

1.1 Up to speed?

Goals

- Make comparisons
- Talk about time and speed

Grammar & Reading comparing

Lead-in

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

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

Exercise 1

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

ANSWER

They are all showing the speed of modern life.

Exercise 2

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

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

POSSIBLE ANSWERS

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

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

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

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

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

Exercise 3a

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

ANSWERS

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

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

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

Exercise 3b

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

ANSWERS

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

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

Exercise 4a

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

Exercise 4b

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

SUGGESTED ANSWERS

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

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

Pronunciation sentence stress

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

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

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

Exercise 5a 1.1

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

Exercise 5b

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

SUGGESTED ANSWERS/AUDIOSCRIPT 1.1

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

Exercise 5c 1.1

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

Exercise 6

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

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

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

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

Vocabulary & Speaking time and speed

Exercise 7

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

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

Exercise 8a

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

ANSWERS

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

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

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

Exercise 8b

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

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

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

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

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

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

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

1.2 Managing change

Goals

- Use continuous forms
- Talk about change

Grammar & Reading continuous forms

Lead-in

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

Exercise 1

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

Exercise 2

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

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

SUGGESTED ANSWERS

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

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

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

Exercise 3a

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

Exercise 3b

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

ANSWERS

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

Exercise 4

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

ANSWERS

1 e 2 a 3 b 4 d 5 c

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

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

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

Exercise 5a

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

ANSWERS

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

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

Exercise 5b

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

SUGGESTED ANSWERS

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

Vocabulary & Listening change

Exercise 6 1.2

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

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

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

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

SUGGESTED ANSWERS

Workers: feel threatened by change, prefer things to stay as they are because they fear the unknown, get nervous when managers show anxiety

Managers: anxious about communicating change, don't communicate well, show anxiety

AUDIOSCRIPT 1.2

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

Exercise 7a 1.3

- Tell students they will hear the next part of the seminar. Ask them to note down the three general factors which affect a culture's response to change.
- Students check their answers with a partner.
- If necessary, play the recording again.
- Check their answers together.

SUGGESTED ANSWERS

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

AUDIOSCRIPT 1.3

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

Exercise 7b 1.4

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

ANSWERS

1 c 2 a 3 d 4 b

AUDIOSCRIPT 1.4

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

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

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

In countries such as Mexico, Russia and India, people believe that the person at the top of the company has a good overview and can make the best decisions.

Communication of change should also be done formally, through written documents.

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

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

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

Exercise 7c

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

ANSWERS

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

Exercise 7d 1.3, 1.4

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

SUGGESTED ANSWERS

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

Exercise 8

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

ANSWERS

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

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

Exercise 9

- Students will be working in groups as part of a company which wants to expand into new markets. Each person in the group will be preparing a presentation on business information from a different country: Japan, Brazil and Spain. They read the information on the country they are researching, summarize the most important issues, and then present it to their group. The group then has to decide which country its company wants to expand into first.

- Students work in groups of three: A, B and C. Each student looks at the relevant page at the back of the Coursebook (Students A turn to page 126, Student Bs turn to page 133 and Student Cs turn to page 139).
- Make sure students understand what they read, and check any pronunciation issues, e.g. Student A: *expertise*; Student B: *casual* /'kæʒuəl/; Student C: *hierarchy* /'haɪərə:kɪ/.
- Students read the business information about 'their' country, and decide what information to include in their one-minute presentation.
- Remind students to think carefully about the delivery of their presentation and to use appropriate pausing and stress, as illustrated in lesson 1.1.
- Students should present their findings as objectively as possible, without being negative about any of the facts.
- When they are ready, students give their presentations to each other in their groups. They should be prepared to answer questions.
- The other two students should be ready to ask questions to find out any more information they need at the end of the presentation.
- Finally, students review all the information and decide which country they feel their company should expand into, and why.
- When all groups have finished, ask each in turn which country they will expand into first and why. Encourage other students to challenge their opinions, but with reasons.

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

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

EXTRA ACTIVITY When they have finished, you could brainstorm and collect words (from the country fact sheets, and the students themselves) describing behaviour and situations, e.g.

Japan: *polite, respectful, annoyance, impatience, arrogant, self-confident*

Brazil: *successful, unnerving, stiff, reserved, appearance*

Spain: *make assumptions, hierarchy, delegated, sincerity, punctuality, restricting*.

Ask students to check the meanings of the words in a dictionary (if they haven't already done so), and to work in groups using the words to describe their own, or another, culture.

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

1.3 Vocabulary and skills development

Goals

- Predict content
- Use a dictionary

Reading & Speaking predicting content

Lead-in

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

Exercise 1

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

SUGGESTED ANSWER

They all feature a transformation of some kind.

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

Exercise 2

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

Exercise 3a

- For question 1, focus students' attention on the article and ask them to look at the title, visuals and first sentence.
- Ask them what they expect to read about in the article.
- Ask students to share their ideas with a partner.
- Then elicit their ideas.
- Move on to question 2. Students now discuss which words they would expect to find in the article.
- Elicit their ideas, but don't finalize this until they read the article.

- For question 3, ask students if they can predict what the writer will say about the topic and what the conclusion will be.
- There are no specific answers to this exercise. Explain that we often use a variety of clues to predict what we are going to read about, sometimes without being aware of this. However, when reading in a second language, it's a good idea to use these strategies in a more direct and focused way.

Exercise 3b

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

Exercise 4

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

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

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

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

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

Exercise 5

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

Vocabulary using a dictionary

Exercise 6a

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

ANSWERS

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

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

Exercise 6b

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

Exercise 7

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

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

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

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

SUGGESTED ANSWERS

Point out that some features are especially important for some words, while sometimes some of the features are not important (see exercise 8 below).

allow: definition, associated grammar

fairy tale: definition, connotation (usually for children)

feisty: definition, pron, connotation (informal, approving)

multiplex: definition, pron, variety (British English)

nerdy: definition, word class, connotation (sometimes negative)

plot: definition, pron, word class (both verb and C/UC noun), idiom? (the plot thickens)

prestigious: definition, pron, grammar (usually before noun)

roughly: definition, pron

Exercise 8

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

ANSWERS

- adjective
- a change in the form or structure of something
- with
- both
- informal
- /'mʌs(ə)lɪz/
- ing form/noun
- approval
- make

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

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

Exercise 9a

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

Exercise 9b

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

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

SUGGESTED ANSWERS

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

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

EXTRA ACTIVITY Ask students to work in pairs and look back at lessons 1.1 and 1.2. Ask them to choose which words they want to record, and what information they will include for each word. Give them five to ten minutes to do this. Then ask them to group with another pair to compare notes. You can also do something similar in future lessons, as a means of revising vocabulary, as well as refreshing students' study skills.

1.4 Writing and speaking

Goals

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

Reading & Writing a report based on a graph

Lead-in

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

Exercise 1

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

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

ANSWERS

Students' own answers

Exercise 2 1.5

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

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

ANSWERS

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

AUDIOSCRIPT 1.5

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

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

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

Exercise 3a

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

ANSWER

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

Exercise 3b

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

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

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

ANSWERS

- 1 to establish the topic for the report and present a new aspect of city growth.
- 2 **Paragraph 1:**
introduces the subject and mentions two interesting/surprising pieces of information (that despite having the fastest-growing city, there are more Indian than Chinese cities in the top thirty; that better-known Indian cities are not the fastest-growing)
- Paragraph 2:**
provides statistical and background information on two of the fastest-growing cities
- Paragraph 3:**
presents the contrasting case of Mumbai

3 Surat grew by an incredible 55% between the 1991 and 2001 census and continued to grow by 82% in the ten years to 2011.

The population of Ghaziabad has more than doubled in the past twenty years – from 2.3 million in 1991 to 4.7 million in 2011.

Mumbai, though still India's largest city with a population of nearly 12.5 million in 2011, has grown at a much slower rate. From 1991 to 2001 its population grew by about 20%; but in the decade to 2011, population growth stood at just 4%.

- 4 Background information about the study of the growth of Indian cities and the number of Indian cities in the top thirty in terms of growth.
Background information about the three cities in the graph, including location and industry.
Predictions about future growth.

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

Exercise 3c

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

ANSWERS

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

Exercise 4

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

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

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

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

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

SUGGESTED ANSWER

Buenos Aires' population increased from approximately 11 million to 13.5 million. In the decade between 1991 and 2001, it had a population growth of 7%. During the following decade, the population growth increased to over 12%.

Mexico City's population increased from approximately 16 million to 20 million. In the decade between 1991 and 2001, it had a population growth of 18%, which dropped to 10% in the following decade.

São Paulo grew from approximately 15 million to 21 million, and experienced a rate of growth in each decade of 21% and 17% respectively.

Listening & Speaking vague language (1): approximation

Exercise 5

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

ANSWER

The photos show Shanghai in 1987 and 2013.

Exercise 6 1.6

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

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

SUGGESTED ANSWERS

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

AUDIOSCRIPT 1.6

Shanghai has changed enormously in the last thirty years or so. I mean, it's really grown a lot. There are now just under twenty-four million people living here – that's double the population of the late eighties; so the past thirty years or so have seen some big changes.

I think the area that's undergone the most dramatic change is probably Pudong: it used to be a rural area, but it's been completely transformed. They've built an incredible number of skyscrapers, and the skyline has changed beyond recognition. A lot of the big financial institutions which used to be in the Bund – that's another district – well, they've moved to Pudong. You've got the Shanghai Tower – that's the tallest building in China – and Pudong is also where the airport is now. There are loads of shops, museums and restaurants – it's a really lively part of the city.

But it's not just the centre of the city that's changed – the way Shanghai's growing means they're constantly putting up new tower blocks and residential areas all over town. I know some people aren't happy about being moved out of their old houses, but I think the quality of housing has improved a lot, and most people see it as something positive.

I suppose in some ways I think it's becoming more westernized, or maybe more globalized – you see all the same stores and chains you would in London or New York. I think it's also getting a lot more expensive because of this. There's also a much bigger middle class.

I absolutely love what's happened in the waterfront area – that's all really changed. They always seem to be building a new expressway or widening an existing one. The metro's great – it's now got, what, something like twelve lines? And I think they're building or planning to build somewhere in the region of seven more – that's a big improvement.

One thing that hasn't changed too much, though, is the pollution – Shanghai's a lot better than Beijing, but the air quality's still not that great. But Shanghai is a much greener city than it used to be – they've established a green belt, and there are dozens of parks now – a lot more than there used to be. And, there doesn't seem to be any sign of it stopping – more people are moving to Shanghai all the time.

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

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

Exercise 7a 1.6

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

ANSWERS

- in the last thirty years or so
- just under
- an incredible number of skyscrapers
- loads of
- somewhere in the region of
- dozens of parks

Exercise 7b

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

ANSWERS

- just under
- somewhere in the region of
- in the last thirty years or so
- an incredible number of
- loads of
- dozens of

Exercise 8

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

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

Exercise 9

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

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

1.5 Video

Pike Place Fish Market

VIDEOSCRIPT

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

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

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

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

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

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

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

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

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

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

Before long, the team had achieved their ambition, and today Pike Place Fish Market is world-famous – both for its fresh fish and its positive management style. In 1998, the team were featured in a corporate video on teamwork and motivation. This has transformed workplaces across the globe and the market has been featured in all kinds of books and articles. In 2001, CNN named Pike Place Fish Market as the most fun place to work in the United States. The Pike Place Fish Market has become well known for its vibrant atmosphere and playful staff, but behind the fun is a strong commitment to friendly service and quality products. And from wild Alaskan crab to sockeye salmon, the Pike Place Fish Market will be selling world-famous seafood for a long time to come.

VIDEO ANSWERS

Exercise 1

a 3 b 1 c 2

Exercise 2

Students' own answers

Exercise 3

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

Exercise 4

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

Exercise 5a-c

Students' own answers

Review

ANSWERS

Exercise 1

Suggested answers:

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

Exercise 2

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

Exercise 3a 1.7

ANSWERS/AUDIOSCRIPT 1.7

(underline indicates the main stress)

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

Exercise 3b

Students' own answers

Exercise 4

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

Exercise 5a

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

Exercise 5b

Suggested answers:

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

2.1 Feats of nature

Goals

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

Grammar & Reading noun phrases (1)

Lead-in

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

Exercise 1

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

ANSWERS

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

Exercise 2

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

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

ANSWER

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

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

WATCH OUT! Compare the pronunciation (sound) of *co* in the following words: *compass* /'kʌmpəs/, *accomplish* /ə'kʌmplɪʃ/, *colony* /'kɒləni/.

- Check also the pronunciation of *monarch* /'mənək/.

Exercise 3

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

ANSWERS

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

Exercise 4

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

ANSWERS

- 1 before 2 after 3 adjectives 4 nouns

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

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

Exercise 5

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

ANSWERS

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

Exercise 6a

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

Exercise 6b

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

ANSWERS

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

Exercise 7

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

ANSWERS

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

Vocabulary & Listening **phrases with adverbs**

Exercise 8 2.1

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

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

ANSWERS

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

AUDIOSCRIPT 2.1

I Welcome to *Everyday Nature*, our weekly look at the world around us. Today we have three zoologists who are going to tell us about animals and their astonishing powers! Let's start with you, Dr Marshall. What's your area of interest?

Z1 OK, so I've been investigating sound. There are some pretty noisy animals around. For example, the lion has a seriously loud roar which can be heard eight kilometres away.

I And isn't there a kind of shrimp which makes an awfully big click?

Z1 That's right. It's called the snapping shrimp, and it makes an astonishingly loud snap that lasts for just one millisecond. But it's so loud and powerful that it heats up the water around it to a temperature hotter than the sun's surface! But the blue whale is the most impressive of all. Its calls travel more than 1,600 kilometres through the ocean, and are roughly as loud as a very loud rock concert.

I But we humans are unable to hear it, right?

Z1 That's right.

I Professor Green, I believe your field is building. There are some notably good builders out there in the animal world, am I right?

Z2 Oh, yes. Just think of a bird's nest, for example. It's so remarkably complex and beautiful that it was used as the model for the Olympic stadium in Beijing. But, I think it's beaten by the termite's nest, which is utterly astonishing. It's more like a city than a nest. It involves highly sophisticated systems. Did you know that inside the environment is temperature-controlled with special ventilation?

I So it's air-conditioned?

Z2 It certainly is, and what's more, there are special rooms that store food, contain gardens ...

I Gardens?

Z2 ... gardens, and of course, house the queen. It's an exceedingly impressive piece of work – and just made from simple materials like soil and saliva!

I So, Dr Johns, you study animals from which point of view?

Z3 Well, I'm particularly interested in how fast animals can travel, but also how long they can travel at the fastest speeds. For example, some birds, especially hunting birds like the peregrine falcon, are extraordinarily fast over a short distance – even up to 320 kilometres an hour, if they want to catch a mouse, for example – but they can't sustain that over several minutes.

I And it's fair to say that humans are hopelessly slow when it comes to running and swimming and so on, isn't it?

Z3 That's true, but we do have a critically important advantage, which is that we can run for long distances – much further than any other animal. It's because we have a radically different body structure. And being able to run for a long time can give you advantages that pure speed doesn't have. Not least, you can win marathon races!

I Well, thank you very much, Dr Johns ...

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

Exercise 9 2.1

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

ANSWERS

- the lion's roar
- the termite's nest
- the termite's nest
- the system inside the termite's nest
- the 'piece of work', i.e. the termite's nest
- Dr Johns' interest in how fast animals can travel
- the advantage that humans have in long distance running
- body structure of humans

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

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

Exercise 10a

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

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

Exercise 10b

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

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

2.2 Feats of engineering

Goals

- Talk about problems and solutions
- Use perfect forms

Vocabulary & Reading **collocations for describing problems and solutions**

Lead-in

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

Exercise 1

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

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

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

ANSWERS

Students' own

Exercise 2a

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

Exercise 2b

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

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

SUGGESTED ANSWERS

Teotihuacan was special because it was built by hand before the invention of the wheel, and to a height of almost 3,000 metres.

The Large Hadron Collider is special because it was built underground, and because it involves cutting-edge physics research.

The International Space Station was built to stay in orbit, but more importantly it had to be built, and then launched, in several stages, and constructed in space.

PRONUNCIATION To help with word stress, put a chart on the board with three columns for grouping words (stress on the first, second or third syllable). Ask them to group the following: **achievement, construction, encounter, engineer, laboratory** (BrE) – **laboratory** (NAmE), **numerous, obstacle, overcome, physical, realize, recreate, solution**.

Exercise 3a

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

ANSWERS

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

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

Exercise 3b

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

ANSWERS

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

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

Exercise 3c

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

Exercise 3d

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

ANSWERS

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

Grammar & Speaking perfect forms

Exercise 4

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

Exercise 5a 2.2

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

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

Exercise 5b

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

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

ANSWERS

- 1 the wheel; enabled man to make pots, transport self and objects, and later invent the watch, car, computers ...
- 2 electricity; key to modern engineering, revolutionized modern life
- 3 alternative fuels; address problems with energy supply and environment

AUDIOSCRIPT 2.2

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

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

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

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

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

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

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

nanotechnology – the engineering of matter at the level of molecules. And that's a really ...

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

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

Exercise 5c 2.3

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

ANSWERS

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

AUDIOSCRIPT 2.3

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

Exercise 6

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

ANSWERS

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

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

Exercise 7

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

ANSWERS

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

Exercise 8

- In this activity, students will discuss two other feats of engineering. Student A will be reading information about the Channel Tunnel on page 127, while student B will be reading about the Warsaw National Stadium on page 134.
- Give students time to read and understand the information.
- Check the pronunciation of the following: (Student A) *law* /lɔ:/, *ensure* /ɪn'ʃʊə(r)/. (Student B), *stadium* /'steɪdiəm/, *award* /ə'wɔ:d/.
- For each feat, students need to find out information for each of the four categories.
- Remind students to check the verb + noun collocations for describing problems and solutions in exercise 3, as well as the perfect tenses under exercise 6.
- Students may need ten to fifteen minutes for this. If you are short of time, they could do the preparation part at home.
- You could suggest that their interviews take five minutes.

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

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

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

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

2.3 Vocabulary and skills development

Goals

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

Vocabulary collocations of perception and sound

Lead-in

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

Exercise 1

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

ANSWERS

Students' own answers

Exercise 2a

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

ANSWERS

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

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

Exercise 2b 2.4

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

ANSWERS

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

AUDIOSCRIPT 2.4

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

Exercise 2c

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

ANSWERS

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

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

Exercise 2d 2.5

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

ANSWERS

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

AUDIOSCRIPT 2.5

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

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

Exercise 3a

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

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

Exercise 3b

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

ANSWERS

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

Exercise 4a

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

Exercise 4b

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

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

Listening & Writing taking notes

Exercise 5a

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

SUGGESTED ANSWERS

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

Exercise 5b 2.6

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

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

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

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

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

ANSWERS

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

AUDIOSCRIPT 2.6

1

A Do you ever have to take notes?
B Yes, I usually take notes in business meetings at work.
A And do you have a particular way of doing that?
B I usually make notes about the agenda. I use the agenda items as headings. And I highlight the action

points, particularly mine, so I don't forget what to do for the next meeting.

2

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

3

A So tell me how you take notes.
D My technique is to write down everything.
A Really? Everything?
D Yes, because you never know what information you're going to need later.
A Do you even write down words like 'and' and 'the'?
D Um, well, ye-e-es

4

A Hi. We're doing some research into how people take notes.
E OK ... well, I take notes at meetings, usually.
A And do you have any particular technique or strategy?
E Not really. I just type straight onto a tablet. I can type much faster than I can write.
A And you put down everything?
E Um, I never write details – things like statistics or ... examples.

5

A Any advice for note-taking?
F Well, when I was at school, I was taught a lot of abbreviations, like the plus sign for 'and', and three dots for 'therefore', and so on. And I've found that to be really useful. Also bullet points are great, because if you're writing a list, you can make it very clear which are the items on the list, and which is extra information.
A So you have a special system?
F Not really. I don't think it matters what your system is, as long as you can reconstruct the lecture from your notes afterwards.

6

A You've been studying here for a couple of years now so I guess you've been to a load of lectures.
G Sure have. And talks, and seminars ...
A And have you developed a particular way of taking notes?
G Not especially, but I find it's very useful to try and listen for the structure of the argument. The best lecturers really signal the direction their talk is going. So I would say listen out for discourse markers, linkers, and conjunctions ...
A Such as?

G Things like 'because' and 'therefore' and 'in addition'. Also words and phrases which introduce examples. Then I use little symbols like three dots for 'because', or 'e.g.' for an example, or a plus sign for 'in addition'. It's easy to get confused and not be sure if something is an example or a new point.

Exercise 5

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

ANSWERS

Students' own answers

Exercise 6

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

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

Exercise 7

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

Exercise 8a

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

Exercise 8b 2.7

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

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

Exercise 8c

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

ANSWERS

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

AUDIOSCRIPT 2.7

One of the most amazing feats of the human brain is that of hearing and listening. Of these, I think that listening is the more mysterious.

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

Exercise 9a 2.8

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

Exercise 9b

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

SUGGESTED ANSWERS

Machines: find it tougher to listen than to hear

Party noise: we can cut out the music or background noise

Computers: can distinguish rhythm, can tell if a note is high/low

AUDIOSCRIPT 2.8

In fact, if you think about it, we have been able to build machines that can hear for many years. Scientists are now getting interested in the skill of listening.

Because machines, and we're talking about computers now, actually find it tougher to listen than to hear. You can tell the difference if you listen to a recording of a noisy party. You can hear lots of different sounds – the chatter of people engaging in conversation, the sound of glasses clinking, maybe music, too. But they all sound the same volume or loudness – it's not possible to notice any real difference between them.

But we can. When we're at a party, we can focus or concentrate on the conversation we are having and cut out or ignore the music or other background noise. In other words, we can sort out what is important to us, and what isn't.

In the same way, computers are good at certain aspects of listening to music. Computers can distinguish rhythm – da da DA da DA da da – and they can tell if a note is high or low DAAAA – DAAAAA. Some computers can now even tell the difference between a violin and a piano.

Exercise 10a 2.9

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

Exercise 10b

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

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

AUDIOSCRIPT 2.9

A scientist called Mounya Elhilali and a group of university researchers are working on this. They're trying to find out how the human brain perceives all these different sounds in a noisy environment. Whether you're at work, in the street or in the home, you're surrounded by a cacophony of sounds, and all these sounds compete for your attention. How does the brain deal with this?

The researchers claim there are two types of activity going on in the brain when you're listening in these environments. The first hears all the sounds. But the second can zero in, can focus, on a particular sound (like the conversation you are engaged in), and that is controlled by your state of mind. The scientists hope to understand the relationship between these two activities. The immediate aim of the research is to build a computer model which can listen in the same way as a human. But the eventual aim is to design better products that will improve and enhance communication.

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

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

2.4 Writing and speaking

Goals

- Write summaries
- Give an informal talk

Listening & Writing a summary

Lead-in

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

Exercise 1

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

Exercise 2

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

SUGGESTED ANSWER

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

Exercise 3 2.10

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

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

SUGGESTED ANSWERS

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

AUDIOSCRIPT 2.10

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

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

Exercise 4

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

SUGGESTED ANSWER

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

Exercise 5 2.11

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

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

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

SUGGESTED ANSWER

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

AUDIOSCRIPT 2.11

How many of you have children? Quite a few, I see. And how many of you have lost a loved one? Not so many, but still a significant minority. What about a new job? How many of you have started a new job in last two or three years? Yes, quite a few too.

And how many of you received emotional or psychological support while these life events were happening? Hmm, not so many. Of course, that's not surprising. Very few people seek help during times of change such as these. It's generally only when things become catastrophic for the individual that they make the effort to seek out help or coping strategies. For example, the new mother who can no longer cope due to post-natal depression. For most of us, these are events that people live through all the time. They are part and parcel of human existence. Perhaps people shouldn't need extra attention or support – they might appear weak. But is this

a sensible attitude? Should we expect people to soldier on regardless? In my view, no. Through my research I have gathered concrete evidence that people who find themselves in a life-changing scenario are much less prone to stress or depression when given support and coping strategies from the outset. I've looked at medical data from the last fifty years and at the beginning of this period, concerns with mental health and associated terms such as counselling and coaching were significantly less common than they are today. But this relative absence of help in the past has allowed me to see the differences in how effectively those both with and without support during significant changes in life go on to deal with their issues.

Exercise 6

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

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

Listening & Speaking an informal talk

Exercise 7a

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

Exercise 7b

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

Pronunciation consonant clusters

Exercise 8a 2.12

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

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

Exercise 8b

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

ANSWERS

Students' own answers

Exercise 8c

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

Exercise 9a

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

SUGGESTED ANSWERS

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

Exercise 9b 2.13

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

ANSWERS

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

AUDIOSCRIPT 2.13

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

Exercise 10

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

SUGGESTED ANSWERS

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

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

- Refer students to the Language for speaking box.

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

Exercise 11a

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

Exercise 11b

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

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

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

2.5 Video

The Falkirk Wheel

VIDEOSCRIPT

Today, we take for granted how easy it is to transport goods across countries and around the world. With highly-sophisticated and complex international ports that provide national road and railway systems with a constant supply of freight traffic, it's hard even to imagine how industries functioned before the internal combustion engine and the rail network.

Just as the primary method of moving goods around the world is still over water via container ships, water was also the key to the Industrial Revolution in the 18th and early 19th centuries. Carrying heavy or fragile goods on barges was cheap, safe and relatively quick.

So, historically, canals were critically important to the industrial development of the United Kingdom and many other countries. By the mid-19th century, a network of over 7,000 kilometres of waterways had been constructed, linking newly industrialized cities across the UK. The swift construction of these canals was one of the most impressive engineering feats of the Industrial Revolution. But the United Kingdom isn't flat. And the hills and mountains created an enormous challenge when it came to building a network of canals that could cross the entire country. While multiple locks were used to gradually raise or lower a boat, the method was exceedingly slow. And, for the engineers of the time, finding a way around this issue proved impossible. As a result, and with the arrival of the steam train, the supremacy of the canal in the UK was short-lived.

So since the mid-20th century, people in the UK have been using canals mostly for leisure and recreation. Canal-side warehouses have been converted into highly-desirable apartments and, for many people, spending a week quietly cruising through the countryside on a houseboat is a perfect way to spend their holidays. But unfortunately, the canal network is fragmented, and in many regions waterways have fallen into disuse.

And for many years, this was the story of the historic Forth & Clyde and Union canals, between Edinburgh and Glasgow. Located in an area of Scotland renowned for its stunning lochs and mountains, the two canals were separated by a height difference of 35 metres. Since 1933, when a series of eleven locks at Falkirk were dismantled, there had been no way for a boat to cross Scotland from east to west on the canals.

That was until 1994, when engineers decided to tackle linking the canals once more, this time using modern technology. After years of research and development, engineers came up with a beautiful and radically-new solution to the age-old challenge.

This extraordinary structure is the Falkirk Wheel, a 35-metre-tall steel rotating boatlift, with two gondolas that can lift boats up and down between the two canals in just four minutes, using less power than it takes to boil eight kettles.

At a cost of over £17 million to construct, and using 1,200 tonnes of steel, the Wheel opened to the public in 2002. Today, it's a popular tourist attraction, with visitors, young and old, keen to experience the unique sensation of being in a boat and rising up through the air as if by magic. Obviously it's not magic that drives the wheel. In fact, it's ten hydraulic motors and a series of linked cogs that turn the massive arms that support a water- and boat-filled gondola at each end. All of this is made possible by clever engineering and the application of Archimedes' principle of displacement. This basic principle of physics guarantees that the weight of any boat in a gondola will displace an exactly proportional volume of water, so the final 'boat plus water' will always remain the same. It's this precise balance that means a minimal amount of energy is required to rotate the gondolas from top to bottom around the massive central spine.

The giant mechanism's controlled by computer and constantly monitored to guarantee the safety of everyone using the Wheel. All the moving parts are regularly checked, and the operators are careful to ensure that the Wheel rotates an equal number of times clockwise and anti-clockwise to reduce stress on the structure.

The Falkirk Wheel was built more than 200 years after the golden age of the canal in the 18th century, but it's proof that technology and innovation can breathe new life into old ways of doing things. And who knows – a hundred years from now, if we haven't managed to find alternative fuels to address problems with current energy supplies, maybe we'll have returned to using canals for transport. And maybe we'll have more magnificent boat-lifts like the Falkirk Wheel, providing an elegantly engineered and energy-efficient solution to an age old problem.

VIDEO ANSWERS

Exercise 1

Students' own answers

Exercise 2

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

Exercise 3

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

Exercise 4

Students' own answers

Review

ANSWERS

Exercise 1a

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

Exercise 1b

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

Exercise 2a

1 particularly	4 unbelievably
2 critically	5 remarkably
3 utterly	

Exercise 3a

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

Exercise 3b 2.14

Suggested answers:

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

AUDIOSCRIPT 2.14

My brother and I had always wanted to have our own taxi company. But it wasn't easy. Things kept going wrong. Financing the business was hard and so was finding the right staff.

At first we couldn't think what to do, but eventually we decided the best way to sort things out was to open a co-operative with other drivers.

Of course getting everything organized wasn't easy – there was a lot of hard work.

However, we managed to launch our business last March. It was a source of tremendous satisfaction when we finally achieved our goal.

Exercise 4a

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

Exercise 5a

Students' own answers

Exercise 6 2.15

Expressions we use to be less direct or buy time when speaking: I guess; I reckon; sort of; you know what I mean; I suppose; anyway; kind of

Intensifying expressions used for emphasis: utterly; dreadful; unbelievable; ridiculous; all the time; extremely

AUDIOSCRIPT 2.15

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

3.1 The perfect team

Goals

- Talk about behaviour and attitude
- Use auxiliary verbs

Vocabulary & Speaking behaviour and attitude

Lead-in

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

Exercise 1a

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

Exercise 1b

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

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

Exercise 1c

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

ANSWERS

1b and 1c

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

Exercise 1d

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

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

Exercise 2a 3.1

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

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

ANSWERS

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

AUDIOSCRIPT 3.1

1

A What's the matter, Jack?
B I've just been talking to Meriel, and apparently the company that supplies those handbags which are so popular has gone bankrupt. So, somebody has to ring about fifty customers to tell them they can't have the handbags they ordered. They're not going to be happy!

A Oh, I can do that. Maybe I can persuade them to buy something else.

B Oh, thanks, Natasha – you're an angel. You never mind doing work that other people don't want to do. I don't know what I'd do without you!

2

A So we have to make this group presentation next week ...

B That's right.

A And we all want to make sure it's really good, yeah?

B Of course, yeah.

A So, no making jokes when we're supposed to be working. I want it to be top-class.

B So do we, Jade. We're right with you on that.

3

A How's your new colleague?

B Marcel? He's OK. He works really hard, and he's very pleasant to everybody and all that. Trouble is, he's a bit of a 'me-me-me' person.

A How do you mean?

B Well, you know, when we have a meeting, and someone's speaking, he's always tapping his pen on the table, or making little jokes, or something like that. You get the feeling that he can't stand it when the spotlight's on somebody else. And he wears the most extraordinary clothes! Sometimes I think he'd rather be a model than a sales rep ...

4

A How are you getting on with the new administrator?

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

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

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

Exercise 2b

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

Exercise 2c

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

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

ANSWERS

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

Pronunciation auxiliary verbs

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

Exercise 6a 3.3

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

ANSWERS/AUDIOSCRIPT 3.3

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

Exercise 6b 3.4

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

ANSWERS

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

AUDIOSCRIPT 3.4

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

Exercise 7

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

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

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

3.2 Team game

Goals

- Use articles
- Talk about success and failure

Grammar & Reading articles

Lead-in

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

Exercise 1

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

Exercise 2

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

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

ANSWER

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

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

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

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

Exercise 3

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

ANSWERS

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

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

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

Exercise 4

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

ANSWERS

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

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

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

Vocabulary & Speaking success and failure

Lead-in

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

Exercise 5a

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

ANSWER

succeed

Exercise 5b

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

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

ANSWERS

Success: overcame, got to the top, paid off, turned out, a triumph, make it, come off

Failure: a flop, give in, didn't work out, fell flat, a breakdown

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

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

CRITICAL THINKING There are more and more women competing in sports once considered appropriate for men only. The text also suggests sports women nowadays would not respect the rules the baseball team had in the 1940s.

Ask students their opinions about female players and sports. They could discuss this in small groups, e.g. Should all sports be played by both men and women? Should the rules be different for men and women? Should men and women compete against each other?, etc. Encourage them to give reasons for their opinions.

Exercise 5c

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

ANSWERS

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

Exercise 5d

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

ANSWERS

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

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

Exercise 6

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

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

3.3 Vocabulary and skills development

Goals

- Understand how writers avoid repetition
- Use prepositional phrases

Reading how writers avoid repetition

Lead-in

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

Exercise 1

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

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

Exercise 2

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

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

ANSWERS

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

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

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

Exercise 3

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

ANSWERS

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

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

Exercise 4a

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

Exercise 4b

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

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

ANSWERS

beneficial, collaborative, essential, harmful

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

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

Exercise 5

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

ANSWERS

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

Exercise 6

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

ANSWERS

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

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

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

Vocabulary prepositional phrases

Exercise 7a

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

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

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

Exercise 7b

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

ANSWERS

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

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

Exercise 7c

- Students check their answers with a partner.

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

Exercise 8a

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

Exercise 8b

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

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

3.4 Speaking and writing

Goals

- Check and rephrase
- Write a proposal

Listening & Speaking checking and rephrasing

Lead-in

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

Alternative lead-in

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

Exercise 1

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

ANSWERS

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

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

Exercise 2 3.5

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

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

ANSWERS

Weekly meetings with a rep from each department

Social events between the departments

Job rotation

In-house social media feed

Mentioned but not included:

Team-building weekends

Each department to circulate information each week

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

AUDIOSCRIPT 3.5

N OK, so Tracy has asked us to go through these questionnaires and come up with the best ideas for better communication between the departments.

A So ... am I right in thinking that we have to list as many ideas as possible?

N No, I think we should restrict it in some way.

S I agree. Let's brainstorm first, then choose the best ideas from that list.

A Sorry, I don't follow you. What do you mean?

S What I'm saying is, we put all the ideas together, then choose ... four?

A That sounds good. I wrote down a few ideas already.

N OK, let's hear them.

A So first up, a lot of people said: how about meetings between the departments?

S OK, but some of the departments have twenty staff. How would that work?

A Well, they'd have to choose somebody to attend. In other words, each department would send one person. Are you with me?

N And this group of people, one from each department, would meet regularly – is that what you mean?

A Yes, maybe once a week.

S Sounds good. It's pretty simple to organize. Next idea?

A The next one which loads of people mentioned was for more socializing between departments, like more social events, you know, cinema trips or meeting up after work. And there was a suggestion for team-building weekends ...

N Oh yeah, brilliant, that's great. Let's put that down.

S Hold on. What did you mean when you said there was a suggestion for 'team-building weekends'?

A You know, where we all go away to a hotel for the weekend and play silly games.

S Oh no. I can't think of anything worse! It all sounds way too wishy-washy to me.

N I beg your pardon?

S Let me rephrase that. What I meant was that not everybody would enjoy that sort of thing. But going out after work is fine.

N OK, let's not put in team-building weekends. So that's two ideas so far. I thought the idea of job rotation between departments was a really good one.

A Oh cool, yeah. Then I could spend a week in the sales department trying to work out what they do all day ...

S Sorry, what was that again?

A I'm joking! But I think job rotation's a great idea.

S Me too. You would really find out what other people are thinking. OK, we need one more. I've got a couple of ideas from the questionnaires I read. One would be for an in-house social media feed. Like a Facebook page where anybody from any department could contribute ideas and suggestions.

A Hmm ... maybe ... and the other?

S The last one was some kind of system where each department has to email all the other departments each week with information about what they're doing.

A I think that just repeats the weekly meeting. I prefer the social media idea.

N Me too. Everybody knows how to use Facebook these days. Great! That's four ideas ... now we just need to write the proposal!

Exercise 3a 3.5

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

ANSWERS

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

Exercise 3b

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

ANSWERS

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

Exercise 3c

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

ANSWERS

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

Pronunciation checking and rephrasing

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

Exercise 4a 3.6

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

ANSWERS/AUDIOSCRIPT 3.6

- 1 Expressions for checking:
Am I right in thinking that ...
Sorry, I don't follow you.
What did you mean when you said ...?
... is that what you mean?
Sorry, I didn't catch that.
Sorry, what was that again?

2 Expressions for rephrasing:

What I'm saying is ...
In other words ...
What I meant was ...
Let me rephrase that.
I'll put that another way.

3 Expressions to check if the listener has understood:

Do you follow?
Are you with me?
Do you understand so far?

Exercise 4b

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

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

Exercise 5a

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

Exercise 5b

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

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

Reading & Writing a proposal

Exercise 6

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

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

ANSWERS

- a states the aim of the proposal
- b gives the background information, including the problem
- c proposes ideas, with reasons
- d makes recommendations and gives a conclusion
- Check *feed* in bullet 4 (= (here) a special feature on a website that allows you to see new information that has been added without having to visit the website, usually using a *feed reader*, i.e. a piece of software that displays this information).

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

Exercise 7

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

SUGGESTED ANSWERS

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

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

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

Exercise 8

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

ANSWERS

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

- Check the pronunciation of *overwhelmingly* /,əʊvə'welmiŋli/ and *deteriorate* /dɪ'tɪəriəreɪt/.

Exercise 9

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

FEEDBACK FOCUS Focus on the ideas the students present in their proposals, the reasons, the recommendations and conclusions. Add a comment based on how useful they would be in practice. You could also comment on the style of the proposal, as well as students' use of language from exercise 8.

EXTRA ACTIVITY You could ask students to carry out a survey on something more closely connected to them or the group as a whole, e.g. ways to get more practice in speaking English or ways to extend their vocabulary. Depending on their motivation, they could both design and carry out the survey amongst the group, and friends/colleagues, and then write up a proposal.

3.5 Video

The Tall Ships Race

VIDEOSCRIPT

On a beautiful August afternoon, dozens of tall ships of various shapes and sizes, accompanied by hundreds of smaller boats, formed the largest flotilla in living memory as it left the small town of Falmouth in the south-west of England. These magnificent ships were all heading for the start of a race to Greenwich, over 200 miles away in London.

On board these ships were over 800 trainee crew members, many of whom had never been to sea or even been sailing before. These trainees had been recruited to support the professional sailors, and given the chance to experience life as part of a tall ship crew. The professional sailors had high expectations of their trainees, as the race would be a physical and emotional challenge, and a life-changing experience for many of them.

This Tall Ships Race was organized by Sail Training International, a charity dedicated to the development and education of young people through sailing experiences. Over half of the trainees were under twenty-five years old, and many had difficult backgrounds to overcome. But there was no room on board for troublemakers. If the crew was going to make it, all the trainees needed to be open to new ideas and willing to get their hands dirty. The trip would take them far away from their creature comforts, and force them to work together as a team.

It's a huge challenge because one of the great powers of Sail Training is that it goes out of range of the mobile phone. And everybody can see – it's very obvious – why everybody has to work together. The sails don't go up unless you all pull together. Somebody has to steer the boat, has to cook, has to wash up ... and all the other tasks on board. And even people who have no idea about boats at all very soon understand why it's necessary to work together. And it has a terrific effect on the crew. So right now, at the beginning of this race, we've got a lot of very anxious young people climbing the masts for the first time in port, pretty worried, white-knuckled. But once they get to Greenwich at the other end next weekend, they'll be confident, working together, and they'll remember it for the rest of their lives.

For some of the trainees, this is not their first time on board, and they're eager to spend more time at sea.

I started off not liking sailing at all. I was scared of boats, and, um, now you ... I'd happily live on one.

I think it's made me more confident as ... for meeting new people, um, and kind of making the most of it, like the time you've got, because, if you've only got a week on a boat, you kind of don't want to hang around and be like not doing much at the start. So I think it's just kind of taking things as soon as you can and making the most of it while you can. Jack now helps first-timers on board find their sea legs.

I think probably the biggest thing is, um ... I mean sometimes, when it's really rough, it's a bit uneasy, but you just get on with it. And as soon as you've been off for a couple of days, you forget that you even felt slightly ill in the first place.

And what's the biggest challenge when a new crew arrives?

I think it's just getting to know new people, really. I mean, obviously you're always going to find people that you don't get on with quite as well, but, um, it's just learning to kind of get round things and make the best of what you've got.

But it isn't just young people who have the opportunity to experience life as part of a tall ship crew. The most remarkable ship in the flotilla is, without a doubt, the Tenacious. Launched in the year 2000, the ship is fully accessible for disabled crew, giving people of all abilities and all ages the same opportunities as their able-bodied crewmates.

My name is Helen Leehy, and I'm sailing here as voyage crew on Tenacious, and this is my tenth voyage on Tenacious, which is one of the two ships owned by the Jubilee Sailing Trust, which specializes in access for disabled people as well as able-bodied sailors, um, on this wonderful three-masted ship. So every single detail is as, er, accessible as possible for the widest number of people.

So for example, you might be surprised to know that somebody who's blind can actually steer the ship, because the compass has a speaking compass, so they can hear where they're going even if they can't see where they're going.

But for me, I think, as a disabled person in particular, it's about meeting other people who have different sorts of disabilities, working together with people as a crew. And when you come on board, you really don't know who your fellow crew members are going to be. They can be all ages, you know, all shapes, sizes, colours, creeds, and that's fantastic. So it becomes a community of people who really become one, as it were, become as the crew and work together, and live together in a fairly confined space for a week or so. And that's a very special experience, and I don't think it's an experience that you can have on land very easily. The beautiful sunshine and the enthusiastic support of the crowds were a real morale boost for the crews as they embarked on their sailing adventure. And if they could all work together and support each other, there's little doubt that their efforts would pay off with a triumphant arrival into Greenwich.

VIDEO ANSWERS

Exercise 1

Students' own answers

Exercise 2a and b

Students' own answers

Exercise 3

b

Exercise 4

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

Exercise 5a–c

Students' own answers

Review

ANSWERS

Exercise 1

1 an	7 a
2 –	8 a
3 the	9 the
4 the	10 the
5 –	11 the
6 the	12 –

Exercise 2

1 hasn't/didn't	5 does like
2 have	6 be
3 do	7 has/have, does/do
4 did	

Exercise 3a

1 S 2 W 3 W 4 S

Exercise 3b

Students' own answers

Exercise 4a

1 impression	4 two minds
2 most part	5 loss
3 times	6 ball

Exercise 4b

Students' own answers

Exercise 5a

- 1 I'll put that another way.
- 2 Sorry, what was that again?
- 3 Do you understand so far?
- 4 Let me rephrase that.
- 5 Sorry, I didn't catch the last part.
- 6 Are you with me?

Exercise 5b

Students' own answers

4.1 Age of responsibility

Goals

- Express degrees of obligation
- Talk about responsibility

Grammar & Reading degrees of obligation

Lead-in

- Ask students to think about what they liked/didn't like about growing up as a teenager, and taking on different responsibilities. Did they like this period? Why/Why not?
- Students discuss their ideas with a partner.
- Elicit some of the students' ideas.

Exercise 1

- Before doing this task, ask students to cover the webpage referred to in exercise 2.
- This activity will work better if students of the same nationality work together, if possible.
- Ask students to look at the photos. Students work in pairs, and discuss what age people in their country have to be to do the activities.
- Elicit their ideas.

EXTENSION If you have a mixed nationality group, compare their answers, and discuss the pros and cons of being a different age to do some of the activities. Do they think the ages in their country are appropriate? Why/Why not?

WATCH OUT! If it is relevant to your students, point out that in British English, *licence* is spelt with a 'c'. In American English it is *license*.

Exercise 2

Text summary: The webpage shows the ages people have to be in England to carry out certain activities.

- Students look at the website, and decide who it is for.
- Elicit their answers.

ANSWER

for young people, or people working with young people

- Check (*parental*) *consent* /kən'sent/ (= permission to do something, especially given by somebody in authority) and *donor* (= a person who gives blood or a part of his or her body to be used by doctors in medical treatment).

Exercise 3

- Students read the information in detail to find the minimum age for each activity.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

Order your own passport (16)

Be charged with a crime (10)

Open a bank account (11)

Get a private pilot's licence (17)

Work up to eight hours on a Saturday (15)

Buy fireworks (18)

EXTENSION Ask students to discuss the following questions with a partner: *What information did you find surprising or different to your ideas in exercise 1? Is it the same or different in your country?*

Exercise 4a

- Students read the sentences and decide if they are true or false.
- Do the first one together.
- They should then correct the false statements.

Exercise 4b

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

ANSWERS

1 F – You can't apply to adopt a child until you're twenty-one.

2 T – (with parental consent)

3 T

4 F – You're not allowed to work more than two hours per day.

5 F – You have to stay till your eighteenth birthday.

6 F – It's compulsory. It's your responsibility from the age of fourteen and it's the law.

EXTRA SUPPORT Students may get confused with how these verbs are used, as making the verb negative doesn't always make the meaning opposite, e.g. *You need to get a ticket*. (obligation); *You needn't/don't need to get a ticket* (you decide: you can if you want)

WATCH OUT! Note that some of these verbs change in some tenses when expressing obligation, e.g. *You must go to school*. (present)/*You had to go to school*. (past). *You'll have to go to school*. (future). (Note: for expressing strong certainty, we can use *must* in the past and present, e.g. *He must've been quite old by then*.)

Exercise 5

- Before doing this exercise, make sure students have corrected the sentences in exercise 4.
- Students match the statements in exercise 4a with their meanings a–d.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

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

EXTRA SUPPORT If students need extra help, use concept questions for each structure, e.g. *Do you have a choice? Who decides? It is a good idea?*

Exercise 6

- Students read the Grammar focus box, and decide what the function of each group is.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 d 2 c 3 b 4 a

WATCH OUT! Although the difference is small, remind students that we often use *must* for 'internal' obligation – something you yourself decide to do – and *have to* for 'external' obligation, e.g. *I must stop eating so much chocolate.* (my decision) *The doctor says I have to lose weight.* (his/her decision).

- Remind students to check the *Grammar reference* on page 148, where there are two more practice exercises they can do for homework.

Exercise 7a

- Students read the sentences, and rewrite them using the correct form of the word in brackets.
- Do the first one together.
- Remind them to check the sample phrases in the Grammar focus box.

Exercise 7b

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

ANSWERS

- 1 It is compulsory for all visitors to have a visa.
- 2 You'd better hurry up before the shops close.
- 3 You're not allowed to use mobile phones in this area.
- 4 It's up to you to decide.
- 5 You ought to see a doctor about that cough.
- 6 We're not supposed to park in this street.

PRONUNCIATION Highlight which word in each expression is stressed (sometimes there is more than one option), e.g. *You'd better ...*, *It's up to you*. Remind students also that *to* in *have to*, *ought to* and *up to you* is weak /tə/.

EXTRA ACTIVITY Students could work in same-nationality pairs, or find corresponding information online about a country. Ask them to find five facts about age restrictions of the activities mentioned in exercises 1 and 2. Ask them to make them into statements: three sentences should be true, and two should be false. Students then join another pair, and guess whether each other's statements are true or false.

Vocabulary & Speaking responsibility

EXTRA ACTIVITY Before doing the next activity, you could write *responsibility* on the board, and ask students, in pairs, to discuss what they understand by this at home/when studying/at work, etc. Elicit a few ideas.

Exercise 8 4.1

Audio summary: Students will hear three short conversations. Two of the conversations take place in the workplace; the second one takes place at a school or college.

- Students read the rubric, and listen for the answers to the questions.
- Play track 4.1.
- Students check their answers with a partner.
- Check the answers together.

EXTENSION What clues helped them decide who was speaking, and where the conversation was taking place?

ANSWERS

Situation 1

1 two colleagues

2 office

Situation 2

1 welfare officer and students

2 language school/some type of college

Situation 3

1 boss and member of the team

2 office

AUDIOSCRIPT 4.1

1

A You should have heard Kevin from Accounts this morning.

B Why? What was it this time?

A Well, he came down here to use the photocopier and somebody had left it jammed again.

B Uh-oh. What did he say?

A Well, you can imagine. 'Who did this? Is anyone going to own up?' As if anyone was going to confess with him going on like that.

B I bet I know who's to blame for it. That Michael – he's useless with machines.

A I really don't feel any of us can be held responsible – we all know the machine's at least ten years old – they need to get a new one. Simple as that.

2

OK, hi everyone. Welcome to English Now. I'm the welfare officer here and my name's Maria. I'm responsible for everything to do with your accommodation and also things like health, banking and so on. If you have any problems with your host family or need to know anything about local transport or where to get a SIM card for your mobile phone, I'm the person to see. I'm also in charge of reservations for the social programme, so if you want to sign up for any of the trips or activities on offer, come and let me know.

3

A Well, Scott, the reason I've called you in today is that we'd like you to take care of the Miller account from now on.

B Miller? But that's one of our biggest customers.

A Indeed, which is why we feel you're the man for the job. You'll answer to Melanie and you need to keep her informed about what's going on, but you're trustworthy and reliable, and we know we can count on you to get the job done.

B Wow, I, er, don't know what to say. I mean, thanks. It's a real vote of confidence. Um, yes, I'd be delighted to take it on. I hope I don't let you down.

A I'm sure you won't.

- Check *jammed* in situation 1 (= not able to move (because something is stuck), *welfare* in situation 2 (= the general health, happiness and safety of a person) and *welfare officer* in situation 3 (= an employee concerned with these issues).

Exercise 9a 4.1

- Before playing the conversations again, ask students to read the sentences from the three situations, and see if they can complete them.
- Play track 4.1 again.
- Students listen and complete the sentences.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- own up
- to blame for
- be held responsible
- responsible for
- in charge of
- take care of
- reliable
- count on

STUDY TIP Remind students to pay attention to the dependent prepositions (i.e. *blame for*, *in charge of*), and record this in full in their notebooks.

WATCH OUT! Note that *to own up* is a phrasal verb, so the stress is on the particle *up*.

Exercise 9b

- Students match the eight phrases with their meanings a–h.
- Students check their answers with a partner.
- Check the answers together

ANSWERS

- f
- b
- d
- c
- a
- g
- e
- h

Exercise 10

- Ask students to read the sentences, and then use the phrases from exercise 9a to complete them. Remind them to check the form of the words they use.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- held
- taken
- count
- charge
- blame
- own

Exercise 11

- Divide the class into Students A and B. Students A turn to page 128; Students B turn to page 134 of the Coursebook.
- Ask them to copy the table, and follow the instructions.
- Give them time to write something in each of the six boxes.
- When they are ready, put the students into pairs. Each student should show their partner their completed grid (but without showing them their own instructions).
- In turn, students should ask yes/no questions about the item in each box until they guess it correctly.
- When they guess an item correctly, encourage them to ask their partner at least two more questions about it to find out more.
- You could make this competitive, seeing which pair can guess each other's items first, but make sure they only ask yes/no questions!
- When all the pairs have finished, ask each person to report back to the group about one fact they found particularly interesting.

FEEDBACK FOCUS Listen for information about students' experiences. You could use this afterwards to ask each student one question about one thing they wrote down. Note down good use of language for describing obligation (or lack of it), as well as phrases for talking about different degrees of obligation.

4.2 The caring generation

Goals

- Use phrases with *care*
- Use passives

Vocabulary & Speaking **phrases with care**

Lead-in

- Ask students to work in pairs. What experiences do they have of looking after very young children, or elderly people, perhaps members of their own family?
- Students discuss their experiences.
- Elicit a few ideas.

Exercise 1

- Focus students' attention on the photos.
- Ask them to discuss with a partner where they would see these things.
- Elicit a few ideas.

ANSWERS

'HomeCare' – on an identity card of a social or community worker.

'Handle with care' – on a box containing glassware or fragile items

'Essential care' – on some type of beauty product, skin cream, etc.

EXTENSION Ask students to share their experiences of the situations, and elicit some of these.

Exercise 2

- Students read the words in the box, and then work alone to match them to the definitions.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 handle with care
- 2 health care
- 3 take care of
- 4 careless
- 5 I couldn't care less
- 6 carefree
- 7 a carer
- 8 day care
- 9 Be careful!
- 10 the caring professions
- 11 be without a care in the world

WATCH OUT! Note that the expression *I couldn't care less* sounds rude and could be offensive. In the US, the expression, with the same meaning, is *I could care less*.

PRONUNCIATION Check the word stress on these phrases. Ask students to underline the word or syllable which is stressed, discussing their ideas in pairs. Do the first one together, then elicit and check their answers. Encourage the students to read the list out loud, exaggerating the word stress: *Handle with care*; *Be careful!*; *take care of*; *careless*; *I couldn't care less*; *carefree*; *carer*; *daycare*; *healthcare*; *the caring professions*; *be without a care in the world*.

Exercise 3 4.2

Audio summary: The four mini-conversations each end with a gap for the students to complete using an expression from 1–11 in exercise 2. The situations are set at work, and in the home.

- Students listen to the conversations, and decide what the last word or phrase should be.
- Play track 4.2.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 careless
- 2 be careful
- 3 I couldn't care less
- 4 health care

AUDIOSCRIPT 4.2

- A I think there's something wrong with the remote control.
- B You mean you've dropped it again! Do you have to be so ...?
- A I'm not happy about you driving tonight – the roads are really icy.
- B Don't worry, I'll be fine.
- A Well, ...
- A Just look at you: green hair, long black clothes and all that jewellery. Whatever will the neighbours think?
- B People should judge you on the person you are, not what you look like. As for the neighbours, ...
- A Right, so apart from the salary, what benefits are there?
- B OK, so as part of the package you get four weeks' holiday, free parking, and private ...

EXTRA ACTIVITY Ask students to choose two of the other phrases in exercise 2, and, with a partner, to make up a mini-conversation which uses the key phrases at the end. Students could then join up with another pair, role-play their conversation and guess each other's phrases.

Exercise 4

- Students look at the photos and discuss in pairs what each job entails, and what qualities are needed.
- Elicit some of their ideas.

EXTRA SUPPORT If you have a weaker group, ask students first to describe what is happening in each photo and what the people do. Then ask students to think about the jobs and skills. The fourth picture is rather ambiguous – it shows a human resources manager.

Exercise 5a 4.3

Audio summary: The first interview is with a warden of a sheltered housing complex. The warden describes what sort of home it is, explains that she is there to help when it is needed, and that it's important to be a good listener. The second interview is with a human resources manager, who is involved in recruitment and staff development. Being a good listener is important, as well as having a very professional relationship with staff.

- Tell students they will hear interviews with two of the people pictured in exercise 4.
- Ask them to read the instructions and make notes under the three headings.

Exercise 5b

- Students check their answers with a partner.
- What parts of their job, or the skills needed, were similar or different? Ask them to give reasons to support their answers.
- Elicit their ideas.

ANSWER

Speaker 1

- 1 warden at a sheltered housing complex, on call daytime and three nights, maintenance, on hand for emergencies
- 2 allowing people independence in a supported environment
- 3 patience, being a good listener, respect for people's privacy

Speaker 2

- 1 HR manager
- 2 staff welfare
- 3 being a good listener, be present, discretion

AUDIOSCRIPT 4.3

1

I Could you tell us a bit about your job?

A Well, I'm a warden at a sheltered housing complex – that's a kind of supported residential option for older people. The people who live here are all retired, they all have their own flat, and they don't tend to have any major health care issues, but they're also reaching a point in their lives when it's kind of comforting to have someone available, just in case they have any difficulties.

I'm on duty three nights a week – I have a colleague who covers other nights – and I'm around during the day. I don't go round unless I'm asked, but the residents know that I'm on hand should they need anything. This can be small things like helping them change a light bulb, or

taking care of minor maintenance jobs that need to be done, say, if something gets broken, through to helping in the event of some kind of medical emergency.

I OK, so you're in what could be termed a 'caring profession' – what does 'caring' mean to you?

A Well, in this job, I think it's about allowing people to have their independence, but knowing that there is somebody who does care and is there if they need it.

I And the qualities needed for your job?

A Well, you need to be patient. You need to be a good listener. Some people in this situation can be a little lonely, but I think you also need to have respect for people's independence and privacy. Yes, I think that's the most important thing, really.

2

I What do you do?

B I'm a Human Resources Manager. I have a background in psychology and I was hired because of this, so although HR – Human Resources – could be seen as just part of a business, for me it's very much a caring profession.

I And what does your job entail?

B Well, we work in various different areas like recruitment – taking on new staff, contracts, staff development and so on, but I think one of the most important things for me is staff welfare – making sure that people feel good and are looked after – because I think happy people will do their job better. We encourage our staff to come in and talk about any problems or concerns they may have and these tend to be work-related – contracts, pay and so on – but sometimes staff members come and talk to me about more personal matters, other things that might be having an impact on their work.

I So what does 'caring' mean to you?

B I think being a good carer is about being a good listener – I think it's important to listen well and to be present – that is, not distracted by your own stuff when someone's talking to you.

I OK, so apart from that, are there any other qualities you need in this job?

B The other thing is total discretion. People often talk about very personal or private issues – my relationship with them is a professional one, so it's important to keep that conversation private and to be careful that anything they say is treated in complete confidence.

- Check *discretion* at the end of interview 2 (= care in what you say or do, in order to keep something secret or to avoid causing embarrassment to, or difficulty for, somebody).

EXTENSION Ask students to work in small groups, and consider and discuss what they think the most satisfying and the most challenging aspects of each job would be. Elicit some of their ideas.

DICTIONARY SKILLS Ask students to look up *home* and *house* in a good monolingual dictionary, and find examples of both words used as nouns, adjectives and verbs. Ask them to choose either *home* or *house*, and to write a sentence illustrating the meaning of the word in each form.

WATCH OUT! Note that when we use *home* without an article, it means where you live. A *home* is a place where someone goes to live and is looked after by someone else.

Pronunciation: pacing and spacing in natural speech

Exercise 6a 4.4

- Ask students to read the short text under Pronunciation.
- Before playing the track, ask them to read the extract. Point out that the first pause is marked by a double slash. Ask them to guess where they think there are other pauses.
- Play track 4.4 and ask them to mark in the pauses.

Exercise 6b 4.4

- Students then underline the stressed words. Before playing the extract again, elicit one or two words which were stressed.
- Then play track 4.4 again, and ask students to underline the stressed words.
- Students check their answers with a partner.
- Elicit their answers.

ANSWERS/AUDIOSCRIPT 4.4

I'm on duty three nights a week // I have a colleague who covers other nights // and I'm around during the day. // I don't go round unless I'm asked, // but the residents know that I'm on hand should they need anything.

Exercise 6c 4.4

- Students listen again, and practise. Encourage them to speak simultaneously with the recording, out loud. This will help get the pauses and stresses in the right places.
- Elicit one or two examples.

Exercise 7a

- Tell students they will be looking at a topic, and preparing a short talk.
- Divide the class into three groups: A, B and C. Each group should look at their topic, and work together to come up with reasons for, or against the topic.
- Give students three minutes.
- Remind them that, when they present their talk, they should try to remember to include appropriate pausing and stress.

Exercise 7b

- Students stay in the same group, and prepare their talk.

Exercise 7c

- Regroup the students. In turn, each person presents their ideas.

Exercise 7d

- Ask listeners to decide if they agree or disagree with the speaker, and why. Remind them to ask questions, and give reasons for their opinions.

FEEDBACK FOCUS Listen and check that students present a clear argument with reasons. Praise them for good use of vocabulary connected with the caring professions.

Grammar & Speaking passives

Exercise 8a

- Students read the Grammar focus box, and underline the correct words to complete the rules.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 beginning	4 not certain
2 the action	5 informal
3 more	

- Remind students to check the *Grammar reference* on page 149, where there are two more practice exercises they can do for homework.

Exercise 8b

- Students match the examples with the uses of the passive from the Grammar focus box.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

a 3 b 1 c 4 d 5 e 2

Exercise 9

- Before doing this exercise, ask students whether they are aware of any changes in care for older people over the past ten or twenty years. Do the elderly generally prefer to stay at home, or move into a home with care?
- Ask students to read the article and compare their ideas.
- Finally, ask them to complete the text using the verbs in the correct form, deciding whether they should be in the passive or active.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- is predicted
- will present
- were/have been cared for
- have changed
- to be looked after
- has been
- moving
- are given

Exercise 10

- Students will be working in pairs to discuss the situation of caring for the elderly in Asian cultures. Student A is the interviewer; Student B is the researcher.
- Give students time to read their roles, and check they understand. Students A turn to page 128; Students B turn to page 134 of the Coursebook.
- Remind interviewers to think carefully about how they will ask the questions, and researchers to give full answers.
- When they are ready, students should work in A+B pairs.
- Give them time to carry out the interview.

EXTRA SUPPORT You could initially have Students A working together, and Students B working together, to check what they need to do, and the information they need to ask for, or give.

FEEDBACK FOCUS Comment on the success of the interviews in terms of a clear question-answer structure. You could find out if they needed to ask any more questions or give more information.

EXTENSION Find out if any of the information surprised them, and why. How similar or different is care for the elderly in their own country?

4.3 Vocabulary and skills development

Goals

- Understand word boundaries
- Understand and use connotation

Listening & Speaking understanding word boundaries

Lead-in

- Explain *bucket list* (= a list of things you want to do before you die). Ask students to think about some of the things they would like to do before they die, e.g. see the northern lights, go to a show on Broadway, learn to sail, etc.
- Ask students to share three ideas each with a partner.
- Elicit some ideas.

Exercise 1a

- Students read the sentence starters and then work alone to think of a way to finish each one so that it is true for them.

EXTRA SUPPORT Elicit ideas onto the board, and help students with the form of the verb in each case, i.e. *One thing I regret doing is (not) -ing ... One thing I wish I'd done when I was younger is + bare infinitive.*

Exercise 1b

- Students share their ideas with a partner.
- Ask students what common regrets they think people have.
- Elicit some of their ideas. Find out if there are any similarities in their answers.

Exercise 2a 4.5

Audio summary: The report explains how most elderly patients complain about having worked too hard, and not having spent more time with family and friends. They also mention being too concerned with other people's expectations of them.

- Ask students to listen to the report, and find out what people commonly regret.
- Play track 4.5.
- Students check their ideas with a partner.
- Check their ideas together.

ANSWERS

working too hard

not staying in touch with friends

living the life others wanted them to live

- Check to *slip by* (= to disappear, almost unnoticed).

EXTENSION Ask students whether they, or elderly people they know, have similar feelings. Can they do anything about it now? Is it too late?

AUDIOSCRIPT 4.5

According to a nurse who works with elderly people, there is a pattern of things they commonly regret when they look back on their life.

Every male patient she met shared the same wish: I wish I hadn't worked so hard. They felt they always put work before wives and children and regretted missing out on their children's youth.

Another commonly shared feeling was: I wish I'd stayed in touch with friends. People felt they'd been so focused on their own lives and responsibilities that they'd let good friendships slip by over the years.

The most frequently expressed wish was: I wish I'd had the courage to live a life true to myself, not the life others expected of me. Many people had ignored their own feelings in order to satisfy the wishes of others. As a result, they had a strong sense of frustration that so many of their dreams had gone unfulfilled.

Exercise 2b 4.5

- Before playing the track again, ask students to read the introduction and to try to complete the summary.
- Elicit a few ideas.
- Then play track 4.5. Pause after the first sentence for students to check their answers.

ANSWERS

a to a b pattern of c regret when

Exercise 2c

- Students find out how many words are missing in each gap. This leads to a discussion on word boundaries.

Exercise 3a 4.6

- Students read and listen to the information in the Unlock the code box about word boundaries.
- Play track 4.6.

EXTRA SUPPORT If necessary, play the track again, pausing after each example for students to hear the linking sounds.

Exercise 3b

- Highlight the sounds and letters immediately before and after each connection.
- Ask students to look at the three sets of examples, a–c.
- Ask them to decide which set refers to which rule.
- Suggest the students say words out loud, and as naturally as possible, in order to hear the way the words connect.
- Students compare their ideas with a partner.
- Elicit their answers.

ANSWERS

a 2 b 1 c 3

Exercise 3c

- In pairs, students practise saying the words, and linking them together.
- Elicit an example from each pair of students.

EXTRA ACTIVITY Ask students to write down two things they currently have on their to-do list, e.g. their English homework, finish a report, iron a shirt, etc. Students share their ideas with a partner. Elicit some of them.

Exercise 4a

- Ask students to read the rubric, and, with a partner, make a list of other, more liberating things to do, instead of the things on their to-do list, e.g. go for a long walk in the fresh air.
- Give the students two minutes to share at least three ideas.
- Elicit some of them.

Exercise 4b

- Before doing this exercise, ask the students to read the extract about doing liberating things. Where did Speaker A read about it? (on a blog on the internet)
- Then ask students to read it again, focusing on the words in bold. Ask them to decide which rule from the Unlock the code box is being exemplified in each case.
- Students work alone, and then check their ideas with a partner.
- Elicit their ideas.

Exercise 4c 4.7

- Students listen to the extract to check their ideas.
- Play track 4.7.
- Check the answers together.

ANSWERS

1, 3, 4 – Rule 2

2 – Rule 3

5, 6, 7, 8, 9, 10 – Rule 1

Exercise 5a 4.8

Audio summary: The conversation is between two people discussing the list of liberating ideas. Speaker A seems to find the idea very good, whereas Speaker B is more cautious, and perhaps more serious.

- Tell students they will now hear the rest of the conversation. They should write down the five ideas mentioned.
- Play track 4.8.
- Students check their ideas with a partner.
- Check their ideas together.

ANSWERS

- Invent an illness and call in sick.
- Climb a tree and sit there all day.
- Throw out your TV.
- Drop at least one obligation that doesn't serve you any more.
- Jump on a train to somewhere. Anywhere.

AUDIOSCRIPT 4.8

B Now you just keep your hands off my to-do list ...
A OK, OK! Now there are some things that I know you're not going to like ...
B Like what?
A Like, 'invent an illness and call in sick.'
B Yup, you're right – that's just irresponsible.
A Or 'climb a tree and sit there all day.'
B Right.
A Yeah, but there are also some good ones ...
B Such as?
A Let's see, 'throw out your TV' – now you've been saying for ages how much time we waste watching nonsense.
B Well, that's true enough.
A OK, here's another: 'drop at least one obligation' – I mean, we all go round worrying about all our responsibilities and half the time we don't even stop to question the things we do.
B Yeah, you've got a point.
A Now what about this one: number seventy-seven, 'Jump on a train to somewhere. Anywhere.' I like the spontaneity of that – just go to the station and see where fate takes you.
B Yeah, but don't you think this is all a bit, I don't know ...
A Carefree? Adventurous?
B No, I was thinking more on the lines of reckless or frivolous.
A Oh, lighten up a bit – you only live once.
• Check *reckless* (= showing a lack of care about danger and the possible results of your actions).

Exercise 5b

- Put students into groups of three or four. Ask them to read and discuss the questions.
- Give them three or four minutes, and encourage them to give reasons for their answers.

Exercise 5c

- Put each group together with another group.
- Ask them to report their ideas, and compare them.

FEEDBACK FOCUS Find out which group was the most cautious, and which group was most willing to try out some of these ideas. Give praise for fluent language, with good examples of linking words together.

EXTRA ACTIVITY Students work in pairs, and think of five additional liberating activities for the Freedom Experiment. They should write down why they feel each should be included. Students then join up with another pair and share their ideas. Ask them, in groups, to choose the four best ideas to present to the class.

Vocabulary & Reading connotation

Exercise 6 4.9

- Tell students they will hear the last part of the conversation again. Ask them to write down the adjectives they hear.
- Play track 4.9.
- Students decide if the adjectives have a negative or positive connotation, or if they could have either, depending on the context.
- Students compare their ideas with a partner.
- Compare their ideas together.

ANSWERS

A carefree, adventurous (positive about the ideas)
B reckless, frivolous (negative about the ideas)

Exercise 7a

- Ask students to read the Vocabulary focus box about connotation.

Exercise 7b

- Students work in pairs, and decide what connotation each word or phrase in the six groups has.
- Do the first one together.
- Check the answers together.

ANSWERS

1 a positive	b negative	c negative
2 a depends	b positive	c negative
3 a negative	b positive	c depends
4 a positive	b depends	c depends
5 a positive	b negative	c depends
6 a positive	b negative	c positive

Exercise 7c

- Students read the six situations, and decide which word in exercise 7b each person would be likely to choose.
- Students compare their answers with a partner.
- Elicit their ideas.
- Accept various answers, as long as students can give viable reasons!

SUGGESTED ANSWERS

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

WATCH OUT! Some words in English have different meanings in American and British English, e.g. *mad* in BrE means 'crazy', and in AmE means 'angry'.

DICTIONARY SKILLS Ask students to choose a group of words from exercise 7b, and look them up in a good monolingual dictionary: they should find example sentences, compare use, and check the connotation.

EXTRA SUPPORT Ask students if they know any other pairs of words which have similar meanings but different connotations, e.g. *young* (neutral) – *childish* (behaving like a child: negative) and *talkative* (negative) – *chatty* (positive).

Exercise 8a

Text summary: The article is about how older people usually take greater risks when they are on holiday.

- Tell students they will read an article about older people doing extreme sports. Ask them to decide if the writer thinks it is a good thing or not, and why.
- Students compare their ideas with a partner.
- Then ask students to underline the words which helped them to decide.
- Students compare their ideas with a partner.
- Check their ideas together.

ANSWERS

The writer does not think it is a good thing.
Possible words: risky business, take a chance, extreme sports, frivolously, risky activities, adrenaline junkies, high-risk, less cautious, alarmingly, potential dangers, daring, never even think of

EXTENSION Ask students whether they agree with the writer. Why/Why not?

Exercise 8b

- Ask students to work alone, and to read the positive phrases, 1–6, and find similar words with a negative connotation in the article.
- Students compare their answers with a partner.
- Check their ideas together.

ANSWERS

1 risky activities	4 frivolously
2 high-risk	5 potential dangers
3 daring	6 adrenaline junkies

Exercise 9

- Tell students they are going to write a short article about elderly people doing extreme sports, but in a more positive way, and using the phrases in exercise 8b.
- Encourage the students to support their arguments with reasons or examples.
- Give them about ten minutes.

EXTRA SUPPORT You could ask students to work in pairs to write the text together.

FEEDBACK FOCUS If the students are willing, you could ask them to swap their articles with each other. Ask them to rate how positive the article is, and whether it would encourage, or deter the elderly from doing extreme sports.

CRITICAL THINKING Ask students what other ways there are to help elderly people live a full life, apart from doing extreme sports (e.g. regular social events with friends and family, organized outings to a concert/theatre/tourist sites, etc.). How can they be encouraged to take part or discouraged from doing anything too risky?

4.4 Writing and speaking

Goals

- Write a balanced argument essay
- Take part in formal negotiations

Reading & Writing a balanced argument essay

Lead-in

- Ask students to think about a favourite company – not one they work for, but one they like and respect. Students share their ideas with a partner.
- Elicit their ideas, and encourage them to give reasons.

Exercise 1a

- Students work in pairs, look at the photos, and discuss what they have in common.
- To help, ask students to think about what *action* could mean here.
- Elicit some of their ideas.

EXTENSION Ask students if they know of any 'responsible' companies and/or responsible tourism, i.e. companies which do something extra to benefit society or the environment.

ANSWER

Both talk about awards on a worldwide level. In both cases, responsible practices are the focus.

Exercise 1b

- Students read the definition of *responsible*.

EXTENSION Ask students to think of examples of what companies or tour operators/hotels do to be 'responsible', e.g. hotels do not change your towels every day; restaurants source their food locally; for every five T-shirts sold, one is donated to charity, etc. Ask students what companies they know, or work for, do, or could do, to be 'responsible'. Encourage them to think of specific examples.

EXTRA ACTIVITY Suggest students go to the Ethisphere website, ethisphere.com, and decide how useful and valid they think it is. Ask them to look at companies they know, and consider the reputation of those companies in their country.

Exercise 2a

- Students read the example about responsible journalism. You could ask them to think of a recent news story which conforms to these criteria.
- Students may be able to add to the bullet point list, e.g. *not hurting other people, presenting true facts, not leaving out important information*, etc.
- Give them one minute to discuss it with a partner, and then elicit their ideas.

WATCH OUT! Remind students that the adjective from *tourist* (noun), and *tourism* (noun) is *tourist* (not *touristie*).

Exercise 2b

- Two students, A and B, will focus on responsible business practices; Students C and D will focus on responsible tourism.
- Ask each pair to work on their topic, and to write a list of points, similar to the example.
- Prompt them by suggesting they draw on any experience they have, or examples they know of. Some companies have policies for, e.g. saving energy, paper, etc.; some run events to raise money for charity, and so on.

Exercise 2c

- When they have finished, ask the pairs to compare their lists with each other.
- Then ask each pair to finalize their list of points to present to the rest of the class.
- In turn, each pair should present their ideas. If these are done by topic (i.e. the ideas for responsible business first, and then the ideas for responsible tourism), it will be more interesting to compare them.

ANSWERS

Responsible business practices:

Working ethically

Working to minimize the environmental impact of the business

Healthy, safe work conditions for employees

Zero tolerance of discrimination

Having a positive impact on the local community

Responsible tourism:

Minimise negative environmental, economic or social impact

Bring benefits to the local community

Involve local people in decision-making

Help preserve local traditions and culture

Enable visitors to understand local culture and engage with the local community

FEEDBACK FOCUS Students could vote on which pair had the best ideas.

CRITICAL THINKING Ask students to think about what their company, or the national tourist office of their country, could do to be more 'responsible'. They could check online which companies in their country already sign up to corporate social responsibility (CSR). Students could work in pairs. Encourage them to come up with at least four ideas.

Exercise 3a

- Exercise 3 is divided into four parts, a–d. In each case, students use the sample essay as a model to help. Make sure they are sitting next to each other, to be able to see both the task and the essay.
- Ask students to read the sample essay on page 128 of the Coursebook.
- While they read, ask students what the author's opinion of current journalistic practices is.

Exercise 3b

- Students work in pairs and discuss what the typical structure for an argument essay is, focusing on the function of each paragraph.
- Then they look at the function of the first sentence in each paragraph.
- Check answers together.

ANSWERS

- a introductory paragraph; paragraph of arguments for; paragraph of arguments against; conclusion
- b topic sentence which introduces the theme of the paragraph

Exercise 3c

- Ask students to look at the list, and decide which points are not characteristic of an argument essay.

ANSWERS

3, 5, 6, 9

EXTRA SUPPORT Encourage students to find examples in the sample essay for the points which are characteristic of an argument essay.

Exercise 3d

- Finally, students add the headings to the Language for writing box.
- When they are ready, elicit their answers.

ANSWERS

- 1 Introduce arguments in favour
- 2 Introduce additional information
- 3 Introduce a contrast
- 4 Introduce arguments against
- 5 Describe a consequence
- 6 Close the essay

EXTRA CHALLENGE Ask students if they can think of any other phrases to add to the categories, e.g. (for the idea) *Many people are in favour of ...*, (against the idea) *An important disadvantage is that ...*, (contrast) *However, it should be remembered that ...*, etc.

SMART COMMUNICATION Point out that when presenting arguments formally, and especially in writing, it is sometimes important to present a neutral stance (i.e. without stating where the information is from), e.g. *It is said that ...*, *Some say that ...*, *According to some sources ...* Students could add this as an extra category in the Language for writing box.

Exercise 4a

- Students work in pairs, and choose a statement to work on.

Exercise 4b

- Students work together to think of two or three arguments both for and against the statement.
- Remind them to make sure they have a balanced number of arguments.

Exercise 4c

- Students then divide their ideas, one argument per paragraph. Encourage them to work together on the vocabulary they want to use, as well as on linking expressions. If necessary, refer them back to the sample essay.

Exercise 4d

- When they are ready, ask them to write, individually, the introductory paragraph. Give them three minutes.
- They should then compare this with their partner's paragraph and comment on the good points of each introduction.
- Give students time to revise their introduction if necessary.

SMART COMMUNICATION A good argument essay has a balance of arguments both for and against. The strength of how convincing the essay is depends on how well you can prove that the reasons against your argument are not true.

WATCH OUT! Remind students to plan the concluding paragraph carefully, and not to include any new information at this point in their essay.

Exercise 5a

- Remind students to check the structure of their essay against the information they found while working through the points in exercise 3.

Exercise 5b

- Students write the rest of the essay.
- If you are short of time, students could write their essay at home.

- You could ask students to work in the same pairs to compare the first draft of their essay.

FEEDBACK FOCUS When you read the essays, focus first on how convincing their arguments are in persuading the reader. Comment also on the structure of the essay, and linking phrases used.

STUDY TIP Leaving a longer piece of text overnight, or asking someone else to read it, helps to be objective about your writing. Encourage students to read and comment on each other's writing.

Listening & Speaking **formal negotiations**

Lead-in

- Ask students to think about other contexts where it's important to provide a balanced argument. Encourage them to think about situations at home, with friends and/or at work. Elicit a few ideas.

Exercise 6a 4.10

Audio summary: Students will hear two short conversations, both work-related: the first is about relocating the company, and the second is about paid holiday.

- Students listen and decide what the relationship between the two speakers is, and what each negotiation is about.
- Play track 4.10.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

Conversation 1: company directors (B could be an HR manager) and a mediator. The negotiation is about possible staff relocation.

Conversation 2: interviewer and candidate. The negotiation is about the amount of annual leave.

AUDIOSCRIPT 4.10

1

A ... and the only solution is to reduce costs, and relocating the whole company to our northern office is the best way to do that.
B But that's nearly 500 kilometres away! Some of the staff in this office have been with the company since the 1980s. Their lives and the lives of their families are in this city. You can't just suddenly expect them to move to the other end of the country. There must be an alternative.

A I'm afraid I think you're missing the point here. If we don't do something, the whole company will go under.

C Perhaps if I could just say something here? It's nearly 4.00 now – that means we have another hour, and I'm keen to make a decision today, so perhaps if we just take a short break and then we can come back ...

2

A Well, first of all, I'd like to thank you for your offer. I'm certainly interested in the opportunity. I just have a small problem with the conditions.

B Could you expand on that a little, Graham?

A Sure, well in my current post I actually get twenty-four days' leave a year, whereas you're offering twenty.

B I'm afraid twenty-four days is out of the question.

A OK, well, um, do we have any room for negotiation here?
 B We could maybe take it up to twenty-two. I could put that to Human Resources and see what they think.
 A I'd be very grateful if you could. Now in terms of my salary, I was thinking that ...

SMART COMMUNICATION A good negotiation is a win-win situation, where at the end each party benefits in some way. Ask students always to bear in mind what they can give their negotiating partner.

Exercise 6b

- Students read the questions, and discuss them in pairs.
- When they have finished, elicit some of their more interesting ideas.

Exercise 7a

- Focus students' attention on the Language for speaking box. Ask them to use the verbs in the box in their correct form to complete phrases 1–7.
- Students compare their ideas with a partner.
- Check their answers together.

ANSWERS

- come to
- expand
- come in
- 'm/am
- look at
- have
- put, to

Exercise 7b 4.11

- Students will hear seven phrases, and should write them down.
- Play track 4.11.
- Students check their ideas with a partner.

Exercise 7c

- Students add each phrase to a category in the Language for speaking box.
- Students check their ideas with a partner.
- Check the answers together.

ANSWERS/AUDIOSCRIPT 4.11

Stating objectives of the meeting:

We'd like to make a decision at this meeting.

Asking for detail/clarification:

What exactly do you mean by that?

Trying to take a turn:

If I could add something at this point.

Refusing an offer:

I'm not sure we can accept that.

Disagreeing firmly:

No, I don't see that at all.

Asking for flexibility:

Would you be open to a reduction in ...?

Expressing initial agreement:

That could work for us.

PRONUNCIATION Remind students that how they say each phrase will have a significant impact on the message they convey. Remind them that intonation is very important here, and it should match their negotiating style and approach. Reaching a win-win situation will be best for everyone. Using these phrases with neutral or polite intonation will be more effective than using direct language and stronger (more aggressive) intonation.

Exercise 8a

- Focus students' attention on the photo, and ask them to discuss the questions in pairs.
- After a few minutes, elicit their ideas.

Exercise 8b

- Tell students that there is going to be a new holiday complex at the local beach. Each of them will play a role in the decision-making.
- Allocate roles to the students. They should read the role carefully. Each of them has information that the others don't know. Students A turn to page 128 of the Coursebook; Students B turn to page 135; Students C turn to page 140; Students D turn to page 141.
- Remind students to support their ideas with arguments.

SMART COMMUNICATION Remind students that it's also a good idea to think ahead and try to anticipate what counter-arguments there will be, and be ready to discuss them.

- Give the students time to read and understand their role, and to ask any questions if necessary. Point out that Students A will be leading the discussion.
- Remind them to use phrases from the Language for speaking box.
- When they are ready, students take on their roles. Give them about ten minutes to have the discussion, and remind them to reach an agreement! It might be helpful to give them a time-check two minutes before the end.

EXTRA SUPPORT If you have a weaker group, you could first ask all Students A to work together, and Students B, and so on, and then re-group them (A+B+C+D) afterwards.

EXTRA ROLE If you have an odd number of students, you could add a fifth role to one of the groups:

Student E (optional): You represent a small group of local residents whose property adjoins the beach. You've been living in the area for years and your homes and lifestyle would be completely ruined by the resort. You recently made contact with a journalist in the national media who has promised to write an article in support of your case.

What the others don't know: People in your group have been hard-hit by the economic situation. If you can agree a significant compensation package and an option to relocate to another stretch of the coast, you might consider it.

Make some notes on your arguments.

FEEDBACK FOCUS When they have finished, ask each group to report back to the class on their discussion. Which party managed to convince the others more effectively? What strategies did they use? What would the others do differently if they had the chance to run the negotiation again? Comment also on their use of negotiating phrases.

4.5 Video

An international aid worker

VIDEOSCRIPT

Christa Hook is a retired doctor. She spent the first half of her career working in general medicine and community medicine in the UK. But shortly before her 50th birthday she trained in tropical medicine, then began working in overseas relief work with the international organization, Médecins Sans Frontières.

I Why did you move into overseas relief work?

H I always wanted to work overseas from the time I was very small. When you're aware of all the problems overseas, for some people it's so much easier to simply say, 'There's something I can do about that. I can go and work overseas', and actually do something to help the situation.

I So, why did you choose to work with MSF in particular?

H Well, Médecins sans Frontières is an organization; it is an international and private organization which works mainly in conflict and with major epidemics, and with people who are excluded from healthcare in their own countries. It focuses very much on quality medical care. There is no place for poor medicine for poor people. It appealed to me because I had worked in situations where health care was a poor relation in, in, in that sometimes less good medicines and less, um, innovative work was done because people could not afford it or it was never done that way before. For me, it is important that the innovative and the good treatment is done for everybody, whether or not they can afford it. And this is what M ... MSF has specialized in over the years.

I Was it an advantage or a disadvantage to get into overseas work at an older age?

H Well, it's certainly true that, um, most overseas work is done by younger people. However, when you're older and your family don't need you around any more, it's often useful to be able to offer the experience – and the life experience as well as the work experience – and the fact that you've often worked in a team and you can understand team dynamics, and also that you can, uh, understand and respect the people that you're working with. Younger people have the energy and the drive and it's great to have them, but a mixed team is probably best.

I Tell us about some of the projects you've worked on.

H The first time I worked with Médecins sans Frontières was in Zaire, which is now known as the Democratic Republic of Congo. I went there to work in North Kivu province on a project which involved epidemic preparedness in a very remote area of North Kivu. While I was there, the huge problem of a refugee crisis started with people coming over, escaping after the massacre and genocide in Rwanda. And in the course of four days, 800,000 people came across from the northern provinces of Rwanda in, into, into North Kivu province.

There was very little there for them. It's a very poor country. They landed on an area which, in which there was very little water, and the water there was in the lake was contaminated with cholera. So, the cholera epidemic started within a few days and swept through these thousands of people, with a very, very high death rate in spite of all the efforts of both MSF and many other international organizations. I've also worked in Uzbekistan and some of the other Central Asian republics where there is a very big problem of drug-resistant tuberculosis, which is spreading rapidly. Latterly I was working much more with malaria. Malaria is still a huge problem worldwide. There are millions of cases every year. And there are hundreds of thousands of young children, especially children under the age of five, who die every year from malaria.

I What challenges did you encounter?

H There are a lot of challenges working with MSF. For example, when I was working in Congo during the cholera epidemic, we would leave our team house in the morning, having hopefully had enough to drink, but not be able to put your hands anywhere near your mouth for the whole of the day because of the risk of catching cholera from your contaminated fingers. There were not enough gloves; there was nowhere to wash during the day. So, that was always a real risk. Other risks we face are from physical danger in conflict situations. There is a risk of being caught in crossfire, and I have lost friends and colleagues in this way.

I Can you describe a typical MSF project team?

H Yeah. Uh, a typical team involves some doctors and nurses, but a lot more people who are giving them all the backup that they need, especially logisticians and people who are involved with the, the transport and with the bringing in of the drugs from other countries, and looking after the finances. And while the majority of the work in the field is done by staff who are recruited in the region, we also find it important to have staff coming, international staff, because of their objectivity and neutrality in the political situation where the conflict arises.

I Give us your happiest memories from your work.

H Some of the happiest times were seeing children recovering from severe malnutrition. Uh, these children can come into a feeding centre really utterly miserable with this ... their hair falling out, very pot-bellied, skinny arms, skinny legs. And within a few weeks, they can be properly nourished, happy – that's the great thing: they get happy again – and they are able to walk and to walk off home with their families.

I Do you have any regrets?

H About my work, no. Um, I always wanted to be a doctor; I always wanted to work overseas. Uh, I have been one of these very fortunate people who have never regretted my decision and have never regretted being a doctor.

VIDEO ANSWERS

Exercise 1

receiving and distributing supplies/foreign aid, giving out medicine, raising awareness and providing education

Exercise 2a

Logical division would be:

illness/disease – cholera, epidemic, malaria, malnutrition, tuberculosis

types of medical work – community health, general medicine, relief work, tropical medicine

Exercise 3

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

Exercise 4

- 1 because it is an international organization which believes in innovation and quality care for all
- 2 older have life experience, experience of working in teams; younger have energy and drive
- 3 Zaire (Democratic Republic of Congo), Uzbekistan and other Central Asian Republics
- 4 risks to personal health, physical danger in conflict situations (e.g. crossfire)
- 5 doctors and nurses, logistics staff, those who transport drugs, financial staff; both local and international staff
- 6 seeing children recover from malnutrition and being happy again

Exercise 5a

Students' own answers

Exercise 5c

Students' own answers

Review

ANSWERS

Exercise 1a

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

Exercise 1b and c

Students' own answers

Exercise 2

- 1 to be treated
- 2 infections were treated
- 3 they (antibiotics) have increasingly been used
- 4 they are said to
- 5 Health professionals are therefore being encouraged
- 6 Other measures, such as improving hospital hygiene and increasing preventative vaccination, have also been introduced.

Exercise 3a 4.12

- 1 be reliable
- 2 own up
- 3 be responsible for sth.
- 4 blame sb. for sth.
- 5 be in charge of sth.
- 6 count on sb.

Exercise 3b 4.12

Suggested answers:

- 1 He's reliable.
- 2 He owned up (to having left the printer on).
- 3 They are responsible for safety in an emergency.
- 4 He blamed him/her for the lack of motivation in the team.
- 5 Jo is in charge of room allocation.
- 6 She's counting on him/her.

Audioscript 4.12

- 1 He's really dependable and trustworthy. If he says he'll do something, he will.
- 2 OK, I admit it. It was me who left the printer on all weekend. I'm sorry.

3 OK, so the emergency team are the people who have to coordinate in the event of a fire, for example. It's up to them to call the police and fire brigade, evacuate the building and check everyone is out.

4 If you don't look enthusiastic, how can you expect your team to feel excited about their work? I'm sorry, but I think the problem with motivation in the department is really down to you.

5 So if you need a room for a meeting or anything, the person you have to speak to is Jo.

6 Don't let me down here. I told the others you'll definitely have the report finished by Monday and I'm depending on you to do so.

Exercise 4a

- 1 caring profession
- 2 health care
- 3 taking care of
- 4 carefree
- 5 day care
- 6 careless

Exercise 4b

Students' own answers

Exercise 5a and b 4.13

ANSWERS/AUDIOSCRIPT 4.13
The first patient to be treated with antibiotics // was a policeman in Oxford // who developed sepsis // after he pricked himself on a rose.

Exercise 6a and b 4.14

ANSWERS/AUDIOSCRIPT 4.14

Positive connotation	Negative connotation
peaceful adventurous slim challenging curious carefree	dull reckless underweight high-risk nosey frivolous

5.1 Who holds the power?

Goals

- Use relative clauses
- Use common phrases with relative pronouns

Grammar & Reading relative clauses

Lead-in 1

- Write down words you want to revise from Unit 4 on individual slips of paper, e.g. *care home, skinny, argument essay, responsibility* (see the wordlist on the Teacher's Support and Resource Disc). Ask students to stand up. Give each student a piece of paper. They should find a partner, and explain or describe their word, without saying it, to elicit it from their partner. Then they swap roles. When they have both guessed each other's words, they exchange words, find a new partner, and repeat the process.

Lead-in 2

- Ask students if they watch soap operas or TV series now, or if they used to. Ask them to name any they know, and say why they like or don't like them. (Examples could include *Downton Abbey, ER / Emergency Room, How I Met Your Mother, House of Cards*, etc.)

Exercise 1

- Focus students' attention on the quotation from a political TV drama set in Washington, DC.
- Then ask them to read the questions, and discuss them with a partner.
- Elicit their ideas.

SUGGESTED ANSWERS

- 1 power – money 'starts falling apart'; power 'stands for centuries'
- 2 'Mc' is used to describe something cheap, of poor quality.

EXTENSION Ask the students what they think about *power* and *money*. Do they agree with the speaker? Why/Why not?

Exercise 2a

Text summary: The text describes how today's world is controlled by the 6,000 most powerful people, which the author calls the Superclass. Many of these people are extremely wealthy, and control multinational corporations.

- Students read the two questions and then find the answers by reading the text.
- Students compare their answers with a partner.
- Check the answers together.

SUGGESTED ANSWERS

- 1 The 6,000 most powerful people on the planet who control the other seven billion of us.
- 2 Their power transcends borders; its members have more in common with each other than with their fellow citizens.

- Check *purse strings* (= a way of referring to money and how it is controlled or spent), *hacker* (= a person who secretly finds a way of looking at and/or changing information on somebody else's computer system without permission), *to infiltrate* (= to enter or make somebody enter a place or an organization secretly, especially in order to get information that can be used against it), *to breach* (*security*) (= to make a hole in a wall, fence, etc. so that somebody/something can go through it; also used figuratively (e.g. to gain access illegally to 'secret information/data'), *prestigious* (= respected and admired as very important or of very high quality), *networking* (= a system of trying to meet and talk to other people who may be useful to you in your work), *philanthropist* (= a rich person who helps the poor and those in need, especially by giving money), *wary* (= if you are wary of someone or something, you do not trust them completely).

Exercise 2b

- Write *money* and *power* on the board, and elicit a word from the text associated with each one.
- Ask students to complete these lists with other words or phrases from the text related to each word.

SUGGESTED ANSWERS

money: economies, banks, financial, purse strings, wealthy, billionaire, wealth, economy

power: superpower, control, knowledge, infiltrate, bring down, superclass, powerful, influence, authority, oversee

DICTIONARY SKILLS Ask students to check the text again and also find these words in a good monolingual dictionary. Ask them to find what words they collocate with, e.g. *hold the purse strings, financial institutions*, etc.

CRITICAL THINKING Ask students what their opinions are on the idea in the text. Is it right that 6,000 people control the way in which we live? Why/Why not? If they were part of the group, what ideas would they want to promote?

Exercise 3a

- Students read the Grammar focus box, and complete the rules with the underlined phrases in the review.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- the wealth they have accumulated
- A group of new growing economies working together
- the world in which we live
- which means they can breach security and bring down governments

EXTRA SUPPORT Some of the rules in the Grammar focus box will be very familiar to students. If necessary, however, help students to identify the subject and object relative pronouns, e.g. *There's the woman (who/that) I was talking about* (= I was talking about that woman = object). When the pronoun is an object, we can omit it.

- Remind students to check the *Grammar reference* on page 150, where there are two more practice exercises they can do for homework.

Exercise 3b

- Check the pronunciation of *lobbyist* /'lɒbiɪst/.
- Students read the description of a lobbyist and then choose the best definition.
- They check their ideas with a partner.
- Elicit their answer.

ANSWER

2

Exercise 3c

- Students read the description again, and choose the correct options. Sometimes both are correct.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together. Ask students for reasons for their choice of answer.

ANSWERS

- who
- both
- both
- for whom
- which
- both
- who
- both

EXTRA SUPPORT Help weaker students by eliciting why (i.e. the rules) for each one. Working together with a partner will also help them.

Vocabulary & Speaking common phrases with relative pronouns

Exercise 4a

- Students complete the sentences using the correct relative pronouns. Do the first one together.
- Students check their answers with a partner.
- Check the answers together. Ask students for reasons for their choice of answer.

ANSWERS

- which
- which
- why
- which
- when
- whom
- which
- where
- which
- which

STUDY TIP Suggest that students record the phrases in an example sentence about themselves in their notebooks, in order to help them remember it better. Sharing their ideas with one or two other students will also help.

Exercise 4b

- Put students into small groups. Ask them, as a group, to choose three sentences from exercise 4a which they find interesting.
- Ask the students to decide if they agree or disagree with each statement. They should give reasons for their answers.
- You could demonstrate this activity first, choosing one of the statements, eliciting students' opinions, and then asking them to give reasons to support their ideas.

EXTENSION You could remind students to try to persuade the other people in their group that they are right, using the language from lesson 4.4 on negotiating.

FEEDBACK FOCUS Find out whether any students were able to change the minds of others in their group.

DICTIONARY SKILLS Students might be interested to see how some of these words are used in other contexts. You could suggest they look up the following words in a good dictionary, and note down the ones they find relevant to them: *extent, reason, point*, etc.

Exercise 5

- For this activity, students will work in A+B pairs. First, Students A should look at the activity on page 129 of the Coursebook, and Students B at the activity on page 135.
- Each student completes a set of sentences using a relative clause, and their own ideas.
- If necessary, refer students back to the expressions in exercise 4a.
- Remind students that they will be asked to give reasons for their answers.
- When they have completed the sentences, put students into pairs, A+B, to share ideas.
- You could also encourage them to ask questions to find out more information about the situation.

EXTRA SUPPORT Students could work in groups – all As together, and all Bs together – to help each other complete the ideas, before pairing up with someone from the other group.

FEEDBACK FOCUS When they have finished, elicit the most interesting idea each person in each pair heard. Check also their use of expressions from exercise 4a, and use of relative clauses.

ANSWERS

Student A

a
1 which
2 why
3 which

Student B

a
1 when
2 which
3 where

5.2 The power of the sun

Goals

- Use quantifiers
- Use phrases with *of* to describe quantity

Grammar & Speaking quantifiers

Lead-in

- Write *the sun* on the board.
- Ask students to think about what the sun means to them, and to draw something related to the sun in their notebooks. Give them one or two minutes only.
- In pairs or small groups, they should try to guess the others' associations with the sun.
- Elicit a few of their ideas.

Exercise 1

- Focus students' attention on the photos, and ask them to work in pairs to find the significance of the sun in each one.
- You could prompt them by asking if the sun plays a positive, negative or neutral role in each case.
- Elicit some of their ideas.

ANSWERS

sun as a source of energy; sun as a symbol on a flag; sun in terms of beauty or a health threat; sun in ancient cultures

Exercise 2a

- Students work in pairs to answer the quiz questions. Suggest that if they don't know the answers, they should try to guess.
- Give them three minutes.

EXTENSION You could go through the answers together, to see how similar or different they are, but don't say which are correct yet.

WATCH OUT! Modern English uses one billion to mean 1,000,000,000 (i.e. one thousand million). Traditionally, and now rather old-fashioned, one billion was 1,000,000,000,000 (i.e. one million million).

Exercise 2b 5.1

Audio summary: On the radio programme, the presenter gives some basic facts about the sun, and then talks in more detail about how ancient cultures used it in their lives, how it affects our well-being, and how plants and humans depend on it.

- Tell students they will hear the start of a radio programme. Ask them to listen and find the answers to the quiz questions.
- Play track 5.1.
- Students check their answers with a partner.
- Check the answers together.
- Find out if any of the information was surprising, and why.

ANSWERS

1 c 2 b 3 a 4 a, b and c 5 b 6 c 7 c
8 a, b and c

AUDIOSCRIPT 5.1

The sun: it wakes us up in the morning, provides us with light and heat, and if it were a person, it would be about forty years old.

The sun is in fact around 4.5 billion years old and it's about halfway through its life. At some point in the future, probably in about five billion years, the sun will start to die. In practical terms the sun is a star located about 150 million kilometres from Earth. It's made up of hydrogen and helium. At its equator the sun completes a rotation every twenty-six days. But the sun means much more to us than this.

Look at any of the ancient cultures and you'll find the sun has an important role. There are over 3,000 structures in dozens of countries from Stonehenge in England to the Mayan pyramids, from the Dancing Stones of Kenya to solar temples in India. Each of the constructions shows our fascination with the sun. The sun was worshipped by Aztecs, Incas, Egyptians, Greeks and Romans. We can only guess at some of the details, but all we know is that the sun was worshipped across the whole planet. Both the sun and the moon influence humanity's view of time, and calendars have been based on each of them.

Many people today still associate a suntan with health and well-being, but in the past this was certainly not always the case. Back in the sixteenth century in Europe, very pale skin was considered beautiful and some people would either stay out of the sun completely or use lead oxide and arsenic – two highly toxic chemicals – to achieve the desired pale effect. As you can imagine, neither of the two was very good for you and poisoning was not uncommon. Today, however, some people have more than enough exposure to the sun and visits to tanning salons are not uncommon: in the USA alone some twenty-two million customers visit them.

The sun is vital to life on Earth. All plants depend on sunlight for photosynthesis, and in turn, plants are vital for feeding humans. Neither plants nor humans could exist without the sun. Without enough exposure to the sun, the body fails to generate vitamin D which helps to regulate both the immune system and the correct functioning of proteins and minerals. Aside from this, a number of other bodily functions, such as our internal body clock, nervous system, and state of mind, all depend on exposure to the sun.

- Check *arsenic* (= a chemical element; arsenic is an extremely poisonous white powder).

Exercise 2c 5.1

- Divide the class into two groups, A and B. Each group will make notes on three sub-topics about the sun.
- Ask the students to read the three sub-topic headings they should make notes under.
- Play track 5.1 again.
- Ask students to check their answers with someone else in their group.

ANSWERS

- the sun and time: Both the sun and the moon influence our view of time, and calendars have been based on each of them.
- structures related to the sun in ancient cultures: There are over 3,000 in a wide range of countries, e.g. Stonehenge in England, the Mayan pyramids, the Dancing Stones of Kenya and solar temples in India.
- plants and the sun: Plants depend on sunlight for photosynthesis and, in turn, plants are vital for feeding humans.
- the sun's rotation: takes twenty-six days
- the sun and health – in the past and today: People associate a suntan with health and well-being, but this wasn't always the case.
- body functions which depend on sunlight: our internal body clock, nervous system and state of mind

Exercise 2d

- Put students into pairs, A+B. Students tell each other what information they noted down.
- Elicit what information they found more interesting.

EXTRA ACTIVITY If your students are interested, ask them to find out more about one of the ancient cultures (students could choose one) outside of class time. Ask them to bring their findings to class next time to share with the group.

EXTENSION Find out students' own experiences relating to the sun, particularly concerning getting a tan, and using the sun's energy: for humans as well as plants the sun is a source of renewable energy, e.g. do they have, or know of, any solar panels?

Exercise 3a

- Students complete the sentences with one of the words from the box.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 several 2 most 3 much 4 many

Exercise 3b 5.2

- Students listen and write down the four sentences.
- Play track 5.2.
- Students then underline the quantifying phrases.
- Ask them to check their answers with a partner.
- Then check the answers together.

ANSWERS/AUDIOSCRIPT 5.2

- 1 Look at any of the ancient cultures and you'll find the sun has an important role.
- 2 The sun completes a rotation every twenty-six days.
- 3 Each of the constructions shows our fascination with the sun.
- 4 All we know is that the sun was worshipped across the whole planet.

EXTRA ACTIVITY Write the following on the board: *all, any, each, either, every, neither, whole*. Ask students to work alone, choose four of the words, and write a sentence to include each, focusing on a topic relating to the sun, e.g. energy, staying healthy or holidays. Ask students to compare their sentences, and discuss why they chose the ones they did. Then ask them to consider the grammar when using these words: what did they have to bear in mind (e.g. singular/plural verbs, positive/negative, etc.)? Elicit some of their sentences, and any rules they came up with.

Exercise 4a

- Ask students to read the Grammar focus box.
- Then ask them to add the examples from exercise 3b in the spaces a–d.
- Students compare their ideas with a partner.
- Check the answers together.

ANSWERS

a 4 b 2 c 3 d 1

- Remind students to check the *Grammar reference* on page 151, where there are two more practice exercises they can do for homework.

Exercise 4b

- Students read about another important way the sun is used, and underline the correct words to complete the information.
- They then check their answers with a partner.
- Check the answers together.

ANSWERS

- We all know
- all three
- each
- either
- whole
- all
- any
- Every
- each

CRITICAL THINKING Ask students to work in small groups. They choose one of the following questions to discuss:
1 What should we be doing to make more use of the sun's energy as a renewable source? What could or should governments do to encourage people to use less oil and gas, and more renewable sources?

2 Some people insist on getting a tan, but only many years later do they suffer serious consequences. What more can be done to raise awareness in young people of the dangers of the sun?

Vocabulary & Speaking phrases with of to describe quantity

Exercise 5

- Focus students' attention on the house in the photograph.
- Then ask them to read the questions, and discuss their answers with a partner.
- Elicit some of their ideas.

EXTENSION Ask students if they would like to live or work in the house. Why/Why not?

ANSWERS

Students' own answers

Exercise 6a 5.3

- Students listen and write down the three sentences.
- Play track 5.3.

ANSWERS/AUDIOSCRIPT 5.3

- There's loads of light in the house.
- Some people might think there's a lack of privacy – anyone can see inside.
- One problem is where to put cupboards and shelves – with all those windows, there's a real shortage of wallspace.

Exercise 6b

- Ask students to underline the quantity expressions in the sentences in exercise 6a, and then to write them in the correct place in the table.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

too much/many	a lot	not much/many	not enough/none
	loads of		a lack of a (real) shortage of

Exercise 6c

- Students read the expressions, and add them to the table in exercise 6b.
- Students check their answers with a partner.
- Check the answers together.

Exercise 6d

- Students decide if the words can be used with countable (C) or uncountable nouns (U), or both (B).
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

too much/many	a lot	not much/many	not enough/none
a surplus of (B) an excess of (U) an excessive amount of (B) an excessive number of (C)	a great deal of (B) dozens of (C) the majority of (C)	a handful of (C) a touch of (U)	an absence of (B)

EXTRA SUPPORT If you think your students will need more practice, put these phrases on cards – one set of cards per pair or group. Ask students to put them in order, from *none*, or *not enough*, to *too much/many*. There will be several possible answers, but the students will have a chance to experiment with the quantities to help them to learn.

Exercise 7

- Students work in pairs to choose the correct option to complete the sentences.
- Elicit their answers.

ANSWERS

1 a touch of	4 an excess of
2 shortage	5 A lack of
3 an excessive amount of	

EXTRA ACTIVITY Ask students to choose three of the quantity phrases, and to write a sentence related to themselves, but putting a gap in place of the phrase, e.g. *I'm not pleased because our teacher has given us ... (an excessive amount of) ... homework*. When students have written their three sentences, they join one or two other students and try to guess what phrases the writer had in mind.

Exercise 8

- Students work in groups of four. Students A, B and C are all inventors of solar-powered devices, and are looking for an investor. Student D is an investor, but can only invest in one idea.

- Divide students into four groups, A, B, C and D. Tell them to look at their role cards at the back of the Coursebook. Student A should look at page 129, Student B at page 135, Student C at page 140 and Student D at page 141. Give them time to read and understand their role, and ask if they have any questions.
- If you have an extra student, two students could work together as the investor.
- Students A, B and C should work to prepare arguments for why their idea is the best. Student D should prepare questions to ask each inventor.
- Remind students to refer back to the quantity phrases.

EXTRA SUPPORT If you have a weaker group, students could prepare their arguments and questions in groups.

- When the students are ready, regroup them A+B+C+D. In turn, D should ask each A, B and C their questions.

FEEDBACK FOCUS When they have finished, ask each investor which idea they have decided to invest in, and why. What strategies did the inventors use to persuade them? Would the others use some of these strategies next time? Why/Why not? Give praise for good use of quantity phrases.

5.3 Vocabulary and skills development

Goals

- Understand complex sentences
- Use compound adjectives and nouns

Reading understanding complex sentences

Lead-in

- Put students into pairs. They are going to make a list. Give them sixty seconds, and find out which pair can make the longest list. They need one piece of paper and pen, per pair. Tell them you will give them one example to start them off.
- Students should write down as many ways of communicating on the internet as possible, e.g. *online chat*.
- Start the clock.
- After sixty seconds, tell students to put down their pens, and count the items.
- Find out which pair has the longest list, and ask them to read it out. Then ask the other students to add any ways of communicating that haven't been mentioned.

Exercise 1a

- Students work in pairs and discuss the three issues.
- Check *go viral* /'vərəl/ (= used to describe a piece of information, a video, an image, etc., that is sent rapidly over the internet from one person to another).
- Encourage students to come up with arguments to support their ideas.
- Elicit some of their ideas.

Exercise 1b

- Focus students' attention on the photos of internet campaigns which went viral.
- Students discuss the photos with a partner, and try to decide what each one is about.

EXTENSION Ask students if they were, or if anyone they know was involved in any of these campaigns. What was it like? What was the aim of the campaign?

Exercise 1c

Text summary: The text first describes some of the memes which were used in the online campaigns. It then goes on to talk about what memes are, how they are used, and the benefits and drawbacks of some of these campaigns.

- Students read the introduction and decide what the author's attitude is.
- Students compare their answers with a partner.
- Check the answers together.

SUGGESTED ANSWER

b) The following words make it clear that the author is critical: *dumping*, *for no good reason*, *craze*.

- Check the pronunciation of *meme* /mi:m/.

Exercise 2

- Before doing this exercise, ask students to read the *Unlock the code box*.
- Explain that, as in the first feature, when we add a descriptive phrase *after* a noun, it is called *post modification* (modifying the noun after it).
- Then ask them to look again at the introduction to the article, and decide which feature each phrase in blue exemplifies.
- Students check their ideas with a partner.
- Check the answers together.

ANSWERS

- 1 figures in the business world
- 2 eye-catching photos (which are) posted on the internet
- 3 it seems these crazes are becoming more and more popular
- 4 Looking at some of the things online today

WATCH OUT! Remind students that if they want to use participle clauses in their own writing, the subject of the main part of the sentence must correspond to the participle, e.g. *Using social media, I have become more active with university colleagues*. NOT *Using social media, my tablet is now a key part of my university life*:

EXTRA ACTIVITY If your students have difficulties with complex sentences, you can also ask them to break a sentence down into several very short and simple sentences, e.g. *The questionnaire was answered by people using the internet daily* → *A questionnaire was sent out. Some people use the internet daily. These people answered the questionnaire.* If they are able to break down the complex sentence to its bare facts, they will be in a better position to understand the content, as well as how the sentence has been constructed.

Exercise 3a

Background note: Richard Dawkins is an English ethologist (someone who studies animal behaviour scientifically), evolutionary biologist and writer.

- Before students read the rest of the article, ask them to look at the list of points, 1–6. Ask them to tick which ones they think the article will include.
- Then ask them to read the article and check the points.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

- 1, 2, 4, 5, 6

- Check *NGO* (= non-governmental organization, e.g. a charity, association, etc. that is independent of government and business).

EXTENSION Ask students which bit of information in the article they found more interesting, and why.

Exercise 3b

- Students read the sentences and decide whether they are true or false. Then they read the article again and correct the false sentences.
- Students compare their answers with a partner.
- Check the answers together. You may need to help students with clarifying the meaning of some of the more complex sentences.

ANSWERS

- 1 F – The term 'meme' was first used by Dawkins.
(depends on correctly decoding participle clause *First used by biologist Richard Dawkins in the 1970s, the word 'meme'*)
- 2 T (depends on correctly decoding the reduced relative in *a joke shared between friends can become a global phenomenon in a matter of hours*)
- 3 F – They wanted to use this idea once they had seen how effective memes could be. (depends on correctly decoding the participle clause in *Having seen the potential of the meme, marketing executives were keen to use this powerful tool*)
- 4 T (depends on correctly decoding post-modification in *donations for charities and NGOs*)

- 5 F – They say many of those who take part are motivated by the meme more than the cause. (depends on correctly decoding *they say many people taking part are engaged more by the meme than by the real issue*)
- 6 T (depends on correctly decoding omission of *that* and post-modification in *they also feel the income one charity receives may be out of proportion with the relative extent of a given disease, or reduce donations to other causes not in the public eye*)

CRITICAL THINKING Ask students to discuss the ice-bucket challenge (or another similar campaign) in small groups. Are they for, or against, the idea of carrying out such a campaign? Would they join in? Why/Why not?

Vocabulary compound adjectives and nouns

Exercise 4

- Students read the definitions and then find a word or phrase in the article to match each one. It may help to point out that each phrase includes at least two words, or one word made of two words (i.e. a compound noun).
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

- eye-catching
- an inside joke
- a lottery ticket
- tenfold
- in the public eye

PRONUNCIATION Remind students that it's important to stress the correct word in each expression. Ask them to decide which word or syllable they think the stress should be on.

eye-catching, inside-joke, lottery ticket, tenfold, in the public eye.

- Then ask students to look at the Vocabulary focus box.

EXTENSION Ask students to identify what type of compound word each of the answers in exercise 4 is, e.g. *eye-catching*: *noun + participle*.

STUDY TIP Remind students to record vocabulary not only as single items, but as compounds, collocations or even phrases: doing this in the form of a mind map further helps store them on paper, as well as in their minds.

Exercise 5a

- Students match a word from each column to make compound nouns and adjectives.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

- b
- g
- d
- f
- c
- i
- e
- a
- j
- h

Exercise 5b

- Students complete the sentences using a compound from exercise 5a.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

- narrow-minded
- old-fashioned
- social media
- fast-moving
- quick-thinking
- time-consuming

PRONUNCIATION Again, remind students to think about which word in each compound is stressed. Sometimes this information is given in a monolingual dictionary.

Exercise 5c

- Put students into small groups, and ask them to discuss the statements in exercise 5b.
- Encourage them to ask each other specific questions to find out what others in their group think, and why. Give them about six minutes, altogether.

FEEDBACK FOCUS Find out which statement students were most interested in, and why. Comment also on students' use of compound words.

EXTRA ACTIVITY Ask students to work in pairs and write down five more compound adjectives and nouns. They should then list the words in two columns, with the words in the right-hand column mixed up. When they are ready, pairs should swap their list with another pair and try to match the compound words.

5.4 Speaking and writing

Goals

- Manage conversations
- Use emphasis in writing

Listening & Speaking managing conversations

Lead-in

- Ask students to decide which they think is more important: healthy food, or keeping fit. Ask them to discuss their ideas with a partner.
- When they are ready, take a vote: ask students who think healthy food is more important to raise their hands. Count the numbers. Then do the same for keeping fit.
- Record both numbers on the board. Try to avoid abstainers (i.e. people who vote for neither!). You could take another vote later and compare results.

Exercise 1

- Put students into pairs. Ask them to read the questions, and discuss their answers with their partner. Encourage them to support their ideas with reasons.
- Elicit some of their ideas, with reasons.

Exercise 2a 5.4

Audio summary: The two short conversations are about staying healthy. In each, one person is for the idea, and the other is against, or more cautious.

- Students listen to the conversations and decide what the specific topic is, and each speaker's opinion about it.
- Play track 5.4.
- Students compare their answers with a partner.
- Check the answers together.

EXTENSION Ask the students what their opinions are concerning food supplements.

ANSWERS

Conversation 1: they're talking about vitamin complex pills; the man thinks they're worth a try; the woman is sceptical and concerned about the risks.

Conversation 2: the man thinks he should eat more superfoods to lose weight; the woman thinks he could start running to get fit; she is sceptical about superfoods and thinks he should have a sensible diet.

AUDIOSCRIPT 5.4

- 1 A What's that you're taking?
B It's a new vitamin complex pill. I came across it in the health food store.
- A What's it supposed to do?
B Well, it says on the box ... it builds up your immune system ... it helps prevent colds and other minor ailments it supplies all of your daily recommended dose of vitamins A, D and E. Sounds like just what I need.
- A It sounds too good to be true to me!
B Ah no, that's where you're wrong. Vitamins are good for you.

A Vitamins may be but I'm not so sure that vitamin supplements are!

B Well, I don't know about that, but I think it's a good idea.

2

A I've just discovered I've put on two kilos. I've got to do something about it – fast.

B OK – if you're really serious about getting fit, you could take up running – you know – do five kilometres a day. You could start running one a day and build up ...

A Aw no, you're kidding, aren't you? That sounds too much like hard work.

B I guess so – you've got a point there. Perhaps you should try cutting down on fatty food – you do eat fries with everything.

A You're absolutely right! Now ... where's that article I was reading last week on superfoods? ... Here it is. Yeah, look, it says here you should cut out potato chips, fries and that sort of thing and eat more superfoods.

B Superfoods – what are they?

A You know, things like blueberries, grapefruit, pistachios ...

B Really? I'd no idea there were such things as superfoods – but you can't live on those alone – you need to be sensible or you'll never keep it up.

- Check *immune system* /ɪ'mju:n/ (= the system in your body that produces substances to help it fight infection and disease) and *ailment* (= an illness that is not very serious).

Exercise 2b 5.4

- Before doing this exercise, ask students to read the beginnings of the phrases, and see if they can complete them.
- Then they listen to the conversations again to complete the phrases, or check their answers.
- Play track 5.4 again.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 where you're wrong

2 so sure

3 it's a good idea

4 got a point

5 right

6 I'd no idea

WATCH OUT! Make sure students are aware of the difference between *chips* and *crisps*: in British English, *chips* are usually freshly cooked slices of potato, served hot. *Crisps* are very thin, cold and dry, sold in bags and usually flavoured. In American English, *chips* are known as (French) fries, and *crisps* are known as (potato) chips..

- Then ask students to read the Language for speaking box. They should put the phrases in the correct category in the box.
- Students check their answers in pairs.
- Check the answers together.

ANSWERS

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

PRONUNCIATION Remind students to think about which word or syllable in each phrase is stressed, and where ends of words link with beginnings of words, e.g. *it's a good idea*.

EXTRA SUPPORT Ask students to read the Language for speaking box, read each phrase out loud to themselves, and decide which one or two phrases from each section they like and would feel comfortable using. Ask them to mark each one with an asterisk. Then ask them to compare their ideas with a partner.

EXTRA ACTIVITY As revision next time, you could put each phrase from the Language for speaking box on a separate slip of paper, and give a set to each small group of students, asking them to put the phrases in groups. To make it more difficult, you could include only the key words, e.g. *couldn't* for *I couldn't agree more*, *follow* for *I'm not sure I follow you*, etc. Students will need plenty of exposure to these phrases to be able to use them naturally.

Exercise 3a

- Focus students' attention on the images of the different things people do to stay fit and improve their health.
- Working on their own, students think about the pros and cons of each thing.
- Give tips to get them started, e.g. *over-exercising can be bad for you, especially if you don't warm up properly first*.
- Encourage them to come up with reasons and/or examples to support their ideas.

Exercise 3b

- Put students into groups, and ask them to discuss their ideas. Encourage students to come up with two ideas for, and two ideas against each image.
- Remind them to use the phrases for agreeing and disagreeing from the Language for speaking box.
- When they have finished, ask each group to join another group to compare ideas. Did they have the same or different pros and cons?

SMART COMMUNICATION Make sure no individual student dominates the discussion, and make sure all students participate. One way to raise awareness of how much students speak is to ask them, after a discussion, to draw a circle the size of an espresso cup and to divide it according to how much each person spoke. If they do this in secret, it can then be quite revealing to compare pie-charts afterwards. Help students maintain a more balanced discussion by suggesting they bring in quiet speakers, and use strategies (*May I just ...* and body language) to interrupt politely.

FEEDBACK FOCUS Focus on students' ability to agree and disagree politely, and to have a balanced discussion. Give praise for good argument support. Comment also on effective use of phrases from the Language for speaking box.

Reading & Writing emphasis: inversion and cleft sentences

Exercise 4a

- Students discuss the questions with a partner.
- Elicit some of their answers.

Exercise 4b

Text summary: The blog post presents some facts about the dangers of energy drinks in terms of the amount of caffeine and sugar they contain.

- Students read the post and decide what the writer thinks about energy drinks. Encourage them to come up with evidence from the text for their opinion.
- Students compare their ideas with a partner.
- Elicit a few ideas.

ANSWERS

The writer thinks energy drinks are a bad thing – they are now more widely available and consumed; there has been a particular increase in consumption among schoolchildren, one in twenty of whom has an energy drink instead of breakfast; they have a dramatic effect on behaviour (hyperactivity, jitters, then lethargy and tiredness); children as young as ten drink them; they contain thirteen teaspoons of sugar and up to 160 mg of caffeine per litre.

- Check *jittery* (= anxious and nervous, and maybe a little shaky); check the pronunciation of *caffeine* /'kæfi:n/.

EXTENSION Ask students if they would 'like' or 'reply' to the post. Would they perhaps 'share' it? Why/Why not?

Exercise 5a

- Students read the Language for writing box about emphasis.
- Ask them to find six sentences in the text, each one illustrating one of the rules in the Language for writing box.
- Students add the examples to the correct place in the Language for writing box.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

Inversion

- a** Under no circumstances should young children
- b** Such is the success of the energy drinks industry that
- c** So popular have the drinks become that

Cleft sentences

- d** It's children as young as ten who
- e** What makes them so dangerous is
- f** The thing that really concerns me, however, is

EXTENSION Ask students to read the sample sentences again and decide if they agree, or not, with each one and the writer.

Exercise 5b

- Students work alone to rewrite the sentences starting with the words given to add emphasis.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 Seldom do you meet someone who dislikes coffee.
- 2 So popular is caffeine that 80% of people on the planet consume it regularly.
- 3 What few people know is that a mug of coffee contains more caffeine than an energy drink.
- 4 The thing which surprises many people is that chocolate contains caffeine.
- 5 It's espresso coffee which/that contains the most caffeine.
- 6 Not only does caffeine act as a stimulant, but it also reduces blood flow to the brain.

EXTRA ACTIVITY

Ask students to work in small groups. Together they choose four or five phrases from the Language for writing box for adding emphasis. Ask them to choose one of the following two topics, and one age group: a) healthy diet, b) keeping fit, 1 Very young children, 2 Teenagers, 3 The elderly. Ask them to write sentences with emphasis, each one using a phrase from the Language for writing box. They then swap sentences with another group. Each group discusses the new sentences and decides if they agree with them or not. Groups then report back on their ideas.

Exercise 6a

- Students work on their own to write a forum post giving their opinion on one of the topics. Remind them that they should come up with a balanced argument.

EXTRA SUPPORT If you have weaker students, they could work in pairs while they collect a few ideas.

- Give students three or four minutes to put some thoughts on paper, and then five minutes to write the post. If you don't have time, they could write this up outside class time.
- Remind students to use phrases from the Language for writing box.

Exercise 6b

- When they are ready, put students into groups of three. They should read each other's posts and add a comment at the end.
- You could stick the posts to the wall and let students read and comment on several posts. When they have left their comments, the author should read them. They could prepare a very short summary to the class of what was said.

FEEDBACK FOCUS Read students' forum posts and comments and find out which topic or post caused the most comments, and why: was it because of the topic itself, what the author wrote, or how they presented their ideas? Give praise for students' use of phrases for adding emphasis.

5.5 Video

The power of the sun

VIDEOSCRIPT

The sun gives us light, heat and energy. In short, it gives us life. Mankind has always been aware of the sun's importance. Ancient civilizations worshipped it as the giver of life, and it has been a powerful symbol for cultures across the world for thousands of years. But until recently, we knew very little about it.

The discovery that the Earth revolves around the sun – rather than the other way around – was a turning point in our understanding of the universe.

Since then, many people have worked tirelessly to find out more. Today, we know that the sun, which is around 150 million kilometres from the Earth, is a massive ball of gas around which the rest of the solar system orbits. It is made of 92.1% hydrogen and 7.8% helium, and burns at around 15 million degrees Celsius at its core.

For millennia, people have harnessed this extraordinary energy. Early societies built their homes to maximize light and heat, and even the earliest farmers knew the extent to which crops and livestock depended on the sun.

But more recently, we have developed a different use for solar energy – to produce electricity.

For over a century, we have produced most of our electricity using fossil fuels, and today traditional sources such as coal, oil and gas provide 86% of the world's energy. It's a huge industry, and each year we produce 7.6 billion tonnes of coal and over 34 billion barrels of oil every year.

But this supply is about to peak and will soon decline. At the same time, demand for energy is increasing, especially in emerging economies like China and India. In order to meet this growing demand, companies across the world are looking for new energy sources, one of which is the sun.

Avra Valley is a large solar farm in Arizona. It stretches across 300 acres of desert and produces 25 megawatts of electricity. At full capacity, Avra Valley can serve more than 20,000 homes, and over the next twenty-five years, it is hoped the electricity being produced here will offset around 51,500 metric tonnes of carbon dioxide, which is the equivalent of taking 10,700 cars off the road every year. But how exactly does it work?

Avra Valley consists of hundreds of these photovoltaic solar panels. Photovoltaics is the most common way to convert solar energy into electricity. It was first discovered by the French scientist Alexandre-Edmond Becquerel when he was just nineteen, and today's panels are still based on the same fundamental principle.

The panels soak up the sun through these silicon sheets, and this creates an electric charge which is then channelled through these metal conductors. This method is clean and green, but there are some issues – the greatest of which is cost.

Harvesting solar energy in this way is very inefficient. Only around 23% of the sun's energy is converted into electricity. By the time it reaches the electricity grid, this

will have reduced to a mere 15%, meaning that 85% of the sun's energy is wasted. These panels are also very expensive to produce and maintain, meaning that at the moment, solar-generated electricity is much more expensive than that produced by coal, oil or gas.

But things are changing. Over the last few years, the cost of solar panels has reduced by around 70%, and it is due to fall even further in the future. Huge solar plants like Avra Valley can also produce cheaper solar energy thanks to their larger economies of scale, making it much more economically viable for energy companies to buy and sell solar-produced electricity.

The sun is by far the greatest source of energy on Earth, but scientists are still working on unlocking its full potential for electricity production. Avra Valley is at the heart of this mission. The workers here hope that if they can produce enough affordable electricity, they can make solar energy a realistic alternative to fossil fuels, helping to create a brighter, cleaner future that we can all enjoy.

VIDEO ANSWERS

Exercise 1

- 1 religious significance of the sun
- 2 traditional fuels which are non-renewable and running out, in contrast to solar power
- 3 solar panels used in the production of solar energy

Exercise 2

- 1 a powerful symbol, worship
- 2 ball of gas, universe
- 3 coal, fossil fuels
- 4 solar farm, solar panel

Exercise 3

b, c, e, f, h

Exercise 4

- 1 Until recently, we knew very little about the sun.
- 2 The sun is made up of 92.1% hydrogen and 7.8% helium.
- 3 Traditional sources such as coal, oil and gas provide 86% of the world's energy.
- 4 Avra Valley is located in Tucson, Arizona.
- 5 The electricity being produced will offset around 51,500 metric tonnes of carbon dioxide, which is the equivalent of taking 10,700 cars off the road every year.
- 6 Solar energy can be expensive to produce.
- 7 85 % of the sun's energy is wasted.
- 8 The cost of solar panels has reduced by around 70% and it is due to fall even further in the future.

Exercise 5

Suggested answer:

This highly informative documentary looks at different aspects of the sun, such as its religious significance and its physical properties. But can the sun provide a viable alternative to traditional energy sources? To answer this question, the programme looks at the Avra Valley solar farm and the potential of solar power to solve the energy problems facing the planet today.

Review

ANSWERS

Exercise 1a

underline = relative clauses; brackets = omissions

There are many people ¹who feel they have little influence on the world today. However, one way ²[in which] people can have a positive effect on society is by volunteering. Joining an NGO is just one of the options ³[which are] available. There is a great variety of organizations ⁴[that] you can join, ⁵which means there's sure to be something ⁶[which] you're interested in.

This type of work brings great satisfaction to the people ⁷[who are] involved.

Exercise 2a

- 1 All of us want to have a more powerful position at work.
- 2 Neither solar power nor wind power is the answer to our energy problems.
- 3 We spent the evening arguing about politics.
- 4 Every region/Every one of the regions in my country is influential in national politics.
- 5 In any family you look at, it's the women who are in charge.
- 6 Each of these countries are in the European Union.

Exercise 3

- 1 The reason why
- 2 in which case
- 3 it's got to the point where
- 4 several of whom
- 5 the extent to which
- 6 by which time

Exercise 4a

a surplus of
a great deal of
a touch of
a shortage of
an absence of

Exercise 4b 5.5

ANSWERS/AUDIOSCRIPT 5.5

a scarcity of – a shortage of
a complete lack of – an absence of
an excess of – a surplus of
a shade of – a touch of
a significant amount of – a great deal of

Exercise 5a

- 1 having a good range of machines and other resources
- 2 disadvantages
- 3 post made up of advertising, special offers, etc.
- 4 nervous or embarrassed about what people think of you
- 5 things which demonstrate power or wealth
- 6 taking up a lot of time

6.1 Play games and save the planet?

Goals

- Use *would*
- Talk about preferences

Grammar & Listening uses of *would*

Lead-in

- Write *coffee, sugar, chocolate* and *Facebook* on the board, and try to elicit what these things could have in common, i.e. they can all be *addictive* (= describing an activity or type of behaviour which some people need to do as often as possible because they enjoy it).
- Ask if students can think of any other things which can be addictive.
- Check *addiction* (= the condition of being addicted), and *addict* (= the person).
- You could ask students how long they spend online and how much of that is on social media, or online games: do they think they spend too much time on these?

Exercise 1

- Students work in pairs and discuss the questions.
- Elicit some of their answers.

EXTENSION Find out if any of your students play online games. Ask any who do, to explain very briefly what the game is and why they enjoy it.

Exercise 2

Text summary: The article gives some facts and data about online gaming and explains how some of these games can have positive outcomes for scientists.

- Students read the extract from the newspaper article and find the attraction of playing online games.
- They discuss their ideas in pairs.
- Elicit ideas from the group.

SUGGESTED ANSWER

to find patterns which can be used to solve medical and scientific problems.

WATCH OUT! Point out that *to game* is now a verb used to describe the activity of playing video or online games, or risking money in games of chance; the person playing is called a *gamer*.

Exercise 3 6.1

Audio summary: The four short extracts discuss online gaming used for solving medical or scientific problems. Each person gives their opinion of whether they think it is a good idea and whether it would work.

- Students listen to the conversations, and specifically for reasons for liking or not liking the idea of playing such games.
- Play track 6.1.
- Students share their ideas with a partner.
- Check the answers together.

ANSWERS

- 1 The games would be dull and he hated such games at school.
- 2 It would be good to use the resources in a constructive way; it would make her feel less guilty about playing so much.
- 3 She found the games addictive.
- 4 He wouldn't mind having a go; he asked his friends but they refused – they prefer shooting games.

- Check *get a buzz (out of something)* in extract 1 (= get a strong feeling of pleasure, excitement or achievement) and *to face* in extract 3 (= to accept that a difficult situation exists, although you would prefer not to).

AUDIOSCRIPT 6.1

1

I Would you be interested in playing games like this?
G1 Well, I'm not so sure. I'd have thought that the games would turn out to be pretty dull. When I was at school, the teachers would make us do these educational games, and I ended up having a deep hatred of them! I think most gamers would say that they play games because they enjoy them, and get a buzz out of them, so the games would have to be much better than the ones they play already.

2

I would've loved to know about these sites before. You know, so much money and resources and creativity go into these games, and I've often asked myself: wouldn't it be good to use those resources in a constructive way? I've always felt rather guilty about playing games, especially when it's two in the morning and I'm still online and I have to get up for work the next day! So to be able to feel that I was helping out in some way would be great. Maybe knowing these games are helping the world in some way would make me feel less guilty!

3

I I think you've actually played one of these games?
G3 That's right.

I That's interesting. Would you tell us what happened?
G3 The thing is, when I started playing, I didn't realize it would get so addictive, and that's important, because, let's face it, most people would sooner spend their time gaining points than saving the planet! I don't think anyone would play these games if they weren't high quality in themselves.

Funnily enough, my all-time favourite game is Tetris, which is the simplest, silliest game anybody has ever invented, and these games sound a bit similar. So I wouldn't mind having a go. Mind you, I'm not completely convinced by it. I asked some friends to try them out, but they wouldn't. They'd sooner play shooting games, and I think that would be true of lots of gamers – I don't think they'd be interested in saving a tree!

EXTENSION Ask students which person's opinions and ideas they most strongly agree with, and why.

Exercise 4 6.1

- Before students do this exercise, ask them to read the sentences and see if they can complete them. Then ask them to listen and complete them.
- Play track 6.1 again.
- Students share their answers with a partner.
- Check the answers together.

WATCH OUT! Point out that *sooner* here has nothing to do with time.

ANSWERS

- 1 'd have thought
- 2 would make us do
- 3 Would you tell us
- 4 would get
- 5 they wouldn't
- 6 'd sooner play

Exercise 5

- Students read the Grammar focus box on uses of *would*, and match sentences 1–6 in exercise 4 with the uses in the box a–f.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

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

EXTRA SUPPORT Help students to differentiate between the different uses referred to by using concept questions, e.g. (d) Is it fact? (no) Is it the speaker's opinion? (yes) Is *would* used as part of an expression to give an opinion? (yes); (f) Did it happen in the past? (yes) Did it happen more than once? (yes) Was it a habit or routine? (yes).

- Remind students to check the *Grammar reference* on page 152, where there are two more practice exercises they can do for homework.

Exercise 6

- Students read the two sets of sentence halves, and match them, adding *would* or *wouldn't* in the appropriate place.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- f We never imagined the game **would** become so popular.
- e Most gamers **would** sooner starve than stop playing in order to eat!
- a I **would** imagine that the objective is always to make the games addictive.
- d If you had to choose between career and family, which **would** you go for?
- g **Would** you ever consider working in the games industry?
- b There'll be plenty of people interested in this project, I **would** have thought.
- c I asked to take a selfie with my favourite player, but he **wouldn't** let me.

Pronunciation **would** in connected speech

- Students read the sample sentences. Encourage them to say them out loud, focusing on the contractions.
- Note that we do not usually write *I'd've thought*, although it's regularly used in spoken English.

WATCH OUT! Sometimes students confuse *would* and *had* when they're contracted to *'d*. Make sure students are clear about which word is intended.

Exercise 7a 6.2

- Students listen and write down six sentences, each including *would*.
- Play track 6.2.
- Check students have written down the sentences correctly.

ANSWERS/AUDIOSCRIPT 6.2

- I'd rather not.
- Would you give me a hand?
- She wouldn't say.
- I always knew I'd be a star!
- Where would you live if money was no object?
- I wouldn't have thought so.

EXTRA SUPPORT Point out that in number 5 *were* could also be used (*if money were no object*); this would be more formal. The structure could be labelled as a second conditional.

Exercise 7b

- Students work in pairs and choose two of the sentences. They should write a mini-conversation for each one.
- You could demonstrate the exercise using one of the sentences.
- Encourage students to be creative in how they use the sentences.
- When students are ready, ask them to practise their conversation together and then perhaps demonstrate each one.

FEEDBACK FOCUS Listen to the conversations, and give praise for interesting use of the sentences. Students could vote on the one they find the most interesting/surprising/fun.

Vocabulary & Speaking preferences

Exercise 8a

- Students work in pairs and group the words and phrases in the right category.
- Elicit one or two examples first.
- Students compare their answers with a partner.
- Check the answers together.

STUDY TIP Encourage students to record the prepositions used in these expressions accurately in their notebooks.

ANSWERS

Like: be a role model, take great pleasure in, be an inspiration to, would far rather, express a preference for, all-time favourite, look up to, have the highest regard for, idolize

Don't mind: be indifferent to

Dislike: loathe, look down on, can't stand, take a dislike to

- Check the pronunciation of *loathe* /ləʊð/ and *idolize* /'aɪdəlaɪz/.

Exercise 8b

- Students complete the sentences using words from exercise 8a.
- Do the first one together.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

- pleasure in
- dislike to
- regard for
- look up to/idolize, role models
- would far rather
- preference for
- looks down on
- all-time favourite
- indifferent to
- loathes/can't stand

Exercise 8c

- Students work in pairs to decide which words and phrases from exercise 8b they would use in a formal situation.
- Check the answers together.

ANSWERS

be a role model
be indifferent to
take great pleasure in
be an inspiration to
express a preference for
have the highest regard for

EXTRA ACTIVITY Students choose three sentences from exercise 8b, and rewrite two of them so that they are true for them, and one so it is false. Students then read their sentences to a partner, who has to guess which one is false.

Exercise 9a

- Students read and discuss three of the questions in pairs. Encourage them to give reasons for their answers.
- You could start by prompting a discussion on the first question.
- Alternatively, you could put each question on a card and give one to each pair. Give them two minutes for each question, and then rotate the cards clockwise to the next pair.

Exercise 9b

- Students decide which of their partner's responses they found most interesting. Elicit some of their ideas.

FEEDBACK FOCUS Focus on students' ability to discuss the questions fluently, and give answers with valid reasons. Comment also on good use of phrases for expressing preference.

CRITICAL THINKING Ask students to discuss the issue of role models: young people these days have a variety of people they idolize, or choose as role models. Sometimes these are celebrities, and sometimes well-known names from the past. Ask students to decide what makes a good role model, and which role models are not beneficial to young people. Encourage students to give reasons and examples to support their arguments.

6.2 The invention of leisure

Goals

- Understand and use verb patterns
- Talk about leisure, relaxation and stress

Grammar & Listening verb patterns

Lead-in

- Ask students to draw a circle the size of a coffee cup on a piece of paper and to divide it into how they spent the last twenty-four hours: sleeping, eating, working and leisure.
- Ask them to focus on the leisure time. Was it relaxing? Did it benefit anyone else (e.g. their children, friends, etc.)? Did it have a positive/negative impact on anyone else? How?
- Ask students to compare their circles in small groups, then elicit a few ideas from the group.

Exercise 1

- Students look at the photos and decide what links them. Ask them to discuss their ideas in pairs.
- Elicit some of their ideas.

ANSWER

They are all connected with the idea of 'leisure'.

Exercise 2a

- Students work in pairs. Ask them to read the sentences, and decide which one they most closely relate to.
- Encourage them to give reasons for their opinions.
- Elicit a few ideas.

Exercise 2b

- Students find a word or phrase in each sentence in exercise 2a for the meanings a–e.
- Students check their answers with a partner.
- Elicit the answers from the group.

ANSWERS

- a a get-together
- b getting away from it all
- c unwinding
- d into the countryside
- e lazing around

Exercise 3 6.3

Audio summary: The radio programme talks about the history of the idea of leisure, how the number of hours per week used to be different, and how this is changing again now.

- Students read the beginnings of the sentences and listen to the recording to complete them.
- Play track 6.3.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 1930s
- 2 sixty hours, six
- 3 four, twenty-five
- 4 77

AUDIOSCRIPT 6.3

I Mike, the whole idea of 'having a holiday' is quite a modern one, isn't it?

M That's right. Until quite recently, people only took one holiday in their lives – their honeymoon! The idea of 'leisure' is a modern one. In fact, most of the words we use for free-time activities are quite new – even the word 'weekend' is said to have been used in its modern sense for the first time as late as the 1930s. Most people then worked sixty hours a week over six days.

I It's strange, isn't it, when holidays and leisure are so important to us now – the idea of lying on a beach, unwinding ... and feeling relieved about having got away from it all ...?

But in fact, it seems as though the old, bad days of not much free time might be coming back?

M That's right. The amount of time devoted to leisure is dropping, not increasing. In the Netherlands, for example, it is reported to have gone down from forty-eight to forty-four hours per week in just twenty-five years. People are tending to work longer and longer hours.

I Yeah, I've noticed here at work the number of colleagues who get to December and then complain about not having taken all their holidays for the year ...

M Yes, apparently, British workers only take 77% of the annual holiday to which they are entitled. That means they work six days a year for free! At the end of the year, people always say they would like to have taken all their holiday but just couldn't get away from their desks. It does seem ...

Exercise 4 6.3

- Before playing the recording again, ask students to read the five sentences, and try to guess what words are missing.
- Students will then hear the extract again, and should complete the sentences with the exact words they hear.
- Play track 6.3 again.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 to have been used
- 2 having got away
- 3 to have gone down
- 4 not having taken
- 5 to have taken

• Encourage students to describe the tense used in each case.

PRONUNCIATION Remind students that words such as *have*, *had* and *been* have both strong and weak forms, depending on whether they are stressed or not, e.g. *I'm pleased to have been /bɪn/ able to visit my aunt regularly./I thought you were to be organizing the event? – Yes, I was supposed to have been.*

Exercise 5

- Students read the Grammar focus box, and match the sentences in exercise 4 with rules a–c.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

a 1, 3 b 2, 4 c 5

EXTRA SUPPORT Ask students to look at each rule and check they understand it, e.g. 'rule a' relates to verbs and adjectives. Ask students to underline the relevant verbs and adjectives in the examples in the Grammar focus box (*relieved, sorry*), and in the corresponding sentences from exercise 4 (1 *said*, 2 *relieved*). 'Rule b' relates to prepositions: ask students to circle the preposition in the example (*about*) and corresponding answer from exercise 4 (*about*).

- Remind students to check the *Grammar reference* on page 153, where there are three more practice exercises they can do for homework.

EXTRA ACTIVITY Before doing exercise 6, ask students to think back to when they were younger: did they use their free time well, or did they waste it? Encourage students to share a few ideas briefly, and then move on.

Exercise 6

- Students read the story and complete the text with an appropriate perfect form of the verb in brackets.
- Do the first one together.
- Students check their answers with a partner. Note that in some cases more than one verb form is possible.
- Check the answers together.

ANSWERS

- to have been
- not having enjoyed/not enjoying
- not having made/not making
- to have worried
- having been forced
- to have been made
- to have been given/to be given
- to have learnt

DICTIONARY SKILLS Ask students to work in pairs to look up these words in a dictionary to find the dependent prepositions: *agree, beware, deal, decide, rely, respond, succeed, worry, addicted, convinced, grateful, qualified, tired*.

WATCH OUT! Point out that *I would like to attend* ... and *I would have liked to have attended* ... are both grammatically correct: the first refers to a future event, the second (with the double perfect infinitive) refers to something in the past and is usually only used in informal spoken English. *I would have liked to attend* ... is the more formal version.

Exercise 7

- Students work in pairs and discuss the questions.
- Give them four or five minutes and then open the discussion to the whole class.
- Which question did students find most interesting? Why?

EXTENSION To elicit more examples of the target language (specifically 'rule c', find out what plans students had which didn't happen, e.g. *I was to have stayed with my aunt, but ... / I would like to have taken a gap year, but ...*, etc.

FEEDBACK FOCUS Focus on students' ability to relate an interesting story or anecdote, or give advice on this topic, clearly, and with good reasons. Give praise for accurate use of verb patterns.

Vocabulary & Speaking **leisure, relaxation and stress**

Exercise 8a 6.4

Audio summary: Six people describe what they like doing in their free time, and why.

- Students listen and note down each person's way of relaxing.
- Play track 6.4.
- Students compare their ideas with a partner.
- Check the answers together.

ANSWERS

- jet-skiing
- going to art galleries
- watching TV
- eating out
- karaoke

EXTENSION Ask students why each person does what they do in their free time. Are they surprised at what any of them do? Which person's reasons are closest to students' own reasons for how they relax?

AUDIOSCRIPT 6.4

1

I work in a large school in Perth, Australia. My students are aged between fifteen and eighteen, and most of the time they're really lovely but you know, they sometimes just get on my nerves. So I guess my job is quite stressful, and it's really essential for me to get away from it all occasionally. And the way I do that is jet-skiing.

2

I reckon most people wouldn't think plumbing is a very demanding job, and I'm a pretty laid-back kind of guy. There are a few things that drive me up the wall, mainly customers who keep changing their minds! The job's fairly repetitive – 90% of my work is changing taps that have started leaking – so I need to do something that's completely different. My hobby is to go on trips to art galleries. They're very tranquil places, and that's what I need.

3

I get pretty stressed out in my job. I work most evenings and quite a lot of weekends. I get back from the office at 8 p.m. at the earliest. If I've got a big presentation to make, I'm a bundle of nerves the night before. My girlfriend's always telling me to reduce my workload – she says I'm always on edge – but I just want to slump in front of the TV and watch the latest detective series.

4

Of course, different people have different ways of chilling out. I think it's important to strike a balance between work and down-time. Being a street cleaner involves a lot of dirt, so I try to get right away from that. My hobby is to find the best or the most interesting restaurants around, and every two weeks or so, I eat out with a group of friends.

I really can't bear just lazing around. I have to be on the go all the time. Studies have shown that a change of activity is more important than just doing nothing. For example, if you work in an office like I do, you want to get outside and do something active, but for me, the best way to unwind is karaoke!

- Check *to strike a balance* (= to manage to find a way of being fair to two opposing things; to find an acceptable position which is between two things) and *it stands to reason* (= it must be clear to any sensible person who thinks about it).

Exercise 8b

- Students write the phrases in the box in the correct column.
- Elicit one for each column to get them started.
- Check *bundle* (= a number of things tied or wrapped together; something that is wrapped up).

Exercise 8c 6.4

- Students listen again to hear the phrases in context.
- Play track 6.4 again. If necessary, pause the recording immediately after each speaker, so that students can digest and understand better what they hear.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

Relaxation: chill out, laid-back

Stress: be a bundle of nerves, demanding, drive me up the wall, get on my nerves, on edge, be stressed out

Exercise 9a

- Put students into small groups. They should think of situations relevant to each feeling/emotion.
- Encourage them, at first, simply to think of the situations, not the details; they should have one example for each of the six phrases.

Exercise 9b

- Students should then think about how they behaved, or how they would behave, in each situation and share their ideas with the group.
- Ask them to find out what differences and similarities there are between them, and how each person reacts in each situation.
- Focus on accurate use of the phrases in exercise 9a.
- When they have finished, elicit one or two ideas. How similar or different are students' responses? Why?

Exercise 10a

- Students will be working in groups of four: A, B, C and D, but first they work in pairs, A+B and C+D.
- First, Students A and B should turn to page 129 of the Coursebook and Students C and D should turn to page 140. They should read their role cards and complete the text using the appropriate phrases relating to relaxation and stress. Check these before moving on.

ANSWERS

Students A and B

- stressed out
- demanding
- chill out/unwind
- on edge
- get away from it all

Students C and D

- getting on
- nerves
- laid-back
- lazing around
- get-together
- up the wall
- bundle of nerves

Exercise 10b

- Then ask students to discuss their case and come up with three suggestions.
- Put students into A+B+C+D groups, and ask each pair to summarize their case and present their suggestions. The other pair should listen and make any further suggestions.

FEEDBACK FOCUS Ask students which case was the most difficult, and why. What confidence do they have that their suggestions will work? Give praise for good use of phrases.

6.3 Vocabulary and skills development

Goals

- Understand words with more than one meaning
- Understand reference

Vocabulary words with more than one meaning

Lead-in

- Choose a selection of words from lessons 6.1 and/or 6.2 to revise, e.g. *to idolize, to look down on someone, to chill out, to be a bundle of nerves*, etc.
- Put each word or phrase on a card and give a set, face down, to each group of three students.
- Tell them that, in turn, they should take a word and define it to the others in their group (without saying the word).
- When the group has guessed it, the next person takes a card and does the same.
- The first group to use up all the cards wins.
- This also works well by asking students to draw the words (no writing allowed) or mime them to each other.

Exercise 1

- Students work in pairs. Ask them to read the five sentences, and work out two different contexts where each one could be used. They should focus on one word in each sentence which has more than one meaning.
- Do the first one together.
- Elicit some of their ideas.

ANSWERS

- 1 I don't understand the reason (for doing something). / I can't see the point (of light, etc.).
- 2 a computer virus/a health virus
- 3 We booked some places/tables, etc. /We have some doubts (about a plan, proposal, etc.).
- 4 an animal/part of a computer
- 5 the commercial organization/the people we were with

Exercise 2a

- Students read the Vocabulary focus box and find out why it's important to be flexible when reading and/or listening. Words which can have totally different meanings are called 'homonyms'.

EXTENSION Ask students what other words they know which have more than one meaning (e.g. *bank, key, light, rock*).

WATCH OUT! Point out that sometimes the word class changes: *chair* can be used as both a noun and a verb.

Exercise 2b

- Students think of the missing word for each pair of sentences.
- Ask them to read the example and then work alone to find the other words.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 foot
- 2 review
- 3 manage
- 4 reflect
- 5 mouth
- 6 roots
- 7 bed
- 8 race
- 9 ring

Exercise 2c

- Ask students to try to make a connection between the words, discussing their ideas with a partner. Encourage them to be creative: this will help them to remember the words.
- Elicit their ideas.

ANSWERS

- 1 both words suggest the lowest part of something
- 5 both words suggest an opening
- 7 both words are a flat surface on which something can lie
- 9 both are circular

EXTRA CHALLENGE Ask students to check the word class of each word in the sentences. Then ask them if they can use those words in a different form, e.g. 'I've just read a great *review* of that film.' (noun). Note that the verb *to mouth* /maʊð/ (= to move your lips as if you were saying something, but without making a sound) is pronounced differently from the noun /maʊθ/.

EXTRA ACTIVITY Some students may find it useful to make associations to connect the words. They could do this with a mini-story or anecdote, or by drawing a connection, e.g. The manager stood on a chair to chair the meeting; a picture of someone thinking seriously about something (*reflecting*) in front of a mirror.

Listening & Speaking understanding reference

Exercise 3 6.5

Audio summary: The two jokes play on the words *change* and *bright* having more than one meaning.

- Students listen to two short jokes.
- Play track 6.5.
- In pairs, students discuss why they think the jokes are funny.
- Elicit their ideas.

ANSWER

Both the jokes depend on a word with a double meaning: *change* = difference and coins; *bright* = giving off lots of light and intelligent

AUDIOSCRIPT 6.5

- 1 A small boy swallowed some coins and was taken to hospital. The next day, his grandmother phoned the hospital to see how he was getting on. 'No change yet,' said the nurse.
- 2 Why did the teacher wear sunglasses? Because her students were so bright.

Exercise 4 6.5

- Ask students to read the two questions, and then listen to the jokes again.
- Play track 6.5 again.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 the small boy
- 2 the teacher

Exercise 5

- Students read the Unlock the code box about referencing in listening.

EXTRA SUPPORT Students will find the first two rules straightforward. Focus on rules 3, 4 and 5, where the reference words relate back to a whole phrase or clause.

Exercise 6a 6.6

Audio summary: The speaker first explains the joke the students heard, and then discusses the issue of homonyms (words with more than one meaning) as a typical feature of many languages.

- Students read the question, and then listen to the podcast extract.
- Play track 6.6.
- Students check their answer with a partner.
- Check the answers together.

ANSWERS

Because it's an important part of language use.

AUDIOSCRIPT 6.6

Good morning, everybody. Today's talk continues our series of talks about different aspects of language. I'd like to start with a joke. It's very short! A small boy swallowed some coins and was taken to hospital. The next day, his grandmother phoned the hospital to see how he was getting on. 'No change yet,' said the nurse.

Now, as you will have realized, the joke depends on the fact that the word 'change' has two meanings. Such words are called 'homonyms', and they're very common in English. This kind of wordplay is widespread in English, and in many other languages, too. It seems to cut across national and cultural boundaries. I'm sure there are similar jokes in most languages. But despite this, wordplay (as in this joke) is often regarded as trivial and childish. But if you enjoy this kind of wordplay, and many people certainly do, (including me!), then you start to think that it must be an important use of language, and certainly one that's worth studying. Indeed, one of the joys of languages like English, which contain lots of homonyms, is that they allow for this kind of joke.

EXTRA SUPPORT Write *homonym* on the board, so students know how it is spelt.

Exercise 6b 6.6

- Ask students to read the extracts.
- Before playing the podcast again, ask students if they can remember what the underlined words referred to.
- Then play track 6.6 again for students to check their answers.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 the joke
- 2 words with two meanings
- 3 wordplay
- 4 the fact that it cuts across boundaries
- 5 enjoy this kind of wordplay
- 6 an important use of language
- 7 languages like English

Exercise 7 6.7

Audio summary: In the next part of the podcast, the speaker goes into more detail about homonyms, and how they are used in international literature and ancient cultures. He then talks about three types of communication: transactional, interactional and a third function which he calls 'play', to which such jokes belong.

- Students listen to the podcast and take notes. You might like to remind them of the note-taking strategies discussed in lesson 2.3.
- Play track 6.7.
- Ask students to compare the notes they have taken with another student.

AUDIOSCRIPT 6.7

Of course, plenty of people hate the use of these double meanings. The famous writer and scholar Samuel Johnson called it 'the lowest form of humour'. However, they are frequent in the works of many great authors, including Shakespeare, Lewis Carroll and, Vladimir Nabokov, and also in the Greek tragedies. Double meanings are found in the literature of ancient Egypt, China and Iraq, and many other places.

Language has often been described as fulfilling two functions: the first is called T-communication, with 'T' standing for 'transactional'. This means it helps us to get things done, like ordering a meal in a restaurant (though if you do not know the local language, it's enough to do this by simply pointing at the menu). The second type is called I-communication, which means 'interactional'. That is to say, language is an aid to building and maintaining relationships.

But I think there's a third function, one that we might call P-communication – with 'P' standing for 'play'. Just think how much we play with language, have fun with words, inventing new ones or using old ones in new ways.

Unlike other aspects of play, until recently, this fun aspect of language was rarely studied seriously. Why should this be so? Children are happy to sing meaningless rhymes in the playground, and so are adults at football matches. Many millions do crosswords and other word puzzles that depend on wordplay. Italians have *rebuses*, the Argentinians have *jeringozo*, and the Japanese have *shiritori*, so we can't conclude that it's a feature of one particular language. Maybe we have simply taken wordplay for granted. Of course, plenty of ...

STUDY TIP It may be useful to remind students of the importance of effective note-taking strategies. Comparing what they have written down with other students may provide useful tips/reminders on what to record.

Exercise 8a

- Students read the questions, and work with a partner to answer them using their notes.

Exercise 8b 6.7

- Students listen again to check their answers.
- Play track 6.7.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- the use of double meanings
- to show how frequent and widespread the use of double meanings has been
- T is transactional – getting things done with language; I is interactional – language as an aid to building and maintaining relationships.
- at the menu, to order a meal without using language
- words
- sing meaningless rhymes

EXTENSION Ask students what homonyms they have in their own language, and whether they know any jokes which include them. (These probably won't translate successfully!)

Exercise 9

- Students read the five wordplays and discuss them with a partner.
- Check *boomerang* (= a curved, flat piece of wood that you throw and that can fly in a circle and come back to you).

EXTRA SUPPORT Ask students to decide which word in each wordplay is the key (*pointless*, *time-consuming*, *put down*, *come back*, *fly*).

- Elicit ideas from students as to why the wordplays are funny.
- Check *fruit fly* (= a small fly that eats plants that are decaying, especially fruit).

FEEDBACK FOCUS This activity will be a success if, initially, students find at least one wordplay amusing or funny. Listen for their ability to explain the joke.

6.4 Speaking and writing

Goals

- Use vague language (2)
- Write an online review

Listening & Speaking vague language (2)

Lead-in

- Ask students to think of a well-known film or book. Give them two minutes to think of how to describe it without saying the title.
- In pairs, students say whether they chose a book or film, and then describe it. Their partner tries to guess what it is.
- Elicit a few ideas afterwards; find out what helped, and what it made it difficult to guess.

Exercise 1

- Focus students' attention on the picture and put them into groups to discuss *Cowboys and Aliens*.
- Elicit some of their ideas.

Exercise 2a 6.8

Audio summary: Three people are discussing the film. They talk about the characters and the plot.

- Students listen and decide what each person thought of the film.
- Play track 6.8.
- Students check their answers with a partner.
- Check the answers together.

ANSWER

- a Amy
- b Marco
- c Ross

AUDIOSCRIPT 6.8

A What did you think of the film, Marco?

M Well, I thought it was a bit of a mess. I liked the basic idea, but there were quite a few bits that I just couldn't get my head round.

A Like what?

M For a start, when was it supposed to be set?

A I guess it was the 1800s or something like that.

M And the plot was kind of strange. At the start, the main female character seems to be a normal woman, then you realize she's actually some sort of alien! Come on, Amy, that's just daft.

A Oh, I thought the bit when we found that out was great – you can't expect a story like that to be realistic – it's called *Cowboys and Aliens*, right?

M Yeah, I suppose so. But something else I didn't get: how did the hero know about the alien ship? I found it a bit confusing. And pretty silly – there were loads of times when I thought, 'this is for teenagers'!

A Well, that's the whole point – it is for teenagers! How about you, Ross?

R No, I wasn't confused, I was just bored. I thought it was pretty awful! There was something about the story that was really ... mechanical, formulaic. I felt the characters were all, you know, just like robots – there was nothing new or original about anything they did. What a waste of time!

A Isn't that funny? It's as if we've seen two completely different films! I thought it was great. I agree there were one or two twists in the plot, but I liked the characters. And what about the stuff at the end where the heroine sacrifices herself? Wasn't that really heart-wrenching?

R That just made me laugh. I finally realized it was a comedy! It was a comedy, right?

- Check *twist* (= (here) an unexpected change in a situation or story) and *heart-wrenching* (= causing great pain or unhappiness).

EXTENSION Having heard these opinions, ask students if they would now like to read/see the film? Why/Why not?

Exercise 2b 6.8

- Students listen to the track again, and write down the vague language they hear.
- Play track 6.8 again.
- Check *flop* (= a film/book/party, etc. that is not successful).
- Students check their answers with a partner.
- Check the answers together.

SUGGESTED ANSWERS

a bit of a mess
something like that
kind of strange
some sort of alien
a bit confusing
pretty silly
loads of times
pretty awful
one or two twists
the stuff at the end

Exercise 2c

- Students read the Language for speaking box and add the phrases they wrote down in exercise 2b.

ANSWERS

Nouns:

something like that
some sort of alien
the stuff at the end

Quantifiers:

a bit of a mess
a bit confusing
loads of times
one or two twists

Generalizing:

kind of strange
pretty silly
pretty awful

Exercise 3a 6.9

- Students read the list of topics and then listen to the sentences.
- Play track 6.9.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 a party
- 2 a mansion
- 3 a film
- 4 a business presentation
- 5 a sportsperson

Exercise 3b 6.9

- Before playing the track again, ask students to read the sentences and see if they can remember what words are missing.
- Play track 6.9 again.
- Students complete the sentences.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS/AUDIOSCRIPT 6.9

- 1 I didn't enjoy it. The food ran out, so it was **a bit of a disaster**, really.
- 2 The palace belonged to a duke, or lord, **or someone like that**.
- 3 There's **extra stuff** on the DVD, like interviews with the actors, some scenes they didn't use, **and that sort of thing**.
- 4 The shareholders' meeting was actually quite exciting. **One or two** people got up and started shouting while the CEO was speaking.
- 5 She played in **a couple of** matches, and then had to retire because she had **something** wrong with her leg. It was **rather** sad, really.

Exercise 3c 6.10

- Students listen and repeat the phrases.
- Play track 6.10.
- You could ask students to work with a partner to repeat and listen to each other.

AUDIOSCRIPT 6.10

- 1 it was a bit of a disaster, really
- 2 a duke or a lord, **or someone like that**
- 3 interviews with the actors, some scenes they didn't use, **and that sort of thing**
- 4 **One or two** people got up
- 5 **something** wrong with her leg

PRONUNCIATION Remind students to include linking sounds between words, and to use word and sentence stress (e.g. *a bit of a*).

EXTRA CHALLENGE Ask students what other phrases they know which they could add to the Language for speaking box.

WATCH OUT! Students may ask about, or suggest adding, *like* to the box. For vague language, this use is acceptable: *a bit like when you go abroad* (generalizing). However, *like* in *I was like, I'm not doing this* is very informal, and is a marker of reported speech. In *It's OK, like, to arrive at 10 a.m.*, *like* is used as a filler. This is not vague language.

Exercise 4a

- Students work in pairs.
- Each pair works on one of the conversations and adds in phrases from the Language for speaking box. Remind them to change precise phrases to vague ones. You could divide the two conversations equally amongst the pairs.
- You might like to do one example from each conversation.
- You could make this exercise competitive, and see how many phrases and expressions students can use.

Exercise 4b

- Students join up with another pair who have worked on the other conversation, and each pair reads their conversation out loud.
- Their partners write in the vague language.

SUGGESTED ANSWERS

1

A That was the best film I've seen for a long time. There were **one or two** moments when I wanted to cry.
B Really? I thought it was **a bit** sentimental. The final part was **kind of** unwatchable.
A Apparently, it cost \$40 million to make **or something like that**.
B That was **a bit of a** waste of money, in my opinion.
2
C I like your new phone. It looks like it cost **loads of** money.
D Not really. I got a really good contract. Five hundred free texts, two hours of free calls ... **and so on**. And with this make, you get **plenty of** free apps and stuff.
C Sounds great. Did you get it online?
D No, I went to that new shop called Phoneworld, Phonehouse ... **something like that**.

FEEDBACK FOCUS When both pairs have finished, ask them to evaluate each other's conversations: ask them to consider how natural they sounded. You could also ask to hear one example of each conversation.

SMART COMMUNICATION In written English, we are often much more precise. However, vagueness is a characteristic of informal conversation. Having suitable phrases to hand is useful and helps speakers sound more fluent and natural.

Reading & Writing an online review

Exercise 5

- Students read the question, and discuss their ideas in groups of two or three.
- Elicit some ideas from the group.

Exercise 6a

Text summary: The first review is of a musical, and describes the dancing and singing. The second is of a book, and talks about the writing, and the author's previous novels. The third review is of a computer game, with mention of puzzles and adventure games.

- Students read the online reviews and decide what each one is reviewing.
- Students check their answers with a partner.
- Check the answers together.

Exercise 6b

- Students read the reviews again and decide if they are positive or negative.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 musical (broadly positive)
- 2 book (broadly negative)
- 3 computer game (broadly negative)

- Check *alluring* /ə'lʊərɪŋ/ (= attractive and exciting in a mysterious way), *hitch* (= a problem or difficulty that causes a short delay) and *instalment* (= (here) one of the parts of a story that appears regularly over a period of time in a newspaper, on television, etc.)
- Check the word stress on *admirable* /'ædmərəbl/.

Exercise 7a

- Students underline the words and phrases in the reviews from exercise 6a which show praise or criticism.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 A notable highlight of the show was the real conviction and confidence of the singing. Sam Hall was a joy to watch, with perfect comic timing, as was Emma Williams, thoroughly believable and convincing in the role of the alluring murderess. These two young talents stole the show, in my opinion. The only disappointments were the dancing, which showed a lack of originality, and the opening scene, which fell a little flat. Despite the occasional technical hitches, this was a highly enjoyable and greatly impressive production, which the company should be proud of.

2

I was really looking forward to Jonathan Baker's latest, which is set in an imagined, but realistic, London of the near future. But I found this new effort was let down by the slightly one-dimensional characterization, and the writing is below standard for the most part: some of the early scenes between Martha and her husband are slightly monotonous. The superb characterization and ambition that Baker demonstrated in his previous novels, seem to be missing here. Baker's commitment to describing the lives of ordinary people is admirable, but the whole thing is lacking in energy.

3

This is instalment number three in the nearly twenty-year-old series, delivering a captivating story and loads of comedy. There is some strong writing and voice acting, but the new instalment chooses to go for a linear narrative, with some puzzles included along the way, which is less involving than the theme of exploration and conversation which previous instalments have depended on. Besides, the puzzles are not particularly engaging, and many of them have been seen before in other adventure games. The visuals are stunning, of course, as we have come to expect, this time featuring locales in Catalonia. But overall, a slight disappointment.

Exercise 7b

- Students transfer the words and phrases from exercise 7a to complete the Language for writing box.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 perfect comic
- 2 convincing
- 3 stole
- 4 one-dimensional
- 5 engaging
- 6 fell

Exercise 8a

- Tell students they are going to write a review of a book/film, etc. they have read/seen.
- Give them time to plan what they want to include, and to decide which words and phrases from the Language for writing box to use.
- Suggest they write 120–150 words.

EXTRA SUPPORT Remind students to refer back to the three review examples to check what is included (e.g. background, previous books/films by the same person, originality, etc.).

Exercise 8b

- Put students into groups of three to read each other's reviews, or pin the reviews to the walls, and let students walk around and read them.

FEEDBACK FOCUS You could ask students to indicate their interest in reading/seeing the book/film, etc. by putting a tick, question mark or cross on the review. You could then elicit reasons from the group.

EXTRA ACTIVITY Students could find reviews online and compare them with what they have written. They could bring these to class next time to report back to the group.

CRITICAL THINKING Find out from students where they get recommendations for books and films. Do they read them online? How do they know what to trust? What criteria can they come up with for trusting online reviews?

STUDY TIP Suggest students collect words on a mind map or spidergram in their notebooks. They could do this by using one page for positive expressions (based on a book or film they really liked), and one for negative expressions. Having a specific film or book in mind will help them remember the expressions.

6.5 Video

Leisure through the ages

VIDEOSCRIPT

In today's fast-paced society, free time is a precious commodity. Many of us feel we spend far more time stressing out than chilling out, and if we had the choice, many of us would work less and play more. But our modern concept of leisure is a relatively recent phenomenon.

Our ancestors would never have imagined that we'd have so much free time and so many different things to do – but of course they did play. Relics unearthed from ancient civilizations across the world show people taking part in all kinds of games and activities. However, this kind of leisurely fun was largely limited to the upper classes, who didn't work at all. For the majority of people, work and life were intertwined and leisure time didn't exist – until Ancient Greece.

The Ancient Greeks took great interest in the arts and sport. The success of their civilization meant their basic needs were met, so they could pursue other interests. The wealthy elite, who had the luxury of leisure time, would spend it listening to storytellers, watching plays and enjoying early examples of modern games like draughts, dice and marbles.

The rest – who couldn't afford such frivolous games – played sport. This was an essential part of Greek society and was often central to religious festivals, including the very first Olympic Games. Here, in the Olympia valley, athletes would take part in events like wrestling, long jump, javelin and the discus, while thousands of their countrymen looked on. They would have travelled across the country to watch, and experts estimate that a single event could attract more than 50,000 spectators.

As the Greeks gave way to the Romans, the role of ritualized sport changed. They also used it to worship their gods, but it was viewed less as entertainment and more as a training ground for future soldiers.

However, as the empire grew in both size and wealth, many Romans had more time on their hands. They demanded to be entertained, and thousands of people would pay to watch acrobats, musicians, and, of course, gladiators in amphitheatres across the empire, the most famous of which was the Coliseum.

These large-scale spectacles disappeared with the decline of the Roman Empire. Over the next 2,000 years, few people had the time or the money to do much other than work. Of course people played games and had fun, and if you were to look at most civilizations during this time, you would find early versions of most modern sports. But these activities were ill-defined and differed from place to place. It wasn't until the Industrial Revolution that leisure once again became organized.

This was an era of great change. People moved from rural villages to big cities and worked in factories rather than farms. While people had always rested on Sunday, some now had Saturday afternoon off too. With this

new-found time and hard-earned cash, people started to enjoy themselves. During the day, they played newly codified sports like football, rugby, or basketball, and improvements to transport infrastructure meant people could also travel to support their local team. In the evenings, they went to the theatre or to dance halls. The impact of this leisure revolution can still be seen today. Many of our modern leisure activities have their origins in the 19th century, and the attitude toward free time changed dramatically. In 1800, it was still seen as the preserve of the rich, but by the middle of the 20th century it was viewed as a right rather than a privilege.

By the 1960s people were spending more money on leisure than ever before. New employment laws recognized people's right to free time outside of work, and increased income meant they had more money to spend. The era of popular culture had arrived, and people started to take their free-time activities as seriously as their work time.

Today most of us fill our free time with a wide range of hobbies and interests, but it seems another revolution is underway. The Industrial Revolution created a routine that clearly divided our work time from our free time, but this is changing. Some of the biggest companies in the world pride themselves on offering fun activities in the office, while many of us find ourselves working in the evenings and at weekends. So we play during work time, and work during play time. This is redefining our concept of leisure time, and who knows how it will change in the future?

VIDEO ANSWERS

Exercise 1

- 1 Ancient Greece
- 2 the early twentieth century
- 3 the 1960s

Exercise 2

- 1 a, c
- 2 e, f
- 3 b, d

Exercise 4

Ancient Greece: first period when leisure existed; interest in arts and sport; wealthy elite; storytellers, early examples of modern games (draughts, dice, marbles); first Olympics; mass spectators

Roman times: sport seen as a way of training soldiers; also acrobats, musicians and gladiators

Industrial Revolution: people had Sunday and often Saturday afternoon off; newly codified team sports; theatre and dance halls; better transport made travelling as a supporter easier

1960s: more money for leisure; legislation about workers' right to free time

Now: play spills into work and work into free time (working at home)

Exercise 5

Students' own answers

Review

ANSWERS

Exercise 1

- 1 The researchers were convinced the games **would** provide useful data.
- 2 Every weekend we **would** make the trip to some stadium far from home.
- 3 You **would have** thought this change produced results, but it was not the case.
- 4 The press wanted to publish the results, but the medical companies **wouldn't** release the information.
- 5 Most people **would sooner/rather** stay at home than get out into the countryside.

Exercise 2a

1 having returned	4 to have left
2 having been	5 having seen
3 to have seen	6 to have been

Exercise 3

- 1 a bundle of nerves/on edge
- 2 chill out
- 3 laid-back, on edge/a bundle of nerves

- 4 took an instant dislike to Franco
- 5 Parents who bring up children alone fill me with admiration.
- 6 took great pleasure in
- 7 drove me up the wall
- 8 my all-time favourite Italian dish
- 9 show/have a clear preference for

Exercise 4

1 race	4 reflection
2 head	5 roots
3 manage	6 review

Exercise 5a 6.11

ANSWERS/AUDIOSCRIPT 6.11

A Why's the flight so delayed? It's difficult to understand.

B It looks like there's a problem with the plane. I heard an announcement saying there was a technical fault.

A You always get announcements when something goes wrong, but they never give you useful information. It's frustrating.

B There was some information on the screens a few minutes ago, but it's gone now.

7.1 Fooled by our feelings

Goals

- Talk about hypotheses
- Talk about emotions

Grammar & Listening hypotheses

Lead-in

- Ask students to think about the decisions (either very small or big) they have already made today. Which were easy to make, which were difficult, and why?
- Students share their ideas with a partner.
- Elicit some ideas from the group.

Exercise 1

- Students read the situations and, in pairs, discuss what criteria they use to make the decisions.
- Elicit some of their ideas. You could list some criteria on the board to refer to later.

Exercise 2

Text summary: The extract discusses the criteria we use for decision-making, and questions its accuracy. The writer describes research which shows that hard data is more reliable than emotional data.

- Students read the text to find the answer.
- Students compare their answer with a partner.
- Check the answer together.

SUGGESTED ANSWER

When we make decisions, we rely too much on our 'gut feeling'.

- Check *to bombard* /bɒm'bɑ:d/ (= to attack somebody with many questions, criticisms, etc., or give them too much information).

EXTENSION Ask students their opinions on the research. Do they have any similar experiences?

WATCH OUT! Remind students that in English, in words beginning *ps-*, the *p* is not pronounced.

Exercise 3 7.1

Audio summary: In the interview, the psychologist explains how we can be fooled by our emotions. Two examples are given: one based on customers' opinions of food, and a second on how doing favours for someone, even a company, results in us liking them more.

- Students read the three sentences and then listen to the interview to choose the correct answer in each case.
- Play track 7.1.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 more expensive
- 2 get them to do you a favour
- 3 more

AUDIOSCRIPT 7.1

I The idea that we can be fooled by our feelings – is that an area that has been proved by research?

P Yes. There is considerable evidence that indicates we can be tricked by our emotional responses. I heard recently of a piece of research by Cornell University about eating.

I Eating?

P Mmm. Let me explain. I want you to imagine this scenario – supposing you were asked to judge a meal in a restaurant. What do you think the answer would depend on? The taste of the food? The look of the food? No. In this experiment, 139 customers were asked to rate the tastiness of their meal at an Italian buffet, but half of them had been told it cost \$4, and the other half \$8. The ones who had the more 'expensive' – so-called – meal rated it 11% higher. And this was because the ones who ate the cheaper meal reported loading up their plates and then feeling guilty about it, leading to the negative results.

I So had they thought they were eating a more expensive meal, they would have answered differently.

P That's right. And of course companies and brands spend a huge amount of time and energy finding ways to exploit these emotional responses. For example: How do you get someone to like you?

I Er ... maybe I do something nice for them?

P No – the opposite! You get them to do you a favour. Because it turns out that if you do someone a favour, you'll like them more. Why is this? The answer is the brain is thinking like this: 'I am doing this person a favour, therefore I must like them.' And a lot of very successful companies actually play on this kind of psychological trick.

I How do you mean?

P OK, the most famous example is the furniture company IKEA, which sells you the different parts of the table or cupboard or whatever, and asks you to build it. You feel you are doing the company a favour and so you start to like them more. It's actually got a name – the 'IKEA effect'. If the company had built the furniture as well, you might not feel so good about them! Strange, isn't it? Once again, you're fooled by your feelings.

EXTENSION Ask students how they think they would have reacted in the two situations described by the psychologist. Would they have been fooled? Why/Why not?

Exercise 4

- Students read the Grammar focus box and match rules a–d with sentences 1–4 from the interview.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

a 2 b 4 c 1 d 3

- Remind students to check the *Grammar reference* on page 154, where there are three more practice exercises they can do for homework.

EXTRA SUPPORT Use concept questions to help students with the tenses, e.g. *Is it true now? Did it happen in the past? Can we change the situation now?*

Exercise 5

- Students read the sentences and complete them, starting with the words given.
- Do the first one together.
- Students check their ideas with a partner.
- Check the answers together.

ANSWERS

- If the company had employed enough staff, its productivity wouldn't have gone down.
- If people didn't make decisions based on emotion, they would make better decisions/the decisions wouldn't be poor.
- Had we not gone to Jamaica last year, we'd have enough money to go on holiday this year.
- Supposing you had made the decision based on your gut feeling, what would have happened?
- Just imagine how different things would be if you hadn't passed your final exams.

EXTRA SUPPORT We can use *suppose*, *supposing* or *what if* all in the same way, with the same meaning.

EXTRA CHALLENGE Students choose three sentences from exercise 5 and change the content words so that they are true for them, e.g. *Had I not bought those expensive speakers last year, I'd have enough money to buy a laptop!*

Exercise 6a

- Students work on their own to think about their decisions and then to think about the questions.

Exercise 6b

- Students work in pairs and discuss their decisions.
- Encourage partners to question the criteria for their decision-making, suggest alternatives and discuss how the outcomes would have been different.
- Ask them to decide if they think their partner made the right decision or not, and why.
- Elicit some ideas about the decisions from the group. You could refer back to the criteria for decision-making if you discussed this earlier on.

FEEDBACK FOCUS Focus on students' ability to make good decisions based on the information available to them. You could discuss what information this was, e.g. hard facts and data, or an emotional response. Give praise for good use of phrases for hypothesizing.

Vocabulary & Speaking emotions

Exercise 7a 7.2

Audio summary: The audio comprises twelve people explaining their emotions in certain situations.

- Students first read the list of words and definitions, then listen and underline the definition which is the closest.
- Play track 7.2.

Exercise 7b

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

ANSWERS

- not interested
- worried (about something you have to do)
- surprised
- extremely upset
- wanting the same thing as someone else
- annoyed and impatient (about something you can't do)
- showing no interest in
- angry
- happy (because something unpleasant has stopped)
- nervous about what people think of you
- kind and understanding
- rather embarrassed about something

AUDIOSCRIPT 7.2

- Am I apathetic about politics? Older people often say the young are apathetic about politics nowadays, but I don't think that's true at all. We're just not interested in the same things they are.
- When do I feel apprehensive? Let me think ... I'm always a bit apprehensive when I have to disagree with my boss about something. Sometimes he's happy to listen to suggestions and other times he's not.
- The last time I was astonished? That would have been when I won the award for employee of the month. I was absolutely astonished ... because I never win anything!
- I can't think of a time I felt devastated, but I know that my friend Alexander's family were devastated when he gave up a great job in a bank and became a clown. They thought he was throwing away a really well-paid career.
- When did I last feel envious? Well, when my sister bought a brand new car I was a bit envious. Mine's ten years old now!
- Well, yes – I can definitely think of one time I felt frustrated recently. It was when my brand new laptop kept crashing while I was trying to write an important assignment – very frustrating. I took it back to the shop and demanded my money back.
- I'm rarely indifferent about things. I find it's hard not to be affected by other people's problems when I hear about them in the news.
- What do I find irritating? I got very irritated with the road repairs outside my house last month. They started at seven o'clock every morning, including Saturdays. Awful!

- 9 Relieved? Definitely! I was very relieved when my ten-year-old son arrived home yesterday evening – he was over an hour late and I was getting very worried. He'd been playing football with a friend and hadn't noticed the time – typical!
- 10 I tend not to get self-conscious these days, but I have a young colleague who was very self-conscious when he had to give his first presentation last week. You could tell he wasn't relaxed in front of all those people.
- 11 I suppose the most sympathetic person I know is my sister. She'll always listen to people when they have a problem and try to help them. I don't think I'm very sympathetic, though – I rarely have people telling me their problems.
- 12 What makes me uncomfortable? Well, I'll tell you – it's when my wife's family get together. They love to sing round the piano and that makes me really uncomfortable. I can't sing very well, you see.

WATCH OUT! Remind students that *sympathetic* in English includes being understanding, not simply 'nice'; it is an example of a 'false friend' (a word which has a similar word in another language, but a different meaning).

PRONUNCIATION Students group the words in exercise 7 into three columns (on a piece of paper or on the board), according to the word stress, e.g. on the first syllable: *devastated*, second syllable: *astonished* and third syllable: *apathetic*.

Exercise 8a

- Students work alone to complete the sentences with ideas which are true for them.

Exercise 8b

- Students work in pairs and tell each other about the situations and their emotional reactions. Remind students to refer back to the Grammar focus box in exercise 4 when talking about hypothetical situations.

Exercise 8c

- Students discuss each other's reactions in these situations and whether anything surprised them.
- Elicit some of the situations and reactions from the group.

FEEDBACK FOCUS Focus on students' ability to describe a situation clearly and explain how they felt. How similar were their situations and reactions? Would other students have reacted differently? Why?

EXTRA ACTIVITY Students choose three words from exercise 7a they would like to remember and think of a situation for each word. Students work in groups of three and tell each other their situations, but without mentioning the word. The others have to guess the emotion.

7.2 Embarrassment

Goals

- Talk about unreality
- React to events

Grammar & Listening unreality

Lead-in

- Write words describing emotions from lesson 7.1 on cards. Give a set, face down, to each group of students.
- In turn, a student takes a card and mimes the emotion, either by demonstrating it or by illustrating a situation in which they would feel that emotion.
- The team which gets through the cards the quickest, without speaking, wins.

Exercise 1

- Students read the situations and decide which would be most embarrassing.
- Students compare their answers with a partner.
- Elicit a few of their ideas.

Exercise 2a

- Before listening, students think of situations where embarrassment might be useful and discuss their ideas with a partner.
- Elicit a few ideas from the group.

SUGGESTED ANSWERS

People feel superior when they see others' embarrassment and so treat them better.

People feel sorry for embarrassed people.

People who are easily embarrassed seem more likeable and less threatening.

Exercise 2b 7.3

Audio summary: The introduction to the radio programme explains the positive and negative aspects of embarrassment: embarrassment can help build social relationships; however, it can also stop us from seeking help when needed.

- Students listen and check their predictions.
- Play track 7.3.
- Students compare their answers with a partner.

AUDIOSCRIPT 7.3

Today's episode of *Fooled by our Feelings* concentrates on embarrassment.

Most people don't like being embarrassed. But we certainly remember it when it happens! I think we can all recall those excruciating moments when we wished we hadn't said or done something. But since embarrassment is a powerful force that nearly everybody experiences, I think it's worth trying to understand. Why are we so quick to feel an emotion that makes us so uncomfortable? On the plus side, one reason is that embarrassment fulfils an important social function. After all, we humans live in groups, and it helps our social living if we have a

way of saying 'Oops! I shouldn't have done that' when we go against what people think is normal behaviour. If you break or depart from a social norm, then it helps to maintain good social relations if you show you're embarrassed.

But also, people like us more when we show embarrassment. I know it's surprising, but there is plenty of research which shows that, for example, if you praise somebody, and that person goes very red, you're more likely to find that person trustworthy.

Of course, embarrassment does have its dark side, so to speak. As we know, the desire to avoid embarrassment is very strong, and it can lead to real-world consequences. One common situation is that maybe you have some embarrassing health problems, and you think, 'Well, I'd rather other people didn't know about this. Maybe it will just go away'. So perhaps you don't even go to the doctor, and that could lead to more serious health problems.

Furthermore, at a very extreme level, severe embarrassment can make people avoid social situations, and even not go out at all.

However, the good news is that we judge ourselves much more harshly than other people do. When volunteers were put in embarrassing situations, researchers found that observers were much kinder on them than they expected. So maybe it's time we stopped worrying about being embarrassed, and accepted it as part of everyday life. After all, in most cases, it's not as if what we've done really matters.

- Check *excruciating* /ɪk'skrʊ:jɪeɪtɪŋ/ (= extremely painful or bad).

Exercise 2c 7.3

- Students read the questions and then listen again.
- Play track 7.3 again.
- Students check their answers with a partner.
- Check the answers together.

SUGGESTED ANSWERS

- 1 when we wish we hadn't said or done something
- 2 It helps to maintain good social relations.
- 3 if people don't go to the doctor because they would rather other people didn't know about their problems
- 4 We judge ourselves more harshly than other people do.

EXTENSION Ask students what positive experiences they have had with embarrassment. Does this confirm what the radio programme mentions?

Exercise 3a 7.4

Audio summary: The psychologist explains that using a second language can also cause embarrassing moments. Two incidents are mentioned: one relating to smoking, and another which took place in a hotel.

- Students listen to a later extract from the radio programme and find the two language problems.
- Play track 7.4.
- Ask students to be specific in their answers. What happened, and why was there a misunderstanding and then embarrassment?
- Check the answers together.

ANSWERS

- 1 The man misunderstood the phrase *I'd rather you didn't (smoke)* and carried on smoking at a dinner party.
- 2 The woman described a VIP as a *lunatic* (= *madman*) because in Russian, the word *lunatic* means *sleepwalker*.

AUDIOSCRIPT 7.4

One area that is particularly likely to produce embarrassment is that of language. And this is especially true when you are talking in a second language, where maybe you don't quite understand the power of a phrase, or the exact meaning of a word. We asked some foreign language speakers about their experiences.

Yeah, I was invited to dinner at somebody's house, and I used to smoke, and I asked the host, 'Do you mind if I smoke?' and she replied, 'I'd rather you didn't', and my English wasn't very good then, and I thought that 'I'd rather you didn't' meant she didn't mind, like, it was the same for her, so I lit a cigarette, and she didn't say anything but later another guest explained to me that that expression is really quite strong. It means, basically, 'No, you can't.' So, at the end of the evening, I went to her and said I was really sorry – my English was very bad, and I could only apologize.

Yes, we had a very important man staying in our hotel, and he was like a VIP, a 'very important person', and he had this unfortunate habit of sleep-walking, and he would go out of his hotel room, and walk down the corridor, fast asleep. And this woman, another guest in the hotel, she came to reception one day and actually complained about the guy who was sleep-walking. And I said to her, well, really there is nothing we can do, because he's a lunatic. Because *lunatic* is the Russian word for sleepwalker, do you understand? And the woman said, 'Well, I think it's time you stopped letting lunatics stay here!' And then I remembered that *lunatic* means something completely different in English. So, I had just told a guest that this VIP guy was a madman.

Exercise 3b

- Ask students if they have experienced any embarrassing moments when using English or another foreign language. Allow them time to share any ideas in pairs.
- Elicit some of their ideas.

Exercise 4

- Students read the Grammar focus box about past tenses and using *would* for unreal situations, and complete the rules with the words from the box.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 hypothetical
- 2 past
- 3 prefer
- 4 near future
- 5 unreal
- 6 regrets

EXTRA SUPPORT Use questions to help students find out what period of time is being talked about, and refer back regularly to the example sentences.

EXTRA CHALLENGE Students choose two sentence starters from the grammar box and write a true sentence about themselves or someone they know, e.g. *Sometimes Carla acts as if she's the teacher!*

- Remind students to check the *Grammar reference* on page 155, where there are two more practice exercises they can do for homework.

STUDY TIP Recording phrases with mini-drawings and a word is a useful memory aid, e.g. *I wish I hadn't sent that email* with an email icon (envelope) and *No!* in red.

Exercise 5

- Students read the sentences and complete them with the word in brackets in its correct form.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 I'd realized
- 2 wish I felt
- 3 you didn't use
- 4 wish they'd stop making
- 5 you'd caught
- 6 we had
- 7 high/about time they were repaired

WATCH OUT! Remind students that in answer 4 *stop doing something* means to finish the activity; *stop to do something* means stopping one activity in order to do something else.

Vocabulary & Speaking reacting to events

Exercise 6a

- Students read the sentences and then discuss their reactions with a partner.
- Elicit a few ideas from the group.

EXTENSION Which situation is the most/least embarrassing?

Exercise 6b 7.5

Audio summary: Each short extract is how one person would react in the situations in exercise 6a.

- Students listen and find out what the speakers would do in these situations.
- Students compare their answers with a partner, and compare them with how they would react.
- Discuss the answers together.

ANSWERS

- 1 go bright red and feel embarrassed/humiliated
- 2 get very annoyed/shout at them
- 3 be very angry but try to stay calm/demand an upgrade
- 4 wouldn't be able to stand it
- 5 keep out of his way/know it wasn't directed at me
- 6 be amazed

AUDIOSCRIPT 7.5

- 1 A What would you do if your boss criticized your work in front of your team?
B That would really embarrass me. I'd probably go bright red and feel awful. It would be a bit humiliating.
- 2 A How would you feel about your neighbours having big noisy parties all hours of the night?
C Well, I know I wouldn't be able to sleep so then I'd get annoyed. If they ignored my protests, I'd get really mad and we'd probably end up shouting at each other.
- 3 A Just imagine you arrived at the check-in desk at the airport and you were told that your flight was overbooked and you couldn't board.

D Oh, that would be awful. I'd be SO angry. But I'd try to stay calm, not get angry, and think about what to do. Maybe I'd demand an upgrade on the next flight.

4

A What if your neighbour had a dog that barked all day and night, how would you react?

E Oh, I wouldn't be able to stand that. I work at home and it would drive me mad after a while.

5

A What if your boss was in a terrible mood and shouted at you for no real reason?

F I'd try to keep out of his way. I'd know it wasn't directed at me; it was simply that he'd lost his temper about something. He'd probably apologize afterwards.

6

A How would you react if your manager praised you in front of your colleagues?

G To be honest, I'd be amazed as he never praises any of us, even when we win a big order.

Exercise 6c

- Students read the six expressions and match them to the situations in exercise 6a.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

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

EXTRA CHALLENGE Ask students to find the opposite expression for *to keep one's temper* (to lose).

Exercise 6d

- Students can do this exercise in small groups. They discuss how close their own reactions were to those they heard.
- Students think of other situations when they would be angry, embarrassed, etc., using the expressions from exercise 6a.
- Elicit some of their ideas.

Exercise 7a

Text summary: The blog extract describes how an employee was asked to be the manager of a new branch in Japan, only six months after joining the company.

- Students read the extract and compare the employee's reaction with how they would have reacted. Would they have done the same thing? Why/Why not?

Exercise 7b

- Students match the words from exercise 7a in blue to the definitions.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 think straight	4 rush into sth.
2 grab an opportunity	5 make a point of
3 think twice	

Exercise 8a

- Divide students into two groups, A and B. Students work initially on their own and read the instructions: Students A should turn to page 129 of the Coursebook and Students B to page 135.
- Give students time to think of an answer for each situation.
- When they are ready, put students into pairs, A+B, to tell each other the situations and their examples.
- Encourage them to challenge what they hear and compare their reactions.

Exercise 8b

- Pairs of students join another pair and share the most unusual or surprising answers.

FEEDBACK FOCUS Find out which situations were most interesting, and what answers other students had: how similar or different were they? Praise students for good use of phrases for describing emotions and reactions, as well as for discussing unreal situations effectively.

DICTIONARY SKILLS Students look up two key words from the expressions in exercises 6c and 7b (e.g. *nerves, temper, chance, think*) in a monolingual dictionary. They should find two other expressions for each word and check whether the expressions are formal or informal. Students share their findings in groups.

7.3 Vocabulary and skills development

Goals

- Understand links within a text
- Understand metaphor

Reading understanding links within a text

Lead-in

- Ask students to discuss in pairs how they travel around their neighbourhood: how they get to the shops, to work, etc., and give reasons for their choice. Do they use public transport? Why/Why not? What's the traffic like in their area, etc.?
- Elicit their answers, finding out the most popular means of transport, and why, and perhaps when they prefer one mode to another.

Exercise 1

- With their Coursebooks closed, ask students to think of how the number of car accidents could be reduced.
- Elicit some of their ideas.
- Students then read the five suggestions, rank them and compare their answers with a partner.
- Elicit their answers.

EXTENSION Ask students where they would rank their own ideas in the list.

Exercise 2

- Students read the responses and tick the ones they agree with.
- Students compare their ideas with a partner.
- Discuss their ideas together.
- Check *invulnerable* (= that cannot be harmed or defeated; safe) and *dedicated* (= (here) used for one particular purpose only).

Exercise 3a

- Ask students to read the sentences in exercise 2 again and decide how they could link them.

SUGGESTED ANSWERS

- 1 At seventeen we think we are invulnerable. To put it another way, seventeen-year-olds have no awareness of the risks involved.
- 2 As we get older our eyesight gets worse. As a result, after seventy-five all drivers should have their eyesight and reaction time tested every year.
- 3 I know it sounds crazy, but I would say: *increase* the speed limits. People are going to drive fast anyway, so why make them into criminals?

- 4 Decreasing the speed limits would be a double winner – it would make life safer for everybody and also reduce pollution. In other words, it would solve two problems at once!
- 5 There should be dedicated cycle lanes on all main roads. This would mean that cyclists would only be allowed to cycle there.

Exercise 3b

- Ask students to read the **Unlock the code** box about understanding links within texts.
- Students find what links each pair of sentences in exercise 2.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 d 2 c 3 b 4 d 5 a

EXTRA CHALLENGE If students had other suggestions for reducing car accidents in exercise 1, ask them to present one of these with a follow-up sentence linked in one of the four ways a–d in the **Unlock the code** box.

STUDY TIP Remind students that practising these devices of linking ideas together into a text helps make their writing more coherent, credible and relevant.

Exercise 4a

Text summary: The politics lecture suggests that we should expect politicians to make laws on reliable data, whereas in many countries laws are proposed based on emotional reactions and are insufficiently thought through.

- Students read the extract and find the main point.
- Students check their ideas with a partner.
- Check the answer together.

SUGGESTED ANSWER

He is worried that laws are being made on the basis of emotion rather than data.

WATCH OUT! Point out that *sound* here means sensible – something that you can rely on and that will probably give good results.

EXTENSION Find out what laws exist in students' countries for cyclists: Are helmets compulsory? If not, should they be? Why/Why not? Do cyclists wear high-vis bike-wear? Are there good cycle paths, etc.?

Exercise 4b

- Students work in pairs to match sentences 1–5 in the extract to definitions a–d.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 a 2 d 3 b 4 c 5 a

CRITICAL THINKING Ask students to find out what rules of the road exist in their country (e.g. speed limits within a built-up area or on the motorway, rules for cyclists/pedestrians, etc.). Students could, in the next lesson, compare rules, decide which ones they think are good, which they would change and why, and then decide which country currently has the best road rules.

STUDY TIP Encourage students to build their vocabulary by finding other words related to bikes, cars, traffic and accidents. They could work in pairs and start by finding all the associated words in the text and putting these on a

mind map. Each pair then builds up their mind map, and after two minutes, these are circulated clockwise around the class. Continue until students have their own mind map back. Students then check with each other that they understand all the words.

DICTIONARY SKILLS Encourage students to build their vocabulary with words with the same suffix, e.g. *-ment*: *government, punishment, argument*. Ask them to work in pairs to find five more words ending with *-ment* (e.g. *advertisement, temperament, parliament, replacement, development*). They could then pool their words and choose a total of eight to include in a short story/paragraph.

Vocabulary metaphor

Exercise 5

- Students read the dictionary entry.
- Ask them to think of other metaphors they know in English, or in their own language.
- Elicit some of their ideas.

Exercise 6

- Students read the extract and underline all the words connected to buildings.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

constructed, collapse, foundations, solid, demolish, supported

EXTRA CHALLENGE Ask students what other word they could add to the following metaphors: an argument as a tree (*grow, branch, ...*), an argument as a battle (*war, weapon, ...*).

Exercise 7a

- Students read the information in the Vocabulary focus box about metaphors.
- Focus students' attention on the information at the end of the box, about metaphors not necessarily transferring between languages, and about making associations.

EXTRA ACTIVITY Write the following weather metaphors on the board and ask students to think of situations when they could be relevant: *to clear the air, a stormy relationship, you are my sunshine, my memory of that's a bit foggy, I was blown away by his ideas, every cloud has a silver lining*. An example could be: *After the problems at work with my colleagues, we talked it all through and managed to clear the air*.

EXTRA ACTIVITY Give each pair of students a word (e.g. *weather, food, liquid*). Ask them to brainstorm associated verbs, nouns and adjectives (e.g. *to rain, fog, cloudy, unpredictable; to digest, vegetables, spicy; to flow, water, damp*). Then ask them to choose one set of words as a metaphor to describe their English classes/a recent project/their place of study or work, etc.

Exercise 7b

- Students complete the sentences using the phrases from the box, changing the form if necessary.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 gave me a lift
- 2 in low spirits/feeling down-hearted
- 3 rollercoaster of emotions
- 4 ups and downs
- 5 feeling down-hearted/in low spirits

- Check *rollercoaster* as shown in the photo (= a track at a fairground that goes up and down very steep slopes).

Exercise 7c

- Students compare the metaphors in exercise 7b with how they would say them in their own language.
- Give them time to think this through, then ask them to share their ideas with a partner.
- Elicit a few ideas from the group.

EXTRA ACTIVITY Students could collect two or three metaphors from their own language at home and bring them to class next time.

Exercise 8

- Students work in pairs and discuss each metaphor in turn.
- You could do the first one together.
- Encourage students to be creative and perhaps think of situations when this metaphor could be used.

SUGGESTED ANSWERS

'The past ...' – things are changing, and time is going forward rather than staying where it is, just as a foreign country is different from your own.

'All the world's a stage' – life is like a play.

'And all the men ...' – we merely go through the stages of our life, acting it out.

'Time is a thief' – time steals opportunities from you when you might be unaware you are losing them.

EXTENSION Students could join with another pair and compare their ideas.

FEEDBACK FOCUS Focus on students' ability to build on the metaphor and explain what the authors meant. Give extra credit for any appropriate examples they include.

EXTRA ACTIVITY Students could bring to the next class an example of another metaphor by a famous writer, perhaps from their own language, and discuss what the writer wanted to say.

7.4 Speaking and writing

Goals

- Take part in informal negotiations
- Use comment adverbs

Listening & Speaking informal negotiations

Lead-in

- Ask students to think about their last negotiation, large or small, at work, at home, with a friend, etc. How easy was it? Was it a win-win situation? Why/Why not?
- Ask students to share their ideas with a partner.
- Elicit a few ideas from the group.

Exercise 1

- Before doing this exercise, check the pronunciation of *negotiate* /nɪ'gəʊʃieɪt/. You could also check the two nouns (person and abstract noun): *negotiator* and *negotiation*.
- Focus students' attention on the photos illustrating informal negotiations. Ask them to think what sort of situations these people could be involved in.
- Students discuss their ideas in pairs.
- Elicit some of their ideas.

SUGGESTED ANSWERS

Colleagues could negotiate who is to do tasks, dates for meetings, etc.
Customers and market traders could negotiate a discount.
Customers and car mechanics could negotiate prices.
Housemates could negotiate tasks such as cleaning and shopping.

Exercise 2 7.6

Audio summary: The first conversation is between flatmates, negotiating the house rules. The second is between a car mechanic and customer, negotiating work to be done on the car.

- Students listen to find out who the participants are in each negotiation, and what they want.
- Play track 7.6.
- Students check their ideas with a partner.
- Check the answers together.

ANSWERS

- 1 Housemates. One housemate wants to explain the rules, and the other to accept them. The other wants some changes in the rules to suit their personal situation.
- 2 Customer and car mechanic. The mechanic wants £500. The customer wants a reduction.

AUDIOSCRIPT 7.6

1

A OK, so here are the house rules. We all have to agree to them, otherwise it'll be chaos.
B OK, fair enough. Let's have a look. Hmm, I'm not sure about number four. 'All house members must clean the kitchen at least twice a week.'

A Is there a problem with that?

B Well, that's not really fair on someone like me, who probably won't be using the kitchen very much. Maybe if I could be excused the kitchen duty, then I might do more of something else. How does that sound?

A Yeah, maybe, provided we don't have to change everything. I'd rather we didn't start making too many special rules for individual people.

B Hmm, that sounds fair enough. I'll tell you what. Supposing you let me off the kitchen cleaning, I could do more of the cleaning of the rest of the house.

A OK, we might be able to make an exception in this case. But I'll have to ask the others if that's OK with them.

2

C OK, so we had a look at your car, Mr Jones ...

D Right. Is it bad news?

C Yes and no. There's nothing seriously wrong with it, but there's quite a lot of small things that need doing.

D OK, that doesn't sound too awful. Can you give me an idea of how much you think it's going to cost?

C We reckon about £500.

D Five hundred? Oh, right. That's a lot more than I expected. You did say just small things. Frankly, I'm not really happy with that.

C Well, like I say, there's quite a lot to do.

D Actually, the other places I've taken it to have given me a much better price.

C Oh right. Well, maybe we could ... What if we were to bring it down a bit?

D Well, it depends what you mean when you say 'bring it down a bit'. What did you have in mind?

C How about 400? If we did the more important things, and left the smaller things for another time? How do you feel about that?

D OK, that sounds reasonable. I could go along with that.

PRONUNCIATION Remind students that *excuse* (in conversation 1) can also be used as a noun. Elicit how the verb /ɪk'skju:z/ and noun /ɪk'skju:s/ are pronounced. Compare this with *to advise* and *advice*, and other words with similar pronunciation of /s/ vs /z/.

EXTENSION Ask if students have ever negotiated in either of these, or similar, situations? What strategies did they use?

SMART COMMUNICATION Remind students of the 'win-win' approach in negotiations mentioned in lesson 4.4. Ask students to think about how to demonstrate that the other party also gains, e.g. in the car negotiation, the customer suggested he would take his car to another garage, so the mechanic had to compromise, but also 'won' something. What other strategies can they think of for demonstrating some sort of benefit to their negotiating partner (e.g. new opportunities, challenges, etc.)?

Exercise 3a 7.6

- Before doing this exercise, ask students to read the phrases from the negotiations and see if they can remember what words are missing.
- Students then listen again and complete the phrases.
- Play track 7.6 again.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

Conversation 1

- 1 problem with that
- 2 does that
- 3 an exception (in this case)

Conversation 2

- 4 really happy with that
- 5 were to bring it down
- 6 do you, about that
- 7 along with that

Exercise 3b

- Students write the phrases from exercise 3a in the Language for speaking box in the right place.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- a What if we were to (bring it down a bit)?
- b Is there a problem with that?
- c ... we might be able to make an exception (in this case).
- d I could go along with that.
- e Frankly, I'm not really happy with that.
- f How does that sound?
- g How do you feel about that?

EXTRA CHALLENGE Ask students what other phrases they could add to the box, e.g. (making suggestions) *Suppose I/you ...*, (clarifying) *Could you be a bit more specific?*, etc.

Pronunciation intonation in negotiating phrases

Exercise 4a 7.7

- Students listen to the examples of phrases in the box.
- Suggest students first underline the words which are stressed.
- Play track 7.7.
- Then ask them to listen again and mark with arrows what happens to the intonation on each phrase. Pause the recording after each phrase. You could do the first one together.

Exercise 4b

- Students compare their answers with a partner and then practise saying the phrases they think they would use.

EXTRA SUPPORT Ask students to say a phrase out loud; sometimes it's easier for them to hear a peer saying the phrase, and repeat, if the stress and intonation are clear.

Exercise 5

- Students will be taking part in two of three short negotiations: one about a friend's dinner, one about neighbours and one about a business meeting.
- Check to *alienate* (= to make somebody less friendly or sympathetic towards you) and *fallback* (= a plan of action that is ready to be used in an emergency if other things fail).
- Divide the class into two groups, A and B. First, students read their role cards, one negotiation at a time. Students A turn to page 130 of the Coursebook and Students B turn to page 135. Check they have understood what they need to do.
- When they are ready, put students into pairs, A+B. Allow five minutes for each negotiation.
- You could copy the phrases from the Language for speaking box on page 72 onto strips of paper, give a set to each pair, and ask students to turn one over every time they use it.
- Students could do each negotiation with a new partner.

WATCH OUT! Remind students not to be too direct when negotiating and to use intonation to sound tactful and supportive of their negotiating partners.

FEEDBACK FOCUS Listen for students' success in reaching a satisfactory negotiation for both sides. When they have finished, bring the group back together and find out which negotiation was easier, or more difficult, and why. What strategies did they use, and which were most successful?

Reading & Writing **comment adverbs**

Exercise 6

- Students read the questions and discuss them with a partner.
- Give them two minutes and encourage them to share their experiences.
- Then elicit a few ideas from the group.

Exercise 7a

Text summary: The extracts each describe an aspect of a trip or holiday, reviewed by visitors. They include comments about a hotel, a restaurant and a building.

- Students read the extracts and decide what each post is about, and how the reviewer felt about the place.
- Students share their ideas with a partner.
- Check their ideas together.

ANSWERS

- 1 hotel
- 2 restaurant
- 3 palace
- 4 hotel

- Check *rim* (= the edge of something in the shape of a circle) and *scrumptious* /'skrʌmpʃəs/ (= (informal) tasting very good).

EXTENSION Ask students if they have experienced anything similar to these reviewers.

- Ask students to read the Language for writing box about comment adverbs.
- Highlight how, in each case, the adverb introduces a sentence which matches the meaning of the adverb.

Exercise 7b

- Check students are clear what *comment adverbs* are (adverbs which convey the user's opinion).
- Students underline the comment adverbs in the posts.
- You could elicit the first one.
- Students share their ideas with a partner.
- Check the answers together.

ANSWERS

- 1 Evidently
- 2 Unfortunately
- 3 Admittedly
- 4 Ideally

EXTRA SUPPORT Ask students to clarify how each adverb conveys the writer's opinion, e.g. *evidently* (= the writer has evidence, i.e. lipstick).

Exercise 8a

- Students underline the correct comment adverb in the extracts from city guides and advice websites.
- Students share their answers with a partner.
- Check the answers together.

ANSWERS

- 1 Thankfully
- 2 Predictably
- 3 Incidentally
- 4 Happily
- 5 Theoretically
- 6 Incredibly
- 7 Coincidentally
- 8 Absurdly

Exercise 8b

- Students work in pairs and choose three of the adverbs they didn't use in exercise 8a, then write a sentence using each one.
- Before they start, ask them to read the example sentence and decide how the speaker felt (disappointed).
- Give students time to write their sentences.

Exercise 8c

- Students work in small groups and read each other their sentences to see whose are the most logical.
- Encourage the other students to listen and check that the opinion being conveyed by the comment adverb matches the rest of the sentence.
- Elicit a few examples from the group.

SUGGESTED ANSWERS

- 1 Regrettably, I didn't have enough time to see the city properly.
- 2 Astonishingly, Sydney has more cars per head than any other major city.
- 3 Frankly, it is not worth using public transport.
- 4 Typically, it is full of business people.
- 5 Miraculously, the bus service is cheap and very efficient.
- 6 Luckily, it is not far from the city centre and major hotels.
- 7 Evidently, I like cities which are famous for beer.
- 8 Honestly, I don't think they will improve the pollution problem much.

Exercise 9a

- Students will be writing two short paragraphs for an advice website. Ask them to read the rubric.
- Remind them that they will be writing about one place only, once positively and once negatively.
- Give them time to make notes about what they want to write, and to include comment adverbs.
- Remind them to refer back to the Language for writing box.
- Students write their paragraphs.

Exercise 9b

- You could ask students to work in groups of three to read each other's reviews. Alternatively, you could pin the reviews up on the wall and let students read any other two.
- You could ask students to indicate with a tick or a cross whether they would definitely go or not go to the place, based on the review.

FEEDBACK FOCUS When marking students' writing, it's important to comment on the content (e.g. why you would/ wouldn't like to visit the place). If you comment on language, you could use correction symbols (see lesson 1.4 exercise 4 notes in this book).

7.5 Video

Decisions, decisions

VIDEOSCRIPT

Dr Mike Browning is a psychiatrist and researcher at the University of Oxford. His research interests include a focus on finding new treatments for people who suffer from anxiety and depression.

I So Dr Browning, can you tell us what your research is about?

M So my research looks at why some people might develop illnesses such as anxiety and depression, and how those treatments for anxiety and depression might work.

I And why did you become interested in this area?

M So, um, I'm a psychiatrist – I treat patients with a range of disorders including anxiety and depression, and one of the, um, realities of treating people with, with these difficulties is that the treatments that we have don't work as well as we'd like. So I, uh, do research to try and understand why people become anxious and depressed in the first place, and then I look to see whether I can use that knowledge to improve the treatments for these patients, so that in the future we'll have treatments that work a little bit better.

I In your opinion, how much does emotion and gut reaction influence decisions in our daily lives?

M OK. So I think probably the first thing to say is, is that almost all of the decisions that we actually make in our daily lives we're not consciously aware of making – we make them by habit. So if you think of the example of, of driving to work, for example, every drive you take involves making hundreds of decisions. So how fast to go, which pedal to press, whether I turn left or right. And you're not aware of making pretty much any of those decisions. They happen, by habit and automatically. And so, as you can imagine, your emotions, or the way you feel, will influence a number of those decisions. So, for example, if you're feeling really happy and buoyant, you might drive a little bit faster. And if you're sad, you might drive a little bit slower. Uh, and the other, uh, thing I think influences us – those decisions – is what you described as 'gut reaction'. So some of the complex decisions you make, for example if you're thinking about driving to work. You might be at a junction and you might have to decide when it's safe to go. Now there's a couple of ways you can make that decision. One is to calculate exactly where every other car is, what speed it's going, where it's going to be in a few seconds, and decide whether it's safe for you. The other is just to look and just get the feel about when it's safe. And almost everyone does the second – uh, it's the second way of making decisions because that's much more efficient and much quicker. So those decisions are – are influenced by your gut reaction, rather than really thinking out each decision, uh, to its logical conclusion.

I Do you think that going with our gut feelings and emotions leads us to make better decisions?

M Yeah. So there's clear examples when emotions will be quite useful, ah, and help you to make a decision. Maybe a better decision or make the right decision more quickly. Ah, but there are other contexts where it's much better not to be driven by your emotions and where a more considered, thought-out approach is probably the best approach. So, if we take, uh, an example – if you're walking down the street and a tiger jumps out in front of you, then you're likely to feel fear. And one of the reasons that, that people feel fear is that it gets you ready to run away or to fight, and scan your environment for threats, and all the things that are a really good thing to do if a tiger jumps out. So following your emotions when a tiger jumps out is a really good idea, whereas thinking it through too much would be a really bad idea. But there are other decisions, for example, as we mentioned before, buying a car, or, or something a bit less urgent and a bit less emotionally charged, where it's often better to make a more considered – a decision.

I In general, are people who suffer from anxiety more likely to make decisions based on their emotions or are they more likely to think things over more carefully?

M Um, I suppose it's quite a complex question, actually. They tend to make decisions in a different way to people who are less anxious. So whenever you make a decision, you'll often have to weigh up the pros and cons of the different options that you have available to, to you. And what you'll find with anxious people is they tend to be more adverse, or more worried about the bad things that might happen to them. And so that changes the decisions they make a little bit. So anxious people will tend to make decisions that, um, they think are less likely to put them in harm's way. So that can be a good thing. But the problem is that sometimes you'll miss out something really good happening because you're not willing to take the risk that maybe it won't turn out well. So to give you a sort of real-world example of this – there's a couple of studies that have suggested that if you're anxious, particularly if you're male – if you're a man – you're less likely to be run over by a car in your twenties. And possibly because people who are anxious will look more assiduously both ways to see if a car is coming. However, to balance that out, once you get up to your thirties and forties you're more likely to die of things like heart disease, so the worrying isn't all good. But there's obviously some benefit to being a little bit worried about the things in your environment that might harm you.

VIDEO ANSWERS

Exercise 1

Students' own answers

Exercise 2

He mentions 1, 2 and 3.

Situation 1: automatically/emotions

Situation 2: emotions

Situation 3: thought

Exercise 3

- 1 They tend to be more worried about the bad things that might happen to them.
- 2 They tend to make decisions that keep them out of harm's way.
- 3 These decisions are likely to lead to good things. Because they're not willing to take risks, they'll miss out on something good.
- 4 It's good if it leads to avoiding accidents (as in twenty-year-old men worrying about crossing the road), but less good when (for example) worrying about heart disease.

Exercise 4

Suggested answers:

- 1 research what other medicines exist already, ask experts to assess the new medicine, decide if the medicine will bring overall financial benefits (e.g. because there will be fewer days lost at work)
- 2 decide how long the job is likely to last, ask friends and family for their advice, decide how much your happiness depends on your location, assess how much your present job is likely to bring satisfaction in the longer term
- 3 ask your friend to provide his/her business plan, research the field or market where his/her company is operating, find out how the money will be spent and (if relevant) what returns you will get on it, ask friends and family for advice
- 4 assess/research the current work situation in your field, research how much further courses of study will cost, talk to people who have done further study in your field, ask your teachers for advice

Review

ANSWERS

Exercise 1a

- 1 If you were to get a job abroad, would you take it?
- 2 If I were to be accepted on this course, I'd be over the moon!
- 3 It would be good if they were to make Wi-fi available (and free) everywhere.

Exercise 1b

- 1 Had the group known about the terrible weather forecast, they wouldn't have gone out for a walk in the hills.
- 2 Had the shop not been closed when I got there, I would have been able to hand in my CV.
- 3 Had the last match of the season not been cancelled, we would have won the title.

Exercise 2

1 was/were	4 got
2 talk	5 had been
3 had had	6 hadn't

Exercise 3a

1 apathetic	4 proud
2 self-conscious	5 uncomfortable
3 indifferent	6 frustrated

Exercise 3b

Students' own answers

Exercise 4a

Students' own answers

Exercise 4b 7.8

- 1 Keep your temper at all times.
- 2 Make sure you criticize your staff in such a way that they don't take it personally.
- 3 Never rush into decisions.

AUDIOSCRIPT 7.8

- 1 This kind of boss I call 'The Volcano'. Most of the time, they're dormant, and they go about their business quietly and peacefully. And then occasionally, something gets on their nerves and they erupt! Problem is: this reduces everybody's productivity, because they're walking on eggshells all the time.
- 2 It's very frustrating for employees when they don't get feedback on their performance. You're thinking 'the new sales rep is doing well,' but if you don't let them know, they'll just start floating along. By the same token, if you do have to criticize, make sure that your criticism is informational – I mean, the employee needs to know what and why they're doing wrong, and how they can improve. Keep it objective. This kind of boss is 'The Motivator'.
- 3 This kind of boss is sometimes called a 'Social Director'. This means they always try to reach a consensus in their team. They want to create a community. The positive side of having this kind of boss is that they consult with everybody before they make up their mind about something. On the other hand, it takes them a long time to do it!

Exercise 5

1 down-hearted	4 demolish
2 constructing	5 ups and downs
3 sound	

8.1 The multi-purpose material

Goals

- Describe the properties of materials
- Express probability and speculation

Vocabulary & Speaking properties of materials

Lead-in

- Give students one minute to find as many different materials as they can on them, e.g. cotton, wool, wood, plastic, metal, etc. Elicit an example to start, e.g. *a leather briefcase, cotton socks*.
- Students compare the range of materials with a partner.
- Elicit from the group some of the items they have, and what these items are made of.

Exercise 1a

- Focus students' attention on the photos, and ask them to decide what each one is and what they have in common.
- Students compare their ideas with a partner.
- Elicit a few ideas from the group.
- Check *fleece* (= a type of soft, warm fabric that feels like sheep's wool), *prosthetic* /prɒs'θetɪk/ (= used as an artificial part of the body) and *bitumen* (road surface) /'bɪtjʊmən/ (= a black sticky substance obtained from oil, used for covering roads or roofs).

ANSWERS

- 1 EcoARK, fleece top, prosthetic hand, road surface
- 2 They are all made of plastic.

EXTENSION Ask whether the students have, or have seen, any of the items in the photos.

Exercise 1b

Text summary: The leaflet describes plastic: a brief history, its properties and how it is now being used in many new ways – in medicine, clothing and road surfaces.

- Students read the paragraph headings and then use them to label the text.
- Students compare answers with a partner.
- Check the answers together.

ANSWERS

- 1 A history of plastic
- 2 Physical qualities
- 3 An important new use of plastic
- 4 New life for old plastic?

Exercise 1c

- Students read the questions and then discuss them with a partner.
- Elicit a few of their ideas.

EXTENSION Ask students if they know of any other interesting ways in which plastic has been used.

Exercise 2a

- Students match the words set in blue in the leaflet to their definitions.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 water-resistant
- 2 lightweight
- 3 flexible
- 4 versatile
- 5 durable
- 6 rigid

- Check the pronunciation (sounds and stress) of the following: *versatile* /'vɜ:sətəɪl/, *durable* /'djuərəbl/, *rigid* /'rɪdʒɪd/.

Exercise 2b

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

ANSWERS

- 1 tough
- 2 elastic
- 3 absorbent
- 4 fragile
- 5 transparent
- 6 magnetic
- 7 biodegradable

- Check the pronunciation (stress) of the following: *biodegradable*.

PRONUNCIATION Some students may need help with words with consonant clusters (*absorbent, magnetic, transparent*, etc.). Help them by breaking the words into syllables, starting at the end and working backwards, e.g. /bənt/, then /'zə:bənt/, and finally /əb'zə:bənt/. This is also a good strategy for learning and remembering chunks or phrases.

DICTIONARY SKILLS Ask students to find the nouns from the adjectives, e.g. *resistant* → *resistance*, *rigid* → *rigidity*, etc., and then explain why each noun is a positive quality for an object to have, e.g. *The rigidity of my mattress means I get a good night's sleep and I don't harm my back*.

Exercise 2c

- Students use the words in the box to describe different objects. These could be in the room or elsewhere.
- Check the answers together.
- You could make this competitive – ask students to work in pairs and give them one minute to find as many items as possible.

Exercise 2d 8.1

Audio summary: The audio describes a pair of swimming goggles by talking about their properties.

- Students listen and decide what the person is describing.
- Play track 8.1.
- Check the answer together.

ANSWER

swimming goggles

WATCH OUT! Remind students that *goggles* (like glasses) are used in the plural.

AUDIOSCRIPT 8.1

They're made of plastic. This is good because it means they're lightweight. The lenses are rigid and obviously they're transparent so I can see where I'm going, but because they're plastic as opposed to glass, they're a lot tougher and far less fragile and there's less danger of them breaking. The strap is made of some type of flexible plastic or rubber, and they're elastic which means they fit well and don't let water in.

Exercise 2e 8.2

- Students listen again and note down the adjectives. The recording is the same as track 8.1, except with pauses after the adjectives.
- Play track 8.2.
- Check the answer together.

ANSWERS

lightweight, rigid, transparent, tougher, less fragile, flexible, elastic

Exercise 3

- Students work alone to think of one of their possessions and how they could describe it. Tell them to keep the item a secret.
- Give students two minutes to write down a few notes.
- You could demonstrate this first, and see if students can guess the item you describe.
- Then put students into pairs. In turn, each describes an item while the other guesses.

EXTENSION Students could swap partners and try again, or describe a second item. Or they could do the activity in groups of three.

Grammar & Speaking probability and speculation

Exercise 4a 8.3

Audio summary: The report explains the potential of graphene, which could be as successful as plastic, revolutionizing the production of many household objects.

- Students first read 1–4, then listen to a report and take notes.
- Play track 8.3.
- Students compare their notes with a partner.
- Check the answers together.

EXTRA SUPPORT You could remind students of the note-taking skills discussed in lesson 2.3.

- Check the spelling of *graphene*.

ANSWERS

- 1 Two scientists from Manchester University discovered it.
- 2 graphene
- 3 thinnest material, excellent conductor, tough, strong, elastic
- 4 flexible phones and tablets; digital devices in clothes, windows and walls; display inside glass; fight diseases, like Alzheimer's and cancer; photo-therapy

AUDIOSCRIPT 8.3

When the Royal Swedish Academy awarded the 2010 Nobel Prize for Physics to two scientists from Manchester University, they described their discovery as having 'a vast variety of practical applications, including the creation of new materials.' Some people say that their work could represent as much of a change to humanity as plastic did in the past. But what is it?

Its name is graphene.

Graphene has a unique set of physical properties. It's really quite simple, because Graphene is carbon, a one-atom-thick layer of carbon. That makes it the thinnest material ever discovered. But what else is special about graphene? Well, it's an excellent conductor of heat and electricity. It's tougher than a diamond and stronger than steel. It's also very elastic and can stretch up to 20% its original length. Because of all this, it's guaranteed to revolutionize the production of hundreds of household objects.

With graphene, scientists say we'll be able to produce a new generation of flexible phones and tablets. In just a few years they're likely to be putting digital devices like phones inside your clothes, windows and walls. And you may well be able to read a display inside a transparent material like glass.

But graphene could also help in the fight against diseases such as Alzheimer's and cancer because scientists believe it could help both in diagnosis and in new types of photo-therapy.

And if all this is true, graphene is sure to be as important for the twenty-first century as plastic was for the twentieth.

Exercise 4b 8.3

- Students read the list of words and phrases, and then listen again to find out what each one refers to.
- Play track 8.3 again.
- Students compare their ideas with a partner.
- Check the answers together.

ANSWERS

- 1 what graphene is made of
- 2 what graphene is tougher than
- 3 the number of household objects that will be revolutionized by graphene
- 4 flexible phones and tablets made using graphene
- 5 one way in which graphene can be used to fight against diseases

Exercise 4c

- Students work in pairs and write a short summary about graphene. Suggest they write 80–100 words.
- Remind students to think about the key points to include.

EXTRA SUPPORT Refer students back to lesson 2.4 to check their summary for style, content and effect.

FEEDBACK FOCUS Students will probably be interested to read each other's summaries to compare with their own. If you collect the summaries, give credit for including key information (e.g. when graphene was discovered, its key properties and uses), as well as accuracy.

Exercise 5a

- Students read the extracts and decide what each phrase in bold refers to.
- Students compare their ideas with a partner.
- Check the answers together.

ANSWERS

1 c 2 b 3 a

Exercise 5b

- Students complete the rules on expressing possibility and speculation in the Grammar focus box, using the words in the box.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 may
2 have
3 past participle
4 most
5 least

STUDY TIP Students may find it useful to record these phrases in their notebooks along a cline scale, as in the Grammar focus box, with the least and most likely phrases at either end of the scale.

- Remind students to check the *Grammar reference* on page 156, where there are two more practice exercises they can do for homework.

Exercise 6

- Students rewrite the sentences using the words given.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 We might see more clothes ...
- 2 We're bound to see a lot more ...
- 3 There's a chance they'll invent ...
- 4 It's doubtful if everyone will become ...
- 5 You must have heard about the new ...
- 6 3D technology is sure to have ...

Exercise 7a

- Students look at the topics and work in pairs to speculate about how different things were in the past, or will be in the future.
- Give students five minutes to come up with three or four ideas for each topic.

EXTRA SUPPORT Elicit ways to speculate about the past by asking how our parents/grandparents lived without computers, mobile phones, etc., e.g. *It must/could have been ...*, *It's unlikely that they ...*, etc.

Exercise 7b

- When they are ready, join one pair with another pair and ask them to share their ideas.
- Then ask them to decide what has changed most, and what future developments are most likely to happen. Encourage them to give reasons for their opinions.
- Elicit groups' ideas together.

FEEDBACK FOCUS Comment on students' ability to justify their opinions and present a clear summary. Give credit too for good use of language for expressing probability and speculating.

EXTRA ACTIVITY Give students a chance to speculate on their own lives: how they might have been different if their circumstances had been different, or what developments they predict for the future. Allow students to share their ideas in pairs or small groups.

8.2 My life without ...

Goals

- Use participle clauses
- Use phrasal verbs

Grammar & Listening participle clauses

Lead-in

- Revise language for speculating by asking students to guess *What's in the bag?* Use an opaque plastic or material bag and put some objects inside, e.g. a pencil sharpener, a wallet with cards in, etc. Let each student touch the outside of the bag and feel what's inside, then have one guess.
- Remind them to use the language for speculating from lesson 8.1 (*It must/can't be, Perhaps it's a ..., etc.*).
- Students can then work in pairs and do the same.
- Elicit from the group what they managed to guess, and which items were easier or more difficult.

Exercise 1

- Students make a list of all the plastic things they have used so far today, then divide their list into essential and non-essential items.
- Students compare their lists with a partner.
- Elicit some ideas from the group. Find out who has the longest 'essential' list.
- Before doing exercise 2a, ask students what they think the listening is going to be about, based on the photo.

Exercise 2a 8.4

Audio summary: In the introduction, Silvia explains why she decided to cut down on her use of plastic.

- Students listen to what Silvia decided to do and work out the relevance of the photo.
- Play track 8.4.
- Students compare their ideas with a partner.
- Check their ideas together.

ANSWERS

- 1 reduce her consumption of plastic
- 2 She saw something in a magazine about an island of waste plastic and it shocked her into doing something.

AUDIOSCRIPT 8.4

I OK, Silvia, so first of all can you tell us why you decided to give up plastic?
S First, I think I should point out that what I've been trying to do is cut down on my use of plastic – it's pretty difficult to cut it out completely these days, but I was interested to find out if I could significantly reduce the amount I used.
I And what made you decide to do this?
S Well, I was already aware that a huge proportion of my rubbish at home was made up of plastic, but I guess the main thing was that I saw something in a magazine about this massive island of waste plastic in the middle of the ocean – it was really horrifying. When I saw the photo, I decided I couldn't just sit there, so I found out about some people who were trying to, you know, do something about it.

I By reducing the amount of plastic in their lives?

S Exactly. And that's why I decided to see how much I could reduce my plastic consumption in a month.

EXTENSION Ask students how possible it might be for them to cut back on, or cut out, their use of plastic.

WATCH OUT! Note that when *pretty* and *quite* are used with an adjective, putting the stress on the adverb (*pretty, quite*) reduces the strength of the meaning of the adjective. When the adjective is stressed, the meaning is stronger.

Exercise 2b 8.5

Audio summary: In the remaining part of the interview, Silvia explains some of the difficulties she had initially and what she had to do to overcome these. She ends by explaining why it was a very positive experience.

- Before playing the interview, ask students to read the statements.
- Play track 8.5.
- Students correct the statements.
- Students compare their ideas with a partner.
- Check their ideas together.

SUGGESTED ANSWERS

- 1 She was already using reusable bags before the experiment. Her first change was to avoid other packaging.
- 2 She uses a glass or a metal bottle.
- 3 She's been trying it for four weeks.
- 4 The main difference is the time it takes.
- 5 The advantage of local shopping is knowing more about where things come from.
- 6 There's no doubt she will continue.

AUDIOSCRIPT 8.5

I So having made the decision, what was the first thing to go?

S Well, I thought I was doing OK, you know – I'd been using reusable bags for my shopping for ages – but I started taking a closer look at all the packaging food comes in before you even put it in your bag.

I What, you mean like plastic on pre-packed meat and plastic egg boxes and things like that?

S Yeah, though being allergic to eggs, that wasn't a problem for me, but yes, for example cheese is wrapped in plastic, fruit comes in plastic bags – I worked out that I was producing three bags of rubbish a week just from packaging – it's completely crazy.

I Yes, I see what you mean.

S Then there's all those plastic water bottles we seem to get through now. So many people just seem to drink up, throw it out and buy another one, without even thinking about it. Now I just use a glass or a metal bottle.

I OK, so you've been trying this out for four weeks now. Since giving up, or rather cutting down on plastic, do you think you've ended up spending more?

S Well, I've gone over to shopping more in local shops rather than supermarkets but I think it's probably more a question of time than money – I mean, doing the shopping takes up more time, but the quality of the experience also goes up – you know, you get to actually have conversations with people when you use smaller shops. And given the choice, I think many people would prefer to buy their fruit and veg direct from the producer

or from a local shop where you know it hasn't travelled thousands of miles.

I So you're at the end of the initial experiment – what next? Do you think you're going to keep it up?

S Definitely, no doubt about it. Looking back, it's hard to think why I hadn't tried it before. It's really just a question of changing a few habits, becoming a little more aware. Taking everything into consideration, it's been a great experience.

EXTENSION Ask students to discuss what they think about Silvia's experiment. Would they consider doing anything similar? Why/Why not?

DICTIONARY SKILLS Ask students to think of all the different ways food is packaged, and to check how these words are used, e.g. *packet, pack, tin, carton, jar, bag, bottle, box, tub*, etc. You could help by asking them what they would put the following in: *jam, milk, yoghurt, ice cream, margarine, sweetcorn (not fresh), cornflakes, chocolate, coffee, biscuits, cream, eggs, orange juice*, etc. Note that *package* is usually used for something you take to or get from the post office; *packaging* describes the material used to wrap something (usually paper, card or plastic).

Exercise 3a

- Students look at the words in bold in the extracts from the interview: ask them to underline the present participles and circle the past particles.
- Students compare their ideas with a partner.
- Check the answers together.

ANSWERS

- 1 Looking back, it's hard to think why I hadn't tried it before.
- 2 Being allergic to eggs, that wasn't a problem for me.
- 3 Given the choice, I think many people would prefer to buy their fruit and veg direct from the producer ...
- 4 Since giving up, or rather cutting down on plastic, do you think you've ended up spending more?

Exercise 3b

- Students work in pairs to rephrase the words in bold in exercise 3a.

Exercise 3c

- Students read the Grammar focus box on participle clauses and compare their answers to exercise 3b with the examples in the box.
- Check the answers together.

ANSWERS

- 1 If I look back, it's hard to think ...
- 2 Because I am allergic to eggs ...
- 3 If they were given the choice ...
- 4 Since you gave up, or rather cut down on plastic ...

- Remind students to check the *Grammar reference* on page 157, where there are two more practice exercises they can do for homework.

Exercise 4a

- Students put the words in the right order.
- Students check their answers with a partner.
- Check the answers together.

WATCH OUT! Point out that the subject of the second part of the sentence must be the same as the person doing the action in the participle clause, e.g. *Having given us homework, the students left* is wrong. It doesn't work because the teacher (not the students) gave out the homework. *Being allergic to wheat, Tom cooked rice for him and his daughter, not pasta* is correct if Tom is allergic to wheat, but is not correct if only his daughter is allergic to wheat.

ANSWERS

- 1 Generally speaking, I recycle most household rubbish.
- 2 Given the choice, I'd rather use a car than public transport.
- 3 Being a busy person, I don't have time to worry about the environment.
- 4 Having decided to give something up, I generally keep at it.

Exercise 4b

- Students rewrite the sentences, using a participle clause to replace the words in bold.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 Looking out of the window, I can see ...
- 2 Having given up plastic shopping bags, we (then) started ...
- 3 Having small children, I find that the supermarket ...
- 4 I stopped using plastic bottles, firmly believing this ...
- 5 On/After seeing the documentary, I decided ...
- 6 When asked about the experiment, I ...

EXTRA ACTIVITY Ask students to choose three phrases from the Grammar focus box and complete the sentences about themselves or someone they know. Two of the sentences should be true, and one false. Put students into groups of three to share their sentences and to try to guess which one is false. You could start by giving three sentences about yourself, e.g. *Being very lazy, I never get up before 10.00am. Having passed my advanced English exam, I'm going to learn Russian next. All things considered, I really enjoy these English classes.*

CRITICAL THINKING Find out what students currently do to cut back on waste (plastic, bottles, paper, etc.) and ask them to think of three more things they could do, at home or at work, to reduce waste.

Vocabulary & Speaking phrasal verbs

Exercise 5a 8.6

- Students read the two short extracts then listen and complete them.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS/AUDIOSCRIPT 8.6

- a What I've been trying to do is *cut down on* my use of plastic – it's pretty difficult to *cut it out* completely these days ...
- b ... doing the shopping *takes up* more time, but the quality of the experience also *goes up*.

Exercise 5b

- Students match the meanings of the verbs in exercise 5a to a similar verb.
- Check the answers together.

ANSWERS

1 c 2 d 3 a 4 b

Exercise 5c

- Students match each of the phrasal verbs in exercise 5a to a category, 1–4.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 goes up
- 2 takes up more time
- 3 cut it out
- 4 cut down on

WATCH OUT! Remind students that in type 3 (with an object and separable), if the object is a pronoun, we put it before the particle, i.e. *look a word up/look up a word/look it up* (not *look up it*).

Exercise 6a

- Students read the three possible meanings for the two particles.
- Give students time to discuss their ideas for the sentences with *on* with a partner.
- Check the answers together. Point out that there can be some overlap.

ANSWERS

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

Exercise 6b

- Give students time to discuss their ideas for the sentences with *off* with a partner.
- Check the answers together. Point out again that there can be some overlap.

ANSWERS

7 e 8 d 9 e 10 f 11 f 12 d

Exercise 7 8.7

Audio summary: The man talks about a trip they had to postpone because of work.

- Students read the headings and take notes.
- Play track 8.7.
- Students compare notes with a partner.
- Check the answers together.

ANSWERS

- 1 last year
- 2 holiday plans; a big order came in
- 3 put off the trip a few weeks

AUDIOSCRIPT 8.7

Something I've had to put off? ... Well, actually, last year I had to change all my holiday plans because of work. What happened was, my wife and I had been planning a trip to the USA for ages and we were really looking forward to it. We'd always wanted to do a road trip – you know – just book the flights, get there and then set off down the highway, stopping whenever and wherever we felt like it. I've had friends who've gone on similar trips and had a fantastic time.

But then something that we weren't expecting came up – one of the companies we do a lot of business with asked for a big order that needed to be sent out as soon as possible. There was nothing for it – I had to put my trip off and get on with fulfilling the order. We worked really hard and got the order out on time – the company was so pleased they placed a second big order, and then another. By doing this one rush job, we've been able to build on the relationship and they now give us at least one big order per month.

And in the end, we were able to have our trip – just a few weeks later than we'd planned. We got to New York and set off heading west. It was a fantastic trip – I'll never forget it ...

EXTENSION Ask students to look at the audioscript and underline all the phrasal verbs. You could then ask them to think of a (near) synonym for each one. Then ask them to close their books and to summarize the story using as many phrasal verbs as possible.

Exercise 8a

- Students work in pairs and choose one of the topics. They should prepare a short talk, based on the structure of the story in exercise 7.
- Give them four minutes.

Exercise 8b

- Regroup the students so that each student is now working with a different person.
- In turn, each student gives their talk. Encourage the listener to ask questions to find out more.

FEEDBACK FOCUS Bring the class back together and find out which was the best story, and why. Give credit for a good structure, as well as accurate use of phrasal verbs.

8.3 Vocabulary and skills development

Goals

- Know what to concentrate on while listening
- Use formal and informal language

Listening knowing what to concentrate on

Lead-in

- Students initially work alone: ask them to write down, in secret, a short message to pass on to their partner, e.g. *Have you done your homework?* or *Did you have a nice weekend?* Make sure the messages are short and simple.
- When they are ready, ask students to mime their messages to each other in turn: they should try to guess each other's message.
- Make sure these happen simultaneously so that no one feels embarrassed in front of the group.
- When students have finished, ask them how easy or difficult it was, and why.

Exercise 1a

- Focus students' attention on the photos and ask them to work with a partner to find similarities and differences, e.g. in both pictures, the people seem to have known each other for a while; on the left, the people aren't drinking anything and they are inside.
- Ask students to tell you what they found.

Exercise 1b

- Students read the questions about non-verbal communication and discuss them with a partner.
- Give them three minutes and then elicit some answers from the group.

EXTENSION Ask students about their own experiences of non-verbal communication, e.g. do some people use a lot, and others very few gestures? Why? Does it cause a problem? Have they ever experienced a situation where someone's words have not matched their body language?

Exercise 1c 8.8

Audio summary: In the first part of the business seminar, the speaker explains how important human interaction is, and how powerful non-verbal signals are in all aspects of work and business where communication is visible.

- Students listen and check their answers to the questions in exercise 1b.
- Play track 8.8.
- Students check their answers with a partner.
- Check the answers together.

SUGGESTED ANSWERS

- 1 body language: the way we move, our facial expressions
- 2 It's unconscious: we deliver and receive these signals without being aware of it.
- 3 because business is concerned with human interaction, and non-verbal communication is a powerful tool

AUDIOSCRIPT 8.8

Much of what we do in business, as well as outside work, is concerned with human interaction. It's therefore very important to understand some basic principles.

Whenever we speak, whether we know it or not, all kinds of unspoken, or non-verbal, signals are being exchanged. Of course a lot of this is down to instinct – it's quite unconscious – and we often both deliver and receive these signals without being aware we are doing so. The study of non-verbal communication, or kinesics /kɪ'ni:sɪks/, is vital to management and leadership, and to all aspects of work and business where communication can be seen. By becoming aware of our body language – the way we move, our facial expressions and the effect it has on other people – we have in our hands a very powerful communicative tool. One very ...

- Check *instinct* (= a natural tendency for people and animals to behave in a particular way, using the knowledge and abilities that they were born with rather than thought or training).
- Check the spelling of *kinesics*.

Exercise 2a 8.9

- Students read and listen to the information in the Unlock the code box about listening more efficiently.
- Play track 8.9.

EXTRA SUPPORT You could read the final sentence of the box out loud, reading the words in brackets in a lower, quieter voice.

Exercise 2b 8.10

- Students listen to a sentence from the seminar and mark with brackets the two phrases which can be ignored.
- Play track 8.10.
- Students check their answers with a partner.
- Check the answers together.

ANSWER/AUDIOSCRIPT 8.10

Whenever we speak, (whether we know it or not,) all kinds of unspoken(, or non-verbal signals,) are being exchanged.

Exercise 2c 8.11

- Students listen to another sentence and write down only the most important information.
- Play track 8.11.
- Students check their answers with a partner.
- Check the answers together.

ANSWER

By becoming aware of our body language, we have in our hands a very powerful communicative tool.

AUDIOSCRIPT 8.11

By becoming aware of our body language – the way we move, our facial expressions and the effect it has on other people – we have in our hands a very powerful communicative tool.

Exercise 2d 8.12

- Students read the nine clauses and then listen. Ask them to mark in brackets the clauses which contain non-essential information.
- Play track 8.12. You may need to do this twice.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

Important: 1, 3, 5, 7, 9

Non-essential: 2, 4, 6, 8

AUDIOSCRIPT 8.12

One very interesting aspect, of which most of us are unaware, is mirroring. Mirroring is when one person copies the body language of another – if one person sits forward, the other person sits forward and so on. Mirroring is a non-verbal way to say, 'I am like you. I feel the same'. Making this kind of connection, or bond, will help us develop a good relationship with the other person, who will, as a consequence, perceive us as being friendly.

Exercise 3a 8.13

Audio summary: In the final part of the seminar, the speaker explains that people mirror voices, as well as body language. Being aware of kinesics and thinking about mirroring is important.

- Students read the questions and then listen to find the answers.
- Play track 8.13.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 the Chameleon Effect
- 2 voices
- 3 speech style and accent (these are the two key things – intonation and speed are part of speech style)
- 4 use all the tools at their disposal
- 5 kinesics and mirroring

AUDIOSCRIPT 8.13

But mirroring, or the Chameleon Effect, as it is sometimes known, is not restricted to body language. People also mirror voices. In an effort to make a positive impression on another person, to show they're on the same side, the brain can cause people to adopt characteristics of their speech style – including intonation and speed of speech – and even alter their accent to fit that of the person they are talking to.

So, if we want to build understanding and trust – as of course we do when we're trying to get a new customer or sell a product – we need to use all the tools at our disposal. Become aware of kinesics – body language and facial expressions – and think about mirroring. There's no better way, according to research, to win a customer over.

Exercise 3b

- Students discuss the questions with a partner.
- When they have finished, elicit a few comments from the group.

EXTRA ACTIVITY Ask students to think about their last or next holiday. Ask them to make brief notes about what they want to say. Students work in groups of three and, in turn, tell each other about the holiday. One person talks, one listens actively and asks questions, and the other observes body language, facial expressions and gestures. Encourage them to give helpful feedback to each other after each round.

Vocabulary & Speaking formal and informal language

Exercise 4a

- Students read the two sentences and discuss the questions with a partner.
- Check the answers together.

ANSWERS

- Yes, essentially.
- B has contractions, phrasal verbs and more verbs – it's less formal than A.
- A
- A
- A

EXTRA SUPPORT Ask students to circle and link words or phrases in each sentence which are similar, to have a visual record, e.g. *adopt/take on*.

Exercise 4b

- Students read the Vocabulary focus box on formal and informal language and compare what they read with their answers to exercise 4a.
- Students compare their ideas with a partner.
- Check their ideas together.

Exercise 5a

- Students read the sentences and then use the phrases in the box to substitute the words in bold.
- Students compare their ideas with a partner.
- Check the answers together.

ANSWERS

- make use of, talk someone into (buying)
- took against, have something to do with

WATCH OUT! Point out that substituting some of the verbs may mean changing the forms of other words in the sentence.

Exercise 5b

- Students discuss the questions in exercise 5a with a partner.
- Elicit some ideas from the class.

CRITICAL THINKING Should non-verbal communication be taught as a subject in its own right in secondary or higher education? Would employers and employees benefit from specific training in this? Why/Why not?

Exercise 6a

- Students make nouns from the words and phrases.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- an agreement
- an awareness
- reference
- a lack of respect/disrespect
- an understanding
- a memory
- a modification
- a decision

STUDY TIP Remind students that it's useful to record different word classes for new words in their notebooks.

DICTIONARY SKILLS Ask students to look up the words in exercise 6a and find other noun forms. Ask them to write a sentence to include each new noun they find (*disagreement, referral, remembrance*).

Exercise 6b

- Students make phrases using the nouns in exercise 6a with the three verbs: *make, have and show*.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

make: an agreement (to), a modification (to), reference (to), a decision
have: a memory (of), awareness (of), a lack of respect (for), (an) understanding (of)
show: awareness (of), a lack of respect (for), understanding (of)

Exercise 6c

- Students read the three questions and then use the noun-based phrases in exercise 6b to make the sentences more formal.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- Do you think you/Do you **have good awareness of** your body language?
- Is it a problem for you if people **show a lack of respect** for your personal space?
- Can you think of any situations in which you **make modifications to** the way you speak depending on who you are speaking to?

Exercise 6d

- Divide the class into two groups, A and B. Students will be doing two short role-plays. Students A turn to page 130 of the Coursebook and Students B turn to page 136.
- Give students time to read and understand their roles; encourage them to think of specific examples they can talk about.
- Suggest that for each role-play, the manager starts the conversation.
- When they are ready, pair the students A+B to carry out the role-plays. Give them four minutes for each one.

FEEDBACK FOCUS Focus on students' ability to carry out a potentially difficult discussion, and to use non-verbal signals to match their words. When they have finished, ask students to comment on their own performances, as well as that of others. What did they find difficult, easy or surprising?

8.4 Speaking and writing

Goals

- Speculate, compare and contrast
- Write a problem-solution-evaluation essay or report

Listening & Speaking **speculating, comparing and contrasting**

Lead-in

- Ask students to think about all the different plastic cards they have used in the last three days (e.g. credit cards, ID cards, etc.).
- With a partner, students explain when, where and why they used them.
- Elicit some of the more interesting anecdotes from the group.

Exercise 1a

- Focus students' attention on the photo. Students work in pairs and discuss what each of the cards is for.
- Elicit from the group some of their ideas.

Exercise 1b

- Students discuss whether they are carrying any similar cards.
- Elicit a few ideas from the group.

Exercise 2a 8.14

Audio summary: The person talks about two cards, the library card and the ID card which is often used by people for accessing different parts of a building. The practicalities of these cards in terms of digitalization are mentioned, but also that they can sometimes be uncomfortable to wear.

- Students read the questions and then listen and write the answers.
- Play track 8.14.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 library card, ID card
- 2 similarities: used for purposes of identification
differences: library card records what you've borrowed, ID card identifies the person visiting a building
- 3 The ID card can be uncomfortable and can be difficult to get on clothes

AUDIOSCRIPT 8.14

Right, the first card I'm going to choose is, well, I think it's probably – it's a library card. I think it might be a university library or something like that. And the second one is one of those ID cards that business people wear round their neck. So both cards are used for the purpose of identification. With the first one you'd be likely to use it to identify yourself, but I guess it would also have the additional function of recording, perhaps, the books that you've borrowed and the books that you have yet to return. But I think the other one is one of those cards that you have when you're a visitor. So this person could be

some kind of visitor to the building, to the office, and has to wear this card to identify themselves as someone who is permitted to be there. I suppose with the first one, the card would enable you to borrow books and obviously to use the facilities of the library and to study there, while the second one would simply enable you to access the building.

In terms of how I'd feel about using a card in each situation, well, I wouldn't have any issues I guess – particularly in the example of the library. It seems to me to be something very practical – it's nice to see the digitalization of that kind of resource now. I think it's a lot more efficient, so I wouldn't have any problem with that. When it comes to the ID card for the office, I have to say whenever I've had to wear one of these I've found them pretty uncomfortable – they're difficult to get on your clothes. But I suppose, you know, it's practical – it's important that people can identify who should and shouldn't be in the building – so I think in both cases the use of the card is practical and justified.

WATCH OUT! Point out that we sometimes use *they/them/themselves* (in the plural) when we don't know or can't specify if someone is male or female (e.g. the audio says *this card to identify themselves*).

EXTENSION Ask students if they agree with the speaker. Why/Why not?

Exercise 2b 8.14

- Divide the class into two groups, A and B. Ask them to read the instructions.
- Play track 8.14 again.
- Ask Students A and Students B to check their answers together in their groups.
- Then put students into pairs, A+B. Students tell each other what they found.
- Check the answers together.

ANSWERS

Speculate: I think it's probably ... , I think it might be ... , you'd be likely to ... , I guess it would ... , I think, I suppose
Compare and contrast: both cards are used for ... , With the first one ... , the other one... , while the second one ... , When it comes to ...

Exercise 2c

- Students read the information in the Language for speaking box on speculating, comparing and contrasting.
- You could ask them to highlight phrases which they know but don't use.

WATCH OUT! Remind students we use *both* before the main verb, but after *to be*.

EXTRA SUPPORT Students might like to compare the language for speculating with the language they looked at in lesson 8.1, exercises 5 and 6.

Exercise 3

- Divide the class again into A and B. Ask students to read their role cards. Students A should turn to page 130 of the Coursebook and Students B to page 136.
- Give students time to look at the three situations and to plan what they want to say. Remind them to refer back to the Language for speaking box.

- Encourage students to be creative in speculating what might be happening in each picture.
- When students are ready, pair them A+B and ask them to talk about their pictures in turn. Their partner should note down language for speculating, comparing and contrasting.

EXTRA SUPPORT You could ask students to work in groups, Students A and B separately, to prepare what they want to say, and then pair them up, A+B.

FEEDBACK FOCUS Praise students for creative and interesting descriptions, as well as for drawing out similarities and differences. You could put the phrases on cards for students to use, or ask them to tick off the phrases they hear.

EXTRA ACTIVITY Bring in, or suggest students bring in next time, extra pictures (photos or pictures from newspapers, etc.). Students work in pairs, without showing their partner their picture, and in turn describe it by using language for speculating and expressing their feelings, but without actually stating what is happening in the picture. Their partner tries to guess each situation.

EXTENSION Find out which set of pictures students found more interesting, and why.

PRONUNCIATION When we speculate, we usually use wider intonation to illustrate uncertainty: this is usually higher on modals (*might, could*, etc.) or key words (*probably, guess, something*, etc.). We sometimes say these words a little more slowly.

Writing a problem-solution-evaluation essay or report

Exercise 4a

- Students read the text and discuss the questions with a partner.
- Elicit a few answers from the class.

Exercise 4b

- Students read the essay question. Ask them to discuss their ideas with a partner, generating reasons and solutions.
- Elicit from them some of their ideas before moving on.

Exercise 4c

Text summary: The essay provides a clear context, and then presents three problems and a number of solutions. Towards the end, the writer evaluates the solutions and, finally, summarizes the essay.

- Students read the sample answer.
- You could ask students to tick any ideas which they mentioned in exercise 4b.

Exercise 4d

- Ask students to find the purpose of each paragraph.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

paragraph 1: introduction, paragraph 2: discuss problem, paragraph 3: present solutions, paragraph 4: evaluate solutions, paragraph 5: conclusion

Exercise 4e

- Students look at the phrases in bold and discuss the purpose of each with a partner.
- Do the first one together.
- Elicit some of their ideas.
- Then ask students to add the phrases to the Language for writing box.
- Check the answers together.

EXTRA SUPPORT Ask students to choose one phrase from each section that they would find particularly useful. Ask them to compare their ideas with a partner and give reasons.

ANSWERS

Introducing the subject: This essay focuses on
Identifying and listing problems: For one thing, Another point, Additionally

Offering solutions: A logical way to solve this problem, One option would be, An alternative would be

Evaluating solutions/presenting your preference: Both of these ideas, Of the two, the second is preferable, Furthermore

Concluding: Whichever alternative is chosen

STUDY TIP Remind students that it's important to organize your thoughts, make an outline of an essay/blog post, etc. before starting to write the details. This makes it significantly easier to write, and will result in a more logical final product.

Exercise 5a

- Students work individually and choose one of the issues to consider about where they live.

Exercise 5b

- Students complete the table with the problem, the reasons, two solutions and an evaluation.
- Give them five minutes.
- Students could discuss reasons and solutions in pairs.

Exercise 5c

- Students write an essay. Suggest they write 250 words.
- Refer them back to the Language for writing box and encourage them to divide their writing into logical paragraphs.
- Students could write the plan in class, but the essay for homework.

FEEDBACK FOCUS Students may be interested in reading each other's essays; if so, ask them to evaluate the solutions and decide if they agree with the writer. Students could indicate this with a short comment. Students could also add any ideas for solutions at the end in a comment. When you collect these, give credit for valid solutions and the evaluation, and add your own comment on the ideas the writer has included.

SMART COMMUNICATION Remind students that a well-structured piece of writing says as much about the writer as it does the topic of the piece: a clear, logical argument is easy to read and reflects well on the writer's ability to express ideas clearly.

EXTRA ACTIVITY Students work in groups of four. Write a number of problems (e.g. four) on slips of paper, e.g. *too much English homework, not enough hours in the day, lack of up-to-date facilities at work/in school, face-to-face learning is too expensive*, etc. In turn, one student takes a problem and gives two reasons for it. The next two students each suggest a solution, while the fourth person evaluates the options.

8.5 Video

Net value

VIDEOSCRIPT

Bags, bottles, food packaging ... plastic is everywhere in our modern world, and it quickly becomes rubbish. For example, in the USA alone, around 90% of plastic packaging is used only once, and around eight billion dollars' worth of the material is thrown away every year. But plastic isn't biodegradable, and a lot of it ends up in our oceans. This is a huge threat. According to scientists, there are more than five trillion pieces of plastic in the ocean, weighing an astonishing 269,000 tonnes. This kills more than a million seabirds and 100,000 marine mammals every year.

All this plastic drifts along the ocean's currents, trapping other debris and eventually coming together to form into huge islands of waste. There are five such rubbish islands in the world today and, according to some experts, the largest – often referred to as the Great Pacific Garbage Patch – is twice the size of Texas.

Of course, we need to look at reducing the amount of plastic we produce, but it's also crucial we look at reusing and recycling the plastic that already exists.

Bureo is a small business that makes skateboards out of recycled plastic. It is based in Chile, and takes its name from the native Mapuche word for 'waves'.

The company's founders – Ben Kneppers, David Stover and Kevin Ahearn – are all keen environmentalists, and as surfers they spend a lot of time in the ocean, frequently encountering plastic waste, much of it from local fishing boats.

The fishing industry accounts for an estimated 10% of the oceans' plastic pollution. Fishing fleets across the world often discard used equipment, such as lines and nets, into the water. Over decades, this has had a devastating effect on both the ocean and its sea life. These nets are large and don't break down, so anything from small sea creatures to dolphins and whales can get caught up in them.

In Chile, fishing is a huge industry. It creates a lot of employment and is a major source of income for many people. But it's also caused a lot of damage to the country's stunning coastline. For local fishermen, disposing of worn fishing nets is expensive, so more often than not, they will simply throw their waste overboard, because it's quicker, easier and much, much cheaper.

Bureo's first mission was to encourage these fishermen to stop doing this and to keep and collect their old nets instead. To do this, they distributed collection bags around three fishing villages on the Chilean coast. Convincing these fishermen to break the habit of a lifetime wasn't

easy, but the locals soon saw the benefits to the ocean and to the local community. Within six months, Bureo had collected three tons of plastic – enough to start manufacturing the company's first product, the Minnow Cruiser.

Once they've been collected, the plastic nets are transported from these small fishing villages to Santiago, where Bureo has a recycling and manufacturing facility. Here they shred the nets and break them down into their original pellet form. This is then melted and injected into a mould, creating the deck of the skateboard. The wheels are added and the product is ready to be sold.

So far the business has been a huge success. The focus on sustainability meant the company initially attracted a lot of interest, quickly raising \$64,000 through Kickstarter and obtaining a grant from the Chilean government. The boards are proving popular with customers, too, with their appropriately designed 'minnow' boards selling all over the world, but especially in California – the centre of the skateboarding universe.

Over the next few months, Bureo hopes to extend its programme, encouraging more fishermen to donate their used nets so that they can produce more skateboards. Ben, David and Kevin know their efforts are just a drop in the ocean. It'll take a lot more than one small start-up to stop the flow of cheap and disposable plastic into our seas and oceans. But Bureo's early success shows that there is a demand for eco-friendly products that actually make a difference. And if this trend continues, it could help to turn the tide on marine pollution.

VIDEO ANSWERS

Exercise 1

The use of discarded plastic fishing nets in the production of skateboards.

Exercise 2b

1 c 2 c 3 b 4 a

Exercise 3

1 b 2 b

Exercise 4

- 1 plastic/packaging/waste/rubbish
- 2 make/change/transform
- 3 attracted
- 4 California
- 5 eco-friendly
- 6 difference

Exercise 5

Students' own answers

Review

ANSWERS

Exercise 1a 8.15

Definite	Possible or probable	Improbable
bound to guaranteed to sure to	likely to might	unlikely to

AUDIOSCRIPT 8.15

bound to
unlikely to
guaranteed to

likely to
might
sure to

Exercise 1b

Suggested answers:

- 1 might
- 2 is unlikely to
- 3 are sure to
- 4 are likely to
- 5 are bound to
- 6 are unlikely to

Exercise 2a

- 1 Generally speaking
- 2 given the choice
- 3 On arriving
- 4 Having taken off
- 5 Looking back
- 6 all things considered

Exercise 2b

Suggested answers:

- 1 In general
- 2 if you gave me the choice
- 3 When we arrived
- 4 After he took/had taken off
- 5 If I look back
- 6 if I weigh everything up/weighing everything up

Exercise 3a 8.16

- fragile, lightweight, rigid
- durable, flexible, versatile
- absorbent, elastic, magnetic, transparent
- Other strong, biodegradable, tough, water-resistant

AUDIOSCRIPT 8.16

absorbent	magnetic
durable	rigid
elastic	biodegradable
flexible	tough
strong	transparent
fragile	versatile
lightweight	water-resistant

Exercise 3c

- 1 rigid, durable, transparent, strong, tough
- 2 lightweight, durable, elastic
- 3 lightweight, flexible, absorbent, biodegradable

Exercise 4

- 1 a moved (forward)
b not stop
c not stop
d start
- 2 a stopped
b postponed
c stop/lose connection
d stopped

Exercise 5a

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

Exercise 5b

Students' own answers

9.1 The best way to learn

Goals

- Use *will* in different ways
- Use idiomatic phrases with *will*

Grammar & Listening uses of *will*

Lead-in

- Ask students to think for two minutes about their education: how traditional/radical was it? What helped them learn most/least, and why?
- Students compare their ideas with a partner.
- Elicit a few of their ideas.

Exercise 1

- Students work in pairs and read the statements about education. They should discuss whether they agree or not, and why.
- Elicit some of their answers.

Exercise 2

Text summary: Text A is about Dr Sugata Mitra, known as the Slumdog Professor (after the 2008 film *Slumdog Millionaire*, about an Indian boy who grew up in the slums, and went on to win a popular TV show). He has run a number of experiments to demonstrate that children are capable of learning without a teacher. Text B talks about Sir Ken Robinson's research into creativity and his work with governments and education authorities to ensure that young people growing up will be able to face new challenges.

- Divide the class into two groups, A and B. Each student reads their text. Students A turn to page 131 of the Coursebook; Students B to page 136.
- When they are clear about what they have read, pair students up, A+B, and ask them to tell each other about the person they read about. Encourage listeners to ask questions.
- Check *slum* in text A (= an area of a city that is very poor and where the houses are in bad condition) and *rigid* in text B (= very strict and difficult to change).

EXTRA SUPPORT Tell students that talks, and extracts of talks, by both people are easy to find online.

Exercise 3a 9.1

Audio summary: Two teachers talk about the ideas of Dr Sugata Mitra and Sir Ken Robinson. They explain the reasons behind each person's research and experiments.

- Students listen and decide if they agree with the teachers or not, and why.
- Play track 9.1.
- Students compare their ideas with a partner.
- Check the ideas together.

ANSWER

The woman agrees with Ken Robinson's ideas as she says that children need to be interested in something to learn about it. She disagrees with Sugata Mitra, as she says his ideas are a bit controversial and she does not think the children in her class could come up with answers if left on their own with computers.

The man largely agrees with Ken Robinson's ideas because schools tend to concentrate on facts and technology rather than creativity, but he also says that some learning of facts is necessary. He agrees with Sugata Mitra's ideas, as he says that the children came up with solutions to the problems, although he does admit it might be difficult for them to decide which are the best sources of information.

AUDIOSCRIPT 9.1

A I've just finished reading a book by Ken Robinson about how schools are killing off children's creativity. It really made me think. All the stress about exams and grades could be stifling children's creativity. In some ways it's really sad – according to him, right now in a classroom somewhere in the world, a child will be losing their excitement about new things and enthusiasm for learning. I think it's true that children won't learn what they aren't interested in.

B You're right there.

A Yes, but it wasn't just that. He was saying that this is actually causing a major problem for companies right now – one that experts are quite concerned about.

B What do you mean?

A Well, he said that in tomorrow's fast-moving world, a company's success will depend on its ability to come up with innovative solutions, but it seems there's a real problem with the way graduates have been taught to think. They are steered towards more practical and technical degrees, but they aren't encouraged to experiment with ideas and make mistakes.

B I suppose that's true enough. If schools and universities will focus so much on facts and technology, it's no surprise that many companies can't find graduates who can produce imaginative solutions. But I think we have to remember that students do have to learn some facts.

I mean, they can't always just be creative all the time. That might get a bit tedious too.

Anyway, he's not the only one with some interesting ideas on education. I was going to tell you about that talk I saw by Sugata Mitra.

A I've heard of him, but aren't his ideas a bit controversial?

B Well, yes, a lot of people don't agree with him but he has done some amazing things.

A Yes, I read about the Hole in the Wall experiment. It sounded intriguing, but I wasn't really convinced it would work.

B Well, Mitra says if you give a child a computer, it won't be long before he or she starts to use it. That's exactly what he tried out in the Hole in the Wall experiment.

A And those kids didn't know how to use a computer before, right?

B Not only that, they didn't know English either, but Mitra says that left alone, children will come up with a solution to any problem – you know, find out how to do it or learn other things they need on the way.

A Really? I find that a bit hard to believe. Did it work?

B Well, it seemed to – for a while, anyway. More recently he's started leaving children problems to solve, you know, just asking a question and letting them research it on their own, without a teacher around at all. And it's amazing what they come up with – to answer a question, the children will have had to work out what they need to do and then visit lots of different websites to find the answers.

A And they just do it on their own, right – no teacher? So how do they judge which sites are worth reading and which are just rubbish? Wouldn't they need some help from someone with that?

B Um, I can see that is a problem. Something else he told us about was a thing called the Granny Cloud.

A I read about that too – the idea behind that was to encourage the kids, wasn't it?

B Yes. He claims that just by someone saying something like 'Your project sounds amazing. Will you tell me about it?', that's enough to keep the kids enthusiastic. I mean, we all know it's a good idea to involve as many people in the community as possible – then the children feel what they are doing is valued.

A You can't disagree with that. I'm just not convinced I could leave my class alone with a load of computers and expect them to come up with any answers.

- Check to *stifle* /'stafl/ (= to prevent something from happening) and *intriguing* /in'triɡɪŋ/ (= very interesting because of being unusual or not having an obvious answer).

Exercise 3b 9.2

- Students read and then listen to the sentences. Ask them to choose one they agree with and one they don't.
- Play track 9.2.
- Students discuss their ideas with a partner. Encourage them to give reasons for their answers.
- Elicit some of their ideas.

Exercise 4

- Students match phrases a–g in the Grammar focus box to each use of *will* from sentences 1–7 in exercise 3b.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

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

EXTRA SUPPORT Help students to differentiate between the meanings by asking questions, e.g. *Is it information? Is it a prediction? Do we know for sure? Is it the result or consequence of something else?*, etc.

- Remind students to check the *Grammar reference* on page 158, where there are three more practice exercises they can do for homework.

Exercise 5

- Students rewrite the sentences using *will* and the word in brackets so that the meaning stays the same.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- Not feeling confident, children **will** keep asking the teacher rather than working things out.
- Will** you lend me that book?
- If you **will** persist in helping your son with his homework, it's no wonder he can't do it alone.
- The classroom **will** be empty by now.
- It's three o'clock. The exam **will** have finished.
- Some parents **won't** believe that their children misbehave at school.
- Educational technology **will** definitely be most important in the future.

Pronunciation use of stress on *will* and *would*

Exercise 6a 9.3

- Students read the pronunciation tip about stress with *will* and *would* for criticizing.
- They listen and repeat the sentences.
- Play track 9.3.

Exercise 6b 9.4

- Before they listen, ask students to underline the stressed words.
- Play track 9.4.
- Students check their answers with a partner.
- Encourage students to exaggerate the stress and practise saying the sentences with a partner.
- Check the answers together.

ANSWERS/AUDIOSCRIPT 9.4

- He will always call just as we're sitting down to dinner.
- She would say that, wouldn't she!
- If you will stay up late, it's not surprising you're tired!
- He was a nice guy, but he would always have to have the last word.

WATCH OUT! Point out to students that in sentence 3, the meaning *will* only be conveyed if the stress is appropriate; without the stress, the meaning changes.

EXTENSION Ask students to work in pairs to think of a context for each sentence. Compare their ideas together.

Vocabulary & Speaking idiomatic phrases with *will*

Exercise 7a

- Students read the conversations and complete them with the phrases in the box.
- Students compare their answers with a partner.

Exercise 7b 9.5

- Students listen to check their answers.
- Play track 9.5.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 it won't be long	5 I'll let you know
2 I'll believe it when I see it	6 That'll be
3 you'll see	7 If you'll just
4 I won't hear of it	8 We'll see

WATCH OUT! Point out that *We'll see* and *I'll let you know* are very similar: the former is used to delay making a decision (often in a parental role), but keeping control of the decision; the latter is usually more factual, and based on information usually not currently available.

Exercise 7c

- Students match a–h to expressions 1–8 in exercise 7a.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

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

Exercise 8a

- Students first read the statements about learning and education. Ask them to think about what each one means, and what their reaction to it is.
- Then put students into groups to discuss the statements. Encourage them to give reasons for their reactions.
- Suggest students check the Grammar focus box for uses of *will* (exercise 4), as well as idiomatic phrases with *will*, and to try to incorporate these, with appropriate stress, into their discussions.

EXTENSION Find out which statement caused the most interest, and why.

Exercise 8b

- Students then work as a group to think of one or two ideas which would help people to learn successfully.
- Encourage them to include ideas from their own experience.

FEEDBACK FOCUS Give credit for valid ideas with good rationale. Discuss how these might be implemented within the educational system. Give extra credit for accurate uses of *will*.

CRITICAL THINKING Ask students to think of successful strategies for language learning. You could put students into groups and give each group a sub-topic, e.g. developing spoken fluency, building vocabulary, developing listening skills, gaining confidence, etc. Give them five minutes and then ask each group to summarize their discussions to the class.

9.2 The future of higher education

Goals

- Talk about higher education
- Talk about the future

Vocabulary & Listening higher education

Lead-in

- Ask students to think about levels of education in their own country. Use the following questions: *How many young people stay in full-time education until eighteen? How many go on to college or university? How many people in their own family continued in education after eighteen?*, etc.
- Students compare what they know with a partner.
- Elicit a few ideas from the group.

Exercise 1a

- Students read the definition and look at the map.
- Check the pronunciation of *tertiary* /'tɜːfɪəri/.
- They should try to find the connection between tertiary education and the size of the countries.
- Students compare their ideas with a partner.
- Elicit their ideas.

Exercise 1b 9.6

Audio summary: The text briefly explains what the map shows, with the size of the countries dependent on the number of students in tertiary education.

- Students listen to check their ideas.
- Play track 9.6.
- Ask students the relevance of the data listed.
- Students check their ideas with a partner.
- Check the answers together.

ANSWER

The map shows the proportion of the population in tertiary education.

170 m: the number of students worldwide between fifteen and twenty-four who are enrolled in tertiary education.

43: the percentage of Finns in this age group who are students.

China and India: the two countries with the biggest increase in student numbers.

AUDIOSCRIPT 9.6

Next slide ... The map shows the proportion of the population between fifteen and twenty-four years of age who are enrolled in tertiary education in different countries. Over 170 million students are in tertiary education. The country with the highest percentage is Finland, where around 43% in this age group are studying. The two countries with the biggest increase in students in recent years are India and China.

- Check to *enrol* (= to arrange for yourself or for somebody else to officially join a course, school, etc).

Exercise 2a

- Students complete the phrases using the words in the box.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 year abroad
- 2 vocational training
- 3 offshore campus
- 4 external accreditation
- 5 student loan
- 6 tuition fees
- 7 virtual learning environment
- 8 quality assurance
- 9 mature student
- 10 blended learning
- 11 international student
- 12 apprenticeship scheme

WATCH OUT! Students may be more familiar with *virtual* in this IT context; however, point out that is it very commonly used in spoken English in its adjective and adverb form meaning *almost* or *very nearly*, e.g. *It's virtually free!*

PRONUNCIATION Compound nouns are usually stressed on the first word. However, check word stress too, e.g. *vocational training*, *external accreditation*.

EXTRA ACTIVITY Get students to test each other. Ask them to work in pairs. In turn, each student says one word of a compound noun, and their partner says the other, e.g. Student A: *year*? Student B: *abroad*.

Exercise 2b 9.7

Audio summary: Each person briefly talks about a different aspect of tertiary education.

- Students read the list of phases and then listen to find out what the people are talking about.
- Play track 9.7.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 external accreditation
- 2 tuition fees
- 3 apprenticeship scheme
- 4 mature student
- 5 virtual learning environment

AUDIOSCRIPT 9.7

- 1 Before you can enrol, you need to send us proof of your level of English. This needs to come from an officially recognized examining body – if you look on the webpage, you'll see a list of those we accept.
- 2 We've got three kids and in the next five years they're all going to be going to university. In the past, you had to worry about paying for the accommodation, books and so on, but at least the classes themselves were free. But now we've got to pay this on top of everything else. I really don't know how we're going to afford it.

- 3 I think in some countries everyone wants to go to university, but here in Australia there are a lot of programmes which are more practical and combine work and study. That's how I learnt to be an engineer. I think employers in many areas value this type of practical experience more.
- 4 When I finished school I wasn't interested in studying any more; I wanted to start work and start earning some money. However, last year, I decided I did want to do a degree and I have to say I'm thoroughly enjoying it. My years of work experience are a real benefit and I definitely appreciate the opportunity to study a lot more than I would have done when I was eighteen.
- 5 So this is where you log in ... and then on the left you can see the courses I'm enrolled on. In the centre are the messages I've got from other people on my course and also from my tutors – look, my psychology tutor's uploaded a video for us. And there are also assignments we do online.

Exercise 3a

- Students complete the questions with phrases from exercise 2a.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 vocational training	4 offshore campus
2 tuition fees	5 international student
3 apprenticeship scheme	6 external accreditation

DICTIONARY SKILLS If students have a good dictionary app, they can save words they look up by adding them to a folder (under a name, e.g. *education*). Encourage students to save words in groups, on paper or online, for easy reference later.

STUDY TIP Learning chunks or collocations together greatly helps students' fluency. Encourage students to record and learn these new expressions with verbs, e.g. take out a student loan, take part in a blended learning course, study as a mature student, etc.

Exercise 3b

- Students work in small groups and choose three questions from exercise 3a to discuss.
- Alternatively, you could put copies of the questions on cards and distribute them evenly amongst the groups.
- Encourage students to use their own experiences, and others they know about, to support their ideas.
- To help them use the compound phrases, you could put these on slips of paper, one per group.

FEEDBACK FOCUS If you teach a mixed nationality group, find out how similar or different tertiary education systems are in each country, and what students' opinions of these are. Give credit for accurate use of the new vocabulary.

EXTRA ACTIVITY Ask students to find data online, e.g. how many students are enrolled in tertiary education in their countries, how popular apprenticeship schemes are, how much university tuition fees are, etc. Ask students to bring this to class next time to compare with each other.

Grammar & Speaking the future

Exercise 4 9.8

Audio summary: The news item talks about increasing trends in numbers of students worldwide, and the role of IT in learning. Key countries in this area are likely to be China, India and Brazil.

Background note: UNESCO stands for the United Nations Educational, Scientific and Cultural Organization.

- Students read the list of trends and then listen to find out which are mentioned.
- Play track 9.8.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

numbers of students worldwide
information technology
mega-universities
countries that will dominate teaching in the twenty-first century
offshore campuses
top research companies

AUDIOSCRIPT 9.8

If current trends continue, the number of students worldwide is set to increase by nearly 50% in the next fifteen years, with developing economies leading the way, according to a recent report commissioned by UNESCO. Information technology is sure to play an increasing role in higher education: more students will be following blended learning programmes and it seems clear that the use of virtual learning environments is on the point of changing the nature of both local and distance learning dramatically in the very near future. This is also going to lead to the development of more mega-universities, like the Indira Gandhi National Open University in India, which is due to reach two million students in the next decade, or the African Virtual University which works in over twenty-five different countries.

The study predicts that different countries will dominate research in the twenty-first century, and says China will probably have overtaken the USA as the world's main producer of research by as early as 2020 and India will be in the top five.

The current trend towards internationalism is also here to stay: the development of offshore campuses is expected to continue and the number of international students is likely to reach seven million by 2020.

But measures may be needed if countries are to hold on to local talent; in Brazil the government is to fund tuition fees abroad for 100,000 students – on condition that they return home after graduating.

EXTENSION If your students are learning English face-to-face, ask their opinions on distance language learning. How would this be different, and how could it work?

Exercise 5a 9.8

- Students listen again and complete the extracts from the report.
- Play track 9.8 again.

Exercise 5b 9.9

- Students listen to the extracts only.
- Play track 9.9.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- is sure to play
- will be following
- is on the point of changing
- will probably have overtaken
- is expected to continue

AUDIOSCRIPT 9.9

- Information technology is sure to play an increasing role in higher education.
- More students will be following blended learning programmes.
- The use of virtual learning environments is on the point of changing the nature of both local and distance learning.
- China will probably have overtaken the USA as the world's main producer of research by 2020, and India will be in the top five.
- The development of offshore campuses is expected to continue.

Exercise 5c

- Students read the Grammar focus box and then classify phrases in 1–5 in exercise 5a according to rules a–d.

EXTRA SUPPORT Point out that *rule a* is divided into two parts.

ANSWERS

a 2, 4 b 3 c 5 d 1

EXTRA CHALLENGE Ask students to use each form for talking about the future in a sentence about themselves, e.g. *I'm about to take* an Advanced level English language exam. This time next week *I'll be* on a hiking trip in the Alps.

- Remind students to check the Grammar reference on page 159, where there are two more practice exercises they can do for homework.

Exercise 6

- Students read the pairs of sentences with a partner and discuss the difference in meaning and a suitable context or timeframe for each one.
- Do the first one together.
- Elicit ideas from the group.

ANSWERS

- a the lecture is scheduled to end; b a lecture that should finish by 6 p.m. but might overrun
- a it is about to be completed; b it should be completed in a week
- a expected start time, based on a schedule; b a future action completed before a future point in time
- a reporting a formal plan; b a plan
- a is going to happen very soon; b a prediction about an action in progress in the future

EXTRA SUPPORT Use concept questions to help students differentiate between these forms, e.g. 1a *Is there a schedule?* *Is this the plan?* 1b *Is this expected?* *Is it possible that it could be longer?* Try to avoid using the target language in the questions.

Exercise 7a

Text summary: The information includes three brief descriptions about possible online tertiary-level courses.

- Students read the three course descriptions and decide which ones really exist.
- Students check their ideas with a partner.
- Elicit ideas from the group.

ANSWER

They all exist.

- Check *hacking* (= the action of secretly finding a way of looking at and/or changing information on somebody else's computer system without permission).

Exercise 7b

- Students decide alone which course they would choose.
- They then explain their choice to a partner.
- Elicit some of their ideas.

Exercise 7c

- Students work in groups of three or four. This activity will work best if there are at least three groups.
- Together, students should design a new degree course, perhaps based on the ideas given.
- Remind them to bear in mind the list of considerations.
- Suggest students first take notes and then prepare a one-minute presentation on the course.
- Remind them to refer back to the vocabulary for tertiary education, as well as ways of talking about the future.

Exercise 7d

- Students plan how they will present their ideas to the rest of the class.
- In turn, each group presents their course. The others vote according to the criteria given.

FEEDBACK FOCUS Focus on students' ability to comply with the criteria and present a convincing course. Give credit, too, for accurate use of forms for talking about the future and vocabulary connected with tertiary education.

EXTRA ACTIVITY Students could, in pairs, write a short course description based on the models given in exercise 7a.

9.3 Vocabulary and skills development

Goals

- Understand paraphrasing
- Understand three ways to create new words

Listening paraphrasing

Lead-in

- If you have monolingual dictionaries available (printed or online), ask students, in pairs, to come up with one aspect of using a dictionary that they find especially useful, e.g. how to pronounce a word, a list of collocations, example sentences, etc.
- Elicit their ideas.
- You could discuss these and encourage students to exploit their dictionaries more fully in class.

Exercise 1

- Focus students' attention on the photos and ask them to discuss the issues with a partner.
- Elicit some of their ideas.

Exercise 2a

- Students read the rubric and then, in pairs, write down what changes they expect to hear about.
- Elicit some ideas from the group.

Exercise 2b 9.10

Audio summary: The editor talks about recent and future changes in dictionaries, as well as in the dictionary business, which now involves more technology and more sophisticated tools for analyzing words.

- Students listen and compare their ideas with the speaker's.
- Play track 9.10.
- Students compare their answers with a partner.
- Check the answers together.

AUDIOSCRIPT 9.10

I Could you tell me about your job and what it entails?
D Well, I'm a managing editor in the English Language Teaching dictionaries department. That means that I produce new dictionaries for learners of English – for example, this year we produced our first-ever dictionary of academic English for students studying at university or college – but mostly what we do is we revise and update existing dictionaries, such as the *Oxford Advanced Learner's Dictionary*.

I How has the dictionary business changed recently?

D Well, there are two ways in which it's changed: one is that there's a lot more technology involved and we now have more sophisticated tools for analysing words. The other thing is the people who are using our dictionaries. There are many, many more people learning English around the world and they have a really diverse range of needs; the result is that we're putting more and more words into the dictionary. There are also more informal words and more different varieties of English – it used to be just British and American English but now we have Australian English, South African English, Indian English, West African English – we have words from all sorts of different places where English is the first language.

I What further changes do you foresee?

D Um, well, technology is going to go on changing things because first we had print dictionaries and then it was print dictionary and CD-ROM – but CD-ROMs are on their way out now I think, so now it's all about apps and online, and that's going to get even more important – and it'll also change how we produce the dictionaries because instead of doing a new print edition every five years, we can just keep constantly updating when we're online.

EXTENSION Ask students about the range of print and online dictionaries that exist for their native language.

Exercise 2c

- Students read the sentences. Later, they will hear some sentences which may be similar or different, so they should check the meaning of each sentence carefully.

Exercise 2d 9.11

Audio summary: The six extracts include similar sentences to the ones students read in exercise 2c.

- Students listen and decide if each extract has the same (S) or a different (D) meaning to the sentences they read, and mark them accordingly.
- Play track 9.11.
- Students check their answers with a partner.
- Check the answers together.

SUGGESTED ANSWERS

1 S 2 D 3 S 4 D 5 D 6 S

AUDIOSCRIPT 9.11

- 1 I'm a managing editor in the English Language Teaching dictionaries department. That means that I produce new dictionaries for learners of English.
- 2 This year we produced our first-ever dictionary of academic English for students studying at university or college – but mostly what we do is we revise and update existing dictionaries, such as the *Oxford Advanced Learner's Dictionary*.

- 3 There are two ways in which it's changed: one is that there's a lot more technology involved and we now have more sophisticated tools for analysing words.
- 4 There are many, many more people learning English around the world and they have a really diverse range of needs; the result is that we're putting more and more words into the dictionary.
- 5 There are also more informal words and more different varieties of English – it used to be just British and American English but now we have Australian English, South African English, Indian English, West African English – we have words from all sorts of different places where English is the first language.
- 6 Technology is going to go on changing things because first we had print dictionaries and then it was print dictionary and CD-ROM – but CD-ROMs are on their way out now I think, so now it's all about apps and online, and that's going to get even more important – and it'll also change how we produce the dictionaries because instead of doing a new print edition every five years, we can just keep constantly updating when we're online.

Exercise 2e 9.11

- Students listen again and correct the paraphrases of the sentences they marked as different.
- Play track 9.11 again.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 2 The main focus of her team's work is on updating existing dictionaries.
- 4 The dictionary is getting bigger because more people with diverse needs are learning English.
- 5 English has not recently become the first language of many different countries; there are now more varieties of English.

Exercise 3a

- Students read the information in the Unlock the code box on paraphrasing.

STUDY TIP Remind students that paraphrasing is crucial, especially in academic papers, where plagiarism (*to plagiarize* = to copy another person's ideas, words or work and pretend they are your own) can be a problem. When paraphrasing, they should reference the source of the idea.

Exercise 3b 9.12

Audio summary: The editor explains how she selects new words for a dictionary, the trend of single-letter prefixes and popular new suffixes.

- Before they do this exercise, ask students to read the six sentence extracts.
- They should then listen and paraphrase what they hear by completing the sentences.
- You could do the first one together.
- Play track 9.12.

Exercise 3c

- Students compare their answers with a partner and check each other's answers against the rules in the Unlock the code box.
- Check the answers together.

SUGGESTED ANSWERS

- 1 ... by using information from their reader group and by observing words themselves in the media and at home.
- 2 ... it's been around since the late seventies, though became popular in the early nineties.
- 3 ... the meaning of the prefix is changing and does not only refer to communication.
- 4 ... include 'i' meaning interactive, 'm' meaning mobile and 'p' meaning print.
- 5 ... a new word for something whose meaning needs clarifying now.
- 6 ... it has changed from a political idea to mean an expert rather than a follower.

AUDIOSCRIPT 9.12

I So how do you go about selecting new words for a dictionary?
 D Well, two ways really – we have a group of readers and they send in new words that they notice, so we use that, but also the people in our team, well, we keep our eyes and ears open for new things that we read or that we hear in the media, things that our kids say ...
 And of course we have a Word of the Year competition where people vote for new words, like 'selfie', which won a couple of years ago.
 I Oh yes, I remember that one. Now, recently there seem to be a lot of new prefixes around – could you tell us something about those?
 D Well, I think it's worth saying that a lot of them aren't quite as new as you might think. If you take a very prominent one like 'e-', that was first used in 'e-mail' and that term was around as far back as 1979, though it didn't really become popular until the early nineties.
 I And did 'e-' start being used for other words apart from e-mail right from the start or is that much more of a recent thing?
 D That's more recent. We introduced 'e-' as a prefix in the dictionary in the year 2000 and now we have words like e-reader, e-learning, and actually a very recent one is e-cigarette which is interesting because it's not about electronic communication: it's broadening the meaning of 'e-'. In fact there seems to be a bit of a trend for single-letter prefixes.

I Such as?

D Well, 'i' – for interactive – that's obviously a popular one, particularly as a brand name. 'M' – for mobile, as in m-learning. My favourite new one is p-book.

I P-book – what's p-book?

D It's a print book.

I Really! So that's now known as a print book as opposed to an e-book!

D That's an example of what we call a retronym – a new or modified word for an old thing that now needs clarifying, like snail mail or landline.

I What about suffixes?

D Let's see ... '-gate' from the Watergate crisis in the USA in the seventies is still being used in the press for any kind of scandal, not only in the USA and the UK but in lots of other countries too – so you have 'Pizzagate' in the UK, 'Moggigate' in Italy, 'Valijagate' in Argentina. Then you have '-ista' which started off as a political thing – 'Zapatista' and 'Blairista' – meaning a follower of – and then became things like 'fashionista' and 'barista', but that's different because here '-ista' means more like an expert rather than a follower. And one of the latest is '-tastic' – from fantastic – which expresses a rather indiscriminate enthusiasm I think, so you have things like 'poptastic' or 'choc-tastic' recipes. It's not a very sophisticated word!

Background note: Students may be interested to know more about the following: *Pizzagate* was used to describe a 2004 football incident when pizza was thrown at the Manchester United manager, Alex Ferguson, after his team beat Arsenal 2–0. *Moggigate* was a 2006 Italian football scandal involving a number of top teams, and was named after one of the Juventus team managers, Luciano Moggi. *Valijagate* was a 2007 Argentinian-Venezuelan scandal (*valija* is a Spanish word for suitcase) involving a businessman carrying a lot of cash which he did not declare. *Zapatista* is a member of the Mexican revolutionary group named after Emilio Zapata (1879–1919). *Blairista* is a supporter of Tony Blair, British prime minister from 1997–2007)

DICTIONARY SKILLS Some dictionary apps allow you to search to find parts of words, e.g. searching **ista** (using asterisks) will find all words which include those letters together (e.g. *Afghanistan*, *barista*, *distance*, etc.).

WATCH OUT! Remind students that if they paraphrase or write a short summary, it is not appropriate to include any extra information which is not also in the original!

Vocabulary & Listening three ways to create new words

Exercise 4a

- Students complete the table with example words from the interview or others they know.
- Students check their answers with a partner, and check the meaning of the prefix in each case.
- Check the answers together.

ANSWERS

e-	e-mail, e-reader, e-learning, e-cigarette
i-	iPad, iPhone, iPlayer, iPod
m-	m-learning
p-	p-book

'e-' stands for electronic, but the first three are to do with communication, whereas the last (e-cigarette) isn't.

DICTIONARY SKILLS Ask students to see if they can find these new words in the English dictionaries they use.

Exercise 4b

- Students complete the texts in an appropriate way by explaining the words in bold.
- Do the first one together.
- Students check their ideas with a partner.
- Elicit their ideas.

SUGGESTED ANSWERS

- 1 a phone, tablet or other device.
- 2 is much more convenient/is available twenty-four hours a day.
- 3 printed tickets.
- 4 download the book.

EXTENSION Ask students how often they use these items or services *Do they have an e-reader? Do they use any m-learning strategies or apps on a smartphone for developing their English?*

Exercise 5

- Students work in pairs to try to decide the meaning of the word in bold in each sentence.
- Encourage them to be creative.
- Elicit some of the ideas from the group. Ask them to say which words the photos illustrate (*chillax* and *fanzine*).

ANSWERS

- 1 stay + vacation = a holiday spent at home
- 2 fan + magazine = magazine for fans
- 3 chill + relax = do both these things
- 4 guess + estimate = approximation
- 5 advertisement + editorial = promotional article which looks like a real article

Exercise 6a 9.13

Audio summary: The editor gives three examples of retronyms (a new or modified word for an old thing which needs clarifying).

- Students listen to three examples of retronyms and what they mean.
- Play track 9.13.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

snail mail = normal post; alternative to e-mail
landline = a fixed telephone line; alternative to a mobile
p-book = a print book; alternative to an e-book

AUDIOSCRIPT 9.13

I What's a p-book?
D It's a print book.
I Really! So that's now known as a print book as opposed to an e-book!
D That's an example of what we call a retronym – a new or modified word for an old thing that now needs clarifying, like *snail mail* or *landline*.

Exercise 6b

- Students work in pairs to think of new phrases for the list of retronyms. Explain that each one is so called because there is a more modern version.
- Do the first one together.
- Check the answers together.

ANSWERS

- 1 a digital clock
- 2 a microwave oven
- 3 an automatic car
- 4 a decaffeinated coffee (or a latte, cappuccino, etc.)
- 5 an electric guitar
- 6 bottled/mineral water
- 7 a rechargeable battery
- 8 (= on paper) a digital copy
- 9 skimmed/semi-skimmed milk

• Focus students' attention on the Vocabulary focus box.

STUDY TIP Ask students to add the words given so far in the unit to the categories in the Vocabulary focus box, or transfer these to their notebooks.

Exercise 7a

- Students work in pairs. They should discuss the questions in connection to the words in the box.
- Explain that each word may need to be replaced in the future due to updated versions of the items.
- Suggest students deal with each question, and the set of words, in turn.
- Encourage students to decide on the new word/retronyms based on the three ways listed in the Vocabulary focus box.

SUGGESTED ANSWERS

camera – Possibly in the future the majority of photos will be taken on phones, so we might need to say ‘traditional’ camera or ‘independent’ camera to refer to a traditional device

computer – We may do most things on a smaller device (phone or tablet), leading to the need to say ‘full computer’

money – We may use more virtual payment methods, so might differentiate by saying ‘coin and note money’

notebook – this term may normally refer to a digital tablet, so we might need to say ‘a paper notebook’ or ‘a written notebook’

supermarket – We may do more online shopping, thus needing to say ‘a real supermarket’

Exercise 7b

- Students present their new words to the group, explaining why and how they decided on them.
- Collect all the words, write them on the board and ask each student to choose three words which they think are most likely to be adopted.

FEEDBACK FOCUS Focus on students’ ability to convey meaning and explain themselves clearly; this will require both paraphrasing and being creative with vocabulary.

9.4 Speaking and writing

Goals

- Give a presentation
- Use discourse markers in writing

Listening & Speaking giving a presentation

Lead-in

- Ask students to discuss, in pairs, at what age children in their country go to nursery/kindergarten/school. What are the typical ages, and what is the compulsory school age? What time does school start in the morning? How suitable do they think this is for children, and why?
- Ask them to discuss their ideas and opinions together.
- If you teach students from one country, ask them to clarify the answers and give their opinions on them.
- Then elicit some of the students' ideas.
- How similar or different are traditions in their countries?

Exercise 1a

- Focus students' attention on the photos and ask them, in pairs, to match each photo to one of the headlines.

Exercise 1b 9.14

Audio summary: The news broadcasts suggest that children starting school at a later age, and a later time in the morning (i.e. delaying formal education, and responding to natural body clocks) leads to improved well-being and exam results.

- Students listen and compare their answers from exercise 1a.
- Play track 9.14.
- Students check their ideas with a partner.
- Check the answers together.

ANSWERS

Photo 1: Too much too soon ...
Photo 2: Fresh air and no testing ...
Photo 3: Later school day ...
Photo 4: Kindergarten toughens up ...

AUDIOSCRIPT 9.14

A report has shown that the trend to start school younger in many countries is far from ideal. A study in New Zealand showed that by secondary school, children who started literacy classes aged five had no significant advantage over those who started aged seven, and if anything, had less positive attitudes to reading.

Experts point to European countries such as Sweden and Estonia, where formal schooling is delayed till the age of seven, and where children nevertheless display higher levels of academic achievement and well-being.

At the Dandelion Forest School, children learn through outside play all year round in sun, rain and snow. Founder Emma Harwood was worried that even pre-school was too centred on formal education and testing, and it seems many parents would also prefer to see their children learning through experimentation and play in a natural environment. Aside from being happy and physically

stronger, children develop greater autonomy and a wide range of problem-solving and interpersonal skills.

According to scientists, the change in circadian rhythms during adolescence means teens with an eight or nine o'clock start at school are expected to concentrate at a time which is incompatible with their body clock. In a trial at the Hugh Christie Technology College in Kent, starting school at 11.30 has meant an improvement in attendance, attention, and even exam results for students.

Many Taiwanese parents fear that their children lack confidence and courage compared to youngsters from other countries. A kindergarten in Taichung has responded to this by including one to two hours of military exercise and gymnastics designed to improve mental and physical strength. The change has been welcomed by parents and the classes have proved to be a sell-out.

- Check the meaning, spelling and pronunciation of the following: *literacy* /'lɪtərəsi/ (= the ability to read and write), *circadian* /sə:'keɪdiən/ (= connected with the changes in the bodies of people or animals over each period of twenty-four hours), *incompatible* /,ɪn'kəm'pætəbl/ (= not acceptable or possible together, because of basic differences).

Exercise 1c 9.14

- Students listen again to discuss their opinions about each story.
- Play track 9.14 again, pausing after each extract.
- Students decide whether they think the change is a good idea or not.
- Elicit opinions from the students.

Exercise 2a 9.15

Audio summary: The presenter describes an educational project that was organized in Madrid to promote bilingualism in primary schools, its successes, and comments from critics.

- Focus students' attention on the flow chart and ask them to listen to the presentation and complete the chart.
- Play track 9.15.

Exercise 2b

- Students compare their completed chart with a partner.
- Elicit what they have written.

ANSWERS

Topic: bilingual education programme in Madrid since 2004

Background: poor language level despite English being first foreign language for thirty years; started with twenty-six primary schools in 2004 and expanded to 335, now 44% of the total

How it works in practice: two class teachers, one for Spanish and maths (in Spanish), one for science, arts and crafts and P.E. (in English)

Positive results: can be very good – increased confidence in speaking, pass official exams sooner

What critics say: politically motivated, depends on parents being able to help and the initial language proficiency of the teachers

Conclusions/Prospects: remain to be seen, but general level of proficiency will improve

AUDIOSCRIPT 9.15

The purpose of this presentation is to look at the Bilingual Education Programme which has been operational in schools in Madrid since the year 2004.

I'd like to start by providing some background to the programme and why it was introduced in the first place. Despite being the first foreign language taught in schools for the past thirty years, a lot of Spanish people continue to have quite a poor level of English and for this reason, the regional government decided to launch a project to tackle the issue of language proficiency in Madrid. The project started in the year 2004 with twenty-six primary schools, and was rolled out across the region, so that currently 335 primary schools – that's about 44% of the total – are bilingual.

Moving on to how it works in practice, in bilingual primary schools, children have two class teachers. Generally speaking, one teaches subjects in Spanish, such as Spanish language and maths, and the other teaches subjects through the medium of English – these include science, arts and crafts, and P.E.

In terms of the success of the project, on the whole the results have been positive – where it works it can be very good: children speak with increased confidence and in most cases take official exams and get external accreditation much earlier than previously.

However, not everyone sees it in such a positive light. Critics say it's largely been motivated by politics rather than education. And certainly the effectiveness of the programme does depend to a large degree on the capacity of parents to support their children's studies and also on the language proficiency of the teachers in the first place, because obviously a programme of this nature would require huge amounts of funding and there really is, you know, a relatively limited amount of language training available to teachers.

The long-term implications of the programme remain to be seen. However, there can be no denying that a whole generation of children are going to leave school with a far greater level of proficiency in English than had ever been the case previously.

- Check to *roll out* (= to officially make a new product available or start a new project).
- Ask students to discuss their opinions of the project, in pairs, and whether it could be a success where they live.
- Elicit some ideas from the group.

EXTENSION What opportunities do primary-school-age children have in students' own countries to learn a second or third language?

EXTRA SUPPORT Remind students that when using phrases to orientate their audience, it's useful to pause slightly and think carefully about sentence stress and intonation. Making eye contact at these points can also be very helpful.

Exercise 3a 9.15

- Before playing track 9.15 again, ask students to read the phrases and try to remember what the speaker said.
- Play track 9.15 again.
- Students listen and complete the phrases the speaker uses for signposting the presentation.

Exercise 3b

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

ANSWERS

- 1 The purpose of this presentation is to look at
- 2 I'd like to start by
- 3 Moving on to
- 4 Generally speaking,
- 5 the results have been positive
- 6 not everyone sees it
- 7 there can be no denying

Exercise 3c

- Students categorize their phrases from exercise 3a into the Language for speaking box on signposting and generalizing in presentations.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- a The purpose of this presentation is to look at
- b I'd like to start by
- c Moving on to
- d the results have been positive
- e there can be no denying
- f not everyone sees it
- g Generally speaking

EXTRA CHALLENGE Ask students what other signposting phrases they know and can add to the categories, e.g. *My aim today is to ...*, *Let's now look at ...*, etc.

Exercise 4a

- Ask students to read the two options (a choice of two topics, or their own topic), and decide what they will give a presentation on.
- If they choose a new topic, remind them to use the flow chart to help them to organize their ideas and structure the talk.

Exercise 4b

- Give students time to plan their talk. Remind them to include phrases from the Language for speaking box to signpost their talk and to generalize.

EXTRA SUPPORT Students could work with a partner after they have organized their ideas and decided which phrases to use, for some peer support and help.

Exercise 4c

- Put students into groups of three or four. In turn, they should give their presentations. While they do this, the other students should write down two or three questions to ask at the end.

Exercise 4d

- At the end of each presentation, encourage the students to ask their questions, and to thank the presenter afterwards

SMART COMMUNICATION Encourage students to deal confidently with questions: thank the person who asked the question; ask them to repeat the question if necessary; ask if anyone else has any comments/anything to add; be honest if they do not know the answer.

FEEDBACK FOCUS When everyone has finished both their presentations and question-and-answer sessions, ask students which topics they enjoyed listening to most, and why. Give credit for well-structured presentations, as well as those which orientated the audience through good use of signposting.

Reading & Writing discourse markers

Exercise 5a

Background note: The report discusses a programme for bilingual education which was introduced in Madrid in 2004.

- Students read the report on page 137 of the Coursebook and decide if there is any additional information.
- Students compare their ideas with a partner.
- Check the answers together.

ANSWERS

poor ratings in international tests, the development of bilingual secondary schools

Exercise 5b

- Students read the list of features and decide which ones are not characteristic of a report.
- Students compare their ideas with a partner.
- Check the answers together.

ANSWERS

dramatic opening sentence to make the reader want to read on

use of direct speech

use of questions to hold the reader's interest

Exercise 5c

- Students look at the Language for writing box on discourse markers and find one more example for each category, from the highlighted phrases on page 137 of the Coursebook.
- Students compare their ideas with a partner.
- Check the answers together.

ANSWERS

- a The aim of this report is to ...
- b While it's quite clear that ...
- c For one thing ...
- d Consequently ...
- e It is held by many ...
- f If things carry on as they are ...

EXTRA CHALLENGE Ask students what other phrases they know which they can add to the Language for writing box.

WATCH OUT! If you're not sure what style is acceptable to your audience, it's a good idea to be more neutral (or even more formal) than too informal, e.g. Informal: *Most people said the programme was a huge success*. Neutral: *There is no doubt that many people found the programme very successful*. Formal: *It is held by many that the programme has been an unqualified success*. Remember, too, that it's probably a good idea to avoid contractions in formal writing (e.g. *haven't*, *won't*).

Exercise 6a

- Students should write a report based on the presentation they gave earlier. This time, however, they should focus on the discourse markers from the Language for writing box.
- Give students time in class or at home to write their report. You could set a limit of 250 words.

Exercise 6b

- Students exchange reports with a partner and add comments based on the features listed in exercise 5b.
- Encourage students also to add a comment to the report based on the content.

9.5 Video

Academic excellence

VIDEOSCRIPT

For centuries, universities were almost exclusively for the wealthy and the privileged. They taught classical subjects such as philosophy, theology, Latin and Greek, and prepared students for a lifetime of learning rather than a lifetime of work.

But in the 19th century, the Industrial Revolution created a demand for people with practical knowledge. Suddenly the world wanted scientists and engineers rather than philosophers or theologians.

To meet this need, a new kind of institution emerged, known as a technical college. Here students could further their education while acquiring skills and technical knowledge relevant to their chosen career.

ETH Zurich, established in 1855, was the first such institution in Switzerland. Today, it has around 18,500 students from over 110 different countries. It is a leading centre of science and technology and is regularly rated as one of the top universities in the world. For over 160 years, it has linked academia with industry, a tradition that began at the height of the Industrial Revolution.

Professor Nicholas Spencer, President of the ETH Research Commission, explains why.

There was a growing feeling in the country that there was a need for teaching engineering ... The rest of Europe was building railways, and there was a danger they were going to build them around Switzerland. And if Switzerland wanted to be part of this developing movement, then Switzerland needed railways, they needed engineers, they needed tunnels – and the problem was there weren't any engineers. And the universities at that time said they weren't prepared to teach engineering, mostly for cost reasons, and they said the responsibility was with the federal government to found an engineering school – and that's what we became.

However, the university quickly grew. Today, it is spread across a number of campuses and offers a wide range of subjects across sixteen departments.

We have the full range of engineering subjects: mechanical engineering, electrical engineering, etc. ... and civil engineering, of course. And then we have all the natural sciences: chemistry, physics, biology. And then we have sciences that are somewhere in between, like the earth sciences or material science, my own area. And then we do also have some, uh, support areas in the humanities. So we have full professorships in, in, in areas such as, um, literature, but these are really intended to be rounding out the education of the engineers and scientists rather than offering a full programme in those areas, which is what is done by the more classical universities in Switzerland.

Over the last 160 years, ETH Zurich has grown from a small specialist college to one of the most prestigious universities of science and technology in the world. It has produced an astonishing twenty-one Nobel Prize winners, including the 20th century's most famous scientist –

Albert Einstein. How does Professor Spencer account for this extraordinary success?

Well, I think there are three main reasons. Uh, one is that it's had the support of the federal government from the beginning, and it's still very well supported by the federal government – uh, to a level that most countries don't support their universities. So that's a very good starting point, but that's not enough. There are examples of universities that are well supported that don't have that reputation. Um, the other is, from the very beginning, it's been – it's been international. Even in the middle of the 19th century, there were many professors who weren't Swiss, and we now have 60% of our professors who are not Swiss. Uh, and I think this makes a big difference in outlook because we're always trying to recruit the best in the world in any subject ...

I think the third reason is that professors are really given a very high degree of autonomy, which means they're given a good situation in terms of doing research ... they have good students at their disposal and they're given complete freedom to work on whatever projects they think are right.

ETH Zurich has always been on the cutting edge of both science and technology, and this emphasis on innovation is reflected in its teaching.

We're looking at a lot of different new trends in – in education and trying some of them out in our – in our teaching offerings right now, and one I particularly like is the inverted classroom where the students arrive prepared for the lecture ... um, so they're not arriving ready to learn, they're arriving already having started the learning process – for example, by watching videos or – or looking at material in books or on the Web the night before and asking questions in an online forum before they get to the class. And then the first thing that's done in the class is to discuss the questions they have on the material they've already learned. So we're doing that right now in an experimental class over this summer, and, uh, we have high hopes that that's going to be a new mode of teaching various techniques in material science in a hands-on way.

Since it began, ETH Zurich has adapted to meet the challenges of the modern world. It has continued to develop and evolve in both its research and its teaching methods. This ability to change with the times has made it one of the leading science and technology universities in the world.

VIDEO ANSWERS

Exercise 1

Students' own answers

Exercise 2

Students' own answers

Exercise 3

They are all mentioned except good social life and location in an interesting and vibrant city.

Exercise 4

Suggested answers:

When and why ETH Zurich was founded: founded 1855 to meet new need for scientists and engineers created by the Industrial Revolution

Number of students and departments, main subjects taught: 18,500 students from 110+ countries, 16 departments. Full range of engineering subjects (electrical, mechanical, etc.) plus natural sciences (chemistry, physics, etc.) plus earth sciences, material science and some humanities, like literature

Reasons for its continuing success: 1 had the support of the federal government; 2 international focus from the

start (60% of professors not Swiss – can recruit the best in the world); 3 professors have a lot of autonomy/freedom so can do good research and they have good students The new teaching method Professor Spencer wants to try out: the ‘inverted classroom’ – students prepare for lectures before they attend them – e.g. by watching videos/reading books/asking questions in online forums. They come to class ready to discuss questions/already involved in the learning process.

Exercise 5

Students' own answers

Review

ANSWERS

Exercise 1

- 1 present request
- 2 future prediction/promise
- 3 prediction of present action in progress
- 4 action completed by future point in time
- 5 prediction of present state
- 6 criticism of habitual action

Exercise 2a

- 1 are on the verge of taking
- 2 will have become/is going to have become
- 3 are set to become
- 4 are expected to be replaced
- 5 are to be
- 6 aim to educate

Exercise 3

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

Exercise 4a 9.16

- 1 vocational training
- 2 apprenticeship scheme
- 3 student loan
- 4 mature student
- 5 external accreditation
- 6 tuition fees

AUDIOSCRIPT 9.16

- 1 The type of education connected with the practical skills you need for a particular job.
- 2 A system of education in which a person works for an employer for a fixed period of time in order to learn the particular skills needed in their job, while studying part-time.

- 3 Money lent to a student to pay for the cost of education.
- 4 An adult student who goes to college some years after leaving school.
- 5 Official approval given by an organization saying that someone or something has reached a required standard.
- 6 The money you pay to be taught, especially in a college or university.

Exercise 4b

Suggested answers:

blended learning: a study programme which combines face-to-face with distance learning
virtual learning environment: an online study platform
year abroad: part of a university course spent working or studying in a different country
international student: a person who goes abroad to study

Exercise 5

- 1 business + leisure: trend of business people to add on some sightseeing to a trip
- 2 glamorous + camping: camping in luxury surroundings
- 3 volunteer + tourism: spending holiday working on projects in the developing world
- 4 Spanish + English: combination of the two languages
- 5 man + vacation: a holiday for male friends only
- 6 baby + honeymoon: a holiday taken shortly before a first baby is born as a last pre-parental vacation

Exercise 6

Well, if you **will** keep arriving late, it's **no** surprise you get into trouble.

Exercise 7

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

10.1 New ways to pay

Goals

- Recognize and use noun phrases (2)
- Talk about money

Grammar & Reading noun phrases (2)

Lead-in

- Ask students, in pairs, to choose ten words/phrases from unit 9 that they want to remember. They should write each one on a slip of paper. (Alternatively, give each pair a set of words/phrases to revise, e.g. *I won't hear of it, blended learning, tuition fees*, etc.).
- Give students two minutes to check they can remember the meaning of each word/phrase.
- Write two or three of the following sayings on the board: *Education is a gift that none can take away. / The influence of a good teacher can never be erased. / You're never too old to learn. / The great aim of education is not knowledge, but action. / Education is not preparation for life; education is life itself.*
- Ask each pair to choose one of the sayings and try to use the words/phrases to discuss it. They should use each word or phrase in turn.
- Find out if each pair agreed on their topic, and which pair used all of their words and phrases.

Exercise 1

- Focus students' attention on the photos and the words in the box, and ask them to guess which objects listed have been used as currency in the past.
- Students share their ideas with a partner.
- Check their ideas together.

ANSWER

all of them

Exercise 2a

Text summary: Text A describes 'timebanks' – a system whereby people buy or exchange services where time, not money, is the currency. In some schemes all services are worth the same; in others, some professions can 'charge' more. Text B is about a new currency which was introduced in a town in the UK in 2007, with the aim of developing the local economy and cutting back on the costs of imports of food and other goods.

- Divide the class into two groups, A and B, and ask them to look at their texts at the back of the Coursebook. Students A should turn to page 131 of the Coursebook and Students B to page 137. They should each read the five subheadings and find the information in the text.
- Give students time to read and understand their text.

- Check *reciprocal* /rɪ'sɪprəkl/ (= involving two people or groups who agree to help each other or behave in the same way to each other), *to redeem* (= to pay the full sum of money that you owe somebody), *to levy* (= to charge an extra amount of money for something, usually as a tax to the government), *airmiles* (= (usually) 'points' that you collect by buying plane tickets and other products, which you can then use to pay for air travel; (here), the cost of transporting goods over long distances).

EXTRA SUPPORT Students could work with someone else with the same text to help understand the key issues.

Exercise 2b

- Put students into pairs, A+B, and ask them to tell each other about their currencies.
- Encourage students to ask questions about anything they do not understand.

EXTENSION Ask which currency students would prefer. Why?

Exercise 3

- Students read the extracts from the texts and then the Grammar focus box, and write the phrases in bold into the correct place in the Grammar focus box.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- a 2 the advantage of being able
- b 5 debate about whether they are
- c 1 one hour of your time
- d 3 the need for people to use physical cash
- e 4 towns to have set up

WATCH OUT! When using structure e, remind students that in the negative, *not* comes before the full infinitive, e.g. *We're the only group of students not to have failed any of the tests!*

- Remind students to check the *Grammar reference* on page 160, where there are two more practice exercises they can do for homework.

EXTRA CHALLENGE Write the following sentence starters on the board and ask students to complete them so that they are true for, or relevant to, themselves:

The experience [of] ... taught me a lot about ...

The best way [to] ... is to ...

All my colleagues are wondering [if/whether] ...

If you live abroad, you have the advantage [of] ...

These days, I have need [for] ...

Exercise 4

- Students match beginnings 1–5 with endings a–e.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 c 2 e 3 a 4 b 5 d

WATCH OUT! Remind students that *phenomenon* is singular; *phenomena* is plural.

Exercise 5

- Students put the words after the nouns in bold in the right order.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 of introducing timebanking in the locality
- 2 for parliament to discuss the new currency
- 3 to be avoided at all costs
- 4 about how to introduce the scheme quickly/about how quickly to introduce the scheme
- 5 of the 2015 national elections
- 6 of keeping money in the local economy

EXTRA ACTIVITY Ask students to match the phrases in exercise 5 to the types (a–e) in the Grammar focus box. (structure a – sentence 1, 6; b – 4; c – 5; d – 2; e – 3)

Exercise 6a

- Students work in pairs, read the rubric and discuss the questions.
- Give them about four minutes and prompt them to think of two advantages and two disadvantages.
- Encourage students to refer back to the sample sentences and structures in the Grammar focus box, and to try to include them.

Exercise 6b

- Students work together in their pairs to prepare a short talk (one to two minutes) about their conclusions.
- Students give the short talk. Encourage others to compare what they hear with their own ideas, ask questions and add comments after the talk.

FEEDBACK FOCUS Give credit for constructive ideas with good rationale. At the end, you could carry out a class vote for the best new alternative currency.

CRITICAL THINKING Students work in small groups and think of how timebanking could work in their own context. This could be at work or study, within their family or within the class: what services could each person offer, and would each service be charged at the same 'rate'? Give students a few minutes, and ask them to present their ideas to the group.

Vocabulary & Speaking **money**

Exercise 7a

- Students read the ten sentences and decide which ones apply to them, or which ones they agree with.
- Students compare their ideas with a partner.
- Elicit a few ideas from the group.
- Check the pronunciation of *luxury* /lʌkʃəri/.

Exercise 7b

- Students read the extract from the autobiography and replace the phrases in blue with some of the phrases in bold from exercise 7a.
- Do the first one together.
- Point out that they may need to change the form of the expressions.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 hard-up	5 went overdrawn
2 managed my money	6 luxuries
3 made ends meet	7 fund
4 well-off	8 lost money

EXTRA CHALLENGE Ask students to work in pairs to use the three extra phrases (*unpaid*, *allow a certain amount of money*, *withdraw*) in a sentence to illustrate its meaning, e.g. *I didn't mind doing unpaid work during the summer holiday because the experience was invaluable*. Elicit some of their examples.

DICTIONARY SKILLS Ask students to look up *money* in a dictionary and, in pairs, find one idiom they would like to learn. (Idioms come towards the end of dictionary entries.) Ask them to write down a clear explanation of the idiom and an example when they could use it. Students pair up, or mingle with other students, and share their ideas.

STUDY TIP Suggest students record these phrases in their notebooks under sub-categories of money, e.g. *too much*, *not enough*, *helping others*, etc. They could also come up with their own categories.

Exercise 8a

- Students work in pairs and discuss the questions.
- Encourage them to give honest answers and valid reasons.
- If you are short of time, ask students to choose two questions to discuss.

Exercise 8b

- Students pair up with another pair to find out their views.
- Together, they should decide on the most interesting responses.
- In turn, each group gives their summary to the class.
- Encourage other students to challenge their opinions.

FEEDBACK FOCUS Focus on students' ability to discuss and present their ideas clearly, and comment on the most creative and constructive ideas for using money. Give extra credit for use of expressions related to money.

10.2 Live!

Goals

- Understand the position of adverbials
- Talk about new and old

Grammar & Listening position of adverbials

Lead-in

- Ask students to think of three items or routines they couldn't live without (not including people!), e.g. coffee first thing in the morning, a two-day weekend, etc.
- Students compare their ideas with a partner.
- Elicit a few ideas from the students and see how similar they are.

Exercise 1

- Students read the statements about modern life and, in pairs, decide if they agree with them.
- Encourage them to give reasons for their answers.

EXTENSION How important is the internet and social media to your students? Ask them to grade them on a scale of 1–10, where 10 is high. Compare their answers.

Exercise 2 10.1

Audio summary: The speaker explains that we are beginning to value experiences over possessions. Live events are becoming more popular again as a means of promoting human interaction, which is missing in the internet age.

- Students listen and find out what the main change is that the speaker talks about.
- Play track 10.1.
- Students compare their ideas with a partner.
- Check the ideas together.

SUGGESTED ANSWER

People want to experience things live again now, rather than through electronic devices.

AUDIOSCRIPT 10.1

Good afternoon. I'm going to talk to you today about an exciting revolution which is sweeping our world. I notice many of you have smartphones, and some of you are even filming me on them – don't worry, I'm not going to take them away. See how nervous you got when I just suggested it? But I'm proposing that all these gadgets – laptops, tablets, smartphones – are already out of date. The internet is so ... last year. Because we're living in the post-digital age ...

Let me give you some examples. In a recent art show in London called '512 hours', the public were required to give up all cameras, recorders, smartphones and even digital watches at the door. The reason for this so-called 'technology hijack' was so the public could better experience 'silence and mindfulness'. The rationale was that because of all our technology, our ability to concentrate is a disaster. Life is short; art should be longer.

Second example: this is an elementary school in Seattle, USA, the home of technology. It's also one of the most exclusive schools in Seattle – where the bosses of the most important technology companies send their kids. So you might expect it to be full of technology. But what do you notice? There are no screens – the kids spend most of their day playing with mud.

Third example: this is the biggest rock band in the world – the Rolling Stones. But when I say biggest, I mean highest earning. And here's an interesting fact: in the last two years, the Rolling Stones have earned sixteen times more money from their live concerts than from their sales of CDs and downloads. Sixteen times!

OK, so what am I saying here? Conventional wisdom is that the internet and smartphones are changing our world. We only access the world through our screens. We are losing human contact.

But in fact the opposite is true. Everything 'live' is booming. Big rock festivals sell out in minutes, even at £300 a ticket. Live conferences, seminars, cookery courses, musicals – these activities should be obsolete, but they're actually more popular than ever. Here's a good quote: 'In the digital age, there is a real necessity for a live experience, for physical interaction.'

And you can see this happening in what we spend our money on. Purchasing patterns are shifting rapidly from 'having' to 'being' – in other words, from owning new products to buying an experience.

Digital is an astonishing means of communication. But it has not satisfied the human appetite for meeting, for touching and for experiencing. I find this hugely reassuring. We still need the live experience.

- Check to sweep (= (here) to spread quickly), hijack (= (here) taking control of something), mindfulness (= the act of remembering somebody/something and considering them or it when you do something), a disaster case (= a situation which has become critical, and where damage has been caused), rationale (= the principles or reasons which explain a particular decision, course of action, belief, etc.), conventional wisdom (= the view or belief that most people hold).

EXTRA SUPPORT Play track 10.1 and ask students to find examples of evidence to support the speaker's theory (e.g. removing people's gadgets on entering a show, to encourage them to experience the show itself or not use their phones to record it in some way; the Rolling Stones are earning far more from live concerts than from CD sales; etc.).

EXTENSION Ask students if they agree with the speaker. What examples like this do they have from their own experience?

CRITICAL THINKING Ask students to consider whether it would be a good idea to remove or ban gadgets from children, young people or adults for certain events, in order to encourage them to benefit more from the experience. What events would they suggest in each case, and why?

Exercise 3a

- Students decide where to place the adverb in each sentence.
- Do the first one together. Note that in some cases more than one position is possible.

ANSWERS

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

EXTRA SUPPORT Point out that sometimes adverbs can go in different places, resulting in a different meaning or simply giving the sentence a different emphasis, e.g. *already* could also go at the end in sentence 1; *only* can go before *through* in sentence 5.

Exercise 3b 10.1

- Students listen again to the audio and decide if the statements are true or false.
- Play track 10.1 again.
- Students correct the false statements and then check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 T
- 2 F – At the '512 Hours' art show, visitors were required to give up (or leave) all cameras, recorders, smartphones and digital watches at the door.
- 3 F – The school in Seattle doesn't use technology in its classrooms. It mainly teaches kids of the bosses of the most important technology companies.
- 4 F – In the last two years, the Rolling Stones have earned much more money from (their) live concerts than from (their sales of) CDs and downloads.
- 5 F – Everything 'live' is booming and live experiences are actually more popular than ever.
- 6 T

Exercise 4

- Students look at the sentences from exercise 3a and then complete the rules in the Grammar focus box with words from the box.
- Students check their ideas with a partner.
- Check the answers together.

ANSWERS

- a auxiliary
- b beginning, end
- c meaning
- d order

EXTRA SUPPORT If your students speak German, they may know that in German, adverb order is usually 1 time, 2 manner, 3 place. Check the adverbs with students, e.g. sentence 2 *even* (manner), *at the door* (place).

- Remind students to check the *Grammar reference* on page 161, where there are two more practice exercises they can do for homework.

Exercise 5a

- Students put the words in the correct order to make sentences. Note that in some cases more than one option is possible.
- Do the first one together.

SUGGESTED ANSWERS

- Frankly, you haven't begun to address my doubts. / You haven't begun to address my doubts frankly.
- Although the recording has sold in huge numbers, the music was even better live.
- Live performances have actually become more lucrative than recordings or downloads. / Actually, live performances have become more lucrative than recordings or downloads.
- Are there any really good reasons for ignoring new ideas? / Really, are there ... / Are there really... / ...for ignoring really good ideas?
- It is not enough merely to listen to whatever digital device we have at hand. / It is not enough to merely listen to whatever digital device we have at hand.

Exercise 5b

- Students look at the sentences where the adverb can be in different places and discuss, in pairs, the different meanings.
- Elicit their ideas together.

SUGGESTED ANSWERS

- In *Frankly, you haven't ...*, the meaning is 'this is what I think, if I am being honest'; In ... *my doubts frankly*, *frankly* refers to *address my doubts* and is accusing the person being spoken to of dishonesty.
- In *Live performances have actually ...*, *actually* gives more emphasis to the fact that live performances have become more lucrative.
Actually, live performances ... suggests a contradiction or correction to a previous statement.
- In *Are there any really good reasons ...*, – *really* refers to good reasons. *Really, are there ...* means, 'If you are being honest, are there ...?'. In *Are there really ...*, – *really* means 'in fact'.

STUDY TIP Ask students to choose three adverb structures they think they can use themselves, and to record an example, in context, of each one in their notebooks, e.g. *I actually managed to hand in my assignment on time this week! Even my boss joined us for a drink after work!*

Pronunciation sentences with **only**

- Ask students to read the three sentences individually, out loud, putting the stress on the parts in bold. Note that here it is not the position of the adverb, but the words which are stressed which convey the meaning.

Exercise 6a 10.2

- Before playing track 10.2, ask students to read the four sentence starters and to think about the different words that could be stressed.
- Play track 10.2, and ask them to decide which word or idea *only* refers to.
- Students compare their ideas with a partner.
- Check their ideas together.

SUGGESTED ANSWERS

- in
- draft
- first
- at school

Exercise 6b

- Based on their answers for exercise 6a, students decide which continuation of each sentence is correct.
- Do the first one together.
- Students check their answers with a partner.

ANSWERS

- b
- a
- b
- b

Exercise 6c 10.3

- Students listen to check their answers to exercise 6b.
- Play track 10.3.
- Check the answers together.

ANSWERS/AUDIOSCRIPT 10.3

- She's only been working in Copenhagen since January – she used to work just outside the city.
- He's only been writing the draft report, because the final one isn't due for months.
- Brazil only scored two goals in the first half, but they scored three in the second!
- These children only eat fresh food at school, and at home they probably eat very unhealthily.

EXTRA CHALLENGE Students work in pairs and, in turn, say the first halves of the sentences in exercise 6a, stressing a different word and so changing the meaning. Their partner must continue the sentence so that it makes sense.

Vocabulary & Speaking **new and old**

Exercise 7a

- Students complete the statements with the words or phrases in the box.
- Students check their answers with a partner.
- Check their answers together.

ANSWERS

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

Exercise 7b

- Students read the sentences again and decide which ones they agree with, and why.
- Students compare their answers with a partner. Encourage them to question their partner's opinions and ask for reasons.
- Elicit some of their ideas.

EXTENSION Ask students to think of ideas of their own using the words and phrases, e.g. *Face-to-face learning will soon be obsolete!*

WATCH OUT! Point out that *so last year* or *so last week* are examples of phrases used often by young people to describe ideas or items which are out of fashion.

Exercise 8a 10.4

Audio summary: The four radio adverts are for a video device, a special restaurant, a biography and an online furniture company.

- Students listen and decide what is being advertised.
- Play track 10.4.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 a games console
- 2 a restaurant (where you eat in the dark)
- 3 a biography
- 4 a website selling objects from the 1950s to the 70s

AUDIOSCRIPT 10.4

- 1 From Newco ... the masters of innovation ... a product that will change your experience of gaming ... a games console that breaks new ground in terms of performance and price.
- 2 It's the latest thing in eating out. Come to Blackout, the restaurant where you eat ... in total darkness. Share a table with strangers who you can't see! You will enter a new world where your other senses – especially taste! – will take over. Brilliant food, fine wines, an unbelievable trip ... a radical departure in the appreciation of food.
- 3 This is the story of a man who changed music forever. Buddy Holly was a pioneer in the world of rock and roll, and this biography explains why his music has lived on, unlike other stars from that period whose music now seems dated.
- 4 Some people are always searching for the last word in design. Sofas, tables, bathrooms ... but here at Marshall and company, we look back to the 1950s, 60s and 70s for the best in retro and vintage. Want a reconditioned radio from 1953? Retro telephones in gorgeous red plastic? Beautiful Italian lamps and lights from the 1970s? Visit our website at [retro and vintage objects dot com](http://retroandvintageobjects.com) and just click on the photos.

- Check *console* (= a small electronic device for playing video games).

Exercise 8b 10.4

- Before playing track 10.4 again, ask students to read the phrases and possible meanings.
- Then play track 10.4 again.
- Students choose the correct meaning of each phrase.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 new things, does something not done before
- 2 an action which is different from what is usual or expected
- 3 the first person to do something, old-fashioned
- 4 the most recent or advanced thing

EXTENSION Ask students if they would be interested in seeing or learning more about any of the four items. Why/ Why not? What items do they possess which they treasure because they are old-fashioned or dated, or because they are very new and cutting-edge (at the newest, most advanced stage in the development of something)?

Exercise 9a

- Students first work alone to think of an example for each of the four categories.

EXTRA SUPPORT Students could do exercise 9a in pairs (or in groups), and then change partners for exercise 9c. If students need help, you could start them off with an idea, e.g. *Stephen Hawking* (scientist), *Jurassic Park* (film, 1993), *smartphones* (invention), *soap operas* or *TV series*.

Exercise 9b

- Students think of two reasons why their choices are good.

Exercise 9c

- Put students into pairs and ask them to discuss their choices and their reasons.

FEEDBACK FOCUS You could take a class vote on the best example in each group. Give credit to students who are able to describe old and new items and ideas fluently.

EXTRA ACTIVITY Students work in groups of three and, individually, think of something that is dated, or an innovation, etc. Using as many of the vocabulary items as they can from exercises 7 and 8, but without mentioning the item itself, ask them to describe the item, while the others try to guess what it is.

10.3 Vocabulary and skills development

Goals

- Understand writer stance
- Understand idioms

Reading understanding writer stance

Lead-in

- Present the students with an idea to agree, disagree, or partly agree with, e.g. *Students should be given homework at the end of every class.*, *You can only really learn a language properly by living in a country where it is spoken.* You could write this on the board.
- Ask them to express their ideas in full sentences and include a reason (i.e. not simply *I agree*, etc.), e.g. *It's sometimes a good idea, but ...*, etc.
- Students could discuss their ideas in pairs or small groups.
- Then elicit an opinion from each student.
- Explain that this lesson looks at presenting an opinion in writing.

Exercise 1a

- Ask students to read the list of items and consider which of these they would be happy to share.
- Students compare their opinions with a partner.
- Elicit some of their ideas.

EXTENSION Ask students if, in general, they are happy to lend and borrow items to and from others, if they prefer to own things themselves, or if they are happy just to have access (e.g. online) to music, films, etc.

Exercise 1b

- Focus students' attention on the picture. Students decide which items they would be happy to rent from a stranger, and why or why not.
- Students discuss their ideas with a partner.
- Discuss their opinions together.

Exercise 2a 10.5

Audio summary: The business commentator explains what the 'sharing economy' is, and includes a few examples.

- Students read the three sentence starters and then listen to the introduction to complete them.
- Play track 10.5.
- Students check their completed sentences with a partner.
- Check the answers together.

SUGGESTED ANSWERS

- 1 bringing together people who can offer a service with those who need it.
- 2 allowed all these different sites to spring up now.
- 3 offering a spare room in your house, and sharing your car with somebody when you are driving to work.

AUDIOSCRIPT 10.5

The 'sharing economy' is really a very simple idea. You have something that you can share with other people: let's say you live close to the commercial zone of a big city, where it is difficult to find somewhere to park, and you have a space in front of your house which somebody could park in. Now out there are thousands of people who work near your house, and would be very happy to park in that space – and pay for it too! So the sharing economy is a way of bringing together you and all these people. So there's a website called Parking Panda which does just that. And in fact it's the internet which has allowed all these different sites to spring up now.

It could be a spare room in your house, and in fact one of the most successful sites is Airbnb, which allows you to stay in a stranger's house. Or maybe you drive to work, and have a space in your car, and somebody would pay you to get a lift to work. So there's a site for that as well.

Exercise 2b

- Find out if your students would be willing to pay to use the services mentioned. Why/Why not?
- Elicit answers from the group.

EXTENSION Ask students whether they already do any of these things, which ideas are easy to do, and whether they have any other ideas about things they could share and/or rent. Don't spend too long on this, as it comes up again in exercise 9.

Exercise 3

- Students first read the four sentences. For each one, they decide how strongly the writer is stating their opinion, and what words helped them to decide this.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

a (a) very strong (b) really
b (a) not very strong (b) would appear
c (a) strong (b) crucially
d (a) not very strong (b) it is often argued

Exercise 4

- Students read strategies 1–4 in the Unlock the code box and find examples of these in the sentences in exercise 3.
- Students compare their ideas with a partner.
- Check the answers together.

ANSWERS

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

PRONUNCIATION Although this is a written blog, remind students that when using such language in spoken English, they should use sentence stress and intonation to help convey meaning (**disagreement**, **uncertainty**, etc.).

Later in this section, students have a chance to use this language orally (exercise 9).

SMART COMMUNICATION Point out to students that the sample language in the Unlock the code box is useful for sounding more sophisticated, and also more polite, in a situation when you do not want to be too direct or negative about someone else's idea.

Exercise 5a

- Students work in pairs and make a list of advantages and disadvantages of the sharing economy.
- You could elicit one example for each list to get them started, e.g. (+) *makes use of otherwise wasted resources*, (-) *people may not trust strangers*.
- Elicit their answers.

Exercise 5b

Text summary: The blog discusses the pros (exploiting resources, earning money) and cons (undermining traditional businesses, tax avoidance, lack of security/regulation) of the shared economy.

- Students read the blog and compare it with their list of pros and cons.
- Elicit from the students some of the extra ideas they read about in the blog.
- Check *to undermine* (= to make something, especially somebody's confidence or authority, gradually weaker or less effective) and *to lose out to* (= to not get business, etc. that you expected or used to get because somebody/something else has taken it).

EXTENSION You could discuss together which are the most important advantages and disadvantages, and why, as well as ways to overcome the disadvantages.

Exercise 6

- Students decide if the writer is mainly for or against the sharing economy, and discuss with a partner what words or phrases helped them to decide.
- Refer students back to the Unlock the code box on writer stance.

SUGGESTED ANSWERS

The writer presents arguments for and against, but seems mainly against. She/He says it is here to stay.

Advantages: both participants make or save money, facilities which would not be used get used

Disadvantages: undermines traditional businesses, providers don't pay tax and are not bound by safety regulations

EXTRA ACTIVITY Write *strongly for*, *not very strongly for*, *strongly against* and *not very strongly against* each on different slips of paper. Give a set to each group of four students, and ask each student to take one slip, but not show anyone else in the group. Ask students to discuss further their ideas on the sharing economy (or another controversial topic students are interested in). Challenge them to use two or three phrases from the Unlock the code box to give their opinion, with reasons. The others should guess whether they are strongly, or not strongly, for or against the sharing economy.

Vocabulary & Speaking understanding idioms

Exercise 7

- Students match the phrases in the blog with meanings 1–4.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 On the face of it
- 2 living from hand to mouth
- 3 going under
- 4 to say the least

EXTENSION Ask students which word in each idiom is the most helpful in understanding the meaning (e.g. *face*, *hand*, *under*, *least*). Encourage students to give reasons for their choice, as a means of familiarizing them with the idioms.

Exercise 8a

- Before they do this exercise, ask students to close their books.
- Write on the board *a raw deal*, and then read out the sentence at the end of the Vocabulary focus box on idioms.
- Ask students to decide with a partner what the idiom means; suggest they paraphrase it. Ask them which word helped them to understand the phrase.
- Then ask students to read the Vocabulary focus box.

Exercise 8b

- Students complete the sentences with the idioms in the box.

Exercise 8c

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

ANSWERS

- 1 get my hands on
- 2 easier said than done
- 3 ring the changes
- 4 forking out
- 5 take some beating
- 6 at your fingertips

WATCH OUT! Point out that idioms can be difficult to use accurately and fluently. If they are used incorrectly, comprehension can be seriously affected, and the result can make a non-native speaker sound clumsy. Suggest students only use them when they can do so confidently.

STUDY TIP Suggest students record the idioms in their notebooks in full and include a sample sentence. They might also like to try to illustrate the idioms. (Examples can easily be found online, e.g. *to have egg on your face*) This will greatly facilitate students' ability to remember them. You could also suggest each student illustrates one of the idioms from exercise 8b, and the others try to guess what it is.

DICTIONARY SKILLS Ask students to work in pairs and choose two idioms to look up in a dictionary: they will need to decide which word to look up, and where to find it in the dictionary entry. Increasing tolerance for unknown words, or familiar words in new contexts with new meanings, is an important skill at advanced level, in order to cope with longer texts.

Exercise 9a

- Students work in small groups and plan an idea for a sharing economy service.
- Prompt them by suggesting ideas which they could share at home, at college or at work (books, machinery, space – inside and out, skills and services, etc.).
- Encourage students to think through the idea carefully and plan why people would want to use it, and how the service would work. Remind them to consider payment issues too.

EXTRA CHALLENGE If you have a strong group, you could encourage students specifically to think of how they can use language to be persuasive. This is relevant in the next part of the exercise. Persuasive language includes giving valid reasons for ideas, using emotive language (e.g. 'strong' adjectives such as *accurate, effective* or *remarkable* and adverbs such as *certainly, likely, truly*, etc.) and using the 'power of three' (e.g. using three adjectives: *It's useful, convenient and cost-effective*).

Exercise 9b

- Ask groups to work with another group and present their idea. Encourage them to use persuasive language and perhaps 'create' a need in their audience for their idea.
- Suggest that listeners ask questions to get details and to be sure of how the idea works.

Exercise 9c

- Listeners should come up with something positive and something negative about the idea: they could discuss this within their group before presenting it to the other group.
- Suggest they consult the *Unlock the code* box for suitable language to give their opinions.
- Find out at the end whose ideas were best, and which ones students feel could work in practice.

FEEDBACK FOCUS Give credit for ideas which have been carefully thought through and could really work. Encourage communication between students to refine the ideas and discuss the details. Praise students for effective use of language for presenting their opinions on each other's ideas tactfully (i.e. not too directly).

10.4 Speaking and writing

Goals

- Reach a consensus
- Write an email enquiry

Speaking reaching a consensus

Lead-in

- Ask students to work in pairs and estimate the size of the room they are in. Is it the right size for its purpose, or too big or too small? Could the space be used more effectively? How? What suggestions can they come up with?
- Elicit a suggestion from each pair.

Exercise 1a

- Students read the information in the box about a new room.
- Ask them to imagine the size, where the windows are and so on.

Exercise 1b

- Ask students to work in groups of three to decide what the new room could be used for. You could suggest that they draft it on a piece of paper.
- Elicit one or two ideas from each group.
- Decide on the best idea.

Exercise 2 10.6

Audio summary: Three colleagues discuss how they could use a new room. They have very different ideas, but also include preferences of another colleague, Jack, and finally reach a consensus.

- Students hear three people doing the same task and listen for what they decide.
- Play track 10.6.
- Students compare their ideas with a partner.
- Elicit from the students the decision the colleagues came to.
- How similar was the conversation to their own?

ANSWER

a chill room at one end and a café at the other end

AUDIOSCRIPT 10.6

A So Jack has asked us to come up with some ideas for the new room. What do you reckon?

B It's quite a big space, isn't it? Personally ... I'd go for something that really exploits the space.

C I think you could be right. It's twenty square metres. Maybe we're looking at something like a table tennis room. We all need to relax!

A Well ... I understand what you're saying, but don't forget that we've got the garden for sporty things like that. It seems like a bit of a waste of a fantastic facility just to give it over to table tennis. I get the idea from Jack that it should be something serious and work-related.

B Well, one way of keeping Jack happy would be to have some kind of decent meeting room. At present we have to hold our meetings in that tiny room at the top of the building.

A I'm not so sure I agree with you. That room at the top of the building is hardly used anyway. After all, we never really have big formal meetings. We meet up more informally, in small groups. That's the company style if you like.

C In that case, we could always go Californian and have a chill room, you know with pods and stuff like that!

B That would be SO cool. Because, if you think about it, we haven't really got a communal space where workmates can meet up and just hang out.

A True. And most people I've talked to have said they'd really like something like that.

C Why don't we suggest a chill room with a café attached? That might be a good option. It's a pretty decent space.

A That's a great idea. And we can sell it to Jack by saying we won't need to keep popping out to the café every ten minutes. Right, so that's decided then. Let's just recap what we've decided. One end of the room will be a chill room and the other end will be some kind of café or ...

• Check *pod* (= (here) a type of chair that converts into a horizontal space where you can rest or sleep for a short period of time), *communal* (= shared by, or for the use of, a number of people, especially people who live together), *decent* (= (here) acceptable, e.g. in size).

EXTENSION Ask the students if they think the idea is a good use of space. Why/Why not?

Exercise 3 10.6

- Before playing track 10.6 again, ask students to read the phrase beginnings in the Language for speaking box.
- Students then listen and complete the phrases.
- Play track 10.6 again.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

- 1 go
- 2 what you're saying
- 3 would be
- 4 think about
- 5 recap

EXTRA SUPPORT Point out that in 3, the construction is *one way of -ing*. The *-ing* clause may be only one word, or a clause (as in the example *keeping Jack happy*).

SMART COMMUNICATION Remind students that disagreeing in English is usually very indirect, as in the examples, e.g. *But wouldn't you say that ...? I understand what you're saying, but ...*

PRONUNCIATION Remind students to use appropriate word stress on the phrases to convey meaning and sound convincing.

Exercise 4

- Divide the class into three groups: A, B and C. Ask students to read their page at the back of the Coursebook: Students A should turn to page 131 of the Coursebook, Students B to page 136 and Students C to page 140. Tell them they are going to plan a day out together in the city.
- Give students time to read their brief individually and decide what they want to do, what they don't want to do, and why.
- Remind them that when they speak to each other, they should use phrases from the Language for speaking box.
- When they are ready, put students into groups of three, A+B+C.
- Ask them to discuss their plans and try to agree on how to spend the day, where to eat and how they will get around.
- When they have finished, ask each group to present their ideas on how to spend the day together to the class.

EXTENSION Once students have decided, you could bring the class back together and ask the groups to work together to reach a general consensus on how to spend the day.

SMART COMMUNICATION Remind students to be sure that in such a discussion they involve all speakers, even quieter ones, by asking questions and bringing them into the conversation; it's important not to dominate when reaching a consensus.

FEEDBACK FOCUS Comment on students' ability to reach a fair agreement where everyone is happy with the outcome. Give extra credit for accurate use of phrases.

Writing an email enquiry

Exercise 5

- Before they do this exercise, ask students if they have ever been on a language course in another country. If so, what was it like? Would they recommend it? Why/Why not?

Text summary: Each advertisement is for language learning with another activity: the first is with Greek cookery, the second is horse riding and the third is scuba-diving.

- Students read the advertisements and decide which course they would like to do, and why.
- Students compare their ideas with a partner.
- Elicit a few ideas from the students.
- Check to *immerse* (= to become or make somebody completely involved in something) and *homestay* (= an arrangement that provides accommodation for students or tourists in the home of a family, in exchange for payment).

Exercise 6

- Before they do this exercise, you could ask students what extra information they would want to know if they were going to apply for one of these courses.
- Students read Simona's questions and decide which advertisement she is interested in.
- Students check their answer with a partner.
- Check the answer together.

ANSWER

advert B

Exercise 7

- Students first read the three questions and then read Simona's email and answer the questions.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 She's fine for the language part; it's not clear from the advert whether beginner riders are accepted.
- 2 Paragraph 1: reason for writing. Paragraph 2: question about if she can do the riding part. Paragraph 3: question about how much progress she will make. Paragraph 4: question about a discount for two people attending together.
- 3 She's forgotten to ask about the accommodation.

CRITICAL THINKING Ask students their opinions about doing such courses where they learn a skill in the target language. Have they ever experienced this? What advantages and disadvantages can there be? (e.g. If there is a group speaking the same language, they may chat in that language and learn less of the target language; however, it can be more comfortable with people you know, etc.). What skill would they choose to learn in English (or another language) if they had the chance, and why?

Exercise 8

- Students read the Language for writing box on fixed phrases for enquiry emails.
- Then ask them to re-read Simona's email and underline the phrases which are too colloquial, e.g. *I need some information*.
- Students compare their phrases in pairs.
- Ask them to choose a phrase from the Language for writing box to replace each of the colloquial phrases.
- Check their answers together.

EXTRA CHALLENGE Ask students if they can add any more phrases to the sub-categories in the box.

SUGGESTED ANSWERS

I was interested in your advertisement → I am writing with regard to the advertisement

I need some information → I would like you to provide some information/I would be grateful if you could provide I've done ... for ages → I have been studying ... for three years

There's an attachment here with ... → Please find attached ...

I want to know ... → I wonder if you could tell me ...

Tell me ... → I would like to know/I wonder if you could tell me ...

a quick answer → an early response

Write soon! → I'm looking forward to hearing from you,

All the best → Yours/Yours faithfully

Exercise 9

- Students choose one of the other two courses in exercise 5 and write an email asking for further information.
- Remind students to include a relevant subject line.

EXTENSION Students could swap emails with a partner and reply to each other's, inventing information as necessary.

SMART COMMUNICATION Suggest students divide their emails into clear paragraphs, each one focused on one topic area. Remind them that in order to get a timely reply, emails should be reader- (not writer-) focused.

FEEDBACK FOCUS Collect students' work and comment on the content: this could be in the form of a 'reply' to their email and/or a comment on the clarity of presentation. You could also refer to the language used, and check it is suitably formal for the purpose.

EXTRA ACTIVITY Students could search online for other real courses where they can study skills in a language they want to develop (e.g. English!). They could bring these to class and recommend them to other students.

10.5 Video

A self-build community

VIDEOSCRIPT

Hello and welcome to the Yard, the centrepiece of a housing project just outside Bristol in the UK. But this isn't an ordinary property development. It's only two miles away from one of the UK's major cities, yet its beautiful location and strong community spirit make it feel more like a village than a suburb.

This is because it has been built and maintained by the people that live here. Thirty-two of these houses have been designed and developed by their owners. This row of terrace houses and this apartment block – home to six flats, the Wildgoose Space community centre and three offices – were planned by the Ashley Vale Action Group, the organization that runs the development.

The neighbourhood has a private road, a play area and numerous community gardens.

But it wasn't always like this. Over twenty years ago this entire area was owned by a scaffolding company and consisted of little more than a couple of warehouses and a dilapidated office block. However, when the company tried to sell it to a property developer in the late 1990s, a group of local residents decided to intervene.

They formed an action group and campaigned to buy the plot. They wanted to serve the local community rather than a wealthy property developer, so they decided to focus on self-building – selling plots that people could build on. The idea quickly became popular and before long, the group had raised enough money to buy the site. By the mid-noughties construction had begun. Although many of the people here didn't have a background in building, they quickly learned together – sharing skills, knowledge and resources.

As well as construction tips, they pooled their knowledge on sustainability too. Many residents used natural materials like lime render and insulated their properties with recycled newspapers packed into the walls. All the windows were double-glazed to keep the heat in, and some residents planted sedum grass on the roof. They also equipped each property with solar panels to generate both heat and electricity. By around 2009, the residents here had created one of the most distinctive residential areas in the country: a housing estate that each member of the community had helped to build.

This is at the heart of the philosophy here. In an age where properties are often seen as mere investments, this development offers people a personal connection to the home they live in. Because of this, people stay long-term and all the residents know each other. There's a strong sense of community here and residents share everything from sugar to lawnmowers to childcare.

Today residents often get together to work on the site's common areas. They've even created a 'homezone' outside of the complex, where green spaces help to control the traffic flow. But it isn't all work. The Wildgoose Space often holds events for the local community, including film nights, workshops and pop-up restaurants.

Over the last fifteen years this area has transformed from a disused wasteland to a prize-winning development. But more importantly, it has become a community.

The residents here have invested more than just money to create a place that feels like a real home.

This is increasingly rare in the modern world, but demand for places like this is soaring. A recent poll showed that one in seven British people want to build their own home, a 12% increase from the year before. Sadly, this won't be possible for everybody, but the development here at Ashley Vale proves that it is possible to not just build a house, but to build a community, too.

VIDEO ANSWERS

Exercise 1

a 3 b 1 c 2

Exercise 2

- 1 where the community is located
- 2 what the site was like before
- 3 learning how to self-build
- 4 eco-friendly aspects of the community
- 5 not just a place to live
- 6 self-building is increasingly popular

Exercise 3

- 1 intervene
- 2 plots
- 3 pool
- 4 sustainability
- 5 distinctive
- 6 soaring

Exercise 4

- 1 when the company who owned the site wanted to sell it to a property developer
- 2 plots of land – so that people could self-build on them
- 3 skills, knowledge, resources and knowledge of sustainability
- 4 use of natural materials, insulation with newspapers, double-glazing, grass on the roofs, solar panels
- 5 the fact that the people who live here also built the houses
- 6 A survey has shown a 12% increase in the number of people who would like to build their own house.

Exercise 5

Students' own answers

Review

ANSWERS

Exercise 1

- 1 will have no difficulty in persuading the government of their position
- 2 need for him to pay the bill straight away
- 3 emphasis on (us) living within our means
- 4 dozens of pay claims to be processed/to process
- 5 (which had been) donated by ordinary
- 6 long/lengthy discussion about how they could/how to raise the funds
- 7 the President's departure

Exercise 2

- 1 The team lost miserably in Barcelona last year. OR Last year, the team lost miserably in Barcelona. (no difference in meaning)
- 2 In time, the new ideas will bear fruit. OR The new ideas will bear fruit in time. (no difference in meaning)
- 3 We've never been flooded with new ideas for products.
- 4 Actually, he was proud of his invention. OR He was proud of his invention, actually. (both of these imply a contradiction of what has been said before) OR He was actually proud of his invention. (showing surprise he was proud)
- 5 They usually speak French at home. OR At home, they usually speak French. (no difference in meaning)

Exercise 3a and b

Students' own answers

Exercise 4a 10.7

1 E 2 D 3 A 4 B 5 C

Exercise 4b 10.7

- 1 revolutionized
- 2 dated
- 3 innovation
- 4 last word in
- 5 pioneers

AUDIOSCRIPT 10.7

- 1 This object was the key to a fundamental shift in the economics of the world, because it provided Europeans especially with a reliable method of traversing the world's oceans, and this gave Europe the wealth and power that later fuelled the Industrial Revolution. Ironic, really, because it was a Chinese invention.
- 2 I hate to say this, but I think the wristwatch is on the way out. I wanted to buy one for my son's twenty-first birthday, but he just said to me, 'Mom, I really don't need a watch – that's a bit last year or even last century! I just use my smartphone now.' It's such a pity, because they can be works of art as well as wonders of science.
- 3 The first ones appeared in the early 1990s, though they didn't start to get really popular until about 2010. I think the key to their success was in the fact that you operated them with your finger, so there was no need for a mouse or for all that clicking. In that sense, I think they were something genuinely innovative and took computers in a fresh direction.
- 4 You know when you're in a foreign city and you really, really need to use the internet? So you're constantly looking for a hotspot? Well, this will let you know where all the perfect internet hotspots are. It displays the strength of Wi-fi signals in your vicinity no matter where you happen to be in the world. Just look down at your chest! (Or ask a passer-by how strong your signal is ... a great way to make friends)
- 5 The printing press is a fairly obvious example of a crucial innovation, but I don't think people realize how many different fields of study and behaviour it affected. From religion to science to the arts, it literally changed everything. Of course, as with most inventions, many different people were involved in its development, but it was mainly due to people like Gutenberg in Germany that it became so widespread around Europe.

Exercise 5

- 1 you're living from hand to mouth
- 2 to say the least
- 3 fork out
- 4 get my hands on
- 5 Easier said than done
- 6 on the face of it
- 7 at my fingertips
- 8 takes some beating

11.1 Origins of language

Goals

- Understand adjective position
- Use adjectives and adverbs beginning with *a*-

Grammar & Speaking adjective position

Lead-in

- Ask students to think about any funny experiences they have had, at home or abroad, when using or hearing their own or another language, e.g. sometimes menu items are mistranslated into English, or you get something you didn't think you'd asked for. If the students need prompting, you could mention the following: [in a hotel lift in France] *Please leave your values at the desk.* (instead of *valuables*), [at a Budapest zoo] *Please do not feed the animals. If you have any suitable food, give it to the guard on duty.*
- Elicit some stories from the group.

Exercise 1a

- Students draw five circles and write the answer to each question in the circles.

Exercise 1b

- Students work with a partner and try to guess which answer refers to which question.
- Encourage them to ask questions to find out more information about each answer.
- Elicit some answers from the group, finding out what they have in common, what words they find interesting, and why.

EXTENSION Students may have other favourite or difficult words: encourage them to share any information they have, especially about other languages.

Exercise 2a

- Students do the quiz together in pairs and discuss their answers.

Exercise 2b 11.1

Audio summary: The text addresses each quiz question in turn and gives reasons for the answers.

- Students listen and check their answers.
- Play track 11.1.

ANSWERS

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

AUDIOSCRIPT 11.1

1 Africa is home to more languages than any other continent. At the present time there are about 1,300 languages spoken by over 400 million speakers. There are four main language groups and various *lingua francas* – languages used for communication between people from different language groups across a wide area.

2 The Bow-Wow theory states that language is based on imitation – that when language began, our ancestors imitated natural sounds around them, such as animal noises. However, critics say this is unlikely, as while in English children describe a dog's call as 'bow wow', – in China, for example, they call it 'wang wang'. The Yo-He-Ho theory says that language evolved from the noises people make while using extreme physical effort. However, as linguists point out, this doesn't account for all the other words in our vocabulary. As yet, no linguists have described the Bang-Bang theory!

3 The answer's logical. It's generally agreed that despite the fact that the brain was increasing in size, early humans didn't start using tools extensively until they started communicating using speech. The reason for this is that until this time, they couldn't use tools because their hands were being used for communicating in gestures.

4 Chimpanzees certainly don't have the intellect that humans do, but experiments have shown that they can be trained to work out logical connections and – in the right environment – acquire a vocabulary of up to 200 items. However, efforts to get chimps to speak have been a total failure. The reason they cannot speak is simple: their bodies are not designed for speech.

5 By the age of eighteen, the average person has a vocabulary of some 60,000 words. This means he or she must have learned an average of ten new words every day, about one word every ninety minutes.

6 The Finno-Ugric languages are a group of languages which are alike in some respects and share common roots. They're spoken in the north of Europe, in Finland, Estonia and parts of northern Sweden, and in one country in central Europe: Hungary.

• Check *lingua franca* (= a shared language of communication used between people whose main languages are different).

EXTENSION Ask students if they know any other interesting facts about languages and learning.

CRITICAL THINKING Ask students whether they think adults could also learn, on average, ten to twelve words a day. How best could they do this, and how could they ensure they remember the words? Ask them in pairs to come up with three strategies for learning (understanding meaning and use), and three ways to revise and remember the words.

Exercise 3

- Students read the Grammar focus box on adjective position and match each sentence 1–6 to one of the rules.
- Point out that one rule has two sentences.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

Rule 1 a1: sentence 1

Rule 1 a2: sentence 2

Rule 1 b: sentence 6

Rule 2 a: sentence 5

Rule 2 c: sentence 4

Rule 3: sentence 3

EXTRA SUPPORT Point out that link verbs are used to join an adjective to a subject; these include *seem, appear, smell, taste* and *feel*.

EXTRA SUPPORT Explain that these post-modifying adjectives beginning with *a-* are often formed from verbs, e.g. *sleep – asleep*.

EXTRA CHALLENGE Adjectives which we use *after* nouns, with a link verb, usually have a similar adjective we can use *before* the noun: ask students to find the 'partner' adjectives of the following, which we use after nouns: *afraid, alight, alike, alive, alone, ashamed, asleep, awake (frightened, lit, similar, live/living, lone/lonely/solitary, embarrassed, sleeping, waking)*.

- Remind students to check the *Grammar reference* on page 162, where there are four more practice exercises they can do for homework.

EXTRA ACTIVITY Ask students to choose three adjectives they use, or would like to use, and ask them to write a personalized sentence using each one. Students compare their sentences in pairs.

WATCH OUT! Point out the difference in meaning and use between *small* and *little*: *small* refers only to size, whereas *little* usually expresses some kind of emotion. *Little* is also usually used after the verb, and not in the comparative or superlative forms (*littler, littlest*), unlike *small*, e.g. *I only have a small suitcase*.

Exercise 4a

- Students choose the correct option in each case to complete the sentences.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 spoken
- 2 small
- 3 certain
- 4 alive
- 5 time available
- 6 work conducted
- 7 complete
- 8 satisfactory

Exercise 4b

- Students choose one adjective from the box to complete each pair of sentences.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 old
- 2 present
- 3 concerned
- 4 conscious

Exercise 4c

- Students discuss the meanings of the adjective in each pair of sentences with a partner.
- Refer students to rule 3 in the Grammar focus box.
- Elicit their ideas.

ANSWERS

- 1 a old = for a long time, b old = of advanced age
- 2 a present = current, b present = not absent
- 3 a concerned = worried, b concerned = affected by a problem or situation
- 4 a conscious = deliberate, b conscious = awake, able to use your senses and mental powers to understand what is happening

Vocabulary & Speaking adjectives and adverbs beginning with *a-*

Exercise 5

- Students finish each sentence so that it is true for them.
- They compare their answers with a partner and ask further questions to find out more information.
- Elicit some of their answers to find out any similarities or differences among group members.

Exercise 6

- Students read sentences 1–8 and match the phrases in *italics* to their meanings a–h.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

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

Exercise 7

- Divide the class in half, into A and B. Ask Students A to work in pairs and look at their instructions on page 132 of the Coursebook, and Students B to look at their instructions on page 138.
- They should read the three sentences and choose one to start a story.
- Remind students to refer to the Grammar focus box, the *Grammar reference* and the adjectives in exercise 6.
- Encourage students to include as many adjectives beginning with *a-* as they can. You could copy these onto slips of paper and give one set to each pair of students.
- When they are ready, re-pair students A+B, and ask them to tell each other their stories.

EXTRA CHALLENGE You could add an element of interest by suggesting that, when students pair up into A+B, they don't use the first sentence or the key word in their story, but suggest their partner guesses the word and the situation.

FEEDBACK FOCUS Give credit for creativity in students' stories. You could suggest that students rate each other's stories out of ten for creativity, and also give a point for every *a-* adjective used.

11.2 Origins of world food

Goals

- Use *whoever, whatever, wherever, no matter ...*
- Talk about food preparation

Grammar & Listening **whoever, whatever, wherever, no matter**

Lead-in

- Ask students to think of a well-known dish. Give them one minute to think about how they can describe it.
- Then ask students to work in pairs, and in turn to tell their partner what is in the dish and how it is made.
- Partners should try to guess the dish.
- Elicit from the group the dishes they guessed.

Exercise 1a 11.2

- Students listen to five questions about food and write down a short answer for each.
- Play track 11.2.

AUDIOSCRIPT 11.2

- 1 Can you think of a food which reminds you of your childhood?
- 2 Is there any ingredient you really don't like?
- 3 What foreign restaurants are popular where you live?
- 4 Which is the best region in your country in terms of food?
- 5 What's the best type of street food in your country?

Exercise 1b 11.2

- Students work in pairs, compare what they have written and try to remember what the questions were.
- Play track 11.2 again to check the questions together.

Exercise 1c

- Students join up with another pair and ask and answer the questions again.

EXTRA SUPPORT If your students are from the same country, find out where they have travelled to, or what sorts of foreign restaurants they enjoy eating in.

EXTENSION Find out what differences and similarities there are between the students in terms of types of food they like and typical food in their countries.

Exercise 2a

- Students read the three questions, look at the list of countries in the table in exercise 2c, and discuss the questions with a partner.
- Encourage them to think of something savoury, as well as something sweet.
- Ask students to share their ideas with the group.

Exercise 2b

Text summary: The programme listing suggests that we can find most types of international food in most places, but the programme will talk about the origins of world food.

- Students read the listing to find out what the programme will be about.
- Students check their ideas with a partner.
- Check their ideas together.

ANSWER

origins of world food

Exercise 2c 11.3

Audio summary: The presenter talks about the origins of four well-known national dishes: nachos from Mexico, kebab from Turkey, Pad Thai from Thailand and paella from Spain.

- Students listen and complete the table.
- Play track 11.3.
- Students check their answers with a partner.
- Check the answers together.

SUGGESTED ANSWERS

Country	Name of the dish	Origin
Mexico	nachos	Ignacio 'Nacho' Anaya created the dish from the ingredients he found as a quick snack for American servicemen's wives who came into his restaurant in northern Mexico at the end of the day.
Turkey	kebab	Different countries claim the kebab, cooked horizontally on skewers (formerly on soldiers' swords). The döner kebab (cooked vertically) is thought to have been invented by Iskender Efendi of Bursa.
Thailand	Pad Thai	Popularized by the prime minister in an effort to promote national unity and advance the country's economy and health.
Spain	Paella	Farm workers' dish easily prepared in the countryside with ingredients to hand and eaten from a communal pan. Later, recipes were refined and seafood was added.

AUDIOSCRIPT 11.3

Who ever thought of taking day-old tortillas, frying them, and serving them with melted cheese, chillies and tomato sauce? The answer is Nacho, or to give him his full name, Ignacio Anaya. The story goes that a group of women – the wives of US servicemen – walked into a restaurant in northern Mexico. It was the end of the day and Nacho threw together a meal with the ingredients he had to hand. The customers were delighted, and nachos, as they became known, were quickly exported over the border into the United States. It just goes to show that no matter what ingredients you have, a tasty snack can be made. Who invented the kebab? It seems whoever you ask, they'll tell you a different story. From Greece to Iran,

Turkey to India, everyone is claiming responsibility. However, it does seem likely that the kebab started out as a food for soldiers: while on duty they would put meat on their swords and grill it over an open fire. Many kebabs today are still cooked horizontally on a metal skewer. However, the modern *döner kebab*, in which the meat is cooked vertically, is generally agreed to have been invented by Iskender Efendi of Bursa, Turkey. Whichever direction you have your meat cooked, it's sure to be delicious!

Pad Thai is arguably the most famous dish to come out of Thailand. A simple dish of rice noodles and meat and vegetables, it's the dish that Thai restaurants around the world are judged on. In Thailand itself, you can find it in every café and street stall. Surprisingly, though, the origins of this national dish don't go back that far. Before the 1940s, Pad Thai didn't really exist. It was the prime minister of the time who popularized the dish in an effort to promote national unity and advance the country's economy and health. The recipe was rolled out across the country and street vendors were encouraged to make and sell it. It's not known who invented the recipe, although it has strong Chinese influences. Whoever invented it, though, it has undeniably become the national dish of Thailand in a relatively short period of time.

Paella was originally an easy lunch dish for farm workers to cook in the fields near Valencia, Spain. Whenever I think of paella I think of seafood, but this was not one of the original ingredients. It was made with rice, plus anything else found in the surrounding countryside: tomatoes, onions and beans, with some snails, rabbit or whatever. Traditionally it was shared and eaten straight from the pan. Later the recipes were refined and seafood was added, and there are now some 200 paella recipes in the Valencia area alone, with many more varieties in other parts of Spain and abroad.

- Check *serviceman* (= a man who is a member of the armed forces) and *undeniably* (= in a way that is true or certain and cannot be denied).

[EXTRA ACTIVITY] Ask students to choose one other country each and talk about one or two food items they particularly like or don't like. They could find out about the origins in their own time at home.

Exercise 3

- Students read the Grammar focus box and then read sentences a–h and write each one by the appropriate rule.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 as the subject: e, f; as the object: d
- 2 c
- 3 g
- 4 b
- 5 h
- 6 a

[EXTRA CHALLENGE] Ask students which of these words or phrases they could use to talk about food or ingredients from their country, e.g. *Fruit salad: it's made with apples, strawberries, melon and whatever. No matter who makes it, it's never as good as my mum's version.*

[WATCH OUT!] Remind students that using *whatever* in answer to someone is usually taken as rude; it is often used in the UK by teenagers to their parents, e.g. *Don't forget to take your sports gear. I'll pick you up after school to take you to football.*
– *Whatever.* It suggests disinterest, although it can depend on how it is said!

- Remind students to check the Grammar reference on page 163, where there are four more practice exercises they can do for homework.

Turkey to India, everyone is claiming responsibility. However, it does seem likely that the kebab started out as a food for soldiers: while on duty they would put meat on their swords and grill it over an open fire. Many kebabs today are still cooked horizontally on a metal skewer. However, the modern *döner* kebab, in which the meat is cooked vertically, is generally agreed to have been invented by Iskender Efendi of Bursa, Turkey. Whichever direction you have your meat cooked, it's sure to be delicious!

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ANSWERS

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- 3 g
- 4 b
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- 6 a

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- Remind students to check the *Grammar reference* on page 163, where there are four more practice exercises they can do for homework.

Exercise 4a

- Students read the groups of sentences and replace the words in bold so that the meaning stays the same.
- Do the first one together.

Exercise 4b

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

ANSWERS

- 1 a Whenever = Every time
b whenever = any time/when
- 2 a However = How was it possible that you managed
b However = No matter how much
- 3 a Who ever = Who
b Whoever = The person who;
c Whoever = No matter who
- 4 a whatever = lamb, etc.
b whatsoever = at all
c whatever = I don't care

Exercise 5

Text summary: The text describes the origins of sushi as a means of preserving salted fish in rice.

- Students read the information about sushi and complete it with a word or phrase from the Grammar focus box.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 No matter where/Wherever
- 2 whenever
- 3 how ever
- 4 what(so)ever
- 5 Wherever/No matter where
- 6 whichever

EXTENSION Ask students for one piece of information in the text which surprised them, and why.

EXTRA ACTIVITY Write the words and phrases from the Grammar focus box on cards. Give one set to each group of three students. Ask students to talk about a dish or restaurant they know well (it could be a chain restaurant), and to use, in turn, one phrase each to describe the place and what you can eat or drink there, e.g. [a well-known café] Whichever way you look at it, the coffee tastes good. No matter how much you paid me, I wouldn't ever go there.

Vocabulary & Speaking food preparation

Exercise 6a

- Focus students' attention on the photos and ask them to label each with a verb from the box.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 peel
- 2 chop
- 3 season
- 4 grate
- 5 beat
- 6 slice
- 7 grill
- 8 melt

EXTENSION What other interesting verbs related to cooking do students know, e.g. *to drizzle* (oil over salad), *to shave* (parmesan cheese over pasta).

Exercise 6b 11.4

Audio summary: The chef describes the steps she takes in making moussaka, a Greek dish with meat, vegetables and a white sauce.

- Divide the class into two groups, A and B. Students A should listen and write down the verbs related to cooking; Students B should listen and write down the ingredients.
- Play track 11.4.

ANSWERS

Student A's verbs: (thinly) slice, season, brush, bake, (make), (roughly) chop, soften, add, stir, peel, cook, reduce, melt, beat in, beat, grate, rise, sprinkle, grill, serve

Student B's ingredients: aubergine, salt and pepper, olive oil, (meat), onion, garlic, cinnamon, oregano, lamb, tomatoes, tomato puree, red wine, butter, flour, milk, pecorino cheese, eggs, nutmeg

AUDIOSCRIPT 11.4

P Let me introduce my next guest, who is making us a classic Greek dish here in the studio. Eleni Papadakis, you run a small but enormously popular Greek restaurant in East London, and you've also written two Greek recipe books.

E That's right.

P And you're making us one of your signature dishes, moussaka.

E Mmhmm.

P Welcome to the show. (E: Thank you). So tell me, are you following a traditional recipe?

E It's my version of it, but it's based on the traditional recipe.

P OK, so tell us what you're doing.

E Well, I've already prepared the aubergine layer – I thinly sliced two aubergines, seasoned them with salt and pepper and brushed them generously with olive oil. They're baking in the oven. What I'm making now is the meat layer: I've roughly chopped up some onions and softened them in oil, then I added garlic, cinnamon and oregano, and after that I stirred in the lamb. Then I added peeled tomatoes (you have to peel them, as the skin goes bitter if you leave it in the sauce), tomato puree and red wine. So, this now needs to cook gently for at least half an hour to reduce the liquid.

P Mmm, it smells delicious already!

E I know – it's good, isn't it! Anyway, now I need to make the white sauce for the top layer. So I'm melting the butter with some flour, and now I need to add some warm milk and beat it in.

P How do you avoid getting lumps?

E I just beat it vigorously so they don't have the chance to form! ... OK, that's done. Now I've grated some pecorino cheese here and I'm going to melt that into the white sauce. There you go. Now, this is what makes the white sauce special – I'm going to beat two eggs into it. The eggs make the sauce rise when it's cooked.

P It's almost like a custard.

E Yes, it goes nice and fluffy. And once the eggs are beaten in, I'll season it and add some grated nutmeg.

...

P So, Eleni, all three elements are now ready. What are you doing now?

E I'm putting layers of the aubergines and meat in an oven dish. There, that's done. And the final touch – the white sauce covers the whole thing. Then back into the oven for forty-five minutes. Some people like to sprinkle cheese on top and grill it at the end.

P Do you do that?

E No, I add the cheese to the sauce. I don't think it needs any more.

P Well, I can't wait to try it. What would you serve with your moussaka ...

- Check *signature (dish)* (= something for which someone is particularly well-known), *vigorously* (= in a way that is very active, determined or full of energy), *pecorino* (= a hard cheese from Italy made from ewe's milk) and *to season* (= to add salt and pepper to give food more flavour).

WATCH OUT! Remind students that British English uses *aubergine*; American English uses *eggplant*.

Exercise 6c

- Students work in pairs, A+B, to put their words together and try to reconstruct the recipe.
- When they have finished, you could ask one pair to talk through their recipe to the rest of the class, who should check and comment.

Exercise 6d

- Students match the verbs in exercise 6b to the adverbs.
- Do the first one together.
- Students check their answers in pairs.
- Check the answers together.

ANSWERS

1 season	3 beat
2 chop, slice, grate	4 slice

EXTRA ACTIVITY Students work in groups of three. In turn, each student should mime one of the cooking verbs, while the others try to guess it. Increase the challenge by suggesting they include the adverbs, e.g. *beat vigorously*, *slice thinly*, etc.

DICTIONARY SKILLS A collocation dictionary (hard copy or online) will help students discover what adverbs can be used with these verbs, e.g. *coarsely/finely grated*, *freshly grated*, etc.

STUDY TIP Suggest that students choose a favourite recipe of their own to write down, using as many cooking verbs as possible.

Exercise 7a

- Students work on their own to describe a dish they know well.
- Ask them to look at the three areas and to address each one.

Exercise 7b

- Put students into groups of three or four. In turn, each student talks about their dish.
- Encourage students to ask questions if there is anything they do not understand, or to get more information.
- Students then decide which of the dishes would be most suitable for each of the events listed, with reasons for their choice.

FEEDBACK FOCUS Find out what dishes your students came up with and what events they would be best for. Give credit for good rationale for when each dish should be eaten.

EXTRA ACTIVITY Ask students to give one recommendation of somewhere to go for a good meal out, focusing specifically on the food and explaining why they chose it. They could bring details of the venue to class next time.

11.3 Vocabulary and skills development

Goals

- Use noun reference
- Understand fixed and semi-fixed expressions

Reading noun reference

Lead-in

- Ask students to think of five English words individually that are used in their own language.
- Put students into groups of three, and ask them to listen to each other's lists of words and explain any unknown words to their group. Ask them to try to categorize their joint list in any way they choose. Potential categories might include *food*, *sport* or *words used in computing*. You might choose to monitor and suggest one category to get them started if required.
- Elicit from the students what their categories are. You could round off the activity by asking for more suggestions of English words for the most common categories.

Exercise 1a

- Focus students' attention on the photos and ask them, with a partner, to find words in A–E which are not of English origin.
- Find the first one together.
- Students write a definition of each word and decide which language they think it comes from.
- Elicit answers from the group.

ANSWERS

- 1 A bungalow
B mosquito
C canoe, kayak
D ketchup
E tattoo
- 2 bungalow: a house built all on one level, without stairs
mosquito: a flying insect that bites humans and animals and sucks their blood
canoe/kayak: types of simple boat
ketchup: a tomato sauce commonly eaten with fast food
tattoo: a picture or design that is marked permanently on the skin with ink
- 3 bungalow – Hindi
mosquito – Spanish
canoe – Haiti
kayak – Inuit
ketchup – Malay
tattoo – Tonga

EXTENSION Ask students what other 'foreign' words in English they know. Find out if they use the words in exercise 1a in their language and/or if their own languages have foreign words.

Exercise 1b

- Students read the extracts and then match them to two of the photos.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 tattoo – E
- 2 canoe/kayak – C

EXTENSION Ask students what words helped them to match the extracts to the photos.

Exercise 1c

- Students read the information in the *Unlock the code* box about using noun reference.

EXTRA SUPPORT Ask students to look back at the first extract in exercise 1b and find the example of referencing (*The procedure*).

Exercise 1d

- Students circle the reference word in each extract and underline the part in the preceding text it refers to.
- Refer students back to the *Unlock the code* box if necessary.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 Place the garlic and bread in a food processor and chop finely. Tip the ingredients into a bowl and add the mince and seasoning.
- 2 The making of traditional objects using natural materials was later abandoned and this custom – which had existed for generations – was soon forgotten.
- 3 After the discovery, the hospital was closed, quarantine was introduced and the community was informed. These measures eventually brought an end to the epidemic, but not before 300 people had died.

- Check *quarantine* /'kwɔːrənti:n/ (= a period of time when an animal or a person that has/may have a disease is kept away from others to prevent the disease from spreading).

Exercise 2a

Text summary: The article mentions that many languages have adopted English words, although this is not always popular. English itself includes many words and expressions from other languages.

- Students read the article and think of a suitable title.
- Students compare their answers with a partner.
- Elicit some of the titles from the students.

SUGGESTED ANSWER

English: a language from around the world

- Check *to rank* (= to give somebody/something a particular position on a scale according to quality, importance, success), *to invade* (= to enter a country, town, etc. using military force in order to take control of it), *the Anglo-Saxons* (= people from continental Europe who inhabited Britain from the fifth century), *colonial* (= connected with or belonging to a country that controls another country) and *to assimilate* (= to make an idea, a person's attitude, etc., fit into something or be acceptable).

Exercise 2b

- Students read the questions and then read the article again to answer them.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 the practice of adopting English expressions
- 2 It has also borrowed many words from other languages.
- 3 They don't have an official body to control the admission of new words.
- 4 the borrowing of words from other languages
- 5 through invasion, settlement, trade and colonization
- 6 words were borrowed to aid communication

EXTRA ACTIVITY Ask students to think about three words from the lead-in that their own language has borrowed from English. Then ask them to write down the equivalent term used in their own language. Which word is more popular? Why? Ask also how the borrowed English word is pronounced and spelt. (Sometimes this is very different.)

DICTIONARY SKILLS Ask students to look up words in an English dictionary which they know are of foreign origin. It might be useful or interesting to find out which dictionaries give the etymology (origin) of the language. There are online etymological dictionaries; these would also be worth checking.

Vocabulary & Speaking **fixed and semi-fixed expressions**

Exercise 3a

- Ask students to cover the article and then read sentences 1–5.
- Ask them to try to complete the expressions.
- Students compare their answers with a partner and then re-read the text to check them.

ANSWERS

- 1 means
- 2 over
- 3 least
- 4 early
- 5 history

Exercise 3b

- Students read the Vocabulary focus box on fixed and semi-fixed expressions.

Exercise 4a

- Students put the words in the right order to make common fixed expressions.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 if you know what I mean
- 2 I really haven't a clue.
- 3 to tell you the truth
- 4 It all happened so suddenly.
- 5 right before my very eyes

PRONUNCIATION Such expressions are very common in spoken English. Ask students to decide where the stress is in each expression. 1 = *mean*; 2 = *clue*; 3 = *truth*; 4 = *all*, suddenly; 5 = *right, very*.

Exercise 4b

- Students cross out the word which cannot be used to complete the expressions in exercise 3a.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 minutes – needs to be a long period of time
- 2 many – needs to be a specific quantifier
- 3 often – needs to refer to a period or point in time, not usually a frequency
- 4 past – collocation

WATCH OUT! Note that we can say *as often as three times a week*, if talking about frequency.

DICTIONARY SKILLS Ask students to look up three of the following words and find one idiom for each one they want to learn: *mean, eyes, over, least, truth*. Ask them to write a sentence which includes the idiom and helps explain it. Students share their ideas with a partner or in small groups.

Exercise 5

- Students work in groups and discuss the questions.
- Encourage them to give examples to support their opinions.

EXTRA CHALLENGE Put the fixed and semi-fixed expressions on slips of paper and challenge students to use as many of them as possible, moving each to one side when they use them.

FEEDBACK FOCUS Elicit some opinions from the students on borrowing language. Which question did they find most interesting, and why?

CRITICAL THINKING Ask students to find out, or to invent, a set of strategies an official body for their native language would adopt to keep it as pure as possible, without foreign words. Ask them to consider publications (e.g. dictionaries, or guidelines for schools), ways of 'patrolling' the language and checking for new words each year, who they would elect to be on the committee and so on.

11.4 Speaking and writing

Goals

- Use emphasis
- Write a blog entry

Listening & Speaking emphasis

Lead-in

- Ask students to think about a festival which is specific to their own country: where and when it takes place, what happens and what makes it special.
- Students share their ideas with a partner.
- Elicit some ideas from the students.

Exercise 1a

- Focus students' attention on the photos and ask them to discuss the questions about them with a partner.
- Elicit some answers from the group.

EXTENSION Ask students whether they have been to a festival like this, or any other festivals abroad. What were they like and what made them special?

Exercise 1b 11.5

Audio summary: The radio programme describes what happens at the Songkran festival and offers tips and advice to visitors.

- Students listen to the radio programme and take notes to answer the questions in exercise 1a.
- Play track 11.5.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 Thailand, 13–16 April
- 2 religious – cleaning and preparing for a fresh start in the New Year
- 3 large-scale street party with lots of water
- 4 Book accommodation ahead, don't try to take public transport into the centre, respect religious customs, leave valuables in your hotel room and don't forget a bucket or water pistol.

AUDIOSCRIPT 11.5

OK, so the *best* street festival in Asia is without any doubt Songkran. No way should you miss this amazing party. Songkran is a major festival in Thailand, it's the celebration of the Thai New Year, and apart from anything else, it's the biggest water fight in the world.

It takes place each year in April, which is the hottest time of the year. Originally, the date was determined by the lunar calendar but now it takes place officially from the thirteenth to the sixteenth of April, although the celebrations can go on for a whole week.

Again going back to its origins, it was a religious festival and it was all to do with cleaning and making fresh starts; people would clean out their houses, they would clean religious statues and very respectfully they would pour water on their family and on their neighbours – just a little water, to symbolize the start of the new year.

Now it's all become an absolutely massive street party and it's totally fine and normal to soak complete strangers.

The whole thing is designed to bring you good luck in the New Year and it's a huge party with dancing, drinking and lots and lots of water.

Thai people often go home to their villages, but for visitors, the place where you can have the best Songkran

experience is Bangkok. It gets really busy though, so you do need to book accommodation well in advance. The city gets incredibly busy and in terms of advice, well, be super-careful with your cameras, your phones and any other valuables because everything will get wet. While your actual room is probably safe, the staff may 'attack' you elsewhere in the hotel – that's how serious it gets.

Don't try and use public transport to get into the centre of town because it's just crazy. You must show respect for the religious elements of the ceremony which are still there and what you absolutely have to remember is this: don't come to Songkran without a bucket or a water pistol, because you've got to fight back!

- Check *lunar* (=connected with the moon), *to soak* (=to make somebody/something completely wet) and *water pistol* (=a toy gun that shoots water).

WATCH OUT! Point out that *would* in the radio programme is used for talking about past habits (e.g. *people would clean out their houses, they would clean religious statues and very respectfully they would pour water on their family and on their neighbours*). Refer back to lesson 6.1 for more on the uses of *would*.

Exercise 2

- Focus students' attention on the extracts from the radio programme. Ask them to underline words or phrases which express how the speaker feels.
- Students compare their ideas with a partner.
- Check their ideas together.

ANSWER

The speaker shows us they feel very positive by using emphatic structures.

EXTRA SUPPORT Ask students to use one of the phrases to describe a festival they know. Students share their ideas in pairs.

Exercise 3a 11.6

- Students listen to the extracts and circle the stressed word.
- Play track 11.6.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS/AUDIOSCRIPT 11.6

- 1 Now it takes place officially from the thirteenth to the sixteenth of April ...
- 2 Thai people often go home to their villages ...
- 3 While your actual room is probably safe ...

Exercise 3b

- Students work alone to decide how the sentences in exercise 3a will finish.
- Students compare their answers with a partner.

Exercise 3c 11.7

- Students listen to the complete sentences to check their answers.
- Play track 11.7.

ANSWERS

1 a 2 b 3 b

AUDIOSCRIPT 11.7

- 1 Now it takes place officially from the thirteenth to the sixteenth of April, although the celebrations can go on for a whole week.
- 2 Thai people often go home to their villages, but for visitors, the place where you can have the best Songkran experience is probably Bangkok.
- 3 While your actual room is probably safe, the staff may 'attack' you elsewhere in the hotel.

EXTRA SUPPORT Point out the language of concession, *though, but, while*, if students have difficulties. Remind students that these are important linking words.

Exercise 4a

- Students read the Language for speaking box on emphasis.

EXTRA SUPPORT Point out that cleft sentences are complex sentences and have two parts. They are also useful in writing when we cannot use intonation for emphasis.

EXTRA SUPPORT Ask students to find two examples of giving emphasis, which they know and use, and two which they recognize and would like to use.

WATCH OUT! Remind students that the examples in the Language for speaking box are relevant for spoken (and usually informal) English, and would not usually be suitable in a written context.

PRONUNCIATION Point out that students need to make sure that their use of stress and intonation on these phrases matches what they are trying to say. Ask them to decide which word they would stress, e.g. *No way will I ...*, *Never in a million years could I ...*

EXTRA ACTIVITY Ask students to look at the other sentences in the Language for speaking box and underline which words they would stress. Answers are: *Only when ...*, *What makes it really amazing is ...*, *The thing you absolutely can't forget is ...*

Exercise 4b

- Students rewrite the sentences with the given words.
- Remind them to refer back to the Language for speaking box for help.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 No way would I (ever) try something so dangerous.
- 2 Never in a million years did I think I'd see such an amazing sight.
- 3 Only after the sun went down did the fun start.
- 4 The thing I liked best were the costumes.
- 5 It's the people that make this ceremony so special.

EXTRA CHALLENGE Ask students to use three of the sentence starters from the answers to exercise 4b to write their own endings, relevant to themselves, e.g. *No way would I ever be late for English classes! Never in a million years did I think I'd pass the exam.* Students compare sentences and ask questions to find out more about each situation.

STUDY TIP Suggest that students make a note of useful ways of adding emphasis, and revise these, repeat the phrases out loud and use a gesture on the stressed words: this will greatly facilitate their ability to remember the phrases.

Exercise 5

- Each student will look at details about a world festival. Students A will look at an Asian ice and snow festival; Students B will look at a Mongolian festival involving sports; Students C will look at a kite festival in India and Pakistan. The students will be presenting their festival to each other. Students A turn to page 132 of the Coursebook; Students B turn to page 138; Students C turn to page 141.
- Divide the class into three groups, A, B and C. Students read the instructions on the relevant pages.
- Give each student time to read the different sections about their festival and understand what happens there and what visitors can do.
- Check the following: (in A) *lantern* (= a lamp in a transparent case, often a metal case with glass sides that has a handle, so that you can carry it outside), *sledding* (USA; UK = *sledging*) (= the activity of riding on a wooden or metal vehicle across the snow), (in B) *wrestling* /'reslɪŋ/ (= a sport in which two people fight by holding each other and trying to throw or force the other one to the ground), *archery* (= the art or sport of shooting arrows with a bow), (in C) *kite* (= a toy made of a light frame covered with paper, cloth, etc., that you fly in the air at the end of one or more long strings) and *saffron* (= a bright yellow powder used as a spice in food).
- When students are ready, remind them to check the phrases for emphasizing and choose how to present their ideas, in order to help convince each other how good their festival is!
- Put them into groups, A+B+C. In turn, each student should present their festival to the group.
- Encourage listeners to ask questions to find out as much as possible about the other two festivals.
- Alternatively, students could prepare to talk about a different festival they know, and tell each other about that instead.

FEEDBACK FOCUS Listen for students' ability to present an exciting event, by focusing on how they use their voice as well as how they engage their listeners. When everyone has presented their festival, take a vote, asking students to decide which of the other two festivals they would choose to go to, and why.

EXTRA ACTIVITY Ask students to find information about a festival they have been to, and to bring pictures and basic information to class next time. Suggest they focus on three key elements which make it special.

CRITICAL THINKING Ask students if they know of any festivals which they think could be culturally inappropriate. Suggest they think of festivals in their own country, or others they have visited, and imagine how people from different countries would react. If they see any problems, ask them to discuss in pairs or small groups how these could be overcome in order to help people appreciate other cultures without being offended in any way.

SMART COMMUNICATION Point out that using language for emphasizing well can have a powerful effect on listeners and be very persuasive. Remind students to make sure that how they use and say words and phrases matches what they want to communicate: this can also require preparation time.

Reading & Writing a blog entry

Exercise 6a

- Before they do this exercise, ask students if they have ever contributed to someone's blog, or if they have ever entered a competition. What was it about and why did they choose to take part? Students could share their ideas in small groups.
- Students read the information about the competition and underline what they would have to do.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

As part of our Intercultural Month, we're trying to find the Best World Festival. We're inviting all students to write a blog about a festival or celebration in their own country. Tell us where and when the festival takes place, what happens and why we should go. Include who the festival is suitable for and what activities there are. There's a prize of two theatre tickets for the winning entry. Space is limited, so please keep your blog to between 200 and 250 words.

Exercise 6b

Text summary: The competition entry focuses on the Hermanus Whale Festival in South Africa and gives details of what happens and how to enjoy it fully.

- Before students read the competition entry, ask them to read the title. Focus their attention on *whale of a time* and elicit what they think it will be about.
- Check *to have a whale of a time* (idiom) (= to enjoy yourself very much; to have a very good time).
- Students then read the competition entry and check the contents against the instructions given in exercise 6a.
- Students compare their answers with a partner.
- Check the answers together.

ANSWER

Yes, but it's a bit short (188 words).

EXTENSION Ask students if they would be interested in going to the festival. Why/Why not?

Exercise 6c

- Students read the checklist in the Language for writing box and discuss, in pairs, how well the writer meets the criteria for writing a blog entry.
- Ask students to find an example of each point in the competition entry.
- Check the answers together.

Exercise 6d

- Students find other examples of phrases which the writer uses to ask about the reader's wishes and interests and to say how the festival satisfies those wishes.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

1

Are you looking for ...?

A fun time ...?

If you fancy ...

Looking for something family-friendly?

If sport's your thing, ...

2

Then look no further ...

... ticks all the boxes

... is (the place) for you

- Check to tick the boxes (= to do exactly the right things to please somebody), it's my/your/his thing (= it's something that I/you/he really enjoy(s) or am/are/is interested in).

Exercise 7

- Students think of a festival or celebration they could write about.
- Remind them to check the competition instructions, as well as the Language for writing box.
- Students could check their draft blog with a partner before submitting it.

STUDY TIP Remind students, when they check their writing in general, to read it through several times, each time looking at a different aspect (e.g. tenses, punctuation, vocabulary, etc.).

FEEDBACK FOCUS Encourage students to read each other's blog posts. You could put the blogs up on the wall or circulate them, and ask students to do two things: a) decide which festival they would like to go to most, and b) decide which one meets the competition criteria. Collate the results for the group. You could also collect the blog posts and give written feedback: focus first on the content, and then add a comment about language use related to emphasis and blog-writing criteria.

11.5 Video

Chinese New Year

VIDEOSCRIPT

Chinese New Year is one of the world's biggest festivals, celebrated by around one sixth of the global population. The largest festivities take place in China's major cities, like Shanghai and Beijing. But there are parties wherever Chinese people live, so today Chinese New Year is a truly global phenomenon.

The start of this fifteen-day festival depends on the moon, but it's usually sometime between 21 January and 19 February.

Its origins lie in the fourteenth century BCE, when the legendary Yellow Emperor, Huangdi, created the first Chinese calendar based on the movements of the moon. Although China has used the western Gregorian calendar for over a century, it still celebrates the ancient lunar New Year.

Over the last 3,500 years, numerous traditions and customs have developed around the New Year. Many of these are still observed today and at the heart of these celebrations is the family.

In the lead-up to the festival, almost everybody tries to travel to the family home, no matter how far away they live. Here several generations gather under one roof. They clean and decorate the house before they start preparing for the New Year's Eve meal.

Food plays an important role in Chinese culture and is central to the New Year celebrations. In traditional Chinese style, families gather to share different dishes and to chat about the year that has passed. The food is often symbolic, too.

These *jiaozi* dumplings, for example, are an important part of any New Year's meal. Their crescent shape, which is reminiscent of the gold ingots once used in ancient China, represents the wealth and prosperity of the family.

Steamed fish is also popular, because the sound of its Chinese character, *yu*, is a homophone of the Chinese word for 'abundance', so it represents good fortune in the year ahead. Whole roasted chickens or ducks stand for the unity of the family, noodles represent long life and special desserts symbolize the sweetness of reunion.

After the family meal, everybody stays up to observe *shousui*, which loosely translates as 'keeping watch over the year'. They talk and have fun, play games like mahjong, an old and very popular Chinese game, or just watch television. Most people watch China Central Television's New Year's Gala, which runs from 8 p.m. to midnight, and is the most watched show on the planet, with an estimated 800 million viewers. Then, just as the clock strikes twelve, everyone rushes out to watch the fireworks.

Fireworks are an important part of Chinese culture. Gunpowder is said to have been invented here around 2,000 years ago, and today the country makes around 90% of the world's fireworks. Huge displays are now central to the New Year's celebrations, and almost everybody participates. Traditionally they were lit in order to scare away a mythical beast that terrified rural communities. But today most people come for the incredible spectacle, as millions take to the streets and fireworks light up the night sky.

The following day – New Year's Day – is a time for reflection. Many families go to the local temple, where they observe a variety of ancient customs. They burn incense in memory of their ancestors, pray for good luck in the year ahead and ring a small bell to ward off the evil spirits of the year gone by. Gift-giving is also an important part of Chinese New Year, and again, luck is a central theme. People use red envelopes to exchange money with loved ones – especially children – and to give offerings to the temple. These gifts are called 'lucky money' because, according to ancient Chinese tradition, red is the colour of good fortune.

At over 3,500 years old, it is hardly surprising that Chinese New Year has changed a lot since it was first created. But wherever they are in the world, many Chinese people still observe the same ancient rituals, customs and traditions. People still wish for good luck and try to banish evil spirits. They stay up late to keep watch over the year, they light fireworks and give each other 'lucky' gifts. But most importantly of all, they still reunite with their families to remember the past and look forward to the future.

VIDEO ANSWERS

Exercise 1

- 1 Emperor Huang Di who invented the Chinese calendar
- 2 family sharing traditional meal
- 3 fireworks – a key part of celebrations

Exercise 2

Students' own answers

Exercise 3

- 1 it varies depending on the moon, but between 21 January and 19 February
- 2 principally with family
- 3 dumplings to represent wealth and prosperity; fish because the word sounds like abundance, so represents good fortune; chicken or duck for the unity of the family; noodles for long life; special desserts for the sweetness of reunion
- 4 They play games like mahjong, watch TV or go and see fireworks. They stay up to keep watch over the year and also talk and have fun.
- 5 Many people go to the local temple where they observe a variety of ancient customs. They burn incense in memory of their ancestors, pray for good luck in the year ahead and ring a small bell to ward off the evil spirits of the year gone by.
- 6 They give red envelopes with money.

Exercise 4

- 1 global
- 2 lie in
- 3 heart
- 4 gather
- 5 reunion
- 6 rushes out
- 7 ancestors
- 8 observe

Exercise 5

Students' own answers

Review

ANSWERS

Exercise 1

While there is **little** doubt that jazz has its origins in the music of Africa and Europe, its roots are generally considered to lie in the music **played** in New Orleans at the start of the twentieth century. At the time, New Orleans was a **complete** mix of different cultures, it was a city which came **alive** at night and was famous for its **live** music. Jazz was more than a **mere** local fashion and from New Orleans it spread to Chicago and New York and evolved into the wide range of musical genres we know at the **present** time.

Exercise 2a

1 Whoever	4 Who ever
2 Whichever	5 whatsoever
3 Whenever	6 whatever

Exercise 2b

Suggested answers:

- 1 It doesn't matter who told you that, they don't know what they're talking about.
- 2 It doesn't matter which island you visit, you're sure to have an amazing time.
- 3 Any time I smell bread baking, it reminds me of my grandmother's kitchen.
- 4 Who was it who/that made this terrible mess?!
- 5 That makes no sense at all.
- 6 Going to the gym, running, etc. can really take up a lot of time.

Exercise 3a

- 1 alone
- 2 awake
- 3 alike
- 4 afraid
- 5 ashamed
- 6 alert

Exercise 4

- a Peel
- b chop
- c roughly
- d Slice
- e finely
- f gently
- g Beat
- h vigorously
- i season
- j generously
- k Cook

Exercise 5

- 1 in the meantime
- 2 to my amazement
- 3 under the circumstances
- 4 for the time being
- 5 it goes without saying
- 6 once in a while
- 7 it all happened so suddenly
- 8 in the middle of the night
- 9 for as long as I can remember

Exercise 6a 11.8

- 1 No way will I ever forget that holiday.
- 2 What really impressed me was the architecture.
- 3 Not for a minute did I think about the danger we were in.
- 4 Only when I got back to the village did I stop running.
- 5 The thing I liked best was the food.

AUDIOSCRIPT 11.8

- 1 I'll never forget that holiday.
- 2 The architecture really impressed me.
- 3 I never thought about the danger we were in.
- 4 When I got back to the village I stopped running.
- 5 The food was the best thing.

12.1 Types of memory

Goals

- Use causatives *have* and *get*
- Understand special meanings of *off*, *down* and *over*

Grammar & Speaking causatives *have* and *get*

Lead-in

- Ask students to work alone and, without checking their books or notebooks, try to remember what they did in the previous English lesson. Ask them to write down three things.
- Ask students to compare their ideas with a partner. What sorts of things did they remember? Why were those things memorable?
- Elicit from the students some of their memories.

Exercise 1a

- Focus students' attention on the items. Don't let them write anything down! Give them three minutes to look at the items and then tell them to close their books.
- With books closed, ask students if they can, alone, reproduce the information.
- Give them two minutes and then ask them to compare what they have written with a partner.
- Then ask them to open their books and check.
- Find out how closely students were able to remember or reproduce the information.

Exercise 1b

- Students discuss with a partner which items they found easier to remember, and why.
- Elicit a few ideas from the students. Find out if they have anything in common, or if they can draw any conclusions about what was easy or difficult to remember, and why.

Exercise 2 12.1

Audio summary: In the interview, Dan talks about short- and long-term memory, with examples, but also talks about other more complex categorizations of memory.

- Before playing the interview, focus students' attention on the diagram and the words in the box. Ask them if they are able to use any of the words to complete the diagram.
- Play track 12.1.
- Students complete diagram boxes A–D with words from the box.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

A short-term
B long-term
C implicit
D explicit

AUDIOSCRIPT 12.1

I Today's visiting 'expert' is Dan Harrison. Dan, you've been studying the different types of memory. Can you give us just a simple run-down of the different types?

D Well, I'll try! But it's a very complex area. There's a lot of debate over how memory works, and a complete understanding of how memory works is a long way off. Work is being done all the time around the world on the brain and how it processes information. I think most people know that memory is basically divided into 'short-term' memory and 'long-term' memory, though there are plenty of experts who disagree even with those two terms! But let's stick with them for now.

I Can you define those terms?

D So short-term memory lasts for just a few seconds. And we know that with short-term memory, most people are able to remember a telephone number of, say, six digits but not of twenty-six. And that is down to the fact that short-term memory has restricted capacity.

I Whereas ...

D Whereas long-term memory lasts forever, and has no upper limit as far as we know. But as always, the situation is much more complicated than that. For a start, long-term memory is separated into two types. These are sometimes called 'implicit' memories and 'explicit' memories ...

I Implicit and explicit ...

D That's right. So implicit memories are things that you don't have to think about – like riding a bike or playing a musical instrument.

I Don't some people call this 'muscle memory'?

D Yes, especially in sports. You do an action so many thousands of times that it becomes unconscious and automatic. But it's not just actions: it can be things you have no control over. An example would be the memory that comes back when we smell fresh bread or taste a chocolate cake. Another crucial point about implicit memories is that they often are non-verbal – you find it hard to describe them to somebody. By the same token, with explicit memories, you can get people to describe them – and what's more you could give details about the situation, such as who was there, what the weather was like and so on.

• Check the pronunciation of *muscle* /'mʌsl/.

Exercise 3 12.1

- Students listen again and complete the notes about each type of memory under boxes A–D.
- Play track 12.1 again.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

A Lasts for just a few seconds/Has restricted capacity
B Lasts forever/Has no upper limit
C Don't have to think about them/Examples: riding a bike, playing an instrument/Hard to describe (non-verbal)
D Can be described/Can give details about the situation

EXTENSION Ask students for examples from their own experience of short- and long-term memories, as well as implicit and explicit memories.

Exercise 4 12.2

Audio summary: In the second part of the interview, Dan goes into more detail about explicit memory and explains episodic and semantic memories.

- Students listen and complete boxes E and F, and also the notes underneath.
- Play track 12.2.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

E episodic – Episodes that happen to you

F semantic – Deals with pieces of information/Examples: capital of China, name of a plumber or hairdresser

AUDIOSCRIPT 12.2

I But I think you're going to say that it's even more complex?
D Absolutely! Because explicit memories are further sub-divided into episodic and semantic memories. Obviously, episodic relates to episodes that happen to you. So in our experiments, we had the subjects describe their first kiss, or when they met someone famous, or when they had their car stolen. And that was obviously very easy for them.

I So what's semantic memory?

D That's the kind of memory for pieces of information, like what's the capital of China ...

I Beijing!

D Er, right, or the name of a good plumber to call when you have water coming through your kitchen ceiling, or the name of your hairdresser when you need to get your hair cut.

I Well, thanks for that, Dan – it's been unforgettable!

- Check *episodic* (=happening occasionally and not at regular intervals) and *semantic* (=connected with the meaning of words and sentences).

EXTENSION Ask students for examples from their own experience of episodic and semantic memories.

CRITICAL THINKING Ask students what impact they think understanding different types of memory has on language learning. What strategies do they have for remembering things? How important is context in remembering information? How can they move information from their short- to their long-term memory?

STUDY TIP When learning new words, suggest students use 'spaced repetition', a technique that includes increasing the time between revising new words, e.g. after ten minutes, after an hour, after half a day, the next day, two days later, a week later and so on. Challenge students to try this out with a list of ten or fifteen words they want to remember and then test each other a week later.

Exercise 5

- Students read the Grammar focus box and match sentences a–e with functions 1–4.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 a, e 2 c 3 d 4 b

EXTRA SUPPORT To help students relate to the functions, use questions, e.g. *Did you persuade someone else to do something? Who pays for the service? Are you happy about it?*, etc.

EXTRA CHALLENGE Ask students to use the phrases in bold to talk about something relating to themselves, e.g. *I got Selina to do my homework for me./I had my smartphone stolen last month.*

- Remind students to check the *Grammar reference* on page 164, where there are three more practice exercises they can do for homework.

Exercise 6

- Students read the sentences and then rewrite the underlined sections using structures from the Grammar focus box.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

- 1 Joe had his wallet stolen from his desk.
- 2 The policeman got us to fill in a great long form.
- 3 It's so nice to have the children sing in the choir at the concert.
- 4 You won't have/get me telling you my secrets!
- 5 My father had someone build/got someone to build a wall in our garden.
- 6 I had my watch repaired while I waited.

EXTRA SUPPORT Note that *great long form* is a colloquial way to describe a very long (and probably time-consuming) form.

WATCH OUT! Point out that *have someone do something* does not include the *to*, i.e. *had a man build* (not *had a man to build*); however, with *get* we use *to*, i.e. *get someone to do something*.

Exercise 7

- Divide the class into two groups, A and B. Students read their roles at the back of the book. Students A turn to page 132 of the Coursebook; Students B turn to page 138.
- Give them time to read through their text and to prepare their questions. They will need to make questions to find out the missing information from their partner.
- Refer them back to the Grammar focus box if necessary.
- Check *to go (off) with a (tremendous) bang* (= to be very successful).
- Put students into pairs, A+B, to ask and answer the questions. Remind them not to show each other their text, nor to read the text aloud.

EXTRA SUPPORT You could check the questions with the students before pairing them up.

ANSWERS

Student A:

- 1 organize parties, conferences or product launches
- 2 a top Japanese chef
- 3 security
- 4 interfering too much with my work

Student B:

- 1 1,200 customers and staff
- 2 Holland
- 3 change the smallest detail
- 4 the hotel ring me up

FEEDBACK FOCUS Make sure students have the complete story. What part of the story was the most or least interesting? Why? Give credit for accurate use of phrases using the causative *have* or *get*.

EXTRA ACTIVITY Ask students to close their books and notebooks to see how much of the story they can remember and tell each other. Then ask them to check back in their books: what information did they remember or forget? What sort of memories were they using (short- or long-term, explicit or implicit, episodic or semantic)?

Vocabulary & Reading special meanings of off, down and over

Exercise 8

- Students read the interview extracts and choose the closest meaning to the underlined parts of the sentence.
- Students check their ideas with a partner.
- Check the answers together.

ANSWERS

- 1 b
- 2 a
- 3 b

Exercise 9

- Students match the words in bold in sentences 1–8 to definitions a–h.
- Students check their ideas with a partner.
- Check the answers together.

ANSWERS

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

STUDY TIP Encourage students to personalize these phrases with *off*, *down* and *over*, by noting these words down in their notebooks in complete sentences relating to themselves.

Exercise 10

- Students complete the sentences with one of the phrases from exercises 8 and 9.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 over
- 2 a long way off
- 3 to get all the information down
- 4 took £20 off the bill
- 5 was down
- 6 was off
- 7 was/has been down
- 8 over

DICTIONARY SKILLS Ask students to look up the words *off*, *down* and *over* in a dictionary and to find another idiomatic expression using each word. They should write a sentence including the expression, which also helps to explain it, e.g. *Well, I've seen six apartments so far. That's six down and four to go! / Look – the horses are finally ready, and they're off!* Students share their sentences in small groups.

Exercise 11a

- Students read the questions and ask and answer them with a partner.
- Encourage them to give or ask for more background information as necessary.
- Alternatively, give students a chance to work with other students, by putting the questions on slips of paper, enough for one each: they stand up with their question and mingle, and ask and answer their questions. Then they swap questions, find another partner, and continue.

Exercise 11b

- Students decide which two pieces of information were the most interesting and share these with the group.

FEEDBACK FOCUS Comment on the content of what students report back on their discussions. You could find out which students keep food the longest or shop for bargains, etc. Give praise for idiomatic use of adverbs and prepositions used accurately.

EXTRA ACTIVITY Students could work in groups of three and discuss one question in turn; one student notes down how many times each of the others uses *off*, *down* and *over*. Find out which group uses the most idiomatic expressions in their discussion.

12.2 Improving your memory

Goals

- Use reporting verbs
- Describe research and results

Grammar & Reading reporting verbs

Lead-in

- Ask students, with their books closed, to write down as many phrases as they can remember from lesson 12.1 with *off, down* and *over*.
- Students compare their notes with a partner.
- Elicit a few examples.
- Find out which phrases they found easiest to remember, and why.

Exercise 1

- Focus students' attention on the photos and ask them to guess which items might improve your memory.
- Students compare their ideas with a partner.
- Elicit ideas from the students.

EXTENSION Try to find out why students thought certain items were beneficial to the memory.

ANSWER

all of them except salt

Exercise 2

- Students read the questions and discuss them with a partner.
- Elicit ideas about what they think.

Exercise 3

Text summary: Extract A is a newspaper article about different types of exercise and how they affect memory. Extract B is a comment to an online post and describes the benefit that studying music can bring to improving one's memory.

- Divide the class into two groups, A and B. Each student reads their corresponding article. Students A turn to page 132 of the Coursebook; Students B turn to page 138.
- Give them time to read and understand the article: they should try to decide what type of text it is and how convincing the evidence is.
- Ask them to read it a second time and to take notes. Then ask them to work from their notes only. Encourage them to remember or note down reasons to support their ideas.
- Put students into pairs, A+B. In turn, students tell each other the main points of their extract. They should then decide which extract they think is more persuasive, and why.
- Elicit ideas from each pair, with examples of persuasive language.

SUGGESTED ANSWERS

Student A:

- 1 a A is from the news pages of a newspaper.
b Students' own answers. (A is more scientific and based on research.)

Student B:

- 1 a B is a comment on an online post.
b Students' own answers. (B is anecdotal and based more on experience).

- Check (extract A) *regime* (= a method or system of organizing or managing something); *scan* (= a medical test in which a machine produces a picture of the inside of a person's body on a computer screen after taking X-rays); (extract B) *to endorse* (= to say publicly that you support a person, statement or course of action); *to assert* (= to state clearly and firmly that something is true); *to urge* (= to advise or try hard to persuade somebody to do something); *to instigate* (= to make something start or happen, usually something official).
- Check the pronunciation of *aerobic* /eə'rəʊbɪk/ in extract A, with the stress on the second syllable.

CRITICAL THINKING Some people say memory is like a muscle and needs regular exercise: ask students what strategies they can think of for keeping the memory active, especially in older people. Students work in small groups and then share their ideas with the rest of the class.

Exercise 4

- Students read the Grammar focus box and complete the grammatical constructions that follow the reporting verbs, using words from the box.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 to
- 2 that
- 3 have
- 4 on
- 5 object
- 6 on

- Remind students to check the *Grammar reference* on page 165, where there are two more practice exercises they can do for homework.

Exercise 5a

- Students read the sentences and match each one to a verb from the box.
- Do the first one together.

ANSWERS

- 1 compliment
- 2 urge
- 3 suggest
- 4 emphasize
- 5 insist
- 6 claim

Exercise 5b

- Students report the sentences using the verbs they matched in exercise 5a.

Exercise 5c 12.3

- Students listen to compare their answers.
- Play track 12.3.
- Check the answers together.

AUDIOSCRIPT 12.3

- 1 He complimented Andrea on the presentation she'd made at the conference!
- 2 She urged us never to believe the advertisements that say that chocolate is good for your memory.
- 3 He suggested the management should change the plan.
- 4 He emphasized the need for older people to retain their independence.
- 5 She insisted on having Japanese green tea for breakfast.
- 6 He claimed he had been accepted by a top German university when he was fifteen.

Vocabulary & Speaking describing research and results

Exercise 6

- Students read the sentences and rewrite the underlined words using the more academic phrases from the box.
- Students compare their ideas with a partner.
- Check the answers together.

ANSWERS

1 have a tendency to	4 substantially
2 associated with	5 noticeable
3 broadly similar	6 retain

EXTRA SUPPORT Point out that other words could also be used, and would be appropriate in an academic context, e.g. 4 *significantly*, 5 *obvious*, 6 *maintain*.

Exercise 7a

- Students match the words in bold in the statements to meanings a–f.
- Point out that the words in bold are more suited to academic writing.
- Students compare their ideas with a partner.
- Check the answers together.

ANSWERS

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

Exercise 7b

- In pairs, students choose two statements from exercise 7a and discuss them.
- Encourage them to use the reporting verbs from the Grammar focus box to add convincing arguments to their ideas. They could also include evidence from their own experiences.
- Alternatively, you could encourage students to choose a statement and then take different sides each, one for and one against the statement. Find out which of them can be the most convincing by including (real or invented) evidence using the reporting verbs. This could also be done with two small groups, in the form of a debate.

FEEDBACK FOCUS Find out which statements interest the students most, and why, and whether they agree.

Pronunciation stress in word families

Exercise 8a

- Before they do the exercise, ask students to read the information about stress in word families.
- Read out, or ask a student to read out, the groups of words exaggerating the word stress.
- Then ask students to read the groups of words in the exercise and to underline the stress on each word.
- Encourage the students to say the words out loud or work with a partner and read through the groups of words aloud together.
- Students compare their ideas with a partner.

Exercise 8b 12.4

- Students listen and compare their answers.
- Play track 12.4.
- Check the answers together by asking a student to say each set of words, exaggerating the word stress.

ANSWERS/AUDIOSCRIPT 12.4

imply → implied → implication
proportion → proportionate → disproportionate
substance → substantial → substantially
associate → associated → association
interpret → interpretation → interpretative
reproduce → reproduction → reproductive
fundamental → fundamentally

Exercise 9

Text summary: The blog entry gives two reasons why older people can remember events from between the ages of ten and thirty better than from other periods of their life.

- Students read the blog entry about recalling events and choose the correct options.
- You could suggest students use their dictionaries to check which word, or words, are possible.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

- noticeable
- reproduced
- interpret
- proportion
- significant
- fundamental
- interpretation

WATCH OUT! Remind students that we use *criterion* in the singular and *criteria* in the plural.

EXTENSION Ask students which of the findings they find most reasonable, and why.

DICTIONARY SKILLS Ask students to choose three of the words they did not use in the blog post and to check in a dictionary how they differ from the correct word, e.g. *noticeable* – easy to see or notice, clear or definite; *substantial* – large in amount, value or importance, e.g. *There is substantial evidence to suggest*

Exercise 10a

- Students work in pairs and write a questionnaire about memory. They could choose one of the topics listed, or a relevant topic of their own choice.
- Draw their attention to the instructions to write five questions, with three options for answers.
- If necessary, prompt students by suggesting they think about learning by heart, vivid memories associated with senses (smell, sound, etc.) and strategies for remembering vocabulary.

STUDY TIP If your students study at college or university, you could suggest they think carefully about the sort of answers they want to get from their survey. If the survey is for a lot of people, then a tick-box questionnaire (choosing from various options) is a good idea. If they list options on a scale, having three or five options often results in participants choosing the middle option; giving only four options helps to avoid this.

Exercise 10b

- So that each pair can complete two other questionnaires, suggest they write their answers to each one on a separate piece of paper. To get more answers, suggest that each person in each pair completes the questionnaire individually.
- When each pair has completed two questionnaires, ask students to compare their results.

Exercise 10c

- Each pair should summarize the results and plan to present the results to the class.
- You could encourage them to present their results according to an academic survey, by using reporting verbs language and being as convincing as possible.
- Give each pair three minutes to present their results.

EXTENSION You could suggest that students add one or two sentences evaluating the data they collected, and explaining why they think they got the answers they did. You could also ask them to think about what follow-up study they could do to find out more information on the topic, or part of it, and whether they would do this as a questionnaire by interviewing people, or by other means, and why.

FEEDBACK FOCUS Find out how successful students' questionnaires have been: ask them how they would revise any of the questions to give different answers if they were to do this a second time. Ask other students which questionnaires they most enjoyed completing, and why.

12.3 Vocabulary and skills development

Goals

- Understand non-standard word order
- Notice, select and record collocations

Listening non-standard word order

Lead-in

- This lesson looks at word order. To heighten students' awareness, write the words of a sentence jumbled up on the board and ask students to put the words in the correct order. You could use a sentence from today's news, from a text you've worked on recently with the students (e.g. lesson 12.1, exercise 9), or the instruction from exercise 1a of this lesson.
- Ask students to 'find' the sentence by unjumbling the words.
- Give them a chance to help each other.
- Elicit final versions from the students. Ask or discuss with them what other ways the words could be ordered and whether the meaning or emphasis changes. Tell your students this lesson is about non-standard word order.

Exercise 1a 12.5

- Students listen and write down, word for word, the four statements from language learners about remembering new words.
- Play track 12.5.
- Students compare what they have written with a partner.
- Check they have written down the sentences correctly.

ANSWERS/AUDIOSCRIPT 12.5

- 1 What makes learning English words so difficult is the pronunciation.
- 2 Memorizing lists of words, I find very unproductive.
- 3 Can't be bothered with learning words, myself. I just listen and then try to use them.
- 4 I've been learning French for I don't know how long, but I still love learning new words.

Exercise 1b

- Students discuss with a partner which statements they agree with, and why.
- Elicit a few answers from the students.

Exercise 1c

- Ask students to rewrite the sentences using standard word order.
- Do the first one together.

SUGGESTED ANSWERS

- 1 Pronunciation makes learning English words so difficult.
- 2 I find memorizing lists of words very unproductive.
- 3 I can't be bothered with learning words.
- 4 I don't know how long I've been learning French, but I still love learning new words.

EXTRA SUPPORT Ask students to discuss the differences between each pair of sentences with a partner.

Exercise 2a

- Students look at the pairs of sentences in the two columns and find the differences between the two.
- They discuss their ideas with a partner.
- Discuss the differences together.

ANSWERS

- 1 In the second version, the object ('that exercise') has become the first element in the sentence.
- 2 In the second version, the clause 'I can't tell you how long' has moved to later in the sentence.
- 3 In the second sentence, the speaker starts with 'what' (= 'the thing that...') so as to move the words that we want to emphasize ('the pronunciation') to the end.
- 4 In the second sentence, the whole of the object ('how the man escaped from prison') has moved to the start.
- 5 In the second sentence, the compliment ('very interesting') has moved towards the start, and the original subject comes later.

EXTENSION Ask students which structures, i.e. which changes, they find easier, which they find more unusual, and why.

Exercise 2b

- Students discuss which word order is more common in informal, spoken English.
- Elicit answers from the group.

ANSWER

the sentences in the right-hand column

EXTRA SUPPORT Point out that more formal language tends to follow more conventional word order, i.e. subject + verb + object.

EXTRA CHALLENGE Ask students to choose three sentences from the right-hand column and rewrite them to make sentences about themselves or their situations, e.g. *It took me I can't tell you how long to do last night's homework./ How Jana got to class on time we'll never know!*

Exercise 3a 12.6

Audio summary: Five people say what they find difficult to remember.

- Students listen to five people saying what they find difficult to remember and write down their answers.
- Play track 12.6.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

- 1 people's names
- 2 his mobile number
- 3 the words to songs
- 4 PINs for her credit card, phone, etc.
- 5 parents' birthdays

AUDIOSCRIPT 12.6

- 1 People's names, that's what I can never remember. It can be very embarrassing when you meet them again.
- 2 Always forget my own mobile number, I do. I never phone myself, you see.
- 3 What I can never remember is the words to songs. But as I can't sing, that's probably a good thing.
- 4 My PINs – you know, the numbers you use for your credit card, phone and so on – I'm always forgetting those. We have so many nowadays.
- 5 I've forgotten my parents' birthdays I don't know how often! I forgot my mother's last year and she didn't speak to me for a month.

EXTENSION Ask students what things they find most difficult to remember.

Exercise 3b 12.6

- Students listen again and decide how they would say the answers in a more conventional style.
- Play track 12.6 again.
- Students compare their answers with a partner.
- Check the answers together.

ANSWERS

- 1 I can never remember people's names.
- 2 I always forget my own mobile number.
- 3 I can never remember the words to songs.
- 4 I'm always forgetting my PINs, the numbers you use for your credit card, phone and so on.
- 5 I don't know how often I've forgotten my parents' birthdays!

Exercise 4

- Students read the information in the Unlock the code box on understanding non-standard word order.

EXTRA SUPPORT Ask students to find examples of the three ways in which word order can change in the sentences in exercises 1a, 2a and 3a.

EXTENSION Some languages use different word order in both formal and informal language for adding emphasis. You could ask your students how their own language works in this respect.

Exercise 5 12.7

Audio summary: Two students discuss their opinions of a lecture: they talk about associating new ideas with items in a room, learning by heart, learning chunks and using mind maps.

- Students listen to two students discussing a talk on memorization and write down the four techniques mentioned.
- Play track 12.7.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 association between rooms or objects in an imaginary house and the items to be recalled
- 2 learning by heart/rote
- 3 learning words in chunks or expressions
- 4 mind maps

AUDIOSCRIPT 12.7

A What did you think of Professor Glazunov's talk?

B For the most part I thought it was very interesting – especially the bit about using rooms. I actually used that technique last year for my final exam.

A So how does it work exactly? In that section, I got a bit lost – he went so fast.

B Well, the idea is that if you want to remember a lot of different things in order, you imagine yourself in a big house, and each room represents something you want to remember. Or it could be each item in a room represents something. So let's take the bones of the hand – you have to remember them for a test or something – you associate, say, a vase with the first bone, then a mirror with the second bone and so on.

A So how does that really help?

B Well, when you want to recall the names, you imagine yourself in the house, and when you see the vase, it triggers your memory of the name of the bone. That's the theory, anyway.

A And does it work?

B Up to a point, I think it does. What they don't tell you is how to remember the objects in the room! You have to keep the picture of the room in your head and if you've got a lot of things to learn – well, it can get a bit complicated. What really interested me was the research about learning words – the stuff that seems to prove that there's not much difference between learning something by heart and repetition and using other methods!

A Yes, but there was only one source he cited. What about the research on learning in chunks?

B That was quite good – especially the bit about learning words in phrases. It appears that's how we remember names – if you can remember their first name, the surname is like part of a chunk, so you remember the name as a whole.

A What did you think about the idea of mind maps?

B It was good stuff, that. I use mind maps all the time.

A Yeah, we had a lesson about them right at the start of the course, but it's good to be reminded about these things every now and again. Just in case we forget about them!

- Check to trigger (= to make something happen suddenly) and to cite (= to mention something as a reason or an example, or in order to support what you are saying).

Exercise 6 12.7

- Students read the questions and listen again to answer them.
- Play track 12.7 again.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 He thought it was mostly very interesting.
- 2 the names of the bones of the hand
- 3 up to a point (i.e. not 100%)
- 4 He couldn't remember the items that were in the 'house' – i.e. to be associated with the names.
- 5 the research into learning by heart
- 6 that learning by heart/rote is just as effective as other methods

Exercise 7a

- Students read the questions and discuss them in small groups.
- Suggest they try to use examples from the *Unlock the code* box by, e.g. starting a sentence with *What ...* or saying the key thing they want to say first.
- Encourage them to draw on their experiences during the discussion.

Exercise 7b

- Students discuss in their group what they think the top three methods for remembering new vocabulary are.
- Ask each group to present their ideas to the rest of the class.

FEEDBACK FOCUS Find out what methods your students find most effective for remembering vocabulary. Where do they record new words/phrases? Do they make connections or illustrations for new words? Do they revise them regularly? How? You could challenge them to try out someone else's method, suggest a set of words from a recent section to try to learn with the method, and report back next class on how effective it is. Students could test each other on the words they learnt by giving a definition, synonym or paraphrasing the word/phrase.

Vocabulary noticing, selecting and recording collocations

Exercise 8

- Students read the sentences and try to think of another word to replace part of the collocation.
- Do the first one together.
- Students compare their answers with a partner.
- Check the answers together.

SUGGESTED ANSWERS

- 1 triggers → brings back; memory → recollection
- 2 source → study; cited → quoted/mentioned/referenced
- 3 good → great, etc.; stuff → material

Exercise 9

- Students read the Vocabulary focus box about collocations.
- Suggest students look at the collocation examples in exercise 8 and decide if the collocations are useful for them or not, and why.

STUDY TIP Suggest students record the base form of collocations they want to learn (e.g. *to conduct a study*), as well as an example sentence.

DICTIONARY SKILLS Ask students to use a dictionary and look up *make*, *do*, *take* and/or *have*, and find useful collocations to record. Suggest they write down four or five strong collocations (words which nearly always go together) which are useful for them to learn.

EXTRA SUPPORT As suggested in the Vocabulary focus box, collocations can be strong (fixed) or weak (not fixed, where either word can change); however, they can also be semi-fixed. They can be made up of verb + noun, adjective + noun, verb + adverb, etc. Strong (fixed) collocations include, e.g. *distinctly remember*, *long-term memory*, etc. Less strong

(i.e. less fixed) collocations include *to lose one's memory* (where *one's* changes accordingly to *my/his*, etc.), *hire* or *rent a car*, etc. Weak collocations are very common and not at all fixed, e.g. *a long word*. Compare this with this strong, fixed collocation (also called a *lexical phrase*): *to get a word in edgeways*, where the phrase is always used with exactly those words; this is also considered idiomatic.

There are a few collocation dictionaries on the market, including the *Oxford Collocations Dictionary for Students of English* (OUP).

Exercise 10a

- Students read the statements and then discuss whether they agree with them with a partner.
- Suggest they include examples from their own experience to support their arguments.
- Encourage students to express their ideas in informal English, by using unusual word order: refer them back to the *Unlock the code* box.

Exercise 10b

- Students join up with another pair to compare their ideas.

FEEDBACK FOCUS Find out which sentences most of your students agreed with, and why. Give praise for accurate use of informal English with unusual word order.

Exercise 10c

- Students look at the collocations in bold in exercise 10a and decide which ones to note down.
- Encourage students to share their ideas with a partner or with the whole class.

Exercise 11a

Text summary: The paragraph describes apps which claim to improve one's memory, although there is little evidence to support these claims.

- Before they do the exercise, ask students if they know or use any apps to help them improve their memory or learn new words, how effective they think these are, and why.
- Then ask students to read the text and see if they agree.
- Students find the words which collocate with the underlined words.
- Students check their ideas with a partner.
- Check their answers together.

ANSWER

huge number, photographic memory, reading speed, main idea, significantly improve, long-term memory, have an effect, slight scepticism

EXTRA CHALLENGE Ask students if they can find any other collocations in the paragraph, e.g. *improve (your) memory*, *increase your reading speed*, *constant repetition*, *provide evidence*, *required effect*, *immediate reaction*.

EXTRA SUPPORT Unless students are already aware, you could mention that there are several downloadable apps for recording and remembering new words. Suggest they find one. You could discuss which are best, and why, in class.

Exercise 11b

- Ask students to decide which collocations from this section they would want to remember and understand, and which they would want to understand and use.
- Ask them to note these down and then to compare their ideas with a partner.

Exercise 11c

- Students consider, in pairs, how best to keep a record of collocations.
- Elicit these ideas from your students and encourage other students to try them out.

SUGGESTED ANSWERS

They could be organized by topic:

Memory and brain activity: *photographic memory, reading speed, long-term memory*

General: *huge number, main idea, significantly improve, have an effect, slight scepticism*

Or by usefulness or productive vs receptive use:

Useful (productive): *Huge number, main idea, significantly improve, have an effect, slight scepticism*

Less useful (receptive): *photographic memory, reading speed, long-term memory*

Some items could be organized by key word:
memory: photographic/long-term + memory

STUDY TIP As suggested in the Vocabulary focus box, noting down collocations, one topic per page, will help students to remember them.

SMART COMMUNICATION Point out that knowing and using collocations or fixed phrases helps promote fluency in both writing and speaking, as students do not need to concentrate on individual words, but can begin to focus attention on larger structures of discourse.

12.4 Speaking and writing

Goals

- Talk about a magazine story
- Write a magazine story

Speaking & Listening talking about a magazine story

Lead-in

- Ask students to think about a recent story they have heard or read: it could be a novel, a magazine article or a news item.
- Then ask them to think about what made the story memorable: was it the story itself, who told it, how it was told, the situation in which it was told? etc.?
- Students compare their ideas with a partner.
- Elicit a few ideas from the students.

Exercise 1a

- Ask students to look at the map and the words in the box, and try to predict what happened in the story.
- Students discuss their ideas with a partner.
- Elicit a few ideas from the students.

Exercise 1b 12.8

Audio summary: In the story, John Wilson went swimming with his grandson off the coast of Scotland. His grandson was wearing a wetsuit, but John wasn't. After ten minutes in the water, John came out and didn't know where he was. He had lost his short-term memory.

- Students listen to the first part of the story and compare their predictions.
- Play track 12.8.
- Students check the story so far with a partner.
- Check the story together.

AUDIOSCRIPT 12.8

A Did you read that intriguing story about the man who went swimming in the sea and then lost his memory?
B No, what was that? I must have missed it. Sounds rather unlikely.
A It does, doesn't it? But it was on the *Guardian* website. Apparently what happened was, he was on holiday in Scotland with his wife and grandson. They found this beautiful beach on the Isle of Mull, I think it was, and he and his grandson decided to go swimming.
B OK ... this was in the summer, was it?
A Yes, I reckon it must have been... but the thing is ... Mull is actually quite a long way north. I mean it looks beautiful and sunny in all the photos, but it's still pretty cold even in the summer. I guess he thought the water would be warmer than it was.
B Yes, I've been caught out like that in Scotland – the sea always seems to be absolutely freezing whatever the time of year.
A ... So anyway, the grandson was wearing a wetsuit ...
B ... Sounds like a sensible lad ...
A Yeah, but the grandfather was only wearing swimming trunks.

B Because he thought the water would be warm ...

A That's right. In fact it wasn't anything like as warm as he was expecting. After about ten minutes, the grandfather comes out of the water and he can't remember where he is, or what he's doing there. What made it really weird was that he could recognize his wife, and his grandson, and he could do things like dry himself, but all his recent memories were gone!

B That must have been seriously upsetting.

A And ... oh yes, something I forgot to mention: it was his short-term memory that seemed to be really badly affected – he could only remember new things for thirty seconds, so he kept repeating the same things over and over: he kept asking the same questions ... Wouldn't that be utterly appalling?

B I can't think of many worse things to happen out of the blue like that. So what happened next?

A Well, his family were really worried so they decided ...

- Check *wetsuit* (= a piece of clothing made of rubber that fits the whole body closely. It is worn, for example, by people swimming underwater) and *trunks* (= a piece of clothing covering the lower part of the body and sometimes the top part of the legs, worn by men and boys for swimming).

Exercise 2

- Ask students to read the Language for speaking box about talking about a magazine story.
- Students listen to track 12.8 again and put phrases a–d in the appropriate sections of the box.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

1 c 2 d 3 a 4 b

EXTRA SUPPORT Note that in *b*, the question uses a positive statement with a positive tag: such 'same-way' tag questions are used to express emotions, e.g. interest or surprise. (Negative + negative questions are rare, and can be hostile.)

EXTENSION Ask students to listen again to the story about John Wilson and find examples of the features in the Language for speaking box. Play track 12.8 again.

PRONUNCIATION Ask students to underline key words in the longer phrases which they would stress, e.g. *What made it really weird was that ... Oh yes, I forgot to say*

Exercise 3a

- Divide the class into two groups, A and B. Each student reads the notes on their story on the relevant page. Students A turn to page 133 of the Coursebook; Students B turn to page 139.
- Give students time to understand their story.
- Check (for Students A) *coma* (= a deep unconscious state, usually lasting a long time and caused by serious illness or injury), *to come round* (= to become conscious again), (for Students B) *altitude sickness* (= illness caused by a lack of oxygen, because of being very high above sea level, for example on a mountain), *to black out* (= to become unconscious for a short time), *swell up* (= to become bigger or rounder).

- Tell students they will be telling each other their stories. Remind them to refer back to the Language for speaking box and to find phrases they can include. You could suggest they use at least one phrase from each section.

Exercise 3b

- When they are ready, put students into A+B pairs to tell each other their story.

SMART COMMUNICATION A good speaker can convey a lot of information, or raise interest in their story, by their attitude: remind storytellers to make sure that their voice and gestures match what they are saying. Remind listeners that gestures, including good eye contact, can also help to show they are listening and paying attention.

- Encourage students to ask questions to find out more information and to use phrases for showing interest (as in the Language for speaking box).

FEEDBACK FOCUS Watch, as well as listen to, the students: a good story should provoke interaction (questions, active listening) between students. After each student has told their story, you could ask them to go back to the Language for speaking box and tick the features they heard, e.g. if the speaker set the scene, made the story vivid, etc.

Reading & Writing a magazine story

Exercise 4

Text summary: The final part of the story describes how Mr Wilson was taken to hospital and diagnosed. His condition was not serious, but it had all been very frightening at the time.

- Before they read the story, you could ask students what they think the outcome of the story will be.
- Students then read the story and find the cause of Mr Wilson's loss of memory.
- Students check their answers with a partner.
- Check the answers together.

SUGGESTED ANSWER

Mr Wilson was taken to hospital and diagnosed as having suffered from transient global amnesia, a temporary condition brought on by his immersion in cold water. After a few hours, it began to fade. By the next day, he was tired but behaving normally. He obviously doesn't remember the incident, as he didn't recognize the paramedic who took him to hospital. He now finds the incident funny, though he realizes it was scary for his wife.

WATCH OUT! Note that *horror-stricken* (used here as a reduced relative) is an example of two words which are formed with the past of *to strike*. Others include *star-struck* and *stage-struck* (used as adjectives).

- Check *to dock* (= to sail a boat into a harbour), *stroke* (= a sudden serious illness when a blood vessel, (= tube) in the brain bursts or is blocked, which can cause death or the loss of the ability to move or speak clearly), *transient* (= continuing for only a short time), *snapshot* (= a short description or a small amount of information that gives you an idea of what something is like), *scanner* (= a device for examining something or recording something using light, sound or X-rays).

Exercise 5

- Students read the list of typical features of news stories and find one example of each in Mr Wilson's story.
- Students check their answers with a partner.
- Check the answers together.

ANSWERS

- quoting – 'Well, how are you?'
- reporting – 'The consultant offered to keep Mr Wilson in overnight ...'
- past simple to narrate the main events – 'they stopped at a pub'
- past perfect for events previous to the main events – 'the one who had fetched him ...'
- future in the past/events in the future seen from the past – 'it was very unlikely there would be long-term effects'
- a single-sentence paragraph – final paragraph
- a summary noun – 'this whole episode'
- a comment adverb at the start of a sentence – 'Thankfully'

EXTRA CHALLENGE Ask students to find other examples of the same types of features in the text.

Exercise 6

- Students read the Language for writing box on magazine stories and then match grammar items 1–7 to examples a–g.
- Students check their ideas with a partner.
- Check the answers together.

ANSWERS

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

Exercise 7a

- Students work in pairs. They will be writing a magazine story on the subject of memory, either the one they told earlier or another they know. Refer them to the relevant pages (pages 133 and 139) at the back of the book as a reminder.
- Remind students to refer to the Language for writing box to include the appropriate language features of magazine stories in their story, as well as ways to organize the content. You could suggest they try to include at least four features in their story.

EXTRA SUPPORT Students could work initially in same-story pairs to help in the planning stages. They should use appropriate language and organizing features.

- When they have finished the first draft, suggest students give their story to a pair with the same story to check for the features and offer any helpful suggestions. A well-written story, and one which includes the features listed, will be more appealing and interesting to readers.

Exercise 7b

- Students read another pair's story and tell them which parts they like best, and why.
- Encourage readers to check details and ask any necessary questions.
- Finally, as a group, students decide which story is the most unusual, and why.
- Elicit ideas from the group.

FEEDBACK FOCUS You could ask students to read all the stories and compare the different kinds of memories that have been focused on (you could also refer back to those from the radio interview in lesson 12.1). Focus also on students' ability to write a story that the reader wants to read. What features make the story a good read?

EXTRA ACTIVITY Students work in pairs and think of a story they have heard recently in the news. They should write the opening of the story at the top of a clean sheet of A4 paper. Remind them to make it vivid and exciting and to encourage the reader to read on. Students then rotate their stories clockwise to the next pair. Students read the opening and then write a follow-up sentence including a feature from the Language for writing box. They then fold over the opening, to hide it, but leave what they have written visible. Students rotate the papers again. Continue in the same way for four or five turns and then ask students to write a concluding sentence. Finally, students return the paper to the original pair, who read the story and compare it with the original. Ask each pair to relate the original and re-written stories, and highlight successful storytelling features.

12.5 Video

How to train your memory

VIDEOSCRIPT

Michael Tipper is a consultant, teacher and public speaker. He specializes in memory and promotes techniques to improve it.

I Can you tell us a little bit about yourself and what exactly you do?

M Sure. Well, my interests at the moment ... It's probably better if I describe who I am really. And I'm someone who has a balance of creativity and process. And that's come back through my background as an engineer:

I was in the military and the Royal Navy for sixteen years in the submarine service, doing systems and processes and managing teams. And then I developed an interest in learning how to think more effectively, which made me more creative. So, the blend of those two skills are the things that I use in the work that I do now. And that's ranged from teaching kids how to learn; um, helping people become better at their leadership; um, consulting; um, writing books and helping people use their minds more effectively.

I Is it quite a common mistake among people to think that they've got a bad memory when it's actually something else?

M Many people come to me and say, 'I've got a poor memory', and invariably what it is – it's very rare that there's a memory problem. Now, there are – there are problems with the brain and illnesses that can cause, um, shortfalls in the memory. But most challenges that people have are often circumstantial and the memory is blamed. To give you an example: a common problem is someone will come home and the keys go on the table – wherever they put their keys – and the following day they get up and they're going to work and they can't find their keys. 'Where are the keys? I can't find my keys. Um, I've forgotten where I put my keys. My memory must be going'. And they blame their memory. When in reality what's happened is that when they've come home from work they've been thinking about something else – they've put the keys down without consciously thinking about it. And so when they come to consciously think about where the keys are, they were never involved in that process in the first place. And so it's a concentration thing.

I What sort of techniques do you use to help people to train their memory and develop better memory skills?

M The techniques for remembering things vary depending on what you're actually remembering ... want to remember. So, broadly speaking, what you're looking to do is take something ... and the principles of memory are: first of all you use your imagination; and then you use your imagination to create an image that is memorable; then you use association to link it to something that you already know. That, broadly speaking, is how memory works. So, if we take something as simple as a shopping list, for example: you can create a filing system in your mind. So, for example, there is one where we call it the

number-rhyme system. So, one, two, three, four to ten, we take a word that rhymes with one: one – sun; two – shoe; three – tree, so that your filing system for the third item would be an image of a tree. If, on a shopping list, item number three was some smoked salmon, for example, you might see your picture of the tree covered in smoked salmon. It's a bizarre image. It's unusual, particularly if it's big pieces of smoked salmon. So, those are the principles that you apply: the imagination and the association. And you make it outstanding – so you make this really weird image that's likely to, um, uh, be easier to recall. So, having created that image, when you're in the shops and you go through: 'OK, I've got item number one' (which was linked to your image of the sun); item number two (which was linked to the image of the shoe); 'oh, what was item number three? OK, oh, it's a tree – smoked salmon. Get my smoked salmon'. So that, in principle, is how most of the techniques works. And there are a variety of ways to create that filing system. So, number rhyme I've just said. Number shape: so numbers – so two could look like a swan; um, four could look like the sails of a yacht; five could be a big hook; six could be the trunk of an elephant, for example. Then beyond that you get into more sophisticated systems that start playing around with um, uh, the, the number systems. You then start looking at things called, um – I mean, some of these techniques are very old. The Greek loci system or the Roman room system, they're the same system. So, the room that we're in, for example, now could be a filing system: so we have the, the sofa; we have the chair; we have the fireplace; we have the window; we have the door – those are fixed items. So, I could link something unusual to the chair, something unusual to the door. So, when I'm coming to recall I would go, 'What was on the door? Oh, oh yeah, there's that weird image that I created'. So, that's fundamentally how it works. Now, there are other variety of techniques as well. Mind mapping is a very powerful memory tool as well. So, if I gave you some information that was across several pages of text and then gave you the mind map, or, or said to you, 'Mind map that', the process of you doing that because you're analyzing, because you're synthesizing, because you're summarizing, because you're organizing, will create a memory trace that is more than if you just copied. So, that will stick in your short-term memory, uh, much better than if you had just read it. Things like names and faces: the problem with ... that most people have with names and faces is that they never get the name in the first place, because of the introduction. So, the shaking of the hands – they're too busy saying their own name they never hear the other person's name, so they never remember it – but they blame their memory. So, just giving someone the process of how to introduce themselves and what to do, uh, is an example of another technique. And there are things like mnemonics as well. So, um, how do you remember the colours of a rainbow? Richard Of York Gave Battle In Vain is an example of that. And there's a variety ... there are numerous examples of that.

VIDEO ANSWERS

Exercise 2

Suggested answers:

- 1 a (temporary) inability to recall something
- 2 must be deteriorating (permanently)
- 3 it's a question of concentration
- 4 organize information in a logical way
- 5 will allow you to remember information

Exercise 4

- 1 F – It was when he was with the military and Royal Navy.
- 2 T
- 3 F – They depend on what you want to remember.
- 4 T
- 5 F – It's important to make the images as strong and weird as possible.
- 6 F – It's because they didn't listen to the name when they were being introduced.

Review

ANSWERS

Exercise 1a

- 1 have them checked
- 2 had our weekend spoilt
- 3 did not have her job application accepted
- 4 had your heart broken

Exercise 1b

- 1 won't have smoking
- 2 had the council remove our old dishwasher
- 3 Have him wait
- 4 had smoke pouring

Exercise 1c

- (a) 1 get them checked
- (b) 2 got the council to take away ...
- (b) 3 Get him to wait ...

Exercise 2

The manager emphasized the commitment of the staff/that the staff are/were really committed, and complimented Jon on being accepted by the head office training academy. He/She urged all personnel to apply to the academy for extra training. He/She asserted (that) in the coming year, the company will/would fight for every last customer, although he/she acknowledged market conditions to be tough/(that) market conditions are/were tough and the task to be difficult/(that) the task will/would be difficult.

Exercise 3a

- 1 of
- 2 to
- 3 to
- 4 over/about
- 5 down
- 6 with
- 7 on
- 8 off

Exercise 3b

- 1 open to
- 2 recent research
- 3 scientific paper
- 4 associated with
- 5 on the increase
- 6 significant improvement

Exercise 4 12.9

- 1 same
- 2 different (a = his house was painted by someone else; b = he painted his house)
- 3 same
- 4 same
- 5 same
- 6 different (a = the neighbour cut down the tree after being asked; b = the neighbours cut down the tree after being paid)

AUDIOSCRIPT 12.9

- 1 a An awful thing happened to me yesterday.
b I had an awful thing happen to me yesterday.
- 2 a He had his house painted.
b He had painted his house.
- 3 a I refuse to let you bring your boyfriend home!
b I won't have you bringing your boyfriend home!
- 4 a This product is endorsed by several celebrities.
b This product is recommended by several celebrities.
- 5 a Please have the next applicant come in.
b Please ask the next applicant to come in.
- 6 a We got the neighbours to cut down the tree.
b We paid the neighbours to cut down the tree.

GRAMMAR REFERENCE ANSWERS

Exercise 1

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

Exercise 2

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

GRAMMAR REFERENCE ANSWERS

Exercise 1

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

Exercise 2

- 1 are constantly evolving
- 2 have increasingly been using

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

GRAMMAR REFERENCE ANSWERS

Exercise 1

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

Exercise 2

- a Determiners: a, the, many
Possessives: tarsier's, its
Adjectives: small nocturnal, fully predatory, most remarkable, enormous, largest, very flexible, huge, extremely acute, superb, very poor
Nouns: night, colour
- b Prepositional phrases: in the world, of any mammal, of its eyes

Relative clauses: found in the rainforests of South-East Asia, capable of turning over 180 degrees, which are active primarily at night

Exercise 3

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

GRAMMAR REFERENCE ANSWERS

Exercise 1

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

Exercise 2

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

GRAMMAR REFERENCE ANSWERS

Exercise 1

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

Exercise 2

- 1 A lot of my colleagues don't seem to like the new office, but **I do**.
- 2 We'll get married one day, but we're not going to do so just yet.

- 3 I didn't speak to Ulrich. I think Erika did though.
- 4 If you haven't finalized the itinerary, you need to do so as soon as possible.
- 5 We won't be at the meeting. However, Donatella and Chiara **will** (be).
- 6 We absolutely **must** get the product launch 100% right. Not to do so **will** be a financial disaster.

Exercise 3

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

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 A –
B –, –, –

2 A –, –
B the, a

3 A the, –
B –, a

4 A the
B the, a

5 A a
B a, a

6 A a
B a
A the, a, the, a, –

Exercise 2

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

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 It's compulsory to have at least third party insurance to drive a car.
- 2 (I think) we're supposed to go to reception when we arrive.
- 3 We'd better leave before it's too late.
- 4 It's not obligatory to give your personal details.
- 5 Are we allowed to take photos in the gallery?
- 6 It's not necessary to wait if you don't want to.
- 7 I don't think we are supposed to be doing this. / We're not supposed to be doing this.
- 8 My advice is/would be to speak to your boss about it.

Exercise 2

- 1 mustn't
- 2 allowed
- 3 must
- 4 had
- 5 can't
- 6 compulsory/obligatory
- 7 supposed
- 8 couldn't

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 Bags must not be left unattended.
- 2 The first YouTube video was posted in 2005.
- 3 The problem seems to have been caused by a virus.
- 4 The new health centre is going to be opened next month.
- 5 It is believed that a few children born today will live to be 130.
- 6 They have arranged to be met at the airport.
- 7 The prisoners escaped without being seen.
- 8 The windows need to be cleaned/The windows need cleaning.

Exercise 2

- 1 restricted
- 2 was introduced
- 3 was originally intended
- 4 is estimated
- 5 have been prevented
- 6 has been relaxed
- 7 was changed
- 8 are now allowed
- 9 being relaxed
- 10 to be obtained
- 11 to be made
- 12 explains
- 13 had been expected/was expected/expected
- 14 is being closely monitored
- 15 is expected
- 16 be relaxed

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 who
- 2 which
- 3 who
- 4 –/which/that
- 5 –/where
- 6 which
- 7 –/when
- 8 which/that, –/which is/ that is

Exercise 2

With its two universities, Oxford is a city **which** has a celebrated academic tradition and a place **where** students and student life are central to its character. However, a report **which** **was** put together by a group of Oxford

residents states that there are many more students **who** **are** living in the city than the universities claim. In documents **which** **have** **been** presented to the council, it is claimed that the number of homes **which** **are** rented by students has gone up and is above the limit **which** **was** set by the local council. The Oxford Residents' Association, **which** produced the report, spent several months investigating houses **which** **are** registered as student homes as well as those **which** it claims are unregistered, but in **which** students are living. A spokesperson said, 'There are hundreds or even thousands more students **who** **are** living in the city than the university claims. While we welcome a lively and dynamic student community, there are an increasing number of issues, such as noise and other disturbances, **which** need to be addressed.'

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 all the hydrogen
- 2 each of the planets
- 3 All the planets, Each, a little, a few
- 4 neither, nor, each
- 5 neither, nor

Exercise 2

- 1 every
- 2 each
- 3 all
- 4 All
- 5 either
- 6 or
- 7 many
- 8 many
- 9 all
- 10 all

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 Alex wouldn't tell me what happened.
- 2 I'd say we'll be there in about half an hour.
- 3 Would you be able to have a look at it when you have a moment?
- 4 I'd play them occasionally, but my parents wouldn't let me play them so much.
- 5 Yes, but who'd have guessed he'd become such a superstar?
- 6 I'd rather we made it a bit later, if that's OK?
- 7 Yes, I wish he'd make his mind up about it. /Yes, I wish he'd make up his mind about it.

Exercise 2

- 1 would often play
- 2 I'd say
- 3 wouldn't let me
- 4 What would you like to do
- 5 I (really) wish Marco would stop
- 6 I'd rather have/I'd prefer to have
- 7 What would you do in my situation?
- 8 would soon become

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 to have forgotten
- 2 to have finished
- 3 having said
- 4 to have seen
- 5 having met
- 6 to have left
- 7 Having won
- 8 not having won
- 9 having set off
- 10 to have been, having been

Exercise 2

- 3 saying
- 5 meeting
- 8 not winning
- 9 setting off
- 10 to be, being

Exercise 3

- 1 We were to meet/were planning to meet on the Friday, but the itinerary changed.
- 2 I meant to have left at least an hour before I did.
- 3 I would (really) like/have liked to have gone with you, but I couldn't.
- 4 You were supposed to have used a gram, not ten grams!
- 5 I was originally to have been posted to Paris, but they sent me to Berlin instead.
- 6 I would love/have loved to have been able to go with you.

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 wouldn't be, hadn't gone
- 2 could be, would it be
- 3 would come, didn't have
- 4 wouldn't have chosen, wasn't
- 5 would cope, lived
- 6 would be, had left

Exercise 2

- 1 If I hadn't overslept, I wouldn't have been late for college.
- 2 If she wasn't so busy at the moment, she could've/ would've helped me.

- 3 If we hadn't missed the last bus, we wouldn't be having to walk home.
- 4 If I didn't like her, I wouldn't be going to her party.
- 5 If I liked Chinese food, I would've gone to the meal.
- 6 If we'd been listening, we wouldn't have got into this mess.

Exercise 3

- 1 Suppose you were offered the job, would you take it?
- 2 Were it that simple, everyone would do it.
- 3 Had I known, I'd've told you.
- 4 Where would you live assuming money was no object?
- 5 Imagine you could go on a one-way trip to Mars, would you?

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 went/were going
- 2 didn't say
- 3 remember
- 4 got
- 5 play
- 6 hadn't posted, had stopped
- 7 did, stayed
- 8 is/was

Exercise 2

- 1 I really wish I hadn't left my last job.
- 2 It's time we started thinking about our holiday plans.
- 3 I'd rather we met on Monday.
- 4 He's acting as though/if he was made of money.
- 5 If only I hadn't said all those things!
- 6 I'd rather you didn't do anything just yet.

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 could
- 2 likely to
- 3 is possible
- 4 could
- 5 could
- 6 could
- 7 possibly
- 8 possible
- 9 could
- 10 likely

Exercise 2

- 1 You must've been quite surprised by the results.
- 2 There's a chance (that) I won't be able to make it to the meeting.
- 3 It's possible that graphene will/might/could change the nature of manufacturing in a big way.
- 4 (I assume that) the research will have taken several years.
- 5 You can't have seen Oscar this morning.
- 6 It's doubtful (that) the meeting will take place as planned.
- 7 Humans are bound to visit Mars one day.
- 8 Paula might have forgotten to send the email.

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 Being vegetarian, I think I have a good diet.
- 2 Not having been here before, I don't know what it's like.
- 3 Can you talk to me before making a final decision?
- 4 Stored in the fridge, it should last for a few days.
- 5 Rotherham United had a good end-of-season, winning two of their last three games.
- 6 Walking up the path, he saw the broken window.
- 7 Having been woken/Woken by a noise, we ran outside to see what had happened.
- 8 Since taking office six months ago, the prime minister has visited over ten countries.

Exercise 2

- 1 speaking
- 2 Known
- 3 Talking
- 4 Not being
- 5 published
- 6 reaching
- 7 Having been beaten/Beaten
- 8 having made/making
- 9 Not wanting
- 10 Sold

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 I think we'll get the exam results sometime in June.
- 2 You need someone to help you? I'll do it.
- 3 You'll all be pleased to hear that our proposal was accepted.
- 4 My supervisor won't give me an extension for my assignment.
- 5 Milena will be boarding the plane about now.
- 6 My neighbours will insist on playing their music loud all the time!
- 7 It will have cost a fortune to give every student a new tablet.
- 8 Prof Jones says he'll be available between 10.30 and 12.30 on Friday for anyone who wants to see him.

Exercise 2

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

Exercise 3

- 1 The exam will be in Room 113 as usual.
- 2 We'll be seeing my brother's family as usual this Christmas.
- 3 They'll have been waiting for a long time.
- 4 Magdalena will be in her room. She'll be doing some work.
- 5 Room 7 will be free. Let's go in there.
- 6 I'm sure they'll have made a decision by now.
- 7 I'll get the door. It'll be Marek.
- 8 We'll usually eat out once or twice a month.

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 The university will be 200 years old next year.
- 2 The university is going to introduce several new courses over the next five years.
- 3 I'm meeting Natalia on Friday at 3.30.
- 4 I suppose I'll resit any exams that I fail.
- 5 Next year's conference is from 15 to 18 July.
- 6 The research team will be conducting the initial trials from June to September ...
- 7 ... and they will have collated and analysed the data by December.

Exercise 2

- 1 will be using
- 2 are on the verge of letting
- 3 will have established
- 4 are set to become
- 5 will be taking
- 6 will be able to
- 7 will also enable
- 8 will have
- 9 is going to be
- 10 will bring

GRAMMAR REFERENCE ANSWERS

Exercise 1

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

Exercise 2

- 1 about how the dollar sign (\$) came about
- 2 with two vertical lines
- 3 of 'US'
- 4 of the 'U'
- 5 of the 'S'
- 6 of two vertical lines
- 7 to adopt this
- 8 for the dollar
- 9 for producing all the paper money for the USA
- 10 to fund the war effort
- 11 to print more money
- 12 of its operations
- 13 of products
- 14 of ten cents per note

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 Apart from emails and messages, I'll *generally* go online *several times a day*.
- 2 Smartphones and the like make it *even* easier to do everything *from the comfort of your sofa*.
- 3 You can *usually easily* find and listen to *absolutely* anything you want *on the internet*.
- 4 I *only occasionally* download songs *these days*. I *mostly* listen to music on-demand. / I mostly download songs these days. I only occasionally listen to music on-demand. (Note that 'these days' can go at the beginning or end of either sentence.)

- 5 If we set off *in the next couple of minutes*, we might *just* catch the bus.
- 6 Are you *still* not ready *yet*? I've *already* told the taxi driver to wait a bit longer.
- 7 I'm *pretty* sure he's *only* been working *here for about two months*.
- 8 I've been working *in London* *quite* a bit *for the past few months*. / I've been working *quite* a bit *in London for the past few months*.

Exercise 2

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

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 It was a complete waste of our time.
- 2 Is the language easy in terms of grammar?
- 3 It's an old problem.
- 4 The meeting was an absolute disaster.

Exercise 2

- 1 It's an utter mess./~~The mess is utter.~~
- 2 It's an ancient language./~~The language is ancient.~~
- 3 Was it a good lecture?/Was the lecture good?
- 4 Is there much time left?/~~Is there much left time?~~
- 5 Did you know any of the present people?/Did you know any of the people present?
- 6 Who's the dancing person over there?/Who's the person dancing over there?

Exercise 3

- 1 similar
- 2 sleeping
- 3 key

Exercise 4

- 1 conscious
- 2 old
- 3 conscious
- 4 present

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 whenever
- 2 wherever
- 3 Whoever
- 4 Whoever
- 5 Whatever
- 6 whichever
- 7 whenever
- 8 however

Exercise 2

- 1 Whenever I go to their house, they're always cooking something exotic.
- 2 Whatever I cook, my kids always eat it all.
- 3 We kept hearing the same song whichever bar we went in./We kept hearing the same song wherever we went.
- 4 Whoever comes along, we'll have a good time. It's your birthday!

Exercise 3

- 1 whatever
- 2 whenever
- 3 whatever
- 4 who(m)ever
- 5 wherever

Exercise 4

- 1 Why ever anyone would want to live here, I don't know.
- 2 Who ever eats jam and tuna sandwiches! Yuck!
- 3 When ever did I say that? I said nothing of the sort!
- 4 The person who thought this was a good idea needs sacking. What ever were they thinking of!

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 doing
- 2 valued
- 3 look
- 4 to look
- 5 complaining/complain
- 6 running
- 7 stolen
- 8 telling

Exercise 2

- 1 had the crowd singing and clapping
- 2 have it delivered
- 3 've had three people look
- 4 had people queuing
- 5 to get her hair cut
- 6 's got me to agree

Exercise 3

- 1 I had my bags searched at the airport.
- 2 We're going to have/get the test results verified next week.
- 3 The researcher had us talk/got us to talk for two minutes about our favourite memory.
- 4 We had loads of people volunteer/volunteering for the research.
- 5 We are going to have the windows cleaned next week.

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 urged
- 2 complimented
- 3 endorsed
- 4 objected
- 5 acknowledged
- 6 asserted
- 7 admitted
- 8 suggested

Exercise 2

- 1 He apologized for not believing me (earlier).
- 2 She reassured me (that) everything would be absolutely fine.
- 3 Frankie encouraged me to go for that new job.
- 4 He denied having any knowledge of the incident (at all).

- 5 The Dean complimented me on my/a fantastic presentation.
- 6 The guidelines recommend drinking/(that) we drink at least two litres of water a day.
- 7 Satoshi suggested (that) we don't/didn't make a decision today, but meet again in a couple of days' time./Satoshi suggested not making a decision today, but meeting again in a couple of days' time.
- 8 She congratulated me on passing my exam.
- 9 The report warned about/against the dangers of being too complacent./The report warned (that) we mustn't/shouldn't be too complacent.
- 10 Dr Jenkins and his team claim to have discovered a previously unknown language in the Amazon./Dr Jenkins and his team claim that they have discovered a previously unknown language in the Amazon.

Unit 1 Change

- 1 Give a copy of the worksheet to each student. Ask students to decide how they spent their time yesterday. Put students into pairs and ask them to present their information to each other. Feed back as a class.
- 2 Ask students to look at 1 section of exercise 2. Play the video. Allow students to check their answers in pairs. Ask students to look at the second section. Play the video. Give students time to check their answers with a partner. Check answers as a class.

ANSWERS

1 1 Rupert 2 Angela 3 Jeremiah 4 Heidi
2 Jeremiah – a Heidi – a Rupert – b Angela – a

3 Ask students to work with a new partner and tell them to put the tips from section 2 of exercise 2 in order of importance. When they have finished, ask them to compare their ideas with another pair. Feed back as a class.

Unit 2 Feats

- 1 Give a copy of the worksheet to each student. Put students into pairs. Ask them to describe the sounds to each other and discuss the questions. Feed back as a class.
- 2 Ask students to read through sections 1 and 2 of exercise 2. Check students' understanding of key vocabulary, e.g. *nagging*. Play the video, pausing after all speakers have answered the question in that section. Play the whole video again for students to check. Check answers as a class.

ANSWERS

1 1 Music, people walking around and the distant hum of the traffic.
2 Birds tweeting during the dawn chorus; newborn lambs bleating; dogs barking when they're playing.
3 The sea and the wind.
4 The sound of his grandchildren playing. He thinks the sound of giggling is great.
5 Running water. It helps him feel relaxed.

2 1 a 2 b 3 c 4 a 5 b

3 Put students into small groups. Ask students to discuss their feelings about the sounds in exercise 2. Feed back as a class and elicit the most popular and unpopular sounds.

Unit 3 Team

- 1 Give a copy of the worksheet to each student. Put students into pairs and ask them to brainstorm advantages and disadvantages of working in a team. Feed back as a class.
- 2 Ask students to read through the summary sentences in section 1 of exercise 2. Play the first section of the video, stopping after the speakers have answered the first question. Allow students to check their answers in pairs. Check answers as a class. Repeat this procedure for the second section.

ANSWERS

1 1 b 2 a 3 d 4 c

2 Duncan (bad) – he was working in the kitchen of a restaurant. The kitchen staff cooked a meal for a big table of thirty people, but the waiters forgot to give them the bill so the customers walked out without paying.

Jeremiah (good) – he started his job in the film industry working with a certain editor who taught him a lot and showed him what to do. He was lucky because it's not common to work with such a supportive editor in the film industry.

Helen (good) – her magazine has been shortlisted for the Consumer Magazine of the Year award. It's great to have the whole team's efforts recognized.

3 Put students into small groups. Elicit whether anyone has been on a team-building exercise. Ask students to discuss their answers to the questions. Feed back as a class. For the second part of the task, list all ideas for team-building exercises on the board and finally take a vote to decide which would be the most popular activity.

Unit 4 Responsibility

- 1 Give a copy of the worksheet to each student. Put students into pairs and ask them to discuss the question. Feed back as a class.
- 2 Ask students to look at section 1 of exercise 2. Play the video. Check answers in pairs and then as a class. Ask students to look at the second section. Play the video. Give students time to check their answers with a partner. Feed back as a class.

ANSWERS

1 Deborah – not learning a particular musical instrument – She gave up playing the flute too early because she wasn't very good.

Devon – not carrying on with a particular sport – He gave up basketball too early. He wishes he'd carried on to see where it could have taken him.

Sami – not learning a particular language – He never learnt how to speak Arabic, which he regrets. His dad is an Arab.

Stephen – not adopting a particular lifestyle – He wishes he'd settled down later and travelled more before starting work.

2 1 on the way back up
2 great, but he felt a little scared
3 into serious trouble
4 borrow some money

3 Ask students to think about the riskiest or most adventurous thing they have ever done. Give them a few minutes to think about their ideas. Then set a time limit, e.g. five minutes, and ask students to speak to as many other people as possible, exchanging information about their stories. After this, feed back as a class and answer the final two questions on the worksheet.

Unit 5 Power

- 1 Give a copy of the worksheet to each student. Put students into pairs. Ask students to complete the sentences. Feed back as a class.
- 2 Ask students to read through sections 1 and 2a of exercise 2. Play the video, pausing after all speakers have answered the question in each section. Play the whole of the video again for students to check. Then give students time to check their answers with a partner. Check answers as a class. Finally, ask students to work in pairs and try to recall all the sports and activities mentioned in the video. Ask students to compare their list with another pair.

ANSWERS

- 1 1 F (She only mentions diet.)
2 F (He needs to eat well.)
3&4 T
5 F (She doesn't eat a great deal.)
- 2a 1 the activities she does already are very time-consuming
2 on maintaining good personal relationships as well as a healthy body
3 paying attention to what he eats and doing regular exercise
4 not only interested in martial arts
5 keeps fit so that she can go on walking and skiing holidays
- 2b Cycling, dancing, dog walking, going to the gym, horse riding, kayaking, martial arts, skiing, swimming, walking, wrestling
- 3 Put students into small groups. Ask students to discuss these different sporting pastimes. Feed back as a class.

Unit 6 Play

- 1 Give a copy of the worksheet to each student. Put students into pairs and ask them to discuss the meaning of this English saying. Elicit any similar sayings which they have in their own language.
- 2 Ask students to read through sections 1 and 2 of exercise 2. Play the video, pausing after all speakers have answered the question in each section. Play the whole of the video again for students to check. Then give students time to check their answers with a partner. Check answers as a class.

ANSWERS

- 1 1–3 T
4 F (Debbie prefers to do this alone and not with friends.)
5 F (Peter also unwinds by having a nice meal.)
- 2 1 worked more during their life
2 unwinds and takes it easy
3 not to waste time worrying about the work-life balance
4 feel happy about the amount of money you earn
- 3 Put students into small groups. Ask them to discuss the statements. Monitor and prompt ideas if necessary. Feed back as a class.

Unit 7 Emotion and reason

- 1 Give a copy of the worksheet to each student. Put students into pairs and ask them to compare how they would feel in each of the different situations. Feed back as a class.
- 2 Ask students to look at the first section in exercise 2. Play the video. Allow students to check their answers in pairs. Ask students to look at the second section. Play the video again. Give students time to check their answers with a partner. Check answers as a class.

ANSWERS

1 1 c 2 e 3 b 4 d 5 a

- 2 Caroline – at Heathrow airport – When going through airport security, she put her suitcase onto the scanner. When she picked it up again, it flew open and everything fell out because she hadn't zipped it up properly.
Duncan – at school – They had a non-uniform day every year to raise money for charity. He got the day wrong and went to school in his normal clothes when everybody else was in school uniform.
Devon – on stage in a theatre – He ran onto the stage because he was late. He fell flat on the stage. Everyone just looked at him and nobody helped him up.
Andre – at a meeting – He arrived at a meeting. There was someone there who had the same name as the person who he was supposed to be meeting. Before he realized this, he'd told the wrong person several secrets.
Rupert – at his girlfriend's house – One of his girlfriend's cats jumped on the table. When he picked up the cat, he picked up the tablecloth as well and spilled the contents of the glasses all over his girlfriend and her parents.
- 3 For the first part of this task, ask students to work alone. Tell them to choose one regret from section 1 in exercise 2 and ask them to write a short story similar in length to those in the video. Explain that their story must conclude with the regret they have chosen. Then put students into small groups. Tell students to take turns reading their stories to each other without saying the regret they have chosen. The listeners identify which regret concludes each story. Listen to a few stories in class to round off the activity.

Unit 8 Plastic

- 1 Give a copy of the worksheet to each student. Put students into pairs. Ask them to discuss their ideas. Feed back as a class.
- 2 Ask students to read through sections 1 and 2 of exercise 2. Ask students to predict the reasons why the speakers might have given up the habits in the table. Play this section, ask students to check in pairs and then ask if their predictions were correct. Play section 2, ask students to check answers in pairs and then play this section again if necessary. Check answers as a class.

ANSWERS

- 1 Devon – eating junk food – I need to look after my state of health.
Sami – nothing – I find it very difficult to make this kind of commitment.
Shuang – ballet – It became increasingly difficult and so I lost my enthusiasm.
Stephen – playing squash – A physical problem occurred and it prevented me from continuing.
- 2 1 F (He couldn't manage it and so he bought himself a new phone.)
2 F (He believes that now he's in his thirties he needs to do more physical exercise.)
3 NG
4 T
- 3 Put students into small groups. Ask them to discuss the questions. Feed back as a class.

Unit 9 Learning

- 1 Give a copy of the worksheet to each student. Put students into pairs. Ask them to discuss their responses. Feed back as a class.
- 2 Ask students to read through sections 1 and 2 of exercise 2. Play the video, pausing after all speakers have answered the question in each section. Play the whole of the video again for students to check. Then give students time to check their answers with a partner. Check answers as a class.

ANSWERS

- 1 1 business
2 didn't choose an academic path
3 artistic
4 vocational training programme
5 studying for her second degree
- 2 1 b 2 d 3 c 4 e 5 a
- 3 Put students into small groups. Ask them to ask and answer the questions about the six jobs listed in exercise 3. Monitor the speaking activity and ask early finishers to think of some other unusual jobs and to discuss advisable career paths for these jobs. Feed back as a class.

Unit 10 New

- 1 Give a copy of the worksheet to each student. Demonstrate the task by describing a word from the box. Elicit the word. Put students into pairs. Ask them to take turns describing and guessing the words and phrases from the box.
- 2 Ask students to read through sections 1 and 2 of exercise 2. Play the video, pausing after all speakers have answered the question in each section. Play the whole of the video again for students to check. Then give students time to check their answers with a partner. Check answers as a class.

ANSWERS

- 1 1 Emily 2 Stephen 3 Deborah 4 Sami
- 2 1 F (She spends more on going away and on her home.)
2 T
- 3 F (He spends less on throwaway fashion items these days.)
4 F (Debbie feels it's more important to save money as she gets older.)
- 3 Put students into small groups. Ask them to discuss their answers to the three questions on spending habits. Encourage them to give reasons. Feed back and compare ideas as a class.

Unit 11 Origins

- 1 Give a copy of the worksheet to each student. Put students into pairs. Tell students to look at the example in exercise 1 and then ask them to continue the task. When students have finished the activity, ask them to compare their ideas with another pair. Feed back as a class.
- 2 Ask students to look at the first section of exercise 2. Play the video. Check answers as a class. Then put students into pairs. Before watching the video again, ask students to look at the second section of exercise 2 and ask them to discuss any answers they can remember. If necessary, check vocabulary such as *jousting, inaugural, guild, oath*. Play the video. Give students time to check their answers in pairs. Feed back as a class.

ANSWERS

1 1 d 2 e 3 a 4 c 5 f

2 1 F (speaking to a famous actor)
2 T
3 F (going in special costumes and watching performers)
4 T
5 F (swearing in the first two Grandmasters)

3 Ask students to work with a new partner. Tell them to plan for one of the events. Tell students to prepare a short presentation. Then ask each pair to present their ideas to another pair. Ask them to decide on the best features of each event. As feedback, ask students to report the best ideas for each event to the class.

Unit 12 Memory

- 1 Give a copy of the worksheet to each student. Put students into pairs and ask them to discuss the meaning of the words in bold. Feed back as a class. Ask students to make their predictions in preparation for the first task.
- 2 Ask students to read the task in section 1 of exercise 2. Play section 1 of the video, and pause to check if students' predictions were correct. Elicit further details about each story. Ask students to read the task in section 2. Play section 2, twice if necessary. Then give students time to check their answers with a partner. Check answers as a class.

ANSWERS

1 1 d 2 a 3 b 4 c

2 1 a job he used to have
2 her neighbour having problems with an old car
3 getting frustrated with having to wait at the petrol station
4 a certain perfume

3 Ask students to tick the items which trigger positive memory associations. Emphasize the need to focus on positive memories only. Put students into groups and tell them to discuss their memory associations. When doing feedback, elicit the most moving, the funniest and the happiest memories from each group.