some examples of life's turning points and write them on the board. (Possible answers might include: getting married, passing a driving test, moving house, having children, going to college/university, returning to college, leaving home, changing career, retraining, retiring, spending time abroad.)

Speaking reflecting on life events and choices

Exercise 1

- Put students into pairs to think of the three most significant turning points in their lives.
- They shouldn't go into detail at this stage as there will be an opportunity to do this later.

Exercise 2 12.13

Audio summary: Four speakers describe an important turning point in their lives and how it changed their life.

- Explain that students will hear four people describing a turning point in their life. Ask them to write down what each change was and why they made it.
- Play track 12.13, pausing after each speaker for students to compare notes with a partner.
- Check the answers together as a class. Play the recording again if necessary.

ANSWERS

- 1 She changed her degree course because she found it too difficult.
- 2 He went to work abroad because he wanted to experience life in another country.
- 3 He went freelance after being made redundant.
- 4 He gave up smoking because his wife was pregnant.

AUDIOSCRIPT 12.13

Speaker 1

I'm so pleased I decided to change degree courses. I started off doing languages, French and German – I'd always got really excellent grades in them at school, but at university level I just couldn't keep up. I was skipping lectures, not turning up to classes, because I found the whole thing so difficult. Anyway, so I changed to psychology. That was such a good move. I couldn't have wished for a better course. I ended up with a good result in my degree. I'm very grateful to the tutors for being understanding and allowing me to switch.

Speaker 2

I'm so glad I decided to go and work as a teacher in Istanbul for two years. I'd been working for an accountancy firm in London prior to that, but I knew it wasn't really for me. I wanted to experience life in another country and Istanbul had always fascinated me. Getting to grips with a new culture and language was quite a challenge at first, but I gained so much from the experience, and it's really helped me to put aspects of my own culture into perspective. So thank goodness I didn't listen to my parents, who tried to dissuade me from giving up my career in accounting. And, of course, if I hadn't gone to Turkey I wouldn't have met my wife.

Speaker 3

A couple of years ago, I decided to go freelance – and what a good decision that was! I really appreciate having the freedom to do as much or as little work as I want. What actually happened was that I was made redundant from my job in advertising. Although it was a terrible shock at the time – a real kick in the teeth – I gradually got over it and started to build up my own advertising consultancy business, which is going very well. In retrospect, losing my job was a blessing in disguise. I don't think I would have had the courage or motivation to set up on my own if I hadn't been forced to by my circumstances.

Speaker 4

Two years ago, I gave up smoking. I'd been smoking for several years before that. I'd tried to give up a couple of times before, but my motivation was stronger this time because my wife was pregnant with our first child. It's such a relief not to be a slave to cigarettes any more. And when I think of all the money I wasted, I could really kick myself. Obviously, with hindsight, I should never have started and I wouldn't have done if I'd known how addictive it would be. But never mind – what's done is done and there's no point in crying over spilt milk, is there?

Exercise 3a

- Students work alone to choose the correct option to complete the extracts from the listening.
- Let them compare answers with a partner, but don't confirm answers at this stage.

Exercise 3b 12.14

- Play track 12.14. Students listen and check their answers to exercise 3a.
- Go through the answers together. Check understanding of the expressions by asking the following questions:
 - Which expression means 'I regret it very strongly'? (I kick myself)
 - Which means 'something that seems to be a problem at first but has good results in the end'? (a blessing in disguise)
 - Which two phrases mean 'nothing can be done to change the situation'? (what's done is done/there's no point in crying over spilt milk)
 - Is there a similar idiom to 'no point in crying over spilt milk' in your language?

ANSWERS

- | | |
|-----------------|---------------|
| 1 wished for | 5 kick |
| 2 grateful, for | 6 With |
| 3 thank | 7 What's |
| 4 In, in | 8 point, over |

EXTRA SUPPORT Drill the sentences together as a class before getting students to practise reading the sentences aloud in pairs.

- Students practise saying the sentences. Go round listening and correcting where necessary.
- Finally, refer students to the Language for speaking box and ask them to find phrases that were not in exercise 3a. (*I'm so pleased/glad I ... , It's so lucky I ... , I feel very fortunate to have ... , What was I thinking? It was a blessing in disguise. ... was a good call. What's done is done.*)

WATCH OUT! Make sure students are using the correct prepositions for *In retrospect* and *With hindsight*. It is possible to say *in hindsight*, but it is not possible to say *with retrospect*. The phrases both mean 'when I look back now'.

- EXTENSION** Highlight the following points about some of the language in the Language for speaking box that didn't appear in exercise 3a:
- We say *It's (so) lucky* + clause (e.g. *It's so lucky I bought the flat when I did ...*) but we use present or past infinitive after *I feel very lucky/fortunate ...* (e.g. *I feel fortunate to have known her*).
 - The idiom *good call* refers to decisions made by an umpire in a tennis match, e.g. about whether a ball is in or out. *It was a good call* means 'it was a good decision'.
 - *What was I thinking?* means 'I can't believe I thought it was a good idea to do that!'

PRONUNCIATION Some of the expressions in this set are often spoken very emphatically. Draw attention to the heavily stressed words in the following phrases:

- *I'm so pleased I ...*
- *Thank goodness ...*
- *I couldn't have wished for ...*
- *What was I thinking?*

EXTRA ACTIVITY The listening text is rich in idiomatic phrases which you could highlight. Write on the board:

- *(changing degree courses was such) a good move.*
- *Get to grips with (a new culture).*
- *(Being made redundant was) a kick in the teeth.*

Ask students to discuss their meaning and to write an example sentence containing each idiom.

AUDIOSCRIPT 12.14

- 1 I couldn't have wished for a better course.
- 2 I'm very grateful to the tutors for allowing me to switch.
- 3 So thank goodness I didn't listen to my parents.
- 4 In retrospect, losing my job was a blessing in disguise.
- 5 When I think of all the money I wasted, I could really kick myself.
- 6 With hindsight I should never have started.
- 7 What's done is done.
- 8 ... there's no point in crying over spilt milk ...

Exercise 4

- Go through the task instructions with the class.
- Ask students to make a list of four or five important decisions they have made that have had a significant impact on their life using the topics in the box as prompts.
- Ask them to think about how they might include language from the Language for speaking box and past and mixed conditional sentences to talk about how their lives might have been different.
- Put students into pairs to take turns to describe and reflect on their decisions. Circulate and monitor, taking note of errors and examples of good language for a feedback session at the end.

SMART COMMUNICATION As well as being able to reflect on life events and choices, students need to be able to respond appropriately when somebody else is sharing their feelings of regret. Encourage them to respond supportively by using language such as *I bet/I can imagine you're really kicking yourself now* or *You must be really kicking yourself now* as well as using the language of resignation, as shown in the Language for speaking box, e.g. *Well, what's done is done.* or *There's no point in crying over spilt milk, is there?*

Writing a biography

Exercise 5

- Explain that this section continues the unit theme of life stages and events by looking at how to write a biography. Tell students they are going to look at the biography of a famous sports person.
- Set a time limit of two to three minutes for students to discuss the questions.
- Have a class feedback session.

Exercise 6

- Ask students to read the biography of Emil Zátopek and complete it with the correct prepositions. Point out that students should read the full biography, not just the sentences with gaps.
- Check the answers together as a class. Make sure students understand and can pronounce *renowned* /rɪ'naʊnd/ (= very well known).

WATCH OUT! Students frequently say ~~get married with~~ instead of *get married to*.

ANSWERS

1 of 2 for 3 up 4 at 5 in 6 for 7 to 8 by

Exercise 7

- Put students into pairs to try to answer the questions from memory.
- Check the answers together or ask them to find the answers in the biography.

ANSWERS

- 1 winning three medals at the Helsinki Olympics
- 2 'interval training' – making short intense efforts, sometimes running 400 metres 80 times in succession
- 3 He made an effort to communicate with them by learning a variety of languages.
- 4 She was born on the same day as him.

EXTENSION Ask two or three more comprehension questions for students to answer from memory, e.g.

- What was Emil Zátopek's nickname? (The Czech Locomotive)
- What was his job before he became a runner? (He worked in a factory.)
- How is his personality described? (cheerful and sociable)
- What sport did his wife win a gold medal for? (javelin)

Exercise 8

- Students work alone or in pairs to match the highlighted words in the biography to the meanings.
- Check the answers and practise the pronunciation of *unprecedented* /ʌn'presɪdɪntɪd/, *pioneer* /ˌpaɪə'niə(r)/, *household name* /ˌhaʊshəʊld 'neɪm/ and *unheard of* /ʌn'hɜːd əv/, paying particular attention to word stress.

ANSWERS

- | | |
|-----------------|--------------------|
| 1 unprecedented | 4 a household name |
| 2 pioneer | 5 unheard of |
| 3 funeral | |

Exercise 9

- Refer students to the Language for writing box and ask them to read it and find expressions that are in the biography. Emphasize that these are fixed expressions to talk about someone's life and achievements and are useful for speaking as well as writing.

ANSWERS

All of the phrases are in the biography **except**: *He spent his childhood in ...*, *He was one of six children ...*, *His life was turned upside down when ...*, *Life changed dramatically for X when Y happened ...*

Exercise 10

- Read through the task together. Students can write their biography in class or at home.
- Suggest students write approximately 250 words and divide their biography into four or five paragraphs. Encourage them to use as many phrases from the Language for writing box as possible.
- If students choose to write about a famous person, they could use the internet for their research, but should rewrite any researched information in their own words.
- You could suggest that students incorporate photo(s) of the person in the biography. In the following lesson, the finished biographies could be displayed on the classroom wall. Students could read them and ask further questions about the person.

EXTRA SUPPORT Write a paragraph plan on the board for students to follow:

- Paragraph 1: Say why he/she is famous or why he/she has inspired you.
- Paragraph 2: Give details of his/her birth, family, upbringing and education.
- Paragraphs 3–4: Give details of his/her achievements and significant events in his/her life.
- Paragraph 5: Say when the person died, at what age and include any significant information about their funeral/ how he/she will be remembered.

12.5 Video

Dynasty – the Churchills

VIDEOSCRIPT

Winston Churchill is arguably the most famous man in recent British history. During a career spanning sixty-five years, he became a national hero, and in 2002, a BBC poll voted him the Greatest Briton of All Time. But Churchill's success didn't come from nowhere. He was a member of one of the wealthiest and most powerful families in the country – the Spencer-Churchills – and he was born here, in Blenheim Palace.

In 1702, Winston's ancestor John Churchill became the first Duke of Marlborough. He was a powerful man and an excellent soldier, and as a general in the English army he won several key battles across Europe – including the Battle of Blenheim in 1704. If he hadn't, the area around here could have looked quite different today. Queen Anne – who was very close to the Duke's wife, Sarah Churchill – rewarded him with this land in the Oxfordshire countryside and ordered that a magnificent house be built to honour his victory.

Today, this English baroque masterpiece still pays tribute to John Churchill's military success. From English lions crushing French cockerels to the Duke's Roman statue on the Column of Victory, Blenheim is more a monument than a house.

Since John Churchill's death, his descendants have continued to live here. In 1857, John Spencer-Churchill – Winston's paternal grandfather – became the seventh Duke of Marlborough and took over the house.

John Spencer-Churchill was an excellent politician. He represented the local area as an MP, before entering the House of Lords when he became Duke. He served as the Lord Lieutenant of Ireland from 1876 to 1880. Many thought he could even have become Prime Minister if he hadn't died in 1883 at the age of 61.

His eldest son, George Spencer-Churchill, became the eighth Duke, so his other sons – including Winston's father, Randolph – had to pursue a different career path. Randolph became one of the most prominent politicians of the time, serving as Chancellor of the Exchequer and Leader of the House of Commons. He married the American-born Jennie Jerome, daughter of a *New York financier*, and the couple had two children – Winston and John.

Randolph still spent a lot of time at Blenheim Palace. It was here – in this room – that Winston Leonard Spencer-Churchill was born on 30th November 1874. Many of Winston's early years were spent at Blenheim, and it was here that he first learnt about the historic dynasty which he belonged to. If Winston Churchill hadn't been born into such a political family, his life could have been very different. While he was never very close to his father, he looked up to him; and whenever Randolph had colleagues to visit, he would try to join in their conversations. This enabled Winston to meet some of the greatest speakers of the time.

In many ways, Winston took after his father, who died in 1895 at the age of 45. He developed a love for politics and

public speaking; and after working as both a soldier and a war correspondent, he became a Member of Parliament in 1900. He soon earned a reputation as a gifted orator and enjoyed a long and eventful political career. However, the combative Churchill would probably have never become Prime Minister if it weren't for the outbreak of the Second World War. Suddenly, the country needed somebody who could stand up to the enemy. He was the right man for the job, and throughout the war he made a number of historic speeches that have since echoed through history.

Winston Churchill died on the 24th January 1965. He's buried here near his parents in St Martin's Church in Bladon – just two miles from his birthplace in Blenheim Palace and in the traditional burial ground of the Spencer-Churchills. After Winston's death, the family continued to play an important role in British life. His children and grandchildren became politicians and business leaders. His granddaughter Arabella Churchill even helped start the famous Glastonbury Festival, and Princess Diana was a distant relative. During his lifetime, Winston Churchill led Britain to victory during the Second World War. He served for two terms as Prime Minister and won the Nobel Prize for Literature. He led an incredible life and is remembered as one of history's greatest leaders. But if he hadn't been born into such a powerful family, who knows? History could have been very different.

VIDEO ANSWERS

Exercise 1

Family: dynasty, descendant, paternal grandfather, ancestor, distant relative

Politics: Prime Minister, Chancellor, Member of Parliament (MP),

House of Commons, House of Lords, speech, orator

War: general, battle, soldier

Exercise 4

Students hear all the words apart from *school* and *illness*.

Exercise 5

- 1 winning key battles in Europe, as a general
- 2 the House of Commons
- 3 America
- 4 his father
- 5 the Second World War
- 6 speeches
- 7 literature

Exercise 6b

SAMPLE ANSWER

Winston Churchill was a famous British politician. He came from a very wealthy and powerful family. He was born and brought up in Blenheim Palace, in Oxfordshire. His father, who was a very famous politician, used to bring home colleagues and this enabled Churchill to meet some of the greatest speakers of all time. He was prime minister during the Second World War and during this time he made some famous speeches. He also won the Nobel Prize for Literature. After he died his family continued to play an important role in politics and British life, for example, his granddaughter helped to start the Glastonbury Festival.

Review

ANSWERS

Exercise 1a

- 1 wouldn't have set up
- 2 would be
- 3 would go
- 4 hadn't had
- 5 would have left

Exercise 3a

- 1 told
- 2 brought
- 3 talk
- 4 take
- 5 spoilt

Exercise 4

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

Exercise 5a

high-tech	home-made
little-known	run-down
tight-fitting	clean-shaven
eco-friendly	

AUDIOSCRIPT 12.15

- | | |
|------------|----------|
| 1 tech | 5 made |
| 2 known | 6 down |
| 3 fitting | 7 shaven |
| 4 friendly | |

Exercise 6a

- 1 What's done is done.
- 2 Thank goodness I ignored her advice.
- 3 I could kick myself about it now.
- 4 I couldn't have wished for a better teacher.
- 5 There's no point in crying over spilt milk.

Exercise 6b

- a 3 b 2, 4 c 1, 5

GRAMMAR REFERENCE ANSWERS

Exercise 1

POSSIBLE ANSWERS

- 1 What are languages grouped into?
- 2 Which language do Romance languages come from?
- 3 What does nearly every language share/have in common?
- 4 Which country has around 830 different languages?
- 5 Around how many people speak Mandarin Chinese?

- 6 Where do most Mandarin speakers come from?
- 7 What are the (six) official languages of the United Nations?/Which (six) official languages does the United Nations use?

Exercise 2

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

GRAMMAR REFERENCE ANSWERS

Exercise 1

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

Exercise 2

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

GRAMMAR REFERENCE ANSWERS

Exercise 1

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

Exercise 2

- 1 became
- 2 reached
- 3 had been walking/had walked

- 4 arrived
- 5 had set off
- 6 began/had begun
- 7 set off/had set off
- 8 fell out
- 9 returned
- 10 encountered
- 11 was approaching
- 12 started
- 13 captured
- 14 allowed
- 15 had endured
- 16 had suffered

GRAMMAR REFERENCE ANSWERS

Exercise 1

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

Exercise 2

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

Exercise 3

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

GRAMMAR REFERENCE ANSWERS

Exercise 1

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

Exercise 2

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

Exercise 3

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

GRAMMAR REFERENCE ANSWERS

Exercise 1

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

Exercise 2

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

Exercise 3

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

GRAMMAR REFERENCE ANSWERS

Exercise 1

- | | |
|---------------------------|-------------------------|
| 1 is best known | 8 is considered |
| 2 is given | 9 was named |
| 3 was first used | 10 was published |
| 4 was criticized | 11 have been sold |
| 5 is considered | 12 have been translated |
| 6 have recently been sold | 13 is thought |
| 7 was selected | |

Exercise 2

- | | |
|-------------------------|---------------------|
| 1 were designed | 4 be identified |
| 2 was described | 5 will be developed |
| 3 are widely considered | |

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 I need to get a new one cut
- 2 do you get your hair cut
- 3 we have it delivered
- 4 I'm having my car serviced
- 5 We need to get them cleaned.
- 6 We have someone clean the house
- 7 I'm going to get someone to look at it.

Exercise 2

- 1 having their apartment renovated
- 2 get your boss to turn up
- 3 having skylights or large windows installed.
- 4 getting a colleague to mess up

GRAMMAR REFERENCE ANSWERS

Exercise 1

- | | |
|------------|--------------|
| 1 to go | 6 doing |
| 2 to turn | 7 washing up |
| 3 stay | 8 to be |
| 4 help | 9 to take |
| 5 do/to do | |

Exercise 2

- 1 to help, to meet
- 2 to study, to study
- 3 taking, taking
- 4 to go, doing, to find
- 5 not to apply, to look

Exercise 3

- 1 to leave at around six in the morning
- 2 watching TV last night.
- 3 to say who broke the window.
- 4 to arrive in about ten minutes.
- 5 seeing my friends back home.
- 6 saying all those things last night.
- 7 to program.
- 8 opening the window if you're too hot.

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 quitting, working, leaving
- 2 being, starting

Exercise 2

- 1 to have
- 2 to have, to eat
- 3 to drink
- 4 to invite, to have
- 5 to warn

Exercise 3

- 1 to hear, to move
- 2 to go, to get
- 3 to leave, waiting
- 4 pronouncing, to understand
- 5 applying, making
- 6 checking, leaving
- 7 joining, to do

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 – 2 – 3 the 4 the 5 – 6 the 7 –
8 the 9 – 10 – 11 – 12 the 13 the
14 the 15 – 16 the 17 – 18 the

Exercise 2

1 – 2 the 3 the 4 the 5 – 6 – 7 – 8 –
9 – 10 The 11 the 12 – 13 – 14 – 15 –
16 an 17 a 18 a 19 the 20 the 21 a 22 –
23 – 24 a 25 a 26 the 27 the 28 the
29 the 30 a 31 a 32 a 33 a 34 the

GRAMMAR REFERENCE ANSWERS

Exercise 1

- | | |
|---------------|------------------|
| 1 all, every | 5 neither, both |
| 2 each, every | 6 Both, either |
| 3 all, all | 7 some, a little |
| 4 Either, or | 8 many, a few |

Exercise 2

- | | |
|---------|----------|
| 1 All | 5 either |
| 2 each | 6 all |
| 3 A few | 7 Each |
| 4 both | |

GRAMMAR REFERENCE ANSWERS

Exercise 1

- | | |
|------------------|-----------------------|
| 1 should | 6 must |
| 2 may | 7 must |
| 3 do not need to | 8 will not be able to |
| 4 must | 9 need to |
| 5 can | 10 can |

Exercise 2

- | | |
|-------------------|---------------------|
| 1 might/may | 7 Can |
| 2 mustn't/can't | 8 can |
| 3 Can | 9 must/have to |
| 4 can't | 10 Do (you) have to |
| 5 should/ought to | 11 don't (have to) |
| 6 should/ought to | 12 can |

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 can't have finished
- 2 might/could have met
- 3 must have had
- 4 might/could have handed in
- 5 must have been

Exercise 2

- 1 might have got
- 2 must have overcharged
- 3 might not have got
- 4 can't have been
- 5 must've just missed

Exercise 3

- 1 She might've missed the bus.
- 2 There must have been some mistake.
- 3 He might not have understood./He might have misunderstood.
- 4 They can't have realized./They must not have realized.
- 5 Karen might/may have gone home early.

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 We're entering a new world in **which** data may be more important than software.
- 2 The future lies in designing and selling computers **that** people don't realize are computers at all.
- 3 Your computer needn't be the first thing – you see in the morning and the last thing you see at night.
- 4 Right now, computers, **which** are supposed to be our servants, are oppressing us.
- 5 The internet is not just one thing, it's a collection of things – of numerous communications networks **that** all speak the same digital language.

Exercise 2

- | | |
|--------------|-------------|
| 1 that/which | 5 which |
| 2 that/which | 6 whose |
| 3 who | 7 who |
| 4 who | 8 who/which |

Exercise 3

- 1 That new software which/that I installed is really good.
- 2 Have you seen the DVD which/that Danny lent us?
- 3 The restaurant which/that we went to last night was awful.
- 4 I met someone the other day who says he knows you.
- 5 Did you get the email which/that I sent you this morning?
- 6 There's the hotel which/that we stayed in last year. / There's the hotel in which we stayed last year.
- 7 Where's the photo which/that was on your desk?

Exercise 4

- 1 That new software I installed is really good.
- 2 Have you seen the DVD Danny lent us?
- 3 The restaurant we went to last night was awful.
- 5 Did you get the email I sent you this morning?
- 6 There's the hotel we stayed in last year.

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 Having already increased
- 2 looking
- 3 currently increasing
- 4 known
- 5 living

Exercise 2

- 1 A bag containing over a million dollars
- 2 Having arrived late
- 3 winning 4–1
- 4 Not being American
- 5 Joey Jones, called Jo-Jo by the fans,
- 6 Woken by a noise
- 7 several people waiting for us
- 8 Not having stayed in the hotel before

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 Amazingly, in the UK last year.
- 2 really great, are getting longer.
- 3 hard, hard
- 4 usually go to the gym at 7 a.m.
- 5 am often, last, work these days

Exercise 2

- 1 steadily
- 2 on its axis
- 3 (an) imaginary
- 4 between the North and South Pole
- 5 other
- 6 sometimes
- 7 visible

- 8 at other times
- 9 During the day,
- 10 across the sky
- 11 from east to west
- 12 highest
- 13 12 noon
- 14 However
- 15 all the time
- 16 smoothly
- 17 (a) constant
- 18 different
- 19 different
- 20 longer
- 21 towards the sun
- 22 away from the sun

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 used to belong
- 2 used to be
- 3 used to use/would use

Exercise 2

- 1 get used to driving
- 2 are used to hearing/have got used to hearing
- 3 are used to getting, not used to waiting

Exercise 3

- 1 used to be
- 2 are used to going
- 3 used to sleep
- 4 would begin
- 5 would be followed
- 6 got used to going

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 lovely sunny
- 2 black leather
- 3 lovely little
- 4 19th-century silver
- 5 short dark, red and white football
- 6 old black-and-white French

Exercise 2

- 1 We had fantastic sunny weather on holiday.
- 2 We saw lots of amazing 16th-century architecture.
- 3 We had some delicious home-made chocolate cake.
- 4 Jenny was wearing a beautiful long red-and-gold silk dress.

Exercise 3

- 1 truly incredible structural achievement
- 2 17th-century Indo-Islamic architecture
- 3 stunning visual beauty
- 4 green sub-tropical surroundings
- 5 clear blue sky
- 6 ornate white walls
- 7 wonderful semi-precious stones
- 8 large domed chamber
- 9 final resting places
- 10 imposing tall round minarets
- 11 majestic main gate

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 don't sell, will be cancelled
- 2 it's raining, 'll have
- 3 win, get , get
- 4 will do, cheer
- 5 'll get, want
- 6 Is there/Will there be, pay
- 7 might come, 's
- 8 'm running, 'll call

Exercise 2

- 1 as soon as, while
- 2 once, as soon as, as long as
- 3 in case, unless, when
- 4 as long as, as soon as

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 She said (that) she's/was from Washington.
- 2 He says there are too many commercial breaks on TV.
- 3 Harold told me/us (that) he is/was going to Moscow next week.
- 4 Jasmina says (that) her plane has been delayed.
- 5 Vera says (that) she'll call me/us later.
- 6 Karen said (that) she's/was going to be late for work tomorrow.
- 7 Charles wants to know what time the film starts.
- 8 Milos asked me if I'd/'ll help him later.
- 9 She wanted to know how long I'd/'ve worked here.
- 10 Renata is asking what I'm going to say to him.

Exercise 2

- 1 She asked him where he was from., He said he was originally from Texas.
- 2 She asked him if he'd always wanted to be an actor., He said he'd wanted to be an actor for as long as he could remember.
- 3 She wanted to know if acting was his only job., He said he'd been a full-time actor for about five years now.
- 4 She wondered what kind of roles he preferred., He said he was happy to play all different kinds of roles.
- 5 She wondered where he saw himself in five years' time, He said in five years' time he'd be a household name.

GRAMMAR REFERENCE ANSWERS

Exercise 1

- | | |
|-------------|-------------|
| 1 suggested | 5 insisted |
| 2 persuaded | 6 admitted |
| 3 reassured | 7 predicted |
| 4 reminded | 8 warned |

Exercise 2

- 1 She reminded me to watch the news this evening.
- 2 He promised to pay me back tomorrow./He promised (that) he would pay me back tomorrow.
- 3 Maya apologized for missing the meeting.
- 4 Magda refused to do it.

- 5 Diana has offered to have a look at my computer.
- 6 She assured me (that) the tickets would arrive in time.
- 7 Dina tried to convince me (that) I should do it./Dina tried to convince me to do it.
- 8 Yvette completely denies telling anyone about it.

Exercise 3

- 1 US entertainer Rush Limbaugh claimed (that) he never turned on the news over the weekend.
- 2 Pop singer Morrissey once suggested (that) there was no such thing as good news in America.
- 3 Albert Einstein once admitted (that) he never thought about the future.

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 didn't have, 'd have, 'd have
- 2 would you live, could live, would be
- 3 'd known, would have stayed
- 4 could choose, 'd have
- 5 'd spent, would have passed
- 6 would you do, were, were, 'd talk

Exercise 2

- 1 If I hadn't missed the bus, I wouldn't have been late for work.
- 2 You wouldn't be feeling tired now if you hadn't gone to bed late last night.

- 3 If Alina was here tomorrow, she could/would be able to help us.
- 4 We would be able to/could get in the house if you hadn't lost the key!
- 5 Gabby would've gone to the meeting if she'd known about it.
- 6 If you'd been listening, you'd know what to do.
- 7 If I had your number, I could've called/would've been able to call you last night.
- 8 If the internet was working, I would be able to/could send them the photos.

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 had
- 2 had
- 3 would stop
- 4 had chosen
- 5 would settle down
- 6 hadn't turned down

Exercise 2

- 1 I wish the lecture was more interesting.
- 2 I wish I wasn't here.
- 3 I wish I could go home.
- 4 I wish the lecturer would involve the students more.
- 5 I wish I enjoyed being a student.
- 6 I wish I hadn't chosen to study this subject.

Exercise 3

- 1 She wishes she had spoken to Michael last night.
- 2 If only you could come with us.
- 3 I wish I had a bit more money.
- 4 I imagine Karl wishes he hadn't said all those things.
- 5 If only we knew his address.
- 6 I (really) wish he would call me.

Unit 1 Communication

- 1 Give a copy of the worksheet to each student. Put the students in pairs and ask them to predict how the things listed might be relevant to cross-cultural communication.
- 2 Ask the students to read sections 1 and 2 and then play the video. Pause after all the speakers have answered the first question and allow students to discuss their answers in pairs. Check answers before playing the rest of the video. Allow students to check in pairs again. Go through the answers with the class. If necessary, play the video through again. At this stage, you could also check the predictions from exercise 1. How are these things relevant to cross-cultural communication?

ANSWERS

- 1 1 Mary 2 Tom 3 Duncan 4 Michael
- 2 1 He felt embarrassed.
2 In Britain, no one would ever say that.
3 The Chinese words for 'mother' and 'horse' sound very similar to him.
- 3 Put the students into groups and ask them to discuss cultural mistakes, using the questions on the worksheet. Feed back as a class. To extend this stage, you could also ask the students to role-play a situation where they explain to a foreigner in their country that they are making a cultural mistake.

Unit 2 Escape

- 1 Give a copy of the worksheet to each student. Ask them to read exercise 1 and direct their attention to the activities in exercise 2, section 2. Put them in pairs to discuss how they feel about these activities. As a whole class, ask for feedback of any interesting stories or experiences.
- 2 Ask the students to read sections 1 and 2 and then play the video. Pause after all the speakers have answered the first question and allow students to discuss their answers in pairs before playing the rest of the video. Allow students to check in pairs again. Go through the answers with the class. If necessary, play the video again.

ANSWERS

- 1 1 F (She wants to see the Northern Lights.)
2 T
3 F (She'd like to go anywhere and travel by any kind of transport.)
- 2 The activities that are mentioned are: playing music (Fraser); getting lost (Barbara); learning a new language (Dominika); doing maths (Stuart). NB Stuart mentions doing maths as something he is comfortable with, not something that's out of his comfort zone!
- 3 Put the students into small groups. Focus them on the four activities listed (which reflect what the speakers talked about in the video) and ask them to discuss the questions which follow.

Unit 3 Invest

- 1 Give a copy of the worksheet to each student. Put the students in pairs to discuss the question of career maps.
- 2 Ask the students to read sections 1 and 2 and then play the video. Pause after all the speakers have answered the first question and allow students to discuss their answers in pairs. Check answers before playing the rest of the video. Allow students to check in pairs again. Go through the answers with the class.

ANSWERS

- 1 1 economy 2 effort 3 can-do 4 language
5 jeans 6 company
- 2 Mickey: Yes, she's from the generation where people spent before they thought, and now everyone's going to suffer.
Daniel: Yes, you need to think about making investments.
Mary: Yes and no – yes in terms of qualifications and savings; no in terms of needing to live in the present.
Michael: Yes and no – yes for the next two years; beyond that it's a waste of time.
- 3 Put the students into small groups. Ask them to discuss the questions in exercise 3. Feed back as a class, and ask for a show of hands to see who considers themselves more planned or more flexible. Then discuss the pros and cons of these two attitudes as a class.

Unit 4 Creativity

- 1 Give a copy of the worksheet to each student. Focus them on exercise 1 and ask them to rank the objects 1–4. Put them in pairs to compare their answers, then ask each pair to compare with another pair. Finally, get feedback from the whole class. Discuss any noticeable differences.
- 2 Ask the students to read sections 1 and 2 and then play the video. Pause after all the speakers have answered the first question and allow students to discuss their answers in pairs. Check answers before playing the rest of the video. Allow students to check in pairs again. Go through the answers with the class. NB You could also refer back to the objects mentioned in exercise 1, and ask the students how they came up in the video.

ANSWERS

- 1 Brian: digital technology – complete shift in communication
Pat: iPad – can look things up very easily
Scott: Oyster card – easier than buying a ticket
Kate: Google Maps – it's been a lifesaver
- 2 1 b 2 a 3 c 4 c
- 3 Put the students into small groups. Ask them to discuss the questions in section 3. Feed back as a whole class.

Unit 5 Mind

- 1 Give a copy of the worksheet to each student. Put them in small groups to discuss the questions. Get feedback from each group about who was the most or least organized person.
- 2 Ask the students to read sections 1 and 2 and then play the video. Pause after all the speakers have answered the first question and allow students to discuss their answers in pairs. Check answers before playing the rest of the video. Allow students to check in pairs again. Go through the answers with the class.

ANSWERS

- 1 **Morgane: decided to come to London yesterday and booked her ticket yesterday**
Sheldon: has to plan ahead at school
Ann: uses (sub)folders, notes and reminders in her calendar
Sacha: often leaves booking a flight or holiday until the last minute
Ranking: 1 Ann; 2 Sheldon; 3 Sacha; 4 Morgane.
NB Allow any answers if supported with evidence.
- 2 1 in a state of complete confusion (Ronwen's jewellery workshop is pretty chaotic.)
2 a plan of action decided on by an authority (Sacha's work has a clear desk policy.)
3 covered with things in an untidy way (Ann's workspace is cluttered.)
4 cutting paper into small pieces to protect sensitive information (Ann needs to do shredding to clear her desk.)
5 relating to artistic ideals and beauty (Sheldon says a tidy workspace is important not just aesthetically ...)
6 a situation in which some information should be kept secret (... but also important for confidentiality of sensitive data)
- 3 Put the students into pairs. (If practical, use the information from exercise 1 to pair more organized students with less organized students for this task.) Ask them to read the instructions in exercise 3. They should decide which role to take and act out the conversation. For feedback, ask each pair how they resolved the situation, or ask a few pairs to act out their role-play.

Unit 6 Community

- 1 Give a copy of the worksheet to each student. Ask them to match the cultural items with their definitions. Tell them to guess if they don't know. Put them in pairs to discuss their answers, and then check as a class. NB You could find pictures of these things to help students understand them better: they are all mentioned in the video and pictures may aid comprehension.

ANSWERS

- 1 d 2 e 3 c 4 b 5 a
- 2 Ask the students to read sections 1 and 2 and then play the video. Pause after all the speakers have answered the first question and allow students to discuss their answers in pairs. Check answers before playing the rest of the video. Allow students to check in pairs again. Go through the answers with the class.

ANSWERS

- 1 1 b 2 c 3 a
- 2 1 She used to work as a wedding coordinator.
2 It's a wonderful experience; it's emotional; it gives you a sense of satisfaction.
3 He gets to be a huge part of the music and dancing; it feels fantastic making people's evening enjoyable.
4 His wedding.
- 3 Put the students into pairs. Ask them to discuss the questions in exercise 3. Feed back as a whole class. You could also ask students to find out more about one or more of these celebrations as homework.

Unit 7 Rules

- 1 Give a copy of the worksheet to each student. Put the students in pairs to discuss the question. You may want to prepare the students for the second question on the video by reminding them of the concept of 'carrots' and 'sticks' to refer to perks and punishments.
- 2 Ask the students to read sections 1 and 2 and then play the video. Pause after all the speakers have answered the first question, and allow students to discuss their answers in pairs. Go through the answers with the class.

ANSWERS

- 1 1 does 2 is expected 3 is not happy
4 it shows flexibility 5 can decide whether to
- 2 1 Mickey 2 Diandra 3 Tom 4 Mary; Diandra
5 Mary 6 Mickey 7 Diandra
- 3 Put the students into groups of three or four. Tell them they are colleagues at a workplace. Ask them to decide what kind of company they work for and what their roles are. They should write these details at the top of a sheet of paper. Then focus them on the situation described on the worksheet. Ask them to list ways that their managers are punishing them. Next, each group passes their list to another group. The groups now play the role of managers in the company, trying to improve motivation. Suggest to them that they might want to abolish some of the punishments and introduce more rewards. Get feedback from different groups about their ideas. Discuss which ones would be the most effective.

Unit 8 Old and new

- 1 Give a copy of the worksheet to each student. Put the students in pairs to discuss the questions. Feed back as a class. Are there differences of opinion on the questions?
- 2 Ask the students to read sections 1 and 2 and then play the video. Pause after all the speakers have answered the first question, and allow students to discuss their answers in pairs. Then play the second part of the video for students to do section 2. Check they have filled in the correct words, then allow them to discuss the meanings in pairs before conducting whole class feedback.

ANSWERS

- 1 1 T
2 F (they are happy not to move to face-to-face relationships)
3 F (not better educated, but differently educated)
4 T (close to my heart)
- 2 1 whatsoever (= no problems at all)
2 skin (= a part of your body; something you can't remove)
3 comfortable-ish (= quite comfortable)
- 3 Put the students into groups of three or four to discuss the questions. After five to ten minutes, get feedback from different groups. In particular, ask each group what further questions they would ask, and encourage other class members to predict how the people in the video might answer.

Unit 9 Nightlife

- 1 Give a copy of the worksheet to each student. Students rank the activities in exercise 2, section 2, and then compare in pairs, and with another pair.
- 2 Ask the students to read sections 1 and 2 and then play the video. Pause after all the speakers have answered the first question and allow students to discuss their answers in pairs. Then play the second part of the video. Remind students that they can tick an activity more than once. Conduct whole class feedback.

ANSWERS

- 1 1 nice and relaxed 3 He works from home.
2 Her husband died. 4 to get more sleep
- 2 1 ✓✓ 2 ✓✓✓ 3 – 4 ✓ 5 – 6 ✓ 7 ✓✓ 8 ✓
- 3 Put the students into different pairs. Assign them roles, or allow them to choose their roles. If the 'doctors' need ideas, remind them to use ideas from section 2. You could also remind all students to use this opportunity to practise language of past and present habits. For feedback, you could monitor while they carry out the role-play. Afterwards, write up errors on the board for the students to correct. Alternatively, ask one or two pairs to act out their conversation.

Unit 10 Senses

- 1 Give a copy of the worksheet to each student. Students work in pairs to brainstorm TV shows. After one minute, ask each pair to read out their list. Write their ideas on the board, and ask other pairs to say whether they also wrote down each idea. Assign scores to each pair: one point for each idea on their list; two points for each unique idea.
- 2 Ask the students to read sections 1 and 2 and then play the video. Pause after all the speakers have answered the first question and allow students to discuss their answers in pairs. Play the first part of the video again and tell the students to make a note of one extra detail for each person. Then play the second part of the video for students to do section 2. Students check answers in pairs and then as a class.

ANSWERS

- 1 1 food programmes, travel programmes, embarrassing girly programmes
2 documentaries, political and cultural programmes
3 travel programmes
4 'classic gangster stuff'
NB Stuart doesn't name a genre per se, but he mentions the series *Sopranos*, which is a crime show, and the films *The Godfather*, *Casino* and *Mad Max*.
For extra details, the following examples are given, but students may give their own answers. See transcript.
Barbara: *Gray's Anatomy* is her secret show.
Brian: he enjoys watching some interviews with people he likes.
Linda: talks about Michael Palin, who used to be in *Monty Python* and is now a writer.
Stuart: doesn't watch a huge amount of TV.
- 2 1 b 2 c 3 a
- 3 Put the students into groups to discuss the questions. Get feedback from the class about their opinions about escapism. What is the class's overall opinion on the topic?

Unit 11 Media

- 1 Give a copy of the worksheet to each student, and focus them on exercise 1. Check they know what a pie chart is and the principle behind it; it might help to sketch an example on the board. Each student sketches a pie chart of their watching habits, and then groups write sentences comparing their pie charts. Ask each group to feed back one or two of these sentences.
- 2 Ask the students to read sections 1 and 2 and then play the video. Pause after all the speakers have answered the first question and allow students to discuss their answers in pairs. Then play the second part of the video for students to do section 2. Students check answers in pairs and then as a class.

ANSWERS

- 1 1 Duncan 2 Mary 3 Sheldon
- 2 1 political 2 doesn't watch 3 the BBC
- 3 Put the students into groups to discuss the questions. Get students to feed back their opinions. You could extend these questions to a class debate or an essay writing task.

Unit 12 Life stages

- 1 Give a copy of the worksheet to each student. Put them in pairs to discuss the questions about their families.
NB Check the students understand the words *storyteller*, *eccentric* and *adversity*, since these come up in the video.
- 2 Ask the students to read sections 1 and 2 and then play the video. Pause after all the speakers have answered the first question and allow students to discuss their answers in pairs. Then play the second part of the video for students to do section 2. Students check answers in pairs and then as a class.

ANSWERS

1 1 a 2 b 3 a 4 c

Person	How many siblings they have	How many children they have	How many children they think is ideal
Barbara	0	2 (expecting one more)	no ideal, or just where there's love
Brian	4 (family of 5 kids)	2	maybe 3
Pat	NG	NG	no ideal
Kate	NG	NG	2

- 3 Put the students into groups to discuss the question. Get feedback from the class about their opinions.