NATIONAL GEOGRAPHIC LEARNING | CENGAGE Learning

TEDTALKS

Keynote

PROFICIENT

Teacher's Book



BRITISH COUNCIL
2016
ELTons
winner
Excellence in course innovation
In collaboration with
CAMBRIDGE ENGLISH Language Assessment

Diane Hall
WITH COMMUNICATIVE ACTIVITIES
by Karen Richardson

NATIONAL GEOGRAPHIC LEARNING | CENGAGE Learning

TEDTALKS

Keynote

Proficient Teacher's Book

Diane Hall

Communicative Activities by Karen Richardson

Keynote Proficient
Teacher's Book
Diane Hall
Karen Richardson

Publisher: Gavin McLean
Publishing Consultant: Karen Spiller
Project Manager: Karen White
Development Editor: Shona Rodger
Editorial Manager: Scott Newport
Head of Strategic Marketing ELT: Charlotte Ellis
Senior Content Project Manager: Nick Ventullo
Manufacturing Manager: Eyvett Davis
Cover design: Brenda Carmichael
Text design: MPS North America LLC
Compositor: MPS North America LLC
National Geographic Liaison: Leila Hishmeh
Audio: Tom Dick and Debbie Productions Ltd
DVD: Tom Dick and Debbie Productions Ltd

Cover Photo Caption: Mark Ronson speaks at TED2014, Session One - Liftoff! - The Next Chapter, March 17–21, 2014, Vancouver Convention Center, Vancouver, Canada. Photo: © Ryan Lash/TED.

© 2017 National Geographic Learning, a part of Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitising, taping, Web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, or applicable copyright law of another jurisdiction, without the prior written permission of the publisher.

For permission to use material from this text or product, submit all requests online at **www.cengage.com/permissions**

Further permissions questions can be emailed to **permissionrequest@cengage.com**

ISBN: 978-1-305-57961-3

National Geographic Learning
Cheriton House, North Way, Andover, Hampshire, SP10 5BE
United Kingdom

Cengage Learning is a leading provider of customized learning solutions with employees residing in nearly 40 different countries and sales in more than 125 countries around the world. Find your local representative at **www.cengage.com.**

Cengage Learning products are represented in Canada by Nelson Education Ltd.

Visit National Geographic Learning online at **ngl.cengage.com**

Visit our corporate website at **www.cengage.com**

CREDITS

Cover: © Ryan Lash/TED.

Photos: 206 © JG Photography/Alamy Stock Photo; 211 (l) © Bluiz60/Shutterstock.com; 211 (r) © Shanti Hesse/Shutterstock.com; 221 (l) © iDevicesinc; 221 (r) © epa european pressphoto agency b.v./Alamy Stock Photo.

Illustrations: MPS North America LLC

Text: pp 194–195 Beng Huat See for 'Arts education may be important, but the academic benefits are unproven', *The Conversation*, http://theconversation.com/arts-education-may-be-important-but-the-academic-benefits-are-unproven-50496

pp 213–215 Martin Klaffke and Robyn Johns for 'Managing across generations will deliver more productive workplaces', *The Conversation*, www.theconversation.com/managing-across-generations-will-deliver-more-productive-workplaces-46987

pp 218–220 Saima Noreen for 'The internet is eating your memory, but something better is taking its place', *The Conversation*, http://theconversation.com/the-internet-is-eating-your-memory-but-something-better-is-taking-its-place-47590

Contents

Introduction		4
1	Creativity	11
2	Hopes and fears	25
3	Perception	40
4	Human interaction	53
5	Economic resources	71
6	Practical design	84
7	Same but different	99
8	Food and sustainability	112
9	Internet sensation	129
10	The meaning of success	143
11	Learning and memory	160
12	Invention or innovation	175
Photocopiable tests		193
Tests answer key		222
Photocopiable communicative activities		231
Communicative activities teaching notes		255

Introduction

1 What is *Keynote*?

Keynote is a six-level, multi-syllabus English course that takes learners from Elementary level (A1) to Proficient (C2). It is suitable for all adults or young adults in higher education or in work who need English in their professional or personal lives. It is suitable for all teachers, however experienced – extensive teaching notes will help the inexperienced teacher plan lessons, while valuable background information, teaching tips and extension activities will be of great use to even the most experienced teacher.

The units in *Keynote* each take a TED Talk as their point of departure. These talks are given by speakers from all walks of life, countries and fields of work and provide a rich and varied basis for the teaching and learning of authentic English. See section 2 below for more about TED.

Each level contains enough material for between 90 and 120 hours' classroom work. Teachers can reduce this time by giving some preparation tasks to students to do at home (such as watching the TED Talks) or extend it with the extra activities in the teaching notes and the photocopiable communicative activities at the back of this book.

What are the components of *Keynote*?

Student's Book

- twelve units of five double-page lessons each (See section 3 on page 5 for details.)
- six double-page Review lessons, one after every two units
- a grammar summary and extra exercises to accompany each unit
- audioscripts and TED Talk transcripts
- DVD-Rom with all TED Talks, Vocabulary in context exercises, Presentation skills montages, and recordings for listening and pronunciation exercises

Workbook

- consolidation and extension of all the learning objectives in the Student's Book
- additional TED input via biographical information about the speakers featured in the Student's Book, playlists related to the featured talks and audio of podcasts given by members of the *Keynote* team
- six two-page Writing lessons that provide detailed practice of the kinds of texts that come up in the Cambridge exams. These process-based lessons help students generate ideas, provide them with a model, give them useful language, and help them plan, draft, revise and analyse.
- six two-page Presentation lessons that allow students to practise the presentation skills from the Student's Book and build up a bank of personalized presentation language

Teacher's Book

- full teaching notes for all the units and Review lessons, containing answers, TED Talk and audio transcripts, teaching tips, optional and alternative ways of dealing with the Student's Book exercises, extension activities and background information
- six photocopiable progress tests, with sections looking at the grammar, vocabulary, reading, speaking, writing and often listening presented in the previous two units, with answer key
- twenty-four photocopiable communicative activities, two for each unit, with full teaching notes, containing a variety of activities such as information gap, interactive crosswords and mingling. While most of the worksheets are copied and given to the students, some are to be cut into cards and given to the students. In these cases, it may be best to copy the page onto card (and possibly laminate it), so that the cards are sturdier and can be used several times if necessary.

Website

- video streaming of the TED Talks from the Student's Book, Vocabulary in context and Presentation skill montages
- worksheets organized by industry (e.g. manufacturing, tourism, education) and business function (e.g. human resources, marketing, research and development) that provide highly targeted practice of the language specific to the learners' field of work. They can be used in class or for self study.
- mid- and end-of-year tests
- Word versions of all the audio/video scripts and reading texts that can be 're-packaged' by teachers to create additional practice material or tests

2 What is TED?

TED is a non-profit organization based on the idea that many people from all areas of life have 'ideas worth spreading', and should be given a platform to spread those ideas. There are currently more than 2,000 TED Talks on the TED website, and new talks by leading thinkers and doers across a wide range of fields are constantly being added. TED originated at a conference in 1984 centred on Technology, Entertainment and Design, but the talks now cover far more than those three areas. The talks are given

by speakers from across the world, ranging from highly respected business leaders to school students, all of whom have an idea worth spreading. The talks can last as long as 18 minutes but are generally much shorter. By providing this platform, TED aims to 'make great ideas accessible and spark conversation'. For more on TED, see www.TED.com.

Why are TED Talks great for learning English?

TED Talks feature remarkable people communicating passionately and persuasively, and are a unique source of engaging and often amusing real language. The talks are intrinsically interesting, and are watched by millions of people around the world. In the ELT classroom they provide:

- motivating content that learners choose to watch in their leisure time for entertainment and edification
- educational content, i.e. students learn about the world as well as learning English
- authentic listening input
- exposure to different language varieties: *Keynote* has a mix of talks given by British English, American English, Australian speakers and includes a glossary in each TED Talk lesson to compare and contrast language (See Teaching tip 1 on page 6.)
- exposure to different accents (native, such as British and US, as well as non-native)
- up-to-date language
- ideal material for developing critical thinking skills
- probably the best models in existence for presentation skills

3 How do I teach with *Keynote*?

Unit structure

Each unit in the Student's Book contains five lessons around an overarching theme:

- the first provides an introduction to the TED Talk for the unit, including preparation by pre-teaching key vocabulary and practising skills that will help students when listening to authentic English
- the second is the TED Talk lesson where students watch and listen to the talk, both in its entirety and in short sections, and do further vocabulary work (mining the talk for interesting vocabulary and collocations) as well as work on critical thinking and presentation skills (See Teaching tip 2 on page 6.)
- the third is the grammar lesson, with real input in the form of an infographic that provides a context for the presentation of the grammar and practice, and ends in a spoken output using the new language
- the fourth lesson is based on a reading text, drawn from the theme of the unit and addressing real-life topics, with a variety of comprehension, reading skills and vocabulary exercises
- the last lesson in each unit focuses on functional language, and comprises listening and speaking with accompanying vocabulary work, as well as a section on writing, focusing on text type and writing skills

The grammar, reading and functional lessons in each unit have 21st century outcomes, i.e. the lessons provide and practise the skills and knowledge needed by students to succeed in their professional and personal lives in the 21st century.

The grammar, vocabulary and skills presented in each unit are practised further in the Review lessons after every two units. (See Teaching tip 3 on page 7.)

Grammar

Grammar is presented in a natural and clear context using an infographic, which means that there is not a huge amount of reading for the students to do in order to find the examples of the grammar. Students are led to understanding of the grammatical points through guided discovery, focusing on language from the infographic picked out in one or two grammar boxes, and studied through the use of concept check questions. Students are then directed to the Grammar summary at the back of the book to read about the grammar in more detail. The exercises accompanying the Grammar summaries focus mainly on form and can be done at this point before students tackle the exercises in the unit, which focus more on meaning and use, or they can be done for homework.

The Workbook consolidates the grammar presented in the Student's Book and extends it (often looking at more idiomatic grammar) in the 'Grammar Extra' exercises.

Vocabulary

There are three different categories of vocabulary presentation and practice in *Keynote*:

Key words

The Key words section always appears in the first lesson. In this section some of the words and phrases that are central to the TED Talk are matched with definitions in order to enable students to understand the talk more easily. Note that these words are sometimes above the relevant CEFR level. (See Teaching tip 4 on page 7.)

Vocabulary in context

The Vocabulary in context section always appears in the second lesson, after students have watched the TED Talk. Here, short excerpts which contain useful words, phrases or collocations are repeated and the lexical items are matched with synonyms and then practised in a personalization activity.

Vocabulary development

Further vocabulary work focuses on vocabulary relevant to the theme taken from the reading and listening texts, building on it in the form of work on lexical sets, phrases and collocation.

There is further work on vocabulary in context and the lexical sets of the units in the Workbook. Additionally, the Workbook provides more practice of wordbuilding and common collocations of a topic word.

Skills

Reading

Each unit has a reading lesson based on a contemporary and real-world text. The accompanying exercises cover reading comprehension, reading skills and vocabulary work, but also elicit a personal response to the content of the text.

Writing

There is a focus on writing in each final lesson, covering a text type and writing skill, such as using linking words. There are on-page models for students to analyse and follow in their own writing. Writing is further practised in the Workbook where there are six process-based, double-page lessons that provide detailed practice of the kinds of texts that come up in the Cambridge exams (matched to the level of the book).

Listening

Listening is a key component of the course and is dealt with in various ways. To help students deal with the authentic, native speaker-level language of the TED Talks, *Keynote* has a comprehensive authentic listening skills syllabus that – together with a focus on key words from the Talk and background information – allows students to understand listening material which is usually well above their productive level. (See Teaching tip 5 on page 7.) There is often listening in the grammar lessons, consolidating the new language, and there is also graded listening material in the final lesson of each unit, using a wide variety of listening comprehension task types.

Speaking

Each unit has a lesson that focuses specifically on functional and situational language that is relevant to working adults. This is supported by a useful language box containing a number of expressions relevant to the function or situation. There are also speaking activities throughout the units.

Pronunciation

There is a pronunciation syllabus, integrated with the grammar and speaking lessons where there is a relevant pronunciation area.

4 Teaching tips

The following teaching tips apply throughout the course. There are lesson-specific teaching tips through the units.

Teaching tip 1 Which variety of English?

This deals with the notes comparing North American and British English in the TED Talk lesson. Find out whether your students are interested in learning about the different pronunciation and vocabulary of these two varieties. Ask them what varieties of English they prefer to listen to (native and non-native) and why. Explore any prejudices the class may have around variety. Discuss students' long-term pronunciation goals and whether they hope to sound like native speakers or whether it is better to aim for a clear accent that reflects their identities more accurately. The conclusions to this discussion will determine what you do with the footnotes. If your students are very interested in the two varieties, you may decide to get them practising saying the words in the different accents. Similarly, where the spelling or vocabulary is different, you could encourage students to use the variety they feel most comfortable with in their learning, but ensure that they use one variety consistently.

Where students are interested, you could spend some time investigating the differences further. For example, with spelling differences, you could ask the students to look for patterns (in the glossaries in the book or using online dictionaries). They should be able to identify patterns such as the *-or/-our* ending in North American *color/favor* and British *colour/favour*. With differences in vocabulary, you could encourage students to speculate on how the differences have come about, e.g. is *sidewalk* a more literal word than *pavement*?

Teaching tip 2 Developing presentation skills

After students have watched a TED Talk in each unit, they focus on a particular aspect of presentation skills such as 'using props' or 'being concise'. Before embarking on the Presentation skills sections, it's probably worth finding out from your students the kinds of situations when they might have to present (in their first language or in English). Many of your students will need to present information at work and students in academic situations will have to present their research. Even students who don't often give presentations will benefit from presenting in your class because it's an opportunity to build confidence in speaking in English and to develop a key communication skill.

At first, some of your students might not feel comfortable with giving presentations in English. That's why many of the presentations tasks in *Keynote* can be done in pairs, with students taking turns to present to each other. As the course progresses, you could ask students to present to larger groups and once they are more confident, to the whole class.

Remember to allow plenty of preparation time for the presentations. Often it's a good idea to set a presentation task and ask students to work on it for homework before they give their presentation in the next lesson. It's also useful to provide students with preparation strategies such as making notes on pieces of card to refer to, rehearsing in front of a mirror or presenting to family and friends at home. You will find more tips on setting up and delivering classroom presentations in the relevant part of each unit of this Teacher's Book.

Teaching tip 3 **Using the Review lessons**

The Review lesson is an opportunity for reflection and consolidation. Encourage students to see the benefits of reviewing recently encountered language as a means to strengthening their learning and for diagnosing which areas they need to study again.

The Review lessons could be set as homework, but by doing them in class you will be available to clarify areas of difficulty, answer questions and see for yourself where students are doing well or not so well. Ask students how hard they found the exercises as a means of diagnosing what needs reviewing more thoroughly. Also, consider putting students in small groups to work through the grammar, vocabulary, speaking and writing activities on their own while you conduct one-to-one sessions with individuals. Speak to students to find out how they are progressing, what they need to work on, whether they are experiencing any difficulties in the class or any other matters.

Teaching tip 4 **Key words**

One way of dealing with the Key words activity in the first lesson of each unit is to write the key words on the board. Read out the first definition and nominate a student to say the correct word. If they guess correctly, read out the second definition and nominate another student to guess that word. Continue until they have matched all the words and their definitions in this way. However, whenever a student guesses incorrectly, start from the very beginning again and read out the first definition, nominating a different student each time. The activity ends once the class has correctly matched all the words and definitions in a row without any mistakes.

Teaching tip 5 **Dealing with difficult listening activities**

The TED Talks are authentic English and may be challenging for some students, which can be a cause of frustration. Here are some ideas to increase your students' ability to deal with authentic language:

- Don't miss out any of the pre-listening exercises in the first lesson, such as Key words or Authentic listening skills. These are designed to make listening easier.
- Students need time before and after listening to prepare and compare: before, to read the task, ask questions and to predict possible answers, and after, to write their answers and to compare them with a partner.
- Time for writing answers is particularly important when watching clips rather than listening because it is hard to watch the video and write at the same time. This is one reason the TED Talks are broken into small segments.
- Let students read the transcript while they listen or watch.
- Isolate the few seconds of the audio or video where the answer to a question lies and let students listen to it a number of times.
- It's hard in long clips to keep concentrating all the time, so pause just before an answer comes up in order to warn students that they should refocus.
- There are ways of changing the speed that video is played back. You may want to investigate how to slow down talks slightly for your students using certain media players.
- If a task is difficult, make it easier. For example, if students have to listen for a word to fill gaps, you could supply the missing words on the board, mixed up, for them to choose.
- Celebrate the successes, however small. If a student hears only one thing, praise them for that. Don't supply extra information which you heard but they did not, unless you have a good reason.
- Remind them now and again of the advice they read about listening to authentic speech in the first lesson of each unit, especially the advice not to try to understand every word, to stay relaxed and to keep listening. Reassure them that listening improves with repeated practice and that the best thing they can do for their listening skills is to persevere.

Unit walk through

Unit opener

Three keys to understanding authentic listening input



2 Hopes and fears

Sprinter's prayer at a track competition, Annapolis, United States

BACKGROUND

KEY WORDS

AUTHENTIC LISTENING SKILLS Listening for songs

TEDTALKS

MEGAN WASHINGTON is a popular Australian singer and songwriter. She has won two ARIA Awards, the Australian equivalent of the Grammys, and was a judge on the TV singing talent show *The Voice*, in Australia. Her 2010 album *I Believe You Lied* went platinum. In this talk she reveals a secret about a fear that she has not shared publicly before – that she has a stutter – and explains how singing helps her with this.

Megan Washington's idea worth spreading is that for all of us **there is a way to overcome our fears and find a medium to** express ourselves.

16

19

TED Talk lesson

TED Talks are great for discussion, vocabulary, critical thinking and presentation skills



2.1 Why I live in mortal dread of public speaking

TEDTALKS

PRESENTATION SKILLS Being authentic

VOCABULARY IN CONTEXT

CRITICAL THINKING Winning your audience over

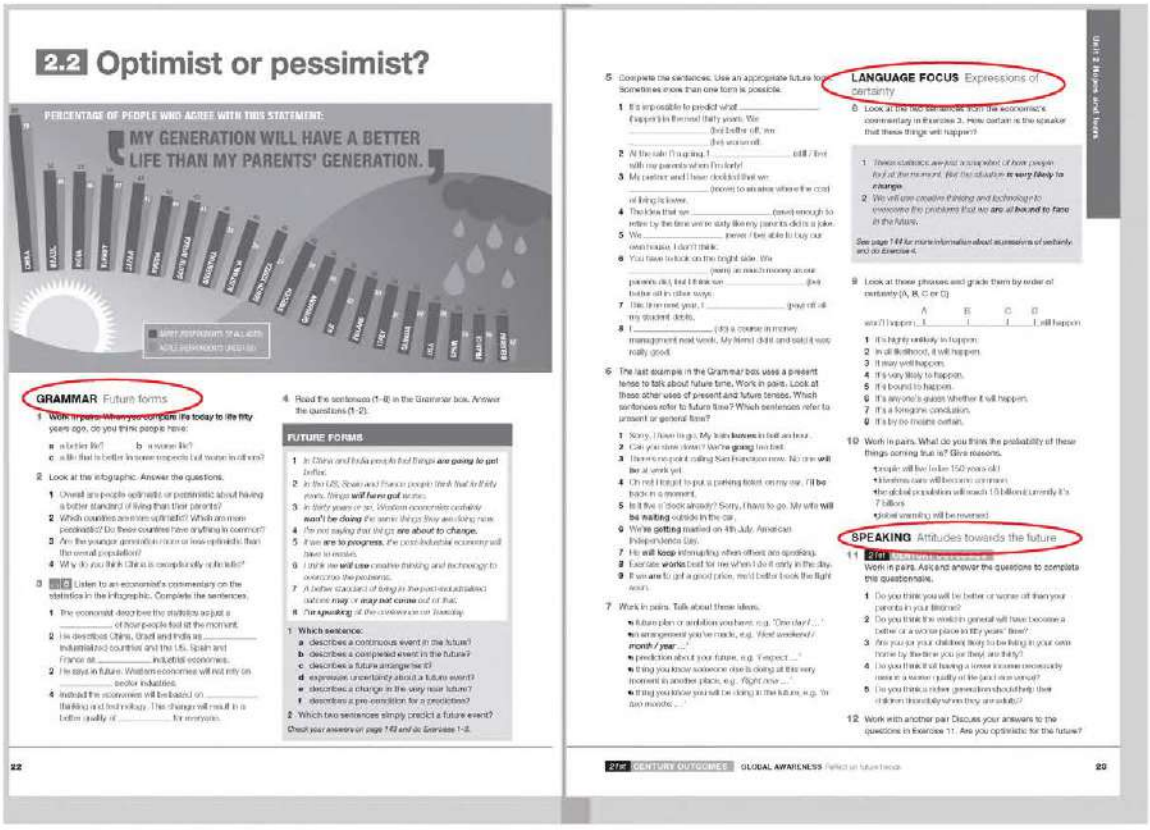
TIPS

20

21

Grammar

Grammar is presented in real-world contexts and practised for real-world outcomes



2.2 Optimist or pessimist?

PERCENTAGE OF PEOPLE WHO AGREE WITH THIS STATEMENT:

"MY GENERATION WILL HAVE A BETTER LIFE THAN MY PARENTS' GENERATION."

GRAMMAR Future forms

1 Work in pairs. When you compare life today to life fifty years ago, do you think people have:

a a better life? b a worse life?

c a life that is better in some respects but worse in others?

2 Look at the infographic. Answer the questions.

1 Overall are people optimistic or pessimistic about having a better standard of living than their parents?

2 Which countries are more optimistic? Which are more pessimistic? Do these countries have anything in common?

3 Are the younger generation more or less optimistic than the overall population?

4 Why do you think China is exceptionally optimistic?

3 2.2 Listen to an economist's commentary on the statistics in the infographic. Complete the sentences.

1 The economist describes the statistics as just a _____ of how people feel at the moment.

2 He describes China, Brazil and India as _____ industrialised countries and the US, Spain and France as _____ industrial economies.

3 He says in future, Western economies will not rely on _____ sector industries.

4 Instead the economies will be based on _____ thinking and technology. The change will result in a better quality of _____ for everyone.

4 Read the sentences (1–8) in the Grammar box. Answer the questions (1–2).

FUTURE FORMS

1 *In China and India people think things* ***are going to*** *get better.*

2 *In the US, Spain and France people think that in fifty years, things* ***will have got*** *worse.*

3 *In fifty years or so, Western economies certainly* ***won't be doing*** *the same things they are doing now.*

4 *I'm not saying that things* ***are about to change.***

5 *It can* ***be to progress.*** *If a post-industrial economy will have to evolve.*

6 *I think we* ***will use*** *creative thinking and technology to overcome the problems.*

7 *A better standard of living in the post-industrialised nations* ***may*** *or* ***may not come*** *out of that.*

8 *I'm* ***speaking*** *at the conference on Tuesday.*

1 **Which sentence:**

a describes a continuous event in the future?
b describes a completed event in the future?
c describes a future arrangement?
d expresses uncertainty about a future event?
e describes a change in the very near future?
f describes a pre-condition for a prediction?

2 Which two sentences simply predict a future event?

Check your answers on page 143 and do Exercises 1–3.

5 Complete the sentences. Use an appropriate future form. Sometimes more than one form is possible.

1 It's impossible to predict what _____ (happen) in the next thirty years. We _____ (find) the cure for _____ (not vaccine) all _____ (not / be) able to buy our own house. I don't think.

2 At the sale I'm signing, I _____ (still / live) with my parents when I'm forty!

3 My partner and I have decided that we _____ (move) to an area where the cost of living is lower.

4 The idea that we _____ (save) enough to retire by the time we're sixty like my parents did is a joke.

5 We _____ (never / be) able to buy our own house. I don't think.

6 You have to look on the bright side. We _____ (earn) as much money as our parents did, but I think we _____ (live) better all in other ways.

7 This time next year, I _____ (pay) off all my student debts.

8 I _____ (do) a course in money management next week. My friend did it and said it was really good.

6 The last example in the Grammar box uses a present tense to talk about future time. Work in pairs. Look at these other uses of present and future tenses. Which sentences refer to future time? Which sentences refer to present or general time?

1 Sorry, I have to go. My train **leaves** in half an hour.
2 Can you slow down? We're **going** too fast.
3 There's no point calling Sam Hamilton now. No one **will** be at work yet.
4 Oh no! I forgot to put a parking ticket on my car. I'll **be** back in a moment.
5 Is it five o'clock already? Sorry, I have to go. My wife **will be waiting** outside in the car.
6 We're **getting** married on 4th July. American Independence Day.
7 He **will keep** interrupting when others are speaking.
8 Exercise **works** best for me when I do it early in the day.
9 If we are to get a good price, we'd better book the flight soon.

7 Work in pairs. Talk about these ideas.

- future plan or ambition you have, e.g. *'One day I ...'*
- an arrangement you've made, e.g. *'Next weekend/ month / year ...'*
- prediction about your future, e.g. *'I expect ...'*
- thing you know someone else is doing at this very moment in another place, e.g. *'Right now ...'*
- thing you know you will be doing in the future, e.g. *'In two months ...'*

LANGUAGE FOCUS Expressions of certainty

8 Look at the two sentences from the economist's commentary in Exercise 3. How certain is the speaker that these things will happen?

1 *These statistics are just a snapshot of how people feel at the moment. But the situation* ***is very likely to change.***
2 *We will use creative thinking and technology to overcome the problems that we* ***are all bound to face*** *in the future.*

See page 144 for more information about expressions of certainty and do Exercise 4.

9 Look at these phrases and grade them by order of certainty (A, B, C or D).

A	B	C	D
and I'll happen	I	I	I will happen

1 It's highly unlikely to happen.
2 In all likelihood, it will happen.
3 It may well happen.
4 It's very likely to happen.
5 It's bound to happen.
6 It's anyone's guess whether it will happen.
7 It's a foregone conclusion.
8 It's by no means certain.

10 Work in pairs. What do you think the probability of these things coming true is? Give reasons.

- people will live to be 150 years old
- driverless cars will become common
- the global population will reach 10 billion (currently it's 7 billion)
- global warming will be reversed

SPEAKING Attitudes towards the future

11 21st Century Outcomes p. 25

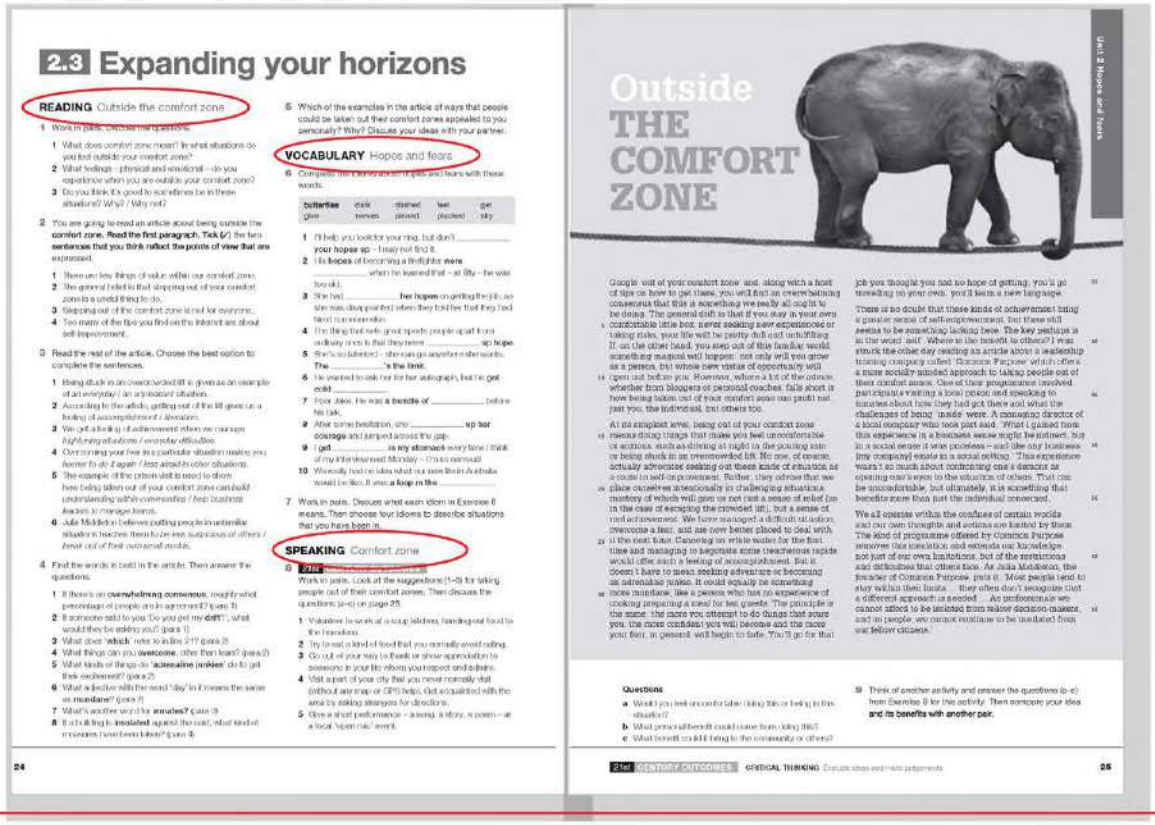
Work in pairs. Ask and answer the questions to complete the questionnaire.

1 Do you think you will be better or worse off than your parents in your lifetime?
2 Do you think the world in general will have become a better or a worse place in fifty years' time?
3 Are you or your children likely to be living in your own home by the time you (or they) are thirty?
4 Do you think it will have a lower income necessarily mean a worse quality of life (and vice versa)?
5 Do you think richer generations should help their children financially when they are adults?

12 Work with another pair. Discuss your answers to the questions in Exercise 11. Are you optimistic for the future?

Reading and vocabulary

Contemporary, real-world texts are exploited for reading skills, vocabulary and interest



2.3 Expanding your horizons

READING Outside the comfort zone

1 Work in pairs. Discuss the questions.

1 What does *comfort zone* mean? In what situations do you feel outside your comfort zone?
2 What feelings – physical and emotional – do you experience when you are outside your comfort zone?
3 Do you think it's good to sometimes be in these situations? Why? / Why not?

2 You are going to read an article about being outside the **comfort zone. Read the first paragraph. Tick (✓)** the two **sentences that you think reflect the points of view that are** expressed.

1 There are few things of value within our comfort zone.
2 The general belief is that stepping out of your comfort zone is a useful thing to do.
3 Stepping out of the comfort zone is not for everyone.
4 Too many of the tips you find on the Internet are about self-improvement.

3 Read the rest of the article. Choose the best option to complete the sentences.

1 Being stuck in an overcrowded lift is given as an example of an *everyday* / an *unpleasant* situation.
2 According to the article, getting out of the lift gives us a feeling of *accomplishment* / *liberation*.
3 We get a feeling of achievement when we *manage to fight many of our fears* / *overcome difficulties*.
4 Overcoming your fear in a particular situation makes you *harder to do it again* / *less afraid in other situations*.
5 The example of the prison visit is used to show how being taken out of your comfort zone can *build understanding within communities* / *help business leaders to manage teams*.
6 Julia Middleton believes putting people in unfamiliar situations teaches them to *be less suspicious of others* / *break out of their cultural molds*.

4 Find the words in bold in the article. Then answer the questions.

1 If there's an **overwhelming consensus**, roughly what percentage of people are in agreement? (para 1)
2 If someone said to you 'Do you get my **drift**?', what would they be asking you? (para 1)
3 What does '**which**' refer to in line 21? (para 2)
4 What things can you **overcome**, other than fears? (para 2)
5 What kinds of things do '**sclerosine snikes**' do to get their excitement? (para 2)
6 What is the verb with the word 'day' in it means the same as **mundane**? (para 3)
7 What's another word for **annuities**? (para 3)
8 If a city is **insulated** against the cold, what kind of measures have been taken? (para 3)

5 Which of the examples in the article of ways that people could be taken out their comfort zones appealed to you personally? Why? Discuss your ideas with your partner.

VOCABULARY Hopes and fears

6 Complete the collocations (1–10) and fears with these words.

butterflies	dark	doomed	fear	get
give	nerves	present	(no)hope	sky

1 I'll help you look for your ring, but don't _____ your hopes up – I may not find it.
2 His **hopes** of becoming a firefighter **were** _____ when he learned that – at fifty – he was too old.
3 She has _____ **her hopes** on getting the job, so she was disappointed when they told her that they had hired someone else.
4 I'm the type that sets great sports people apart from ordinary ones is that they never _____ up **hope**.
5 She's so talented – she can go anywhere in the sports. The _____**'s the limit.**
6 He wanted to ask for her autograph, but he **got** cold _____
7 Poor Jake. He was a **bundle of** _____ before his talk.
8 After some hesitation, she _____ **up her courage** and jumped across the gap.
9 I get _____ **in my stomach** every time I think of my interview next Monday – I'm so nervous!
10 Wisely, had no idea what a new life in Australia would be like. It was a **leap in the** _____

7 Work in pairs. Discuss what each idiom in Exercise 6 means. Then choose four idioms to describe situations that you have been in.

SPEAKING Comfort zone

8 Make notes for the questions (1–5).

Work in pairs. Look at the suggestions (1–5) for taking people out of their comfort zones. Then discuss the questions (a–c) on page 25.

1 Volunteer to work at a soup kitchen, handing out food to the homeless.
2 Try to eat a kind of food that you normally avoid eating.
3 Go out of your way to thank or show appreciation to someone in your life whom you respect and admire.
4 Visit a part of your city that you never normally visit (without any map or GPS help). Get acquainted with the area by asking strangers for directions.
5 Give a short performance – a song, a story, a poem – at a local 'open mic' event.

Outside THE COMFORT ZONE

Google 'out of your comfort zone' and, along with a host of tips on how to get there, you will find an overwhelming consensus that this is something we really all ought to be doing. The general drift is that if you stay in your own comfortable little box, never seeking new experiences or taking risks, your life will be pretty dull and unfulfilling. If, on the other hand, you step out of this familiar world something magical will happen: not only will you grow as a person, but whole new vistas of opportunity will open out before you. However, where a lot of the advice, whether from bloggers or personal coaches, falls short is here being taken out of your comfort zone can profit not just you, the individual, but others too.

At its simplest level, being out of your comfort zone means doing things that make you feel uncomfortable or anxious, such as driving at night in the pouring rain or being stuck in an overcrowded lift. No one, of course, actually advocates seeking out these kinds of situations as a route to self-improvement. Rather, they advise that we place ourselves intentionally in challenging situations, mastery of which will give us not just a sense of relief (as in the case of escaping the crowded lift), but a sense of real achievement. We have managed a difficult situation, overcome a fear, and are now better placed to deal with it the next time. Canoeing on white water for the first time and managing to negotiate some treacherous rapids would offer such a feeling of accomplishment. But it doesn't have to mean seeking adventure or becoming an adrenaline junkie. It could equally be something more mundane, like a person who has no experience of cooking preparing a meal for two guests. The principle is the same: the more you attempt to do things that scare you, the more confident you will become and the more your fears in general will begin to fade. You'll go for that job you thought you had no hope of getting, you'll go travelling on your own, you'll learn a new language.

There is no doubt that these kinds of achievement bring a greater sense of self-improvement. But there still seems to be something lacking here. The key perhaps is in the word *self*. Where is the benefit to others? I was struck the other day reading an article about a leadership training company called 'Common Purpose' which offers a more socially minded approach to taking people out of their comfort zones. One of their programmes involved participants visiting a local prison and speaking to inmates about how they had got there and what the challenges of being 'inside' were. A managing director of a local company who took part said, 'What I gained from this experience in a business sense might be indirect, but in a social sense it was priceless – and like any business [my company] exists in a social setting.' This experience wasn't so much about reducing one's distance or opening one's eyes to the situation of others. That can be uncomfortable, but ultimately, it is something that benefits more than just the individual concerned.

We all operate within the confines of certain worlds and our own thoughts and actions are limited by them. The kind of programme offered by Common Purpose removes this insulation and extends our knowledge not just of our own limitations, but of the restrictions and difficulties that others face. As Julia Middleton, the founder of Common Purpose, puts it: 'Most people tend to stay within their limits ... they often don't recognise that a different approach is needed ... As professionals we cannot afford to be isolated from major decision-makers, and as people, we cannot continue to be insulated from our fellow citizens.'

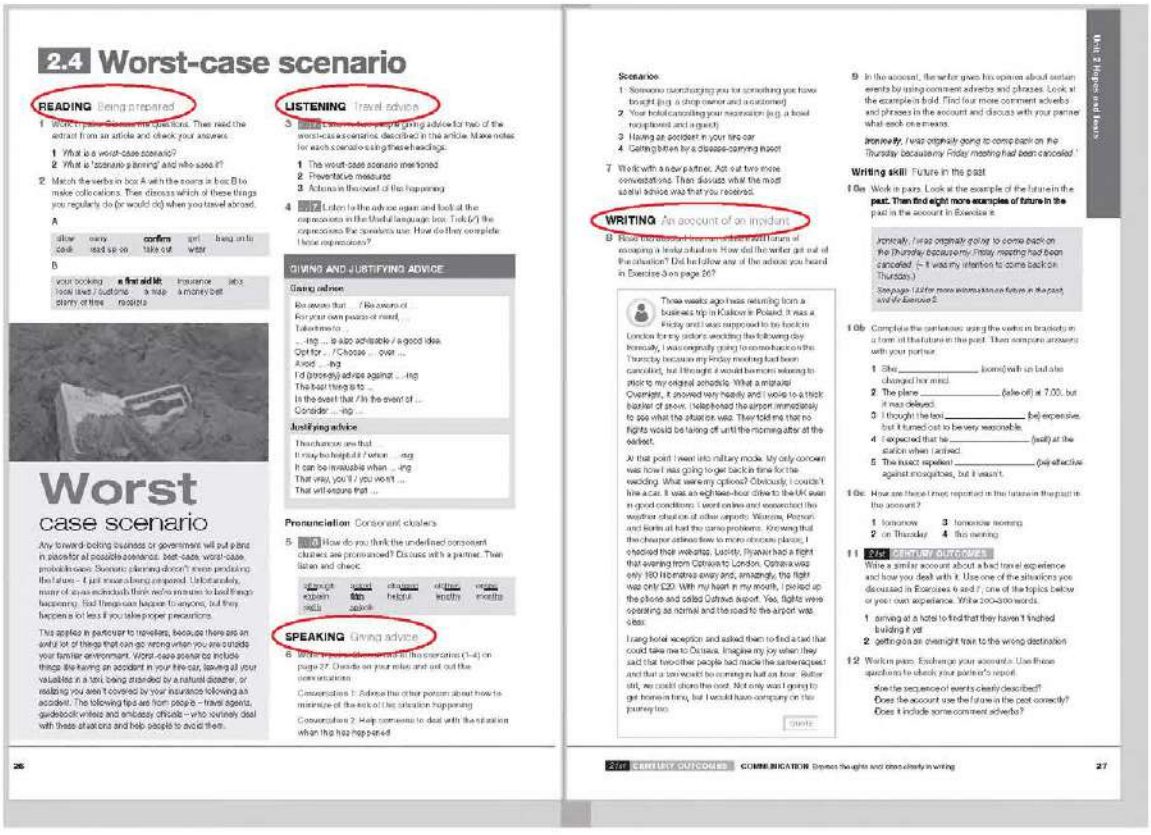
Questions

a Would you feel uncomfortable taking this or being in this situation?
b What personal benefit could come from doing this?
c What benefit could it bring to the community or others?

9 Think of another activity and answer the questions (a–c) from Exercise 8 for this activity. Then compare your idea and its benefits with another pair.

Listening, speaking and writing

Functional language is presented via common, everyday situations where students need to interact in English



2.4 Worst-case scenario

READING Being prepared

LISTENING Travel advice

SPEAKING Giving advice

GIVING AND JUSTIFYING ADVICE

Pronunciation Consonant clusters

WRITING An account of an incident

Writing skill Future in the past

GRAMMAR

VOCABULARY

SPEAKING

IMPROVE YOUR WRITING Sequencing words and connectors

Review

Language and skills are practised via texts about innovative organizations



Review 1 | UNITS 1 AND 2

READING

VOCABULARY Idioms with *look*

GRAMMAR

VOCABULARY

SPEAKING

IMPROVE YOUR WRITING Sequencing words and connectors

1 Creativity

UNIT AT A GLANCE

THEME: Creativity and how we express it in our everyday lives

TED TALK: *Do schools kill creativity?* Sir Ken Robinson talks about the imperative in schools to focus almost entirely on academic subjects like maths and languages at the expense of the creative subjects like dance and music

AUTHENTIC LISTENING SKILLS: Rhythm and stress

CRITICAL THINKING: The speaker's aims

PRESENTATION SKILLS: Using humour

GRAMMAR: Definite and indefinite time

LANGUAGE FOCUS: Expressions with statistics

VOCABULARY: Creativity collocations

PRONUNCIATION: Emphasis and de-emphasis

READING: *What I talk about when I talk about running, Sing while you work*

LISTENING: A company choir

SPEAKING: Creativity survey, Learning from experience, Describing likes and talents

WRITING: A progress report

WRITING SKILL: Nominalization

LEAD IN

- **Optional step.** If this is the very first lesson of a new course with a new coursebook, you might want to start the lesson with a 'getting to know each other / *Keynote*' activity. Here are two suggestions:

1 Write all the students' names on separate slips of paper and put them in a container. Shake them up and walk round the class, asking each student to take a slip of paper. Once they have done that, they find the student whose name they have and they sit down together. (If they draw their own name or that of someone they know, they should draw another slip.) Then give the pairs a limited time (no more than five minutes) to find out what they can about their partners, but they should try to discover something interesting, e.g. any unusual places the student has travelled to, if they have any different hobbies/interests/talents. At the end of the five minutes, nominate individual students to tell the class something about their partners, preferably something interesting.

2 Tell students that they are going to familiarize themselves with the organization of *Keynote Proficient*. Explain to the class every unit in *Keynote* begins with a TED Talk. Ask students if they are familiar with TED Talks and if they have ever watched one. Give them about fifteen minutes to browse through the Student's Book and find the following:
   - a photo that they find particularly intriguing
   - a TED Talk that they think they will find of personal interest
   - a topic that they think is particularly pertinent to today's world
   - a grammar point that they find tricky and need to work on
   - a writing text type that is likely to be useful in their work or studies.

- **Optional step**. Books closed. Ask students to work in pairs to write a definition of creativity. Elicit the different definitions and discuss them as a class.
- Books open. Ask students to open their books at page 8 and look at the photo. Elicit suggestions as to how it illustrates the notion of creativity. (The photo shows an artist at work. He appears to be copying an existing picture, though, possibly onto the pavement, so it could be considered that this is not actually a creative activity.)
- Give students the title of the TED Talk (*Do schools kill Creativity?*) and ask for initial reactions. Would they answer yes or no to the question?

TEDTALKS

BACKGROUND

1

- Ask the class to read the text about Sir Ken Robinson and his talk. If necessary, clarify the following words: *knighted (to knight)* meaning given the rank of knight by the queen, a very high honour, and allowed to use the title *Sir*, *innate* meaning within/inside oneself.
- Put students in small groups to discuss the questions. Then encourage them to share their answers with the class, justifying their ideas.

Answers

1 He has focused on creativity within the educational system.

2 It means 'not allowing creativity to be expressed or developed'.

3 Students' own answers, but possibly the inclusion of fewer academic subjects in education and more that are creative, such as art and music.

KEY WORDS

2

- The aim of this section in every unit is to pre-teach some of the key words students will need to know in order to understand the TED Talk. It will also help them prepare to think about the main themes of the talk.
- Ask students to read through sentences 1–6 (without looking at a–f) and try to guess the meaning of the words in context. Elicit some suggestions and write them on the board. Then students can check to see if any of their ideas are in a–f. (Alternatively, you could follow the procedure outlined in Teaching tip 4 on page 7 of the Introduction.)
- Students can compare their answers with a partner and explain their choices before you check with the class.

Answers

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

- **Optional step.** To further check comprehension, ask follow-up questions: *What kind of behaviour would you expect from a child with **ADHD**? Can you think of a recent **contention** made by the government that you agree with? What was your favourite **humanities** subject at school? Can you think of someone who has been **stigmatized** in the media recently?*

AUTHENTIC LISTENING SKILLS

Rhythm and stress

3a

- Books closed. Explain that English is a stress-timed language. Ask if anyone can describe what that means.
- Books open. Ask students to check their ideas with the Authentic listening skills box on page 9.
- Ask them if they know what the alternative to stress timing is, and explain that it's syllable timing, i.e. where each syllable takes approximately the same amount of time. Common syllable-timed languages are French, Spanish, Italian, Turkish and Japanese, and common stress-timed languages are English, Russian, Arabic and Finnish.

TEACHING TIP

Tap that stress!

You can illustrate stress timing quite easily by building up a phrase that you 'tap out' to students; start with something simple, tapping on each underlined syllable (content word) below:

a small black cat sitting down

Then increase the syllables in the words, but keeping the same time for each stressed syllable:

a little ginger cat sitting on the chair

These two phrases should take approximately the same amount of time to say.

- 1.1 Tell students to read and listen to the extract from the TED Talk, underlining the words and syllables that are stressed.

Answer

What these things have in common, you see, is that kids will take a chance. If they don't know, they'll have a go. Am I right? They're not frightened of being wrong.

3b

- 1.1 **Optional step.** Play the extract again for students to listen. Encourage them to tap out the stressed syllables.
- Students work in pairs to practise saying the extract with stress timing.

3c

- 1.2 Tell students that they now have to listen for the stressed words in another extract and complete it. Play the recording, twice if necessary.
- Get students to check their answers in pairs.

Answers

1 don't 2 say 3 wrong 4 same 5 creative 6 do 7 not 8 prepared 9 wrong 10 never 11 original

Note: Remind your students to watch the TED Talk at home before you move on to Unit 1.1 in the class. Ask them to think about Ken Robinson's definition of creativity.

1.1 Do schools kill creativity?

TEDTALKS

1

- Books closed. Ask students what Ken Robinson's definition of creativity is (*having original ideas that have value*) and how similar this is to their definitions from the last lesson.
- Books open. Ask students to read the sentences and try to complete them from their memory of the talk.
- 1.1 Play the first part of the TED Talk from 0.12–5.25 for students to check their answers and complete any they couldn't remember.

Answers

1 literacy 2 lesson 3 sent 4 frightened/afraid/scared 5 stigmatize 6 creativity 7 child, English 8 girlfriend, pleased

Extra activity

Frank sent ...

Check that students understand the joke in 3 above, i.e. that the little boy had interpreted *frankincense* as *Frank sent*. Ask if students have any stories of this kind of verbal misinterpretation, and then tell them about a story (possibly not true) from World War 1, where an order was given at the front to a messenger to be relayed to headquarters. The message had to be passed from person to person, and the message that arrived at the headquarters was *Send three-and-four pence, we're going to a dance*. Tell students that 'three-and-four pence' is a sum of money, and ask them to work in small groups to try to decipher the message. What it should be is *Send reinforcements, we're going to advance*.

Transcript

0.12 *So I want to talk about education and I want to talk about creativity. My contention is that creativity now is as important in education as literacy, and we should treat it with the same status. (Applause) Thank you. That was it, by the way. Thank you very much. (Laughter) So, fifteen minutes left. (Laughter) Well, I was born ... no. (Laughter)*

0.45 *I heard a great story recently – I love telling it – of a little girl who was in a drawing lesson. She was six, and she was at the back, drawing, and the teacher said this little girl hardly ever paid attention, and in this drawing lesson, she did. And the teacher was fascinated. She went over to her, and she said, 'What are you drawing?' And the girl said, 'I'm drawing a picture of God.' And the teacher said, 'But nobody knows what God looks like.' And the girl said, 'They will, in a minute.' (Laughter)*

1.20 *When my son was four in England – Actually, he was four everywhere, to be honest. (Laughter) If we're being strict about it, wherever he went, he was four that year. He was in the nativity play. Do you remember the story? He didn't have to speak, but you know the bit where the three kings come in? Now they come in bearing gifts and they bring gold, frankincense and myrrh. This really happened. We were sitting there and they, I think, just went out of sequence, because we talked to the little boy afterward and we said, 'You OK with that?' And he said, 'Yeah, why? Was that wrong?' They just switched. I think that was it. Anyway, the three boys came in, little four-year-olds with tea towels on their heads, and they put these boxes down, and the first boy said, 'I bring you gold.' And the second boy said, 'I bring you myrrh.' And the third boy said, 'Frank sent this.' (Laughter)*

2.18 *What these things have in common, you see, is that kids will take a chance. If they don't know, they'll have a go. Am I right? They're not frightened of being wrong. Now, I don't mean to say that being wrong is the same thing as being creative. What we do know is, if you're not prepared to be wrong, you'll never come up with anything original – if you're not prepared to be wrong. And by the time they get to be adults, most kids have lost that capacity. They have become frightened of being wrong. And we run our companies like this, by the way. We stigmatize mistakes. And we're now running national education systems where mistakes are the worst thing you can make. And the result is that we are educating people out of their creative capacities. Picasso once said this, he said that all children are born artists. The problem is to remain an artist as we grow up. I believe this passionately, that we don't grow into creativity, we grow out of it. Or rather, we get educated out of it. So why is this?*

3.20 *I lived in Stratford-on-Avon until about five years ago. In fact, we moved from Stratford to Los Angeles. So you can imagine what a seamless transition, you know, this was. (Laughter) Actually, we lived in a place called Snitterfield, just outside Stratford, which is where Shakespeare's father was born. Are you struck by a new thought? I was. You don't think of Shakespeare having a father, do you? Do you? Because you don't think of Shakespeare being a child, do you? Shakespeare being seven? I never thought of it. I mean, he was seven at some point. He was in somebody's English class, wasn't he? (Laughter) How annoying would that be? (Laughter) 'Must try harder.' (Laughter) Being sent to bed by his dad, you know, to Shakespeare, 'Go to bed, now!' You know, to William Shakespeare. 'And put the pencil down.' (Laughter) 'And stop speaking like that.' (Laughter) 'It's confusing everybody.' (Laughter)*

4.32 *Anyway, we moved from Stratford to Los Angeles, and I just want to say a word about the transition, actually. My son didn't want to come. I've got two kids; he's twenty-one now, and my daughter's sixteen. He didn't want to come to Los Angeles. He loved it, but he had a girlfriend in England. This was the love of his life, Sarah. He'd known her for a month. (Laughter) Mind you, they'd had their fourth anniversary by then, because it's a long time when you're sixteen. Anyway, he was really upset on the plane, he said, 'I'll never find another girl like Sarah.' And we were rather pleased about that, frankly – (Laughter) because she was the main reason we were leaving the country. (Laughter)*

5.25 *But something strikes you when you move to America and when you travel around the world. Every education system on Earth has the same hierarchy of subjects. Every one. Doesn't matter where you go. You'd think it would be otherwise, but it isn't. At the top are mathematics and languages, then the humanities, and at the bottom are the arts. Everywhere on Earth. And in pretty much every system too, there's a hierarchy within the arts. Art and music are normally given a higher status in schools than drama and dance. There isn't an education system on the planet that teaches dance every day to children the way we teach them mathematics. Why? Why not? I think this is rather important. I think maths is very important,*

but so is dance. Children dance all the time if they're allowed to, we all do. We all have bodies, don't we? Did I miss a meeting? I mean ... (Laughter) Truthfully, what happens is, as children grow up, we start to educate them progressively from the waist up. And then we focus on their heads. And slightly to one side.

6.20 If you were to visit education, as an alien, and say 'What's it for, public education?' I think you'd have to conclude, if you look at the output, you know, who really succeeds by this, who does everything that they should, who gets all the brownie points, you know, who are the winners – I think you'd have to conclude the whole purpose of public education throughout the world is to produce university professors. Isn't it? They're the people who come out the top. And I used to be one, so there. You know, (Laughter) and I like university professors, but you know, we shouldn't hold them up as the high-water mark of all human achievement. They're just a form of life, you know, another form of life. But they're rather curious, and I say this out of affection for them. There's something curious about professors. In my experience – not all of them, but typically, they live in their heads. They live up there, and slightly to one side. They're disembodied, you know, in a kind of literal way. They look upon their body as a form of transport for their heads. (Laughter) You know. Don't they? It's a way of getting their head to meetings. (Laughter)

7.31 Our education system is predicated on the idea of academic ability. And there's a reason. The whole system was invented, round the world, there were no public systems of education, really, before the 19th century. They all came into being to meet the needs of industrialism. So the hierarchy is rooted on two ideas. Number one, that the most useful subjects for work are at the top. So you were probably steered benignly away from things at school when you were a kid, things you liked, on the grounds you would never get a job doing that. Is that right? Don't do music, you're not going to be a musician; don't do art, you won't be an artist. Benign advice – now, profoundly mistaken. The whole world is engulfed in a revolution. And the second is academic ability, which has really come to dominate our view of intelligence, because the universities designed the system in their image. If you think of it, the whole system of public education around the world is a protracted process of university entrance. And the consequence is that many highly talented, brilliant, creative people think they're not, because the thing they were good at at school wasn't valued, or was actually stigmatized. And I think we can't afford to go on that way.

8.36 In the next 30 years, according to UNESCO, more people worldwide will be graduating through education than since the beginning of history. Suddenly, degrees aren't worth anything. Isn't that true? When I was a student, if you had a degree, you had a job. If you didn't have a job, it's because you didn't want one. And I didn't want one, frankly, so ... (Laughter) But now kids with degrees are often heading home to carry on playing video games, because you need an MA where the previous job required a BA, and now you need a PhD for the other. It's a process of academic inflation. And it indicates the whole structure of education is shifting beneath our feet. We need to radically rethink our view of intelligence.

9.18 We know three things about intelligence. One, it's diverse. We think about the world in all the ways that we experience it. We think visually, we think in sound, we think kinesthetically. We think in abstract terms, we think in movement. Secondly, intelligence is dynamic. If you look at the interactions of a human brain, as we heard yesterday from a number of presentations, intelligence is wonderfully interactive. The brain isn't divided into compartments. In fact, creativity – which I define as the process of having original ideas that have value – more often than not comes about through the interaction of different disciplinary ways of seeing things. And the third thing about intelligence is, it's distinct.

10.00 I'm doing a new book at the moment called 'Epiphany', which is based on a series of interviews with people about how they discovered their talent. I'm fascinated by how people got to be there. It's really prompted by a conversation I had with a wonderful woman who maybe most people have never heard of, she's called Gillian Lynne. Have you heard of her? Some have. She's a choreographer, and everybody knows her work. She did 'Cats' and 'Phantom of the Opera'. She's wonderful. I used to be on the board of The Royal Ballet, in England, as you can see. Anyway, Gillian and I had lunch one day and I said, 'How did you get to be a dancer?' And she said it was interesting. When she was at school, she was really hopeless. And the school, in the '30s, wrote to her parents and said, 'We think Gillian has a learning disorder.' She couldn't concentrate; she was fidgeting. I think now they'd say she had ADHD. Wouldn't you? But this was the 1930s, and ADHD hadn't been invented, you know, at this point. It wasn't an available condition. (Laughter) You know, people weren't aware they could have that. (Laughter) Anyway, she went to see this specialist.

11.03 So, this oak-panelled room, and she was there with her mother, and she was led and sat on this chair at the end, and she sat on her hands for 20 minutes while this man talked to her mother about all the problems Gillian was having at school. And at the end of it, because she was disturbing people; her homework was always late; and so on, little kid of eight. In the end, the doctor went and sat next to Gillian, and said, 'Gillian, I've listened to all these things that your mother's told me, I need to speak to her privately.' So he said, 'Wait here. We'll be back; we won't be very long,' and they went and left her. But as they went out of the room, he turned on the

radio that was sitting on his desk. And when they got out the room, he said to her mother, 'Just stand and watch her.' And the minute they left the room, she said, she was on her feet, moving to the music. And they watched for a few minutes and he turned to her mother and he said, 'You know, Mrs Lynne, Gillian isn't sick; she's a dancer. Take her to a dance school.'

11.57 *I said, 'What happened?' She said, 'She did. I can't tell you,' she said, 'how wonderful it was. We walked in this room and it was full of people like me. People who couldn't sit still. People who had to move to think.' Who had to move to think. They did ballet; they did tap; they did jazz; they did modern; they did contemporary. She was eventually auditioned for the Royal Ballet School; she became a soloist; she had a wonderful career at the Royal Ballet. She eventually graduated from the Royal Ballet School, founded her own company, the Gillian Lynne Dance Company, met Andrew Lloyd Webber. She's been responsible for some of the most successful musical theatre productions in history, she's given pleasure to millions, and she's a multi-millionaire. Somebody else might have put her on medication and told her to calm down. (Applause)*

12.37 *What TED celebrates is the gift of the human imagination. We have to be careful now that we use this gift wisely and that we avert some of the scenarios that we've talked about. And the only way we'll do it is by seeing our creative capacities for the richness they are and seeing our children for the hope that they are. And our task is to educate their whole being, so they can face this future. By the way – we may not see this future, but they will. And our job is to help them make something of it. Thank you very much. (Applause)*

Background information

Nativity plays

Ken Robinson talks about a nativity play that his son was in. This is a very common pre-Christmas event at primary schools throughout the United Kingdom. The children put on a play recounting the story of Joseph of Nazareth and Mary going to Bethlehem for a census, and the birth of Jesus. The play is usually performed for parents.

- Note the differences in British English and North American English shown at the foot of the spread. In this unit, these focus on vocabulary and spelling differences. See Teaching tip 1 on page 6 of the Introduction for ideas on how to present and practise these differences.

2

- Check that students have appreciated that a lot of Ken Robinson's presentation was humorous, and ask them to go through the points in Exercise 1, classifying them into serious points and jokes/anecdotes.
- Check answers, and ask if students can explain the humour in the jokes.

Answers

1 S 2 J/A 3 J/A 4 S 5 S 6 S 7 J/A 8 J/A

In 2, the humour is the little girl's response, i.e. that she believes she has really drawn God.

In 3, the joke is a pun on the word frankincense; see the Extra activity on page 13.

In 7, the humour is in imagining Shakespeare as a child – he is such a towering literary figure that the idea of his being at school in an English class is a little ridiculous.

In 8, the unintended juxtaposition of the family moving to Los Angeles just after the son had got together with his girlfriend prompts the suggestion that she was responsible for the move, which is clearly not the case.

3

- Ask students to take notes while they listen/watch to answer the questions.
- ▶1.1 Play the second part of the talk from 5.25–7.31.
- Give students a few minutes after they've watched to expand on their notes, then ask them to discuss their ideas in pairs.
- Ask pairs to share their answers with the class.

Suggested answers

1 They all have the same 'hierarchy of subjects' (mathematics and languages are at the top, then humanities, then the arts).

2 Mathematics and languages are at the top; arts subjects are at the bottom, and within the arts subjects, drama and dance are 'below' art and music.

3 He thinks there's no logic to the hierarchy/order of subjects, e.g. dance being below maths in the hierarchy, and that there's too much focus on the subjects at the 'top'.

4 To produce university professors.

5 They live in their heads. By this, Ken Robinson means that their work is cerebral and academic, rather than physical. He also says that they live 'slightly to one side' suggesting they favour the side of the brain responsible for maths, logic, etc. rather than that responsible for emotion and creativity.

4

- Ask students to read the sentences and select the correct option before they watch, if they can.
- ▶1.1 Play the talk from 7.31–9.18 for students to check their answers.

Answers

1 industrialism 2 music 3 talented 4 a job 5 inflation

5

- Tell students that they should identify the three adjectives that Ken Robinson uses to describe intelligence.

• ▶1.1 Play the fourth part of the talk from 9.18–10.00, then ask students which adjectives were used.

• If most students have identified the correct adjectives, play the extract a second time for them to match the adjectives with the definitions. If they have had difficulty identifying the adjectives, tell them to listen specifically for adjectives beginning with *di-/dy-* and play the extract again.

• Ask students to match the adjectives and definitions in pairs.

Answers

1 diverse – c 2 dynamic – a 3 distinct – b

6

• Ask students to read through the notes about Gillian Lynne quickly before they watch, and encourage them to fill in any answers they think they know. The first letters of the missing words should help.

• ▶1.1 Play the fifth part of the talk from 10.00 to the end, allowing students a couple of minutes to complete their answers.

Answers

1 *Cats* 2 concentrate 3 ADHD 4 specialist
5 Sat 6 radio 7 dancing 8 think 9 Royal
10 founded 11 multimillionaire 12 calm 13 down

• Ask students what the 'moral' of the story is, i.e. why Ken Robinson felt it was a useful illustration. (*It shows that some kinds of intelligence do not respond to the typical school model of sitting quietly and working.*)

• **Optional step.** Ask students to work in pairs and reconstruct the story of Gillian Lynne from the notes, taking three or four headings each.

VOCABULARY IN CONTEXT

7

• The approach of this *Vocabulary In Context* may be new to your students (and also to you) so explain how it works: you are going to play extracts from the TED Talk. When the video reaches a particular word, a multiple-choice question will appear on the screen and students should choose the correct meaning of the word from a choice of three definitions. There are different ways in which to deal with the answers to the questions and you may vary your approach from unit to unit. One way is to ask students to call out their answers as the questions appear; the only danger with this is that more confident students may dominate the question and answer session. Another alternative is for students to work alone and write down the five answers. Then they can compare their answers with a partner before you play the talk again and check the answers as a whole class.

• ▶1.2 Play the clips from the talk. When each multiple-choice question appears, pause the video so students can choose the correct definition.

Transcript and subtitles

1 If they don't know, they'll ***have a go****.*
- ***a*** *become upset*
- ***b*** *make an attempt*
- ***c*** *do something different*

2 But something ***strikes you*** *when you move to America and when you travel around the world.*
- ***a*** *makes a strong impression on you*
- ***b*** *makes you feel confused*
- ***c*** *increases your understanding*

3 ... who does everything that they should, who ***gets all the brownie points*** *...*
- ***a*** *gets the credit*
- ***b*** *gets good results*
- ***c*** *gets the benefits later on*

4 But they're rather curious, and I say this ***out of affection for them****.*
- ***a*** *because I respect them*
- ***b*** *because I feel sorry for them*
- ***c*** *because I like them*

5 Our education system ***is predicated on*** *the idea of academic ability.*
- ***a*** *is traditionally concerned with*
- ***b*** *gives preference to*
- ***c*** *is based on*

6 And it indicates the whole structure of education is ***shifting*** *beneath our feet.*
- ***a*** *moving*
- ***b*** *collapsing*
- ***c*** *becoming more rigid*

7 It's really ***prompted*** *by a conversation I had with a wonderful woman ... Gillian Lynne.*
- ***a*** *connected to*
- ***b*** *a result of*
- ***c*** *a part of*

8 She couldn't concentrate; she was ***fidgeting****.*
- ***a*** *making small, impatient movements*
- ***b*** *making dancing movements*
- ***c*** *making movements with her hands*

Answers

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

Background information

Brownie points

The expression *get (all the) brownie points* means to get credit for doing something; similarly *lose brownie points* means to lose merit in someone's eyes. It is generally thought that the term *brownie points* originates from points accrued for achievements in the organization The Brownies, which in the UK is a younger version of Girl Guides (the female equivalent of Scouts).

TEACHING TIP

Exploring etymology

If your students are interested in language and linguistics, then occasionally looking at the origin of words and expressions can help them to remember the language.

8

- ▶1.3 Play the clips from the talk. As the recording pauses at the gap in each sentence, pause the video and ask students to think about which word can fill the gap and note their answers.
- Start the video again for students to check their answers.

Answers and transcript

1 We're now running national education systems where **mistakes** are the worst thing you can *make*.

2 I **believe** this *passionately*, that we don't grow into creativity, we grow out of it.

3 We moved from Stratford to Los Angeles. So you can imagine what **a** *seamless* **transition** this was.

4 Don't do art, you won't be an artist. Benign advice – now, *profoundly* **mistaken**.

5 The whole system of public education around the world is **a** *protracted* **process** of university entrance.

6 We need to *radically* **rethink** our view of intelligence.

7 She's been **responsible** *for* some of the most successful musical theatre productions in history.

8 We have to be careful now that we **use this gift** *wisely*.

Note: Make sure that students realize that the collocations used are just the choices of the speaker. It is quite possible that other words could fill the gap, and their answers may well be correct. Be sure to check them and praise any correct answers. (See Teaching tip below.)

TEACHING TIP

Collocations

Make sure that your students are aware that collocations can range from completely fixed to very loose. For example, in number 1 in Exercise 8, the collocation is *make mistakes*. This is a fixed collocation and we are unlikely to use any other verb with *mistakes*, when we mean simply 'performing' one. On the other hand, number 3 is a much looser collocation and we would be just as likely to say *a smooth transition*. For each of these collocation exercises, it is worth exploring the collocations further. Other possibilities in this exercise would be, for example: 2 *believe … firmly*, 4 *completely mistaken*, 5 *a lengthy process*, 8 *use this gift carefully*.

9

- The aim of this exercise is to make sure students can use some of the new vocabulary in a personal context.
- Ask students to complete the sentences in pairs in their own words. Monitor to help them with ideas.
- Ask students to share and discuss some of their sentences.

Possible answers

1 … been bungee jumping. / cooked a lobster. / videoed myself.

2 … how friendly everyone is. / the fact that it's so multicultural. / the amount of green space there is in cities.

3 … being a parent is easy / a degree entitles them to a job / money will make them happy …

4 Becoming a US citizen / Having wisdom teeth out / Buying a house …

CRITICAL THINKING The speaker's aims

10

- Put students in pairs or small groups to decide on Ken Robinson's main aim. They can select from the options given or add their own idea.
- Discuss the question as a class. Some students may think that his main aim was to entertain, but others may feel that the amount of humour distracted from the aim of persuading people that creativity should be given a chance.

11

- Ask students to read the two comments and decide whether they agree with the writers or not.
- Use the posts as an opportunity to have a discussion in the class about the importance of creativity.

PRESENTATION SKILLS Using humour

12

- Put students in groups of about four. One pair in each group should list the benefits of using humour in a talk, while the other pair should list the disadvantages. Give them a few minutes to make their lists.
- Ask the pairs to form back into their groups and to discuss their points.

13

- Ask students to look at the Presentation tips box and to compare their ideas from Exercise 12 with those in the box. Do they agree with the points in the box?

14

- ▶1.4 Play the clip from the talk.
- When the clip has finished, ask students to match the points in the Presentation tips box to the clip. Which ones does the joke illustrate?

Answers

The joke about Ken Robinson's son's girlfriend is from a personal anecdote, and others can easily relate to it, especially parents. It's part of his informal and humorous style, which is likely to relax people, and it isn't likely to offend anyone (except the girlfriend!). We don't know whether it has been 'tested' but the manner in which it is delivered suggests that this isn't the first time that it has been told. It could, however, be seen as a distraction as it isn't part of the flow of the talk.

15

- Ask students to think back to their school life and to select one of the topics from the list. They should select one on which they have something to say, and also can remember a funny story about.
- Tell them to make a few notes about what they want to say, and their story, and to check the points in the Presentation tips box.

16

- Put students in small groups to present their points. They should take the opportunity to practise their presentation, try to fit it into a minute only, and take on board any constructive criticism regarding the humour from their group.
- Invite a few students to give their presentations to the class.

▶ Set Workbook pages 4–5 for homework.

1.2 What've you been up to?

GRAMMAR Definite and indefinite time

1

- Books closed. Write the prompts in 1 and 2 on the board and put students in pairs to discuss them. Encourage them to think 'creatively'!

Suggested answers

1 writing a letter to get something done, organizing a workspace, contributing to advertising materials, suggesting improvements to systems

2 playing an instrument, singing, dancing, creative writing, sewing/knitting, woodwork, drawing/painting, photography, growing flowers or vegetables, cooking

2

- When students have had a few minutes, ask each pair to join another pair and compare their ideas. Elicit a few ideas and discuss any interesting ones as a class.
- Ask the groups to discuss whether they think it's important to have creative activities in their lives, and why.

3

- Books open. Ask students to look at the infographic and see whether the suggestions they made in Exercise 1 are covered.
- Allow them a few minutes to read the statistics and the questions, then they can discuss the questions in pairs.
- Invite students to share their answers with the class.
- You could ask them where they think people participate most in creative activities, e.g. in the home, in evening classes.

Answers

1 They feel it's important (80% say creativity is key to economic growth and 66% say it's valuable to society), but that it's not given enough attention at work (75% say they are under pressure at work to be productive rather than creative) and school (59% say the education system stifles creativity).

2 Students' own answers. (Students may be surprised that only 15% of respondents have shared their own photographs, which may be age-related. They may also be surprised that cooking doesn't seem to be considered as creative.)

4

- Direct students' attention to the Grammar box. Tell them to answer the questions a–e.
- Students can check their answers and overall understanding of definite and indefinite time by turning to the Grammar summary on page 140. If you feel that students need more controlled practice before continuing, direct them to Exercises 1–4 in the Grammar summary. Otherwise, you could continue on to Exercise 5 in the unit and set the Grammar summary exercises for homework.

Answers

a sentences 3 & 6 b sentences 1 & 2 c sentence 5 d sentence 4 e sentence 2

Answers to Grammar summary exercises

1

1 played 2 listened, was driving 3 has had, bought 4 has lived, has never been 5 gave, was touring 6 has had 7 have enjoyed 8 've been trying

2

1 Have you been waiting 2 I've just been looking 3 Have you seen 4 I've sorted 5 I've been meaning 6 I haven't had 7 I haven't seen 8 I've owned 9 I haven't ridden 10 it has been raining

3

1 ever 2 yet/before 3 this week / for months 4 for months / this week, so far / yet 5 just 6 In the last five years / Lately / So far

4

(Suggested answers)

2 Patients have been waiting up to 14 weeks for a hospital appointment.

3 A man has crossed the Atlantic in a Canadian canoe.

4 Businesses have been told to be more transparent about (their) special offers.

5 Schoolchildren have been targeted by mobile phone thieves.

5

- Ask students to look at the pairs of sentences. Explain that the sentences in each pair either have a different meaning/ focus or different time of speaking.
- Let them compare their answers in pairs before checking their answers.

Answers

1 In the first option she is still alive / still writing; in the second she is either no longer alive or has retired from writing.

2 In the first option, the person is thanking their host just after the event, possibly on leaving it; in the second the thanks are given some time after the event.

3 In the first option the focus is on the duration or the activity, which is probably not finished; in the second the focus is on the completion of the activity.

4 In the first option the speaker still has the camera; in the second they no longer have it.

5 In the first option the focus is on the activity; in the second the focus is on what has been achieved.

6 In the first option the conversation is complete; in the second the suggestion is that the conversation will continue at some point.

6

- **Optional step.** If your students are not confident in this language area, give them a few minutes to work through the dialogue individually and write in the answers.
- Ask students to work in pairs to read the dialogue together. Check answers by getting one or two pairs to read the dialogue out.

Answers

1 Have you ever made 2 made 3 've built 4 haven't done 5 did you have 6 has been going 7 told 8 Have you ever knitted 9 has knitted 10 's been experimenting

Extra activity

Have you ever made ...?

Note: Scissors are needed for this activity.

Put students in pairs and tell them to write a similar dialogue, then to copy it, but leaving a blank where the verbs should be. They should try to use each of the verb forms they've been practising at least once. When they've finished, they should cut their gapped dialogues into exchanges and jumble them up. Put students into groups of four, i.e. two pairs, and ask them to exchange their cut-up dialogues. Each pair should reconstruct the dialogue they've been given and write in the verbs.

7

- Ask students to choose the correct options individually. They can check with a partner before you go through the answers as a class.
- Check that students understand why the other expression in each pair is incorrect, e.g. for 1, *before* would have to go at the end of the question, and for 2 *since* needs to be followed by a time rather than a period, e.g. *since 2001 / since I left school*.

Answers

1 ever 2 for six years 3 so far 4 over the last ten years 5 just 6 yet 7 this week 8 before 9 all my life 10 lately

8

- Ask students to complete the table with the time expressions they chose in Exercise 7.

Answers

1 ever, so far, before

2 for six years, over the last ten years, yet, all my life

3 just, this week, lately

LANGUAGE FOCUS Expressions with statistics

9

- Explain that when we talk about statistics we use specific language, and quite a lot of collocations.

Teaching tip: Collocations, Unit 1, page 17

- Ask students to work through the sentences in pairs, choosing the correct word in each case. Before you check the answers as a class, you could get students to read the explanation in the Grammar summary on page 141, and go back and correct any answers necessary.

Answers

1 majority 2 proportion 3 handful 4 fraction 5 negligible 6 small 7 relatively 8 Hardly 9 every 10 in

• If you feel that students need more controlled practice before doing Exercise 10, ask them to complete Exercise 5 in the Grammar summary.

Answers to Grammar summary exercise

5

1 vast 2 proportion 3 amount 4 few 5 significant 6 hardly 7 fraction 8 deal

10

• Ask students to write three sentences about the infographic using the expressions in Exercise 9.

• Once they have written their sentences, ask them to compare the sentences with a partner.

Suggested answers

The majority of people surveyed feel that creativity is key to economic growth.

A significant proportion say they are under pressure to be productive rather than creative at work.

A tiny fraction have sung solo or in a group.

SPEAKING Creativity survey

11 *21st* CENTURY OUTCOMES

• If possible, put students in different pairs so they all work with partners they are not so familiar with.

• Tell students to ask and answer the questions in the survey, noting down their partner's answers.

12

• Focus students' attention on question 1, and ask students to give their partner's answer. List on the board the number of students whose schools emphasized the creative arts.

• Do the same with all the questions, simply listing the number of yes answers on the board for questions 1–4, but adding details for questions 5 and 6.

• Give students a few minutes to think of two or three conclusions they can make about their class using the information on the board and the expressions in Exercise 9. To fulfil the 21st century outcome of eliciting and analysing information, tell them to focus on the most relevant information.

Extra activity

Write a report

Ask students to write the relevant information into a brief report about their class. They should use the report in Exercise 5 in the Grammar summary on page 142 to help them. They can do this in pairs in the class, otherwise it can be done for homework, and possibly displayed in the class in the next lesson.

▶ Photocopiable communicative activity 1.1: Go to page 231 for further practice of definite/indefinite time and a tenses overview.

▶ Set Workbook pages 6–7 for homework.

1.3 How talent thrives

READING What I talk about when I talk about running

1

• **Optional step.** Books closed. Ask students to consider their own work or studies, and in particular to think about the conditions (both physical and mental) in which they work most efficiently and have their best ideas (e.g. morning/afternoon, with a deadline looming / when they aren't under pressure, on their own / in a team, with music in the background / with silence). Get them to discuss these aspects in pairs, and make a few notes that they can refer to through the course of the lesson.

• Books open. Ask students to read Exercise 1 and think about why they think some people realize their talents and others never do so.

• Elicit answers from the class and note their ideas on the board.

Suggested answers

Some reasons for people not realizing their talent might be: not having the determination to put failures behind them and keep trying; being a fairly introvert character who doesn't like pushing themselves forward; not knowing where to go or who to approach in order to realize their talent; not having any luck (i.e. being in the right place at the right time).

2

• Ask students to read the extract by Haruki Murakami. They should read it quite quickly the first time.

• In pairs, ask them to discuss whether their ideas in Exercise 1 are reflected in the text at all (both the ideas in the Optional step if you did it, and the ideas on the board).

• Ask them to decide on the three keys to successfully exploiting talent that Murakami discusses, and to write definitions for them.

Suggested answers

focus, i.e. the ability to concentrate your talents on whatever you're doing at a particular moment

endurance, i.e. being able to focus and work over long periods of time

training, i.e. improving focus and endurance through practice

Background information

Haruki Murakami

Japanese author Haruki Murakami was born in Kyoto in 1949. Before the publication of his most famous novel, *Norwegian Wood*, in 1987, he and his wife Yoko ran a jazz bar in Tokyo. In 1979 they sold the bar and left Japan, eventually settling in the United States. Murakami has written many novels, as well as short stories and non-fiction, and he is known for his surrealist, fantasy style. He is one of the best known Japanese authors outside of Japan. His memoir, *What I talk about when I talk about running*, was published in 2008.

3

- Give students a few minutes to read the article again, more carefully this time.
- Ask them to choose the best answers, and to underline the part of the text that indicates the answer.

Answers

1 b (talent ... the person involved can't control its amount or quality. ... Talent has a mind of its own and wells up when it wants to, and once it dries up, that's it.)

2 b (the next most important quality ... is focus. Without that you can't accomplish anything of value, while, if you can focus effectively, you'll be able to compensate for an erratic talent or even a shortage of it.)

3 c (... gradually you'll expand the limits of what you're able to do. Almost imperceptibly you'll make the bar rise ... the results will come.)

4 a (... even if he didn't write anything, he made sure he sat down at his desk every single day and concentrated.)

4

- Give students a few minutes to discuss the questions in pairs or small groups.
- Open the discussion to the whole class and elicit some ideas.

Suggested answers

Murakami thinks that talent alone is not enough – we need to focus, work hard and apply discipline in order to be successful.

Another possible answer might be that a creative job is just like any other in requiring hard work and discipline.

5

- Ask students to find the words and expressions in the text and to try to work out their meanings from context.
- Then, in pairs, they should demonstrate that they understand the words and expressions by answering the questions and discussing them together.
- Monitor pairs as they are doing this to check that they have understood correctly.

Suggested answers

1 pre-requisite (line 5) = something that must be in place for something else to happen. In the case of marriage this could be, e.g. respect for each other, similar beliefs and ambitions in life, a sense of humour.

2 well up (line 10) = when an emotion overwhelms us and comes to surface, expressed by tears, anger, etc. When an emotion wells up we might suddenly burst into tears, shout, laugh, etc.

3 erratic (line 22) = not steady, irregular or unpredictable. It probably wouldn't be fun to play tennis with someone whose game was erratic because you wouldn't know what to expect next.

4 hands down (line 28) = fully, completely, without a doubt. If someone won a game or match hands down, it means it was a comprehensive win.

5 imperceptible (line 38) = hardly noticeable. If changes are imperceptible, then it's likely that very little has changed or that the changes are minor.

6 a must (line 39) = an essential ingredient/thing. Patience is a must in jobs that involve working with children or animals, for example.

VOCABULARY Creativity collocations

6

- Explain to students that the collocations here are fairly loose, but also quite common.
- Tell students to match the columns, and check quickly round the class.

Answers

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

7

- Ask students to complete the gaps in the sentences with an appropriate verb from 1–9 in Exercise 6. Make sure they are aware that the collocations are slightly different here, but that the contexts will help them.
- Tell them not to worry about the fact the sentences are incomplete.

Answers

1 had 2 broke with 3 took up 4 come at 5 come up with

8

- When you have checked Exercise 7, tell students to work with a partner and discuss ways of completing the sentences.
- Stop students after about five minutes. Accept any reasonable ideas, but then direct students to page 176 at the back for them to compare their answers with the reality.

SPEAKING Learning from experience

9 *21st* CENTURY OUTCOMES

- Give students a few minutes to think about the points in the list and make notes about their work, studies or leisure activities under the four headings. Encourage them to write one lesson/thing they have learned in each area.
- Encourage students to reflect on their learning and think critically about how effective/successful it has been.

10

- Put students in small groups for them to discuss their notes from Exercise 9.
- Encourage students to be open and to offer advice or constructive criticism to each other in order to fulfil the 21st century outcome of reflecting critically on learning experiences and processes.

Set Workbook pages 8–9 for homework.

1.4 It's not really my thing

READING Sing while you work

1

- Books closed. Write the two questions in the exercise on the board, or just read them to students.
- Ask students to discuss the questions in pairs, then discuss them as a class.

Suggested answers

1 If people feel bored or disengaged, then morale is likely to be low, and that could result in lower productivity and lower profits.

2 Students' own answers (e.g. perks such as a company car or a canteen with reduced prices, ways of relaxing at work, e.g. yoga or pilates sessions in the lunch break, more involvement with decision making at a relevant level)

- Books open. Ask students to read the short text about forming a choir at work. Was that something they thought of in question 2?

2

- Point out the last line of the text, and tell students that the participants listed various benefits of forming a choir at work.
- Ask students to suggest what kind of benefits might have been mentioned. List ideas on the board.
- Direct students to page 175 to read the statements from some participants in the scheme, and to compare these with their answers.

LISTENING A company choir

3

- Explain that students listen for the general gist of the conversation and the participants' attitudes to the choir when they listen for the first time.
- 3 Play the recording. Students complete the chart.

Transcript

A: *What do you think of the choir idea, then?*

B: *I'm really in favour of it, actually. I can't sing to save my life, but it sounds like fun … What about you? You're into music, aren't you?*

A: *Well, yeah, in the sense that I really like listening to music … and going to gigs, but I'm not sure I want to sing that kind of music.*

B: *What kind of music?*

A: *You know, church choral music or … or music from a musical. That's not really my kind of thing.*

B: *What, so you aren't going to audition for it?*

A: *No, I think I will. I'm quite curious … but I'll be surprised if I get picked. I'm not great at singing either.*

B: *Oh, come on. I've heard you sing. You're a natural.*

A: *Er … I'd hardly say that, but it sounds fun. I have to say, I do like the idea of creating something from nothing … you know, the buzz you get from building something from scratch with other people. I reckon that aspect of it would be really rewarding.*

B: *Yes, that's exactly what appeals to me too … All right, well hope to see you there then …*

Answers

Who	Speaker A (Woman)	Speaker B (Man)
likes the idea?	not sure	yes
can sing?	yes	no
wants to participate?	yes	yes

4

- Tell students that they are going to listen again, this time for the language used. Tell them to tick the phrases that they hear.
- 3 Play the recording again.
- Check the correct phrases with the class.

Answers

I'm (really) in favour of / against … I (do/really) like / love …
It's / That's not (really) my (kind of) thing … You're a natural.
I'm no good at … / I'm not great at … I can't … to save my life.

Pronunciation Emphasis and de-emphasis

5a

- Ask students to look at the sentences and think about which words are stressed. You could play the conversation from Exercises 3 and 4 again to help them.

• Tell students to listen and underline the stressed words. Point out that they should be listening for emphatic stress, not normal sentence stress.

• 04 Play the recording.

• **Optional step.** Have students repeat the phrases focusing on the stressed syllables.

Answers and transcript (with stress underlined)

1 I do love a good musical.
2 The idea quite appeals to me, actually.
3 I really have no talent for playing music.
4 Classical music's not really my thing.
5 I'm quite good at singing, but I'm not keen on performing.

• Point out the following to the students:
  – When we use *do/does* in an affirmative clause, we are usually emphasising the verb, and *do/does* takes emphatic stress.
  – We always stress *really* when it is used for emphasis, either to strengthen the proposition as in 3 above, or to tone it down, as in 4 above.

5b

• Write *I'm quite good at singing* on the board, and say it without stressing *quite*. Then underline *quite* and repeat the clause with stress on *quite*. Ask if students can hear the difference first, then ask if they know the difference in meaning.

Answer

The adverb *quite* can mean different things according to whether it is stressed or not. When it is unstressed, it has the meaning of *fairly/rather*, so *I'm quite good at singing* is a straight assessment with *quite* strengthening *good*. If however, it is stressed, as in 5 above, it weakens the adjective and means 'not very much'.

SPEAKING Describing likes and talents

6

• Ask students to suggest other possible group activities that could be done in workplaces, as in the choir in the text.

• Write a few suggestions on the board, then put students in pairs to select one of the activities and discuss how it could be organized.

Suggested answers

Students could suggest sporting activities, which could take place after work with teams from different departments. Another possibility would be exercise such as yoga or pilates, which could take place in meeting rooms at lunchtime. More creative activities could be suggested, such as growing plants (flowers or vegetables) in convenient places in and around the building, with different departments taking responsibility for different areas.

7

• Reorganize the pairs so that each student is working with a different partner. They start by presenting their chosen activity to each other.

• Then refer students to the conversation in Exercise 3 and the expressions in the Useful language box. Tell them they are going to discuss the activities that they have just presented, in order to work out whether they are suited to the activities and would like to sign up.

TEACHING TIP

Reorganizing pairs

If you want students to swap partners quickly to move to a different stage in an activity, there are several ways of doing it, depending on your classroom layout. If the desks are in rows, then students can move from working with the person next to them to working with the one behind / in front of them. If your class has a less traditional layout and students can move around, you could ask students to designate an A and a B in each pair, and then tell them to change partners so that they are working with another student with the same letter, i.e. AA, BB.

WRITING A progress report

8

• Explain that the report is looking at the progress of a couple of initiatives.

• Ask students to read the report quickly and answer the questions.

Answers

The initiatives had the desired results (to make the workplace more stimulating and to hold monthly 'theme days'.)

9

• Put students in pairs. Tell them to read the report again and to discuss together the function of each paragraph.

Answers

Paragraph 1 outlines the purpose of the report.

Paragraphs 2 and 3 summarize the two different theme days that have taken place.

Paragraph 4 describes the response to the theme days.

Paragraph 5 gives the next step.

• **Optional step.** Ask students to underline the occurrences of the present perfect in the report, and explain why it has been used in each case. (*This is a short report on the progress we have made since the decision …* = the progress from a particular time until the present, but the project is unfinished. *We have held two theme days so far* = events in an unfinished time period; more theme days can be held. After this, the descriptions of the theme days and the response to them is

in the past. *A 'Happy Work Environment' group has also been formed ...* = action in indefinite past, with an impact on the present. *No specific research has been conducted yet ...* = unfinished time; research will be conducted. *Details have yet to be finalized ...* = unfinished time; details will be finalized.)

Writing skill Nominalization

10a

- Explain that nominalization is using nouns instead of verbs to express an action.
- Tell students that they will start practising this by looking at how nouns and verbs can relate, and transforming nouns into verbs. Point out that if an adjective is used with the noun form, it will become an adverb when used with the verb.
- Tell them to rewrite the sentences in Exercise 10a.
- Students can check their answers and overall understanding of nominalization by turning to the Grammar summary on page 141.

Answers

1 Employees responded extremely positively to both initiatives.

2 94% of participants said they appreciated the theme days.

3 A group has also been formed to come up with ways we can improve the office space.

4 We intend to organize a contest involving various physical activities.

- If students are having difficulty with this concept and the transformations, get them to do Exercise 6 from the Grammar summary in class; otherwise they can do it for homework. They can also do Exercise 7 (which covers all the grammar of the unit) at this stage, or at the end of the lesson.

Answers to Grammar summary exercise

6

1 Brazil has given confirmation of its participation in the talks.

2 Not everyone agreed with the report's recommendations / the recommendations in the report.

3 Researchers published their findings after careful analysis of the data.

4 There is opposition from environmentalists to the expansion of the UK's airport capacity.

5 There has been a demand from businesses for the reduction of corporation tax / that there should be a reduction in corporation tax.

6 We have made a commitment to the improvement of working conditions in our factories.

7

1 ~~have had~~ → had 2 ~~been owing~~ → owed 3 ~~has it taken~~ → did it take 4 ~~since~~ → for 5 ~~quantity~~ → number 6 ~~little~~ → few

10b

- Students are now going to transform verb phrases into noun phrases.
- They can compare answers with a partner before you check answers as a class.

Answers

1 It was an/our attempt to encourage more collaboration. / It was an/our attempt at encouraging more collaboration.)

2 There has been a significant increase in participation rates.

3 There was (some) resistance to the idea at first.

4 We have no intention of repeating this exercise.

5 A decision was taken to test the idea on a small section of employees.

6 It was interesting to see the employees' reaction to the initiative.

11 *21st* CENTURY OUTCOMES

- Remind students of the initiatives that they discussed in pairs in Exercise 6 and 7.
- Tell them they are going to write a report about that activity. In their pairs from Exercise 6, they should expand on the details of the activity, its success and the next steps.
- Either in their pairs in class, or alone for homework, students write a report on the activity, following the model in Exercise 8.

12

- Explain that students are going to evaluate each other's reports using the four questions given.
- Ask them to work with a different partner – maybe the one from Exercise 7. They should check the report carefully against the questions, in order to fulfil the 21st century outcome of communicating effectively using an appropriate writing style.

Photocopiable communicative activity 1.2: Go to page 232 for further practice of creativity collocations and describing talents and abilities.

Set Workbook pages 10–11 for homework.

Set Workbook Presentation 1 on pages 12–13 for homework.

2 Hope and fears

UNIT AT A GLANCE

THEMES: People's hopes and fears, optimism and pessimism, overcoming your fears

TED TALK: *Why I live in mortal dread of public speaking.* Australian singer and musician Megan Washington talks about appearing in public and performing while coping with a speech impediment

AUTHENTIC LISTENING SKILLS: Listening to songs

CRITICAL THINKING: Winning your audience over

PRESENTATION SKILLS: Being authentic

GRAMMAR: Future forms

LANGUAGE FOCUS: Expressions of certainty

VOCABULARY: Hopes and fears

PRONUNCIATION: Consonant clusters

READING: *Outside the comfort zone, Being prepared*

LISTENING: Travel advice

SPEAKING: Attitudes towards the future, Comfort zone, Giving advice

WRITING: An account of an incident

WRITING SKILL: Future in the past

LEAD IN

- **Optional step.** Books closed. Tell students the title of this unit and give them two minutes to list a few common hopes and fears in pairs. Elicit their ideas, and if anyone mentions public speaking as a fear, say that this is the topic of the TED Talk for this unit.
- Books open. Ask students to look at the photo. Elicit suggestions as to how it illustrates hopes and fears. (The sprinter is clearly preparing himself for a race and is praying. Presumably his hope is that he can win. His main fears may be of coming last or tripping up.

TEDTALKS

BACKGROUND

1

- Ask the class to read the text about Megan Washington. Explain that the Grammys is the music equivalent to the Oscars in the film world, i.e. awards which recognize outstanding achievement in the music industry. When an album goes platinum, it means that it has sold over 1,000,000 discs.
- Put students in pairs to discuss the questions. Then encourage them to share their answers with the class, justifying their ideas.

Answers

1 She has won two ARIA Awards; her 2010 album went platinum.

2 A stutter (or *stammer* – they are the same) is when you hesitate and repeat sounds or syllables when you are speaking, either due to a speech problem, or when you are nervous. Sufferers can feel very self-confident about a stutter and avoid situations where they have to speak in front of unfamiliar people. It can be very limiting.

3 Students' own answers

Background information

Stuttering

Stuttering is quite a common problem, affecting approximately 70 million people around the world, and it is more common in men than in women. There is no real consensus as to what causes it. A stressful event, such as the birth of a sibling, may trigger a stutter in a child, although the child would have to be pre-disposed to stutter anyway. Children who start stuttering have a good chance of 'growing out' of their stutter, but this is less likely after five years of stuttering, and adults who stutter are unlikely ever to lose their stutter, but, like Megan Washington, develop coping strategies.

KEY WORDS

2

- Ask students to read through sentences 1–6 (without looking at a–f) and try to guess the meaning of the words in context. Elicit some suggestions. Then students can check to see if any of their ideas are in a–f.
- Ask students to do the matching on their own or in pairs.

Answers

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

- Ask students to discuss the questions in pairs.

Suggested answers

1 Other speech impediments are: a lisp, in which sufferers find it difficult to pronounce sibilants such as /s/ and /z/, so that they may say *What'th that?* rather than *What's that?*; other phoneme disorders, for example saying /w/ instead of /r/ (e.g. *lowy* rather than *lorry*) and apraxia, where sufferers get syllables/letters the wrong way round and say, e.g. *motato* instead of *tomato*, or *miminum* rather than *minimum*.

2 Possibly because it keeps the babies' attention better than a monotone would.

3 Most names are proper nouns, whether they are names of people, towns, months, days, rivers, etc. They all start with a capital letter.

4 Students' own answers, but it's probably essential in most cases.

5 Students' own answers

6 Students' own answers, but they may suggest something like its capacity to remember.

AUTHENTIC LISTENING SKILLS Listening to songs

3a

- Ask students whether they listen to songs in English, and what types they listen to. Ask whether they usually understand the lyrics, and what they do if they find them difficult to understand. Also ask whether they think listening to songs helps them learn English, and in what ways it might be beneficial.
- Ask students to read the Authentic listening skills box to check their suggestions.
- Books closed. Explain that students are going to listen to some lyrics and try to understand them.
- 5 Play the song lyrics two or three times.
- Tell students to discuss what they understood with their partner. Can they recreate any of the lyrics?

3b

- Books open. Direct students' attention to the two lines of the lyrics. They can check how much they understood.
- 5 Play the song extract again for students to listen and complete the lyrics.

Answer

1 nose 2 dream 3 space

Note: Remind your students to watch the TED Talk at home before you move on to Unit 2.1 in the class. Ask them to think of what message they might take from it.

2.1 Why I live in mortal dread of public speaking

TEDTALKS

1

- Books closed. Ask students whether they enjoyed the TED Talk by Megan Washington, and what they liked about it.
- Ask them to work in pairs to discuss the message they took from the talk. When they have finished, ask them to check back to the idea worth spreading in the background box on page 18. Were their ideas the same?

TEACHING TIP

Working from memory

If students have watched the TED Talk at home before this lesson (which they should have), it is likely that some of them will remember quite a lot about the talk, if they found it particularly interesting, if the topic was pertinent to their lives, if it moved them, etc. If you think that the talk is one they will remember, ask them to read through all the exercises relating to it before they watch again, to see how much they can remember. They may be pleasantly surprised! (You can also do this on an exercise-by-exercise basis, i.e. students try to complete the exercise before watching the extract.) This is useful to show students just how much they can take from authentic English talks even when they haven't been directed to watch/listen for particular information.

2

- Books open. Ask students to read the questions and try to complete them.
- ▶2.1 Play the first part of the talk from 0.12–2.47 for students to check their answers and complete any they couldn't remember.

Answers

1 She doesn't think it's that serious. She says it's not the worst thing in the world – that other people have far worse things to deal with.

2 She's fearful of public speaking. She's not fearful of public singing.

3 She hoped that she wouldn't have a stutter. She thought she would have overcome all obstacles by the time she was grown up: learn to speak French, be able to manage her money, not have a stutter, be able to speak in public.

4 She has decided to talk about her stutter/speech impediment in public.

Transcript

0.12 *I didn't know when I agreed to do this whether I was expected to talk or to sing. But when I was told that the topic was language, I felt that I had to speak about something for a moment.*

0.32 *I have a problem. It's not the worst thing in the world. I'm fine. I'm not on fire. I know that other people in the world have far worse things to deal with, but for me, language and music are inextricably linked through this one thing.*

0.58 *And the thing is that I have a stutter. It might seem curious given that I spend a lot of my life on the stage. One would assume that I'm comfortable in the public sphere and comfortable here, speaking to you guys. But the truth is that I've spent my life up unto this*

point and including this point, living in mortal dread of public speaking. Public singing, whole different thing. (Laughter) But we'll get to that in a moment. I've never really talked about it before so explicitly. I think that that's because I've always lived in hope that when I was a grown-up, I wouldn't have one. I sort of lived with this idea that when I'm grown, I'll have learned to speak French, and when I'm grown, I'll learn how to manage my money, and when I'm grown, I won't have a stutter, and then I'll be able to public speak and maybe be the prime minister and anything's possible and, you know. (Laughter) So, I can talk about it now because I've reached this point, where – I mean, I'm 28. I'm pretty sure that I'm grown now. (Laughter) And I'm an adult woman who spends her life as a performer, with a speech impediment. So, I may as well come clean about it.

2.47 *There are some interesting angles to having a stutter. For me, the worst thing that can happen is meeting another stutterer. (Laughter) This happened to me in Hamburg, when this guy, we met and he said, 'Hello, m-m-m-my name is Joe,' and I said, 'Oh, hello, m-m-m-my name is Meg.' Imagine my horror when I realized he thought I was making fun of him. (Laughter)*

3.23 *People think I'm drunk all the time. (Laughter) People think that I've forgotten their name when I hesitate before saying it. And it is a very weird thing, because proper nouns are the worst. If I'm going to use the word 'Wednesday' in a sentence, and I'm coming up to the word, and I can feel that I'm going to stutter or something, I can change the word to 'tomorrow,' or 'the day after Tuesday,' or something else. You know, it's clunky, but you can get away with it, because over time I've developed this loophole method of using speech where right at the last minute you change the thing and you trick your brain. But with people's names, you can't change them. (Laughter) When I was singing a lot of jazz, I worked a lot with a pianist whose name was Steve. As you can probably gather, Ss and Ts, together or independently, are my kryptonite.* But I would have to introduce the band over this rolling vamp, you know, and when I got around to Steve, I'd often find myself stuck on the 'St.' And it was a bit awkward and uncomfortable and it totally kills the vibe, you know. So after a few instances of this, Steve happily became 'Seve,' and we got through it that way. (Laughter)*

5.22 *I've had a lot of therapy, and a common form of treatment is to use this technique that's called smooth speech, which is where you almost sing everything that you say. You kind of join everything together in this very singsong, kindergarten teacher way, and it makes you sound very serene, like you've had lots of Valium, and everything is calm. (Laughter) That's not actually me, you know. And I do use that. I do. I use it when I have to be on panel shows, or when I have to do radio interviews, when the economy of airtime is paramount. (Laughter) I get through it that way, you know, for my job. But as an artist who feels that their work is based solely on a platform of honesty and being real, that feels often like cheating.*

6.36 *Which is why before I sing, I wanted to tell you what singing means to me. It's more than making nice sounds, and it's more than making nice songs. It's more than feeling known, or understood. It's more than making you feel the things that I feel. It's not about mythology, or mythologizing myself to you. Somehow, through some miraculous synaptic function of the human brain, it's impossible to stutter when you sing. And when I was younger, that was a method of treatment that worked very well for me, singing, so I did it a lot. And that's why I'm here today. (Applause)*

7.54 *Singing for me is sweet relief. It is the only time when I feel fluent. It is the only time when what comes out of my mouth is comprehensively exactly what I intended. (Laughter) So I know that this is a TED Talk, but now I'm going to TED sing. This is a song that I wrote last year. Thank you very much. Thank you. (Applause)*

8.36 *(Piano) I would be a beauty but my nose is slightly too big for my face / And I would be a dreamer but my dream is slightly too big for this space / And I would be an angel but my halo it pales in the glow of your grace / And I would be a joker but that card looks silly when you play your ace*

10.07 *I'd like to know / Are there stars in hell? And I'd like to know know if you can tell / That you make me lose everything I know / That I cannot choose to or not let go*

10.50 *And I'd stay forever but my home is slightly too far from this place / And I swear I try to slow it down when I am walking at your pace / But all I could think idling through the cities / Do I look pretty in the rain? / And I don't know how someone quite so lovely makes me feel ugly / So much shame*

11.54 *I'd like to know / Are there stars in hell? And I'd like to know know if you can tell / That you make me lose everything I know / That I cannot choose to or not let go*

12.52 *Thank you very much. (Applause)*

* *Kryptonite* is the mineral that drains Superman of his strength.

- Note the differences in British English and North American English shown at the foot of the spread. In this unit, these focus on pronunciation differences. See Teaching tip 1 on page 6 of the Introduction for ideas on how to present and practise these differences.

3

- Get students to read through the sentences and underline the options they think are correct.
- ▶2.1 Play the second part of the talk from 2.47–5.22 for students to check their answers.

Answers

1 making fun of him 2 drunk 3 proper nouns
4 thinking of a synonym or paraphrase 5 the 't'

4

- Ask students to complete the summary while they watch.
- ▶2.1 Play the third part of the talk from 5.22–8.36.
- Give students a couple of minutes to check their answers in pairs before sharing answers with the class.

Answers

1 smooth 2 singsong 3 medication 4 TV
5 cheating 6 nice 7 understood 8 fluent

Extra activity

Constructing the song

If your class is very proficient, you could make Exercise 5 more challenging by copying the lyrics in the Student's Book (enough times for each pair/group) and cutting them into lines. The pairs/groups then have to reconstruct the song using clues such as repetition before watching and completing the lyrics.

5

- If you didn't do the Extra activity above, ask students to read the lyrics and try to guess the missing words before they watch the extract.
- ▶2.1 Play the fourth part of the talk from 8.36 to the end for students to check their answers.

Answers

1 space 2 beauty 3 grace 4 ace 5 tell 6 go
7 pace 8 pretty 9 ugly 10 shame

TEACHING TIP

Managing enthusiastic students

It can be difficult to manage classes where one or two students are naturally more extrovert and willing to answer every question or shout out answers inappropriately. You obviously don't want to dampen their enthusiasm, but equally, you don't want them to dominate. In exercises such as Vocabulary In Context, you can ask students not to shout out answers, but to put their hands up when they think they know the answer, so you can then nominate individuals who contribute less often. Another technique is to ask students to write the answer down (when it's simply a number / letter / one word) on a piece of paper, in large lettering, then they can all hold up their answers at the same time. This has the advantage of not 'singling out' students who may lack confidence.

VOCABULARY IN CONTEXT

6

- ▶2.2 Play the clips from the talk. When each multiple-choice question appears, students choose the correct definition.

Transcript and subtitles

*1 So, I may as well **come clean about** it.*

***a** joke about* ***b** admit to* ***c** tolerate*

*2 It's **clunky**, but you can get away with it …*

***a** tiresome and frustrating*

***b** clumsy and inefficient*

***c** unclear and difficult*

*3 As you can probably **gather**, Ss and Ts, together or independently, are my kryptonite.*

***a** imagine* ***b** understand* ***c** remember*

*4 … and it makes you sound very **serene** …*

***a** calm* ***b** authoritative* ***c** childlike*

*5 … when I have to do radio interviews, when the economy of airtime is **paramount**.*

***a** a small consideration*

***b** in short supply*

***c** very important*

*6 It is the only time when what comes out of my mouth is **comprehensively**, exactly what I intended.*

***a** understandably* ***b** clearly* ***c** fully*

Answers

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

7

- ▶2.3 Play the clips from the talk. As the recording pauses at the gap in each sentence, ask students to think about which word can fill the gap and note their answers. (You will need to pause the recording yourself.)
- Start the recording again for students to check their answers.

Answers and transcript

1 … but for me, language and music are *inextricably* **linked** through this one thing.

2 I've spent my life up unto this point and including this point, living in *mortal* **dread** of public speaking.

3 Public singing, *whole* **different** thing.

4 So I can talk about it now because I've *reached* **this point**, where – I mean, I'm 28.

5 I can change the word to 'tomorrow', or 'the day after Tuesday', or something else. It's clunky, but you can *get* **away with it**.

6 But as an artist who feels that their work is **based** *solely* **on** a platform of honesty and being real …

7 Which is why before I sing, I wanted to tell you what singing **means** *to* me.

8 Singing for me is *sweet* **relief**. It is the only time when I feel fluent.

Note: Make sure that students realize that the collocations used are just the choices of the speaker. It is quite possible that other words could fill the gap, and their answers may well be correct. Be sure to check them and praise any correct answers. Here, items 1, 2, 5 and 7 are fixed collocations. Alternatives for the others might be: 3 *completely*, 4 *got to / arrived at*, 6 *entirely*, 8 *welcome*.

8

- Ask students to complete the sentences in their own words, before comparing their ideas with a partner. Monitor to help them with ideas.
- Ask students to share and discuss some of their sentences.

Possible answers

1 … everyone around them is panicking. / everything is going wrong. / there's a serious problem.

2 … feeling fluent / being successful / being a good communicator …

3 … pretending to be someone you're not. / inadequate preparation. / mumbling.

4 … the silence at home / listening to music / being alone …

CRITICAL THINKING Winning your audience over

9

- Remind students that Megan Washington received very warm applause at the end of her talk, so she had obviously won her audience over.
- Ask students, in pairs, to think about how she might have done this.
- Discuss ideas as a class.

Suggested answer

Megan Washington comes across as a very natural, warm person. She is totally open about her speech impediment, making her vulnerable, and this tends to win people over. She is quite humble about her achievements and maintains humour throughout the talk.

10

- Ask students to read the comment and discuss whether the writer had mentioned any of their ideas.
- Ask if they agree with the viewer's comment. Did they have the same reaction as the viewer?

PRESENTATION SKILLS Being authentic

11

- Give students, in pairs, five minutes to list a few ways in which a speaker can be authentic.
- Compare ideas as a class.

12

- Ask students to look at the Presentation tips box and compare their ideas from Exercise 11 with those in the box. Do they agree with the points in the box?
- If your students have experience of giving talks, ask if they feel that the tips are useful, and if it's always possible to be authentic when giving a talk.

13

- ▶2.4 Play the clip from the talk. Ask students to note down the techniques that Megan uses while they watch.
- When the clip has finished, ask students which techniques were illustrated in the clip.

Answers

Megan included a story in this clip (about meeting a fellow stutterer), which made the talk personal.

Her words seem to convey her personality.

She is clearly passionate about the topic.

We don't know whether she uses language that she would normally use, but she seems comfortable when speaking, so we can assume so.

Similarly, we can assume that she's wearing something she feels comfortable in as there are no indications of physical discomfort.

14

- Ask students to think about a fear they have experienced in their lives and how they have overcome it. If they feel they haven't overcome it, they can think of steps they might take to overcome it. They can choose from the list in the book or use a different fear they have (e.g. fear of spiders).
- Give students a few minutes to make notes for an introductory paragraph about their fear and how they have/ might overcome it. They should think about how they might include one or two points from the Presentation skills box in it. If necessary for your class, suggest a couple of ways of starting their paragraph, e.g. *We all have fears of some description, don't we? Well, let me tell you about mine … / Fears can be paralyzing and can really impinge on our lives – if we let them. I'm going to tell you about how I overcame my fear of …*

15

- Put students in small groups to give their introductions. Ask other students in the group to note down which techniques were used, and how they helped the speaker to come across as authentic. Get them to discuss this as a group after each student has spoken.

• Invite a few students to present their introductions to the class.

Set Workbook pages 14–15 for homework.

2.2 Optimist or pessimist?

GRAMMAR Future forms

1

• Books closed. Write *optimist* and *pessimist* on the board and elicit definitions from the class, e.g. *An optimist thinks positively and always believes the best will happen; a pessimist thinks negatively and always believes the worst will happen.* Take a 'straw poll' in the class to find out how many students consider themselves optimists or pessimists.

• Books open. Ask students to discuss the question in pairs, justifying their answers.

Suggested answers

Students are likely to go for c, but possible reasons for choosing a or b are:

a People (in developed countries) have a better standard of living than fifty years ago with more choice; there have been a lot of technological advances meaning that communication is easier, as well as entertainment; there have been few wars in developed countries in the last fifty years.

b People feel more isolated now than fifty years ago, partly because of mobility and families living a long way apart, partly because of divorce and families being separated, and partly because technology means that people tend to communicate virtually; it isn't as easy to find work as it was fifty years ago; crime (or the fear of crime) and terrorism is more widespread.

2

• Direct students' attention to the infographic. They discuss the questions in pairs.

• Elicit answers as a class, but don't confirm them yet as students will be able to check in the next exercise.

Answers

1 Overall, the infographic suggests that people are pessimistic about having a better standard of living than their parents, as 50% or more of the population believes this in only four of the 20 countries.

2 China, Brazil, India, Turkey are more optimistic. Belgium, France, Spain, the USA, Canada are less optimistic. The more optimistic countries are in developing or emerging economies. The less optimistic countries appear to be already developed countries in the west.

3 The younger generation are generally less optimistic than the overall population.

4 Students may suggest the following: the economy has grown enormously in the last 20 years, people are getting richer, standards of living are rising, people have more freedom nowadays and are more able to connect with the outside world.

3

• Explain that students are going to listen to an economist's interpretation of the statistics in the infographic.

• Tell them to read the sentences before they listen.

• 2.6 Play the recording. Check answers around the class.

• Ask whether students agree with the economist's analysis. Why? / Why not?

Transcript

These statistics are just a snapshot of how people feel at the moment. They show a group of newly industrialized countries like China, Brazil and India, where people feel things are going to get better and a group of post-industrial countries – countries which no longer rely on heavy industry, like the US, Spain and France – where people think that in thirty years, things will have got considerably worse. In this way, they just reflect the current economic climate in these countries: the first group has growing economies, the second group is going through more challenging times.

But the situation is very likely to change. Don't get me wrong, I'm not saying that things are about to change. I'm saying that in thirty years or so western economies certainly won't be doing the same things they are doing now, relying on service sector industries like banking and insurance. If we are to progress, the post-industrial economy will have to evolve. And I think that will happen. We will use creative thinking and technology to overcome the problems that we are all bound to face in the future: problems of overpopulation, scarcity of resources, environmental change. A better standard of living in the post-industrialized nations may or may not come out of that, but I believe that a better quality of life, for all nations, almost certainly will. If you're interested in hearing more about this, follow the Future Optimist conference which takes place next week. It's online and I'm speaking on Tuesday. There are plenty of other speakers too who …

Answers

1 snapshot 2 newly, post 3 service 4 creative, life

4

• Direct students' attention to the Grammar box. Ask them to answer the questions.

• Students can check their answers and overall understanding of future forms by turning to the Grammar summary on page 143. If you feel that students need more controlled practice before continuing, direct them to Exercises 1–3 in the Grammar summary.

Answers

1 a sentence 3 b sentence 2 c sentence 8 d sentence 7 e sentence 4 f sentence 5

2 sentences 1 and 6 (sentence 1 *are going to get* suggests that the prediction is based on present evidence, sentence 6 *will use* is a more general prediction without evidence)

Answers to Grammar summary exercises

1

1 1 'll have 2 'll have

2 1 are you leaving 2 're flying 3 is meeting / is going to meet

3 1 is going to fall 2 'll put

4 1 starts / is starting 2 aren't arriving / don't arrive / won't arrive 3 are you going to get / are you getting 4 'll probably be / 'm probably going to be

5 1 will benefit / are going to benefit 2 will help / is going to help

2

1 ~~Will we get~~ → Shall we get 2 correct 3 ~~is to start~~ → starts 4 ~~are to be~~ → will be / are going to be 5 correct 6 ~~will have had~~ → have had 7 ~~can be~~ → may/might be 8 correct

3

1 will have gone 2 will have been working 3 will just be waking up 4 will have forgotten 5 I'll be seeing 6 will be wondering

5

- Ask students to complete the sentences. If they feel that more than one form is possible, they should put both.
- Have them discuss their answers in pairs, checking whether they agree with each other about the possible forms.
- Check answers around the class, getting students to justify their reasons if they have put more than one form.

Answers

1 will happen / is going to happen (both forms are possible as there's no actual prediction, just the idea that prediction is impossible); may/might/could, may/might/could (no difference in meaning here) 2 'll still be living 3 're going to move 4 will have saved 5 will never be / are never going to be (the choice here depends on how strong the speaker feels the current evidence is) 6 won't be earning / won't have earned (the choice depends on whether the speaker sees the action as continuing at a particular point in the future, or as having finished); 'll be 7 'll have paid 8 'm doing

6

- Explain that we often use forms that appear to be present when we are talking about the future, and vice versa. The examples in the exercise contain some occurrences of this.
- Ask students to read each sentence and decide whether it refers to the future, the present or general, habitual actions. They should write F, P or G after each one.

Answers

1 F (This is the 'timetable' future, though, and could be considered as a general present, i.e. the train leaves at this time every day.)

2 P (The action is happening now.)

3 P (This refers to present time and expresses an expectation that the action is happening now.)

4 F (Prediction)

5 P (This is expectation that the action is happening now; the speaker doesn't know for certain or he would use *is waiting*.)

6 F (Arrangement in future time)

7 G (It refers to something that happens habitually in present time.)

8 G (General truth/habit)

9 F (The condition of getting a good price is that we book soon.)

- **Optional step.** If you think your class can cope with it, ask them to justify their choice for each of the sentences (see comments in brackets above), referring to the Grammar summary on page 143.

7

- Ask students to look at the points they are going to talk about, and decide which future form they should use (see Suggested answers).
- Give the pairs about five minutes to discuss the points, then elicit whole-class feedback.

Suggested answers

1 One day I'm going to travel around South America / own my own house / play in a band.

2 Next weekend / month / year, I'm meeting an old friend / travelling to London / starting an accountancy course.

3 I expect I'll go to university / have children / retire quite early; ... I'll be living in the country when I'm older / working for the same company next year.

4 Right now my wife/husband will be coming to pick me up / friends will be travelling to the rugby match without me.

5 In two months I'll be a qualified dentist / 'll be living in a flat with my best friend / 'll be competing in the local tennis tournament.

LANGUAGE FOCUS Expressions of certainty

8

• Write these two sentences on the board: *The flight is likely to be delayed. The flight is bound to be delayed.* Ask students which one is more certain (the second – *bound to*). Then add *very* to the first sentence (*The flight is very likely to be delayed*) and ask the question again. (The first sentence is now more certain, but still not quite as certain as the second.) Tell students to read the two sentences from the economist's commentary and answer the question.

Answers

1 The speaker thinks this will probably happen, but is not 100% certain.

2 The speaker is 99% certain this will happen.

So he is very certain about 2, but less certain about 1.

• Refer students to the explanation in the Grammar summary on page 144. If you feel that students need more controlled practice before doing Exercise 9, ask them to complete Exercise 4 in the Grammar summary.

Answers to Grammar summary exercise

4

1 He's bound to face some tough questions from reporters.

2 The government may well lose the vote.

3 I think they're unlikely to have sold out of tickets yet.

4 I think she's likely to be given a warm reception when she arrives.

5 They're on the verge of signing a new five-year contract.

6 The 50-storey building is about to be demolished.

9

• Remind students of the difference between *be likely to* and *be bound to* discussed in Exercise 8 and tell them that they are going to look at some more expressions of certainty and decide how certain they are.

• Tell students to look at the line plotting levels of certainty (i.e. whether something definitely will happen, might happen or definitely won't happen) and decide where on the line each expression goes, whether closest to A, B, C or D on the line.

Answers

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

• Note that the expressions *it's anyone's guess*, *may/might/could well* and *a foregone conclusion* are quite informal and are more likely to be heard in spoken English.

10

• Put students in pairs to look at the predictions in Exercise 10.

• Tell them to plot the likelihood of them coming true on the line in Exercise 9.

• They then use the expressions in Exercise 9 to discuss the predictions and give reasons for their answers.

SPEAKING Attitudes towards the future

11 21st CENTURY OUTCOMES

• Put students in different pairs or in small groups to discuss the questions. They should give reasons for their answers in order to fulfil the 21st century outcome of reflecting on future trends.

• Monitor to check the use of the future forms and expressions of certainty.

TEACHING TIP

Only correct!

At advanced level, more than any other, it is difficult to decide how much and what to correct. Many students have fossilized errors, for example, not using the third person singular *s* or not using the definite article, which they are well aware of, and correcting these all the time can be frustrating and counter-productive. There are a few golden rules to follow:

- only correct the language you are focusing on, for example, the future forms.
- only correct errors that would hinder the student reaching their goal, for example, passing an exam, or conducting business meetings.
- only correct students after you have given them the opportunity to correct themselves.

12

• Ask students to work with a different pair to discuss the questions.

• As they are discussing them, go round and tell each group that they should decide whether each student in the group is optimistic about the future or not.

• Discuss reasons for optimism or lack of optimism in whole-class feedback.

Extra activity

Optimist or pessimist?

Using the questions in Exercise 11, or a different set of questions about the future (which you could elicit from students), ask students to reformulate them as statements about the future, e.g. *I will be better off than my parents in my lifetime*. Ensure that the reformulations are all expressed either positively, as the example, or negatively, e.g. *I will be worse off ...* . Students write the statements, then individually decide whether each one is likely, using A, B, C, D in Exercise 9.

Once they have done that, ask them to count up whether they have more As, more Bs, more Cs or more Ds, and put them in small groups with the same letter, i.e. students who have more As together, etc. They should discuss their reasons for their answers.

After a few minutes, reorganize the groups so that As and Bs are paired with Cs and Ds. Students then have to try to persuade the others in their group round to their way of thinking.

Photocopiable communicative activity 2.1: Go to page 233 for further practice of future forms and expressions of certainty.

Set Workbook pages 16–17 for homework.

2.3 Expanding your horizons

READING Outside the comfort zone

1

- Books closed. Write *comfort zone* on the board, and elicit ideas from students as to what it means.
- Books open. Ask students to read Exercise 1 and discuss the questions with a partner. You could refer them to the photo on page 25 for an example of being outside the comfort zone!
- Elicit answers from the class and note their ideas on the board. Ensure that they understand what *comfort zone* means.

Suggested answers

1 a situation or place that you feel comfortable or relaxed in

2 This might depend on how far out of the comfort zone you are! You are likely to feel embarrassed, nervous or anxious, and, in extreme circumstances, even frightened. These feelings are likely to have physical effects too, from feeling restless and having slightly sweaty palms to feeling your heart racing, breaking out in a sweat and even shaking.

3 Students' own answers

2

- Ask students to read the first paragraph of the article and tick the two sentences that best reflect the points of view expressed.
- Students can compare their answers in pairs before you check as a class.

Suggested answers

Sentences 1 and 2 reflect the points of view in the first paragraph.

3

- Give students a few minutes to read the rest of the article.
- Ask them to choose the best answers.

Answers

1 an unpleasant 2 liberation 3 frightening situations 4 less afraid in other situations 5 build understanding within communities 6 break out of their own small worlds

4

- Ask students to find the words and expressions in the article and to try to work out their meanings from context.
- Then, in pairs, they should demonstrate that they understand the words and expressions by answering the questions and discussing them together. Note that 3 is just a reference word.

Suggested answers

1 overwhelming consensus = almost total agreement amongst all the parties involved in a decision; roughly 90% or more would have to be in agreement

2 drift = general meaning/direction; they would be asking if you understand their point

3 'which' refers to 'challenging situations'

4 overcome = beat, get on top of, e.g. problems, anxiety, urges, resistance, an addiction

5 adrenaline junkie = someone who seeks excitement from dangerous situations, e.g. bungee jumping, base jumping, motor racing, extreme mountain biking

6 mundane = everyday

7 inmate = prisoners (in this context)

8 insulated = treated to avoid heat escaping; the measure could include double glazing, cavity wall insulation, loft insulation, draught proofing

5

- Ask students to look through the article again and list the ways that people can be taken out of their comfort zone, e.g. driving in the dark.
- Put students in pairs to discuss which of these situations would be problematic for them personally, and why. Are there any that appeal to them?

VOCABULARY Hopes and fears

6

- Books closed. Write this sentence from the text on the board: *This wasn't so much about **confronting one's demons** as opening one's eyes*. Ask students whether the bold phrase refers to a hope or a fear (a fear).
- Books open. Explain to students that the sentences all contain collocations or idioms related to hopes and fears.

• Ask students to complete the sentences individually before checking with a partner, then elicit answers from the class.

Answers

1 get 2 dashed 3 pinned 4 give 5 sky 6 feet 7 nerves 8 plucked 9 butterflies 10 dark

7

• Ask students to work in pairs to discuss the meaning of the idioms. Monitor to check that they are on the right lines.

• Tell each pair to choose four of the idioms; each student uses them to describe a situation they've been in.

• Invite a few students to share their situations with the class.

Suggested answers

1 become hopeful about something 2 have your hope removed 3 focus hopes on one thing 4 stop hoping for something 5 there is no limit 6 lose courage 7 extremely anxious about something 8 try to overcome fears and act 9 feel very nervous 10 an action with no idea of the consequences

• **Optional step.** Write the following expressions on the board and ask students which ones from sentences 1–10 they are most like: *take your courage in both hands* (pluck up courage), *raise your hopes* (get your hopes up), *shatter your hopes* (dash your hopes), *be overwhelmed by fear* (get cold feet / be a bundle of nerves), *lose hope* (give up hope).

SPEAKING Comfort zone

8 *21st* CENTURY OUTCOMES

• Ask students to stay in their pairs, or perhaps form groups of three or four. Ask them to read through all the situations in 1–5.

• Check that they understand each one, i.e. a soup kitchen is often a mobile 'kitchen' which hands out soup and other nourishing food to people who can't afford to eat otherwise, such as the homeless. An 'open mic' event is one where members of the audience are invited to come to the stage and perform, e.g. in a karaoke event, or a comedy evening.

• Tell students to discuss each of the suggestions in their pairs/groups, answering the questions in a–c for each one.

• Open the discussion to the class and elicit opinions about each situation from individuals.

9

• Tell students that they now have to think of another activity that would take them out of their comfort zone.

• Reorganize the pairs/groups so that they can discuss their suggestion with a different pair.

Teaching tip: Reorganizing pairs, Unit 1.4, page 23

• In their new groups, students now evaluate the suggestions and select the one they feel is best to take them out of their comfort zone, to fulfil the 21st century outcome of evaluating ideas and making judgements.

Extra activity

Leaving the comfort zone

Have a class experiment on leaving the comfort zone! Get students to select one of the suggestions in Exercise 8 or one of their own, perhaps by having a class vote. The most practical ones are likely to be 2, 4 or 5. They should either do the activity as a class, for example, by bring in various unusual foods or by having a 'stand up and perform' session one day, or it could be one they do individually or in pairs, such as visiting a part of their city they don't know. After the activity, have a class session where they discuss how they felt being out of their comfort zone, and whether they agree with the description in the text.

Photocopiable communicative activity 2.2: Go to page 234 for further practice of idioms from 2.2 and 2.3.

Set Workbook pages 18–19 for homework.

2.4 Worst-case scenario

READING Being prepared

1

• Books closed. Write *worst-case scenario* on the board and ask students if they can explain it or describe a worst-case scenario.

• If they are unfamiliar with the concept, you could ask, e.g. *What's the worst-case scenario when you go to the dentist with toothache? Is it having a filling?* (No, it's finding out that there's a problem with several of your teeth on one side of your mouth, and you'll need to have them taken out and have implants, meaning months of work and huge expense!)

• Books open. Ask students to discuss the questions in pairs. Ask them to think about the meaning of best-case scenario and probable-case scenario too.

• Tell them to read the extract from the article to check their answers.

Suggested answers

1 A worst-case scenario is the worst thing that can happen in a particular situation. (In the dentist example above, a probable-case scenario would be that a filling is needed; a best-case scenario would be that the toothache is just sensitivity and can be remedied by changing your toothpaste.)

2 Scenario planning means being prepared for all possible situations and outcomes. It is used in all situations, e.g. by travellers and travel companies, in business, in medical situations such as the operating theatre.

2

• Point out the last part of the text, about what can go wrong when travelling. Explain that the collocations in Exercise 2 are all concerned with what travellers can do to avoid things going wrong.

• Ask students to match the verbs and nouns. Check that they have the correct collocations.

Answers

allow plenty of time

carry a map (You could also carry a first aid kit, particularly if you travel by car.)

confirm your booking

get jabs (*jabs* is quite colloquial, though very common; *vaccinations* is the neutral term)

hang on to receipts (*hang on to* is quite colloquial; *keep* is the neutral term)

pack a first aid kit

read up on local laws/customs

take out insurance

wear a money belt

• Ask students if they travel abroad regularly, or have travelled abroad. If your class consists of fairly experienced travellers, discuss whether they take these precautions as a class.

• If only a few of your class have travelled abroad, pair them with students who haven't been abroad and get them to ask and answer about the precautions, e.g.

A: Do you usually carry a first aid kit?

B: No, I don't.

A: Why not?

B: I've never thought about it. Perhaps I should.

LISTENING Travel advice

3

• Explain that students are going to listen to someone giving advice for two of the scenarios mentioned in the text.

• 7 Play the recording, twice if necessary. Students makes notes under the headings for each scenario.

Transcript

Scenario 1

Here's a worst-case scenario. You're on business in another country and you need to get back for the weekend because it's your sister's wedding. But there's a terrible snowstorm during the night and your flight home is cancelled. What should you do?

OK. The first thing is prevention. Always be aware of the weather conditions where you're going and, for your own peace of mind, check the weather reports before you travel in case there are any bad forecasts. Checking that your flight operator or travel insurance company covers you for such eventualities is also a good idea. Any reputable company should be obliged to look after you in these circumstances, although I'd say generally avoid using low-cost operators, because asserting your rights can be more difficult with them.

What to do about it is more tricky. I'd strongly advise against finding alternative routes home. The chances are that everyone else is thinking the same thing and that boats, buses and trains will also be affected by the weather conditions. So the best thing is to sit tight and wait it out. Try to make friends with someone else in the same situation. It may be helpful if you're having to spend hours waiting at an airport and will keep you in a better mood when you go to speak to the harassed ground staff. Lastly, if it's going to be a lengthy wait at an airport, consider finding an executive airport lounge and paying the €30 or whatever they ask for non-members.

Scenario 2

How do you protect myself against the possibility of leaving all your valuables in a local taxi? OK. The first thing I would say is: always take your time when getting out of a taxi. Check you have everything, then get out and pay the driver. Secondly, opt for official taxis over less regulated operators and ask for their business card so you have the taxi operator's number. That way, your driver will be easier to track down. And always label all your belongings. That will ensure that should an honest person find them, they can return them. Lastly, tip your driver well – one good turn deserves another. And if you do find you've left something, call the company immediately and explain what's happened.

Answers

Scenario 1

1 Natural disaster – being stranded by bad weather

2 Be aware of weather conditions – check the weather reports before you travel. Check that your flight operator or travel insurance company covers you. Avoid using low-cost operators.

3 Sit tight and wait for the weather to pass. Try to find someone else in the same situation. Find an executive airport lounge and pay the fee to use it.

Scenario 2

1 Leaving valuables in a local taxi

2 Take your time when getting out of a taxi and check you have everything before you get out. Use official taxis. Take the taxi company's business card so you have their number. Label your belongings. Tip your driver well.

3 Call the company immediately.

4

• Tell students that they are going to listen again, this time for the language used. Tell them to tick the phrases they hear.

• 7 Play the recording again.

• Ask students to work in pairs to check whether they have ticked the same phrases.

Answers

Be aware that ... / Be aware of ...
For your own peace of mind, ...
...*-ing* ... is also advisable / a good idea.
Opt for ... / Choose ... over ...
Avoid ...*-ing*
I'd (strongly) advise against ... *-ing*
The best thing is to ...
Consider ...*-ing*
The chances are that ...
It may be helpful if/when ...*-ing*
That way, you'll / you won't ...
That will ensure that ...

Pronunciation Consonant clusters

5

- Explain that English contains a lot of consonant clusters, i.e. a sequence of two or three consonant sounds, which can cause problems with pronunciation. If students have consonant clusters in their language(s), ask for examples.
- Put students in pairs to work out how the sounds are pronounced, and to try to say them.
- 1.8 Play the recording. Students can check their pronunciation.
- **Optional step.** Give students some more examples of the consonant clusters for them to practise the ones they find most difficult, e.g. *wealthy/stealth* (note that the sound here is unvoiced *th*, not voiced), *risked/whisked, arranged/plunged, breathes/bequeaths, lisps/wasps, explode/explicit, twelfth, strength, plinths, splice/splendid.*

TEACHING TIP

Clusters across words

Sometimes students find consonant clusters difficult without realizing that they use them without thinking, but across word boundaries. For example, while the cluster in *helpful* might cause problems for some students, they are less likely to find it difficult across a word boundary, e.g. *help find*. If you think it will help your students, think of the cluster across a word boundary and put it in a phrase/sentence, then backchain it, e.g. with *Can you help find my glasses?*, drill from the end with *glasses ... my glasses ... find my glasses ... help find my glasses ... Can you help find my glasses?*

SPEAKING Giving advice

6

- Ask students to read the four scenarios in pairs and select two that interest them.
- Ask them to look at the information about the conversations now: the first would be help prior to the scenario, and the second afterwards, once it has happened. Each pair should act out the two conversations for each scenario.

7

- Reorganize the pairs so that each student is working with a different partner. They choose a different scenario and act out the two conversations.
- Once they have finished, elicit the most useful advice students received for the different scenarios.

WRITING An account of an incident

8

- Explain that students are going to read an account of a worst-case scenario. Ask them to read the first paragraph only. Ask them what the scenario is (i.e. being stranded abroad in bad weather and needing to get back for a wedding) and what advice they might give.
- Get them to scan the rest of the account quickly to see if the writer did what they suggested.
- Tell them to read the whole account again and answer the questions.

Answers

The writer found a flight going from an airport that wasn't affected by the snow, and the hotel organized a taxi to take him there, shared with two other people. He followed the advice of finding other people in the same situation.

9

- Ask students to look at the example and explain what a comment adverb is. If they are unsure, ask what the adverb qualifies. (A comment adverb qualifies the proposition expressed in the clause/sentence, i.e. it expresses the writer's/speaker's attitude towards it.)
- Ask them to go back through the account and find four more comments adverbs. Be careful! They are not always adverbs formed with *-ly*.

Answers

Obviously (paragraph 2, line 3), Luckily (paragraph 2, line 9), amazingly (paragraph 2, line 11), Better still (paragraph 3, line 4)

- **Optional step.** Put students in pairs. Each one should write a sentence about something happening: it can be anything, e.g. *My brother crashed his car yesterday. The government reduced income tax by almost two per cent in the budget.* They pass their sentence to their partner, who adds a comment adverb to it, e.g. *Unfortunately/Stupidly, my brother crashed his car yesterday. Amazingly / Quite unexpectedly, the government reduced income tax by almost two per cent in the budget.*

Writing skill Future in the past

10a

- Ask students to read the example from the account and check they understand the concept of future in the past. If necessary, explain that we use the future in the past to say what we thought (in the past) would happen or to describe what we intended to do in the future. Ask one or two students to offer suggestions of what they were going to do yesterday.
- Ask students to work in pairs to find eight more examples of future in the past in the account.

Answers

I **was supposed to be** back in London for my sister's wedding the following day.

I thought **it would be** more relaxing to stick to my original schedule.

... no flights **would be taking off** until the following morning ...

... how **I was going to get back** in time for the wedding.

... a taxi that **could take me** to Ostrava.

... a taxi **would be coming** in half an hour.

Not only **was I going to get home** in time, ...

... but I **would have** company on the journey too.

- Refer students to the Grammar summary on page 144 for more on the future in the past. If they need more controlled practice, they can do Exercise 5 in the Grammar summary in class; otherwise they can do it for homework.
- Students can also now do Exercise 6 in the Grammar summary, which practises all the future forms, or it can be done at the end of the lesson.

Answers to Grammar summary exercises

5

1 was going to stay 2 were going to arrive / were supposed to arrive 3 were going to get married / were supposed to get married 4 was to make / was going to make 5 wouldn't last / wasn't going to last 6 was going to report

6

1 ~~call~~ → 'll call 2 ~~'m talking~~ → 'll talk 3 ~~'ll be staying~~ → stay 4 ~~they're getting~~ → they'll be getting 5 ~~that they will notice~~ → to notice 6 ~~'re going to perform~~ → were going to perform

10b

- Ask students to complete the sentences with a form of the future in the past.
- When they have finished, they can compare their answers with a partner. If they have different answers, ask them to justify their choice when you check as a class.

Answers

1 was going to come 2 was supposed to take off
3 would be / was going to be 4 would be waiting
5 was supposed to be

10c

- Ask students to look at the times and suggest how they would be reported in the account.
- Elicit answers, but don't confirm them. Ask students to find the times in the account.

Answers

1 the following day 2 on the Thursday 3 the morning after 4 that evening

11 *21st* CENTURY OUTCOMES

- Put students into pairs to discuss a bad travel experience. They should agree on one from Exercises 6 or 7, one of the topics in Exercise 11, or an idea they discuss together, perhaps one of their own experiences.
- Remind them that their account should contain what happened and the steps taken afterwards, and they should include the future in the past and one or two comment adverbs.
- Either in their pairs in class, or alone for homework, students write their accounts, following the model in Exercise 8.

12

- Explain that students are going to evaluate each other's reports using the three questions given.
- Ask them to work in different pairs. They should check the accounts carefully against the questions, and comment on how clearly the thoughts and ideas are expressed, in order to fulfil the 21st century outcome of expressing thoughts and ideas clearly in writing.

Set Workbook pages 20–21 for homework.

Set Workbook Writing 1 on pages 22–23 for homework.

REVIEW 1 | UNITS 1 AND 2

Note: See Teaching tip 3 on page 7 of the Introduction for ideas on how to use the Review lessons.

READING

1

- Books closed. Write the name *Pixar* on the board and ask students what it means to them. Once you have established that it's a film studio, ask what type it is (computer animation) and the names of films it has produced (e.g. *Toy Story*, *Finding Nemo*). Then ask if any students know anything more about it.
- Books open. Ask students to read the article and check the facts already discussed.
- Ask them to read the article again, more carefully, and answer the questions.

Answers

1 Pixar is owned by Disney, but is still an independent 'entity', i.e. it retains control over its creativity.

2 Having a community of 'good people' who trust and get on with each other.

3 It ensures that the company's financial recovery is possible if a particular project should fail.

4 It has large communal spaces where people can exchange ideas.

5 It means that you become inward-looking – just looking at what you do as a company (and possibly always doing things the same way), rather than looking at how things work outside, and how you can bring ideas from the outside into your company.

Background information

Cartoon vs animated film

The original meaning of the word *cartoon* is of a two-dimensional drawing, often amusing and usually for children, although many cartoons were, and still are, used for political satire. With the advent of film, cartoons were animated: a *cartoon film* was made in such a way that thousands of drawn cartoons were displayed so rapidly that they appeared to be moving. These cartoon films were generally for children and Disney became the main studio producing cartoons such as *101 Dalmations* and *The Jungle Book*. Today, *animated film* is used much more to refer to animations created by computer, or CGI – computer-generated imagery – and the films produced in this way, such as *Avatar*, appeal to adults as much as children.

VOCABULARY Idioms with *back*

2

- Tell students that they are going to work with a number of idioms containing the word *back*. Before they start, ask if they are already familiar with any. They may be aware of some, e.g. *be laid back*, *go behind someone's back*.
- Ask students to match the idioms with their meanings.

Answers

on the back of = i) following on from

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

TEACHING TIP

Don't overdo idioms!

While idioms are useful and fun, and they can contribute to students' natural use of the language, you have to be careful not to let students get carried away with the idea of using them, for two reasons:

1 Some idioms are really archaic and are only ever used ironically by native speakers. A good example of this would be *It's raining cats and dogs.* A non-native speaker using such idioms would come across as quaint rather than fluent.
2 Even looser and more natural idioms, such as the ones in this exercise, sound forced if they are over-used, and should never be used in preference to a more neutral word, especially in more formal contexts. For example, while *get your own back* may well be used in casual speech and writing, it wouldn't be used in a more formal context, such as academic writing. Even in less formal speech, it would be likely that we'd intersperse it with *take revenge*.

3

- Put students in pairs to complete the sentences. Note that there are two idioms in item 5, and that only eight are needed.

Answers

1 take a back seat 2 's laid back 3 got their own back 4 turn back the clock 5 gone back on their word, turned their back on them 6 go back to the drawing board 7 went behind my back

Extra activity

Learning idioms

You can encourage your students to learn idioms, or rather, collocations as in Exercises 2 and 3, by giving them a noun such as *front* or *side* and asking them to find five or six collocations using the Internet. They can then create an exercise similar to Exercise 2 and give it to other students to do.

GRAMMAR

4

- Ask students to read the text and choose the correct options.
- Students can check their answers with a partner before you check with the class.
- When they have finished, nominate individuals to give the answers.

Answers

1 has been 2 over 3 in 4 proportion 5 were
6 to date 7 used 8 was being 9 few 10 vast

5

- Put students in pairs to complete the text together with the words in the box.
- Elicit the answers in whole-class feedback.

Answers

1 likelihood 2 bound 3 is to 4 will be producing
5 may well 6 is going to produce 7 will 8 about to

- Assess how well students did the exercises and, if necessary, suggest they should look again at the Grammar summaries on pages 140 and 143.

VOCABULARY

6

- Put students in pairs and ask them to allocate A and B. Student A should complete text A and Student B text B.
- When they have finished, ask them to read their completed texts to each other; the student listening should listen carefully to check that the text sounds correct.
- For feedback, ask one Student A and one Student B to read the texts.

Answers

A 1 up 2 angle 3 with 4 the sky's 5 dark
B 1 pinned 2 devoted 3 dashed 4 up 5 flash

SPEAKING

7

- Put students in pairs, preferably pairs who don't usually work together and don't know each other very well.
- Ask them to discuss the questions about collaborating with others. They should establish first the areas where they collaborate, and then discuss whether they enjoy it or not, and why, or whether they would rather be independent.
- Join pairs with another pair to exchange ideas. Monitor the groupwork and help with vocabulary where necessary.

8

- Ask students to remain in their groups of four and to read the instructions.
- Check that they are clear about the purpose of the exercise: to come up with a new idea where human characteristics are given either to something inanimate, such as cars, or animate, such as an animal.
- If necessary, elicit a few ideas from the class to get students going. If they need any help, you could suggest, for example, types of furniture, trees, birds.
- The groups should work together to come up with an idea and flesh it out a bit. Tell each group that they are going to present their idea to the class. As each group presents their idea, encourage the other students/groups to suggest ideas to improve the idea.
- **Optional step.** Give students time, either in class or at home, to develop their idea further, for example, deciding on an idea for a plot, on which actors they would have voicing the objects/creatures, on which director they would choose for the film. They should prepare a brief poster with the details. Display all the posters and have a class vote on the best idea.

IMPROVE YOUR WRITING Sequencing words and connectors

9

- Tell students to read the text quickly, and ask them if they feel it reads well. They should recognize that some of the sequencing words and phrases are incorrect or inappropriate.
- Ask them to read it again and to correct and improve the words and phrases where they think necessary.

10

- Put students back into pairs and ask them to compare their rewriting of the text. Where they have two different versions, ask them to decide on the better version.
- Check the answers around the class, allowing any correct answers.

Suggested answers

[1]~~The last summer~~ Last summer we booked a two-week holiday in Greece through a travel agent. [2]~~In the first place~~ Initially, we were going to book our flights and hotel directly, [3]~~like~~ as we usually do, [4]but my husband thought using a package holiday operator would be easier and [5]~~with the addition~~ also / in addition cheaper. How wrong he was! [6]~~Even~~ Even though / Although the flight itself wasn't luxurious, [7](nevertheless) it was reasonably comfortable and, [8]~~with good luck~~ fortunately/luckily, it arrived on time. [9]However, ~~from this moment~~ from that moment/point, things went downhill. [10]~~Once~~ When the plane arrived at two in the morning, there was no bus waiting to transfer us. It had broken down and we had to wait two hours for a relief bus. [11]When it finally / eventually arrived [12]~~at the end~~, I refused to get on it, [13]~~because of~~ because it looked so ancient and unsafe. [14]Instead, we waited until the car hire firm opened at 8.00 a.m. and [15]~~after~~ then we booked our own transport.

- **Optional step.** If your students are interested in analysing language, ask them to try to identify what is wrong with the incorrect words and phrases in the account.

3 Perception

UNIT AT A GLANCE

THEMES: Perception and the senses: the noise around us, making use of all the senses in marketing

TED TALK: *The 4 ways sound affects us*. Julian Treasure talks about how we view sounds in our everyday lives and how we can change our relationship with sound

AUTHENTIC LISTENING SKILLS: Understanding fast speech

CRITICAL THINKING: Achieving aims

PRESENTATION SKILLS: Giving shape to your talk

GRAMMAR: Stative and dynamic verbs

LANGUAGE FOCUS: Emphatic structures

VOCABULARY: Feelings and emotions

PRONUNCIATION: Stress in contrasts

READING: *Multi-sensory marketing, Not what they seem*

LISTENING: The reality of the situation

SPEAKING: Impressions and judgements, Creating attractive spaces, Describing beliefs and facts

WRITING: A response to a proposal

WRITING SKILL: Describing different perspectives

LEAD IN

- **Optional step.** Books closed. Write the word *perception* on the board and ask students to say what they think it means, e.g. the way we see and hear things, our awareness of the world around us delivered by physical senses; it can also suggest a heightened ability in some people to notice and understand what is going on around them.
- Books open. Ask students to look at the photo and suggest how it relates to perception. (The colours 'projected' on the floor aren't 'real' but we perceive the floor as being of those colours because of the sunlight coming through the stained glass windows.)

TEDTALKS

BACKGROUND

1

- Ask the class to read the text about Julian Treasure and his talk.
- Ask students to note their answers to questions 1 and 2 individually, then compare them with a partner. They can then discuss question 3 together.

Answers

1 He is the chair of the Sound Agency, an author and blogger. He has worked in various businesses and set up his own publishing group. He understands business and, in particular, marketing. He was also a drummer, which adds to his understanding of sound.

2 It means anything to do with hearing.

3 Students' own answers, but for a) sound could affect productivity negatively, although some sounds, such as music, might lift the workers' mood. For b) how noisy a shop is, both in terms of music and other sounds might affect how long people stay there and whether or not they purchase anything.

KEY WORDS

2

- Ask students to read through sentences 1–6 (without looking at a–f) and try to guess the meaning of the words in context. Elicit some suggestions and write them on the board. Then students can check to see if any of their ideas are in a–f. (Alternatively, you could follow the procedure outlined in Teaching tip 4 on page 7 of the Introduction.)
- Ask students to do the matching on their own or in pairs.

Answers

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

- Check understanding by asking students to extend or exemplify the meaning, e.g. *What else can be **suppressed**?* (symptoms of disease can be suppressed by medication, opposition to a political party can be suppressed) *When might you experience a **fight-flight** response?* (in a potentially dangerous situation such as coming across a fight) *What has **bandwidth** apart from the Internet?* (any 'wireless' communication system, e.g. radio, TV, walkie-talkies) *What are the **drivers** of inflation?* (price and salary rises) *Can you think of any common actions that are not **congruent** with the law?* (e.g. speeding in a car, dropping litter, stealing. Note that *congruent* is a very formal and quite specialist term, rarely used in speech.) *What kind of junk emails are you being **bombarded** with at the moment?* (e.g. unsolicited emails from any online retailer that students have recently used).

AUTHENTIC LISTENING SKILLS

Understanding fast speech

3a

- Ask students if they have problems with understanding fast speech in English, and if so, what strategies they employ to help them. They might mention listening for the stressed words, for example.

- Ask them to read the Authentic listening skills box. Are any of the ideas in it the same as theirs? If there are different ones, what do they think of them?
- Ask students to re-read the description of Julian Treasure's idea worth spreading on page 30, and think about how they could make their first listening to the extract easier, e.g. predicting what he might say, i.e. something about how sound affects us.
- 9 Play the extract once and allow students a couple of minutes to make notes of what they understood.

Transcript

Over the next five minutes, my intention is to transform your relationship with sound. Let me start with the observation that most of the sound around us is accidental, and much of it is unpleasant. (Traffic noise) We stand on street corners, shouting over noise like this, and pretending that it doesn't exist. Well, this habit of suppressing sound has meant that our relationship with sound has become largely unconscious.

There are four major ways sound is affecting you all the time, and I'd like to raise them in your consciousness today.

TEACHING TIP

Predicting before listening

Even with an advanced level of English, listening can be difficult for students, particularly in situations where they can't ask the speaker to repeat, e.g. listening to podcasts. One way of preparing themselves and making the listening potentially easier is to think of questions about the topic before they listen, based on their knowledge of the subject and preferably questions to which they'd like to know the answer. Examples may include *What do I know about this subject? What questions is the speaker going to deal with?* This is likely to bring up some of the vocabulary they may hear and will also 'tune' them in to the topic before they listen.

3b

- Ask students to compare their notes with their partner's and ask questions about each other's notes if they were different.
- Ask if Julian Treasure said what they were expecting to hear.

3c

- Ask student to answer the two questions in their pairs.
- 9 Play the extract again for students to check their answers.

Answers

1 He's going to 'transform' the audience's relationship with sound.

2 Most of the sounds are accidental and unpleasant.

- **Optional step.** Ask students to go back to the Authentic listening skills box and decide which strategies they used to help them with the listening. The likelihood is that they used the first (prediction) and fourth (with their partner), and possibly the third. They couldn't use the second (visual clues) with just audio.

Note: Remind your students to watch the TED Talk at home before you move on to Unit 3.1 in the class. Ask them to note down all the examples of sounds that Julian Treasure includes in his talk, i.e. the actual sound effects.

Extra activity

Sound around us

Ask students to find five minutes or so before the next lesson to assess their relationship with sound. They should select a situation where they can hear some sounds (i.e. not in their home late at night), and sit quietly with their eyes closed for a few minutes, during which time they should focus as much as possible on the sounds around them. What are the sounds they can hear? Are they pleasant/unpleasant? How do they make them feel? If possible, they should make a few notes immediately after they have listened, to share with the class in the next lesson.

3.1 The 4 ways sound affects us

TEDTALKS

1

- **Optional step.** If your students did the Extra activity from the end of the last lesson, start this lesson by asking them about it – what they could hear and how they felt. Ask them to bear their feelings in mind as they go through the exercises in this lesson.
- 3.1 Play the whole talk. Ask students to work in pairs to compare the list of sounds that they noted. They should check that they have each noted them all.
- Then ask them to categorize the sounds into pleasant, unpleasant and powerful sounds, according to the talk.
- Elicit answers from the class, then ask if they agree with Julian Treasure's categorization.

Transcript

0.12 *Over the next five minutes, my intention is to transform your relationship with sound. Let me start with the observation that most of the sound around us is accidental, and much of it is unpleasant. (Traffic noise) We stand on street corners, shouting over noise like this, and pretending that it doesn't exist. Well, this habit of suppressing sound has meant that our relationship with sound has become largely unconscious.*

0.32 *There are four major ways sound is affecting you all the time, and I'd like to raise them in your consciousness today. First is physiological. (Loud alarm clocks) Sorry about that. I've just given you a shot of cortisol, your fight-flight hormone. Sounds are affecting your hormone secretions all the time, but also your breathing, your heart rate – which I just also did – and your brainwaves.*

0.54 *It's not just unpleasant sounds like that that do it. This is surf. (Ocean waves) It has the frequency of roughly twelve cycles per minute. Most people find that very soothing, and, interestingly, twelve cycles per minute is roughly the frequency of the breathing of a sleeping human. So there's a deep resonance with being at rest. We also associate it with being stress-free and on holiday.*

1:14 *The second way in which sound affects you is psychological. Music is the most powerful form of sound that we know that affects our emotional state. (Albinoni's Adagio) This is guaranteed to make most of you feel pretty sad if I leave it on. Music is not the only kind of sound, however, which affects your emotions.*

1:29 *Natural sound can do that too. Birdsong, for example, is a sound which most people find reassuring. (Birds chirping) There is a reason for that. Over hundreds of thousands of years we've learned that when the birds are singing, things are safe. It's when they stop, you need to be worried.*

1:42 *The third way in which sound affects you is cognitively. You can't understand two people talking at once ('If you're listening to this version of me, you're on the wrong track') or in this case one person talking twice. ('Try and listen to the other one.') You have to choose which me you're going to listen to.*

1:52 *We have a very small amount of bandwidth for processing auditory input, which is why noise like this – (Office noise) – is extremely damaging for productivity. If you have to work in an open-plan office like this, your productivity is greatly reduced. And whatever number you're thinking of, it probably isn't as bad as this. (Ominous music) You are one third as productive in open-plan offices as in quiet rooms. And I have a tip for you. If you have to work in spaces like that, carry headphones with you, with a soothing sound like birdsong. Put them on and your productivity goes back up to triple what it would be.*

2.24 *The fourth way in which sound affects us is behaviourally. With all that other stuff going on, it would be amazing if our behaviour didn't change. (Techno music inside a car) So, ask yourself: Is this person ever going to drive at a steady 28 miles per hour? I don't think so. At the simplest, you move away from unpleasant sound and towards pleasant sounds. So if I were to play this – (Jackhammer) – for more than a few seconds, you'd feel uncomfortable; for more than a few minutes, you'd be leaving the room in droves. For people who can't get away from noise like that, it's extremely damaging for their health.*

2.55 *And that's not the only thing that bad sound damages. Most retail sound is inappropriate and accidental, and even hostile, and it has a dramatic effect on sales. For those of you who are retailers, you may want to look away before I show this slide. They are losing up to thirty per cent of their business with people leaving shops faster, or just turning around on the door. We all have done it, and leaving the area because the sound in there is so dreadful.*

3.18 *I want to spend just a moment talking about the model that we've developed, which allows us to start at the top and look at the drivers of sound, analyse the soundscape and then predict the four outcomes I've just talked about. Or start at the bottom, and say what outcomes do we want, and then design a soundscape to have a desired effect. At last we've got some science we can apply. And we're in the business of designing soundscapes.*

3.39 *Just a word on music. Music is the most powerful sound there is, often inappropriately deployed. It's powerful for two reasons. You recognize it fast, and you associate it very powerfully. I'll give you two examples. (First chord of The Beatles' 'A Hard Day's Night') Most of you recognize that immediately. The younger, maybe not. (Laughter) (First two notes of 'Jaws' theme) And most of you associate that with something! Now, those are one-second samples of music. Music is very powerful. And unfortunately it's veneering commercial spaces, often inappropriately. I hope that's going to change over the next few years.*

4.10 *Let me just talk about brands for a moment, because some of you run brands. Every brand is out there making sound right now. There are eight expressions of a brand in sound. They are all important. And every brand needs to have guidelines at the centre. I'm glad to say that is starting to happen now. (Intel ad jingle) You all recognize that one. (Nokia ringtone) This is the most-played tune in the world today. 1.8 billion times a day, that tune is played. And it cost Nokia absolutely nothing.*

4.36 *Just leave you with four golden rules, for those of you who run businesses, for commercial sound. First, make it congruent, pointing in the same direction as your visual communication. That increases impact by over 1,100 per cent. If your sound is pointing the opposite direction, incongruent, you reduce impact by 86 per cent. That's an order of magnitude, up or down. This is important. Secondly, make it appropriate to the situation. Thirdly, make it valuable. Give people something with the sound. Don't just bombard them with stuff. And, finally, test it and test it again. Sound is complex. There are many countervailing influences. It can be a bit like a bowl of spaghetti: sometimes you have to just eat it and see what happens.*

5.14 *So I hope this talk has raised sound in your consciousness. If you are listening consciously, you can take control of the sound around you. It's good for your health. It's good for your productivity. If we all do that, we move to a state that I like to think will be sound living in the world. I'm going to leave you with a little bit more birdsong. (Birds chirping) I recommend at least five minutes a day, but there is no maximum dose. Thank you for lending me your ears today. (Applause)*

Answers

Sounds: traffic noise, alarm clock, surf / ocean waves, classical music, birdsong, office noise, techno music, jackhammer, guitar chord / Beatles song, introductory chords from the film *Jaws*, Intel ad jingle, Nokia ringtone

a music, surf / ocean waves, birdsong

b traffic noise, alarm clock, jackhammer, office noise

c classical music, techno music, Beatles song, *Jaws* theme

2

Teaching tip: Working from memory, Unit 2.1, page 26

- Ask students to look at the table and see if they can complete any of the cells from memory.
- 3.1 Play the first part of the talk from 0.12–2.55 for students to check their answers and complete any they couldn't remember.

Answers

1 surf / ocean waves 2 Psychologically 3 affects our emotional state 4 birdsong 5 small amount of 'bandwidth' for processing auditory input 6 office noise 7 techno music 8 jackhammer/drill

- Note the differences in British English and North American English shown at the foot of the spread. In this unit, these focus on spelling and pronunciation differences.

3

- Ask students to read through the sentences and complete them with the correct adjectives.
- 3.1 Play the second part of the talk from 2.55–4.10 for students to check their answers.

Answers

1 inappropriate, hostile 2 dramatic 3 dreadful 4 powerful, fast

4

- Ask students to read the questions and discuss them quickly with a partner. Can they answer any of them now?
- 3.1 Play the third part of the talk from 4.10 to the end for students to check their answers.

Answers

1 guidelines 2 the power of sound to be instantly associated with a brand / an effective sound 3 the company's visual communication 4 appropriate, valuable 5 because sound is complex and there are many opposing/different influences 6 It's good for health and productivity.

- **Optional step.** Ask students whether their experience of sound (e.g. from the Extra activity at the end of the opening spread) reflects what they watched in the TED Talk. Can they suggest other sounds that they think are particularly pleasant, unpleasant or powerful?

VOCABULARY IN CONTEXT

5

- 3.2 Play the clips from the talk. When each multiple-choice question appears, students choose the correct definition.

Transcript and subtitles

1 ... twelve cycles per minute is roughly the frequency of the breathing of a sleeping human. So, there is a deep ***resonance*** *with being at rest.*

a artificial assistance
b natural similarity
c emotional or physical association

2 Birdsong, for example, is a sound which most people find ***reassuring.***

a comforting b helpful c safe

3 Is this person ever going to drive at a ***steady*** *28 miles per hour?*

a reasonable b slow c regular

4 So if I were to play this ... for more than a few minutes, you'd be leaving the room ***in droves.***

a in a hurry
b in great numbers
c in an unhappy state

5 ... Or start at the bottom, and say what ***outcomes*** *do we want, and then design a soundscape to have a desired effect.*

a benefits b sounds c results

6 Music is the most powerful sound there is, often inappropriately ***deployed.***

a prioritized b recorded
c brought into action

7 And unfortunately it's ***veneering*** *commercial spaces, often inappropriately.*

a covering something with an attractive layer
b finding its way into every place
c spoiling or harming

8 If we all do that, we move to a state that I like to think will be ***sound*** *living in the world.*

a good and sensible
b calm and peaceful
c interesting and exciting

Answers

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

Note: The word *sound* with the meaning of 'good and sensible' has several useful collocations, e.g. *sound advice, a sound plan, of sound mind, a sound investment.*

6

• ▶ 3.3 Play the clips from the talk. As the recording pauses at the gap in each sentence, ask students to think about which word can fill the gap and note their answers. (You will need to pause the recording yourself.) They can check with another student at this point, and together list collocations they think are possible in the gap.

• Start the recording again for students to check their answers.

Answers and transcript

1 Well, this habit of suppressing sound has meant that our relationship with sound has become *largely* **unconscious**.

2 There is a deep resonance with being *at* **rest**. We also associate it with being stress-free and on holiday.

3 This is guaranteed to *make* most of **you feel** pretty sad if I leave it on.

4 For people who can't get away from noise like that, it's extremely *damaging* **for** their **health**.

5 Or start at the bottom, and say what outcomes do we want, and then design a soundscape to have a *desired* **effect**.

6 1.8 billion times a day, that tune is played. And it cost Nokia *absolutely* **nothing**.

7 Just leave you with four golden rules, for those of you who *run* **businesses**, for commercial sound.

8 I recommend at least five minutes a day, but there is no *maximum* **dose**.

Note: Make sure that students realize that the collocations used are in some cases just the choices of the speaker. It is quite possible that other words could fill the gap, and their answers may well be correct. Be sure to check them and praise any correct answers. Here, items 2, 3, 6 and 7 are fixed collocations. Alternatives for the others might be: 1 *mainly*, 4 *harmful*, 5 *wished-for*, 8 *stated*.

▶ Teaching tip: Collocations Unit 1.1, page 17

7

• Ask students to complete the sentences in their own words, before comparing their ideas with a partner. Monitor to help them with ideas.

• Ask students to share and discuss some of their sentences.

Possible answers

1 Students' own answers

2 … a jackhammer started up outside the theatre. / the leading actor forgot his lines. / the realistic war scene came on.

3 … the general election. / the interview I did yesterday. / the national lottery.

4 … improve the company's image. / increase sales. / make people laugh.

CRITICAL THINKING Achieving aims

8

• Before you go through this exercise, ask students what they think Julian Treasure's aims were in his talk.

• Ask students to look at the exercise to check, and to answer the questions in pairs.

• Elicit the answers in a class discussion. For question 3, ask students to consider why they might have found one example memorable when other students found different ones more memorable. (See the Teaching tip below.)

TEACHING TIP

Learning styles

This might be a good time to reflect on different learning styles, as students' answers to question 3 in Exercise 8 may differ. Students who remembered the figures shown on the slides are likely to respond to visual cues, while those who remembered the sound effects more are likely to respond better to auditory cues. Some may have responded better purely to the humour projected by the speaker, and they may be more affective learners (responding to emotion). Different learners have different styles: visual, auditory, kinaesthetic (physical), cognitive (analytical). (Based on the VAK model originated by Walter Burke Barbe.) It's important that we are aware of this in our classrooms and cater to different styles where possible, for example when presenting a language point ensuring that part of the presentation is visual and part is oral/aural, also allowing time for the cognitive learners to make and test hypotheses. Catering for kinaesthetic learners is more difficult with adult learners, but it may still be possible to use objects, or your own gestures and movements to help.

9

• Ask students to look at the questions, then read the comments and discuss the questions in their pairs.

• Ask which comment best reflects their views, if either does.

Answers

1 Julian Treasure achieved his aim of making Stefan more aware of sound, but Julia was already very aware of the impact of sound in her working life. Stefan felt that there wasn't enough advice on how to control sound in everyday life.

2 Students' own answers, but they may mention the use of headphones in a noisy office, as Julian Treasure advised; they could mention turning off the TV when they aren't actually watching it, or perhaps turning off the sound on tablets and other mobile devices when it isn't actually needed.

PRESENTATION SKILLS Giving shape to your talk

10

- Ask students to work in pairs to discuss the question.
- Compare ideas as a class. They may have different ideas, but they should have noted that it's important to make an impact at the beginning and end of a talk.

11

- Tell students to look at the Presentation tips box and to compare their ideas from Exercise 10 with those in the box. Do they agree with the points in the box?

12

- ▶ 3.4 Play the clips from the talk. Ask students to note down the techniques that Julian Treasure uses while they watch.
- When the video has finished, ask students which techniques were illustrated in the clips.

Answers

Julian Treasure had a very strong beginning as he illustrated with traffic noise how difficult it is to hear over unwanted sound.

He created a need to listen by saying that sound affects us all and that he was going to raise our consciousness of the four ways in which it affects us.

In the first clip, he signposts the route by mentioning the four ways in which sound affects us.

He ended with a summary and the important message that we can control how sound affects us and improve our health and productivity. He also left with the audience with a recommendation (to listen to birdsong every day).

13

- Ask students to work in pairs to discuss the topic of why we need designated quiet places in our lives, using information from the talk to inform them.
- Tell them to prepare an introduction to a talk on the topic, using the tips in the Presentation skills box. If you have time, you could ask them to prepare two alternative beginnings. They should write three or four sentences for the beginning(s).
- They can practise their introduction with their partner.

14

- Put students into different pairs to give the beginning of their talk. Each student in the pair takes turns to present their beginning(s).

▶ Teaching tip: Reorganizing pairs, Unit 1.4, page 23

- Invite students to discuss as a class which techniques their partners used, which ones worked, and which they particularly liked. If any seem particularly strong, invite them to present their beginning to the class.

▶ Set Workbook pages 24–25 for homework.

3.2 Judging by appearances

GRAMMAR Stative and dynamic verbs

1

- Books closed. Ask students to close their eyes and think back to when they last met someone for the first time, either socially or for business. Ask them to think what their impression of the person was and what gave them that impression.
- In small groups, students share their impressions.
- Books open. Ask students to discuss the questions in pairs, justifying their answers and comparing them to the impressions they discussed in groups.

2

- Direct students' attention to the infographic and ask them to note individually what matters most when we meet someone for the first time, according to the information, and to add any other points they can think of.
- They then discuss with their partner how this compares with their ideas from Exercise 1.
- Elicit feedback from the class.

Answers

According to the infographic, what we look like and how we speak is more important than what we say; making eye contact and listening to the other person are also important.

Other points that students might add are smiling, agreeing and whether the person seems interested in us.

3

• Direct students' attention to the Grammar box. Tell them to read the sentences 1–6 and answer the questions a–d.

• Students can check their answers and overall understanding of future forms by turning to the Grammar summary on page 146.

Answers

a depend, mean, own (but you can talk about someone 'owning up' to something, or 'owning an idea'), be, seem, need

b *think*: in the simple form this refers to general opinion and is similar to *believe*; in the continuous it suggests a process/action happening at the moment, and is similar to *consider*; *mean*: in the simple form this means *signify*; in the continuous it conveys intention (over a period of time).

c The simple form (*are*) would express a general truth, in this case a quality of the person; in the continuous (*are being*) it expresses an action or behaviour at a particular point in time.

d annoyance/irritation, e.g. with a habit

• If you feel that students need more controlled practice before continuing, direct them to Exercises 1–3 in the Grammar summary. Otherwise, you could continue on to Exercise 4 in the unit and set the Grammar summary exercises for homework.

Answers to Grammar summary exercises

1

1 1 deserves 2 did you have 3 contained 4 promise

2 1 didn't want 2 don't think 3 was being 4 didn't feel / wasn't feeling

3 1 Are you enjoying / Have you been enjoying 2 'm learning / 've learned / 've been learning 3 involves 4 Do you mind 5 mean 6 depends

4 1 was having 2 see 3 thought 4 was just calling 5 discussed / were discussing

2

1 ~~'m loving~~* 2 (both possible) 3 ~~He's owning~~ 4 (both possible) 5 ~~isn't really mattering~~ 6 ~~isn't surprising~~ 7 ~~weren't believing~~ 8 (both possible) 9 ~~is deserving~~

*'I'm loving' is used in a very informal manner, particularly by younger people.

3

1 1 'm tasting 2 tastes

2 1 looked / were looking 2 felt / was feeling 3 seemed

3 1 sounds 2 seems

4

• Put students in pairs and ask them to read the sentences and choose the correct form of the verbs, or both forms where both are possible.

• When they have finished, get them to decide on the difference in meaning where both forms are possible.

Answers

1 a Are you (permanent quality, i.e. a judgemental person) / Are you being (a temporary state at the time in question) b I don't think c all do d like

2 a wondered (indefinite time in the past) / been wondering (over a period of time in the past to present) b appears c means d are

3 a were already making b wanted c I don't own d I suppose

4 a always come (statement of fact – regular activity) / are always coming (habit which can be annoying) b have c live (focus on general fact) / are living (focus on temporary nature of age) d is becoming

5

• Ask students to complete the dialogues with the verbs in the correct form.

Answers

1 sounds (seems is also possible) 2 looks/seems 3 seemed/sounded 4 feel / 'm feeling 5 'm just tasting

• Point out the cartoon and ask students to think about why it works, and what it tells us about the verb *smell*. (It can have two meanings: either 'perceive something with the nose' or 'give off a particular aroma'.

TEACHING TIP

Verbs of perception

Verbs of perception can be tricky as they can have subtle differences of meaning, as in the joke. *Taste*, for example, can be a quality of something (*This tastes strange*), an involuntary sensation (*Can you taste lemon?*) or an intentional act to check something (*I'm tasting the soup to see if it needs salt.*)

The verb *feel* can also be used to express a quality of something (*This fabric feels very soft*), to express a physical or emotional state (*I feel exhausted; She's feeling depressed*) or to express touching something intentionally for a reason (*The doctor felt the lump and said it was nothing serious*).

Some senses have different verbs to express a voluntary or involuntary action, for example, we *look* intentionally, but we *see* involuntarily; we *listen* intentionally, but we *hear* involuntarily.

LANGUAGE FOCUS Emphatic structures

6

- Write the two sentences on the board and read them aloud for the students.
- Ask which they feel is more emphatic, and point out that it is the second, b.
- Ask them to match the sentence halves to make emphatic sentences. Point out that they don't all follow the same form.

Answer

1 e: What strikes you is her incredible energy.

2 c: It is her incredible energy that strikes you.

3 b: Her incredible energy is particularly striking.

4 f: Her incredible energy really does strike you.

5 a: Her incredible energy is what strikes you.

6 d: The thing that strikes you is her incredible energy.

- Refer students to the explanation in the Grammar summary on page 146. If you feel that students need more controlled practice before doing Exercise 7, ask them to complete Exercise 4 in the Grammar summary.

Answers to Grammar summary exercise

4

1 What I find really difficult is the relationship between spelling and pronunciation in English. / The relationship between spelling and pronunciation in English is what I find really difficult.

2 Planning the details of your trip in advance does have its advantages, but it also has some drawbacks. / Planning the details of your trip in advance has its advantages, but it does also have some drawbacks.

3 The thing I liked about the documentary was that it left you to make up your mind about the rights and wrongs of the situation.

4 It wasn't her answer that surprised me, but her violent reaction. / It was her violent reaction that surprised me, not her answer.

5 Wherever you go in New Orleans, it's the quality of live music that is impressive.

6 It is people with that kind of selfless attitude and determination who can change the world.

7

- Ask students to rewrite the sentences using the word in brackets. Tell them that there may be more than one possibility for some of them.
- When they have finished, let them compare their answers in pairs to see if they used the same structure.

Answers

1 The thing (that) I like is the way he always tries to include everyone.

2 What she did was (to) make a big impression on everyone at the meeting. / She did make a big impression on everyone at the meeting.

3 What is amazing is (the fact) that he can switch so easily from one language to another.

4 It's the blueness of his eyes that is very striking.

5 Her manner is particularly abrupt, but actually she's very nice. / Her manner, particularly, is very abrupt, but actually she's very nice.

6 It's people like that who annoy me.

SPEAKING Impressions and judgements

8 *21st* CENTURY OUTCOMES

- Refer students to the list and ask each student to select two items from the list about which they might have made incorrect initial judgements. They can introduce items from the list you discussed in the previous step, if necessary.
- Put students in pairs to select two items from the four they have chosen. They then describe their first impressions to each other and whether they were wrong.

9

- Ask students to work with a different partner. In their new pairs, they compare their experiences.
- Remind them that they should be assessing whether they made judgements too quickly, and analysing their initial assessments to fulfil the 21st century outcome of analysing judgements and decisions.

Set Workbook pages 26–27 for homework.

3.3 Lights, music, action

READING Multi-sensory marketing

1

- Before starting the exercise, ask students whether they prefer shopping in stores or online, giving reasons for their answer. Ask what kind of things would make shopping a more pleasant experience for them.
- Refer them to the first question, and ask them to answer it in pairs. Do their answers reflect the things they said would make shopping more pleasant?
- Ask them to guess what *multi-sensory marketing* might mean.

Suggested answers

1 In shops: special displays, special offers (buy one get one free), position on the shelves. Online: eye-catching advertisements, videos (with music)

2 It means using sales methods which appeal to all your senses (e.g. smell, touch, hearing, taste) – not just using the traditional visual stimuli.

2

- Ask students to read the article quickly to get the gist.
- They should then look at the points in the exercise and answer the question for each one, referring back to the article as necessary.

Answers

1 They don't use multi-sensory experiences despite statistics that attest to their effectiveness.

2 They are underestimating the value that high street shops can bring (in favour of online sales). They treat them much the same as the online shopping experience.

3 They think the online sales channel is the best route as it is cheaper to administer and deliver.

3

- Give students a few minutes to read the article again and answer the questions.
- They can compare their answers with a partner before you check with the class.

Answers

1 Because there is plenty of persuasive research into its (positive) influence on customer behaviour. (lines 10–13)

2 How long customers stay in the shop, what their feelings are while they are there, and how much they spend. (lines 30–33)

3 'bricks and mortar' side of their business (lines 43–44)

4 because it's cheaper than shops (which have 'high attendant costs') (lines 45–50)

5 bringing multi-sensory experience into consumers' homes (lines 59–61)

4

- Ask students to look at the definitions and to try to find words and phrases that match them in the article.
- Elicit answers from the class.

Suggested answers

1 missing an important trick (line 8) 2 a paper (line 14) 3 heightened (line 28) 4 crucially (line 31) 5 hit the mark (line 40) 6 holy grail (line 51)

5

- Ask students to look at the causes and effects from the article and discuss what the reasons might be for them.
- They should then decide individually whether they think the causes would have the same effect on them, e.g. would slow music in a restaurant mean that they'd spend more?
- Ask them to work in small groups to discuss the effects the causes would/wouldn't have on them.

Suggested answers

Students might suggest the following reasons for the effects:

Slow music can be relaxing, and people who are relaxed might eat and drink more.

Comfortable chairs can make people feel sleepy and therefore less sharp, which could affect negotiating skills.

Eating in the dark could heighten the senses of smell and taste, but also it could be seen as more romantic (and less likely that other people will see who you're with!).

Pleasant fragrances might suggest that the shop spares no expense to make its customers' experiences pleasant and therefore encourage the shoppers to spend there.

Dim lighting might have the feeling of a night club for younger people and be more inviting for them, increasing the number who come to the shop.

VOCABULARY Feelings and emotions

6

- Books closed. Ask students how they might describe a shop that played really loud music all the time. Accept any reasonable answers, e.g. *annoying, irritating, exciting*. It is likely that most adjectives they choose will end in *-ing*, so point that out.
- Books open. Ask students to read the sentence from the article and look at the word in bold (*soothing*). Ask them to find a word in Box B that means much the same. (They will probably choose *comforting* or *relaxing*.)
- Now ask them to look at all the words in Box A and match them with synonyms in Box B.

Answers

disconcerting – unsettling distracting – off-putting
energizing – stimulating infuriating – maddening
irresistible – compelling reassuring – comforting
rousing – stirring soothing – relaxing tempting – enticing

- Point out that most adjectives ending in *-ing* describe a quality of something.

7

- Ask students to work in pairs to discuss the questions. Make sure they realize that there will be two possible adjectives in each case, and possibly more.
- When the pairs have finished, invite students to call out adjectives as you read out each situation.

Suggested answers

1 stirring, rousing 2 tempting, enticing, irresistible
3 distracting, off-putting, infuriating, maddening, disconcerting, unsettling 4 comforting, soothing, relaxing
5 infuriating, maddening, unsettling, disconcerting
6 distracting, infuriating, maddening, compelling
7 energizing, stimulating 8 soothing, comforting

8

- Ask students to each choose three adjectives from Exercise 6, ensuring that they don't choose synonyms. They should think of things they can describe using the adjectives, e.g. *I find it really maddening when people carry on looking at their phone or tablet while they talk to you.*
- In their pairs from Exercise 7, students should exchange their descriptions. For further practice of emphatic structures, you could ask them to make their sentences more emphatic, e.g. *What I find really maddening is when people carry on looking at their phone or tablet while they talk to you.*

TEACHING TIP

Adjective or verb?

It can sometimes be confusing to students that words ending in *-ing* can be either a verb or an adjective in different contexts. For example, in *The news is depressing*, *depressing* could be either. There are usually ways of telling which part of speech the word is though: if there is an object, or an object can be added, the word is a verb, e.g. *The news coming from the war is depressing everyone.* If the word can be modified by an adverb or made into a comparative, then it is an adjective, e.g. *The news is extremely depressing. / This news is the most depressing I've heard for a while.* The only way to be sure is to look at the context for clues.

SPEAKING Creating attractive spaces

9 21st CENTURY OUTCOMES

- Put students in small groups. You could ask pairs from Exercise 8 to join another pair.
- Tell them to read about the two shops and to think of a few ideas for the multi-sensory environment individually, before discussing their ideas as a group. Remind them to take into account the points brought up in Julian Treasure's talk.
- As a group, they should decide on the environment they think would be correct for the shops.

10

- Ask students to join with another group.
- The groups present their ideas to each other, evaluating them all and deciding which ideas work best, to fulfil the 21st century outcome of understanding how environmental factors influence consumer behaviour. They could then present their ideas to the class and the class could decide on the best.

Photocopiable communicative activity 3.1: Go to page 235 for further practice of feelings and emotions vocabulary.
Set Workbook pages 28–29 for homework.

3.4 Contrary to popular belief

READING Not what they seem

1

- Ask if anyone can remember the statistic Julian Treasure mentioned about open-plan offices. (Productivity can be reduced by as much as 66% in open-plan offices.)
- Give students a few minutes to discuss the questions in pairs.
- Elicit students' ideas, but don't confirm or otherwise as they check in the next exercise.

Suggested answers

Benefits: Possibilities are that they are cheaper for the company, allowing more people in a space than would be the case with closed offices; they would allow the staff to be observed; they would allow easy communication. For the employee, they would allow easy communication and the possibility to chat with co-workers when they wish.

Drawbacks: Possibilities might be the noise, the lack of privacy for phone calls and meetings, little possibility of personalizing one's space.

2

- Ask students to read the extract from an article quickly and check their ideas from Exercise 1.

Answers

Benefits to the company and employee mentioned in the text: efficient use of space, improved communication and flow of ideas. It also mentions better worker interaction and productivity but says that these are largely symbolic, i.e. open-plan offices are actually more detrimental than beneficial.

Drawbacks mentioned in the text: low attention span, low creativity, low motivation, high levels of stress, increased risk of the spread of germs, high noise levels.

- Ask which students have worked in an open-plan office and ask if they agree with the assessment in the extract. What are/were their experiences of this type of office?

LISTENING The reality of the situation

3

- Explain that students are going to listen to two friends discussing noise and concentration. When they listen for the first time, they should answer the two questions in the instruction.

• 10 Play the recording once. Students note their answers and compare them with a partner.

Transcript

A: *You'd imagine that peace and quiet was the best thing for concentrating and getting your work done, wouldn't you? But that's simply not the case for many people, especially younger people who've been brought up on a diet of background music and YouTube videos. I was chatting to a friend the other day who works from home and she said that, in point of fact, she finds it really difficult to work at her computer with no noise around her.*

B: *Really? So, what does she do – listen to music?*

A: *No, she finds that too distracting. She listens to a recording of background office noise. It's a kind of low-level noise of people typing and chatting on the phone, as if she were in an open-plan office.*

B: *That's really odd – 'cos I've read studies about this and the popular belief now is that open-plan offices don't work precisely because people find all the surrounding noise too invasive. But if it works for her, I guess you can't argue against that.*

A: *Yes, she claims it does. It's a bit like our neighbours too, actually. They turn on the vacuum cleaner to get their baby to sleep.*

B: *What?*

A: *Yes, apparently, according to them, it's the only thing that works. I have to say when they first did it, we wondered what on earth was going on. We thought they'd decided to start doing the housework at eleven o'clock at night.*

Answers

The first speaker doesn't agree with the article. She gives the following examples: a friend who listens to background office noise while she's working; neighbours who turn on the vacuum cleaner to help their baby get to sleep at night.

4

• Ask students to read the questions and to try to answer them from what they remember of the conversation.

• Tell them to discuss their answers with a partner, before listening again to check and correct them.

• 10 Play the recording again.

Answers

1 peace and quiet

2 They're so used to background music and YouTube videos.

3 She finds it difficult to work with no background noise around her.

4 It is generally believed that surrounding noise in open-plan offices is too invasive, so open-plan offices don't work.

5 They say it's the only thing that works.

5

• Tell students that they are going to listen again, this time for the language used.

• Ask them to read through the phrases in the Useful language box before they listen.

• 10 Play the recording again. Students tick the phrases that they hear.

• Ask students to work in pairs to check whether they have ticked the same phrases.

Answers

You would think / imagine that ... The popular belief (now) is that ... Apparently, ... in point of fact ... But that's (simply) not the case ...

Pronunciation Stress in contrasts

6a

• **Optional step.** Ask students to read the sentences and identify what the contrasts are in each one. (1 cheap / isn't, 2 easy / difficult, sugar bad / need sugar, seemed calm / don't think was)

• Ask the students to say the sentences under their breath or in pairs, and underline the stressed syllables, two in each clause, using the contrasts they identified to help them if you did the Optional step.

• 11 Play the recording for students to check their underlining.

Answers and Transcript

1 It seems cheap, but in fact it isn't.

2 You'd think it would be easy, but in reality it's quite difficult.

3 They say sugar is bad for you, but actually you need sugar.

4 On the face of it he seemed calm, but I don't think he was.

6b

• Ask students to work in pairs to practise saying the sentences. They should take turns to repeat the sentences with the same stress as in the recording.

• Ask one student in each pair to read out a sentence, while the other notes the stressed words. Then they swap roles. At the end, they discuss whether they stressed the words correctly in each sentence.

Extra activity

Stressing contrasts

To make sure that your students are clear about stress in contrasts and pronouncing them, do the following quick activity with them. Write this sentence on the board: *My boss went on holiday to Florida with his wife last month.*

Ask questions as if you have misheard part of the sentence and tell students they can only respond with some of the words on the board preceded by *No*, but must correct you with the correct stress, e.g. you say *Sorry? Did he go to Florence?* and indicate a student to correct you. The student would have to say *No, he went to Florida*. Repeat this by contradicting all of the parts of the sentence, i.e.

Sorry, was that your colleague? No, it was my boss.

Did he go on business? No, he went on holiday.

Sorry? He took his daughter? No, he took his wife.

That was last week, was it? No, it was last month.

You could practice this further with emphatic structures, e.g. *No, it was my boss who went on holiday.*

SPEAKING Describing beliefs and facts

7

- Ask students to work in pairs to read the two ideas. They decide on who is A and who is B.
- Tell them to turn to their respective pages at the back of the book and read the information. They should ensure they understand it and can present it to their partner, supported by a couple of notes, if necessary. They should also be prepared to offer examples.
- When they are ready, tell them to act out a conversation about the commonly believed fact in each one, with the student with the information 'putting the other one right'. Monitor to check correct use of the Useful language.

Suggested answers

Students could use examples such as the following to support the information:

Student A: A lot of people find they are more productive when working to tight deadlines – having the stress of the deadline pushes them to work more efficiently rather than becoming distracted by emails, surfing the Internet, etc. which may be the case when they are not under pressure. Similarly, sportspeople often perform better if they have someone in their team who is performing better than them. The stress of not wanting to seem worse than the other player pushes them to greater efforts.

Student B: Listening to sad songs can actually make us appreciate that our situation isn't so bad; also, music can help clear our minds of what is bothering us, allowing our imagination to take over and to become more creative.

WRITING A response to a proposal

8

- Direct students' attention to the instruction and the response. Ask them to read the response quickly and answer the questions.

Answers

1 The writer isn't convinced about the benefits of open-plan offices. He/She states that a small-scale experiment should be introduced first, and introduced for management as well as staff.

2 Students should underline: *Personally, however, I am far from convinced that its benefits outweigh these savings. / I suspect that the same results could be attained just as easily by providing a few extra communal spaces ... / I would prefer it if the company first experimented with some smaller-scale measures ... / I imagine it would be very damaging for morale ...* These are subjective because of the use of an adverb expressing opinion (*personally*) the presence of the pronoun *I* and the use of verbs expressing beliefs or opinions, i.e. *suspect, prefer, imagine*.

Students should circle: *Studies show that, as far as social relations are concerned, open environments are a positive thing inasmuch as they facilitate more interaction between people.* This is objective because it is introduced by the reference to *studies*.

Writing skill Describing different perspectives

9a

- Explain that the phrase *From a financial perspective* denotes the view taken upon the sentence that follows, i.e. the writer appreciates the financial sense of open-plan offices. Tell students we often use phrases like this to preface statements and show the viewpoint we are taking.
- Ask them to read the response again and find three more phrases that indicate viewpoint.

Answers

Personally, ...

as far as social relations are concerned ...

from the point of view of good labour relations ...

- Refer students to the Grammar summary on page 146 for more on describing different perspectives. If you feel they need controlled practice, they can do Exercise 5 in the Grammar summary. Otherwise, you could continue on to Exercise 9b and set the Grammar summary exercise for homework. Students can also do Exercise 6 in the Grammar summary, which practises all the grammar from this unit, or it can be done at the end of the lesson.

Answers to Grammar summary exercises

5

1 Personally (adverb) 2 Practically (adverb) 3 Health (noun) 4 political (adjective) 5 Financially (adverb) 6 smokers (noun)

Note that other answers are possible, but they should be the part of speech given.

6

1 ~~is belonging~~ → belongs 2 ~~am promising~~ → promise 3 ~~is just~~ → is just being 4 ~~wasn't feeling~~ → didn't feel 5 ~~what~~ → that 6 ~~economically~~ → economic

9b

- Ask students to read through the sentences and to add a phrase that indicates the perspective given in the prompt in brackets.
- Point out that more than one answer is possible, and ask students to vary the phrases they use as much as they can.

Answers

1 From a health perspective, putting a lot of people in close proximity with each other is risky.

2 In terms of individual productivity, people who work in offices only do 4–5 hours of efficient work per day, anyway.

3 Practically speaking, you can't beat an open-plan office for space efficiency.

4 Psychologically (speaking) / From a psychological point of view, seeing everyone around you working hard can boost your motivation.

5 Statistically speaking, there are distinct advantages to working in a quiet concentrated manner.

10 *21st* CENTURY OUTCOMES

- **Optional step**. Have students read the proposal in pairs or small groups and brainstorm ideas of how staff might respond to it. Elicit ideas and write them on the board for students to draw on as they write their response. (They might want to ask about the cost of non-scented cleaning products, whether banning perfume and aftershave is against individuals' rights, etc. and they might want to suggest areas in the office where no fragrances are allowed.)
- Remind students to think about how they would state their point of view, how they would present subjective and objective arguments, and how they could use different perspectives in their response.
- Give them a limited time to write their response, either individually or in pairs, or for homework if time demands.

11

- Put students in pairs to exchange their responses. (If they wrote the response in pairs, they should obviously change partner for this exercise.)
- Tell students to check their partner's response carefully against the questions in the book. They should check that the response is honest and objective, to fulfil the 21st century outcome of giving an honest and objective evaluation.
- Encourage students to take on board their partner's comments and to rewrite their response accordingly. Once they have done this, they could display their work for other students to read, or just pass it to another group.

TEACHING TIP

Sharing work / Building a portfolio

It can sometimes be quite demotivating for students to feel that they create a lot of work, mainly texts, in their learning career, but most of it is never seen by anyone else (apart from the teacher), and never of any practical use once the course is over. You can deal with the first point by encouraging sharing of work, and with the second by encouraging students to build a portfolio of their work.

Sharing work

When students write work that includes opinions, anecdotes, arguments, etc. it can often be very interesting for them to see others' work. You can do this in pairs or groups, or by displaying the work for all to read. In pairs or groups, it's often more productive to pair students who have expressed different opinions in their work, in order for them to appreciate the different opinions in the group.

Building a portfolio

When students have produced particularly good work, it's a good idea to ask them to either keep it as it is, or rewrite it with any corrections necessary, and put it together with other good work as their portfolio. This has several benefits: if it is done over time, it can show students how far they have progressed; if the student is still at school/college, it can act as a portfolio to show prospective employers who need proof of their English skills; if the student is in work and uses English, the more work-based writing could form a useful set of models for writing they may have to do in the course of their work.

▶ Photocopiable communicative activity 3.2: Go to page 236 for further practice of cleft sentences and describing beliefs and facts.
▶ Set Workbook pages 30–31 for homework.
▶ Set Workbook Presentation 2 on pages 32–33 for homework.

4 Human interaction

UNIT AT A GLANCE

THEME: How to put oneself across better in terms of body language and in other areas of life, such as writing

TED TALK: *Your body language shapes who you are.* Amy Cuddy talks about the power of one's body language to influence not only others but ourselves

AUTHENTIC LISTENING SKILLS: Linking: assimilation and reduction

CRITICAL THINKING: Avoiding misinterpretation

PRESENTATION SKILLS: Structuring a talk

GRAMMAR: Past forms

LANGUAGE FOCUS: Inversion with adverbial phrases

VOCABULARY: Body language

PRONUNCIATION: Appropriate intonation

READING: *Business and life lessons, Getting things wrong*

LISTENING: Saying the right thing

SPEAKING: Being hyperconnected, Can I have my money back?, Everyday conversations

WRITING: A formal letter or email

WRITING SKILL: Checking for errors

LEAD IN

Extra activity

Interaction

Before you start looking at the unit in the book, tell students that the unit is about how we interact with each other. Tell them they are going to conduct a short experiment.

Put students in groups of three, A, B and C. Tell them that A and B are going to have a short conversation. Either allow them to select their own topic or write two or three current topics on the board, e.g. a sporting event in the news, a recent film / TV programme that has got people talking, a local event/incident. C is going to sit to one side, without joining in the conversation, and is going to make notes of all the ways in which A and B interact with each other, e.g. notes of their facial expressions, their gestures, their intonation. If you have time, the groups can do this twice more, with A and B sitting aside and noticing the interaction.

If the groups have each had three conversations, give them a few minutes to compare their notes before discussing observations with the class. If you only had time for one conversation, all the C students can discuss their observations with the class. Draw up a list on the board of how people interact, and have a brief discussion on the relative importance of the different ways of interacting.

- Books open. Ask students to look at the photo and discuss how it relates to interaction. (The photo shows commuters on a train in Hong Kong. There appears to be no interaction at all going on: the commuters are all just looking into space or looking at their phones.)
- Ask students to compare this image of commuting with how it would be in their country/countries.

TEDTALKS

BACKGROUND

1

- Ask the class to read the text about Amy Cuddy and her talk and look at the questions.
- Ask students to compare their ideas in pairs.

Answers

1 She is a professor and researcher in social psychology, studying nonverbal behaviour in particular and how it affects people in different situations. This has relevance to future business people as nonverbal behaviour affects your performance in business as well as social situations – how customers and partners perceive you, how you get your message across, how well you can manage a team, etc.

2 The main aspects of nonverbal behaviour are body language, i.e. eye contact, facial expressions (e.g. smiling), posture and gesture, and also tone and pitch of the voice. It is commonly said that 55% of communication is body language and 38% tone of voice, leaving only 7% for actual verbal content.

3 Students' own answers

KEY WORDS

2

- Ask students to read through sentences 1–6 (without looking at a–f) and try to guess the meaning of the words in context. Elicit some suggestions and write them on the board. Then students can check to see if any of their ideas are in a–f. (Alternatively, you could follow the procedure outlined in Teaching tip 4 on page 7 of the Introduction.)
- Ask students to do the matching on their own or in pairs.

Answers

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

- Ask students to work in pairs to discuss the questions. This should help their understanding of the key words. Monitor and check their understanding.

Background information

Hormones

The hormones mentioned in the exercise – testosterone and cortisol – are just two of the huge range of hormones our bodies manufacture. Hormones are chemical 'messengers' – molecules produced by glands in the body and transported by the circulatory system in order to regulate different organs and functions of the body. For example, thyroxine is produced by the thyroid gland and regulates the metabolic rate of the body. Hormones commonly recognized are, e.g. adrenalin, insulin, oestrogen and growth hormone. The two hormones mentioned work in opposite ways: high testosterone and low cortisol levels tend to be linked with dominant, confident types, while high cortisol and low testosterone levels tend to be linked with less confidence and higher stress.

AUTHENTIC LISTENING SKILLS Linking: assimilation and reduction

TEACHING TIP

Assimilation and reduction

Assimilation is the changing of phonemes within or across word boundaries because of the other phonemes around them; reduction (or elision) is the loss of a phoneme because of the environment. Your students might find it easier to hear these phenomena in individual words and phrases before going into the longer sections of text from the talk.

Some common assimilations are:

/t/ → /p/ before /p/, b/, /m/, e.g. *that pen* /ðæp pen/

/n/ → /m/ before /p/, b/, /m/, e.g. *handbag* /hæmbæg/

/s/ → /ʃ/ before /ʃ/, /j/, e.g. *this year* /ðɪʃ jɪə/

The most common elision is losing final /t/ or /d/ before a word starting with a consonant, e.g. *next day* /neks deɪ/, *last chance* /lɑːs ʧɑːns/, *old man* /ɔːl mæn/, *send round* /sen raʊnd/.

3a

- Show students an example of assimilation and reduction from the Teaching tip box and ensure they can hear the change / loss of the consonant.
- Ask them to read the Authentic listening skills box. They can try saying the examples in their assimilated/reduced form.
- Tell students that they may find it confusing if they try to pick out individual words, so it is useful to recognize the ways sounds are assimilated and reduced.
- 12 Play each sentence and allow students time to write down how Amy Cuddy says the underlined phrases.

Answers

1 sounds like: So_w_I wanna starp by

2 sounds like: wanna assyou to ri_now

3 sounds like: sorda makin

3b

- Tell students that they are going to hear two more extracts and they have to write what they hear. They can start by writing what they think they hear, i.e. the sounds they hear.
- 13 Play the extract for students to write what they hear.
- Play the extract again. Then ask them to write the actual words, i.e. the full forms of the words.

Answers and transcript

4 So I want you to pay attention to what you're doing right now. (I wanyou to pay attention to wap you're doin ri now)

5 We're going to come back to that in a few minutes. (We're gonna come back to tha in a few minutes)

- **Optional step.** Ask students to work in pairs to practise saying the reduced form of the sentences.

Note: Remind your students to watch the TED Talk at home before you move on to Unit 4.1 in the class. Ask them to take note of the two different behaviour types Amy Cuddy describes in the talk.

4.1 Your body language shapes who you are

TEDTALKS

1

Teaching tip: Working from memory, Unit 2.1, page 26

- Ask students for their initial impressions about the talk and about Amy Cuddy's idea worth spreading. Did they find it interesting? Did they recognize themselves in either of the behaviour types described in the talk?
- Tell students to watch the first part of the talk and make notes to answer the questions as they do so.
- 4.1 Play the first part of the talk from 0.12–3.06.
- Students can discuss the questions briefly in pairs before you check their answers.

Transcript

0.12 *So I want to start by offering you a free no-tech life hack, and all it requires of you is this: that you change your posture for two minutes. But before I give it away, I want to ask you to right now do a little audit of your body and what you're doing with your body. So how many of you are sort of making yourselves smaller? Maybe you're hunching, crossing your legs, maybe wrapping your ankles. Sometimes we hold onto our arms like this. Sometimes we spread out. (Laughter) I see you. So I want you to pay attention to what you're doing right now. We're going to come back to that in a few minutes, and I'm hoping that if you sort of learn to tweak this a little bit, it could significantly change the way your life unfolds.*

1.00 *So, we're really fascinated with body language, and we're particularly interested in other people's body language. You know, we're interested in, like, you know, an awkward interaction, or a smile, or a contemptuous glance, or maybe a very awkward wink, or maybe even something like a handshake.*

1:24 *Narrator: Here they are arriving at Number 10, and look at this lucky policeman gets to shake hands with the President of the United States. Oh, and here comes the Prime Minister of the – ? No. (Laughter)*

1:39 *Amy Cuddy: So a handshake, or the lack of a handshake, can have us talking for weeks and weeks and weeks. Even the BBC and The New York Times. So, so obviously when we think about nonverbal behaviour, or body language – but we call it nonverbals as social scientists – it's language, so we think about communication. When we think about communication, we think about interactions. So what is your body language communicating to me? What's mine communicating to you?*

2.05 *And there's a lot of reason to believe that this is a valid way to look at this. So social scientists have spent a lot of time looking at the effects of our body language, or other people's body language, on judgements. And we make sweeping judgements and inferences from body language. And those judgements can predict really meaningful life outcomes like who we hire or promote, who we ask out on a date. So when we think of nonverbals, we think of how we judge others, how they judge us and what the outcomes are. We tend to forget, though, the other audience that's influenced by our nonverbals, and that's ourselves.*

2.42 *We are also influenced by our nonverbals, our thoughts and our feelings and our physiology. So what nonverbals am I talking about? I'm a social psychologist. I study prejudice, and I teach at a competitive business school, so it was inevitable that I would become interested in power dynamics. I became especially interested in nonverbal expressions of power and dominance.*

3.06 *And what are nonverbal expressions of power and dominance? Well, this is what they are. So in the animal kingdom, they are about expanding. So you make yourself big, you stretch out, you take up space, you're basically opening up. It's about opening up. And this is true across the animal kingdom. It's not just limited to primates. And humans do the same thing. (Laughter) So they do this both when they have power sort of chronically, and also when they're feeling powerful in the moment. And this one is especially interesting because it really shows us how universal and old these expressions of power are. This expression, which is known as pride, Jessica Tracy has studied. She shows that people who are born with sight and people who are congenitally blind do this when they win at a physical competition. So when they cross the finish line and they've won, it doesn't matter if they've never seen anyone do it. They do this. So the arms up in the V, the chin is slightly lifted. What do we do when we feel powerless? We do exactly the opposite. We close up. We wrap ourselves up. We make ourselves small. We don't want to bump into the person next to us. So again, both animals and humans do the same thing. And this is what happens when you put together high and low power. So what we tend to do when it comes to power is that we complement the other's nonverbals. So if someone is being really powerful with us, we tend to make ourselves smaller. We don't mirror them. We do the opposite of them.*

4.35 *So I'm watching this behaviour in the classroom, and what do I notice? I notice that MBA students really exhibit the full range of power nonverbals. So you have people who are like caricatures of alphas, like really coming into the room, they get right into the middle of the room before class even starts, like they really want to occupy space. When they sit down, they're sort of spread out. They raise their hands like this. You have other people who are virtually collapsing when they come in. As soon they come in, you see it. You see it on their faces and their bodies, and they sit in their chair and they make themselves tiny, and they go like this when they raise their hand.*

5.14 *I notice a couple of things about this. One, you're not going to be surprised, it seems to be related to gender. So women are much more likely to do this kind of thing than men. Women feel chronically less powerful than men, so this is not surprising. But the other thing I noticed is that it also seemed to be related to the extent to which the students were participating, and how well they were participating. And this is really important in the MBA classroom, because participation counts for half the grade.*

5.44 *So business schools have been struggling with this gender grade gap. You get these equally qualified women and men coming in and then you get these differences in grades, and it seems to be partly attributable to participation. So I started to wonder, you know, OK, so you have these people coming in like this, and they're participating. Is it possible that we could get people to fake it and would it lead them to participate more?*

6.08 *So my main collaborator Dana Carney, who's at Berkeley, and I really wanted to know, can you fake it till you make it? Like, can you do this just for a little while and actually experience a behavioural outcome that makes you seem more powerful? So we know that our nonverbals govern how other people think and feel about us. There's a lot of evidence. But our question really was, do our nonverbals govern how we think and feel about ourselves?*

6.34 *There's some evidence that they do. So, for example, we smile when we feel happy, but also, when we're forced to smile by holding a pen in our teeth like this, it makes us feel happy. So it goes both ways. When it comes to power, it also goes both ways. So when you, when you feel powerful, you're more likely to do this, but it's also possible that when you, when you pretend to be powerful, you are more likely to actually feel powerful.*

7.08 *So the second question really was, you know, so we know that our minds change our bodies, but is it also true that our bodies change our minds? And when I say minds, in the case of the powerful, what am I talking about? So I'm talking about thoughts and feelings and the sort of physiological things that make up our thoughts and feelings, and in my case, that's hormones. I look at hormones. So what do the minds of the powerful versus the powerless look like?*

7.36 *So this is what we did. We decided to bring people into the lab and run a little experiment, and these people adopted, for two minutes, either high-power poses or low-power poses, and I'm just going to show you five of the poses, although they took on only two. So here's one. A couple more. This one has been dubbed the 'Wonder Woman' by the media. Here are a couple more. So you can be standing or you can be sitting. And here are the low-power poses. So you're folding up, you're making yourself small. This one is very low-power. When you're touching your neck, you're really kind of protecting yourself. So this is what happens. They come in, they spit into a vial, we for two minutes say, 'You need to do this or this.' They don't look at pictures of the poses. We don't want to prime them with a concept of power. We want them to be feeling power, right? So two minutes they do this. We then ask them, 'How powerful do you feel?' on a series of items, and then we give them an opportunity to gamble, and then we take another saliva sample. That's it. That's the whole experiment.*

8.45 *So this is what we find. Risk tolerance, which is the gambling, what we find is that when you're in the high-power pose condition, 86 per cent of you will gamble. When you're in the low-power pose condition, only sixty per cent, and that's a pretty whopping significant difference. Here's what we find on testosterone. From their baseline when they come in, high-power people experience about a twenty per cent increase, and low-power people experience about a ten-per cent decrease. So again, two minutes, and you get these changes. Here's what you get on cortisol. High-power people experience about a 25 per cent decrease, and the low-power people experience about a fifteen per cent increase. So two minutes lead to these hormonal changes that configure your brain to basically be either assertive, confident and comfortable, or really stress-reactive, and, you know, feeling sort of shut down. And we've all had that feeling, right? So it seems that our nonverbals do govern how we think and feel about ourselves, so it's not just others, but it's also ourselves. Also, our bodies change our minds.*

9.54 *But the next question, of course, is can power posing for a few minutes really change your life in meaningful ways? So this is in the lab. It's this little task, you know, it's just a couple of minutes. Where can you actually apply this? We decided that the one that most people could relate to because most people had been through was the job interview. So we published these findings, and the media are all over it, and they say, OK, so this is what you do when you go in for the job interview, right? (Laughter) You know, so we were of course horrified, and said, Oh my God, no, no, no, that's not what we meant at all. For numerous reasons, no, no, no, don't do that. Again, this is not about you talking to other people. It's you talking to yourself. What do you do before you go into a job interview? You do this. Right? You're sitting down. You're looking at your iPhone – or your Android, not trying to leave anyone out. You are, you know, you're looking at your notes, you're hunching up, making yourself small, when really what you should be doing maybe is this, like, in the bathroom, right? Do that. Find two minutes. So that's what we want to test. OK? So we bring people into a lab, and they do either high- or low-power poses again, they go through a very stressful job interview. It's five minutes long. They are being recorded. They're being judged also, and the judges are trained to give no nonverbal feedback, so they look like this. Like, imagine this is the person interviewing you. So for five minutes, nothing, and this is worse than being heckled. People hate this. It's what Marianne LaFrance calls 'standing in social quicksand'. So this really spikes your cortisol. So this*

is the job interview we put them through, because we really wanted to see what happened. We then have these coders look at these tapes, four of them. They're blind to the hypothesis. They're blind to the conditions. They have no idea who's been posing in what pose, and they end up looking at these sets of tapes, and they say, 'Oh, we want to hire these people,' – all the high-power posers – 'we don't want to hire these people.'

11.51 *When I tell people about this, that our bodies change our minds and our minds can change our behaviour, and our behaviour can change our outcomes, they say to me, 'I don't – It feels fake.' Right? So I said, fake it till you make it. 'I don't – it's not me. I don't want to get there and then still feel like a fraud. I don't want to feel like an impostor. I don't want to get there only to feel like I'm not supposed to be here.' And that really resonated with me, because I want to tell you a little story about being an impostor and feeling like I'm not supposed to be here.*

12.21 *When I was nineteen, I was in a really bad car accident. I was thrown out of a car, rolled several times. I was thrown from the car. And I woke up in a head injury rehab ward, and I had been withdrawn from college, and I learned that my IQ had dropped by two standard deviations, which was very traumatic. I knew my IQ because I had identified with being smart, and I had been called gifted as a child. So I'm taken out of college, I keep trying to go back. They say, 'You're not going to finish college. Like just, you know, there are other things for you to do, but that's not going to work out for you.' So I really struggled with this, and I have to say, having your identity taken from you, your core identity, and for me it was being smart, having that taken from you, there's nothing that leaves you feeling more powerless than that. So I felt entirely powerless. I worked and worked and worked, and I got lucky, and worked, and got lucky, and worked.*

13.16 *Eventually I graduated from college. It took me four years longer than my peers, and I convinced someone, my angel advisor, Susan Fiske, to take me on, and so I ended up at Princeton, and I was like, I am not supposed to be here. I am an impostor. And the night before my first-year talk, and the first-year talk at Princeton is a twenty-minute talk to twenty people. That's it. I was so afraid of being found out the next day that I called her and said, 'I'm quitting.' She was like, 'You are not quitting, because I took a gamble on you, and you're staying. You're going to stay, and this is what you're going to do. You are going to fake it. You're going to take, you're going to do every talk that you ever get asked to do. You're just going to do it and do it and do it, even if you're terrified and just paralyzed and having an out-of-body experience, until you have this moment where you say, "Oh my gosh, I'm doing it. Like, I have become this. I am actually doing this."' So that's what I did. Five years in grad school, a few years, you know, I'm at Northwestern, I moved to Harvard, I'm at Harvard, I'm not really thinking about it anymore, but for a long time I had been thinking, 'Not supposed to be here. Not supposed to be here.'*

14.22 *So at the end of my first year at Harvard, a student who had not talked in class the entire semester, who I had said, 'Look, you've gotta participate or else you're going to fail,' came into my office. I really didn't know her at all. And she said, she came in totally defeated, and she said, 'I'm not supposed to be here.' And that was the moment for me. Because two things happened. One was that I realized, oh my gosh, I don't feel like that anymore. You know. I don't feel that anymore, but she does, and I get that feeling. And the second was, she is supposed to be here! Like, she can fake it, she can become it. So I was like, 'Yes, you are! You are supposed to be here! And tomorrow you're going to fake it, you're going to make yourself powerful, and, you know, you're gonna –' (Applause) 'And you're going to go into the classroom, and you are going to give the best comment ever.' You know? And she gave the best comment ever, and people turned around and they were like, oh my God, I didn't even notice her sitting there, you know?*

15.28 *She comes back to me months later, and I realized that she had not just faked it till she made it, she had actually faked it till she became it. So she had changed. And so I want to say to you, don't fake it till you make it. Fake it till you become it. You know? It's not – Do it enough until you actually become it and internalize.*

15.50 *The last thing I'm going to leave you with is this. Tiny tweaks can lead to big changes.*

Answers

1 She asks her audience to 'do an audit of their body', i.e. to pay attention to what they're doing with their body (making themselves smaller, hunching, etc.). She does this to make the audience aware of their own body language.

2 President Obama shook hands with the police officer, but then the (British) Prime Minister didn't shake hands with him. It gave the impression that the Prime Minister was unfriendly / not willing to shake hands with the police officer.

3 We consider how other people's body language influences us and how our body language influences them. We forget to think about how our own body language influences ourselves.

4 She was teaching in a competitive business school.

• Note the differences in British English and North American English shown at the foot of the spread. In this unit, these focus on vocabulary differences. See Teaching tip 1 on page 6 of the Introduction for ideas on how to present and practise these differences.

2

• Ask students to work in pairs for the next part of the talk.

• **Optional step.** When you play this part of the talk, turn the sound off and get students to make notes of the body language from the visuals only.

• ▶4.1 Play the talk from 3.06–5.14 for students to try to remember the gestures/postures described.

• Ask students to either describe or demonstrate the examples of body language to each other in their pairs.

Answers

1 They make themselves big, stretch out, take up space, opening up, make a star shape.

2 Raising both hands up in the air in a V-shape and the chin is slightly lifted.

3 We close up, make ourselves small.

4 We complement the other person's nonverbal, i.e. do the opposite, so if one person is demonstrating power, the other makes themselves smaller.

5 Confident students take up space when they sit down, leaning back, and when they raise their hands, they put them high in the air. They also participate more. Less confident students sit hunched over the desk and when they raise their hands, it is a slight movement from the elbow only. They don't participate much.

3

• Ask students to read through the sentences and complete them with the correct words if they can.

• ▶4.1 Play the third part of the talk from 5.14–7.36 for students to check their answers.

Answers

1 Women, participation 2 fake, make 3 smile, happy 4 bodies, hormones

4

• Ask students to watch this section of the talk and complete the summary.

• ▶4.1 Play the fourth part of the talk from 7.36–9.54.

• Allow them to check with a partner before asking individual students to read out a sentence each from the summary to check the answers.

Answers

1 two 2 saliva/spit 3 gamble 4 86 5 60 6 20 7 increase 8 stress/stressed

5

• Ask students to try to select the correct options from memory before they watch the extract from the talk.

• ▶4.1 Play the fifth part of the talk from 9.54–12.21 for students to check their answers.

Answers

1 before 2 neutral 3 didn't know 4 high power 5 frauds

• **Optional step.** Ask a few more questions about this section of the talk, as job interviews techniques may be useful for your students, e.g. *What kind of effect would high-power poses and low-power poses during an interview have on interviewers?* (High-power poses may come across as arrogant in the situation, and low-power poses would indicate a lack of confidence.) *What kind of pose do we normally take while waiting for an interview?* (We tend to adopt a low-power pose as we sit hunched up looking over notes or checking our phones/tablets.) *What should we do instead?* (Go to the bathroom and spend two minutes in a high-power pose before the interview.) *Why did the judges choose to hire the high-power posers?* (It is likely they came across as more confident and in control of the situation.)

6

• Finally, ask students to discuss the questions in pairs before they watch the extract. Can they remember Amy Cuddy's story of her accident and the aftermath?

• ▶4.1 Play the sixth part of the talk from 12.21 to the end for students to check their answers.

• Discuss the answers as a class.

Answers

1 She was in a really bad car accident. She was told that her IQ had dropped, and that she had been withdrawn from college. She felt powerless.

2 She worked really hard and she eventually graduated from college.

3 You're not quitting; you're going to fake it. Yes, it worked.

4 She realized that she didn't feel like she wasn't supposed to be there any more and that her student was supposed to be there.

5 'Fake it till you become it.'

VOCABULARY IN CONTEXT

7

• ▶4.2 Play the clips from the talk. When each multiple-choice question appears, students choose the correct definition.

Transcript and subtitles

1 ... we're interested in – an awkward interaction, or a smile, or a ***contemptuous*** *glance ...*

a *showing that something or someone is important to us*

b *showing fear or great anxiety about something*

c *dismissing something or someone as not worthy of consideration*

2 ... or maybe a very awkward ***wink*** *...*

a *closing two eyes briefly*

b *closing one eye briefly*

c *opening both eyes wide*

3 ... people who are ***congenitally*** *blind do this when they win at a physical competition.*

a *partially* ***b*** *completely* ***c*** *from birth*

4 So what we tend to do ... is that we ***complement*** *the other's nonverbals.*

a *do exactly the same thing*

b *make something fit with another thing*

c *take no notice of something*

5 So you have people who are like ***caricatures*** *of alphas, really coming into the room, ...*

a *exaggerated examples of a type of person*

b *characters you would find in a film or play*

c *people pretending to be something they are not*

6 It's what Marianne LaFrance calls 'standing in social ***quicksand***'.

a *sand that you sink in*

b *sand that burns the feet*

c *sand that is very sharp*

7 It took me four years longer than my ***peers*** *...*

a *students*

b *people of the same age*

c *members of the same family*

8 ***Tiny tweaks*** *can lead to big changes.*

a *small ideas*

b *small advantages*

c *small adjustments*

Answers

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

8

• 4.3 Play the clips from the talk. As the recording pauses at the gap in each sentence, ask students to think about which word can fill the gap and note their answers. (You will need to pause the recording yourself.) They can check with another student at this point, and together list collocations they think are possible in the gap.

• Start the recording again for students to check their answers.

Answers and transcript

1 And we make *sweeping* **judgements** and inferences from body language.

2 And those judgements can predict really meaningful life outcomes like who we hire or promote, who we *ask* **out** on a date.

3 So when they *cross* **the finish line** and they've won, it doesn't matter if they've never seen anyone do it.

4 You have other people who are *virtually* **collapsing** when they come in.

5 We then ask them, 'How powerful do you feel?' on a series of items, and then we *give* them **an opportunity** to gamble, ...

6 They have no idea who's been posing in what pose, and they **end** *up* looking at these sets of tapes, ...

7 So I really struggled with this, and I have to say, having your identity taken from you, your *core* **identity** ...

8 ... she came in *totally* **defeated**, and she said, 'I'm not supposed to be here.'

Note: Make sure that students realize that the collocations used are in some cases just the choices of the speaker. It is quite possible that other words could fill the gap, and their answers may well be correct. Be sure to check them and praise any correct answers. Here, items 2, 3, 6 and 7 are fixed collocations. Alternatives for the others might be: 1 *snap*, 4 *almost, on the point of*, 5 *chance* (although not here as the article *an* is given), 8 *completely*.

TEACHING TIP

Adverb–adjective collocations

Intensifying adverbs such as *completely* and *totally* can be used with most adjectives, although some adjectives tend to collocate more readily with one or the other, e.g. *completely immune / new / untenable* and *totally alien / harmless / unjustified*.

We can use *absolutely* with any non-gradable adjective (i.e. those that can't usually be made comparative), e.g. *absolutely freezing / incompetent / priceless*.

Otherwise, there are fairly fixed adverb–adjective collocations, e.g. *bitterly disappointed, deeply hurt, highly contagious, painfully shy, utterly ruthless*.

Most good advanced grammar books will list these collocations.

9

• Ask students to complete the sentences in their own words, before comparing their ideas with a partner. Monitor to help them with ideas.

• Ask students to share and discuss some of their sentences.

Possible answers

1 ... your point. / argument. / main ideas. / message.

2 ... think about me. / do in their spare time. / say.

3 ... review my own body language. / reconsider my past failed interviews.

4 ... your posture, you can improve a lot of back problems. / your daily schedule, you can often get a lot more done.

- **Optional step.** You don't need to use only the stems in Exercise 9 for further practice of the vocabulary. If you have time, you can create some stems of your own with the other vocabulary, e.g. *It's important not to make sweeping judgements about ...*

CRITICAL THINKING Avoiding misinterpretation

10

- Ask students to read the instruction and the information about oversimplification. Can they think of any examples when someone has oversimplified something they've said and there has been a misunderstanding?
- Ask students to discuss the questions in pairs and decide what the oversimplification is in each case.

Answers

1 The oversimplification is that body language is also important in that it can influence how we feel about ourselves.

2 The oversimplification is that power posing and faking confidence can actually make us feel more confident permanently, as well as temporarily.

11

- Ask students to read the comments and decide whether either oversimplifies Amy Cuddy's message.
- Elicit whole-class feedback.

Suggested answer

Perhaps Ella has oversimplified a little: Amy Cuddy says people assume high-power positions to make themselves feel more confident, not to show their own power.

William has made an analogy which is very close to Amy Cuddy's idea. In the same way a method actor wants to 'become' the character they are portraying, Amy Cuddy wants people to 'become it' rather than just fake it temporarily.

PRESENTATION SKILLS Structuring a talk

12

- Ask students to work in pairs to discuss the questions, then elicit responses from individuals.

Suggested answer

In her final section, Amy Cuddy took us on a journey of her own experiences, from her accident aged 19 through to the end, where she talked about a student who was in a similar position to herself after her accident. The journey through the whole talk is somewhat different in that she takes the audience on a journey of discovery of their own body language through examples of the effect of body language and a practical anecdote of how important it is.

13

- Tell students to look at the Presentation tips box and at the three ways given of structuring a talk. Ask them which is closest to Amy Cuddy's talk. (The first one is closest in that she presents the idea of body language influencing ourselves early in the talk and proceeds to examine the contention.)
- Ask students to work in pairs to discuss any other ways of structuring a talk they know of, and how they have structured any talks they have given themselves. Ask them also to look back at Julian Treasure's talk if they can to see how he structured his.

Answers

Students' own answers, but one alternative might be to elicit from the audience what they are expecting to hear at the beginning of the talk and structure accordingly – this would take a lot of confidence on the part of the speaker though. Point out that different speakers are likely to structure talks differently according to their personality and the content of the talk.

14

- ▶4.4 Play the clip from the talk. Ask students to note down how Amy Cuddy brings us to the end of the journey.

Answers

She brings the story full circle, i.e. she brings the story round to a story about her student, who was in the same situation as Cuddy was at the beginning of the clip.

15

- Ask students to think about their 'journey' of learning English. They're at a very advanced level now, but how did they start learning? When? Why? What different learning experiences have they had through the journey?
- Tell them to make notes about their 'journey' and organize them into an outline of a short talk they could give about their English-learning experiences. Ask them to choose a structure from the Presentation skills box or to use one of their own, but to provide a clear structure for the talk. Their talk should last no more than two or three minutes.

16

- Ask students to work in pairs to present their talks to each other. While they are listening to each other's talk, they should make notes of how it is structured, and compare the structures at the end.
- Encourage further feedback by getting students to join with another pair and compare their talks, or just by discussing as a class. List the various ways of structuring a talk on the board, and discuss which ones are most effective, and why.

Set Workbook pages 34–35 for homework.

4.2 How we communicate

GRAMMAR Past forms

1

- Books closed. Write question 1 on the board and ask students to discuss it in pairs and make suggestions.
- Discuss their ideas as a class, then ask them question 2 from the exercise. Elicit whole-class feedback.
- Books open. Direct students to the infographic to check their answers to question 1.

Suggested answers

1 2,500 years ago: by messenger (e.g. on foot or horseback), papyrus script, smoke signals, cave paintings
250 years ago: letters (post), by messenger (e.g. on foot/ horseback, messages by boat)

2 Communication would have been slower with more opportunity for messages to get lost or changed. Human interactions would also have been more limited as it was more difficult to travel and took longer. However, it could be argued that people took more time over the interactions they did have and so their interactions were deeper and more meaningful.

2

- Ask students to look at the infographic again and to make notes on the significance of each innovation. They can check their ideas in pairs.
- Elicit feedback from the class but don't confirm their answers at this point. Tell them that they will have some of their ideas confirmed, or otherwise, in the listening for Exercise 3.

3

- Explain that students are going to listen to a description of part of the history of communication.
- 14 Play the recording once for students to get the gist and check their ideas from Exercise 2.
- Play the recording a second time for them to answer the questions. Elicit answers from the class, and check their remaining ideas from Exercise 3 at this point.

Transcript

The earliest form of non-spoken communication – humans are believed to have started speaking to each other about 100,000 years ago – is the use of drawing. Around 40,000 years ago people in Spain and Indonesia were making paintings on the walls of caves, showing aspects of their daily lives. This is important because it indicates growing human intelligence. The representation of words using pictograms naturally followed on from this, which was an important step in the development of the kinds of alphabet we know today. Writing using pictograms or early alphabets was first done on stone and then on papyrus in Ancient Egypt. The use of papyrus meant that messages could be transported from one place to another. By 780 BC, the Greeks were sending short handwritten messages by carrier pigeon. In this way they conveyed messages far more quickly than people had been able to do before. The first proper postal service was created by the Persians in the sixth century BC. Horse riders used to carry documents from one posting station to another. Together they would cover distances of 2,000 kilometres or more in a matter of days. But the real revolution in written communication came with the invention of the printing press in 1440 AD. Up until then, people had been reading handwritten documents. That must have been an extraordinary time in history – a bit like the introduction of the Internet thirty years ago – because almost immediately, many more people had access to books and to ideas.

Answers

1 The speaker mentions: cave paintings (drawings), pictograms, writing on papyrus, carrier pigeons, the first postal service, (invention of) the printing press.

2 cave paintings: indicated growing human intelligence

pictograms: an important step towards the development of an alphabet

carrier pigeons: messages could be sent more quickly

first postal service: could cover greater distances

invention of the printing press: more people had access to books and ideas

4

- Direct students' attention to the Grammar box. Tell them to answer the questions a–e.
- Students can check their answers and overall understanding of past forms by turning to the Grammar summary on page 148. If you feel that students need more controlled practice before continuing, direct them to Exercises 1–3 in the Grammar summary. Otherwise, you could continue on to Exercise 5 in the unit and set the Grammar summary exercises for homework.

Answers

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

Answers to Grammar summary exercises

1

Conversation 1: 1 were you talking 2 was telling 3 went 4 stopped 5 did he think 6 hadn't appreciated 7 met 8 had been going

Conversation 2: 1 went 2 had fallen 3 didn't you leave 4 was supposed 5 didn't get 6 had finished 7 was

Conversation 3: 1 was getting 2 got 3 had overturned 4 had stopped 5 were trying

2

1 loved 2 used to say / would say 3 had been studying 4 used to go / went 5 lived 6 would often help 7 had finished 8 would take 9 could see / were able to see 10 built / had built 11 would happily play / used to play happily 12 managed to catch

3

1 couldn't have gone to the festival 2 shouldn't have left her bags unattended 3 had to take a taxi 4 could have been mistaken 5 must have been recruited by the secret service 6 might have thrown a stone at it

5

- Ask students to read through Exercise 5 and complete the text with past forms individually.
- Check answers around the class by asking students to read out a sentence at a time.

Answers

1 came 2 was working 3 had been using 4 was 5 didn't seem 6 leased / used to lease / would lease 7 changed 8 were making and receiving

TEACHING TIP

Grammar choices

When we speak or write, we make a number of choices according to our perspective on the event. Those choices can be reflected in the content or the vocabulary used, but they can equally be reflected in the grammar choices made. This is why there are often occasions when more than one answer is possible in grammar exercises, particularly at this level of study.

For example, in item 6 in Exercise 5, we can use either the past simple or *used to / would* (there is no difference between these two). If we use the past simple, we are looking at the event more as a single action than as habitual actions or states.

The choice is perhaps more obvious with future forms or modal verbs. When making a prediction, we can use either *will* or *be going to* according to how much we feel that prediction is rooted in present evidence and therefore quite likely. With modal verbs, we can select between *will*, *might* or *could* according to how possible we feel an event is.

At this level of study it's a good idea to ask students to select all the possible variants in an exercise and then justify why they have chosen them, or indeed, to justify why they have selected one rather than another.

6

- Put students back in their pairs to read the instruction and example, and then discuss the exercise.
- Elicit a few examples from the class.

LANGUAGE FOCUS Inversion with adverbial phrases

7

- Before looking at this section in the book, recap on the board what is meant by *inversion*: write a sentence with normal word order and inversion, e.g. *She hardly ever left her children alone in the house.* → *Hardly ever did she leave her children alone in the house.* Ask students to point out the differences here, i.e. the change in word order and the use of the auxiliary in the inversion.
- Ask students to read the example in the Language focus box and answer the questions.

Answers

1 after the subject and verb, i.e. *The telephone exchange's impact was so strong that ...* The adjective phrase *so strong* has been placed at the beginning of the sentence to give more emphasis.

2 The adjective phrase would normally come after the subject and verb.

- Refer students to the explanation in the Grammar summary on page 149. If you feel that students need more controlled practice before doing Exercise 8, ask them to complete Exercises 4 and 5 in the Grammar summary.

Answers to Grammar summary exercises

4

1 Not only was the food cold, but it was also burnt.

2 Such was the force of the blast that the windows in buildings three streets away were shattered.

3 Only by speaking to himself as he walked did he manage to stay awake.

4 Hardly had he opened his mouth to speak when she interrupted.

5 No sooner had she finished speaking than the room erupted into loud applause.

6 Only when he had opened the parcel did he realize his mistake.

7 So poisonous was the snake's venom that just a small bite could have been fatal.

8 Only in moments of deep frustration had he ever thought of giving up.

5

1 ~~owning~~ → own 2 ~~had played~~ → had been playing 3 ~~should take~~ → should have taken 4 ~~could get~~ → were able to get / managed to get / succeeded in getting 5 ~~they stole~~ → did they steal 6 ~~we were able~~ → were we able

8

- Ask students to match the sentence halves individually.
- When they have finished, ask individuals to read out the completed sentences. Pay attention to their stress and correct them if necessary – the adverb in each case should carry the heaviest stress (i.e. *only*, *Only*, *until*, *sooner*, *such*).

Answers

1 d 2 e 3 a 4 b 5 c

9

- Put students in pairs to answer the questions. Check answers in whole-class feedback.

Answers

1 a & e 2 an adjective, e.g. *so great/huge/powerful was the impact …* (*such* + noun, *so* + adjective)

10

- Ask students to read the sentences and complete each one individually before comparing with a partner.
- Elicit a few sentences from the class and note one or two good examples for each on the board.

Suggested answers

1 … increase our access to information, it also changed the way we work. / allowed for faster communication. / it also brought the world into our homes.

2 … were people able to watch films in their own home. / did people really see what was happening around the world.

3 … were people able to make calls for free. / communicate easily by video.

4 … that many other people have tried to create their own social networking sites. / that companies have to ban people using it at work.

SPEAKING Being hyperconnected

11 *21st* CENTURY OUTCOMES

- Ask students what they understand by *hyperconnected*, and accept any reasonable answers (e.g. being online and available 24/7, being connected in several different ways – phone, text, email, social networking sites).
- Have a general show of hands in the class to see how many students think they are hyperconnected. If possible, form pairs with one student who thinks he/she is hyperconnected and another who thinks he/she isn't.
- Ask them to list the advantages and disadvantages of being hyperconnected. They should come to an agreement in their pairs.

12

- Get pairs to join with another pair to compare their lists and discuss them.
- They should discuss what was better in the past / what is better now, in order to fulfil the 21st century outcome of understanding how communication media influence behaviour.

Photocopiable communicative activity 4.1: Go to page 237 for further practice of past forms and inversion with adverbial phrases.

Set Workbook pages 36–37 for homework.

4.3 Negotiate better

READING Business and life lessons

1

- Direct students to the people a–d in Exercise 1 and ask them to discuss in their pairs the last time they negotiated with each of the people, and whether the outcome was successful.
- Ask a few pairs to feed back, and discuss whether any particular type of negotiation is more difficult than the others.

2

- Direct students to the FAQs (frequently asked questions) in the blog on page 47 and ask them to read the questions (not the answers).
- Check they have understood the questions, then ask them to discuss in their pairs how they would answer each question.

3

- Ask students to read the answers in the FAQs now and compare the advice given with their ideas.
- Discuss as a class which advice (theirs or that in the FAQs) was more helpful.

4

- Ask students to read the sentences 1–6 and compare them to what is said in the FAQs.

- They should decide whether criterion A, B or C matches each sentence best, ensuring they can justify their answers.
- Check by asking individuals round the class to give their answers, and justify them.

Answers

1 A (Never get too emotionally attached to something you want. If you do, you're sure to overpay for it.)

2 C (The author mentions that someone repeating their position may not be following the goals of the negotiation, but says nothing about preparation or options.)

3 A (... staying quiet can help to draw them out further, prompting them to offer more or at least to justify their position.)

4 A ('What if' forces the other person to really consider and perhaps re-evaluate their position.)

5 B (The big difference is that your nearest and dearest know how to push your buttons – what you really care about, what will make you angry and so on ...)

6 A (And try to avoid giving off any of these tell-tale signs yourself ...)

5

- Ask students to look at the words and phrases, and to find words or phrases in the FAQs that mean roughly the same.
- Have them check their answers in pairs before checking as a class.

Answers

1 at the end of the day (lines 7–8) 2 without budging an inch (line 11) 3 bullishly (line 15) 4 resentful (line 18) 5 draw them out / draw someone out (line 23) 6 indispensible (line 28) 7 push your buttons / push someone's buttons (line 34) 8 flounder (line 37) 9 unscrupulous (line 37) 10 tell-tale (line 43)

VOCABULARY Body language

6

- Ask students to find the expressions in the final paragraph of the text and complete them.
- Put students in pairs to demonstrate each action to their partners.

Answers

1 legs 2 arms 3 eyebrow

7

- Keep students in their pairs. Ask them to take three expressions each and to demonstrate the action.
- Check by getting a few individuals to perform the actions, and then discuss in which situations we might do them.

Suggested answers

Note that the answers below suggest when native English speakers may perform these actions, but remember that gestures are often different across cultures, so your answers may not be the same.

clench your fists: This gesture suggests anger; we might do it if someone is angering us or threatening us.

drum your fingers: This suggests impatience; we might do it if we're having to wait for something/someone.

roll your eyes: This suggests exasperation; we might do it if someone is being particularly awkward.

shake your head: This is the gesture of negation, i.e. it means 'No'; we do it if we are refusing or rejecting something.

shrug your shoulders: This means 'I don't know'; we might do it if someone has asked us something and we don't know the answer. It can also suggest 'I don't care.'

tap your foot: This can express impatience (as with drum your fingers), but it's is more likely that we are listening to music and tapping our feet along with the beat.

8

- Ask students to read sentences 1–6 and work out the emotion suggested by the situation in each.
- They then match the facial expressions in bold with the emotion.

Answers

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

- Now ask students to work in pairs to express the emotions facially.

9

- Tell students to stay in their pairs and read the question. Each student thinks of two possible responses which can be conveyed by a gesture or facial expression.
- Get them to practise the gestures/expressions together, then ask a few students to perform for the class.

Suggested answers

The most likely responses would be, e.g. grinning to show pleasure at the proposal, looking disappointed, perhaps shrugging shoulders.

Extra activity

Reading your partner

Ask each student to think of two or three questions that require some kind of response, e.g. *Do you fancy coming to the cinema tonight? / The news about that crash on the motorway was dreadful, wasn't it? / How did you do in your English exam?* They write them on pieces of paper, one for each question if possible.

Gather the slips of paper in and ask students to form pairs. Ask for volunteers or nominate a pair and give them one of the slips of paper. In front of the class, Student A reads out the question and B gives a nonverbal answer. Elicit what the verbal response would be from the rest of the class, and ask Student B to confirm that was what they meant. Continue this for a few minutes with different pairs and questions. This can also be done in groups of three, with Student C giving the verbal response, and students taking turns for each new question.

SPEAKING Can I have my money back?

10 21st CENTURY OUTCOMES

- Put students into groups of three and ask them to allocate roles A–C within their groups. (If you have one or two groups of four, then you can have two observers.)
- Tell them to read the scenario and allow them a few minutes to think about their arguments. Alternatively, regroup the class into three larger groups: all the A negotiators, all the B negotiators and all the observers. Give them five minutes to discuss their positions, or for the observers to discuss the situation and possible ways round it, and then ask them to return to their groups of three.
- Now tell the negotiators that they have four minutes to come up with a positive solution to the problem. Stop the negotiation after four minutes, and if there is no solution, the observers intervene and they have another three minutes to reach a solution. Stop them after three minutes whether they have reached a solution or not.

11

- Ask the groups to join with another group and compare their solutions, or the situations if they couldn't find a solution. They can discuss how they reached their end position.
- As a class, discuss which groups have been most successful at finding a solution, and why they were successful, in order to fulfil the 21st century outcome of using communication skills to negotiate a positive outcome.

▶ Photocopiable communicative activity 4.2: Go to page 238 for further practice of negotiating.

▶ Set Workbook pages 38–39 for homework.

4.4 Is that what you meant?

READING Getting things wrong

1

- Put students into pairs to discuss the questions.
- Elicit a few errors from the class. Ask them if any of the errors led to misunderstandings, or if they were amusing, e.g. confusing *sensitive* and *sensible* and saying *I have a sensible stomach.*

2

- Ask students to read the extract from the article about language, paying particular attention to the language mistakes.
- They discuss the questions in their pairs.

Answers

Stop to arrest innocent people = Stop what you are doing and arrest innocent people. It should be *Stop arresting innocent people.*

I put my name and address on the backside = In English *backside* refers to the bottom, so this suggests the name address were written on someone's bottom. It should be *on the back* or *on the reverse.*

Kate and Jake love themselves very much = Kate loves Kate and Jake loves Jake. It should be *Kate and Jake love each other very much.*

Give a ring to me sometime = Give me a ring to wear on my finger. It should be *Give me a ring sometime.*

It's very good for you to help me = It's beneficial for you to help me, i.e. you benefit from it. It should be *It's very good of you to help me.*

LISTENING Saying the right thing

3

- Direct students to the ten sentences which contain structures or vocabulary that often causes problems in English. Ask them to read through and underline the correct words or phrases, in their opinion.
- 15 Play the recording for students to check their answers.

Transcript

1

A: *Here – let me give you a hand with that suitcase.*

B: *Thanks, that's very good of you, but I can manage.*

A: *Are you sure?*

B: *Yes, but thanks for offering all the same.*

2

A: *Hello, Frank Haskins speaking.*

B: *Hi, Frank. It's me, Megan. Could I possibly have a quick word with Sarah, if she's free?*

A: *Sorry, she's busy just now.*

B: *OK. I'll give her a ring later.*

3

A: *Hi, I'd like to speak to the bank manager.*

B: *I'm sorry. She's not available at the moment. Perhaps I can help you?*

A: *Thank you, but I really need to speak to her in person.*

4

A: *Do you fancy popping round for a drink later? Or shall I come to you?*

B: *I don't mind really. Up to you.*

A: *OK. I'll come to you, then. Say 7.30?*

B: *Yup, that'd be perfect.*

5

A: *Hello, sir, can I help you at all?*

B: *Yes, I'd like to pay for the room now.*

A: *One second. I'll get your bill.*

6

A: *When shall we meet?*

B: *Let's say eight o'clock outside the cinema.*

A: *Great. Eight o'clock suits me perfectly.*

7

A: *Thanks for the use of the car. By the way, I filled it up.*

B: *Oh, thank you for doing that. You shouldn't have.*

A: *No – thank you. I couldn't have got to my friends' house without it. It's a really out of the way place.*

8

A: *Can I get you anything from the shops?*

B: *That's kind of you, but I don't want to put you out.*

A: *It's no trouble – I'm going anyway.*

9

A: *Bad news. My brother lost his job yesterday. The car factory is going to close down.*

B: *Oh, I'm really sorry to hear that. I hope he can find another job.*

A: *Yes, I know – it's terrible. He doesn't seem too down though, given the circumstances.*

10

A: *OK, I need to be off now. I've got a train to catch.*

B: *Can I drop you off at the station?*

A: *If it's on your way, that'd be great. Thanks.*

B: *No, not at all.*

Answers

1 of 2 her a ring 3 in person 4 mind 5 pay for 6 suits 7 shouldn't 8 out 9 I'm really sorry to hear that 10 on

4

- Ask students to work individually to complete the questions or statements.

Answers

1 a hand 2 quick word 3 not available 4 fancy popping 5 at all 6 shall we 7 the way 8 get you 9 Bad news 10 drop you

Pronunciation Appropriate intonation

5

- 15 Play the recording again for students to check their answers to Exercise 4.
- Ask them what they noticed about the intonation, i.e. how expressive it was, and play the conversations again if necessary.
- Put students in pairs and give them a few minutes to reconstruct the conversations from memory, using the phrases in the Useful language box to help them. Then they practise the conversations, using appropriate intonation.

SPEAKING Everyday conversations

6

- In the same pairs, students now construct conversations of their own. Ask them to write brief four-line dialogues based on the situations given.
- Monitor as they are doing this, checking to ensure they are using the appropriate expressions from the Useful language box and the original conversations.
- When they have finished the four dialogues based on the situations given, ask them to write another one of their own choosing.

7

- Now ask the pairs to join with another pair to form groups of four. They act out the dialogues for each other.
- Tell them to note the differences between their dialogues as they are listening, and to discuss them afterwards: where did the differences lie? Were both dialogues correct? Did the differences affect the meaning at all?

WRITING A formal letter or email

8

- Ask students if they write any formal letters or emails, and if so, in what situations. Those working in a business environment probably do so quite regularly but others may never have to.
- Ask them to look at the guidelines for clear letter writing and check they agree with them.
- Then ask them to read the letter and find examples of each of the guidelines.
- Tell students to compare their answers in pairs. Did they have the same answers?
- Check the answers round the class, and discuss any disagreements.

Answers

1 Dear Bill / Thank you for … (Note that here the sentence thanking the recipient for their email is really part of the greeting, although in some circumstances it could form part of establishing the purpose.)

2 Here is an update of where we are with it ...

3 The letter contains three bullet points.

4 The bullet points give clear and concise details about the situation.

5 The venue, time and date of the supplier event are given in bold.

6 our supplier event / please do not hesitate to contact me

7 thank you once again for your comments

9

- Ask students what the relationship might be between Bill and Michael, and what indicates this.

Answer

Bill and Michael are business colleagues: Bill is invited to a supplier event, so we know that he's a supplier; Michael works in the company which uses Bill's services. The tone is formal, but the use of first names in the letter suggests they know each other and have worked together before.

Writing skill Checking for errors

10

- Point out to students that it is important when writing formal emails and letters that there are no errors in the language. While spellchecks and grammar checks on computers can help us to spot some of our errors, they won't catch them all, so it is important to get used to checking our formal emails and letters. This is clearly important for academic work too.
- Invite students to say what kind of errors they should look out for and list them on the board, e.g. spelling errors, use of the wrong word, omitting words or adding unnecessary words, grammar errors, errors of word order, errors of formality level.
- Ask them to read the sentences to identify the function of the sentence in a letter, and to identify the errors and code them according to the list on the board.
- Allow them to check in pairs before asking students to tell you the function, error and type of error.

Answers

1 closing line: I very much look forward to hearing from you. (error of word order)

2 next step: I will wait to hear what the outcome of these negotiations is. (grammar error – noun–verb agreement)

3 establishing the reason for writing or greeting: Thank you for taking the time to write to me. (grammar error – article)

4 establishing the reason for writing: This is a brief reminder of the upcoming sales event. (vocabulary error – wrong word, or grammar error – wrong preposition)

5 action point: Any suggestions for discussion topics must be / ought to be sent to ... (grammar error – modal verb)

11 21st CENTURY OUTCOMES

- Ask students to read the instructions and say what kind of email they should be writing. (It is to a business colleague so it should be quite formal, but you know the colleague well so it will also be quite friendly.)
- Give students time to write the email in class, or get them to do it for homework. Remind them to include all the points given, and to check their work carefully.

12

- Put students in pairs to exchange their emails. Tell them to check their partner's response carefully against the points in the book.
- Tell them also to check for correct English, and to correct any errors they see, to fulfil the 21st century outcome of expressing oneself accurately in written communication.

TEACHING TIP

Peer correction

For a lot of the writing activities in *Keynote*, you will have asked / will be asking your students to check each other's work, usually for correct expressions and for inclusion of the relevant points. However, it is useful for students also to check for correct English. Being corrected by peers can sometimes be more meaningful than being corrected by the teacher!

It's a good idea to introduce a simple coding system for identifying errors, e.g. *Gr* for grammar error, *WO* for word order, *WW* for wrong word, *WM* for word missing, *F* for formality error. Ask them to just write these codes next to the errors they find, if any, and get the writer to correct the errors him/herself.

Set Workbook pages 40–41 for homework.

Set Workbook Writing 2 on pages 42–43 for homework.

REVIEW 2 | UNITS 3 AND 4

Note: See Teaching tip 3 on page 7 of the Introduction for ideas on how to use the Review lessons.

LISTENING

1

- Ask students to look at the photo of the restaurant and discuss what is different about it. Elicit that it doesn't look as though it is very brightly lit, like many restaurants.
- Tell students to read the paragraph about Blindekuh to check their guesses. Ask them what they think of the idea of the restaurant.
- Tell them they are going to listen to a journalist talking about Blindekuh and the experience of eating there. Ask them how they imagine the experience might be.
- 16 Play the recording. Students complete the sentences during or after listening.
- Check answers around the class.

Transcript

Interviewer: *So, Blindekuh – it's a very interesting concept. Can you just tell me how it came about?*

Journalist: *Yes, it was a project that was set up by four people who were working as guides at a design exhibition in Zurich in 1998 called 'Dialogue in the Dark'. They themselves were visually impaired. The point of the exhibition was to let fully sighted people understand the experience of being blind. So visitors were given canes and were then guided through a series of everyday scenarios – a public park, a busy street, a food market. The four guides wanted to take this idea further so they set up a charitable foundation called the Blind-Liecht or 'blind light' Foundation and the restaurant idea came out of that.*

Interviewer: *And what exactly are the benefits – for customers and employees?*

Journalist: *Well, for employees, that's clear: they get to work in an environment which is usually not open to them. Actually, that they get to work at all is an important step – about seventy per cent of people of working age in Europe who have a severe sight impairment are unemployed. For the customers, the benefits are interesting. Generally when you go and eat in a restaurant or listen to a band play as you eat, you're taking in a lot with your eyes as well as with your taste buds and ears. But in this case, the experience of eating or listening is greatly intensified because one of your senses has effectively been shut off. This not only changes your experience, it also makes you aware of what it's like to have impaired vision.*

Interviewer: *And do some people feel uncomfortable with that – the fear that they might spill something, or eat something they don't like?*

Journalist: *I think a lot of people feel very uneasy and even a bit scared at first, but they generally relax into it. After all, they know it's only temporary and that's the comment I hear most often – 'What must it be like to be in the dark all the time?'*

Interviewer: *So how does it work, practically? Can you just take me through what happens when you arrive at the restaurant?*

Journalist: *Yes, you're met by a waiter or waitress who guides you into the darkened restaurant area – you put your hand on their shoulder; when you're seated they explain what's on the menu and take your order. Then you sit there and eat as you would normally. Actually, you eat much more slowly than you would normally, and you probably end up talking to your fellow guests much more that you would normally, because there's no visual distraction. It's actually quite an eye-opener, if you'll forgive the expression.*

Interviewer: *No, I can see that – it sounds amazing.*

Answers

1 guides 2 fully 3 everyday 4 unemployed
5 listening 6 spill 7 seat/table 8 slowly

Background information

Blindekuh and Blind man's buff

The first Blindekuh restaurant was in Zurich, Switzerland, but subsequently one has opened in Basel too. As well as eating in the dark, customers can experience cultural events such as concerts and readings in the dark.

Blindekuh literally means 'Blind cow', which is the German name for the children's game *Blind man's buff*. There are many variants of this game, but in all one child is blindfolded. Often, that child has to find and 'tag' (touch) the other children playing the game. Once each child is tagged, they stop playing the game. Either the first player to be tagged or the last player becomes the 'blind man' in the next round of the game.

VOCABULARY Body idioms

2

- Tell students that they are going to work with a number of idioms containing parts of the body. Before they start, ask if they are already familiar with any. They may be aware of some, e.g. *give someone a hand*.
- Ask students to complete the sentences with parts of the body.

Answers

1 hand 2 tongue 3 tooth 4 thumb 5 chest
6 head 7 back 8 finger 9 nose 10 heart

GRAMMAR

3

- Remind students of the grammar of stative and dynamic verbs that they studied in Unit 3, and past forms in Unit 4, and give them time to re-read the Grammar summaries on pages 146 and 148 if necessary.
- Ask students to read the customer review of Blindekuh through first, without choosing the options.
- Put them in pairs to go through it, discussing the options and choosing the correct one.

Answers

1 I don't think 2 I'm being 3 I've had 4 don't go 5 want 6 are wondering 7 don't see 8 got / were getting 9 were 10 really felt 11 is always looking 12 definitely recommend

Teaching tip: Grammar choices Unit 4.2, page 62

4

- Remind students of inversion with adverbial phrases that they studied in Unit 4, and give them time to re-read the Grammar summary on page 149 if necessary.
- Ask students to read through the sentences and think about using the words given to make them more emphatic.
- Put them in pairs to work through the exercise together.
- Elicit the answers in whole-class feedback.

Answers

1 Only when you lose one of your senses do you realize how important they are.

2 What most people don't think about is how dependent we are on our sight.

3 No sooner had we arrived than we were shown to our table.

4 Such has been the popularity of Blindekuh that other European cities have copied the idea.

5 The thing that's shocking is that so many visually-impaired people are without regular work.

6 Not only was it a great experience, but the food was also very tasty / very tasty too.

7 Only in Switzerland would you find this kind of practical solution to a problem.

8 It is the friendliness of the waiters that I will remember most.

VOCABULARY

5

- Ask students to complete the sentences individually, checking back to page 46 of Unit 4 if necessary.
- Elicit answers from the class.

Answers

1 clenched, scowled 2 rolled, yawned 3 gaped, shrugged 4 raised, sneered

- **Optional step.** Ask students to work in pairs to write two sentences containing the other words. (Examples: *When the band played his favourite song, he grinned and tapped his feet. She noticed the cricket ball coming towards her at such a speed that she folded her arms quickly over her chest, and winced in pain when it hit her.*)

TEACHING TIP

Playing with language

Students at C2 level are capable of playing with the language and seeing what effects they can get. Encourage this when the opportunity arises, for example, with this exercise, after you have completed it, ask students to play around with the words and put them in the incorrect sentences. Can they make any funny/strange/sensible sentences? For example, for 1 *The security man on the door of the restaurant looked very aggressive as we approached. He* ***raised*** *his fists and* ***grinned*** *at us.* This could illustrate the fact that grin can actually suggest something sinister.

6

- Ask students to read through the sentences to see how they relate to sentences 1–4 in Exercise 5.
- Ask them to choose the correct adjective in each case.

Answers

1 unsettling 2 off-putting, compelling 3 infuriating, reassuring 4 enticing

SPEAKING

7

- Put students in pairs to discuss the first question, then open it to the class. Do a quick survey. How many students would like to eat in Blindekuh?
- Ask them if they've heard of any similar restaurants. If they haven't, introduce the idea of a restaurant staffed by deaf people (see Background information on the next page) and discuss how they might find eating there.
- Direct them to the second question and ask them in their pairs, or small groups to try to think of other experiences where removal of a sense might make their experience more interesting.
- Encourage pairs/groups to share their ideas with the class.

Suggested answers

Students might suggest, for example, going to the cinema and watching a film without sound, an experience which could help them understand how people saw movies in their early days. Another possibility might be concerts entirely in the dark so that listeners aren't distracted by the performers.

You could also talk about experiences which use the senses differently, for example, parks which don't allow shoes so that you have to experience all the different textures underfoot.

Background information

Signs restaurant

There is a restaurant in Toronto called Signs, which has a similar theme to Blindekuh, but based on hearing, not sight. The staff are all deaf and communicate with sign language. The customers are encouraged to communicate in the same way, with the help of sign language charts in the menus and around the restaurant.

IMPROVE YOUR WRITING Checking your work

8

- Revisit with students the importance of checking their written work and direct them to the four areas where students often make mistakes. Ask if these areas are familiar to them.
- Tell them to read the letter quickly for gist, and then to read it again, identifying the error in each sentence and correcting it. If you have given them a code for corrections, as suggested in Teaching tip: Peer correction (Unit 4.4, page 67), they can use this code. Students compare their answers in Exercise 9 so don't check them here.

9

- Tell students to work in pairs to check that they both found all the errors and corrected them in the same way. Discuss any differences in corrections.
- Check the answers around the class, allowing any correct answers.

Suggested answers

(Each sentence has been put on a separate line here.)

Thank you for the proposal which you sent me last week and I apologize for not ~~answering to you~~ *answering you / responding to you* sooner.

I needed to consult David Williams before sending you my ~~thinking~~ *thoughts* about it.

In ~~principal~~ *principle*, the company is open to the idea of job-sharing.

This is particularly true when it allows female employees with children to ~~make~~ *have / find* a better balance between their work life and home life.

From a ~~financially~~ *financial* perspective, job-sharing could also in some cases be beneficial to the company.

However, in this case we are not convinced that it ~~should~~ *would* make practical sense.

Louise, with whom you are proposing to combine roles, has ~~already~~ a very heavy workload already and could not be expected to take on more work.

Having said all this, we recognize that the company needs to do something to take ~~in account~~ *into account / account of* your family situation.

Accordingly, David has suggested ~~to meet~~ *meeting / that we meet* on Thursday at 2 pm in his office to discuss possible solutions.

Please ~~inform me that~~ *let me know if* this suits you. (Or *confirm that this suits you.*)

- **Optional step.** If your students are interested in analysing language, ask them to identify each type of error according to the types given, and explain why it is wrong.

answering to you – d (vocabulary), *answer* is not followed by *to*

thinking – d (vocabulary), we might *explain our thinking*, but we would *send our thoughts*

principal – a (spelling), this refers to the head person, e.g. the principal of a school

make a better balance – d (vocabulary), incorrect collocation

financially – c (grammar), an adjective is needed here, not an adverb

should – c (grammar), incorrect modal use

already – a (typing), a repeat like this is probably a slip, but there is also a word order error as it should be *already has*, not *has already*

take in account – d (vocabulary), incorrect phrase / collocation

suggested to meet – c (grammar), *suggest* is followed by the *-ing* form

inform me that – d (vocabulary), incorrect use of *inform*, which usually refers to imparting information, e.g. *Can you inform me of the costs of the proposal?*

5 Economic resources

UNIT AT A GLANCE

THEME: Natural resources and how they can be managed in an unequal world

TED TALK: *The magic washing machine.* Hans Rosling talks about the way that technology can liberate us from everyday tasks and enable us to use our time more effectively

AUTHENTIC LISTENING SKILLS: Prediction

CRITICAL THINKING: Reading between the lines

PRESENTATION SKILLS: Presenting statistics

GRAMMAR: Passive forms

LANGUAGE FOCUS: Nominalization in passive sentences

VOCABULARY: Economics

PRONUNCIATION: Silent letters

READING: *Land – a fairer system, Fact or hearsay*

LISTENING: Discussing facts and beliefs

SPEAKING: Economic prospects, Expressing belief and disbelief

WRITING AND SPEAKING: Headline news

WRITING: A newspaper report

WRITING SKILL: Passive reporting verbs

LEAD IN

- Ask students to look at the photo and ask what they think it shows. (It's a way of growing vegetables using artificial light.)
- They then discuss how it relates to the title – *Economic resources*. Open the discussion to the class. (It is an economic way of growing vegetables because it takes less space than the usual farm.)

TEDTALKS

BACKGROUND

1

- Ask the class to read the text about Hans Rosling and his talk. If necessary, check they understand *paralytic disease* (*paralytic* is the adjective from *paralysis*, i.e. inability to move part of the body, so a *paralytic disease* is one that causes paralysis) and *pursuits* (interests, activities).
- Put students in pairs to look at the questions and discuss them.

Suggested answers

1 (international/global) health, economic development, presenting data

2 a special piece of software he developed

3 household appliances, e.g. vacuum cleaners, dishwashers, food mixers, coffee grinders, cookers/stoves, kettles, microwave ovens; computers and other information technology devices; boilers (for heating water); shower and water systems; electric/gas fires; electric tools, e.g. electric drills, screwdrivers, hedge trimmers, lawn mowers; agricultural machinery, e.g. tractors, combine harvesters

Background information

Médecins sans Frontières

Médecins sans Frontières (Doctors without Borders) was established in France in 1971 by a number of French journalists and doctors. Its purpose is to provide medical care in all situations, regardless of nationality, race or religion. It has no national or political affiliation. It is best known for its work in conflict situations and humanitarian crises such as outbreaks of disease in the developing world. It currently has over 30,000 people working for it, the majority of whom are volunteers.

KEY WORDS

2

- Ask students to do the matching on their own or in pairs.

Answers

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

- Ask students to work in pairs to discuss the questions, then elicit whole-class feedback.

Suggested answers

1 Students' own answers

2 This varies according to where someone lives and is usually higher in developed countries. The UK government defines it as under 60% of the national median income. Other definitions look at deprivation – what poorer people can't afford that is available to most of society.

3 Economic data, like most statistics, can be presented in different ways in order to support particular points.

4 Coal releases the most carbon dioxide so could be considered the most polluting.

5 Pneumonia is responsible for 15% of deaths in children under five years, and malaria is responsible for 7%. Over 25% of deaths are caused from premature birth or by complications during or just after birth. Developing countries have far greater problems with child mortality than developed countries, including deaths from childhood diseases and conditions such as diarrhoea that no longer constitute a threat in developed countries.

6 The word *favela* is used for the slums bordering urban areas in Brazil.

AUTHENTIC LISTENING SKILLS
Prediction

3a

Teaching tip: Predicting before listening, Unit 3, page 41

- Direct students to the Authentic listening skills box. Emphasize that while it's good to predict what they'll hear, they then have to listen with an open mind and focus on what the speaker is saying.
- Ask students to work in pairs to write four words that they may hear in a talk entitled *The magic washing machine*.
- Elicit suggestions and write them on the board.

Suggested answers

wash, laundry, load/unload, by hand, washing powder, conditioner, electricity, water, dry

3b

- Tell students to discuss the question in the instructions, still in their pairs.
- 17 Play the extract and ask students to listen for the answer to question 1 and also to check whether any of their suggested words were heard, and in what context.

Transcript

I was only four years old when I saw my mother load a washing machine for the very first time in her life. That was a great day for my mother. My mother and father had been saving money for years to be able to buy that machine, and the first day it was going to be used, even Grandma was invited to see the machine. And Grandma was even more excited. Throughout her life she had been heating water with firewood, and she had hand washed laundry for seven children. And now she was going to watch electricity do that work.

Answers

1 Yes, he does. He says 'Throughout her [his grandmother's] life, she had been heating water with firewood, and she had hand washed laundry for seven children. And now she was going to watch electricity do that work.' i.e. it would significantly change domestic life.

2 Students' own answers

Note: Remind your students to watch the TED Talk at home before you move on to Unit 5.1 in the class. Ask them to focus on the benefits of the washing machine, and whether it would be possible for everyone in the world to have one.

5.1 The magic washing machine

TEDTALKS

1

Teaching tip: Working from memory, Unit 2.1, page 26

- If students have watched the TED Talk at home, ask them for their initial impressions of the talk and Hans Rosling's style of presenting economic data. Did he make it interesting?
- If students haven't watched the talk, or if you think watching the whole talk again will benefit them, tell them to watch and make notes to answer the questions.
- 5.1 Play the whole talk.
- Students can discuss the questions briefly in pairs before you check their answers.

Transcript

0.12 *I was only four years old when I saw my mother load a washing machine for the very first time in her life. That was a great day for my mother. My mother and father had been saving money for years to be able to buy that machine, and the first day it was going to be used, even Grandma was invited to see the machine. And Grandma was even more excited. Throughout her life she had been heating water with firewood, and she had hand washed laundry for seven children. And now she was going to watch electricity do that work.*

0.50 *My mother, my mother carefully opened the door, and she loaded the laundry into the machine, like this. And then, when she closed the door, Grandma said, 'No, no, no, no. Let me, let me push the button.' And Grandma pushed the button, and she said, 'Oh, fantastic! I want to see this! Give me a chair! Give me a chair! I want to see it,' and she sat down in front of the machine, and she watched the entire washing program. She was mesmerized. To my grandmother, the washing machine was a miracle.*

1:32 *Today, in Sweden and other rich countries, people are using so many, so many different machines. Look, the homes are full of machines. I can't even name them all, you know. And they also, when they, when they want to travel, they use flying machines that can take them to remote destinations. And yet, in the world, there are so many people who still heat the water on fire, and they cook their food on fire. Sometimes they don't even have enough food, and they live below the poverty line. There are two billion fellow human beings*

who live on less than two dollars a day. And the richest people over there – there's one billion people – and they live above what I call the 'air line', because they spend more than $80 a day, you know, on their consumption.

2.22 *But this is just one, two, three billion people, and obviously there are seven billion people in the world, so there must be one, two, three, four billion people more who live in between the poverty line and the air line. They have electricity, but the question is, how many have washing machines? I've done the scrutiny of market data, and I've found that, indeed, the washing machine has penetrated below the air line, and today there's an additional one billion people out there who live above the 'wash line'. (Laughter) They consume more than $40 per day. So two billion have access to washing machines.*

3.02 *And the remaining five billion, how do they wash? Or, to be more precise, how do most of the women in the world wash? Because it remains hard work for women to wash. They wash like this: by hand. It's a hard, time-consuming labour, which they have to do for hours every week. And sometimes they also have to bring water from far away to do the laundry at home, or they have to bring the laundry away to a stream far off. And they want the washing machine. They don't want to spend such a large part of their life doing this hard work with so relatively low productivity. And there's nothing different in their wish than it was for my grandma. Look here, two generations ago in Sweden – picking water from the stream, heating with firewood and washing like that. They want the washing machine in exactly the same way.*

3.59 *But when I lecture to environmentally-concerned students, they tell me, 'No, everybody in the world cannot have cars and washing machines.' How can we tell this woman that she ain't going to have a washing machine? And then I ask my students, I've asked them – over the last two years I've asked, 'How many of you doesn't use a car?' And some of them proudly raise their hand, you know, and say, 'I don't use a car.' And then I put the really tough question: 'How many of you hand-wash your jeans and your bed sheets?' And no one raised their hand. Even the hardcore in the green movement use washing machines. (Laughter)*

4.38 *So how come [this is] something that everyone uses and they think others will not stop it? What is special with this? I had to do an analysis about the energy used in the world. Here we are. Look here, you see the seven billion people up there: the air people, the wash people, the bulb people and the fire people. One unit like this is an energy unit of fossil fuel – oil, coal or gas. That's what most of electricity and the energy in the world is. And it's twelve units used in the entire world, and the richest one billion, they use six of them. Half of the energy is used by one seventh of the world's population. And these ones who have washing machines, but not a house full of other machines, they use two. This group uses three, one each. And they just have electricity. And over there they don't even use one each. That makes twelve of them.*

5.32 *But the main concern for the environmentally-interested students – and they are right – is about the future. What are the trends? If we just prolong the trends, without any real advanced analysis, to 2050, there are two things that can increase the energy use. First, population growth. Second, economic growth. Population growth will mainly occur among the poorest people here because they have high child mortality and they have many children per woman. And [with] that you will get two extra, but that won't change the energy use very much.*

6.03 *What will happen is economic growth. The best of here in the emerging economies – I call them the New East – they will jump the air line. 'Wopp!' they will say. And they will start to use as much as the Old West are doing already. And these people, they want the washing machine. I told you. They'll go there. And they will double their energy use. And we hope that the poor people will get into the electric light. And they will get a two-child family without a stop in population growth. But the total energy consumption will increase to 22 units. And these 22 units, you know – still the richest people use most of it.*

6.40 *So what is needed to be done? Because the risk, the high probability of climate change is real. It's real. Of course they must be more energy efficient. They must change behaviour in some way. They must also start to produce green energy, much more green energy. But until they have the same energy consumption per person, they shouldn't give advice to others – what to do and what not to do. (Applause) Here we can get, here we can get more green energy all over.*

7.12 *This is what we hope may happen. It's a real challenge in the future. But I can assure you that this woman in the favela in Rio, she wants a washing machine. She's very happy about her minister of energy that provided electricity to everyone – so happy that she even voted for her, you know. And she became Dilma Rousseff, the president-elect of one of the biggest democracies in the world, you know – moving from minister of energy to president. If you have democracy, people will vote for washing machines. They love them.*

7.45 *And what's the magic with them? My mother explained the magic with this machine the very, very first day. She said, 'Now Hans, we have loaded the laundry. The machine will make the work. And now we can go to the library.' Because this is the magic: you load the laundry, and what do you get out of the machine? You get books out of the machines, children's books. And mother got time to read for*

me. She loved this. I got the 'ABCs' – this is where I started my career as a professor, when my mother had time to read for me. And she also got books for herself. She managed to study English and learn that as a foreign language. And she read so many novels, so many different novels here, you know. And we really, we really loved this machine.

8.36 *And what we said, my mother and me, 'Thank you industrialization. Thank you, steel mill. Thank you, power station. And thank you, chemical processing industry that gave us time to read books.' Thank you very much.*

Answers

1 The washing machine makes it easier to wash things, means that less time is spent on laundry (particularly for women with big families), so there is more time to do other things.

2 Economic growth leading to access to electricity.

3 green energy (not fossil fuel energy)

Note the differences in British English and North American English shown at the foot of the spread.

2

- Ask students to work in pairs for the next part of the talk, and to read the questions quickly.
- 5.1 Play the first part of the talk from 0.12–04.38.
- Students discuss the questions in their pairs and agree on an answer. Elicit whole-class feedback.

Answers

1 She had to wash the clothes by hand / hand wash the clothes. This included heating the water with firewood to wash the clothes.

2 The richest spend more than $80 a day while the poorest live on less than $2 a day.

3 below the poverty line ('the fire people'), those with electricity but not washing machines ('the bulb people'), those with washing machines ('the wash people') and those above the air line ('the air people'). They are separated by poverty line, the wash line and the air line.

4 five billion

5 hard work, time-consuming labour, which women have to do for hours each week

6 Some of them don't use a car, but all of them have a washing machine.

3

- Ask students to read through the statistics and see if they can remember any of them.
- 5.1 Play the second part of the talk from 4.38–6.40 for students to check their answers.
- Ask students if the way of presenting statistics that Hans Rosling used helped their understanding of them.

Answers

1 7/seven billion 2 12/twelve 3 1/one billion 4 6/six 5 half 6 2/two 7 1/one 8 2/two 9 2050 10 many 11 double 12 22

4

- Ask students to read the sentences. Tell them to decide whether they are true or false when they watch again, and also to try to remember what tells them this in each case.
- 5.1 Play the third part of the talk from 6.40 to the end.
- Check answers round the class.

Answers

1 F (... until they have the same energy consumption per person, they shouldn't give advice to others ...)

2 T (... her minister of energy that provided electricity to everyone ...)

3 T (... so happy that she even voted for her. And she became Dilma Rousseff, the president-elect of one of the biggest democracies in the world.)

4 T (She managed to study English and learn that as a foreign language.)

5 T (And what we said, my mother and me, 'Thank you industrialization. Thank you steel mill. Thank you power station. And thank you chemical processing industry that gave us time to read books.')

Extra activity

Grammar analysis of a talk

While Hans Rosling's English is excellent, he isn't a native speaker (he's Swedish) and he makes a few errors in the talk. If you think it would benefit your students, you could copy the transcript for them and ask them to identify his errors. It can be useful for students to see that they can identify errors in even the highest levels of non-native English.

VOCABULARY IN CONTEXT

5

- 5.2 Play the clips from the talk. When each multiple-choice question appears, students choose the correct definition.

Transcript and subtitles

*1 ... I've found that, indeed, the washing machine has **penetrated** below the air line ...*

***a** gone through or into* ***b** almost disappeared*

*2 Even the **hardcore** in the green movement use washing machines.*

***a** most committed* ***b** most sensible*

*3 If we just **prolong** the trends, without any real advanced analysis, to 2050, there are two things that can increase the energy use.*

***a** extend the application of* ***b** extend the duration of*

*4 What will happen is economic growth ... in the **emerging economies** – I call them the New East ...*

***a** economies which are following a different model*

***b** economies which are becoming larger and stronger*

*5 And she became Dilma Rousseff, the **president-elect** of one of the biggest democracies in the world ...*

***a** candidate for president* ***b** future president*

*6 Thank you industrialization. Thank you steel **mill**. Thank you power station.*

***a** a factory or plant* ***b** a material or substance*

Answers

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

6

• 53 Play the clips from the talk. As the recording pauses at the gap in each sentence, ask students to think about which word can fill the gap and note their answers. (You will need to pause the recording yourself.) They can check with another student at this point, and together list collocations they think are possible in the gap.

• Start the recording again for students to check their answers.

Answers and transcript

1 ... when they want to travel, they use flying machines that can take them to *remote* **destinations**.

2 There are two billion *fellow* **human beings** who live on less than two dollar a day.

3 It's a hard, **time-***consuming* **labour**, which they have to do for hours every week.

4 But when I lecture to **environmentally-***concerned* **students**, they tell me, 'No, everybody in the world cannot have cars and washing machines.'

5 Because the risk, the *high* **probability** of climate change is real.

6 Of course they must be more **energy-***efficient*. They must change behaviour in some way.

Note: Make sure that students realize that the collocations used are in some cases just the choices of the speaker. It is quite possible that other words could fill the gap, and their answers may well be correct. Be sure to check them and praise any correct answers. Here, items 2, 5 and 6 are fairly fixed collocations. Alternatives for the others might be: 1 *faraway/far-flung*, 3 *hungry*, 4 *aware/conscious*.

Teaching tip: Collocations, Unit 1.1, page 17

7

• Ask students to complete the sentences in their own words, before comparing their ideas with a partner.

• Ask students to share and discuss their sentences.

Possible answers

1 ... try to stop developers building houses because it involves cutting down trees. / refuse to use cars.

2 ... speak better English than me. / participate more in class than me. / have lived in English-speaking countries.

3 Comparing prices in different supermarkets ... / Decorating a whole house ... / Making clothes by hand ...

4 ... it will be a cold winter. / the Chinese economy will grow larger than that of the US. / energy based on fossil fuels will become much more expensive.

CRITICAL THINKING Reading between the lines

8

• Ask students what they understand by the expression *read between the lines*. Let them read the instruction to check. Ask if they can think of any situation where they might have to read between the lines (e.g. if someone in a business meeting is very quiet about a proposal but doesn't argue against it, you can read between the lines that they are not keen on the proposal).

• Ask students to look at the views in pairs and decide which Hans Rosling implied in his talk, although he didn't state any of them.

Answers

He implies 1, because technology frees our time for better pursuits, and 2, because he sees technology as progress and energy consumption is needed for technological development. He doesn't suggest anything about overpopulation.

9

• Ask students to read the comments and decide whether they agree with the inferences drawn by the viewers.

• Elicit whole-class feedback.

Suggested answers

Hannah's comment: Students are likely to agree – we shouldn't judge people who want a washing machine – this is what people in the developed world wanted two generations ago.

Rama's comment: Students are likely to agree that Hans Rosling says that technological progress and education are strongly linked. However, he doesn't imply that we often use the time we gain on less productive activities.

Note: Ensure your students understand the differences between *imply* and *infer* (*implication* and *inference*). A writer or speaker may imply something in their text, i.e. not state it explicitly but suggest it nonetheless, but it is the reader or listener who infers meanings from a text, which may or may not be there.

PRESENTATION SKILLS Presenting statistics

10

- Put students in pairs to discuss the questions. Ask them to think about talks they have been to where a lot of statistics have been presented. What has worked? What hasn't worked?
- Ask them to apply their experience to the questions, then discuss as a class.
- Do not confirm answers at this stage.

11

- Ask students to look at the Presentation tips box and read the tips about presenting statistics. Do they reflect the students' experience? How have they felt in presentations that have used a lot of statistics?

12

- Before they watch the clip from the TED Talk, ask students what they can remember about Hans Rosling's use of statistical information.
- ▶5.4 Play the clip. Ask students which of the techniques Hans Rosling used, and discuss if they found them effective.

Answer

Hans Rosling used infographics with icons and images and he used dynamic visuals to indicate economic change and growth.

13

- Put students in pairs and tell them they are going to look at some statistical information. Direct them to page 175 and give them a few minutes to digest the statistics.
- Ask them to discuss how they would put that information in a dynamic slide. Then they follow the instructions to make a sketch of the slide, and the changes that will be shown in it.
- Together they write a short commentary to go with the slide and practise presenting the information to each other.

Suggested answers

The information could be presented in the same way as Hans Rosling's, i.e. with bars or squares representing 10% 'chunks' of the people who fly abroad on holiday. There could be two columns under each of the years mentioned, one representing the EU and North America and one representing the rest of the world. The figures could be the same for each year to begin with but as the presenter mentions the growth, the bars could move from one column to the other.

Another possibility might be with a dynamic pie chart, i.e. have a pie chart divided into two sections, one representing the EU and North America and the other the rest of the world; each section should be in a different colour, and start with the 1975 distribution. As the presenter moves on to 2014 the pie chart could reappear under that heading and the colours could change to represent the new distribution, and the same for 2025.

- **Optional step.** You could get your students to actually create the slides, if they are used to working with PowerPoint or a similar programme.

14

- Ask students to change partners and present their ideas to their new partner. They should also compare their ideas for dynamic slides.
- **Optional step.** If your students have prepared actual slides, they could present them on laptops or tablets to each other, or to the whole class using a projector if you have one in the classroom.
- Discuss the ideas as a class and compare the pros and cons of all of them.

▶ Set Workbook pages 44–45 for homework.

5.2 Energy-hungry world

GRAMMAR Passive forms

1

- Books closed. Either write the questions on the board or read them out.
- Give students a couple of minutes to discuss their answers in pairs or small groups.
- Discuss students' energy use as a class.

2

- Ask students to look at the infographic. Check they understand the difference between the industrial and commercial sectors: industrial = factories, manufacturing, power stations, etc.; commercial = shops and offices.
- Students answer the questions. Check around the class.

Answers

1 The USA uses the most energy per person and Nigeria uses the least.

2 The biggest user of energy is the industrial sector and the smallest is the commercial sector.

3 heating (space and water) and cooling

4 26%: refrigeration 8%, appliances 9%, computer and electronics 9%

• Now ask the class if any of the statistics surprised them. You could ask also if they think these figures are likely to change in the future.

Suggested answers

Students may find is surprising that India consumes so little energy per person, given that it is an emerging economy. However, it also has a very large population, many of whom live in poverty or in very basic conditions and consume little energy.

They may also find it surprising that the commercial sector uses less energy than the other sectors in the infographic.

3

• Explain that students are going to listen to an energy expert talking about the statistics in the infographic. Tell them to listen for the reasons he gives for the three issues in the exercise.

• 18 Play the recording for students to note the reasons.

Transcript

The disparity in energy use between different countries is linked of course to their level of economic development, but that's not the only factor. Both Germany and the USA are highly industrialized nations, but in the United States, much more energy is being consumed by each person. In part that's because it's a bigger country, so people travel more, but it's also down to attitudes. American energy consumption could easily be reduced if greater priority was given to energy efficiency. Actually, I'm confident that efforts will be made in this direction, particularly by industry – cleaner fuels, cleaner industrial processes and so on – because the evidence for climate change is now so strong.

The big question is: will developing countries do the same? Transport's a big issue – air travel in particular. People in developing countries have been restricted by the cost up to now, but as they get richer and air travel becomes cheaper, its impact on energy consumption is bound to grow.

The statistics for energy use in the home show that the main area which needs to be addressed is heating and cooling. The solution is relatively cheap and simple. It just means homes being insulated properly. People complain about their energy bills, but it's pretty clear, to me at any rate, that energy is still too cheap, otherwise people would do something about reducing them – instead of leaving lights on at home and driving gas-guzzling cars.

Answers

1 The USA is a big country, so people have to travel long distances, but also energy efficiency isn't a priority.

2 More people from developing countries will travel by air more in the future as it becomes cheaper and they have more money to spend.

3 Energy is too cheap so people don't bother to do anything about reducing their energy bills.

4

• Direct students' attention to the sentences in the Grammar box. Tell them to answer the questions a–c.

• Students can check their answers and overall understanding of passive forms by turning to the Grammar summary on page 150. If you feel that students need more controlled practice before continuing, direct them to Exercises 1 and 2 in the Grammar summary. Otherwise, you could continue on to Exercise 5 in the unit and set the Grammar summary exercises for homework.

Answers

a 1 present simple 2 present continuous 3 past simple (including modal *could*) 4 future with *will* 5 present perfect 6 infinitive 7 *-ing* form / present participle

b 2 each person 4 industry 5 the cost

c It is unknown, unimportant or obvious.

Answers to Grammar summary exercises

1

1 Nothing is said in the report about how these measures are going to be funded.

2 Numerous tests have been carried out on the engine's reliability and the findings will be published in due course.

3 While the drone was being developed (by a team of French engineers), several technical issues came to light.

4 While it is claimed by some experts that global temperatures have risen by around 1.5 degrees, this fact / it is disputed by other experts.

5 This is the actual spacesuit (that was) worn by Neil Armstrong when he took those first historic steps on the moon.

6 It has just been announced by the travel agency that customers who cancelled their holidays because of the heatwave in Spain last month will not be compensated.

7 Extra concert dates would have been added to their tour if demand had been stronger.

8 The main building should be finished by the end of the year, but more time will be required to complete the ancillary buildings.

2

1 being bitten 2 to be told 3 Being pressured 4 being treated 5 Being made 6 to be called, not to be called 7 to be met 8 not to be asked, not to be involved

5

• Ask students to read the sentences and rewrite them in the passive individually, including the agent if necessary.

• When they have finished, let them compare their answers in pairs.

• If your class is up to it, you could ask whether they feel the sentences are better expressed in the passive or active. (They can all be expressed in the passive but students may feel that 1 is better in the active as it is important to mention experts, and that 6 is better in the active as it includes the implicit idea that people use too much energy.)

• Check answers around the class by asking students to read out a sentence at a time.

Answers

1 Electricity consumption is expected to double by 2050.

2 Twenty-five per cent of the world's electricity is generated by coal power plants.

3 If CO_2 emissions are to be reduced, alternatives to fossil fuels need to be found. *or* Alternatives to fossil fuels need to be found if CO_2 emissions are to be reduced.

4 Wind power was discovered by whoever first used a sailing boat, probably around 5,000 years ago.

5 If a solution can be found to the problem of electricity storage, wind power will be more practical. *or* If a solution to the problem of electricity storage can be found, wind power will be more practical.

6 A lot of energy could be saved if people were more careful about switching off lights and appliances.

7 Energy consumption will be reduced in future by the use of smart appliances, like intelligent fridges.

8 I wouldn't be (at all) surprised (at all) / It wouldn't surprise me at all if these issues were still being discussed in thirty years' time.

6

• Allow students to do this exercise in their pairs if they wish.

• Elicit the answers from the class.

Answers

1 Millions of homes across Europe could be powered by African sunshine (more appropriate if you want the emphasis on 'millions of homes') / African sunshine could power millions of homes across Europe (more appropriate if you want to focus on the fact that the power comes from African sunshine) 2 The electricity generated by the farm will be shipped 3 it would be distributed 4 is known 5 reflect the light 6 the light heats pipes filled with salt 7 This salt is used

Note: As the passage describes a plan as yet unfulfilled, it is likely that most verbs will be in the future; as the first verb is a hypothetical possibility expressed by *could*, however, it is equally possible that subsequent verbs would express hypothesis and use *would*. Once the name is given and the process of generating electricity is under discussion, the present or *will* can be used.

Teaching tip: Grammar choices, Unit 4.2, page 62

LANGUAGE FOCUS Nominalization in passive sentences

7

• Remind students of the work they have already done on nominalization in Unit 1, and recap on the fact that nominalization usually involves changing a verb structure to a noun structure.

• Students read the sentences and answer the questions.

Answers

a prioritize → priority

b The verb *give* is introduced in the passive form (*was given*), *to* is introduced before *energy* and the adjective *greater* is introduced to premodify *priority*.

• Refer students to the explanation in the Grammar summary on page 151. If you feel that students need more controlled practice before doing Exercise 8, ask them to complete Exercise 3 in the Grammar summary.

Answers to Grammar summary exercise

3

1 announcement, will be made 2 Has, attempt been made 3 thought was given 4 conclusion was reached 5 meeting is being held 6 research has been done 7 allowances must be made 8 Consideration needs to be given

8

• Ask students to work in pairs to rewrite the sentences. Remind them that they will need to form a noun from the bold verb and add a new verb in each case.

• Check answers around the class by asking students to read out a sentence at a time.

Answers

1 Agreement has been reached on the main points, but not the details.

2 A decision was taken/made / has been taken/made to restrict CO_2 emissions from large industries.

3 Research is being done / carried out / conducted / undertaken into the consequences of each possible scenario.

4 Confirmation of the results will be given/announced after further tests.

5 Arrangements have been made / An arrangement has been made for him to be met at the airport.

6 No explanation was given of / as to why there was a delay.

7 Legislation / A law was passed to ban the burning of coal in people's homes.

8 Assistance (with energy costs) will be provided/given to people on low incomes.

WRITING AND SPEAKING Headline news

9 *21st* CENTURY OUTCOMES

- Ask students to look at the incomplete headlines in pairs and discuss how they would complete each one. They should decide on a completion between them.
- Then tell them to decide on one headline that they think will make into an interesting story, and invent a few facts / pieces of information about the headline.
- Together they write two or three paragraphs from the story, to fulfil the 21st century outcome of decoding media messages. Ask them to use passive verbs where they can, and to think about their use of passive and active as they write the story.

Suggested answers

Car developed which can run on household waste.

£10,000 electricity bill run up by family who floodlit their house.

New wearable heater saves energy by heating the person not the room.

Politician commutes to work by bike to highlight energy crisis.

Millions saved by council on street lighting by turning it off after midnight.

10

- Ask students to find a new partner to work with.

Teaching tip: Reorganizing pairs, Unit 1.4, page 23

- Ask them to read their news stories out to each other, or to tell them from memory, and for the listener to ask questions about the story to find out more background if they can.
- **Optional step.** Have a show of hands in the class to see who wrote about which headline. Where more than one pair wrote about the same headline, get all the pairs to work in a group, or in two small groups, to discuss their stories and the differences between them.

Extra activity

Interpreting headlines

Find a number of interesting headlines from various newspapers and cut them out. Remove one or two words from each and photocopy them. (Remember to keep a note of the original headlines!) Give the headlines to students in small groups and ask them to suggest what can go in the gapped sections – tell them they can be as silly as they like as long as the headline still makes sense. Either regroup students to discuss what each group put in the headlines, or elicit suggestions in open class. The class could vote on the best completion of each headline.

Photocopiable communicative activity 5.1: Go to page 239 for further practice of nominalization in passive sentences.

Set Workbook pages 46–47 for homework.

5.3 Land for all

READING Land – a fairer system

1

- Books closed. Ask students what kind of taxes they have to pay to the government or local authorities for living where they do, for example, in the UK a 'council tax' has to be paid to the local authority based on the value of the property you own / live in. If you have a multi-national class, you can get students to compare the systems in their countries in small groups.
- Books open. Ask students to look at the comment in Exercise 1 and to discuss the questions in small groups. Elicit some answers around the class.

2

- Ask students to look at the four words in Exercise 2 and explain that understanding them is important to understand the article they will be reading.
- Tell them to work with a partner to complete the definitions with one word in each space, but make sure they are aware that there may be different words that can be used which are correct.

Answers

1 gains/profits 2 lends/loans 3 owns/possesses 4 sold

3

- Ask students to read the article, initially just for gist.
- Ask them to identify the fundamental problem of the current system of land ownership. They can then compare with a partner to check they have both understood the same thing.

Answer

The author says that land has become the principal tool by which we acquire and pass on wealth, often by acquiring land and then waiting for others to spend money on developing it / the area around it, which is quite unfair.

4

- Ask students to read the article again, more carefully this time, and decide whether the sentences are true or false.
- Tell them they should pick out the parts of the text which help them decide.

Answers

1 T (... a credit-fuelled dash for land and property. All over the USA and western Europe people became speculators in land, ...)

2 F (... we seem not to have learned from it.)

3 T (I could leave it to the fools who were prepared to develop all the other pieces of land surrounding "my" piece, and in doing so automatically to raise the market value of mine.)

4 T (So if the value of the land is improved by the community, the amount of tax you pay will increase.)

5 F (Should you develop the land yourself, ... by ... running a business from that site, you will not be taxed on those elements, since they constitute productive activity.)

6 F (... introducing an LVT would impose fairly heavy costs on today's landowners ...)

- Ask students how the LVT system compares with the system in their country at present. If it is different, ask them reflect on which they think is better, and why. If they have a similar system, ask if they feel there are benefits in it.

5

- Ask students to look at the words in bold. In pairs, they should discuss what they think the words mean. Remind them that they should use the context to help them.
- Elicit a few answers round the class.

Answers

1 amenities = the services offered in a village/town/city 2 dash = quick run 3 crawling = moving on hands and knees 4 inherent = part of, belonging to 5 diligence = hard work, application 6 constitutes = makes up

- Now ask students to answer the questions in their pairs.

Suggested answers

1 basic amenities = water, sewage, electricity, gas, serviceable roads; public amenities might be leisure facilities such as swimming pools, bus and train services, libraries, etc.

2 in a huge rush

3 hands and knees, and perhaps the trunk; babies usually get around this way. (Note that in the article 'crawl' refers to trying hard to please someone in order to get favourable treatment, so it is used metaphorically here.)

4 maintaining the property in good condition

5 the employee's hard work

6 getting up very late, not helping others around the house, trying to do less than others in your job

VOCABULARY Economics

6

- Explain that students are going to read and complete three accounts from different people in a particular economic situation.
- When they have finished completing the texts, they should discuss the meaning of the phrases.
- Finally, they can discuss the different perspectives. Can they see how it is possible for such different perspectives to come from the same economic situation?

Answers

1 1 go 2 cut 3 pay off 4 expand 5 take on

2 1 making 2 coming 3 rising 4 investing

3 1 turning 2 enjoying 3 setting 4 demanding 5 going 6 stifling

SPEAKING Economic prospects

7 21st CENTURY OUTCOMES

- Ask students to work with their partner to discuss each problem, and to suggest solutions. They should think each solution through carefully, discussing the advantages and disadvantages, to fulfil the 21st century outcome of understanding the role of the economy in society.

Suggested answers

1 Companies could offer three-month unpaid work experience contracts to young people.

Advantages: young people gain experience and skills; the company might take them on at the end of the three months; rather than paying out benefits, the government is helping young people to receive training.

Disadvantages: companies might exploit the system and not give young people valuable training, thereby wasting the government's money and the young people's time; young people might not take it seriously and might continue to look for other jobs, possible leaving the work placement halfway through.

2 The banks could make it easier to borrow money.

Advantages: people spend more money, thereby stimulating the economy.

Disadvantages: people can end up having debts they are unable to pay back.

3 The active working population pays more in tax to make up the shortfall.

Advantages: higher taxes can be put to use, freeing government money up for other spending; pensioners still have a reasonable income and continue to spend, supporting the economy.

Disadvantages: working people could get very resentful of having to pay more to support older people who could have saved more through their lives and not needed a government pension.

4 The government offers more free nursery school places to people on low incomes.

Advantages: this allows more people to remain in work, paying tax and thereby helping the government balance the books; it provides employment for more nursery nurses.

Disadvantages: the government has to fund the greater number of nursery nurses; some parents may prefer to stay at home and look after their children.

8

- Ask the pairs to join with another pair and compare their solutions. They decide which solutions are most workable and if there are any better solutions possible.
- Discuss a few ideas as a class.

Extra activity

Economy role plays

As an extension to Exercises 7 and 8, you could get students to do role plays about the economy. (See Teaching tip: Workable role plays, below.) Divide the class into groups of three. In each group of three, students take the roles in Exercise 6, i.e. company manager, employee and politician. Each group takes one of the problems in Exercise 7, and makes notes about the solution given and other possible solutions, thinking of the advantages in their role, i.e. advantages for companies, for individuals and for the government/country as a whole. When they have done this, the three should discuss the problem and try to reach a solution that is advantageous to all of them.

TEACHING TIP

Workable role plays

Role plays can be a valuable way of practising language, but they have drawbacks, one of which is that many students find it completely unreal to pretend to be another person. One way round this is for students to take on perspectives rather than actual roles. So, in the Extra activity above, each student in the group approaches the problem from the perspective of a company manager, an employee or a politician. This way they are putting themselves in the shoes of someone in a different role, but not actually pretending to be that person.

▶ Photocopiable communicative activity 5.2: Go to page 240 for further practice of talking about the economy.

▶ Set Workbook pages 48–49 for homework.

5.4 I can well believe that

READING Fact or hearsay?

1

- Before starting this lesson, take a straw poll around the class. Ask students the following: *Do you do research on the Internet?* For those who do, ask: *Where do you find your information?* If students cite Wikipedia, or other wiki-based information sources, ask: *Do you check the information you get?* What percentage of the class double checks information?
- Ask students to work in pairs to discuss the two questions.
- Ask students whether they believe everything they read on the Internet, and whether they are right to do so.

2

- Ask students to read the extract on the page, and the six statements. They should decide individually which statements they think are probably true or probably false.
- After a few minutes, direct them to page 175 to check their answers. Ask how accurate their guesses were.

TEACHING TIP

Encourage digital literacy

Most of our students will be digitally literate in terms of their ability to use digital devices and to function in a digital world. However, digital literacy also entails acceptance of the drawbacks of the digital environment, one of which is the fact that a lot of the information available on the Internet may not be 100% accurate. An important skill in the digital age is to be able to separate the reliable from the unreliable. Some websites can be trusted in that the 'publisher' has a reputation to maintain, e.g. the BBC, newspapers such as *The New York Times*, but when information comes from less reliable sources, it is as well to double check it.

LISTENING Discussing facts and beliefs

3

- Explain that students are going to listen to two friends discussing one of the statements from the extract.
- Ask students to read the three questions for them to answer as they listen.
- 19 Play the recording for students to answer the questions, then check the answers round the class.

Transcript

A: *Did you know that most of the CO_2 in the world is not produced by man-made activity?*

B: *No. I thought that industrial activity was the main cause of rising CO_2.*

A: *No, that's a common misconception. Most of the CO_2 is produced by the oceans. The human contribution is only about four per cent.*

B: *So why are people always saying that we need to reduce emissions from factories and power plants?*

A: *Because that's what the environmental lobby would have you believe, 'cos it fits with their general view that people shouldn't tamper with nature. But actually people are not the problem when it comes to climate change.*

B: *Hmm. Well, I don't know where you read that, but I'd take it with a big pinch of salt if I were you. Ninety-nine per cent of scientists agree that human activity is the cause of climate change.*

A: *It's fact. Look on the Internet. You can see the statistics for yourself.*

Answers

1 Statement 4

2 That people are not the problem when it comes to CO_2 pollution

3 He doesn't agree. ('I'd take it with a big pinch of salt, if I were you. Ninety-nine per cent of scientists agree that human activity is the cause of climate change.')

4

- Ask students to look at the phrases in the Useful language box, and decide whether they express belief or disbelief, using the code in the book to classify them.
- 19 Play the recording again for students to tick the phrases they hear.

Answers

I very much doubt that. *PF*

I'd be very surprised if that was/were the case. *PF*

That doesn't surprise me in the least. *PT*

I think they've got that spot on. *T*

That's a common misconception. *F* ✔

That's nonsense. *F*

I suspect that's true. *PT*

That's an old wives' tale. *F*

That's what ... would have you believe. *F* ✔

I'd take it/that with a (big) pinch of salt. *PF* ✔

I can well believe that. *PT*

I'd have some reservations about that. *PF*

Pronunciation Silent letters

5

- Write the word *answer* on the board and nominate a student to say it. Ask if every letter in the word is pronounced. (No, the *w* isn't pronounced, and students could say that the *r* isn't pronounced.) Ask if they can think of any other words in English that have silent letters in them. (They should be able to suggest a few, e.g. *climb* – silent *b,* and *write* – silent *w*.)
- Direct them to the list of words on page 60 and ask them to underline the silent letter in each one.
- 20 Play the recording for students to check their answers.
- Check round the class quickly – get students to pronounce each word, paying attention to not pronouncing the silent letter.

Answers

(Silent letters are underlined.)

architect biscuit condemn guilty receipt
resign sandwich scissors subtle thumb whistle

- **Optional step.** Ask students if their language has / languages have any words with silent letters. If so, ask a couple of individuals to come to the board and write / pronounce them.

SPEAKING Expressing belief and disbelief

6

- Put students into pairs, A and B, and ask them to individually read the notes on the page and those at the back of the book.
- Allow each student a few minutes to assimilate their information, noting down the main points if they wish.

7

- Now in their AB pairs, students present their ideas. They should present the statement first and allow their partner to express belief/disbelief, and ask questions about it. They should conduct similar conversations to that in Exercise 3.
- Discuss the ideas as a class. Were any of them surprising?

WRITING A newspaper report

8

- Ask students what they expect when they read a newspaper report, and elicit the fact that newspaper reports usually begin with the basic facts of the situation before they go into more detail. (The basic facts are usually given in the headline, then in the first paragraphs, and again in the detail, quotes, etc. as the reporter expands on the situation.)
- Ask them to read the newspaper report and answer the questions as they do so.
- They can check their answers in pairs before you check as a class.

Answers

1 There has been a breakthrough in energy transmission. / Japanese scientists have transmitted energy wirelessly.

2 at the Japan Aerospace Exploration Agency / in Japan, this week

3 researchers/scientists at JAXA in Japan

4 Because Japan imports large amounts of coal and oil to produce electricity. / To get solar power from space instead of importing oil and coal.

5 They used microwaves.

9

- Ask students to read the report again and decide whether it gave all the key facts, and in what order.

Answer

Yes, it gave all the key facts, in the order what, who, when, where, how, why.

Writing skill Passive reporting verbs

10a

- Have students look at the example of a passive reporting verb: *is believed to be*. Ask them to find two other similar structures in the report.

• When they have found and noted the other two verbs, ask them to discuss the questions with their partner.

Answers

Examples: *it is hoped that ..., are known to be working on ...*

1 The writer uses passive reporting verbs in order to avoid attributing the information to anyone; instead, a general belief, hope, etc. is conveyed.

2 The subject can be the subject of the passive verb such as ***Japanese companies*** *are known to be ...*, or it can be the pronoun *it*, e.g. ***it*** *is hoped that ...,* ***it*** *is known that Japanese companies are working on ...*

• Refer students to the Grammar summary on page 151 for more on passive reporting verbs. If you feel that students need more controlled practice, they can do Exercise 4 in the Grammar summary in class; otherwise they can do it for homework. If you wish, you could do Exercise 5, the round-up exercise, at this point too, or have students do it for homework.

Answers to Grammar summary exercises

4

1 It is said to feature special effects not seen before.

2 It is now thought to be a fake.

3 She is believed to be going straight to Scotland.

4 The Giant Panda was reported to have given birth.

5 He was supposed to be carrying on for another year.

6 They are reported to have escaped from a high-security prison.

7 The escaped criminal is known to be dangerous.

8 It is/was supposed to have been fascinating.

5

1 ~~has been gone up~~ → has gone up

2 ~~They are thought that they are hiding~~ → They are thought to be hiding / It is thought that they are hiding

3 ~~was began~~ → began (or was begun)

4 ~~to not be invited~~ → not to be invited

5 ~~has taken~~ → has been taken

6 ~~was doubted~~ → doubted

10b

• Ask students to write the sentences using passive reporting verbs, using one of the two forms.

• They can check their answers in pairs and see if their partner used the same form.

Answers

1 It is thought that the technology originated in the USA. / The technology is thought to have originated in the USA.

2 It is said that they are currently working on a larger-scale version. / They are currently said to be working on a larger-scale version.

3 It is reported that they are about to launch a prototype in the new few months. / They are reported to be about to launch a prototype in the next few months.

4 It is believed that there have been several unsuccessful attempts to replicate the results. / There are believed to have been several unsuccessful attempts to replicate the results.

5 It is hoped that the technology will transform the way energy is generated. / The technology is hoped to transform the way energy is generated.

11 *21st* CENTURY OUTCOMES

• Ask students to think of a couple of recent news stories that they feel they could write something about.

• Ask them to work with a partner to decide on one story and the events they will report. They then write the report individually. Remind them to use the principle of the questions from Exercises 8 and 9 and to try to use one or two passive reporting verbs to fulfil the 21st century outcome of expressing yourself accurately in written communication.

• Ensure they realize that they should write only 150–200 words.

12

• Put students into different pairs to exchange their reports. Tell them to check their partner's report carefully against the points in the book.

• They can then compare reports. Encourage a few students to read their report to the class for everyone to discuss the news stories.

▶ Set Workbook pages 50–51 for homework.

▶ Set Workbook Presentation 3 on pages 52–53 for homework.

6 Practical design

UNIT AT A GLANCE

THEMES: Sustainable and innovative design and construction of buildings and furniture; DIY; interviews

TED TALK: *Magical houses, made of bamboo.* Elora Hardy talks about planning and building houses and other structures with bamboo, a highly sustainable and environmentally friendly building material

AUTHENTIC LISTENING SKILLS: Word boundaries

CRITICAL THINKING: Testing arguments

PRESENTATION SKILLS: Persuasive techniques

GRAMMAR: Causatives

LANGUAGE FOCUS: Expressions with *go* and *get*

VOCABULARY: Describing objects: collocations

PRONUNCIATION: Word stress

READING: *Object of desire, Tricky questions*

LISTENING: An interview

SPEAKING: Hired help, Classic objects, Interview questions

WRITING: Posting advice

WRITING SKILL: Reported speech

LEAD IN

- Books closed. Explain that this unit focuses on design, starting with the design and building of houses and other large structures. Give students a few minutes to list the materials usually used in buildings. (They should think of such materials as bricks, stone, concrete, wood, earth in some societies, composites made of strong plastics, glass, metal/steel.)
- Books open. Ask students to look at the photo and list what kinds of material have been used in the building. (Probably concrete, metal, glass)
- Ask them to scan the background box quickly to identify the building material that Elora Hardy works with (bamboo). Ask them how they usually think of bamboo. (Probably as an attractive tree-like plant and something that pandas eat.)

Background information

Sustainable building

Sustainable building, or green building, is a relatively recent concept and focuses on building in such a way as to have the lowest impact on both human health and the natural environment. This movement promotes the efficient use of energy and resources such as water, and the reduction of waste and pollution in the building process and the finished structure. Natural building takes these concepts further and promotes the use of sustainable, local building materials too.

TEDTALKS

BACKGROUND

1

- Ask students to read the information about Elora Hardy again, more carefully this time.
- Put students in pairs to discuss the questions.

Answers

1 She grew up in Bali with her parents, who were artists, but moved to New York to work. After a few years there, she returned to Bali and founded a company that builds homes almost completely made of bamboo.

2 Students' own answers, but it's natural and sustainable.

3 Natural materials include wood, earth, stone. Benefits may include that they blend in with the environment better, possibly that they're sustainable and their use has a less harmful impact on the environment than synthetic materials.

KEY WORDS

2

- Ask students to do the matching on their own or in pairs.
- Another possibility, to approach this in a different way, is to put the definitions on the board and see if students can work out the key word from the definition.

Answers

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

- Check that students have understood the meaning of some of these words by asking questions, e.g. *Where else might you find **pods** for sleeping?* (On a spacecraft. Point out that you could call the meeting room in the photo a pod.) *What kind of work do **artisans** do?* (They often work with materials such as wood or stone and they work in a natural way to produce hand-made objects.) *What can be **bespoke** other than furniture?* (We often use bespoke for clothing that is made-to-measure, or for fitting in a house that aren't bought 'off the shelf', such as kitchens, or for computer software that has been adapted to suit the needs of a specific company.)

AUTHENTIC LISTENING SKILLS Word boundaries

3a

- Explain to students that the word boundaries we use in writing are specific to the written language, i.e. they don't exist in the same way in speech. (Early writing did not separate out words – Latin *scriptio continua* – but spaces between words were brought in to make comprehension of writing easier.)
- Direct students to the Authentic listening skills box and ask them to look carefully at the written representations of the spoken words, e.g. *ferstival* for *First of all*. Point out that they should be aware of this kind of linking when they're listening, though they shouldn't try to force it when they are speaking themselves.
- **Optional step.** If you use phonetics with your students, you could ask them to produce the phonetic script of the phrases in the Authentic listening skills box, e.g. /fɜːstəvɔːl/.
- Ask students to work in pairs to listen to the extract from the talk and underline where the words are linked and they blur the boundaries.
- 21 Play the recording while students underline the linked words.
- Elicit suggestions and write them on the board.

Answers

Now, we do have all the necessary luxuries, like bathrooms. This one is a basket in the corner of the living room, and I've got to tell you, some people actually hesitate to use it.

3b

- Tell students to practise saying the sentences, linking the words as they heard. They could try just practising the phrases first, and then put them all together in the sentences.

3c

- Explain that students are now going to listen to see if they can understand sequences of linked words. Tell them to look at the gapped sentence from the talk.
- 22 Play the extract and ask students to listen carefully and complete the sentence. Play the recording more than once, if necessary.
- Get them to check their answers with a partner, and identify differences if any. Play the extract again for them to check who is correct.

Answers

1 there are lots of things that we're still working on
2 you use it right

Note: Remind your students to watch the TED Talk at home before you move on to Unit 6.1 in the class. Ask them to think about what is special about bamboo and what parts of a house can be in bamboo as they watch.

6.1 Magical houses, made of bamboo

TEDTALKS

1

- Ask students if they had any idea about the versatility of bamboo. Would they like to live in the bamboo houses shown in the talk? Why? / Why not?
- Tell students to watch the talk again and make notes to answer the questions more fully.
- 6.1 Play the whole talk.
- Students can discuss the questions briefly in pairs before you check their answers.

Answers

1 It's versatile, sustainable, strong and lightweight, and it grows very fast.

2 She described roofs, windows, a living room, a bedroom, a TV room, a bathroom, kitchens, doors, ceilings, kitchen countertops and floors.

Transcript

0.12 *When I was nine years old, my mom asked me what I would want my house to look like, and I drew this fairy mushroom. And then she actually built it. (Laughter)*

0.26 *I don't think I realized this was so unusual at the time, and maybe I still haven't, because I'm still designing houses. This is a six-storey bespoke home on the island of Bali. It's built almost entirely from bamboo. The living room overlooks the valley from the fourth floor. You enter the house by a bridge. It can get hot in the tropics, so we make big curving roofs to catch the breezes. But some rooms have tall windows to keep the air conditioning in and the bugs out. This room we left open. We made an air-conditioned, tented bed. And one client wanted a TV room in the corner of her living room. Boxing off an area with tall walls just didn't feel right, so instead, we made this giant woven pod.*

1.25 *Now, we do have all the necessary luxuries, like bathrooms. This one is a basket in the corner of the living room, and I've got to tell you, some people actually hesitate to use it. We have not quite figured out our acoustic insulation. (Laughter) So there are lots of things that we're still working on, but one thing I have learned is that bamboo will treat you well if you use it right.*

1.51 *It's actually a wild grass. It grows on otherwise unproductive land – deep ravines, mountainsides. It lives off of rainwater, spring water, sunlight, and of the 1,450 species of bamboo that grow across the world, we use just seven of them.*

2.11 *That's my dad. He's the one who got me building with bamboo, and he is standing in a clump of*

Dendrocalamus asper niger that he planted just seven years ago. Each year, it sends up a new generation of shoots. That shoot, we watched it grow a metre in three days just last week, so we're talking about sustainable timber in three years.

2.35 *Now, we harvest from hundreds of family-owned clumps. Betung, as we call it, it's really long, up to eighteen metres of usable length. Try getting that truck down the mountain. And it's strong: it has the tensile strength of steel, the compressive strength of concrete. Slam four tons straight down on a pole, and it can take it. Because it's hollow, it's lightweight, light enough to be lifted by just a few men, or, apparently, one woman. (Laughter)*

3.14 *And when my father built Green School in Bali, he chose bamboo for all of the buildings on campus, because he saw it as a promise. It's a promise to the kids. It's one sustainable material that they will not run out of. And when I first saw these structures under construction about six years ago, I just thought, this makes perfect sense. It is growing all around us. It's strong. It's elegant. It's earthquake-resistant. Why hasn't this happened sooner, and what can we do with it next?*

3.50 *So along with some of the original builders of Green School, I founded Ibuku. Ibu means 'mother', and ku means 'mine', so it represents my Mother Earth, and at Ibuku, we are a team of artisans, architects and designers, and what we're doing together is creating a new way of building. Over the past five years together, we have built over fifty unique structures, most of them in Bali. Nine of them are at Green Village – you've just seen inside some of these homes – and we fill them with bespoke furniture, we surround them with veggie gardens, we would love to invite you all to come visit someday. And while you're there, you can also see Green School – we keep building classrooms there each year – as well as an updated fairy mushroom house.*

4.46 *We're also working on a little house for export. This is a traditional Sumbanese home that we replicated, right down to the details and textiles. A restaurant with an open-air kitchen. It looks a lot like a kitchen, right? And a bridge that spans 22 metres across a river.*

5.09 *Now, what we're doing, it's not entirely new. From little huts to elaborate bridges like this one in Java, bamboo has been in use across the tropical regions of the world for literally tens of thousands of years. There are islands and even continents that were first reached by bamboo rafts. But until recently, it was almost impossible to reliably protect bamboo from insects, and so, just about everything that was ever built out of bamboo is gone. Unprotected bamboo weathers. Untreated bamboo gets eaten to dust. And so that's why most people, especially in Asia, think that you couldn't be poor enough or rural enough to actually want to live in a bamboo house. And so we thought, what will it take to change their minds, to convince people that bamboo is worth building with, much less worth aspiring to? First, we needed safe treatment solutions. Borax is a natural salt. It turns bamboo into a viable building material. Treat it properly, design it carefully, and a bamboo structure can last a lifetime.*

6.22 *Second, build something extraordinary out of it. Inspire people. Fortunately, Balinese culture fosters craftsmanship. It values the artisan. So combine those with the adventurous outliers from new generations of locally trained architects and designers and engineers, and always remember that you are designing for curving, tapering, hollow poles. No two poles alike, no straight lines, no two-by-fours here. The tried-and-true, well-crafted formulas and vocabulary of architecture do not apply here. We have had to invent our own rules. We ask the bamboo what it's good at, what it wants to become, and what it says is: respect it, design for its strengths, protect it from water, and to make the most of its curves.*

7.17 *So we design in real 3D, making scale structural models out of the same material that we'll later use to build the house. And bamboo model-making, it's an art, as well as some hardcore engineering.*

7.34 *So that's the blueprint of the house. (Laughter) And we bring it to site, and with tiny rulers, we measure each pole, and consider each curve, and we choose a piece of bamboo from the pile to replicate that house on site.*

7.52 *When it comes down to the details, we consider everything. Why are doors so often rectangular? Why not round? How could you make a door better? Well, its hinges battle with gravity, and gravity will always win in the end, so why not have it pivot on the centre where it can stay balanced? And while you're at it, why not doors shaped like teardrops?*

8.14 *To reap the selective benefits and work within the constraints of this material, we have really had to push ourselves, and within that constraint, we have found space for something new. It's a challenge: how do you make a ceiling if you don't have any flat boards to work with? Let me tell you, sometimes I dream of sheet rock and plywood. (Laughter) But if what you've got is skilled craftsmen and itsy bitsy little splits, weave that ceiling together, stretch a canvas over it, lacquer it. How do you design durable kitchen countertops that do justice to this curving structure you've just built? Slice up a boulder like a loaf of bread, hand-carve each to fit the other, leave the crusts on, and what we're doing, it is almost entirely handmade. The structural connections of our buildings are reinforced by steel joints, but we use a lot of hand-whittled bamboo pins. There are thousands of pins in each floor. This floor is made of glossy and durable bamboo skin. You can feel the texture under bare feet.*

9.29 *And can the floor that you walk on, can it affect the way that you walk? Can it change the footprint that you'll ultimately leave on the world? I remember being nine years old and feeling wonder, and possibility, and a little bit of idealism. And we've got a really long way*

to go, there's a lot left to learn, but one thing I know is that with creativity and commitment, you can create beauty and comfort and safety and even luxury out of a material that will grow back. Thank you. (Applause)

Note the differences in British English and North American English shown at the foot of the spread.

2

- Ask students to work individually to complete the facts.
- ▶6.1 Play the first part of the talk from 0.12–1.51.
- Ask students to discuss the facts in pairs.

Answers

1 overlooks the valley 2 catch the breezes 3 keep air conditioning in and bugs out 4 There is no acoustic insulation.

3

- Ask students to look at the nine features of bamboo. Ask them to make notes about each as they watch the second part.
- ▶6.1 Play the second part of the talk from 1.51–3.50.
- Ask students to check their answers with their partner and then discuss the question.
- You could check the answers by writing the features 1–9 on the board and asking individuals to come and write their notes alongside each of them.

Answers

1 wild grass 2 unproductive land such as deep ravines; needs just rainwater, spring water, sunlight 3 1,450
4 one metre in three days (three years to replace)
5 18 metres 6 as strong as steel and concrete ('tensile strength of steel, compressive strength of concrete')
7 very light: one person can lift a lot of bamboo poles
8 elegant 9 earthquake resistant

Why does it make such a useful building material? It's abundant (so probably cheap), flexible, strong, practical and it looks good.

4

- Ask students to read the questions and make notes about them while they watch the next part.
- ▶6.1 Play the third part of the talk from 3.50–7.17.
- In their pairs, students discuss the questions and agree on an answer.

Answers

1 Ibuku is a team of artisans, architects and designers. The organization works with a new way of building / builds unique structures.

2 houses, classrooms in the 'Green School', small houses for export, a restaurant, a bridge

3 Unprotected bamboo weathers (is affected by the weather) and untreated bamboo gets eaten (by insects). Most people, especially in Asia, don't think bamboo is worth building with. (They think that 'you couldn't be poor enough or rural enough to actually want to live in a bamboo house'.)

4 They found a safe treatment solution using natural salts so the bamboo could last a lifetime. They built extraordinary buildings with bamboo in order to inspire people.

5 Respect it, design for its strengths, protect it from water and make the most of its curves.

5

- Ask students to read through the summary and see if they can complete any gaps before watching.
- ▶6.1 Play the fourth part of the talk from 7.17 to the end for students to check their answers and add any they couldn't do before watching. Play the section twice, if necessary.

Answers

1 model 2 blueprint 3 detail 4 ceiling 5 Weave
6 canvas 7 countertops 8 boulder 9 floor
10 pins 11 grow

VOCABULARY IN CONTEXT

6

- ▶6.2 Play the clips from the talk. When each multiple-choice question appears, students choose the correct definition.

Transcript and subtitles

*1 He's the one who **got me building** with bamboo ...*
a found me building *b encouraged me to build*
c made me build

*2 ... he is standing in a **clump** of Dendrocalamus asper niger that he planted just seven years ago.*
a a field or area
b a way of tying things together
c a group of plants

*3 This is a traditional Sumbanese home that we **replicated**, right down to the details and textiles.*
a copied *b restored* *c renewed*

*4 From little huts to **elaborate** bridges like this one in Java, bamboo has been in use across the tropical regions of the world ...*
a strong and long-lasting
b complicated and detailed
c delicate and finely-made

*5 Fortunately, Balinese culture **fosters** craftsmanship. It values the artisan.*
a has a tradition of *b respects*
c helps to develop

*6 ... and always remember that you are designing for curving, **tapering**, hollow poles.*
a thinner at one end than the other
b flatter at one end, rounder at the other
c stronger in one part than the other

*7 The **tried-and-true**, well-crafted formulas and vocabulary of architecture do not apply here.*

a traditionally used
b proven to work
c old-fashioned and simple

*8 To reap the selective benefits and work within the **constraints** of this material, we have really had to push ourselves ...*

a possibilities *b characteristics* *c limitations*

Answers

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

Note that in British English *got me building* (1) would be expressed as *got me **into** building*, i.e. *get someone into something*.

7

• ▶ 0.3 Play the clips from the talk. As the recording pauses at the gap in each sentence, ask students to think about which word can fill the gap and note their answers. (You will need to pause the recording yourself.) They can check with another student at this point, and together list collocations they think are possible in the gap.

• Start the recording again for students to check their answers.

Answers and transcript

1 The living room *overlooks* **the valley** from the fourth floor.

2 And when I first saw these structures under construction about six years ago, I just thought, this **makes** *perfect* **sense**.

3 This is a traditional Sumbanese home that we replicated, *right* **down** to the details and textiles.

4 And so we thought, what will it take to **change their** *minds*, to convince people that bamboo is worth building with.

5 **Treat** it *properly*, design it carefully, and a bamboo structure can last a lifetime.

6 To *reap* **the** selective **benefits** and work within the constraints of this material, we have really had to push ourselves.

7 This floor is made of glossy and durable bamboo skin. You can feel the texture under *bare* **feet**.

8 And we've got a really long way to go, there's **a lot** *left* **to learn**.

Note: Make sure that students realize that the collocations used are in some cases just the choices of the speaker. It is quite possible that other words could fill the gap, and their answers may well be correct. Be sure to check them and praise any correct answers. Here, items 3, 4 and 7 are fairly fixed collocations. Alternatives for the others might be: 1 *looks over / has a view over*, 2 *good*, 5 *well/kindly*, 6 *get/gain*, 8 *remaining*.

8

• Ask students to complete the sentences in their own words, before comparing their ideas with a partner.

Possible answers

1 ... (into) playing the piano / (into) speaking English / respecting the value of the environment ...

2 ... growers and consumers of goods. / developing countries and developed countries.

3 ... using traditional materials. / not building too high. / keeping the appearance sympathetic to the area.

4 ... the back garden. / the street. / another block of flats.

CRITICAL THINKING Testing arguments

9

• Point out that generally when you hear a strong and compelling case for a different way of doing things, your natural tendency is to want to test the argument. Ask students how compelling they feel Elora Hardy's case for the use of bamboo is. When a few have responded, direct them to the instructions and ask them to work in pairs to think of some questions they could use to test her arguments.

• If students aren't sure of what kind of questions to ask, give them an example or two to help them, e.g. *What kind of conditions have the bamboo houses been subjected to?*

• Elicit a few suggestions.

Suggested answers

How long will the bamboo last? / How long is it since the first structure was built?

What evidence do you have that the borax treatment works?

What is its resistance to rain and other weathers?

Are the houses affordable?

10

• Ask students to read the comments and see whether any of the questions are similar to the ones they thought of.

• Ask them to identify the questions asked in the comments. (*Can it be made fire-resistant too? Are the chemicals used ... harmful to the environment? Why stop at houses? What about bamboo transforming the lives of the poor? And are they resistant to strong winds too?*) Ask if students consider these to be 'testing' questions.

PRESENTATION SKILLS Persuasive techniques

11

• Explain to students that there are various rhetorical techniques used in English when trying to persuade people, and that these may be different from techniques used in other languages. They are often used by public speakers such as politicians.

- Direct students to the instructions and the three techniques listed. Ask students to work in pairs to discuss the questions. Are these same techniques used in their language(s)?
- Do not confirm answers at this stage.

12

- Ask students to look at the Presentation tips box and compare their answers from Exercise 11. Were they correct in their understanding of the techniques? Did they make any other suggestions that are / are not in the Presentation tips box?
- Ask them to discuss whether they would use these techniques in a talk. Why? / Why not?

Answers

Students' own answers

Other possible techniques might be: using pronouns to express solidarity and interaction with the audience (i.e. *we* for solidarity and *you* for interaction); tailoring language to suit the audience, e.g. using informal vocabulary with a younger audience; using gestures to emphasize your message, e.g. making a chopping motion with the hand to emphasize each point made.

13

- Explain that students are going to watch a couple of clips from the talk. They should watch and try to identify some of the techniques they have discussed.
- ▶6.4 Play the clips from the talk and then ask students which techniques Elora Hardy used, and which they found most effective.

Answers

Elora Hardy uses emotive words and phrases: *extraordinary*, *inspire people*; she uses rhetorical questions: *Why hasn't this happened sooner, and what can we do with it next?*; she uses repetition: *... he saw it as a promise. It's a promise to the kids.*

TEACHING TIP

Rhetorical devices

Ask students if they noticed another form of repetition from the clips, and if not, write on the board: *It's strong. It's elegant. It's earthquake-resistant.* This illustrates two other rhetorical devices – grammatical parallelism and tripling.

Grammatical parallelism basically means that we repeat the same grammatical structure, i.e. *it's* in the example above. Doing so sounds more elegant and forceful than changing structures. Compare, for example, these two sentences:

To err is human, to forgive divine.
To err is human, forgiving divine.

Tripling is repetition in threes, as in the example above.

14

- Ask students to read the instructions and choose one of the ideas.
- Tell them to prepare notes for a short presentation individually, bearing in mind that they want to persuade people of the benefits of what they have selected. Tell them to ensure they have included a way of getting one or two rhetorical devices in.

15

- Ask students to present their ideas to their partner. In each pair, students should listen to their partner and take notes of the rhetorical devices used.
- When they have finished, they should discuss with each other which device(s) they found most natural to use, and which of their partner's devices they found most effective. Were they persuaded by their partner's arguments?

▶ Set Workbook pages 54–55 for homework.

6.2 Get someone else to do it

GRAMMAR Causatives

1

- Focus on the title of this lesson and the infographic and check that students understand the concept of DIY.
- Let students discuss the questions in pairs, then elicit feedback from the class.

2

- Ask students to look at the infographic quickly to understand the general message that it is trying to give.
- Ask them to discuss this in pairs, and to find examples to support their answer.

Answer

The general message is that people think they are better at DIY than they actually are, and are perhaps attempting jobs they shouldn't, e.g. only 7% say they are bad at DIY, but DIY mistakes cost UK households £3 billion a year. Also, DIY can be dangerous: 2.5 million people get an electric shock each year and 41,000 go to hospital with ladder-related injuries, which suggests people try to do jobs in the house that they shouldn't.

- Ask students if they do any of the jobs in the second part of the infographic (Do it yourself / Don't do it yourself). Ask if any of the information surprised them.

3

- Explain that students are going to listen to two people discussing DIY. Tell them to listen first for the specific DIY accident discussed in the conversation.
- 23 Play the recording for students to identify the accident (someone falling off a ladder).
- Ask students to look at the statements and play the recording a second time, if necessary. Tell them to note down why the statements are true or false.
- Elicit answers from the whole class.

Transcript

A: *Did you know that a lot of people get injured doing DIY?*

B: *No, but it doesn't surprise me. My brother-in-law got his fingers caught in an attic trap door the other day and then he fell off the ladder he was standing on.*

A: *Ouch. Was he OK?*

B: *No, he had to get my sister to drive him to the hospital so he could have his fingers stitched.*

A: *What was he trying to do?*

B: *Yeah, good question. Actually, he couldn't get the light in the attic to work, so he went up to fit a new light bulb. Not the sort of job that you would get an electrician in for.*

A: *Well, that's the problem, isn't it? There are always so many little things in the house that go wrong or need doing that just aren't worth paying someone else to do. Like I wanted to get our bathroom repainted, but it's such a small room that it seems crazy to have a professional decorator do it.*

B: *No, that's right. There are some jobs you can easily do yourself, but there are others you really need to get a professional to do. I wouldn't know where to start changing the brake pads on my car. I get confused when I have to put air in the tyres.*

A: *Well, that's partly because you need specialist tools for things like that. If you try to do them without the right tools, you'll probably mess it up, or worse hurt yourself. I mean, I'm happy doing a bit of gardening, but there's no way I'd get up a tree and start sawing branches off! What I find surprising is that so many people – often men actually – think they're good at DIY when they're not.*

B: *Yeah, I think my brother-in-law is one of them! He's terribly proud. Still, he managed to get the light fixed, even if it did cost him some crushed fingers.*

Answers

1 T (... he fell off the ladder he was standing on.)

2 T (... have his fingers stitched.)

3 F (Not the sort of job that you would get an electrician in for.)

4 F (... such a small room that it seems crazy to have a professional decorator do it.)

5 F (... when I have to put air in the tyres.)

6 F (... he managed to get the light fixed ...)

4

- Direct students' attention to the Grammar box. Ask them to answer the questions a–d.
- Students can check their answers and overall understanding of causatives by turning to the Grammar summary on page 153. If you feel that students need more controlled practice before continuing, direct them to Exercises 1–3 in the Grammar summary. Otherwise, you could continue on to Exercise 5 in the unit and set the Grammar summary exercises for homework.

Answers

a A doctor/nurse will do the stitching, a decorator will do the repainting. Yes, *have* and *get* are interchangeable in these sentences.

b sentence 3: *to* + infinitive, sentence 4: infinitive (without *to*)

c no (in sentence 5, you can't say 'have the light ... to work' and in sentence 6, you can't say 'had his fingers caught')

d *get* suggests he fixed the light himself; *have* suggests he got someone else to fix the light.

Answers to Grammar summary exercises

1

1 had it dyed 2 had/got it cut 3 got it stuck 4 have/get it looked at 5 had/got it designed 6 have/get it done 7 get it finished 8 get one wall painted

2

1 call 2 to do 3 thinking 4 started 5 organize 6 to open 7 dry cleaned 8 pick

3

1 You need to get your eyes tested.

2 I'll get the flowers delivered to her at work.

3 I would like my steak cooked medium rare.

4 You'll never get me to go on a motorbike.

5 Who would like to get the meeting started?

5

- Ask students to rewrite the sentences individually.
- When they have finished, ask them to work in pairs to decide which sentences could use either *get* or *have*.
- Check answers around the class by asking students to read out a sentence at a time.

Answers

1 We had our garden redesigned by a professional landscape gardener. / We had a professional landscape gardener redesign our garden.

2 We're getting the roof repaired next week.

3 We need to get our washing machine fixed.

4 I couldn't get the car started / to start this morning.

5 I think you should have your boiler looked at. / You should have someone look at your boiler.

6 I'm very proud that I got the vacuum cleaner to work. / got the vacuum cleaner working.

7 He got his head stuck between the railings and we had to call the fire brigade.

8 She managed to get two walls decorated, but not the others.

Sentences 1, 2, 3 and 5 can use either *get* or *have*.

6

- Have students read the sentences and decide on the correct option.
- Ask them to look at the sentences again and decide if the other option would fit.
- Tell them to think about why the option they chose is the best one.
- Check answers by having individuals read out the sentences and explain their choice.

Answers

1 *got* (*had* suggests an agent, i.e. someone else was involved, and may be intentional, which doesn't fit this context; *got* suggests an accident)

2 *get* (*have* is possible but it means that someone else did the preparation, which is unlikely given the second sentence)

3 *get the key to fit* (*have the key fit* is not possible)

4 *got* (*got* suggests the fact that the speaker's clothes are covered in oil was accidental; *had* suggests an agent, which is unlikely as the speaker is fixing the bike themselves)

5 *had* (*had* suggests the speaker asked someone to do it for him/her)

7

- Tell students to think about DIY jobs they have done or got something else to do: these could be jobs in the house such as decorating or fixing something, jobs in the garden such as planting trees or laying a path, fixing things such as computers.
- Ask them to make notes about two that they are proud of and two that they got someone else to do.
- Put them in pairs to discuss the jobs, explaining why they are proud of them and why they got other people to do the jobs. Monitor for correct use of causatives.

8

- Tell students to stay in their pairs to complete the anecdote, in whichever way they want as long as it makes sense. They could adapt one of their stories from Exercise 7.
- When they have finished, get them to work with another pair and compare their anecdotes.

Possible answer

My glasses broke so I got a man at the optician's to fix them. But when he was putting them back together he got the one of the lenses mixed up with another pair and gave them back to me with one lens for long-sight and one lens for short-sight. In the end I had to get them to make me up a new pair.

LANGUAGE FOCUS Expressions with *go* and *get*

9

- Ask students to look at the three sentences and select the correct options.
- 23 Play the recording again for students to check their answers.

Answers

1 get 2 go 3 get

- Refer students to the explanation in the Grammar summary on page 153. If you feel that students need more controlled practice before doing Exercise 10, ask them to complete Exercise 4 in the Grammar summary.

Answers to Grammar summary exercise

4

1 went 2 went 3 got 4 get 5 went 6 going
7 got 8 got

10

- Ask students to complete the sentences with the correct form of *go* or *get*. Check answers around the class.

Answers

1 going 2 get 3 going, went 4 going 5 get, go
6 get, get 7 getting 8 going

SPEAKING Hired help

11 21st CENTURY OUTCOMES

- Ask students to work with a partner to look at the jobs in the list. If they don't think that people usually pay for these jobs to be done, encourage them to think of a situation where it might happen. Tell them to add four more jobs to the list.

Suggested answers

looking after your baby/child, washing the car, cleaning the windows, taking your photograph, painting and decorating, cleaning your oven, doing your accounts, painting your nails, buying presents for your family or friends, having your ironing done

12

- The pairs join with another pair to compare the jobs they've added to the lists.
- Ask them to imagine that money is no object, i.e. they have plenty of money to have other people do any job they want, and to decide which jobs they would have done by someone else. They should explain their reasons to fulfil the 21st century outcome of understanding personal economic choices.

Extra activity

Negotiating expenditure

Ask students to imagine that they are living in a shared flat/house with three other students. (They can work in their groups from Exercise 12 for this.) They all work full-time and have busy social lives so they need to have certain jobs in the house and garden done by other people. They only have a certain amount of money to spend on this, which you can set, or they can agree at this point.

Ask each student to individually select three jobs which they feel have to be done by someone else.

As a group, they should discuss the jobs and how much they think each will cost, and come to an agreement on how the money should be spent.

Set Workbook pages 56–57 for homework.

6.3 Better by design

READING Object of desire

1

- Books closed. Ask students what they understand by a 'functional object'. Elicit ideas and focus on those in the home, e.g. kitchen appliances, objects used for cleaning.
- Books open. Ask students to work in pairs and select two or three of the functional objects they have discussed, or to select others. For each one, they should write a brief description of why they like the objects.
- Elicit a few descriptions in whole class feedback.

2

- Ask students to look at the photo in the reading text and to say if they recognize the chair. Ask them to suggest what might be good about the chair, and why it might be an 'object of desire'.
- Tell them to read the article and check their ideas (i.e. that it is a simple design, it's a comfortable chair, it was very successful, it gets better as it ages). They should then match the heading with the correct paragraphs.
- Check the answers around the class.

Answers

1 F 2 B 3 E 4 A 5 D 6 C

3

- Ask students to read the text again, more carefully this time, and list at least four ways in which the chair was a revolutionary object.
- Check by asking students to volunteer one way, and if you agree, write it on the board. Carry on like this until you have written all the students' ideas on the board.

Answer

It was the first ever mass-produced chair. It used very few pieces of wood. It was radically innovative in its construction. It was easy to assemble and transport. It gets softer and better with age. The company was sustainable and socially-minded.

4

- Ask students to read the article a third time, more carefully, and answer the questions.
- Let them check their answers with their partners.
- Check by asking individuals round the class to give their answers.

Answers

1 beechwood from local forests 2 screws and glue 3 by using steam to bend the wood 4 by flat-packing the parts so they take up less space 5 it softens and improves with age 6 yes, but new ones are expensive; cheaper versions can be found at furniture stores and on e-Bay

5

- Tell students they are going to look for some words in the article and work out their meaning from context.
- Tell them to discuss the answers to the question in pairs; the discussion should consolidate their understanding.
- Elicit a few answers round the class.

Suggested answers

1 paintings, sculptures 2 a factory worker and a member of the royal family / a judge and a rubbish collector 3 no one has ever improved (on) it 4 something gushing out uncontrollably, e.g. smoke from a chimney or water from a drain 5 high quality, expensive pieces

6

- Ask students to skim through the article again and note what lesson(s) there might be in it.
- Put students into groups of three to compare their answers. Are they the same? If not, do they agree that they have all found legitimate lessons in the text?

Suggested answers

Simple is good; keeping the price low means far more sell; good ideas come from a competitive environment; it takes a long time to develop the best ideas

VOCABULARY Describing objects: collocations

7

- Ask students to find the four adverb + adjective collocations in the article and look at them in context to answer the questions. (*precisely crafted*: line 24, *radically innovative*: line 32, *amazingly challenging*: line 38, *reasonably priced*: line 47)

Answers

radically (2) and *amazingly* (3) mean 'extremely'; *precisely* (1) means 'exactly' and *reasonably* (4) means 'fairly', so *reasonably priced* means 'a fair price'.

Teaching tip: Adverb–adjective collocation, Unit 4.1, page 59

8

- Remind students that there are often strong collocations with adverbs and adjectives.
- Ask them to work in pairs to match the adverbs and adjectives, and then decide which ones are positive, negative or neutral in meaning. (They can write P, Neg or Neu by each one.) Make sure they realize that this is likely to be quite a subjective assessment.

Answers

1 reasonably priced (P) 2 shoddily put together (Neg)
3 highly original (P) 4 scientifically proven (P)
5 prohibitively expensive (Neg) 6 greatly admired (P)
7 widely used (Neu) 8 brightly coloured (Neu)
9 beautifully crafted (P) 10 perfectly adequate (Neu)

9

- Ask students to use some of the collocations to complete the sentences. Check answers round the class.

Answers

1 shoddily put together 2 scientifically proven
3 perfectly adequate 4 greatly admired 5 brightly coloured 6 widely used 7 highly original
8 prohibitively expensive

- **Optional step.** Get students to write two sentences to illustrate the meaning of the two collocations not used in Exercise 9, i.e. *reasonably priced* and *beautifully crafted*. When they have written their sentences, they can compare them in pairs/threes and decide which shows the meaning most clearly.

SPEAKING Classic objects

10 21st CENTURY OUTCOMES

- Ask students to read the scenario and make sure they are clear about the purpose of the objects.
- Put them in small groups of three or four students to discuss and decide on three objects that characterize our current time. They should make their choices on practicality and how they reflect our age. If they are having problems thinking of objects, start them off with a few, e.g. a mobile phone, a satnav, a juicer, a microwave, a remote control.

11

- Tell the groups to join with another group to compare their objects.
- They should present their ideas to each other, justifying the reasons for inclusion for each object. When they have finished presenting their objects, ask each group to vote on the best three objects for inclusion. Remind them to listen carefully and weigh up the advantages and disadvantages of each object, in order to fulfil the 21st century outcome of analysing and evaluating different options.
- You could have the larger groups present their three objects now, with a class vote at the end to pick the best three.

Extra activity

Describing to an alien

Divide the class into three groups (or six with a large class) and ask them to choose an object from those their group(s) discussed. They should work together to prepare the most basic description possible of the object – they should imagine that they are describing the object to an alien who has no concept of things we take for granted, such as electricity. They have to describe the physical characteristics or the object, its appearance, how it works and its purpose.

If the groups don't know which objects others have chosen, you could have them read out their descriptions for other to guess what the object is. You could extend this by asking the groups to select objects not already discussed for description, and read the descriptions out for others to guess.

Photocopiable communicative activity 6.1: Go to page 241 for further practice of describing objects.

Set Workbook pages 58–59 for homework.

6.4 Common sense

READING Tricky questions

1

- Books closed. Ask the class if anyone interviews people / has interviewed people for jobs. Ask what they think are the most difficult things about interviewing. Also ask how they feel when they are being interviewed. What kind of questions do they find the most difficult?
- Books open. Ask students to think about the job they currently do or one they have done and imagine they are going to recruit someone for the job. Then ask them to work in pairs to look at the qualities and think about the questions in relation to each one.
- Ask them to discuss their answers in small groups before eliciting feedback.
- Note their answers to the third question on the board, or ask them to keep a note of them, as this may be useful for Exercise 8.

Answers

1 ability to think on one's feet = you can come up with ideas or make decisions quickly

knowledge of the sector or product = familiarity with the industry or product you are going to be working in

common sense = the ability to make sensible and practical decisions

ability to get on with others = having a good relationship with other people and be able to work with them

individuality / standing out from the crowd = being different / having your own ideas

2 and 3 Students' own answers

2

- Ask students to work in pairs to read the extract on the page. Tell them to identify the interview questions and discuss what their answers would be.
- Elicit a few responses from the class and accept any reasonable answers.

3

- Tell students to look at the suggested answers on page 175.
- Then discuss as a class whether the interview questions are good ones.

4

- Ask students to discuss the two questions in pairs.
- Discuss as a class, so students can compare themselves as far as question 1 is concerned. Listen to their ideas about question 2, and tell them they will hear one person's answer in the listening in the next exercise.

TEACHING TIP

The biological clock

It is well known that people are more alert or less alert at different times of day. For most people, the morning is when they are most alert, as cortisol levels are highest (see Background information: Hormones, Unit 4 opener, page 54), although it is not the same for everybody and some people are 'evening' people, feeling at their most alert later in the day. Also, most people experience a 'dip' in the early afternoon between about 1.00 and 3.00. It is now accepted that teenagers have a different biological clock from adults, and are alert later in the day, and certainly not at their best in the morning.

How can you take account of this in your teaching? A morning class is likely to contain students who are more alert than those in a class in the early afternoon or evening. If your classes are intensive and study both morning and afternoon, you can plan their learning accordingly, i.e. the more taxing, study intensive work in the mornings and the more practice-based work in the afternoon. In early afternoon classes, for example, build in a little time for physical activity in your class, e.g. a short mingling activity, to wake the students up. Ensure there is pace and variety in the class, and try not to have long periods of quiet, such as watching a video or writing, where students could fall asleep.

LISTENING An interview

5

- 24 Play the recording once for students listen and decide if they think the answers to the questions in Exercise 4 are good ones.
- Check students' opinions round the class. Did anyone suggest the same solution for question 2?

Transcript

Conversation 1

Interviewer: *So you're currently self-employed.*

Candidate: *Yes, that's right. I do translation work for various clients. I work from home.*

Interviewer: *I imagine that takes quite a lot of self-discipline. Do you find it difficult to keep to a strict work schedule?*

Candidate: *Umm, no, not too hard. I try to start early and then basically I work through 'til I've got the job finished. Usually I'm working to very tight deadlines.*

Interviewer: *I see. And what's your best time of day? When are you most productive, would you say?*

Candidate: *Hmm, I couldn't tell you really. It usually depends on how much sleep I've had.*

Conversation 2

Interviewer: *OK. I want you to imagine this scenario. You've pushed a cork into a bottle and you want to get it out. How would you go about it?*

Candidate: *Ooh, that's a tricky question. Hang on, is the bottle full?*

Interviewer: *Let's imagine it's half full.*

Candidate: *OK. I guess the first thing I'd do is to empty out the liquid into another container so that I didn't make a mess. Then I suppose I'd try and find something long and sharp to spear the cork with, and I'd move the bottle around until the cork was sitting at the bottom in an upright position so that when I'd speared it, I could withdraw it more easily But then it still might get stuck, mightn't it? Let me have a think. Hmm, actually, I don't see how this is going to work without breaking the bottle, because it's the nature of corks that they expand once they are out of the neck of the bottle.*

Suggested answers

The first candidate gives a vague and slightly facetious answer, which is not really appropriate.

The second candidate gives a more considered answer and shows some common sense, which is good even though she doesn't solve the problem.

6

- Ask students to look at the phrases in the Useful language box and read through the phrases.
- 24 Play the recording again for students to listen more carefully and tick the phrases they hear.

Answers

Students should tick the following.

Interviewers: Do you find ...?; When are you (most productive), would you say?; How would you go about it / ...*-ing*?

Candidates: I couldn't tell you really ...; That's a tricky question.; It depends ...; I suppose I'd ...; Let me have a think ...

Pronunciation Word stress

7

- Ask students to look at the list of words and discuss in pairs which patterns of spelling / word class they can see in each pair of words, i.e. on each line.
- Ask them to listen carefully and see if they can ascertain a pattern in each pair.
- **Optional step.** If you feel your class can cope with it, don't tell them that they are looking for patterns in each line; let them work out the stress patterns after listening.
- 25 Play the recording for students to listen and note the stressed syllable in each word.
- Ask them to work out the patterns in their pairs. Check by asking pairs to pronounce the two words on each line and explain the pattern.

Answers

(Stressed syllables underlined.)

1 trans<u>la</u>tion / situ<u>a</u>tion – penultimate stress in words ending *-ion*

2 de<u>pend</u> / sup<u>pose</u> – second syllable in two-syllable verbs

3 <u>in</u>stinct / <u>sche</u>dule – first syllable in two-syllable nouns

4 pro<u>duc</u>tive / ef<u>fec</u>tive – penultimate syllable in words ending *-ive*

5 <u>ba</u>sic / spe<u>ci</u>fic – penultimate syllable in words ending *-ic*

6 <u>dif</u>ficult / <u>va</u>rious – antepenultimate stress in words of three or more syllables

TEACHING TIP

Inconsistent stress

Ensure that students are aware that these rules are not 'set in stone'. Stress in English words is subject to a number of different influences and may not follow the most common rule. The most important rule for students to follow is to check in a good dictionary whenever possible!

SPEAKING Interview questions

8

- Ask students, in their pairs, to look back at the qualities given in Exercise 1, and if they can remember or noted them, the ideas they came up with to test whether candidates possessed these qualities.
- Tell them they now have to think of a question to test each of the qualities. Encourage them to come up with surprising questions, not obvious ones. They can use the expressions in the Useful language box to help them.
- If students have difficulty thinking of questions, ask them to consider situations in which the quality may be necessary, e.g. for 'thinking on one's feet', it could be something like *How would you cope with a huge order for stationery* (or whatever product students know) *when you know you don't have enough in your warehouse?*

9

- Now ask students to find a new partner and to ask them their questions.

WRITING Posting advice

10

- Ask students to discuss in pairs how they prepare for interviews. Elicit a few ideas around the class.

11

• Ask students to read the online post and to make notes of the stages in the recruitment process.

• Ask them to go through the post again and list the advice the candidate gives for each stage.

Answers

1 Stage 1: online application form and maths and verbal reasoning test
Stage 2: a short telephone interview
Stage 3: a day at the assessment centre
Stage 4: role play with a fictional client

2 Stage 1: You can find examples online.
Stage 2: You should read the business news before the interview to have some examples of business stories.
Stage 3: Don't panic, ask for time to think, and use your common sense.
Stage 4: Imagine that it's real.

Writing skill Reported speech

12a

• Remind students of reported speech: ask if individuals can offer the key rules, e.g. taking the tense one step 'back' in time (except in certain situations), changing pronouns.

• Ask them to look at the verbs in bold in the online post and to write the reported statements and questions in their direct forms, as in the example.

Answers

1 'What do you think of Apple's announcement of record profits yesterday?'

2 'What are the strengths of the company, why do you think its fortunes have changed recently, and how can its problems be put right?'

3 'I need time to think.'

4 'You will have a meeting with the client in fifteen minutes.'

5 'I've worked with you before and I wasn't entirely satisfied.'

6 'What guarantees can you give me that things will be different this time?'

• Refer students to the Grammar summary on page 153 for more on reported speech. If they need practice, they can do Exercise 5 in the Grammar summary in class.

• You can also ask students to do Exercise 6 in the Grammar summary, as it covers all the grammar work in the unit.

Answers to Grammar summary exercises

5

1 if/whether I had seen that face somewhere before.

2 he will/would be there at the same time (the) next week / the following week (depending on when the statement is being reported) / he will/would be here at the same time next week (if the statement is being reported in the same place as the speech was said)

3 she would like to come/go but she didn't think she could.

4 what my father would have done if he had been in that situation.

5 if I was busy just then.

6 I thought / should think hard before I made such a big decision

7 why I hadn't asked for help two days ago/before

6

1 ~~understanding~~ → to understand 2 ~~think~~ → to think 3 ~~to be renewed~~ → renewed 4 ~~cut my hair~~ → have/get my hair cut 5 ~~is having~~ → was having 6 ~~were they arriving~~ → they were arriving

12b

• Tell students that the sentences are from part of an interview. Ask them to rewrite them in reported speech.

Answers

1 if it was the only job I was applying for at the/that moment.

2 (that) I had applied for one other job, but I wasn't as interested in it as I was in that one.

3 how long I thought I would stay with them if I got the job.

4 I (imagined that I) would probably be there at least three or four years, if it was working out OK.

5 when I had last had an argument with someone.

6 I had had an argument the week before with a shop assistant who wouldn't give me a refund.

13 21st CENTURY OUTCOMES

• Ask students to think about an interview that they have had in the past. If they haven't had any interviews, or if they wish, they can use the notes on page 175.

• Ask them to make notes of the interview stages and their advice (if they are using their own experience). They could discuss the interviews in pairs at this stage if it helps them. Ensure they include advice to fulfil the 21st century outcome of reflecting critically on past experiences and giving advice.

• Tell them to write 200–300 words about their interview for the post. As this is quite long, it may be better for students to do this at home and then do the follow-up in the next lesson.

14

• Put students into pairs to exchange their posts (different pairs if they worked with a partner in Exercise 13). Tell them to check the posts carefully against the questions in the book.

▶ Photocopiable communicative activity 6.2: Go to page 242 for further practice of asking and answering interview questions.

▶ Set Workbook pages 60–61 for homework.

▶ Set Workbook Writing 3 on pages 62–63 for homework.

REVIEW 3 | UNITS 5 AND 6

Note: See Teaching tip 3 on page 7 of the Introduction for ideas on how to use the Review lessons.

READING

1

- Ask students to look at the photo of the tower block in construction and ask whether they'd like to live in a building like this. Ask also whether they think such structures are environmentally-friendly.
- Ask students to read the text about Broad Sustainable Buildings. Has this changed their opinions at all?
- Ask what they think about this style of construction. Have they come across it before?
- Ask them to complete the summary individually, then check answers around the class.

Answers

1 office/commercial 2 residential/domestic 3 57/fifty-seven 4 built/constructed 5 earthquakes 6 environmentally 7 expensive 8 prefabricated/modular 9 insulated 10 pollution

Background information

Prefabricated buildings

It isn't new to produce prefabricated buildings (prefabs) in order to speed up or simplify the building process. For example, in the United States and the United Kingdom prefabricated units were used to quickly provide accommodation for military personnel. They were also used as a quick and cheap solution in the UK to rehouse families who had lost their homes in bombing raids.

Prefabs are used today by supermarkets and other companies who want to build simple structures quickly and cheaply, but also by some home-building companies as a way of producing more sustainable homes.

VOCABULARY Suffixes *-proof* and *-free*

2

- Write *earthquake-proof* and *carbon-free* on the board, and ask students to provide a definition of each one (*earthquake-proof* = can withstand earthquakes, *carbon-free* = without carbon).
- Ask students what each suffix means.
- Tell them to complete the sentences, noting that there are two extra words, then check the sentences round the class.

Answers

-proof = protecting against, *-free* = without

1 showerproof 2 stress-free 3 maintenance-free 4 foolproof 5 crime-free 6 soundproof 7 shockproof 8 sugar-free 9 dust-free 10 childproof

- Ask students to work in pairs to write two sentences to illustrate the remaining two words in the word pool (*stainproof* and *trouble-free*).

TEACHING TIP

To hyphenate or not to hyphenate ...

It's sometimes difficult to work out when to hyphenate compound adjectives, as in Exercise 2, and when not to. As a general rule, we hyphenate the adjective when it comes before the noun, e.g. *maintenance-free garden*, but not when it comes after the noun, e.g. *the garden is pretty maintenance free*. Similarly, we hyphenate adverb-adjective combinations before the noun but not after: *a well-known man / that man is well known.*

Extra activity

-*proof* and -*free* building!

Ask students to work in small groups and to imagine that they are planning the construction and furnishing of a new apartment complex. They want to make the complex as modern and welcoming for people as possible, so they are going to include as many *-proof* and *-free* features as they can. Give them five minutes to list as many as they can, using adjectives from this lesson and from their own knowledge, even making some up if they wish! (You never know, they may be correct.)

After five minutes, ask one group to read out all their features and list them on the board (or they can do so). Ask if any other groups have more, and invite the next group to add theirs. Keep going until you have written all the features. The winning group is the one who had listed the most correct features.

GRAMMAR

3

- Remind students of the passive forms and nominalization in the passive from Unit 5, and give them time to re-read the Grammar summary on pages 150–151 if necessary.
- Have them rewrite the sentences in the passive, working in pairs if you wish.
- When they have finished, check answers around the class.

Answers

1 Ninety per cent of BSB's buildings' components are prefabricated.

2 Comparisons have been made between the construction process and the children's toy 'Meccano'.

3 Only the painting of the interiors is done on-site.

4 The exact configuration of the building is left to the client (to choose).

5 A request might be made (by the client), for example, to have a gym.

6 A BSB video shows the building not being affected by a magnitude 9 earthquake.

4

- Remind students of the causatives and expressions with *go* and *get* that they studied in Unit 6, and give them time to re-read the Grammar summary on page 153 if necessary.
- Ask students to complete the text about Zhang Yue individually, choosing the best options. In some cases both options are possible, so students should justify their choice.
- Put them in pairs to compare their answers and discuss any they have completed differently.
- Elicit the answers in whole-class feedback.

Answers

1 getting (*having* is possible but it suggests by other people, which is probably not the meaning here) 2 went 3 had 4 made 5 to live 6 have (*get* is possible, but it suggests causation on the part of the people, which is unlikely in the negative sense here) 7 memorize 8 get

VOCABULARY

5

- Ask students to match the two halves of the phrases individually, checking back to Unit 5 if necessary.
- Elicit answers from the class.

Answers

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

- **Optional step.** Ask students to work in pairs to write sentences containing the phrases.

6

- Ask students to read the sentences and provide the adverbs for the collocations.
- Have them check in pairs before you elicit answers.

Answers

1 prohibitively 2 brightly 3 greatly 4 perfectly
5 shoddily 6 widely 7 scientifically 8 reasonably

SPEAKING

7

- Put students in pairs and ask them to think of three things that are commonly said to be good or bad for their health or for the environment.
- Each pair then writes their three 'facts'.

8

- Ask pairs to join with another pair. One pair should tell the other their facts. The other pair can ask questions to get more information if they wish, and then say whether they find the facts believable or not.
- When one pair has finished, the other pair describes their facts.

IMPROVE YOUR WRITING Using the appropriate style

9

- Ask students what kind of texts they write in English, e.g. text messages, emails, formal letters, reports, speeches. Ask them if they write in the same way for each, and elicit that they change formality level according to the text type.
- Ask them what kind of elements change according to the text type and accept all reasonable suggestions.
- Ask them to read the information and see whether they had thought of all of the areas where styles might differ.
- Tell them to read the report and rewrite it to improve the style.
- Monitor as they are doing this to check that no one is going completely wrong.

Suggested answer

Zhang Yue, the Chinese businessman ~~who's~~ **who is** famous for the building **that** he ~~put up~~ **erected/ constructed** in a record nineteen days, has just announced his next project. ~~He's going to~~ **is going to / is to** build the world's tallest building in the same way. ~~A lot of people expected~~ **It was (generally) expected** that he'd follow ~~up~~ his other projects with something ~~pretty amazing~~ **extraordinary**. ~~But~~ **However**, the size of this new building's ~~surprised most of us~~ **has been met with surprise almost everywhere.**

~~He'll build the new tower, called Sky City,~~ **The new tower, called Sky City, will be built** in his home town of Changsha. ~~and it'll~~ **It will** have a hotel, offices, a hospital and five schools. ~~On top of all that,~~ **In addition**, ~~it'll have~~ **it will provide** homes for 17,000 people. ~~To help all these people get up and down~~ **To enable ascent and descent of** the tower, ~~he plans to put~~ **104 lifts are planned** ~~in~~ it. ~~People reckon the cost of all this will be around~~ **It is estimated that the overall cost will be approximately** $1.5 billion, ~~But~~ **but** it ~~won't be~~ **will not remain** the world's tallest building for long, because ~~they're building~~ an even taller one **is being built** in Jeddah in Saudi Arabia.

10

- Tell students to work in pairs to compare their edited versions of the report. They should identify any changes that were different.
- Discuss the differences as a class.

7 Same but different

UNIT AT A GLANCE

THEME: How differences should be encouraged and applauded rather than rejected

TED TALK: *The danger of a single story.* Chimamanda Ngozi Adichie talks about how degrading it can be for an entire nation to be defined by one aspect, i.e. one story

AUTHENTIC LISTENING SKILLS: Weak forms

CRITICAL THINKING: Objectivity and subjectivity

PRESENTATION SKILLS: Using stories and anecdotes

GRAMMAR: Comparative forms

LANGUAGE FOCUS: Expressing preferences

VOCABULARY: Idioms related to choice

PRONUNCIATION: Linking in discourse markers

READING: *The paradox of choice, Reading habits*

LISTENING: Different viewpoints

SPEAKING: Different approaches, Criteria for choosing, Constructing arguments

WRITING: Describing and interpreting data

WRITING SKILL: Describing graphs

LEAD IN

- Books closed. Ask students what immediately comes to mind when they hear/see the words *same but different*. Give them two minutes to note down their initial impressions individually. Elicit a few ideas from the class and explore what they mean and whether everyone agrees.
- Books open. Ask students to look at the photo and think about how it illustrates 'same but different'.
- Discuss as a class. (Students could mention the different nationalities of the bride and groom, and the differences in styles between the guests – some in traditional costumes, but others in western clothes. They are all celebrating the same thing, with the same joy that comes from a wedding.)

TEDTALKS

BACKGROUND

1

- Ask students to read the background box about Chimamanda Ngozi Adichie and her talk. They can discuss the questions in pairs.
- Ask students what they understand by her idea worth spreading – that we need to reject single stories about another country or people. Discuss their ideas, but do not confirm them or otherwise. Tell students they will hear more about this in Adichie's talk.

Answers

1 political science; creative writing; struggles against adversity, whether in post-colonial cultures or the struggles of women

2 problems inherited from colonialism, i.e. the damage caused by one country controlling another

3 Students' own answers, but an obvious example would be a relationship break-up, where one partner is unlikely to tell the whole story.

KEY WORDS

2

- Ask students to read through sentences 1–6 and match them with the definitions a–f.

Answers

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

AUTHENTIC LISTENING SKILLS Weak forms

3a

- Ask students to call out words commonly realized with weak forms so you can write them on the board. Once you've listed quite a few, ask students to organize them, e.g. determiners, conjunctions, prepositions, auxiliary verbs.
- Ask students what these words have in common. (They are function words, i.e. they give a clause grammatical coherence but contain no information.) Explain, if necessary, that this is why they are often said quickly and therefore unstressed.
- Ask students to read the Authentic listening skills box. Explain that a third problem may be that they think only of the schwa (/ə/) as a weak form, when in fact there are others.
- Ask students to complete the extract with grammatical words that are usually reduced to their weak form.
- 26 Play the recording for students to check their answers.

Answers

1 a 2 And 3 to 4 a 5 to 6 of 7 the 8 a
9 that 10 at 11 the 12 of

- Ask students to practise reading the extract in pairs, ensuring that they say the weak forms correctly. Tell them to focus on stressing the content words, otherwise they may inadvertently stress the weak forms since they are paying attention to them.

3b

- Tell students that they are now going to listen to an extract to see whether they understand it with weak forms.
- 27 Play the extract and ask students to listen carefully and write the sentence. Play it more than once if necessary.
- Get them to check their answers with a partner.

Answers and transcript

(weak forms are underlined)

So I <u>was</u> <u>an</u> early reader, <u>and</u> what I read <u>were</u> British <u>and</u> American children's books. I <u>was</u> also <u>an</u> early writer.

TEACHING TIP

Weak forms

It is quite common for students to learn that /ə/ is the weak form. While it is the most common weak form in English, there are others.

The weak form that students will be using without realizing it is /ɪ/, which is used in the weak form of *been* /bɪn/. It is also used in the weak forms of pronouns such as *he*, *she*, *we* and *me*.

Also, the phoneme /ʊ/ can appear in weakened syllables, for example, in the preposition *to* and the pronoun *you*.

It is worth checking that your students are aware of these other weak forms so that they don't try to reduce all unstressed syllables to /ə/. Also, when practising weak forms, get students to focus on stressing the strong syllables rather than reducing the weak ones, as focusing on the weak forms can easily lead to actually stressing them.

Note: Remind your students to watch the TED Talk at home before you move on to Unit 7.1 in the class. Remind them to confirm (or revise) their ideas from Exercise 1 as they watch.

7.1 The danger of a single story

TEDTALKS

1

- Ask students if their ideas about 'single stories' were borne out by the TED Talk.
- Tell students to watch and to make notes in the table.
- ▶ 7.1 Play the first part of the talk from 0.13–2.59.
- Ask students to look at the two questions and try to answer them. Play the first part of the talk a second time, if necessary, before checking answers round the class.

Transcript

0.13 *I'm a storyteller. And I would like to tell you a few personal stories about what I like to call 'the danger of the single story'. I grew up on a university campus in eastern Nigeria. My mother says that I started reading at the age of two, although I think four is probably closer to the truth. So I was an early reader, and what I read were British and American children's books.*

0.40 *I was also an early writer, and when I began to write, at about the age of seven, stories in pencil with crayon illustrations that my poor mother was obligated to read, I wrote exactly the kinds of stories I was reading. All my characters were white and blue-eyed, they played in the snow, they ate apples, (Laughter) and they talked a lot about the weather, how lovely it was that the sun had come out. (Laughter) Now, this despite the fact that I lived in Nigeria. I had never been outside Nigeria. We didn't have snow, we ate mangoes, and we never talked about the weather, because there was no need to.*

1.26 *My characters also drank a lot of ginger beer, because the characters in the British books I read drank ginger beer. Never mind that I had no idea what ginger beer was. (Laughter) And for many years afterwards, I would have a desperate desire to taste ginger beer. But that is another story.*

1.44 *What this demonstrates, I think, is how impressionable and vulnerable we are in the face of a story, particularly as children. Because all I had read were books in which characters were foreign, I had become convinced that books by their very nature had to have foreigners in them and had to be about things with which I could not personally identify. Now, things changed when I discovered African books. There weren't many of them available, and they weren't quite as easy to find as the foreign books. But because of writers like Chinua Achebe and Camara Laye, I went through a mental shift in my perception of literature. I realized that people like me, girls with skin the colour of chocolate, whose kinky hair could not form ponytails, could also exist in literature. I started to write about things I recognized.*

2.37 *Now, I loved those American and British books I read. They stirred my imagination. They opened up new worlds for me. But the unintended consequence was that I did not know that people like me could exist in literature. So what the discovery of African writers did for me was this: It saved me from having a single story of what books are.*

2.59 *I come from a conventional, middle-class Nigerian family. My father was a professor. My mother was an administrator. And so we had, as was the norm, live-in domestic help, who would often come from nearby rural villages. So, the year I turned eight, we got a new house boy. His name was Fide. The only thing my mother told us about him was that his family was*

very poor. My mother sent yams and rice, and our old clothes, to his family. And when I didn't finish my dinner, my mother would say, 'Finish your food! Don't you know? People like Fide's family have nothing.' So I felt enormous pity for Fide's family.

3.43 *Then one Saturday, we went to his village to visit, and his mother showed us a beautifully patterned basket made of dyed raffia that his brother had made. I was startled. It had not occurred to me that anybody in his family could actually make something. All I had heard about them was how poor they were, so that it had become impossible for me to see them as anything else but poor. Their poverty was my single story of them.*

4.12 *Years later, I thought about this when I left Nigeria to go to university in the United States. I was nineteen. My American roommate was shocked by me. She asked where I had learned to speak English so well, and was confused when I said that Nigeria happened to have English as its official language. She asked if she could listen to what she called my 'tribal music', and was consequently very disappointed when I produced my tape of Mariah Carey. (Laughter) She assumed that I did not know how to use a stove.*

4.49 *What struck me was this: She had felt sorry for me even before she saw me. Her default position toward me, as an African, was a kind of patronizing, well-meaning pity. My roommate had a single story of Africa: a single story of catastrophe. In this single story, there was no possibility of Africans being similar to her in any way, no possibility of feelings more complex than pity, no possibility of a connection as human equals.*

5.20 *I must say that before I went to the US, I didn't consciously identify as African. But in the US, whenever Africa came up, people turned to me. Never mind that I knew nothing about places like Namibia. But I did come to embrace this new identity, and in many ways I think of myself now as African. Although I still get quite irritable when Africa is referred to as a country, the most recent example being my otherwise wonderful flight from Lagos two days ago, in which there was an announcement on the Virgin flight about the charity work in 'India, Africa and other countries'. (Laughter)*

5.56 *So, after I had spent some years in the US as an African, I began to understand my roommate's response to me. If I had not grown up in Nigeria, and if all I knew about Africa were from popular images, I too would think that Africa was a place of beautiful landscapes, beautiful animals, and incomprehensible people, fighting senseless wars, dying of poverty and AIDS, unable to speak for themselves and waiting to be saved by a kind, white foreigner. I would see Africans in the same way that I, as a child, had seen Fide's family.*

6.34 *And so, I began to realize that my American roommate must have throughout her life seen and heard different versions of this single story, as had a professor, who once told me that my novel was not 'authentically African'. Now, I was quite willing to contend that there were a number of things wrong with the novel, that it had failed in a number of places, but I had not quite imagined that it had failed at achieving something called African authenticity. In fact, I did not know what African authenticity was. The professor told me that my characters were too much like him, an educated and middle-class man. My characters drove cars. They were not starving. Therefore they were not authentically African.*

7.24 *But I must quickly add that I too am just as guilty in the question of the single story. A few years ago, I visited Mexico from the US. The political climate in the US at the time was tense, and there were debates going on about immigration. And, as often happens in America, immigration became synonymous with Mexicans. There were endless stories of Mexicans as people who were fleecing the healthcare system, sneaking across the border, being arrested at the border, that sort of thing.*

7.56 *I remember walking around on my first day in Guadalajara, watching the people going to work, rolling up tortillas in the marketplace, smoking, laughing. I remember first feeling slight surprise. And then, I was overwhelmed with shame. I realized that I had been so immersed in the media coverage of Mexicans that they had become one thing in my mind, the abject immigrant. I had bought into the single story of Mexicans and I could not have been more ashamed of myself. So that is how to create a single story, show a people as one thing, as only one thing, over and over again, and that is what they become.*

8.40 *It is impossible to talk about the single story without talking about power. There is a word, an Igbo word, that I think about whenever I think about the power structures of the world, and it is 'nkali'. It's a noun that loosely translates to 'to be greater than another'. Like our economic and political worlds, stories too are defined by the principle of nkali: how they are told, who tells them, when they are told, how many stories are told, are really dependent on power.*

9.14 *Power is the ability not just to tell the story of another person, but to make it the definitive story of that person. The Palestinian poet Mourid Barghouti writes that if you want to dispossess a people, the simplest way to do it is to tell their story and to start with 'secondly'. Start the story with the arrows of the Native Americans, and not with the arrival of the British, and you have an entirely different story. Start the story with the failure of the African state, and not with the colonial creation of the African state, and you have an entirely different story.*

9.54 *The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that*

they are incomplete. They make one story become the only story. Of course, Africa is a continent full of catastrophes: There are immense ones, such as the horrific rapes in Congo and depressing ones, such as the fact that 5,000 people apply for one job vacancy in Nigeria. But there are other stories that are not about catastrophe, and it is very important, it is just as important, to talk about them.

10.29 *I've always felt that it is impossible to engage properly with a place or a person without engaging with all of the stories of that place and that person. The consequence of the single story is this: it robs people of dignity. It makes our recognition of our equal humanity difficult. It emphasizes how we are different rather than how we are similar.*

10.52 *So what if before my Mexican trip, I had followed the immigration debate from both sides, the US and the Mexican? What if my mother had told us that Fide's family was poor and hardworking? What if we had an African television network that broadcast diverse African stories all over the world? What the Nigerian writer Chinua Achebe calls 'a balance of stories'.*

11.18 *What if my roommate knew about my Nigerian publisher, Muhtar Bakare, a remarkable man who left his job in a bank to follow his dream and start a publishing house? Now, the conventional wisdom was that Nigerians don't read literature. He disagreed. He felt that people who could read, would read, if you made literature affordable and available to them.*

11.40 *Every time I am home I am confronted with the usual sources of irritation for most Nigerians: our failed infrastructure, our failed government, but also by the incredible resilience of people who thrive despite the government, rather than because of it. I teach writing workshops in Lagos every summer, and it is amazing to me how many people apply, how many people are eager to write, to tell stories.*

12.09 *My Nigerian publisher and I have just started a non-profit called Farafina Trust, and we have big dreams of building libraries and refurbishing libraries that already exist and providing books for state schools that don't have anything in their libraries, and also of organizing lots and lots of workshops, in reading and writing, for all the people who are eager to tell our many stories. Stories matter. Many stories matter. Stories have been used to dispossess and to malign, but stories can also be used to empower and to humanize. Stories can break the dignity of a people, but stories can also repair that broken dignity.*

12.50 *The American writer Alice Walker wrote this about her Southern relatives who had moved to the North. And she introduced them to a book about the Southern life that they had left behind. 'They sat around, reading the book themselves, listening to me read the book, and a kind of paradise was regained.' I would like to end with this thought: That when we reject the single story, when we realize that there is never a single story about any place, we regain a kind of paradise. Thank you. (Applause)*

Answers

British stories: white/blue-eyed characters, played in snow, ate apples, talked about the weather, drank ginger beer

African stories: not many of them, hard to find; featured people like her (characters with chocolate-coloured skin and kinky hair)

1 She says she loved the American and British books because they stirred her imagination and opened up new worlds for her. But the unintended consequence was that she thought books had to be about foreigners; she was unaware that people like her could appear in literature.

2 They saved her from having a single story of what books are.

Note the differences in British English and North American English shown at the foot of the spread.

2

- Ask students to read the questions and make notes of anything they can remember.
- ▶7.1 Play the second part of the talk from 2.59–7.24.
- Elicit feedback from the class.

Answers

1 He's a houseboy.

2 He made baskets. This surprised Chimamanda Adichie as it hadn't occurred to her that anyone in Fide's family could make anything – her 'story' of them was just their poverty.

3 Her roommate wanted to hear 'tribal music'; Chimamanda Adichie played Mariah Carey.

4 patronizing, (well-meaning) pity, unequal

5 They assume it is a place of beautiful landscapes, beautiful animals, incomprehensible people fighting wars and dying from disease and poverty; it is often considered a single country.

6 He said her characters weren't 'authentically African' because they were middle class and drove cars.

3

- Ask students to watch and choose the correct options.
- ▶7.1 Play the third part of the talk from 7.24–10.29.
- Check the answers by asking individuals to read each sentence out.

Answers

1 Mexicans 2 ashamed 3 one thing 4 their definitive story 5 the arrows of the native Americans 6 that are not about catastrophes

4

• Ask students to look at the gapped sentences. Tell them that the two gaps in each sentence represent two words that are 'paired' somehow.

• ▶7.1 Play the last part of the talk from 10.29 to the end while students write in the correct words.

• They can check their answers in pairs before you check as a class.

Answers

1 different, similar 2 poor, hardworking 3 despite, because 4 break, repair 5 reject, regain

VOCABULARY IN CONTEXT

5

• ▶7.2 Play the clips from the talk. When each multiple-choice question appears, students choose the correct definition.

Transcript and subtitles

*1 And so we had, as was **the norm**, live-in domestic help, who would often come from nearby rural villages.*

***a** the thing people aspired to*

***b** the usual thing*

***c** the middle class way*

*2 I was **startled**. It had not occurred to me that anybody in his family could actually make something.*

***a** ashamed **b** surprised **c** encouraged*

*3 Her **default** position toward me, as an African, was a kind of patronizing, well-meaning pity.*

***a** friendly or caring*

***b** necessary or compulsory*

***c** standard or automatic*

*4 Although I still get quite **irritable** when Africa is referred to as a country, …*

***a** defensive **b** annoyed **c** confused*

*5 There were endless stories of Mexicans as people who were **fleecing** the healthcare system, …*

***a** taking money from or using unfairly*

***b** avoiding using something*

***c** causing something not to work*

*6 … **sneaking** across the border, being arrested at the border, that sort of thing.*

***a** moving secretively*

***b** coming in large numbers*

***c** travelling openly*

*7 … we have big dreams of building libraries and **refurbishing** libraries that already exist …*

***a** restocking **b** renovating **c** re-opening*

Answers

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

Note the meaning of 'fleecing the healthcare system' in 5: Mexicans were seen by some people as taking advantage of a healthcare system created for US citizens, thereby cheating US taxpayers out of money they had contributed.

6

• ▶7.3 Play the clips from the talk. As the recording pauses at the gap in each sentence, ask students to think about which word can fill the gap and note their answers. (You will need to pause the recording yourself.) They can check with another student at this point, and together list collocations they think are possible in the gap.

• Start the recording again for students to check their answers.

Answers and transcript

1 And for many years afterwards, I would have a *desperate* **desire** to taste ginger beer.

2 But the *unintended* **consequence** was that I did not know that people like me could exist in literature.

3 So, the year I *turned* **eight**, we got a new house boy. His name was Fide.

4 Now, the *conventional* **wisdom** was that Nigerians don't read literature.

5 … it is 'nkali'. It's a noun that *loosely* **translates** to 'to be greater than another'.

6 … such as the fact that 5,000 people apply for one **job** *vacancy* in Nigeria.

7 The consequence of the single story is this: It **robs** people *of* dignity.

8 … a remarkable man who left his job in a bank to *follow* **his dream** and start a publishing house.

Note: Make sure that students realize that the collocations used are in some cases just the choices of the speaker. It is quite possible that other words could fill the gap, and their answers may well be correct. Be sure to check them and praise any correct answers. Here, item 7 is a fixed collocation, as is item 6 with the meaning of *position*. Alternatives for the others might be: 1 *strong, burning,* 2 *inevitable, unfortunate,* 3 *became,* 4 *accepted, received,* 5 *roughly, approximately,* 8 *pursue, fulfil.*

Teaching tip: Collocations Unit 1.1, page 17

7

• Ask students to complete the sentences in their own words, before comparing their ideas with a partner. Monitor to help them with ideas.

• Ask students to share and discuss some of their sentences.

Possible answers

1 ... only about a third of US citizens hold a passport. / China used to have a policy of one child only per couple.

2 ... come across different ways of doing familiar things. / want to learn something about the culture.

3 ... check that the taxi has a meter before you get in. / ask the driver what the fare will be before you start. / only use reputable taxi companies.

4 ... I don't feel well. / I'm trying to concentrate and I'm interrupted. / I'm under pressure at work.

CRITICAL THINKING Objectivity and subjectivity

8

- Ask students to think of an example to illustrate the difference between something subjective and something objective, to check comprehension of the words. (A good example is testing: an objective test is one where the answers are right or wrong, e.g. maths calculations; a subjective test is one where opinions are involved, e.g. analysing a novel.)
- Ask students to read the instructions and discuss the questions in pairs.

Answers

She uses subjective experience mainly to support her argument.

9

- Ask students to read through the comments in pairs and discuss the questions.
- Elicit feedback around the class, and ask which comment students agree with most.

Answers

1 Orlagh appreciated the subjective experience as it was a 'welcome break from learning dry facts'. Alicia found the storytelling / subjective experience a powerful method to get a point across. Sergei on the other hand found it too subjective and would have appreciated objective facts.

2 Students' own answers

PRESENTATION SKILLS Using stories and anecdotes

10

- Ask students to discuss the question in small groups.
- Elicit a few suggestions from the class and write them on the board. Do not confirm answers at this stage as the techniques are discussed further in the Presentation tips box.

Suggested answers

Stories and anecdotes bring a talk to life and make it more 'real'. They allow the character of the speaker to come more to the fore. They encourage listeners to relate the issues to their own lives.

11

- Ask students to look at the Presentation tips box and compare their answers from Exercise 10. Did they come up with any different ideas from the tips?
- Ask them to discuss whether they would use their own stories in a talk. Why? / Why not?

12

- Tell students they should focus on the two stories they hear as they watch the clip from the talk, then answer the questions.
- ▶7.4 Play the clip from the talk and then ask students to discuss the questions in pairs.
- Elicit answers from around the class.

Suggested answers

The stories were very relevant to Chimamanda Adichie's argument as they illustrated both she herself believing the 'single story' of the poverty of their houseboy's family, and another person believing a single story about Adichie. The audience may have related to the second story more easily, that of an American college student believing the single story of Africa being primitive and 'different' as they may have fallen into the trap of believing the same themselves in the past.

13

- Ask students to think about assumptions that the older generation makes about the younger generation, and vice versa.
- Ask the pairs/groups to list some common assumptions. Elicit these and write them on the board.
- Give students a few minutes to make a few notes in their pairs/groups on why these assumptions happen, why they may be wrong and what can be done about it.

Suggested answers

Common assumptions students may offer:

Young people may say about old people that they're always moaning, they don't understand young people, they have no patience, they're boring, they will never admit to being foolish or making mistakes when they were younger, they don't understand how difficult things are for young people today.

Old people may say about young people that they're irresponsible, they're disrespectful, they aren't interested in anything serious, they don't understand how easy things are for them.

14

- If students didn't do Exercise 13 in pairs, they should form pairs now.
- Each student in the pair should give a mini-presentation on 'The risks of making assumptions', outlining the assumptions they discussed, why they are wrong and what can be done about them, and illustrating one of them with an anecdote if possible. Monitor to check.
- Have one or two students give their mini-presentation to the class.

Extra activity

Artful anecdotes

Ask students to think about an event that happened in their past from which they learned something, or which helped to shape their beliefs. Give them time (in class or for homework) to make notes from which they can tell their anecdote. They should give enough detail in the anecdote for students to understand what the speaker may have learned from the event, but they should not explicitly say what they have learned.

In groups, students tell their anecdotes. At the end of each anecdote the listeners should guess why the story was important to the storyteller, asking questions if necessary to help them.

Set Workbook pages 64–65 for homework.

7.2 No better, no worse

GRAMMAR Comparative forms

1

- Direct students to the infographic. Ask them to look at all the choices for each heading (of different ways of doing the same thing), and to choose the options that they most commonly do.
- Ask them to form pairs to compare their choices, and to discuss the benefits and drawbacks of each option, especially where they disagree.

2

- Explain that students are going to listen to someone talking about some of the choices in the infographic. They should look at the first question.
- A 28 Play the recording for students to list the activities from the infographic that the speaker refers to.
- Elicit the activities quickly around the class, then direct students to the second question.
- Play the recording again while students take notes of the benefits and drawbacks mentioned.

Transcript

The more you travel, the more you become aware of the different ways that people do essentially the same things, like driving or buying a bus ticket or eating or shopping. One way isn't necessarily better or worse than another and some things just seem weird if you're not used to them. Like, where I come from in the States, it's kind of normal to smile at strangers, but in some other countries smiling can make strangers feel uncomfortable or even suspicious. And sometimes you see a way of doing something that seems much more sensible than the way you've always been used to and you think, 'Why doesn't everyone do that?' Like peeling a banana. So I always used to peel it from the stalk end – probably you do the same, right? But in Nicaragua, which I visited recently, people generally hold the stalk and peel it from the other end. That has two advantages: you can hold the banana by the stalk and it peels much more easily from the other end, so you're far less likely to bruise the banana as you peel it.

The other thing I noticed there was that a lot of people sleep in hammocks and they don't suffer nearly as much from back problems as we seem to in America, because they naturally lie on their backs that way, which is the optimal position to sleep in. I've spent years and hundreds and hundreds of dollars trying to find the right bed. I've been through all kinds of expensive orthopaedic mattresses. Now I've rigged up a hammock at home. It's by far the cheapest bed I've ever bought. It takes up a little more room than my old bed, but I sleep a whole lot better. I don't know about you, but I find that more and more in life: the simpler the solution, the better it seems to work.

Answers

1 She refers in passing to driving, buying a bus ticket and eating; she refers in more detail to acknowledging strangers, peeling a banana and sleeping.

2 acknowledging strangers: a drawback is that it can make strangers feel uncomfortable or suspicious in some countries; peeling bananas: (benefit) you can hold the banana by the stalk, and it peels much more easily from the other end; sleeping: the benefits of sleeping in a hammock are that they're cheap and they force us to sleep on our backs, which is the best way to sleep, but the drawback is that they take up more room than a conventional bed.

3

- Direct students' attention to the Grammar box. Ask them to answer the questions a–e.
- Students can check their answers and overall understanding of comparative forms by turning to the Grammar summary on page 155. If you feel that students need more controlled practice before continuing, direct them to Exercises 1–4 in the Grammar summary. Otherwise, you could continue on to Exercise 4 in the unit and set the Grammar summary exercises for homework.

Answers

a 1 one way (of doing things) and another (way); the second 'way' is implied, not stated

2 a new way of doing something and the way you've always been used to

3 peeling a banana from the non-stalk end and from the stalk end; this comparison is implied

4 they (people in Nicaragua) and we (people in America)

5 it (the hammock) and all other beds she has bought

6 it (her hammock) and her old bed; the way she sleeps now and the way she slept before; this comparison is implied

b much (more), far (less), not nearly as much, by far (+ superlative), a little, a whole lot

c sentence 6 (a little more)

d travelling / becoming aware of the different ways of doing the same thing

e is (The simpler the solution <u>is</u>, the better ...)

Answers to Grammar summary exercises

1

1 a more varied group than 2 the cleverest people 3 the funniest questions 4 more slowly than 5 twice as expensive to import as 6 a (much) better performance than

2

1 the most visited 2 greater 3 closest 4 many 5 (the most) wonderful 6 faster 7 (more) popular

3

Conversation 1: 1 bit/little 2 far 3 better 4 much 5 rather 6 the 7 slightly

Conversation 2: 1 much/far 2 nearly 3 as 4 lot 5 than 6 whole 7 than 8 more

4

1 The older people get/are, the more forgetful they get/become.

2 The hotter the liquid gets, the more volatile it gets/becomes.

3 The stronger the wind(s), the more dangerous flying is.

4 The more radical the idea, the more resistant people are (to it).

5 The more you eat, the hungrier you get. / The more your stomach expands, the hungrier you get.

6 The riper, the better.

4

- Ask students to go through the options and decide which, if any, is incorrect. They should cross out the incorrect ones.
- Check answers around the class by asking students to read out a sentence at a time.

Answers

Students should cross out:

1 the lowest, clearer, the best 2 the far most important 3 (none) 4 are the clothes 5 More, not as much, as

5

- Have students read the sentences and rewrite them in order to keep the sense as close as possible to the original.
- Ask them to compare their sentences in pairs and make adjustments if they have different answers.
- Check answers by having individuals read out the sentences.

Answers

1 ... is not nearly as important as eating a good breakfast.

2 ... lighter the fabric, the more the sun penetrates it.

3 ... more you smile at strangers, the more insincere it/you (can) seem.

4 ... is far better for you than sleeping on your side.

5 ... more commonly drive on the right.

6

- Ask students to work in pairs to complete the phrases.
- Check quickly that the phrases are correct, then ask students to stay in their pairs to discuss what the phrases mean.
- Elicit feedback round the class, confirming correct answers.

Answers

1 too, too (the remedy/solution/action is not enough and has come too late)

2 less (rushing often results in more mistakes and therefore takes longer)

3 more (if more people turn up / are involved, it'll be more fun)

4 Like (describes a boy/man who takes after his father, particularly if he does something unusual – particularly good/bad)

5 such (there's always price to pay for something that appears to be free)

6 The, the (don't delay)

7 So, so (things are going well so far)

LANGUAGE FOCUS Expressing preferences

7

- Ask students which ways they know of expressing preferences. They'll certainly suggest *prefer* and *would rather*, and may know *would sooner*. Write their ideas on the board.

- Ask them to read the sentences and underline the phrase expressing preference in each one.
- Then ask them to answer the two questions, i.e. to identify the grammatical form used after each phrase and to decide which tense is used. (See Teaching tip below.)
- When checking answers, organize the phrases on the board to be able to write up the structures that follow them.

Answers

1 I'd sooner + object + past simple verb
2 I'd rather + object + past simple verb
3 prefer + *-ing* form
4 I'd just as soon + (not) infinitive without *to*
5 I'd much rather + object + past simple verb
6 It'd be better + *to* + infinitive

We use the past simple with *would rather / would sooner* to say what we would prefer another person to do.

TEACHING TIP

The unreal past

It can be quite difficult for students to get their head round the use of the past simple to refer to the present, but it might help them if you 'collect' all the structures in which this happens so that they can see they already use it a lot. We use the unreal past:

- in the second conditional: *If I **were** you; If we **had** a bigger house*
- after *wish*: *I wish I **had** dark hair.*
- after *as if/though*: *He behaves as if he **owned** the place.*
- after *it's (high) time*: *It's high time we **were** on our way.*
- after *rather/sooner*: *We'd rather you **didn't play** your music so loud.*

All of these have an element of the imaginary, i.e. the past verb in each case refers to something that is not the case: *I'm not you, we don't have a bigger house, I don't have dark hair, he doesn't own the place, we aren't on our way, you do play your music loud.* Seeing the imaginary in all of these can help students appreciate the use of the 'unreal past'.

- Refer students to the explanation in the Grammar summary on page 155. If you feel that students need more controlled practice after doing Exercise 7, ask them to complete Exercise 5 in the Grammar summary. Otherwise they can do it for homework.
- Exercise 6 in the Grammar summary can also be done at this point, as it focuses on all the grammar in the unit, or it can also be set for homework.

Answers to Grammar summary exercises

5

1 1 go 2 me to cook 3 not have
2 1 snowboarding 2 skiing 3 spend
3 1 to call 2 did 3 to wait

6

1 ~~most~~ → the most 2 ~~quieter~~ → more quietly 3 ~~longer~~ → as long 4 ~~can the meeting start~~ → the meeting can start 5 ~~more it is difficult~~ → the more difficult it is 6 ~~we leave~~ → leave / we left

8

- Ask students to read through the sentences again and discuss what their preferences would be in each case. For 3 the alternative is implied, i.e. using a knife and fork.
- Monitor as students are discussing this, and listen for the correct use of the phrases used for expressing preferences.
- Elicit a few suggestions around the class.

SPEAKING Different approaches

9 *21st* CENTURY OUTCOMES

- Give students five minutes to read the questions and think about their own preferences.
- Ask them to discuss the questions in pairs, telling each other their own preferences, giving explanations where they can. Monitor to check use of the expressions in Exercise 7.

10

- Tell students to individually write three more questions about preferences. Encourage them to think of things where different choices would be expected.
- Back in their pairs, they ask and answer the questions.
- As a class, get students to ask each other the questions from Exercises 9 and 10, and encourage discussion. As well as checking the language of preferences, ensure that students accept others' preferences, in order to fulfil the 21st century outcome of being open to different ways of doing things.

Set Workbook pages 66–67 for homework.

7.3 Why more is less

READING The paradox of choice

1

- Books closed. Write the sentence from Exercise 1 on the board and ask students what the phrase *less is more* means.

• Ask them to think of situations in which they might use it, and elicit a few ideas. Accept any reasonable situations.

Answers

It means that doing less can have a bigger impact. For example, if you visit fewer museums, you can appreciate their contents better than if you visit a lot. Another example would be perfume or after-shave. If you put a little on, it smells nice; if you put a lot on, it can be overpowering.

2

• Books open. Ask students to look at the photo in the reading text and to suggest how this might illustrate *less is more*. (They might suggest that there's too much choice in the photo.)

• Ask them to read the book review and answer the questions.

Answers

1 Sometimes, when you have too many choices, it's harder to make a decision – and sometimes you end up not making a decision at all. ('The permutations are so endless that you retreat, reeling, from the shop to regroup and consider how better to approach this seemingly simple task.' – para 1. '… when the number of choices reaches a critical point, the negatives start to outweigh the positives: choice is no longer liberating, it is debilitating.' – para 2)

2 para 1: he talks about buying jeans; para 2: he also mentions salad dressing; para 3: he talks about biscuits and college courses

3 We should be satisficers. / We should make do with less, think about what's really important ('be more judicious in what we attach importance to') and realize you can't always get what you want.

Note: satisficers = /sætɪsfaɪsəz/

3

• Ask students to read through the multiple-choice questions, and then to read the review again, more carefully this time, and choose the correct answers.

• Check answers, asking students to justify their choices.

Answers

1 c (lines 6–9: … a dizzying array of options … The permutations are so endless that you retreat reeling …)

2 b (lines 22–24: The explosion in choice, he says, is linked to economic progress. When people relied on subsistence agriculture, the question did not arise …)

3 c (lines 35–38: Often we ignore empirical evidence … in favour of anecdotal evidence …)

4 a (lines 41–45: A maximizer is a person who wants to get every choice … absolutely right. The only way they can do this is to make sure they have all possible options arrayed before them …)

5 b (lines 57–58: … he also advises us to be more judicious in what we attach importance to …)

4

• Ask students to scan the review to find the words in bold, and then to think about what they mean.

• Put them in pairs to check their ideas, and then to discuss the questions.

• Check that students have understood the meanings first before discussing the questions in whole-class feedback.

Answers

1 permutation (line 9) = the number of ways of arranging different options. There are six ways of throwing a total of seven with two dice: 1 and 6, 2 and 5, 3 and 4, 4 and 3, 5 and 2, 6 and 1.

2 regroup (line 10) = come together as a group to consider options (though we can use it of an individual too). The army/group would regroup when it has had a setback and needs to rethink.

3 debilitating (line 21) = making you physically weak and unable to do something. The flu is more debilitating.

4 subsistence (line 22) = what is necessary to survive. A subsistence wage would be just enough live on (i.e. cover living and food costs only).

5 efficacy (line 37) = how efficient something is / how well it works. Students' own answers.

6 plague us (line 54) = something that annoys or worries us over a period of time. Students' own answers.

5

• Explain that this exercise is looking at the cohesion of the text, i.e. the devices used to make the text hang together and make sense. Tell students to go through the questions in their pairs and discuss the answers.

• Discuss the answers round the class.

Suggested answers

1 having so many different options/choices

2 *It is debilitating* is used for stylistic reasons. It is an example of 'grammatical parallelism' (see Teaching tip: Rhetorical devices, Unit 6.1, page 89), i.e. the clauses ending *liberating* and *debilitating* follow the same grammatical form (*it* + *be* + *-ing* adjective); they also rhyme.

3 the process of goal-setting and decision-making: evaluating the importance of each goal and the likelihood that each option will fulfil it

4 because Schwartz has already talked about 'the psychological damage that we inflict on ourselves if we are a *maximizer* in today's consumer society', so this piece of advice is obvious.

Extra activity

Working with cohesion

It is important that students at this level can understand and use the main cohesive devices in English. One way of helping them is to take a text occasionally and get them to work through identifying every pronoun and analysing what it refers to. The text in this lesson is quite a good one for this activity.

6

- Ask students to think individually of a time (or several times) when they wished they had made a different choice. Why did they wish this? Ask them to decide whether they are mainly a *maximiser* or a *satisficer*, and to think of reasons.
- Ask students to share their ideas with a partner. Would their partner agree with their decision?

VOCABULARY Idioms related to choice

7

- Tell students to find the two idioms in the review and think about what they mean.
- Check answers.
- Remind students that they need to be careful about how they use idioms – they should use them judiciously and not pepper their speech with them.
- Ask them to complete the idioms individually, then check quickly in whole-class feedback.

Answers

take the line of least resistance (lines 46–47) = do the easiest thing / the thing that causes the fewest problems

be spoilt for choice (line 52) = have a lot of choice / too many choices available; not know what to choose because there are so many options that you can choose from

1 devil 2 fence 3 judgement 4 brainer 5 bets 6 plunge 7 cherry 8 evils

8

- Ask students to individually think of two or three times when they had to make a choice, and make a few notes about it.
- They go through the idioms and try to choose three or four that they can use to describe the situations they thought of.
- Tell them to work with their partner from earlier to tell each other about their decisions.

SPEAKING Criteria for choosing

9 21st CENTURY OUTCOMES

- Ask students to read the scenario. Explain the idea of *filtering*: this is a device often used on websites to help people to reduce their choices. It consists of a number of questions or choices that gradually lead people to a suggestion to enable decisions to be made.

For example, when choosing car insurance you have to select certain criteria such as age of the driver/car, make of the car, where the car is kept, and all these feed in to a programme that then produces a list of insurers and their prices.

- Ask students to work in pairs to choose one of the product categories that they would like to work with.
- Then ask them to go to page 176 to look at the example filters. Ensure they can see that the prospective viewer has to make certain choices to narrow down the type of film they want to see.
- Students then make a list of criteria to use as filters to help people make helpful choices in the product category they have chosen.

10

- Put pairs together with another pair to form small groups. They should discuss their product category together and their list of criteria. The pairs should evaluate each others' lists and make suggestions for improvement, to fulfil the 21st century outcome of reasoning effectively and making judgements.

▶ Photocopiable communicative activity 7.1: Go to page 243 for further practice of idioms related to choice.

▶ Set Workbook pages 68–69 for homework.

7.4 Having said that …

READING Reading habits

1

- Books closed. Ask students to work in pairs to list as fast as possible all the things they read in a normal week.
- After two minutes, ask them to discuss where they read these things, i.e. in books / newspapers, on the Internet, etc.
- Ask individuals to call out items that they read in a normal week. How many different items has the class read?

2

- Books open. Ask students to read the article quickly. Does the information in it surprise them?
- Ask them to answer the questions, and check in whole-class feedback.

Answers

1 that sales of eBooks would overtake those of printed books

2 Sales of printed books rose in the US by 2.4 per cent last year while sales of eBooks faded. Combined sales of books, both digital and print, rose. Printed books sold particularly strongly to teenagers and young adults.

3

- Tell students to look at the two trends in the exercise, i.e. people going back to printed books and young people preferring printed books. Ask them to work in pairs and suggest reasons why these trends might be happening.
- Discuss the reasons as a class before asking students to look at page 176. Did they think of these reasons?
- Ask students for their preferences (and remind them of the language used for expressing preferences in Lesson 7.2).

LISTENING Different viewpoints

4

- Explain that students are going to listen to an analyst and a member of the public speaking about eBooks and digital print. Tell them to listen and make notes about the general view in each case and the concession they make.
- 29 Play the recording once or twice.
- Students can check their answers in pairs before you check around the class.

Transcript

Speaker 1

The statistics on books and eBooks make for interesting reading. Broadly speaking, what's happened is that teenagers' ownership of tablets and e-readers has increased significantly, and, as a consequence, a good half of their reading is now done on screens. What's more, when asked if an on-screen format motivates them to read more, the vast majority of teenagers agree, or at any rate a majority of those who aren't regular or avid readers already. So, it seems that on the whole eBooks are having a positive effect on the reading habits of younger people. But a word of caution: because when it comes to retention of what's read, more than one study has found that children retain less of the information they read on screen than on paper. So, while they may help to encourage reading in general, it's not at all obvious that for study purposes, eBooks and tablets should be replacing the printed book.

Speaker 2

I do have an e-reader, yes, but it's just for convenience. I wouldn't say it's my preferred reading method. I read a lot of printed books as well, but when I'm travelling – which is quite often – an e-reader's much easier to carry. And I think, by and large, that's probably how they ought to be viewed – as a convenience tool. I compare it to how you'd use a microwave oven and a regular cooking stove. A microwave is good at doing one job – heating food quickly – whereas a cooker is for more serious cooking. You wouldn't be without the convenience of a microwave, but that's not to say you'd replace your cooking stove with it. Having said that, one thing I have noticed which is interesting is that an e-reader makes me read faster. I have a suspicion that may be because I'm reading more superficially, but I couldn't prove that. Maybe it's just because I can actually see the words. My eyes really struggle with small print these days.

Answers

Speaker 1: On the whole eBooks are having a positive effect on the reading habits of younger people as they tend to read more, but children retain less of the information they read on screen than on paper.

Speaker 2: E-readers are a convenience tool – good for travelling but not for every situation. However, they make you read faster (perhaps because you can adjust the text size to the most comfortable for your eyes).

- **Optional step.** Have a whole-class discussion about the advantages and disadvantages of e-readers in comparison with printed books.

5

- Ask students to look at the phrases in the Useful language box. Tell them to listen specifically for phrases in the three areas listed.
- 24 Play the recording again for students to tick the phrases they hear.

Answers

Students should tick the following:

a Broadly speaking, on the whole, by and large

b while, whereas

c but a word of caution, Having said that

Pronunciation Linking in discourse markers

6

- Explain to students, if necessary, that discourse markers are basically 'pointers' in conversation, to give an indication of the function of the next point. As such, they are often spoken quite quickly, some vowels are reduced and some links are made between words.
- Ask them to listen carefully and note how each phrase in bold is said.
- 30 Play the recording for students to listen to the way the phrases are linked.
- Ask them to practise saying the phrases in pairs, focusing on linking them naturally.

SPEAKING Constructing arguments

7

- Tell students that they are going to practise constructing arguments in the same way as the two they have listened to, i.e. they are going to present a general view, which they back up with examples in which they might limit the scope, explain a point, make a distinction, etc., and give the consequences of this, then they are going to give their opinion and support it, and finally they should make a concession to the general view / their opinion.
- Ask them to look at the discussion topics and select one, then build up their argument, using expressions from the Useful language box.

Suggested answer

(Discussion topic b)

It is generally thought that people these days spend too much time recording their experiences on digital and social media, for example, photographing everything they see on a holiday and sending it to their friends. At least, this view is usually given of young people. As a result of this, they don't appreciate their experiences while they are actually happening. What's more, they spoil the enjoyment of people with them or around them by always having their phone in front of their face, or sticking it in front of other people. Broadly speaking, I agree with this view, but having said that, there may be an argument for this, in that it allows for more enjoyment of the experience afterwards. While individuals may not live the experience fully in the moment, they are able to relive it again and again with friends afterwards, which, arguably, provides as much enjoyment or even more.

8

- Ask students to present their argument to their partner.
- After each student has presented their argument, the pairs can discuss them together.

WRITING Describing and interpreting data

9

- Check that students are clear about what the two graphs are showing. (Graph 1 is the number of books read per year per child in the US grades shown; Graph 2 is the number of words read per year by boys and girls in the US grades shown.)
- Ask students to identify the main trends shown in the graphs and discuss possible reasons for the trends with their partners.
- Check the answers to 1 and elicit a few ideas for 2.

Answers

1 For graph 1: the average number of books read peaks in 2nd grade, then decreases steadily through to 12th grade. For graph 2: the average number of words read a year increases from 1st grade to a peak in 6th grade (for boys) and 8th grade for girls, then decreases after that. The number of words read increases along the same trajectory for boys and girls until 4th grade, after which girls read more than boys, even when the number starts to fall for both.

2 Possible reasons: younger children read shorter picture-based books, so more books with fewer words, while older pupils read longer texts, so fewer books but more words. The number of words read may decline as students get older as they study more subjects and have to spend more time writing homework than reading. Perhaps girls read more words than boys because their leisure time includes reading, while for boys it may be more sport-oriented.

10

- Ask students to read the text interpreting the data in the two graphs and compare it to the points they made.
- Do they agree that the decline shown in the second graph ought to be of concern to educators?

11

- Ask students to suggest a heading for each paragraph.

Suggested answers

Paragraph 1: Reading trends of schoolchildren in the US

Paragraph 2: Reasons for the decline in number of books read per child

Paragraph 3: Areas for concern

Writing skill Describing graphs

12

- Ask students to go through the text carefully, identifying the words and phrases described.
- Have them check their answers quickly with a partner, and discuss any differences around the class.

Answers

1 illustrate, show, describe 2 What we observe overall ..., What is perhaps more significant ..., It is also worth noting that ... 3 while, compared to, relative to 4 declines (decrease), rises (increase), falls away (decrease) 5 steadily, sharply

13 *21st* CENTURY OUTCOMES

- Direct students' attention to the graph on page 176, and check they are clear about what it shows. (It shows the reading level of boys and girls by grade, mapped against the ATOS standard, i.e. the measurement used for standard reading level in the US.)
- Ask students to work in pairs to discuss what the graph shows and possible reasons for it.
- Tell them to write a description of the graph individually, in about 120–180 words. Students could do this in class, or at home and then do the follow-up the next day.

14

- Ask students to work with a different partner to exchange their descriptions. Tell them to check their partner's description against the questions in the book. They should then discuss each other's descriptions, pointing out any areas for improvement, to fulfil the 21st century outcome of evaluating information critically and competently.
- Discuss the information in the graph around the class.

Photocopiable communicative activity 7.2: Go to page 244 for further practice of discourse markers.

Set Workbook pages 70–71 for homework.

Set Workbook Presentation 4 on pages 72–73 for homework.

8 Food and sustainability

UNIT AT A GLANCE

THEMES: How to live in a world where resources are being depleted and ways of slowing the depletion of resources

TED TALK: *How I fell in love with a fish.* Dan Barber talks about two different ways of farming fish which have completely different impacts on the ecosystem

AUTHENTIC LISTENING SKILLS: Word recognition

CRITICAL THINKING: Supporting evidence

PRESENTATION SKILLS: Varying the pace

GRAMMAR: Modal verbs

LANGUAGE FOCUS: Expressions with modal verbs

VOCABULARY: Synonyms: *-able* and *-ible*

PRONUNCIATION: Assimilation and elision

READING: *Can business be sustainable?, Today's foodies*

LISTENING: Talking about food

SPEAKING: Discussing the news, Encouraging good practice, Attitude to food

WRITING: An online guide

WRITING SKILL: Participles

LEAD IN

- Books closed. Tell students that this next unit is concerned with food and sustainability. Ask students to think for a moment about the food they eat, where they buy it, what kind of food they buy. Then ask them to discuss their food in pairs: Do they know where it comes from (i.e. before it arrives in the supermarket)? Is it important for them to know this? Do they try to eat food from local sources? Do they eat organic food? Ask them to discuss their choices together.

TEDTALKS

BACKGROUND

1

- Books open. Ask students to read the text about Dan Barber and his talk, and to guess what 'close-to-the-land' cooking might be. (From the text we can guess that it refers to using local, fresh ingredients.)
- Ask them if they have heard of *Chez Pim*. If not, tell them that 'Pim' is actually Pim Techamuanvivit – a chef, food writer, foodie and *Chez Pim* is her website.
- Ask students to discuss the questions in pairs, then elicit feedback.
- Finally, ask them if they agree with Dan Barber's idea worth spreading.

Answers

1 He cares about food and cooking, knowing where the food you eat comes from, sustainable cooking and farming, environmental responsibility. He's won an award for America's Most Outstanding Chef and has written on US agricultural policies.

2 It means who/what really influences how and what we eat, i.e. the big business players in the food and farming industry.

3 Students' own answers

Background information

Knowing where food comes from ... or not

A survey carried out in 2013 for the British Nutrition Foundation discovered that a surprising proportion of British schoolchildren have little idea as to where their food comes from. The survey questions around 27,500 children aged from five to sixteen and covered subjects as diverse as eating habits and knowledge of nutrition. Approximately a third of primary-school-aged children think that cheese is made from plants, and the same proportion of children between five and eight think that bread and pasta are made from meat. Even 10% of secondary school aged children think that tomatoes grow underground.

KEY WORDS

2

- Ask students to read through sentences 1–6 (without looking at a–f) and try to guess the meaning of the words in context. Elicit some suggestions and write them on the board. Then students can check to see if any of their ideas are in a–f. (Alternatively, you could follow the procedure outlined in Teaching tip 4 on page 7 of the Introduction.)
- Ask students to match the bold words and the definitions.

Answers

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

Note that while Dan Barber uses the literal meaning of *brood* in the talk, it is often used metaphorically: if someone is brooding over something, they are thinking about it deeply, usually in an unhappy way.

- Ask students to work in pairs to discuss the questions (1–6), then elicit whole-class feedback.

3

- If your class has a good knowledge of food words in English, you could go straight into this exercise.
- If not, and if you have a monolingual class, elicit the names of different types of fish in their language and write them on the board. The exercise can then become a matching activity, which will be easier.

AUTHENTIC LISTENING SKILLS Word recognition

4a

- Before students read the Authentic listening skills box, you could ask them, in pairs, to think of a few words which they feel are pronounced very differently from the way they are spelled. Some obvious ones might be e.g. *read* (past simple form /red/), *write*, with the silent *w*, and *enough*. (See the Teaching tip below.)
- Ask students to read through the Authentic listening skills box, helping them with the phonemic spelling, if necessary. Get individual students to model the words in the box.
- Then direct them to the two sentences from the TED Talk and invite individuals to pronounce the underlined words.
- Ask them to listen and check their pronunciation of the words.
- 31 Play the recording for students to check their answers.

Answers

1 company /ˈkʌmpnɪ/, environmental /ɪnvaɪrənˈment(ə)l/, conscience /ˈkɒnʃəns/, purchased /pɜːtʃɪst/

2 tuna /ˈtʃuːnə, ˈtuːnə /, halibut /ˈhælɪbət/, salmon /ˈsæmən/, swordfish /ˈsɔː(r)dfɪʃ/

4b

- Explain that students are going to listen to another extract from the talk, and this time they have to try to recognize a few words.
- 32 Play the extract and ask students to complete the extract, then to check their answers with a partner.

Answers and transcript

'Fish? I didn't know anything about fish. I'm an expert in relationships.' And then he's off, [1]*launching* into more talk about [2]*rare* birds and [3]*algaes* and strange aquatic plants. And don't get me [4]*wrong*, I was really [5]*fascinated*, you know, ...

TEACHING TIP

Sound–spelling correspondences

Although there are some issues with silent consonants, most of the problems your students will have with recognizing words will centre on vowels, as there are so many different ways of pronouncing the written forms of vowels in English.

One way of helping students is to get them to prepare a chart showing the phonetic vowels and to note in it every time they hear a different spelling of the word. Their final chart should look something like this:

/iː/	ee (sleep), i (police), ie (thief), ea (heat), e (these), ei (seize), ey (key)
/ɪ/	i (tip), e (pretty), ui (build), ie (cities), y (symbol)
/e/	e (kept), ea (head), a (many)
/æ/	a (hat), ai (plait)
/ɑː/	a (bath), ar (part), er (clerk), ear (heart), au (laugh), al (palm)
/ɒ/	o (shop), ou (cough), a (watch), au (sausage)
/ɔː/	or (short), ou (bought), aw (lawn), al (salt), au (taught)
/ʌ/	u (cut), o (son), oo (flood), ou (young)
/ɜː/	ir (bird), ur (church), ou (journey), er (serve), or (worse)
/ʊ/	oo (good), ou (could), u (put), ol (wolf)
/uː/	oo (boot), u (rude), o (lose) ou (you)
/eɪ/	a (late), ay (say), ai (train), ey (they), ea (break), ei (eight), au (gauge)
/aɪ/	i (bite), y (by), ai (aisle), ie (lie), ye (dye), ig (high)
/ɔɪ/	oy (boy), oi (boil)
/əʊ/	o (home), oo (brooch), oa (coach), ow (low), au (mauve), ew (sew), oe (toe), ou (though)
/aʊ/	ow (cow), ou (out)
/ɪə/	ee (beer), e (here), ea (fear), ie (bier), ei (weird)
/eə/	a (bare), ai (pair), ea (pear), e (where)
/ʊə/	u (sure), oo (floor)

Note: Remind your students to watch the TED Talk at home before you move on to Unit 8.1 in the class. Ask them to watch in order to explain the title of the talk.

8.1 How I fell in love with a fish

TEDTALKS

1

Teaching tip: Working from memory, Unit 2.1, page 26

- **Optional step.** Start by asking students if they can explain the title of the talk from watching it once. (Dan Barber is referring to two fish, in fact; the first because it tasted so good, the second because it tasted better and also because of the sustainable way it had been farmed.)
- Tell students that they are going to reconstruct the first part of the talk (the story of the first fish) using the prompts in the box.
- 8.1 Play the first part of the talk from 0.12–4.54.
- Ask students to form pairs, and to listen and watch again. This time they should take half the prompts each and ensure that they have as many details as possible. (They should 'divide' the prompts to ensure they have two short sections each.)
- Together, they build up the 'story' of the first fish. Elicit the summaries from one or two pairs to check they have remembered everything.

Transcript

0.12 *So, I've known a lot of fish in my life. I've loved only two. That first one was, it was more like a passionate affair. It was a beautiful fish: flavourful, textured, meaty, a bestseller on the menu. What a fish. (Laughter) Even better, it was farm-raised to the supposed highest standards of sustainability. So you could feel good about selling it.*

0.48 *I was in a relationship with this beauty for several months. One day, the head of the company called and asked if I'd speak at an event about the farm's sustainability. 'Absolutely,' I said. Here was a company trying to solve what's become this unimaginable problem for us chefs: How do we keep fish on our menus?*

1.14 *For the past fifty years, we've been fishing the seas like we clear-cut forests. It's hard to overstate the destruction. Ninety per cent of large fish, the ones we love – the tunas, the halibuts, the salmons, swordfish – they've collapsed. There's almost nothing left. So, for better or for worse, aquaculture, fish farming, is going to be a part of our future. A lot of arguments against it: Fish farms pollute – most of them do, anyway – and they're inefficient. Take tuna, a major drawback. It's got a feed conversion ratio of fifteen to one. That means it takes fifteen pounds of wild fish to get you one pound of farm tuna. Not very sustainable. It doesn't taste very good either.*

2.08 *So here, finally, was a company trying to do it right. I wanted to support them. The day before the event, I called the head of PR for the company. Let's call him Don. 'Don,' I said, 'just to get the facts straight, you guys are famous for farming so far out to sea, you don't pollute.' 'That's right,' he said. 'We're so far out, the waste from our fish gets distributed, not concentrated.' And then he added, 'We're basically a world unto ourselves.' That feed conversion ratio? '2.5 to one,' he said. 'Best in the business.' 2.5 to one, great. '2.5 what? What are you feeding?' 'Sustainable proteins,' he said. 'Great,' I said. Got off the phone. And that night, I was lying in bed, and I thought: What the hell is a sustainable protein? (Laughter)*

3.08 *So the next day, just before the event, I called Don. I said, 'Don, what are some examples of sustainable proteins?' He said he didn't know. He would ask around. Well, I got on the phone with a few people in the company; no one could give me a straight answer until finally, I got on the phone with the head biologist. Let's call him Don too. (Laughter)*

3.34 *'Don,' I said, 'what are some examples of sustainable proteins?' Well, he mentioned some algaes and some fish meals, and then he said chicken pellets. I said, 'Chicken pellets?' He said, 'Yeah, feathers, skin, bone meal, scraps, dried and processed into feed.' I said, 'What percentage of your feed is chicken?' Thinking, you know, two per cent. 'Well, it's about thirty per cent,' he said. I said, 'Don, what's sustainable about feeding chicken to fish?' (Laughter) There was a long pause on the line, and he said, 'There's just too much chicken in the world.' (Laughter)*

4.26 *I fell out of love with this fish. (Laughter) No, not because I'm some self-righteous, goody-two-shoes foodie. I actually am. (Laughter) No, I fell out of love with this fish because, I swear to God, after that conversation, the fish tasted like chicken. (Laughter)*

4.54 *This second fish, it's a different kind of love story. It's the romantic kind, the kind where the more you get to know your fish, you love the fish. I first ate it at a restaurant in southern Spain. A journalist friend had been talking about this fish for a long time. She kind of set us up. (Laughter) OK, it came to the table a bright, almost shimmering, white colour. The chef had overcooked it. Like twice over, OK. Amazingly, it was still delicious.*

5.38 *Who can make a fish taste good after it's been overcooked? I can't, but this guy can. Let's call him Miguel – actually his name is Miguel. (Laughter) And no, he didn't cook the fish, and he's not a chef, at least in the way that you and I understand it. He's a biologist at Veta La Palma. It's a fish farm in the south-western corner of Spain. It's at the tip of the Guadalquivir River.*

6.10 *Until the 1980s, the farm was in the hands of the Argentinians. They raised beef cattle on what was essentially wetlands. They did it by draining the land. They built this intricate series of canals, and they pushed water off the land and out into the river. Well, they couldn't make it work, not economically. And*

ecologically, it was a disaster. It killed like ninety per cent of the birds, which, for this place, is a lot of birds. And so in 1982, a Spanish company with an environmental conscience purchased the land.

6.47 What did they do? They reversed the flow of water. They literally flipped the switch. Instead of pushing water out, they used the channels to pull water back in. They flooded the canals. They created a 27,000-acre fish farm – bass, mullet, shrimp, eel – and in the process, Miguel and this company completely reversed the ecological destruction. The farm's incredible. I mean, you've never seen anything like this. You stare out at a horizon that is a million miles away, and all you see are flooded canals and this thick, rich marshland. It turns out, Miguel spent the better part of his career in the Mikumi National Park in Africa. I asked him how he became such an expert on fish. He said, 'Fish? I didn't know anything about fish. I'm an expert in relationships.' And then he's off, launching into more talk about rare birds and algaes and strange aquatic plants.

7.56 And don't get me wrong, I was really fascinated, you know, the biotic community unplugged, kind of thing, you know. It's great, but I was in love. And my head was swooning over that overcooked piece of delicious fish I had the night before. So I interrupted him. I said, 'Miguel, what makes your fish taste so good?' He pointed at the algae. 'I know, dude, the algae, the phytoplankton, the relationships: It's am[illegible], right. But what are your fish eating? What's the f[illegible]version ratio?' Well, he goes on to tell me it [illegible] system that the fish are eating [illegible] in the wild. The plant bioma[illegible] zooplankton, it's what fe[illegible] healthy, it's totally self re[illegible] heard of a farm th[illegible]?

8.55 Later that day [illegible] with Miguel [illegible] that see[illegible] ever be[illegible] moment, [illegible] called for a set change. And we [illegible] corner and saw the most amazing sig[illegible] and thousands of pink flamingos, a lit[illegible] pink carpet for as far as you could see. 'That's success,' he said. 'Look at their bellies, pink. They're feasting.' Feasting? I was totally confused. I said, 'Miguel, aren't they feasting on your fish?' (Laughter) 'Yes,' he said. (Laughter) 'We lose twenty per cent of our fish and fish eggs to birds. Well, last year, this property had 600,000 birds on it, more than 250 different species. It's become, today, the largest and one of the most important private bird sanctuaries in all of Europe.' I said, 'Miguel, isn't a thriving bird population like the last thing you want on a fish farm?' (Laughter) He shook his head, no. He said, 'We farm extensively, not intensively. This is an ecological network. The flamingos eat the shrimp. The shrimp eat the phytoplankton. So the pinker the belly, the better the system.'

10.36 OK, so let's review: a farm that doesn't feed its animals, and a farm that measures its success on the health of its predators. A fish farm, but also a bird sanctuary. Oh, and by the way, those flamingos, they shouldn't even be there in the first place. They brood in a town 150 miles away, where the soil conditions are better for building nests. Every morning, they fly 150 miles into the farm. And every evening, they fly 150 miles back. They do that because they're able to follow the broken white line of highway A92. (Laughter) No kidding.

11.28 I was imagining a 'March of the Penguins' thing, so I looked at Miguel. [illegible] Miguel, do they fly 150 miles to the farm, and [illegible] do they fly 150 miles back at night? Do they do that for the children?' He looked at me like I had just insulted a Whitney Houston song. (Laughter) He said, 'No; they do it 'cos the food's better.' (Laughter)

11.56 I didn't mention the skin of my beloved fish, which was delicious – and I don't like fish skin; I don't like it seared, I don't like it crispy. It's that acrid, tar-like flavour. I almost never cook with it. Yet, when I tasted it at that restaurant in southern Spain, it tasted not at all like fish skin. It tasted sweet and clean, like you were taking a bite of the ocean. I mentioned that to Miguel, and he nodded. He said, 'The skin acts like a sponge. It's the last defence before anything enters the body. It evolved to soak up impurities.' And then he added, 'But our water has no impurities.'

12.44 OK. A farm that doesn't feed its fish, a farm that measures its success by the success of its predators. And then I realized when he says, 'A farm that has no impurities,' he made a big understatement, because the water that flows through that farm comes in from the Guadalquivir River. It's a river that carries with it all the things that rivers tend to carry these days: chemical contaminants, pesticide runoff. And when it works its way through the system and leaves, the water is cleaner than when it entered. The system is so healthy, it purifies the water. So, not just a farm that doesn't feed its animals, not just a farm that measures the health, its success by the health of its predators, but a farm that's literally a water purification plant – and not just for those fish, but for you and me as well. Because when that water leaves, it dumps out into the Atlantic. A drop in the ocean, I know, but I'll take it, and so should you, because this love story, however romantic, is also instructive. You might say it's a recipe for the future of good food, whether we're talking about bass or beef cattle.

14.10 What we need now is a radically new conception of agriculture, one in which the food actually tastes good. Right? (Laughter) (Applause) But for a lot people,

COPYING PROHIBITED
NATIONAL GEOGRAPHIC LEARNING

that's a bit too radical. We're not realists, us foodies; we're lovers. We love farmers' markets, we love small family farms, we talk about local food, we eat organic. And when you suggest these are the things that will ensure the future of good food, someone, somewhere stands up and says, 'Hey guy, I love pink flamingos, but how are you going to feed the world?' How are you going to feed the world?

15.01 *Can I be honest? I don't love that question. No, not because we already produce enough calories to more than feed the world. One billion people will go hungry today. One billion – that's more than ever before – because of gross inequalities in distribution, not tonnage. Now, I don't love this question because it's determined the logic of our food system for the last fifty years.*

15.30 *Feed grain to herbivores, pesticides to monocultures, chemicals to soil, chicken to fish, and all along agribusiness has simply asked, 'If we're feeding more people more cheaply, how terrible could that be?' That's been the motivation, it's been the justification: it's been the business plan of American agriculture. We should call it what it is: a business in liquidation, a business that's quickly eroding ecological capital that makes that very production possible. That's not a business, and it isn't agriculture.*

16.12 *Want to feed the world? Let's start by asking: How are we going to feed ourselves? Or better: How can we create conditions that enable every community to feed itself? (Applause) To do that, don't look at the agribusiness model for the future. It's really old, and it's tired. It's high on capital, chemistry and machines, and it's never produced anything really good to eat. Instead, let's look to the ecological model. That's the one that relies on two billion years of on-the-job experience. Thank you. (Applause)*

Suggested answer

The first fish he loved was a beautiful fish. For the past fifty years, we've been fishing the seas too much so there's nothing left, which means that fish farming is going to be part of our future.

Fish farms are inefficient, for example, they have a feed conversion ratio of fifteen to one. (That means it takes fifteen pounds of wild fish to get you one pound of farmed fish.)

Dan Barber agreed to do a promotional talk for the company which supplied the fish he loved. So he called the company for details. The company is famous for farming so far out to sea they don't pollute. He also asked what they were feeding the fish and got the answer 'sustainable protein'.

He didn't know what this meant so he asked around the company, and no one knew apart from the head biologist. It turned out that the farm was actually feeding the fish 30% chicken. Dan Barber then fell out of love with the fish because he said it tasted like chicken from then on.

Note the differences in British English and North American English shown at the foot of the spread.

2

- Ask students to look at the headings in the table, and to complete them while they watch the next part of the talk.
- ▶8.1 Play the second part of the talk from 4.54–7.56.
- Ask students to check their answers with a partner before you elicit them from the class.

Answers

1 southern Spain 2 overcooked 3 (shimmering) white 4 delicious 5 beef/cattle farm 6 drained it 7 it didn't work 8 reversed the flow of water / flooded the canals 9 rich marshland 10 worked in the Mikumi National Park in Africa / worked in Africa 11 relationships

3

- Ask students to watch the next part of the talk and make notes to answer Miguel's questions.
- ▶8.1 Play the third part of the talk from 7.56–10.36.
- Ask students to use their notes to write sentences in answer to the questions.
- Check by asking individuals to answer the questions.

Answers

1 He pointed at the algae.

2 He said that it's such a rich system that the fish are eating what they'd be eating in the wild. / There is no feed.

3 He showed Barber the flamingos – highlighting how pink they were.

4 He shook his head and said that they farm extensively, not intensively.

4

- Ask students to look at the notes about the fish farm and see if they can complete (some of) the gapped words.
- ▶8.1 Play the fourth part of the talk from 10.36–14.10 while students check their answers.

Answers

1 feed 2 predators 3 brood 4 bird 5 impurities 6 healthy 7 purification

5

- Ask students to watch the last part of the talk and choose the correct option in each sentence.
- ▶8.1 Play the last part of the talk from 14.10 to the end.

Answers

1 realistic 2 food is distributed unequally 3 How can we feed more people more cheaply? 4 we are eroding our natural resources 5 poor quality

• **Optional step**. Ask students to discuss the talk in small groups: Do they agree with Dan Barber about the need for sustainable farming? Do they think it's possible? Do they think it's the answer to feeding the growing population of the world?

VOCABULARY IN CONTEXT

6

• ▶8.2 Play the clips from the talk. When each multiple-choice question appears, students choose the correct definition.

Transcript and subtitles

*1 It's hard to **overstate** the destruction.*

***a** believe* ***b** overcome* ***c** exaggerate*

*2 … 'just to **get the facts straight**, you guys are famous for farming so far out to sea, you don't pollute.'*

***a** correct what people usually think*

***b** understand the situation properly*

***c** hear your side of the story*

*3 No, not because I'm some self-righteous, **goody-two-shoes** foodie …*

***a** someone who (annoyingly) always follows the rules*

***b** someone who tries to please both sides in an argument*

***c** someone who always tries (but fails) to do the right thing*

*4 A journalist friend had been talking about this fish for a long time. She kind of **set** us **up**.*

***a** put us in touch with each other*

***b** arranged a romantic date for us*

***c** put us in an awkward situation*

*5 At that moment, it was as if a film director called for a **set change**.*

***a** a change of actors*

***b** a stop to the action*

***c** a change of scenery*

*6 We should call it what it is: a business **in liquidation**.*

***a** that has closed down*

***b** that is destructive*

***c** that is only for profit*

Answers

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

7

• ▶8.3 Play the clips from the talk. As the recording pauses at the gap in each sentence, ask students to think about which word can fill the gap and note their answers. (You will need to pause the recording yourself.) They can check with another student at this point, and together list collocations they think are possible in the gap.

• Start the recording again for students to check their answers.

Answers and transcript

1 No one could give me **a** *straight* **answer** until finally, I got on the phone with the head biologist.

2 They reversed the flow of water. They literally *flipped* **the switch**.

3 You **stare** *out* at a horizon that is a million miles away, and all you see are flooded canals …

4 And **don't** *get* **me wrong**, I was really fascinated, you know, the biotic community unplugged, kind of thing.

5 I said, 'Miguel, isn't a *thriving* bird **population** like the last thing you want on a fish farm?

6 He *shook* **his head**. 'No,' he said …

7 A **drop in the** *ocean*, I know, but I'll take it, and so should you …

8 One billion people will *go* **hungry** today.

Note: Make sure that students realize that the collocations used are in some cases just the choices of the speaker. It is quite possible that other words could fill the gap, and their answers may well be correct. Be sure to check them and praise any correct answers. Here, items 1, 2, 4, 7 and 8 are fixed collocations. Item 3 would also be possible without *out*. Alternatives for the others might be: 5 *healthy*, *growing* (or with the opposite meaning, *shrinking*) and 6 *nodded* (but with the opposite meaning).

• You could also look at alternative collocations with some of the answers, e.g. *straight* (*straight talking*), *flip* (*flip a coin*), *thriving* (*a thriving economy/town/business*).

8

• Ask students to complete the sentences in their own words, before comparing their ideas with a partner.

• Ask students to share and discuss some of their sentences.

Possible answers

1 … finding sustainable ways of feeding the growing population. / studying hard for your exams. / keeping an eye on elderly neighbours.

2 … they had a cash flow problem. / their creditors demanded immediate payment. / it became cheaper to import the products they produced.

3 … her best friend. / a totally unsuitable partner. / someone much older than me.

4 … go to a fast-food restaurant. / eat meat. / eat Grandma's undercooked chicken again!

CRITICAL THINKING Supporting evidence

9

• Ask students why it is important to use supporting evidence in a talk (to show that you've researched your points / to make you sound more authoritative).

• Ask students to suggest how Dan Barber supported his talk with evidence of the four points given.

Answers

1 He uses the evidence of fifteen to one here, i.e. that it takes fifteen pounds of wild fish to get one pound of farmed fish. He also mentions that they pollute, but doesn't provide evidence.

2 He starts by talking about the sustainable fish farm off the coast from which he got the first fish he fell in love with. He says he wanted to support it.

3 He gives examples of farmers' markets, small family farms, local food, organic food.

4 He says that one billion people in the world will go hungry today, but we produce enough calories to feed everyone.

- Ask students to think of other points stated in the talk, and to make notes of any they feel might not be supported with enough evidence. (For example, the contention that farmer's markets, small farms, organic produce, etc. are the future of good food and the way to feed the world. Other points are given in the comments in Exercise 10.)

10

- Ask students to read through the comments quickly to see if they mention the same points as those identified in the last step.
- They then discuss the questions about the comments in pairs.
- Elicit feedback around the class.

Answers

1 Patricia questioned the evidence about the farm acting as a water purification system.

2 Mikael questioned whether there was enough land available to practise extensive food farming.

PRESENTATION SKILLS Varying the pace

11

- Ensure students understand what is meant by varying the pace in a talk/presentation (going faster/slower at different points).
- Tell them to work in pairs to discuss the questions. Do not check the answers yet.

Suggested answers

Dangers: if you speak too quickly, the audience may not be able to keep up and you may come across as nervous. If you speak too slowly, the audience might get bored and/or think you are patronizing them.

Pace can be used to good effect to 'dramatize', to allow time for ideas to be digested, to signal that a new point is about to be given, etc.

12

- Tell the pairs to work with another pair and share their ideas.
- When they have compared ideas, they can look at the Presentation tips box and compare their ideas with those in the box. Did they come up with any different ideas from the tips?

13

- Tell students to watch the clip from the talk again and make notes about how Dan Barber varies his pace.
- ▶8.4 Play the clip from the talk and then ask students to discuss the questions in pairs.
- Elicit answers from around the class.

Suggested answers

He uses pauses to give the audience time to consider a point/question; he sometimes uses pauses for dramatic effect, and in order to allow the audience to laugh. He slows down when giving facts and figures.

14

- Tell students that they are going to practise speaking and varying the pace while they speak
- Tell them to work in pairs and for each student to read one of the extracts from the talk at the back of the book, on pages 175 and 176. Give them a few minutes to think about how they could vary the pace in the extract.

15

- When they have finished, ask the pairs to present their extracts to each other one at a time. Monitor as they are doing so to check for variety in the pace.
- When each student has finished speaking, their partner should tell them how the pace had affected their understanding and enjoyment of the extract.

Extra activity

Practising pace

If your students give presentations, it might be a good idea to practise varying the pace and pausing. Ask students to work in small groups. Ask them each to spend a few minutes preparing two short presentations (less than a minute each). They can be about different things or can be two parts of the same presentation. Tell the groups that as each student is speaking, the others should listen and try to remember what was said.

Each student then gives one of their presentations with good variety of pace, pausing, etc. and the other without varying the pace at all, keeping their voice fairly monotonous. The students listening should find that they remember more from the presentation that had variety of pace.

▶ Set Workbook pages 74–75 for homework.

8.2 Mind what you eat

GRAMMAR Modal verbs

1

- Ask students why it's important to understand nutrition and the food chain. Discuss with the class. (Because knowing about nutrition and about what happens to food on its way to our plates helps us make good food choices.)
- Ask students as a class to look at the four food issues a–d, and check understanding. Elicit other possible current food issues for d, e.g. supermarkets not paying farmers a fair price for their produce, overproduction of foods such as milk, food labelling, obesity from overeating / eating junk food.
- Ask students to work in pairs to discuss what they consider to be the main food issues in their country at the moment, and why.
- Elicit ideas from the pairs. Then decide as a class what the main issue concerning food is at the moment.

2

- Ask students to look at the infographic in pairs, discussing each fact as they read it. Ask them to underline/highlight any facts they found particularly striking or shocking.
- **Optional step.** Provide students with the structures to discuss what they found striking/shocking, e.g. *I found it particularly shocking that … / What I found (particularly) striking was …*
- Encourage pairs to compare their thoughts briefly with another pair before opening up to the class. Is there one fact that your students found particularly shocking?

3

- Direct students' attention to the Grammar box. Tell them to answer the questions a and b.
- Students can check their answers and overall understanding of modal forms by turning to the Grammar summary on page 157. If you feel that students need more controlled practice before continuing, direct them to Exercises 1–4 in the Grammar summary. Otherwise, you could continue on to Exercise 4 in the unit and set the Grammar summary exercises for homework.

Answers

a 1 will have to, should 2 don't have to 3 need to 4 needn't have 5 could have, be able to 6 must 7 could have

b *must* and *can* don't have a future or infinitive form, e.g. ~~will must~~, ~~to can~~, so we use a 'phrasal modal' (*have to, be able to*) instead.

Answers to Grammar summary exercises

1

1 couldn't have been 2 won't do 3 should have scored 4 You must be 5 may well be forced 6 You don't have to 7 should 8 needed to get 9 should have known 10 didn't need to bring 11 can appreciate 12 I would prefer

2

Conversation 1: 1 can't / isn't able to go 2 might/may/could have 3 would be 4 should / ought to take 5 can/could come

Conversation 2: 1 won't accept 2 may/might/could/must be trying 3 should have read 4 can/could/might happen

Conversation 3: 1 can't have forgotten 2 could she forget / have forgotten 3 had/needed to stop 4 'll/should be

Conversation 4: 1 must / should / have to / need to eat 2 shouldn't/needn't have done

3

1 should (would) 2 may (could) 3 wouldn't 4 can 5 could 6 needn't (shouldn't)

4

1 ~~should~~ → would 2 ~~don't have to~~ → mustn't/shouldn't 3 ~~must to~~ → must 4 ~~won't can~~ → won't be able to / can't 5 ~~needn't have gone~~ → didn't need to go 6 ~~had~~ → have

4

- Point out to students that the two sentences in each pair are identical apart from the modal verb used. They should look at each pair of sentences and decide how the modal verb changes the meaning in each case.
- Allow them to check their answers in pairs before checking around the class.

Answers

1 *don't have to get* = lack of obligation, i.e. it isn't necessary to; *mustn't get* means you are prohibited / not allowed to get your protein from meat or fish

2 *should eat* = advice; *must eat* is stronger and suggests an obligation; the second sentence could be a parent talking to a child.

3 *must know* = certainty, i.e. it is certain that meat eaters know; *can't know* suggests that it is impossible that they know.

4 *needn't have bought* = the action happened, i.e. the person bought a lot of food; *didn't need to buy* means the person may have stopped before he/she did buy a lot of food.

5 *could have saved* = possibility; *would have saved* = certainty, a fact

5

- Now ask students to read through the sentences quickly, choosing the correct modal form as they do so.
- Check answers by having individuals read out the sentences.

Answers

1 to be able to, had to finish 2 didn't need to buy, can 3 Shall, must 4 ought to, don't have to 5 could have told, was supposed to wear 6 having to, shouldn't

6

- Ask students to read the two texts to get the gist.
- Explain that they have to rewrite the underlined phrases using suitable modal forms, and that more than one form may be possible in some cases. Make sure students are aware that they may have to make some quite radical changes.
- Students rewrite the phrases individually and then check with a partner.
- Elicit feedback round the class, confirming all correct answers.

Answers

1 a Some people may/might think b we didn't have to adopt / we needn't have adopted / we didn't need to adopt c food production couldn't have increased d this progress should/will continue

2 a People shouldn't be forced to go hungry / shouldn't have to go hungry b we can/could feed c people in the west don't have to eat less / needn't eat less / don't need to eat less d we must just / we just have to waste

LANGUAGE FOCUS Expressions with modal verbs

7

- Ask students if they know / have noticed any expressions with modal verbs. (They will probably know *may well* and *might as well*.)
- Ask them to match the sentence halves to form some expressions.

Answers

1 e (I might have guessed you'd be here.) 2 j (You may say 'I told you so'!) 3 f (As luck would have it, I found one on eBay.) 4 a (How on earth should I know?) 5 h (How could you be so rude?) 6 i (You might as well give it a try.) 7 b (I needn't have bothered.) 8 c (I wouldn't bet on it.) 9 d (You may well be right.) 10 g (I can well believe it.)

- **Optional step.** Have students practise the pronunciation of the expressions, in particular the stressed syllables. (See underlining above.) You could take this further if you wanted by using the ideas in the Extra activity.

Extra activity

Advanced-level drills

There are times, even at advanced levels, when a simple substitution drill can be useful, and past modal verbs can benefit from drilling as the weak forms in them can be tricky.

For a simple substitution drill, write up three columns on the board. The first contains the subject pronouns (*I, you, he, she, we, they*), the second contains the modal verbs (*must, can't, could, couldn't, should, shouldn't, would, might, needn't*) and the third just contains the words *simple* and *continuous*.

Start with a simple sentence on the board, e.g. *He tried so hard*, and vary it by pointing at a word in the columns and then indicating a student, e.g.

T points at *must* and then at a student, who says *He must've tried so hard.*

T then points at *continuous* and at a student, who says *He must've been trying so hard.*

T points at *you* and at a student, who says *You must've been trying so hard.*

T points at *couldn't* and at a student, who says *You couldn't've been trying hard*, etc.

Ensure that students know they might have to change something other than the word pointed at, as in the last sentence above. Keep a fast pace going and try to ensure students get the stress and rhythm, e.g. *You couldn't've been trying hard* and the weak form of *been* /bɪn/. You can make this more difficult by also having a column of verbs on the board; when you point at a new verb, the student has to change the end of the sentence to make sense. You can also point at more than one column at a time, e.g. changing the modal verb and simple/continuous in one go.

8

- Tell students that each of the expressions could be used in different situations. Tell them to work in pairs to try to think of a situation where each expression could be used, and, if possible, to add a statement that might have prompted the expression.
- Monitor the pairs and give help where necessary.
- When the pairs have finished, they can compare their situations with another pair.
- Elicit a few suggestions around the class.
- **Optional step.** As an alternative to the last two steps, you could ask the pairs to 'act out' the situations they have thought of, with only one statement plus the expression, and ask the rest of the class to guess what the situation is.

Suggested answers

2 You advised a friend not to do something, e.g. get in touch with a former boy/girlfriend, because you thought it wouldn't work out. It doesn't, and your friend says *You may say 'I told you so!', but I had to find out.*

3 You borrowed something from a close friend and you lost it. You are telling someone this story and finish it with *As luck would have it, I found one on eBay.*

4 Your brother asks you what you think he should buy his girlfriend for her birthday. You hardly know her, so you say *How on earth should I know?*

5 At a social gathering a colleague comments on another colleague's appearance in front of him/her and several others. You say *How could you be so rude?*

6 You've been trying to get in touch with a friend with no luck as his mobile phone number doesn't seem to be working. You ask another friend whether it's worth calling his landline. Your friend says *Yes, you might as well give it a try.*

7 You spent a lot of money getting tickets for a musical for your brother's/sister's birthday, only to discover they went to see it a few weeks ago. You say *I needn't have bothered.*

8 You have had an interview for a job that you really want, but you feel the interview didn't go well. A friend is trying to cheer you up and says that you're probably just being over-critical and it will all be fine. You say *I wouldn't bet on it.*

9 A person on the train sitting next to you starts a conversation by saying *Looks like rain later today*. You reply with *You may well be right.*

10 Your sister calls you to say that her daughter has been invited to audition for a film. Your niece was a talented actor at school so you say *I can well believe it.*

SPEAKING Discussing the news

9 *21st* CENTURY OUTCOMES

- Divide students into small groups and ask them to read through all of the headlines, answering the first question only, just to check understanding.
- When they have done this, they should discuss the second question, thinking about the meaning of each headline carefully in order to fulfil the 21st century outcome of evaluating information critically and competently.
- Finally, each group thinks of two more headlines, about food and diet if possible. Ask groups to read their headlines out to the class, and encourage other students to discuss what the headline means and whether it is a cause for concern.

Answers

1

A The cheap beefburger ranges found in shops are actually made mainly with meat from horses, not cows.

B Food items usually made with milk, e.g. yogurt, are often classed low fat if they're made with skimmed milk, as this is considered healthier than full fat milk. However, these products often contain more sugar, which in itself may be unhealthy.

C Foods such as potatoes, rice, grains are likely to double in price by 2030, causing problems in areas where poorer people rely on the staple foods.

D Insects could be a new foodstuff but people don't like the idea of eating them, which is preventing the possible new trend.

E Nicotine (in cigarettes) is highly addictive, i.e. once people start using it, it's very difficult to stop, but sugar could be even more addictive.

F Nearly half the population are eating too much without even being aware of it.

2 Students' own answers

Photocopiable communicative activity 8.1: Go to page 245 for further practice of modal verbs.

Set Workbook pages 76–77 for homework.

8.3 A contradiction in terms

READING Can business be sustainable?

1

- Remind students of the word *sustainable*, which has come up several times in this unit so far. Ask them to look at the sentences using *sustainable* in pairs and to suggest what the word means in each sentence.

Answers

1 possible to continue for a long time (= I can't continue with that schedule for a long time.)

2 environmentally friendly (= office paper which doesn't harm the environment / exhaust natural resources is from a sustainable source, i.e. one which can be replaced)

- When you have checked their understanding of the meaning, ask students to write two sentences in their pairs to show the two different meanings.
- Ask students to skim through the second comment on page 91 to find another definition of *sustainable*.

2

- Ask students to read all three comments quickly now and to decide which of the sentences reflects the view of each of the writers.
- Ask them to decide which view they agree with most, and think of reasons, before they compare their ideas with a partner.
- Check around the class to see if all of your students share the same view or not.

Answers

a 3 b 2 c 1

3

- Ask students to read the multiple-choice questions, and then to read the comments again, more carefully, and choose the correct answers.
- Check answers, asking students to justify their choices.

Answers

1 a (Green energy is almost always more expensive. Buying from fair-trade certified suppliers significantly increases costs.)

2 b (Companies shouldn't be asking 'How can we make more profit from parading our sustainable credentials?')

3 b (But there is another sense that has gained traction ... Often these two definitions get mixed together or blurred, which is not necessarily a bad thing.)

4 c (A good example [of the two definitions] is the *Same Café* in Denver ... fits the original definition of 'sustainable', but its real aim – to build a healthy community – goes beyond that.)

5 b (... you still have to use electricity to produce them. And if you take your business international, you're going to have to ship the toys by road and air. It's never straightforward.)

6 a (That waste, albeit organic, would otherwise have been thrown into the bin and not put to any good use at all. Small acts, as they say, can change the world.)

4

- Ask students in pairs to look through the comments again and to find the eight expressions.
- Ask them to think about the meanings of the expressions and to decide on a possible synonym for each one.
- Before checking answers around the class, ask students to rewrite the short sections in the comments containing each of the expressions, putting their synonyms in the article instead.

Answers

1 conflict with / go against 2 are sensitive to / are aware of 3 what they do to take the environment into account 4 publically showing how environmentally friendly they are 5 has become more widespread 6 is more than [that] / adds to [that] 7 don't misunderstand me 8 even though it is organic

TEACHING TIP

Putting paraphrases in their place

When you are doing 'synonym' exercises, as in Exercise 4, it's worth encouraging students not to stop at finding a synonym or paraphrase for the word/expression they are working with, but getting them to go a step further by fitting their synonym/paraphrase into the text. This helps them to see how close the replacement is and also consolidates the meaning of the text.

VOCABULARY Synonyms: *-able* and *-ible*

5

- Write the two suffixes from the heading on the board and ask students to call out a few words ending in these suffixes, e.g. *laughable*, *likeable*, *visible*.
- Ask them what the word class of each word is and what they mean. (These suffixes usually denote adjectives. The meanings of the three here are *can be laughed at*, *can be liked* and *can be seen*.) Ensure students realize that these suffixes add the meaning of 'it is possible to' to the root of the word.
- Ask students to go through the sentences deciding which option is the best synonym in each case. Do not check the answers yet.

Answers

2 inevitable (*foreseeable* = can be predicted, *unalterable* = can't be changed)

3 workable (*thinkable* = can be thought of, doable = can be done)

4 credible (*defensible* = can be defended, *acceptable* = accepted by many)

5 agreeable (*reasonable* = sensible, *persuadable* would be expressed as 'persuaded of')

6 doable (or manageable) (*tenable* relates more to ideas)

7 achievable (*quantifiable* = can be counted/quantified)

8 irreversible (*irretrievable* is used of situations, *inevitable* = cannot be avoided)

9 insignificant (*measurable* = can be measured, *manageable* = can be managed)

6

- Ask students to compare their answers to Exercise 5 in pairs, and check quickly round the class.
- In their pairs, or in small groups, they can discuss each statement and decide whether they agree or disagree with it.
- Encourage a few pairs/groups to share any disagreements with the class.
- **Optional step.** Check understanding of a few of the items by asking questions, e.g. *Can you think of something **laudable** that someone in your family/company has done recently? What kinds of activity aren't **viable** in the classroom? What is **unavoidable** when you are learning a foreign language?*

SPEAKING Encouraging good practice

7 21st CENTURY OUTCOMES

- Ask students to read the two scenarios quickly and identify the problem in each one. (a = food waste, b = high energy consumption)
- Tell students to work in small groups and to decide on one of the scenarios to discuss and analyse. Tell them to discuss how to tackle the problem and to make a few notes.

They should reach an amicable agreement on how to tackle the problem, to fulfil the 21st century aim of valuing individual contributions and working to reach a common goal.

- Once they have decided on their plan of action, they should write a brief notice to customers to communicate or reinforce the message. (For a, the plan is likely to involve serving smaller portions, or perhaps offering different-sized portions for customers to choose from. For b, solutions could include lighting that is body-heat triggered, i.e. comes on when a person approaches and turns off afterwards.)

8

- The groups can then present their ideas to the class, reading out their messages. The class should discuss how well each group has tackled the problem and whether the notice to customers achieves its aim of communicating and/or reinforcing their message.
- Alternatively, you could ask each group to pass its notice to customers to another group. The receiving group has to read the message and see if they can work out from it how the problem will be tackled, i.e. whether it communicates the problem and the solution clearly enough.

Photocopiable communicative activity 8.2: Go to page 246 for further practice of words ending in *-able* and *-ible*.

Set Workbook pages 78–79 for homework.

8.4 I'll try anything once ...

READING Today's foodies

1

- Books closed. Ask students to think of the strangest thing they have ever eaten and to share it with the class. Where did they eat it? What did they think of it?
- Books open. Ask students to read the extract from the article (but not the menu extract) and check that they know who Andy Warhol was. They may know his famous paintings of Marilyn Monroe and cans of Campbell's soup.

Background information: Andy Warhol, Unit 9.1, page 133

- Ask them to discuss the question in pairs.

Answer

Warhol liked traditional and simple American food such as hot dogs and cookies; today's 'foodies' are more adventurous, always looking for something different.

2

- Ask students to look through the menu items from Noma and underline all the words they don't understand.
- Tell them to try to describe the items to their partner, helping each other with the words they don't understand. On the basis of their understanding, get them to decide which items seem more experimental, and which they'd like to try.
- Direct them to the explanations on page 176 at the back of the book and ask them if they want to revise their answers from the previous step.

Background information

Noma

Noma, in central Copenhagen, opened in 2003. Its founders wanted to open a restaurant that redefined the cuisine of Scandinavia. It was voted the 'Best Restaurant in the World' by *Restaurant* magazine in 2010, 2011 and 2012.

LISTENING Talking about food

3

- Explain that students are going to listen to three people talking about food. Tell them to listen the first time just to get the general attitude of each speaker towards food.
- 33 Play the recording once.
- Tell students to listen again, this time noting down all the food items they hear mentioned by each speaker.
- Students can check their answers in pairs before you check round the class. Ask them which speaker their attitudes most closely resemble, and whether they'd be happy to try the food mentioned.

Transcript

Speaker 1

I'm pretty conservative in my tastes, actually. You know, where I was brought up in Liguria in Italy we have fantastic food all around us – seafood, herbs, wild mushrooms, olive oil. When you're used to eating these kinds of fresh ingredients, it's not necessary to experiment with food so much. It's not about playing safe, you know; it's just why would you try to eat differently when you already have wonderful traditional cooking made with good quality ingredients? It makes no sense.

Speaker 2

I travel a lot in fact for my work, so I've had to get accustomed to various types of local cuisine. I used to follow that old principle of always choosing something on the menu that you haven't heard of before. But I had a bad experience a few years ago with what turned out to be a sheep's stomach stuffed with goat's curds. So now I generally ask before ordering. I'm happy to give most things a go, though, but I do still feel a bit uneasy about eating anything that involves animals' intestines.

Speaker 3

I don't understand people who just stick to what they know – like ordering the same dish every time they get a Chinese takeaway. I prefer to try out things that I haven't sampled before, particularly if it's something I'm used to being cooked in a certain way and someone has had a different take on it or has done something out of the ordinary with it. Like the other day an Australian friend made some avocado ice cream. Sounds odd, doesn't it? But actually it worked really well.

Answers

Speaker 1: conservative attitude; he mentions seafood, herbs, wild mushrooms and olive oil

Speaker 2: quite adventurous – 'happy to give most things a go'; he mentions a sheep's stomach stuffed with goat's curds and animals' intestines

Speaker 3: adventurous – prefers to 'try things out that I haven't sampled before'; she mentions Chinese takeaways and avocado ice cream

4

- Have students read the three sentences to see if they can complete them without listening again.
- 33 Play the recording again for students to check their answers and complete the sentences.

Answers

1 used to eating, experiment with 2 give, a go, uneasy 3 try out, 'm used

- Focus students' attention on the Useful language box. Ask them to go through the expressions in pairs, indicating which ones apply most to them.

Pronunciation Assimilation and elision

Teaching tip: Assimilation and reduction, Unit 4 opener, page 54

5

- Refer students back to the Authentic listening skills on page 41 of Unit 4 to read more about assimilation.
- Ask them to listen carefully and cross out each sound in the underlined phrases that is lost.
- 34 Play the recording.

Answers

The following sounds are elided:

1 used to 2 most things 3 ask before 4 understand people 5 good quality

- Ask students to practise saying the sentences in pairs.

SPEAKING Attitude to food

6

- Explain that students are going to work together to find out about each others' attitude to food.
- Ask them to work in pairs to think of four questions they could ask to find out people's attitudes to food. They should use some expressions from the Useful language box in their questions.
- If they need help with the questions, you could suggest that they ask about, e.g. students' typical diet, their preferred foods and foods they don't eat, their attitude to food in general, their attitude to experimenting with food.

7

- When the pairs have finished their questions, ask them to find a new partner.
- Each student asks their new partner the questions they have written and answers their partner's questions to find out whether their attitude to food is similar.

WRITING An online guide

8

- Books closed. Ask students to work in pairs to think of three things that they believe characterizes British eating habits and/or table manners. Tell them that they shouldn't think of individual types of food, e.g. fish and chips, but more generally.
- Elicit ideas from around the class to see whether they had all thought of similar things.
- Books open. Get them to scan the online guide quickly to see whether their ideas are mentioned.
- Allow them a couple of minutes to read through the guide quickly and discuss it with their partner. Was there anything in the guide they found surprising?

Background information

Breakfast, lunch, tea, dinner, supper ...

The names of meals in Britain can be quite confusing. The one that doesn't change is breakfast. The meal in the middle of the day is usually called lunch, though it may be referred to as dinner if it's a full meal rather than a snack. Tea can mean either a mid-afternoon snack, e.g. a slice of cake and a cup of tea, or the evening meal, particularly if that is taken quite early. Dinner is usually the evening meal, although that is sometimes referred to as supper ... For some people, however, supper is a small snack before going to bed.

These variations in names of meals are partly due to regional differences but also to the class differences existing many years ago, when upper-class families would eat lunch, afternoon tea and dinner (or supper), but working-class families would be more likely to eat dinner at lunchtime and tea in the evening.

9

• Ask students to look at the guide again and note how the writer draws attention to the key points.

Answer

The writer uses a system of numbering the key points, but also putting bold headings.

Writing skill Participles

10a

• Ask students to look through the text and identify an example of a present participle and a past participle (e.g. present – *having, coming*; past – *taken, called*).

•

• Have them look at sentences 1–6 from the online guide and to check that they understand the transformation from participle to clause shown in 1 and 2.

•

answers round the class.

Answers

3 The sentence would need completely rewriting: Traditional English beer, which generally comes in measures of a pint or half a pint, is served ...

4 as food from the Indian sub-continent is Britain's most popular foreign cuisine

5 which people usually call 'dinner', but which may also be called 'tea' or 'supper'

6 as the latter is considered (to be) particularly off-putting

TEACHING TIP

Participles and participle clauses

To give your students some help with participles, you could tell them that the present participle (*-ing*) is always used with an active meaning, while the past participle (*-ed*) always has a passive meaning. Compare the following:
Using a knife, he carefully opened the box. (= He used a knife to open the box.)
Used carefully, this knife will last forever. (= If it is used carefully, ...)

Participle clauses can express concepts such as reason, condition or result, e.g. *Having forgotten my money, I had to borrow some from my friend.* (reason)

However, one of the most common uses of participle clauses is as reduced relatives, i.e. relative clauses where the subject has been removed:
*The restaurant **opened by Jamie Oliver** is doing really well.* (= which was opened by ...)
*The chef **working in the restaurant** has worked in Noma.* (= who is working ...)

10b

• Ask students to look at the sentences containing full clauses here, which they have to rewrite to use participles/ participle clauses. (See the Teaching tip above.)

• Tell them to rewrite the underlined parts, using participle clauses.

Answers

usually consisting 2 After having finished / After finishing 3 this being 4 found 5 being relatively abundant 6 formerly having been

11 *21st* CENTURY OUTCOMES

• Ask students to work in pairs to discuss any food, eating habits and table manners that they think are common in their country, but also quite different from other countries.

• When they have decided on a few, tell them to write an online guide following the same format as the one in the book, i.e. using numbering, headings, etc. to pick out their points, and possibly using bold and italics if they are writing their guides on computers. They should also try to use some participle structures. Tell them not to go above 250 words. They can do this individually or in pairs, but if in pairs make sure each student has a copy of the text.

12

• Ask students to work with a different partner to exchange their online guides. They should each check their partner's description against the questions in the book. They should then discuss each other's descriptions, pointing out any areas for improvement, to fulfil the 21st century outcome of conveying information in a clear, concise and accessible way.

• When they have finished the checking phase, ask students to discuss the content in the guides. Do they agree with everything in the guide they have read? Did anything surprise them?

• Discuss any interesting customs and habits that have come up in the guides.

▶ Set Workbook pages 80–81 for homework.

▶ Set Workbook Writing 4 on pages 82–83 for homework.

REVIEW 4 | UNITS 7 AND 8

Note: See Teaching tip 3 on page 7 of the Introduction for ideas on how to use the Review lessons.

LISTENING

1

- Books closed. Write *WD-40* on the board and ask students if it means anything to them. It's likely that some students in the class will know the product, so ask them to explain what it is to those who don't know it.
- Books open. Tell students to read the short text about WD-40 to confirm their ideas, or to find out what it is.
- Ask students if they can think of any companies/products that have become synonymous with their function in their country/countries, like Kleenex or Hoover.
- Tell students they are going to hear an interview about WD-40. Ask them to read the statements before they listen.
- 35 Play the recording while students decide whether the statements are true or false.
- Play the recording a second time for them to check their answers and note down reasons for their answers.
- Students can check in pairs before you elicit answers from the class, asking them to justify their answers.

Transcript

Interviewer: *So, how well known is WD-40 around the world?*

Commentator: *Well, in its main markets – the USA and UK – around eighty to ninety per cent of the population have heard of it. [Interviewer: That's incredible] but in other parts of the world it's not quite so well-known.*

Interviewer: *And can you just tell us a bit about its history, how it came into being?*

Commentator: *Yeah, it was originally developed over 60 years ago as a lubricant for a connecting cable of a rocket on the Atlas space missile programme, in San Diego in the USA. The umbilical cord connecting the rocket was rusting and they needed a product that would both displace water and protect the cord from any future corrosion.*

Interviewer: *And those functions are reflected in the name, am I right?*

Commentator: *Yes. WD stands for Water Displacement, and it's called 40 because it was the fortieth formula that the chemists experimented with. Some of the company's employees then took the product and used it for general, domestic purposes: freeing rusted bolts, lubricating bicycle chains, and so on, and little by little its reputation as an all-round releasing agent and lubricator spread – by word of mouth really. That's still the company's strategy in new markets: to develop sales through word of mouth recommendation. They give out free samples so people can test it out and see how effective it is, and then tell their friends.*

Interviewer: *And how often do people buy it? Are they mostly like me – they get one can, use it once or twice and then leave it lying around somewhere?*

Commentator: *Yes, there are certainly a lot of people like you. They say the average household consumer doesn't know how much WD-40 they've got or how much they paid for it. But there are lots of others users who buy it regularly and in large quantities – like garage mechanics, tradesmen of various types: electricians, builders, you know.*

Interviewer: *And its fairly unusual, isn't it, to have a company that's successful with just one product? I mean, there's a reason for that, isn't there? It's pretty dangerous to put all your eggs in one basket. Don't WD-40 worry they'll get bad publicity one day and the whole thing will go pear-shaped?*

Commentator: *Well, of course you're right and that's one reason that a lot of companies diversify. But you could turn that question on its head and say: Isn't it dangerous to diversify? You know, to risk damaging your reputation with another, potentially unsuccessful product? Companies like WD-40 spend a lot of time and money building their brand and they're very careful to protect it. In the USA, they changed the propellant the cans use from butane/propane to CO_2 because CO_2 was safer and less flammable. No one had actually had an accident, but they're constantly looking to prevent any potential bad publicity.*

Answers

1 F (Its main markets are the USA and UK.)

2 F (… it was originally developed as a lubricant …)

3 F (WD stands for Water Displacement.)

4 T (Some of the company's employees then took the product and used it for general, domestic purposes …)

5 T (… to develop sales through word of mouth recommendation. They give out free samples so people can test it out and see how effective it is, and then tell their friends.)

6 T (But there are lots of others users who buy it regularly and in large quantities – like garage mechanics, tradesmen of various types: electricians, builders …)

7 F (It's pretty dangerous to put all your eggs in one basket.)

8 T (… they're constantly looking to prevent any potential bad publicity.)

VOCABULARY Idioms related to food

2

- Explain to students that there are a lot of idioms and expressions based on food in English. See if they can think of any they know in English, and also in their own language.
- Ask them to look at the two idioms from the text (a and b), and discuss with a partner what they mean.
- Check their ideas and then tell them to complete the sentences with the food words in the box.

Answers

put all your eggs in one basket = to rely on one thing/ product/person rather than spreading risk

go pear-shaped = go wrong

1 sardines 2 cake 3 cheese 4 bacon 5 salt 6 potato 7 nut 8 plate 9 butter 10 grapes

Extra activity

Finding more idioms

Write two or three more food idioms on the board, e.g. *something smells fishy, doesn't have a bean to his name, he's/she's as nice as pie*. Ask students to think about what they might mean, and to check their answers in a dictionary/ online. (They mean, respectively, something appears suspicious, be very poor, he's/she's very pleasant.) They can then write sentences to exemplify their use.

Extend this by asking students to find another example or two of food idioms and expressions. They can do this with a dictionary or by looking online. They should then ensure they know the meaning and use of the idiom/ expression. This can be done at home rather than in the class. In the next class, students can work in small groups to share idioms and test each other, e.g. by writing gapped sentences, omitting the food word, and seeing if other students can guess what the word is.

GRAMMAR

3

- Remind students of the comparative forms they studied in Unit 7, and give them time to re-read the Grammar summary on page 155 if necessary.
- Tell them to unjumble the words in brackets to complete the sentences.
- When they have finished, check answers around the class.

Answers

1 the better you can focus on each one

2 I would much rather have a bigger range

3 The more products you have, the more choice there is for customers.

4 A company is far less likely to go out of business

5 they would just as soon stick to what they know

6 your product is the best of its kind available

4

- Remind students of the modal verbs they have studied in Unit 8, and let them re-read the Grammar summary on page 157 if they wish.
- Tell them to read the conversation and complete it with modal verbs. Make sure they realize that there may be more than one answer for some gaps.
- Elicit the answers in whole-class feedback, asking students to justify their answer where there is more than one possibility.

Teaching tip: Grammar choices, Unit 4.2, page 62

Answers

1 have/need 2 must/should 3 would 4 may/could/ might 5 will / should / ought to 6 have/need 7 can't 8 should/would/could/might/may

VOCABULARY

5

- Ask students to match the words in list A with those in list B with similar meanings.
- Elicit answers from the class.

Answers

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

6

- Ask students to complete the sentences with words from the idioms they learned in Unit 7.
- Have them check in pairs before you elicit answers.

Answers

1 devil 2 spoilt 3 brainer 4 judgement 5 bets 6 plunge

SPEAKING

7

- **Optional step.** Ask students if they can think of any really successful companies in their country, and what they know about their road to success. Discuss as a class.
- Ask students to work in pairs and then direct them to the questions in the book. Allow them to think about multinational companies as well if they can't think of any in their own country.
- Discuss the answers as a class.

Suggested answers

1 It's difficult to find truly single-product companies, but a couple that haven't diversified very much are Tempur, who make mattresses and pillows, and have moved into bed design; and Gorilla Glue, who make a strong type of glue, but they have also produced DIY guides, based on using the glue.

2 An obvious example of a successful company that has diversified hugely is Amazon, starting from selling books online, but now selling just about everything online.

3 Students' own answers

IMPROVE YOUR WRITING Avoiding repetition

TEACHING TIP

Avoiding repetition

Before students do this writing activity, it might be a good idea to recap with them the ways that we avoid repetition in writing.

The first 'rule' of avoiding repetition is to vary the vocabulary used. Encourage students to use a thesaurus if necessary to avoid using the same word several times in a piece of writing.

Replacing nouns / noun phrases: ensure that students know to use a variety of pronouns, i.e. not just personal pronouns (*he/she/they*, etc.) but also demonstrative pronouns (*this/that/these/those*), quantifiers (*some/all/both/neither/none*, etc.) and pronoun-like words, e.g. *one(s), other(s).*

Replacing verbs / verb phrases: verbs can often be omitted and the relevant auxiliary used instead, e.g. *Her husband came with her, as* ***did*** *their five children.* Otherwise actions can be substituted by *do it/that*, e.g. *He wanted me to lie on the form but I couldn't* ***do it.*** We use *do so* for a series of actions or a less specific activity, not a single, clear action, e.g. *I asked him to find out more and he said he'd* ***do so.***

8

- Ask students how they avoid repeating themselves when they write in their own language, and then whether they use the same strategies in English.
- Let them read through the instructions quickly and then expand if necessary on the ways we can avoid repetition in English, using the Teaching tip above.
- If necessary, go through the first item or two with students to check they are clear about what they have to do. Then ask them to change the underlined words and phrases to avoid repetition.
- If you wish, ask students to work in pairs for this, discussing each change.

Suggested answer

The two graphs illustrate the average time taken by customers, men and women, to make purchasing decisions with different products. The first graph ~~illustrates~~ *shows* the average time taken to ~~purchase~~ *buy* a washing machine and the second ~~graph~~ *one* ~~illustrates the average time taken~~ *how long it takes people on average* ~~to purchase~~ *for* a pair of jeans.

We can see from the ~~graphs~~ *diagrams/data* that while people take on average six days to make a purchasing decision on a washing machine, they take only twenty minutes to ~~make a purchasing decision on~~ *do the same with / do so with* a pair of jeans. We can also ~~see~~ *notice/observe* that the time taken by men is on average shorter than ~~the time~~ *that* taken by women. So the graphs clearly ~~illustrate~~ *indicate* that people take longer choosing some products than ~~other products~~ *others*, but perhaps another conclusion we can draw is that people ~~take longer choosing~~ *spend more time when selecting / do so with* a high-priced item compared to a low-priced ~~item~~ *one.*

9

- If students worked alone in Exercise 8, ask them to find a partner; if they worked in pairs, ask them to work with a second pair. They should compare their versions of the description. They should identify any changes that were different and highlight them.
- Discuss the differences in the class: were both versions equally as valid? Accept any version that avoids repetition and is correct.

9 Internet sensation

UNIT AT A GLANCE

THEMES: The Internet and how it is used in the world today, individuals' Internet presence

TED TALK: *Why videos go viral.* Kevin Allocca talks about the types of videos that go viral and what it is that makes them go viral

AUTHENTIC LISTENING SKILLS: Dealing with accents: British and American

CRITICAL THINKING: Making assumptions

PRESENTATION SKILLS: Being clear and to the point

GRAMMAR: Gradability

LANGUAGE FOCUS: Collocations with intensifying adverbs

VOCABULARY: New Internet words

PRONUNCIATION: Stress in opinion giving

READING: *The medium is the message, Your online identity*

LISTENING: Is it ethical?

SPEAKING: Life without the Internet, Create a sharing website, Giving and explaining opinions

WRITING: An online professional profile

WRITING SKILL: Compound nouns: adjective + noun and noun + noun collocations

LEAD IN

- Books closed. Ask students to take two minutes to list all the reasons they use the Internet. When they have finished, run through the reasons and list them on the board. If no one has mentioned YouTube, add it to the list and ask if they watch YouTube videos. Ask why they watch them. Then tell students that the TED Talk for this unit is called *Why videos go viral.*

TEDTALKS

BACKGROUND

1

- Books open. Direct students' attention to the photo on page 96 and ask if any students recognize it. If so, invite a volunteer to explain why it is the opening photo of the unit. If none of your students recognize it, explain that it is a still from one of the most viewed videos on YouTube: Charlie bit me / Charlie bit my finger, where the baby, Charlie, is seen biting his brother's finger. If you can access the Internet in class, find the video on YouTube and play it for the class; it is less than a minute long.
- Ask students to read the text about Kevin Allocca and his talk, and ask if they'd like his job. Why? / Why not?
- Ask them to identify and paraphrase his idea worth spreading, i.e. that entertainment will be made by everyone in the future, not just 'entertainers'. Do they agree?
- Ask them to work in pairs to answer the questions about Kevin Allocca and his talk. Discuss the answers as a class.

Answers

1 Because he watches YouTube videos for a living.

2 parodies, tributes and reply videos

3 Students' own answers (but see Background information)

Background information

Viral videos

A viral video is one, usually a short clip, that has become extremely popular just because people have sent it around the Internet to family and friends. Videos can become viral for different reasons: they can be short sketches from TV programmes, often comedies; they can be amusing home videos; they can be real-life events that have been filmed on someone's phone and uploaded, and these can include newsworthy events; they can be music videos. There have been different opinions as to what exactly it means to go viral, in terms of number of views in how long a period, but a definition given in 2011 was 'more than five million views in three to seven days'.

Recent well-known viral videos, apart from 'Charlie bit my finger', have been the Korean rapper Psy with his video 'Gangnam style', a baby panda taking its first steps, a 15-year-old boy filming himself having an imaginary fight with a Star Wars 'light sabre', and a cat playing the piano.

KEY WORDS

2

- Ask students to read through sentences 1–6 (without looking at a–f) and try to guess the meaning of the words in context. Elicit some suggestions and write them on the board. Then students can check to see if any of their ideas are in a–f. (Alternatively, you could follow the procedure outlined in Teaching tip 4 on page 7 of the Introduction.)
- Ask students to match the bold words and the definitions, and check the answers round the class.

Answers

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

• Then ask students to discuss the questions in pairs. Monitor as they are doing so to check understanding of the words.

• **Optional step.** Tell students that we can combine other words with *maker* to form different compounds. Ask if they can think of any others. (Ones they may know are *film-maker*, *holiday-maker*, *pacemaker*.)

AUTHENTIC LISTENING SKILLS Dealing with accents: British and American

3a

• If you have some students in your class who have learned American English, divide the class into groups with one of the American English learners in each group. Write a few words which are pronounced very differently in the two varieties on the board: *tomato, aluminium, can't, student*. The groups discuss the differences. If you don't have anyone in the class who is very familiar with American English, you could just ask if they know of any pronunciation differences.

• Ask students to look at the examples of different phonemic features between the two varieties in the Authentic listening skills box and check that they understand what the differences are. Say the example words both ways if you can.

• Ask students to look at the opening sentence of Kevin Allocca's talk and elicit attempts from students to say the six words in an American accent.

• 36 Play the recording for students to listen and check.

• Have students say the words with the British pronunciation, and check they can hear the difference.

3b

• Explain that students are going to listen to another extract from the talk, and write a few words as they listen.

• 37 Play the extract and ask students to complete it, then to check their answers with a partner.

Answers and transcript

An entire remix [1]*community* [2]*sprouted* up that [3]*brought* it from being just a stupid joke to something that we can [4]*all* actually be a [5]*part* of.

Note: Remind your students to watch the TED Talk at home before you move on to Unit 9.1 in the class. Ask them to get a basic idea of each video that Kevin Allocca shows.

9.1 Why videos go viral

TEDTALKS

1

• Check that students watched the video at home and ask if they enjoyed the viral videos shown on it. If some students didn't watch the video at home, you could ask others to give a very brief description of each one, but they shouldn't go into too much detail as that is the focus of this exercise.

• Explain that students are going to watch the whole talk (again) and they should make notes about each video in order to be able to describe them at the end.

• 9.1 Play the whole talk.

• Ask students to work in pairs and to compare the notes they took.

• Elicit descriptions of the videos from students who watched the video for the first time in class (if there are any).

Transcript

0.12 *Hi. I'm Kevin Allocca. I'm the trends manager at YouTube, and I professionally watch YouTube videos. It's true. So we're going to talk a little bit today about how videos go viral and then why that even matters. We all want to be stars – celebrities, singers, comedians – and when I was younger, that seemed so very, very hard to do. But now Web video has made it so that any of us or any of the creative things that we do can become completely famous and a part of our world's culture. Any one of you could be famous on the Internet by next Saturday. But there are over 48 hours of video uploaded to YouTube every minute. And of that, only a tiny percentage ever goes viral and gets tons of views and becomes a cultural moment. So how does it happen? Three things: tastemakers, communities of participation and unexpectedness. All right, let's go.*

1:04 *(Video) Bear Vasquez: Oh, my God. Oh, my God. Oh, my God! Wooo! Ohhhhh, wowwww!*

1:18 *KA: Last year, Bear Vasquez posted this video that he had shot outside his home in Yosemite National Park. In 2010, it was viewed 23 million times. (Laughter) This is a chart of what it looked like when it first became popular last summer. But he didn't actually set out to make a viral video, Bear. He just wanted to share a rainbow. Because that's what you do when your name is Yosemite Mountain Bear. (Laughter) And he had posted lots of nature videos in fact. And this video had actually been posted all the way back in January. So what happened here? Jimmy Kimmel actually. Jimmy Kimmel posted this tweet that would eventually propel the video to be as popular as it would become. Because tastemakers like Jimmy Kimmel introduce us to new and interesting things and bring them to a larger audience.*

2.06 *(Video) Rebecca Black: It's Friday, Friday. Gotta get down on Friday. Everybody's looking forward to the weekend, weekend. Friday, Friday. Gettin' down on Friday.*

2.18 *So you didn't think that we could actually have this conversation without talking about this video I hope. Rebecca Black's 'Friday' is one of the most popular videos of the year. It's been seen nearly 200 million times this year. This is a chart of what it looked like. And similar to 'Double Rainbow', it seems to have just sprouted up out of nowhere.*

2.37 *So what happened on this day? Well it was a Friday, this is true. And if you're wondering about those other spikes, those are also Fridays. (Laughter) But what about this day, this one particular Friday? Well Tosh.0 picked it up, a lot of blogs starting writing about. Michael J. Nelson from Mystery Science Theatre was one of the first people to post a joke about the video on Twitter. But what's important is that an individual or a group of tastemakers took a point of view and they shared that with a larger audience, accelerating the process.*

3.11 *And so then this community formed of people who shared this big inside joke and they started talking about it and doing things with it. And now there are 10,000 parodies of 'Friday' on YouTube. Even in the first seven days, there was one parody for every other day of the week. (Laughter) Unlike the one-way entertainment of the twentieth century, this community participation is how we become a part of the phenomenon – either by spreading it or doing something new with it. (Music)*

3.41 *So 'Nyan Cat' is a looped animation with looped music. It's this, just like this. It's been viewed nearly fifty million times this year. And if you think that that is weird, you should know that there is a three-hour version of this that's been viewed four million times. (Laughter) Even cats were watching this video. (Laughter) Cats were watching other cats watch this video. (Laughter)*

4.26 *But what's important here, what's important here is the creativity that it inspired amongst this techie, geeky Internet culture. There were remixes. (Laughter) Someone made an old-timey version. (Laughter) And then it went international. (Laughter) An entire remix community sprouted up that brought it from being just a stupid joke to something that we can all actually be a part of. Because we don't just enjoy now, we participate.*

5.15 *And who could have predicted any of this? Who could have predicted 'Double Rainbow' or Rebecca Black or 'Nyan Cat'? What scripts could you have written that would have contained this in it? In a world where over two days of video get uploaded every minute, only that which is truly unique and unexpected can stand out in the way that these things have. When a friend of mine told me that I needed to see this great video about a guy protesting bicycle fines in New York City, I admit I wasn't very interested.*

5.43 *(Video) Casey Niestat: So I got a ticket for not riding in the bike lane, but often there are obstructions that keep you from properly riding in the bike lane.*

6.03 *By being totally surprising and humorous, Casey Niestat got his funny idea and point seen five million times. And so this approach holds for anything new that we do creatively. And so it all brings us to one big question ...*

6.21 *(Video) Bear Vasquez: What does this mean? Ohhhh. (Laughter)*

6.28 *What does it mean? Tastemakers, creative participating communities, complete unexpectedness, these are characteristics of a new kind of media and a new kind of culture where anyone has access and the audience defines the popularity. I mean, as mentioned earlier, one of the biggest stars in the world right now, Justin Bieber, got his start on YouTube. No one has to green-light your idea. And we all now feel some ownership in our own pop culture. And these are not characteristics of old media, and they're barely true of the media of today, but they will define the entertainment of the future. Thank you. (Applause)*

Answers

1 Bear Vasquez: the video is a fairly static view of a double rainbow in the sky, with Bear Vasquez's voice in the background exclaiming and laughing. It was viewed 23 million times in 2010.

2 Rebecca Black: the video shows a group of five young people in a car singing the song *It's Friday*. Nearly 200 million views this year.

3 Nyan cat: a looped animation of a cat moving against a coloured background. Nearly fifty million views this year.

4 Casey Niestat: Casey cycling along talking to camera, protesting about being fined for not keeping to the cycle lane, when the cycle lane has obstacles. He then proceeds to crash into several obstacles falling off his bike each time. Five million views.

Note the differences in British English and North American English shown at the foot of the spread. In this unit, these focus on the pronunciation differences presented in Authentic listening skills. See Teaching tip 1 on page 6 of the Introduction for ideas on how to present and practise these differences.

2

- Ask students to think about the purpose of each of the videos. Play the talk again if necessary.
- Ask students to check their answers with a partner before you elicit them from the class.

Answers

1 c Bear Vasquez: sharing a personal moment

2 a Rebecca Black: commercial

3 b Nyan Cat: entertainment

4 d Casey Niestat: social or political commentary

- **Optional step.** Ask students what other purposes there can be of YouTube videos. (Possibilities include: informative, instructional, educational, charitable and persuasive.)

3

- Ask students to watch the first part of the talk and make notes to answer the questions.
- ▶9.1 Play the first part of the talk from 0.12–2.06.
- Ask students to discuss their answers in pairs, then elicit answers around the class.

Answers

1 He says that we all want to be stars (celebrities, singers, comedians).

2 Over 48 hours of video was being uploaded to YouTube every minute, but only a tiny percentage goes viral.

3 tastemakers, communities of participation and unexpectedness

4 Yosemite Mountain Bear

5 A tastemaker, Jimmy Kimmel, posted a tweet to a friend saying it was possibly the funniest video he'd seen, which propelled the video to go viral / brought it to a larger audience.

4

- Ask students to read the sentences and choose the correct answers if they can remember them.
- ▶9.1 Play the second part of the talk from 2.06–5.15 while students check their answers.

Answers

1 tastemakers 2 parodies 3 three-hour 4 creative

5

- Ask students to discuss the questions in pairs and see how much they can remember.
- Then tell them to watch the last part of the talk and answer the questions.
- ▶9.1 Play the third part of the talk from 5.15 to the end. Check answers by nominating individuals around the class.

Answers

1 uniqueness and unexpectedness 2 a fine for riding his bicycle out of the bicycle lane 3 surprise, humour 4 No one has to green-light your idea. You put it out there and the audience decides. 5 we feel some ownership in it

VOCABULARY IN CONTEXT

6

- ▶9.2 Play the clips from the talk. When each multiple-choice question appears, students choose the correct definition.

Transcript and subtitles

*1 And so then this community formed of people who shared this big **inside joke** and they started talking about it and doing things with it.*

- ***a** a joke shared by a certain group of people*
- ***b** a joke found on the Internet*
- ***c** a joke that needs expert knowledge to understand*

2 But what's important here is the creativity that it inspired amongst this techie, geeky internet culture.

- ***a** skilled with new technology but lacking common sense*
- ***b** proud of your ability to understand technology*
- ***c** excessively enthusiastic about a very specialized subject*

*3 There were remixes. Someone made an **old-timey** version. And then it went international.*

- ***a** slow and following simple rules*
- ***b** old-fashioned, belonging to a previous era*
- ***c** attractive to an older audience*

*4 And so this approach **holds for** anything new that we do creatively.*

- ***a** is to be avoided with*
- ***b** is valid for*
- ***c** is valuable for*

*5 Justin Bieber got his start on YouTube. No one has to **green-light** your idea.*

- ***a** show appreciation for*
- ***b** say something is original*
- ***c** give permission for*

*6 And we all now **feel** some **ownership** in our own pop culture.*

- ***a** feel we can be involved in and influence*
- ***b** feel we can legitimately make money from*
- ***c** feel we can master and be successful in*

Answers

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

TEACHING TIP

Word creation

There are some fairly standard ways of creating new words in English, particularly new adjectives, which students of an advanced level can play around with. Two of the most common of these are the suffixes *-y* and *-ish*. Adjectives ending in *-y* are very common and are often formed from nouns or verbs, e.g. *sunny*, *scary*, so it's quite common to create new words like this, as in the two in Vocabulary in context: *geeky* and *old timey*. *Old timey* is an example of creating an adjective from something usually only used as a compound noun, *old times*. Another example of creating adjectives from nouns (not really recognized as adjectives) is *arty* and *crafty*.

The suffix *-ish* is used to suggest approximation, or similar to, and is often added to adjectives, e.g. *greenish eyes*, *it's getting late-ish*, *she's youngish*. Some adjectives ending in *-ish* have become established, e.g. *childish*.

7

• ▶9.3 Play the clips from the talk. As the recording pauses at the gap in each sentence, ask students to think about which word can fill the gap and note their answers. (You will need to pause the recording yourself.) They can check with another student at this point, and together list collocations they think are possible in the gap.

• Start the recording again for students to check their answers.

Answers and transcript

1 … only a tiny percentage ever goes viral and gets *tons* **of** views and becomes a cultural moment.

2 Jimmy Kimmel *posted* **this tweet** that would eventually propel the video to be as popular as it had become.

3 But he didn't actually **set** *out* to make a viral video, Bear. He just wanted to share a rainbow.

4 But what's important is that an individual or a group of tastemakers *took* **a point of view** …

5 An entire remix community sprouted up that brought it from being just **a** *stupid* **joke** to something that we can all actually be a part of.

6 In a world where over two days of video get uploaded every minute, only that which is truly unique and unexpected can **stand** *out* in the way that these things have.

7 I mean, **as** *mentioned* **earlier**, one of the biggest stars in the world right now, Justin Bieber, got his start on YouTube.

8 And these are not characteristics of old media, and they're barely **true** *of* the media of today …

Note: Make sure that students realize that the collocations used are in some cases just the choices of the speaker. Most of the expressions in this exercise are not actual collocations: 1 is a number and there are several numerical expressions with *of* – *lots of, plenty of, hundreds of*; 2 is a fairly stable collocation, but a tweet can also be *sent*; 3 is a phrasal verb – *set out to do something* = intended to do something; 4 we can also *share* a point of view and *have* a point of view; 5 we could also say a *silly* joke; 6 is a phrasal verb – *stand out* = be distinctive; 7 *as mentioned earlier* is very common, but we could also say *as stated earlier*; 8 *be true of* is fairly fixed but we could also say *be true for*.

8

• Ask students to complete the sentences in their own words, before comparing their ideas with a partner. Monitor to help them with ideas.

• Ask students to share and discuss some of their sentences.

Possible answers

1 … a lot of really normal people write software. / in fact, software developers are often really sociable people.

2 … adverts / shopping opportunities / very strange websites …

3 Students' own answers

CRITICAL THINKING Making assumptions

9

• Before doing the exercise, ask students to explain what they understand by making assumptions (accepting something as true without questioning it). Ask if they have ever made an assumption and then realized they were totally wrong, for example, making the assumption that something costs a particular amount of money without checking.

• Ask students to read the instructions and then discuss the questions in pairs.

• Elicit feedback from the class.

Suggested answers

1 He assumed that they would all be interested in both watching videos on the Internet but also in putting videos on it themselves.

2 Students' own answers

10

• Ask students to read through the comments quickly. If they are a bit confused about the second comment and the mention of Andy Warhol, tell them something about him. (See Background information below.)

• Tell students to discuss in pairs which ones confirm the assumptions about his audience, and which are closest to their own views.

• Elicit feedback around the class.

Answers

Jean-Philippe seems not to confirm the assumptions as his use of the term *vacuous* about the Nyan cat video suggests he isn't interested in YouTube videos. Estelle confirms the assumptions and Marco does to a certain extent, although he suggests that he's cynical about the motivations of the tastemakers.

Background information

Andy Warhol

Andy Warhol (1928–1987) was an American artist born in Pittsburgh, Pennsylvania, USA, and became a leading figure in the post-war pop art movement. He is famous for paintings of everyday objects such as Coca-Cola bottles and Campbell's soup cans, repeated many times in the frame. Another of his paintings featured the image of Marilyn Monroe, the famous actress. He was a controversial figure and was at the heart of the bohemian art and music scene in New York.

He used the expression *In the future, everyone will be world-famous for 15 minutes* in a programme for an exhibition of his work, which has become a byword for young people who seek celebrity.

PRESENTATION SKILLS Being clear and to the point

11

- Ask students what they noticed about this TED Talk in comparison with most they've watched. (It was quite short.) Ask if that suggests that Kevin Allocca kept 'to the point'.
- Tell them to work in pairs to discuss the questions and note down their ideas. (For example, they may suggest reading the talk after they've written to ensure there are no unnecessary points in it, or getting someone else to check it for them.)
- Discuss their ideas as a class, but do not confirm them or otherwise at this point.

12

- Ask students to read the Presentation tips box and see whether their ideas were the same as the tips in the box.
- Ask if they agree with the ideas in the box.

13

- Ask students to watch the clip from the talk to check whether Kevin Allocca repeats himself or whether he kept to the point.
- 9.4 Play the clip from the talk and ask students to discuss the questions in pairs.
- Elicit answers from around the class.

Suggested answers

He does keep to the point and there is little repetition at all in this short section of the talk. Students may mention some repetition by paraphrase, e.g. *goes viral and gets tons of views and becomes a cultural moment*, but here Kevin Allocca is just clarifying exactly what he means by 'goes viral'. He also exemplifies what he means by stars (celebrities, singers, comedians), but again, this is clarifying rather than repeating.

14

- Ask students to work with a partner and to think of a YouTube video that has made an impact on them, using the list to help them, if necessary. They should discuss their ideas and decide which one to work with.
- Together, they think about the language they need to use to describe the video and why it made an impact on them, bearing in mind the whole time that they are clear and keep to the point.
- Tell them to write a few sentences about their chosen video

15

- Ask pairs to split up and each find a new partner.
- Ask students in their new pairs to take turns in presenting their chosen video. The student listening should take notes of whether they understood everything, i.e. was enough information included? They should also take note of whether the information was clear and to the point.
- When both students have finished their presentation, they should discuss them in pairs.

Set Workbook pages 84–85 for homework.

9.2 Completely lost without it

GRAMMAR Gradability

1

- Books closed. Write on the board: *the Internet – good for society? / bad for society?* Ask students to work individually to write down two or three ways in which they believe the Internet has been good for society and two or three ways in which it has been bad for society.
- Ask students to discuss their ideas in pairs and see if they agree with each other.
- You could elicit the advantages and disadvantages at this stage and list them under the headings on the board. You might find that what some students consider an advantage may be considered a disadvantage by others. (See Extra activity on page 135.)

Answers

Students' own answers, but the most likely answers are that the Internet is good for society in that it makes communication easier and faster, it makes knowledge easily available to everyone and it allows everyone a say in their society. It is bad for society in that it tends to be an isolating factor, i.e. people spend more time at home online, and it might encourage crime.

2

- Books open. Now ask students to look at the infographic and consider the questions.
- Elicit feedback from the class, encouraging students to give reasons for their answers.

3

- Explain that students are going to listen to someone discussing the impact of the Internet in some of the areas covered in the infographic. Explain that they should try to complete the notes with words from the recording while they listen the first time.
- 38 Play the recording for students to complete the notes.
- Play the recording again while they listen more generally, both to confirm that they completed the notes correctly and also to be able to answer questions a and b.
- Give them time to check in pairs before opening the discussion to the class.

Transcript

Measuring the impact of the Internet and the value that it's brought to society as a whole is not an easy task. What strikes you first when you look at the statistics is that the distribution of the Internet is still extremely unequal – there are over four billion people in the world with no access to it, mainly because they have either a very limited or often no regular supply of electricity. Where access is greater, in developed countries, some say its impact on the economy is still fairly modest – representing around five per cent of GDP in the US and eight per cent in the UK. That is not insignificant, but it's small compared to what IT and business analysts originally forecast. They're rather prone to talking its effects up – as they are with any new technology – and they predict that the Internet will drive the economy of the future, creating completely new industries and new jobs. Such estimates are probably wildly exaggerated, particularly with regard to jobs, because what we see with the Internet is that it doesn't so much create new things as make existing things more efficient. And quite often efficiencies equal job losses, not job creation. It's widely accepted that a high sales-per-employee ratio is a good indicator of business success and you only have to look at the figures for companies like Google and Amazon to see that they've managed to create huge revenues with relatively small workforces. That's not to say that I think the Internet is not having and won't have a positive impact in the future. I'm absolutely certain it will. In the west, it is helping consumers to find the products that are right for them and to find better deals, and it has totally transformed the way we communicate and access information – in that respect, it's now deeply integrated into our daily lives.

Answers

1 unequal 2 modest 3 losses 4 deals
5 transformed

a The commentator is fairly neutral: much of what he mentions is negative, such as job losses caused by the Internet, but he does finish on the positive note that it helps consumers and has transformed communications.

b Most of what he says supports the information in the infographic, but he suggests that the figures about job creation aren't correct.

Extra activity

Debating the Internet

As students have been considering the impact of the Internet up to this point, this would be a good time for a debate on its effects. If you listed the advantages and disadvantages of the Internet on the board in Exercise 1, you can use that as a starting point, and add to it from the lesson so far if you wish.

Give the debate a title, e.g. *The Internet has improved our lives immeasurably.* Divide the class into half, one side for the motion (the title) and the other against it. If you want, you can allow students to move from one side to the other according to their opinion, but that could become a lopsided debate. Each side should choose a spokesperson (proposer/opposer), and if you have time a seconder too. The proposer/opposer presents the arguments for/against the motion and the seconder adds to them.

Give the sides ten to fifteen minutes to prepare their arguments. Then invite the proposer to give a brief speech outlining the arguments for, after which the opposer does the same with arguments against. If you also have seconders, they present their arguments after the proposer and opposer have spoken. Once they have all spoken, the debate is opened to the 'floor', i.e. everyone else. At this point, the rest of the class can ask questions of the spokespeople; they don't have to stick to the side they were given at the beginning. Tell them they should listen to all of the speakers with an open mind.

After a time decided by you, stop the debate and have a class vote for or against the motion.

4

- Direct students' attention to the Grammar box. Ask them to read all the sentences and answer questions a–e.
- Students can check their answers and overall understanding of gradability by turning to the Grammar summary on page 159. If you feel that students need more controlled practice before continuing, direct them to Exercises 1–3 in the Grammar summary. Otherwise, you could continue on to Exercise 5 in the unit and set the Grammar summary exercises for homework.

Teaching tip: adverb-adjective collocations, Unit 4.1, page 59

Answers

a gradable adjectives: limited, modest, prone, new, integrated; ungradable adjectives: unequal, certain

b extremely, very, completely, absolutely, deeply

c fairly, rather

d *quite* qualifies another adverb in 8, an adverb of frequency (*often*) and *totally* qualifies a verb in sentence 9.

e *extremely*, *very* and *completely* are interchangeable; *rather* and *fairly* are interchangeable (also with *quite* in one of its meanings)

Answers to Grammar summary exercises

1

1 U 2 G 3 G 4 B* 5 U 6 G 7 B 8 G 9 G
10 U 11 U 12 B 13 G 14 G

* *original* has two meanings: unique, where it is ungradable, and fresh, new, where it is gradable.

2

1 1 quite 2 very 3 pretty 4 reasonably 5 really

2 1 completely 2 really 3 rather 4 extremely

3 1 a bit 2 incredibly 3 absolutely 4 fairly

4 1 really 2 fairly 3 rather 4 absolutely 5 utterly

3

Students should cross out:

1 incredibly 2 quite 3 absolutely 4 extremely
5 somewhat 6 fairly 7 entirely 8 really

5

- Ask students to read through the text by another commentator, taking particular note of the words in bold. Tell them to go through it again replacing the adverbs in the text with those in the box.
- Allow them to check in pairs and make a note of anywhere they differ for you to discuss as you go through with the class.

Suggested answers

1 quite/somewhat (though *quite* is the only possible option for 8) 2 incredibly 3 absolutely 4 totally/quite 5 entirely 6 virtually 7 utterly 8 quite

Extra activity

Word substitution

An interesting way of getting advanced-level students to focus on nuances between words that are very similar in meaning and use is to practise word substitution in texts. Take a text, preferably one that reflects the interests of students, and go through and identify a few words that could be substituted by other similar words. You could focus on a particular word class, according to what is being studied at the time, or the words could be quite random. When you have identified the words, you should think of (near) synonyms yourself.

There are two exercises you can do from here: either go through a copy of the text removing the words you've identified, substituting them with their synonyms and underlining them. Give the text to students and ask them to find substitutes for the underlined words. When they have done it, you can give them a copy of the original text for them to see how closely their version resembles it.

Alternatively, remove the words you've identified from the text completely, give students the text and ask them to think of words for the gaps, either without any help, or with a word pool of both the words from the text and the synonyms you identified. Again, students can then compare their versions with the original.

6

- Ask students to look at the pairs of sentences with a partner. Tell them they have to decide whether the meanings of the two sentences in each pair are the same or different, and if different, what is the difference.
- Monitor as students are doing this and make notes for the feedback discussion of any difficulties.
- Elicit feedback from the pairs.

Answers

1 The meaning is the same but *absolutely* is stronger than *very*, so it is a difference of degree.

2 The meaning is different: in a) *quite* means 'absolutely' but in b) it has the meaning of 'fairly'.

3 The meaning is different: in a) *simply* means 'absolutely' but in b) *simply* refers to the style, i.e. 'designed in a simple way'.

4 The meaning is the same but *rather* in a) means 'fairly' but in b) it has the meaning of 'very', i.e. to a large degree, and is understating. (It could also be introducing a surprising fact.)

5 The meaning is the same. Note that *dead* is ungradable, whereas *booked* is gradable (i.e. the restaurant can be partially booked).

6 The meaning is different: in a) *badly* means 'very', 'a lot' but in b) it refers to the writing, i.e. written in a bad way.

LANGUAGE FOCUS Collocations with intensifying adverbs

7

- Ask students to complete the sentences and indicate when they have finished.
- Write on the board *1 widely / wildly / wisely* and ask students to put their hands up when you read each word out (i.e. to indicate which word they chose); write the number of students who chose each word under the word.
- Do the same with 2, then give students the answers.
- Direct students to the Grammar summary on page 159 to read more about collocations with intensifying adverbs. They can then either do Exercises 4 in the Grammar summary for more practice, or they can do this for homework and can move directly on to Exercise 8.
- Students can also do Exercise 5 in the Grammar summary now, which is practice in all the work presented in the unit, or it can be left for homework.

Answers

1 wildly 2 widely

Answers to Grammar summary exercises

4

1 astronomically/ridiculously, heavily 2 well, ridiculously 3 greatly, strictly 4 widely (believed), vitally 5 bitterly 6 highly, distinctly

5

1 ~~absolutely~~ → very/really/utterly/totally/extremely
2 ~~have quite~~ → haven't quite / have almost (nearly)
3 ~~very~~ → really / (an) absolutely 4 ~~a quite~~ → quite a / a fairly (rather/very) 5 ~~like really~~ → really like / like … a lot 6 ~~totally~~ → really/extremely

- **Optional step.** Ask students to write a sentence including the word *wisely*, e.g. *When the clock struck midnight, we wisely decided to go home as we had work the next day.*

8

- Ask students to work with a partner and choose the adverb which collocates with the following word or phrase in each case.
- Elicit answers around the class, but to be sure to encourage students if they get the collocations wrong: by their very nature collocations have to be learned and students may not know all of the ones in this exercise.

Answers

1 desperately 2 severely 3 fully 4 readily 5 highly 6 painfully 7 distinctly 8 deeply 9 extraordinarily 10 sincerely

TEACHING TIP

Collecting collocations

If your students don't already do so, it's a good idea for them to collect collocations as they come across them. They could have a collocations section in their notebooks or online where they can write/input new collocations when they meet them in exercises, in texts or in their everyday lives. To make them easier to access, they could organize them either according to topic, or according to type, i.e. adverb + adjective, verb + noun, etc. As with all vocabulary, an example that puts the collocation into a context would help them to remember it.

SPEAKING Life without the Internet

9 *21st* CENTURY OUTCOMES

- Give students a few minutes to read through the questions and think about their own answers, making a note of them, if necessary.
- Divide them into pairs or small groups to discuss the questions. At the same time, they could discuss what they think each one tells them about an individual's relationship with the Internet.

10

- When they have finished, ask them to work individually to write about their partner's level of dependence on the Internet. If they worked in small groups, ensure they all know which student they are going to write about, and ensure that no student is omitted.
- They then show each other what they have written and discuss to what degree they agree with their partner's assessment. They should be open to constructive criticism to fulfil the 21st century outcome of understanding the importance of technology in life and work.
- When they have finished working in pairs, open the discussion to the class. Do they feel that they are too dependent on the Internet? Why? What can they do about it?

Photocopiable communicative activity 9.1: Go to page 247 for further practice of gradability and intensifying adverbs.

Set Workbook pages 86–87 for homework.

9.3 Same old

READING The medium is the message

1

- Ask students to look at the photo on page 103, and to predict what the reading/lesson will be about. (They will probably say finding information on the Internet.)
- Then focus attention on the title of the lesson: *Same old*, and ask if students understand what it means. (We tend to use the expression *Same old, same old* when nothing has changed. For example, if a friend or colleague is always late and promises to be more punctual, then turns up late to the next appointment, we are likely to say *Same old, same old.*)
- Discuss how the title and photo could possibly be compatible, but do not confirm answers, or otherwise, as this will become clear in the article.
- Ask students to discuss the three questions in pairs, writing down a phrase to exemplify 'the medium is the message' for question 3. Ensure they understand that *media* is the plural of *medium* in this context.
- Elicit feedback from the class, and ask a few students to write their ideas for question 3 on the board. Accept all reasonable answers.

Suggested answers

1 TV, radio, websites, social media networks (people sharing news stories for example), print (newspapers, books, leaflets, etc.), advertising (billboards, adverts on buses, etc.)

2 TV news is often in less depth than newspaper news, for example; online news updates you receive on your phone may only give you the headlines; radio broadcasts can't enhance the story with images

3 It depends on how you get your information as to what information you get, i.e. you may get different information depending on where you look.

2

- Ask students to read the article quickly in order to answer the questions.
- Let them check their answers in pairs before you check around the class.

Answers

1 The Internet hasn't necessarily given us anything new; it has just changed how we do things and how we communicate.

2 Buy this! (... that is the message that drowns out all others: Buy this!)

- Ask students if they agree with these general ideas in the article.

3

- Tell students to read the first paragraph of the article more carefully, focusing on the phrases in 1–3.
- Tell them to choose the best definition of each phrase, justifying their answers.

Answers

1 b 2 b 3 a

- **Optional step.** Select a few other items that may be tricky from the rest of the article (checking that they are not included in Exercise 5) and give students two definitions for each, e.g. *accrue* (line 26): collect / request; *vent your spleen* (lines 35–36): give your opinion / express anger; *drowns out* (line 52): is louder than / dampens. (The correct definition is underlined.)

4

- Ask students to read through the rest of the article again and find where the arguments in 1–4 are given.
- Tell them to underline the evidence that supports each argument.
- They can check their ideas in pairs before you elicit the answers from the class.

Answers

1 the whole of paragraph 2: letters have been replaced by emails, newspapers by online news, libraries by Wikipedia, programmed TV by on-demand TV; traditional shops by online shopping; but none of these is actually new.

2 online petitions, tweeting opinions/messages

3 YouTube, e.g. the video of Jo Milne

4 advertising everywhere online

5

- Tell students they are going to look closely at some of the lexical items in the text, and complete definitions for them. You could ask them to do this before they go through the text again.
- Students look through the text to check the meanings of the words and complete the definitions, or check their completions if they have already worked on them.
- Allow them to check their answers in pairs before you elicit the completed definitions from the class; ask them to check where they have different answers to ensure they are both correct.

Answers

1 say/state/declare 2 whenever 3 change/alter (or transform) 4 realistic/real 5 angry/annoyed/upset 6 emotional 7 difficult/hard 8 louder/bigger/greater

VOCABULARY New Internet words

6

- Books closed. Ask students to work in pairs or small groups and brainstorm all the English words they can think of that are used with reference to the Internet, particularly those that are 'new'. (Bear in mind that some of the words used in their own language(s) may actually be English words.)
- Elicit words from one pair/group and write them on the board (or get them to do so). Then ask if any other pairs have different words, and invite them to offer/write their words until you have a fairly comprehensive list on the board. If any words are unfamiliar to some students, those who came up with them should define or exemplify their meaning.
- Books open. Ask students to compare the list in the book with that on the board. How similar is it?
- Get students to work in the same pairs / small groups to write the words in the box by the correct categories, discussing and helping each other with the meanings once they have categorized the words.
- Go through the answers with students, providing the meanings of words where necessary. (See Background information below.)

Answers

1 looking at the Internet: browse, surf

2 traditional (non-Internet) media: landline, snail mail

3 commonly talked about idea: buzzword, meme

4 people who are rude to others online: cyberbully, troll

5 unwanted or dangerous email: phishing, spam

6 taking and editing images: photoshop, selfie

7 raising money or support: crowdfunding, online petition

8 web-based articles of programmes: blog, podcast

9 access to the Internet: hotspot, offline

10 common abbreviations: BRB, BTW

Background information

New Internet words

New words are coming into English all the time: the Oxford English Dictionary online is updated with new words several times a year. Many of these new words come from the fields of technology and computing. The words in Exercise 6 are mostly new, although they are established and frequently used now. Their meanings are as follows:

browse – look at information on the Internet (or to look through books, magazines, etc. without reading everything); note also *Internet browser*, i.e. Google, Yahoo, etc.

surf – as *browse*, to spend time visiting different websites

landline – traditional phone, i.e. not a mobile phone, but one connected within the house

snail mail – the post

buzzword – word/expression that has become fashionable because of being used a lot

meme – something, e.g. a video, image, text, idea, that is copied and spread rapidly around the web

cyberbully – a person who bullies others on the Internet, e.g. sending threatening messages

troll – a person who posts unpleasant or inflammatory messages about others on social media

phishing – sending emails that trick people into revealing important information, e.g. bank details, in order to commit cybercrimes

spam – unwanted emails, often advertising

photoshop – programme that allows users to edit images

selfie – photo taken on one's mobile phone of oneself, alone or with others

crowdfunding – raising money by asking supporters to contribute to a project, e.g. a band may crowdfund a new album by asking its fans to contribute in return for free concert tickets

online petition – usually a protest against government or big business where 'signatures' are collected online, allowing for much larger numbers of signatures to be collected

blog – article posted online, often by individuals writing on a particular subject and posted on a regular basis, although blogs are also posted by journalists, celebrities, etc.

podcast – audio or video broadcast, often from large media companies, posted online

hotspot – a place, e.g. cafes, libraries, where wi-fi is available, usually free of charge, so people can use their laptops, mobiles, etc. to access the Internet.

offline – not connected to the Internet

BRB – be right back

BTW – by the way

7

- Ask students to work in pairs to discuss the questions.
- Allow about five minutes for the discussion and then ask them to join with another pair and discuss their answers further.
- Elicit general feedback and discussion as a class.

SPEAKING Creating a sharing website

8

- Books closed. Ask students to think of one or two websites where people can share with each other, e.g. Wikipedia (for sharing information), Facebook (for sharing anything about yourself), Flickr (for sharing photos), YouTube (for sharing videos), Last.fm (for sharing music). Ask if they think it's a good idea.
- Books open. Divide the class into small groups of three or four students. Ask them to read through the instructions.
- Discuss the task as a class to ensure that all the groups are clear as to what to do, i.e. they need to think about how they would set up an 'English-learning sharing website' (in broad terms, not the technological details). They should discuss all the elements in the exercise and come to an agreement.

9 21st CENTURY OUTCOMES

- Ask groups to join another group to discuss their ideas: each group should present their ideas to the other, then they should discuss them and select the best ideas to fulfil the 21st century outcome of reaching agreement in a team.
- Each large group can then present their agreed ideas to the class.

Extra activity

Creating a class forum

While it might be too much to ask your class to prepare an actual website, it should be possible to create a forum, if they don't already have one.

Tell students that they can create an online area where they share their ideas, experiences, best practice, etc. about learning English. At very advanced levels, students can feel that they are not progressing much any more, so having a collaborative support forum can be very helpful. There might be facilities available within your school for creating online groups; if so, you could nominate a tech-savvy student to find out about it and set up the group. If not, they could use commercially available websites for this, for example, a Skype group or a Google group. Again, in this case, it would be good to nominate one or two individuals to find out about it and set the group up, then invite the rest of the class to join (but not you, unless they request it). They should work together to establish ground rules for the group, and to decide on the kind of queries/information that should be posted. Check occasionally how they are getting on and if they need any help, on the English side, from you.

Set Workbook pages 88–89 for homework.

9.4 Online presence

READING Your online identity

1

- Books closed. Ask students how much of an online identity they have, i.e. which social media networks they belong to, etc. Ask whether they think it is professionally useful/necessary to have an online presence.
- Books open. Ask students to discuss the question in relation to the four items a–d.
- Check answers around the class.

Suggested answers

a their CV: education, work experience, skills, interests

b their LinkedIn page: education, work experience, current projects, who's in their professional network

c their Facebook page: interests, hobbies, family life, how they socialize (where and with who?), etc.

d their Twitter account: what kind of information they are reading, who/what they are following on Twitter, what their opinions are, interests, hobbies, etc.

2

- Ask students to read the extract from a business blog and ask if they agree with it – how similar are the views expressed to those discussed before they did Exercise 1?
- Ask them to work in pairs to discuss the questions, reading the blog again if necessary.
- Elicit feedback from individuals.

Answers

1 Sources: Facebook, LinkedIn, CV, doing an Internet/Google search

Facebook

Advantages: the information may be personal, honest and spontaneous so an employer may see an attribute they like (which you wouldn't have included on a CV); disadvantages: employers could see things that you wouldn't necessarily want them to see; things you've posted on social media could contradict what you have said in a job application.

LinkedIn

Advantages: potential employers can see all of your education and employment history if you've put it up there, as well as your contacts; there are less likely to be disadvantages with LinkedIn as it's a professional site.

CV

Advantages: employers can see how the candidate presents themselves in a professional situation; disadvantages: a CV provides only what the candidate wants the employer to know, a CV contains only limited information.

Internet/Google search

Advantages: this might show employers any other enterprises the candidate has, other ventures he/she has been involved in, etc.; disadvantages: with a common name it might be difficult for employers to tell if they have found the right person.

2 Students' own answers

LISTENING Is it ethical?

3

- Ask students whether they think it is ethical to check potential employees' online presence, e.g. their Facebook pages. If you have business owners or managers, ask if they have done it. Why do they feel that it's (un)ethical?
- Explain that they are going to listen to three employers talking about whether it is ethical. Ask students to listen and answer the questions.
- 39 Play the recording.
- Elicit the answers around the class, then ask students which speaker they agreed with most.

Transcript

Speaker 1

Searching social networking sites for information about potential candidates? Personally, I don't think it is ethical, no. Private is private. I can see the temptation, but I think that any employer who does that has crossed an important line. Imagine they were to follow you into a café and listen in to a conversation you were having with a close friend about your personal life; you'd be absolutely outraged. Why should it be any different just because that conversation's taking place online?

Speaker 2

I'm afraid that ethics don't really come into it. People need to realize the reality – that once something's on the Internet, it's there forever. The kind of personal information we're talking about is a) readily accessible and b) often of great relevance to an employer. So, I'd say that, insofar as there's really no excuse anymore for not being aware of how the Internet works, the onus is very much on the candidate to make sure that there's nothing detrimental to their reputation out there in the public domain. And if there is, well I'm afraid that's tough.

Speaker 3

Well, it's certainly not unethical. I mean in the sense that it wouldn't be unethical to ask someone who knew the candidate for an honest appraisal of them. We just have to accept that this is a public, not a private space, whatever the people running such sites would have you believe about your security and privacy. In any case, I think it teaches people a good lesson: never say or do things on the Internet that you'd be ashamed of others hearing or knowing about.

Answers

Speaker 1 thinks it isn't ethical; 'private is private': it would be like eavesdropping on a conversation in a café.

Speaker 2 thinks it is ethical because the websites are easily accessible and the information is of great relevance to employers.

Speaker 3 isn't sure, but she tends more towards 'ethical', as online space is public, not private.

4

- Ask students to look at the sentences and see if they can remember/guess what to put in any of the gaps.
- Then have them look at the Useful language box to see if they can add anything else / confirm their answers.
- 39 Finally, play the recording again for them to check their answers and finish completing the sentences if necessary.

Answers

Speaker 1 a Personally, don't think, is b Why should it be any different

Speaker 2 a don't really come into it b I'd say that, insofar as

Speaker 3 a in the sense that b We just have to accept that

Pronunciation Stress in opinion-giving

5

- Point out the four sentences from the recording and say they are all responses to the question *Is it ethical?* Ask students to listen and note the stress.
- 40 Play the recording while students listen.
- Put students in pairs to practise the stress. Monitor as they are doing this.

SPEAKING Giving and explaining opinions

6

- Ask students to look at the statement in the exercise, and to reflect on their opinions about it. Tell them they are going to discuss it so if they think of anything important to illustrate their opinions, they should make a note of it.
- Remind them to look at the expressions in the Useful language box, and to try to use some of them in their discussion.
- Put them into small groups to discuss the statement. Monitor to check they are using the expressions from the Useful language box, and to note any interesting ideas.
- Open the discussion to the class, inviting individuals to share interesting ideas.

WRITING An online professional profile

7

- Ask students what they understand by a professional profile, and how they think it is different from a CV. (A CV details all your qualifications and employment history. An online profile is a persuasive presentation of your attributes.)
- Emphasize how important the opening few lines of a professional profile are: they should summarize what is to come in the summary in a way that will attract the reader's attention and make them want to read further.
- Tell students to read the three opening statements and to answer the questions.
- Give them a few minutes to discuss their answers in pairs, before checking as a class.
- Ask them which opening statement they felt was most effective, and why.

Answers

1 Students' own answers

2 Gavin Hinton includes his experience and his personal qualities. Sarah Dunstan includes all of the elements. Mia King includes her achievements, experience, skills and current job.

8

- Focus students' attention on the second summary (which they may have felt was the most effective) and ask them to find and underline the sentences in the profile that do the things in a–d.
- Check around the class.

Answer

1 outlines her skills: web content editor; fast, effective and reliable

2 shows her passion: impressive record, I love to capture the magic of people's stories …

3 keeps the tone personal and friendly: use of *you* and *I* generally, e.g. *You can't be a master of all trades, my job is to help you …*; use of contractions, e.g. *That's where I come in*; use of emphatic language, e.g. *I love to capture the magic …*

4 highlights key achievements: I have an impressive record of increasing online community engagement in a range of different companies, from multinationals to small businesses.

Writing skill Compound nouns: adjective + noun and noun + noun collocations

9a

- Ask students to read the rubric and note the examples of the combinations. Tell them that the only way of knowing whether a two-word combination is actually two separate words, two words joined with a hyphen or one word is to use a good dictionary to check.
- Ask them to go back to the profiles and find two examples of noun + noun or adjective + noun combinations there, noting how they are written.
- Get them to check their answers with a partner, before you check them with the class.

Answers

They could select any of the following:

Gavin Hinton: marketing consultant, marketing professional, ideas man, business sectors, best-selling author

Sarah Dunstan: Web content editor, social messaging (activities), small businesses, online profile, target audience

Mia King: prize-winning chef, restaurant business, cake-maker, special occasion (cakes)

9b

- Now ask students to look at two boxes and match words from A with those from B to make combinations. Warn them that more than one combination may be possible.
- Ask students to check how the combinations should be joined in a dictionary.
- Elicit answers from the class.

Answers

book lover, community-spirited volunteer, experienced salesperson/individual, go-getter, hardworker, self-motivated individual/salesperson, strategic thinker, team player, proven track record

- **Optional step.** Have students use the combinations in pairs to discuss people they know, or know of. They should illustrate their understanding of the items by saying why the people demonstrate these qualities.

9c

- Tell students that some of these phrases are quite clichéd (i.e. overused). In pairs, get them to discuss which ones they think may be overused, then they can check on page 176.
- Ask them to suggest which phrases in their language(s) might be clichés.

10 *21st* CENTURY OUTCOMES

- Tell students to work individually to write a brief summary for their own online professional profile. They should use Sarah Dunstan's profile as a model.
- Tell them to think carefully about what to write, in order to fulfil the 21st century outcome of presenting yourself professionally. They should write between 100 and 150 words.

11

- Ask students to work with a different partner to exchange their summaries. They should each check their partner's profile against the questions in the book. They should then discuss each other's descriptions, pointing out any areas for improvement.
- Ask students to read out any profiles that they think work particularly well, so everyone can comment on them and benefit from them.

▶ Photocopiable communicative activity 9.2: Go to page 248 for further practice of giving and explaining opinions.

▶ Set Workbook pages 90–91 for homework.

▶ Set Workbook Presentation 5 on pages 92–93 for homework.

10 The meaning of success

UNIT AT A GLANCE

THEMES: The different meanings of success and the composition of the workplace

TED TALK: *A kinder, gentler philosophy of success.* Alain de Botton talks about how we measure success and whether we can find a kinder way of doing this

AUTHENTIC LISTENING SKILLS: Hedging

CRITICAL THINKING: The message you take away

PRESENTATION SKILLS: Remembering what you want to say

GRAMMAR: Verb and adjective patterns

LANGUAGE FOCUS: Patterns using adjective + *that*

VOCABULARY: Success and failure

PRONUNCIATION: Prepositions as weak forms, Elision

READING: *Success across generations, Age no barrier*

LISTENING: Looking for a job

SPEAKING: Self-help advice, Generation Z, Talking about success

WRITING: A formal report

WRITING SKILL: Phrases in report writing

LEAD IN

- Books closed. Explain that Unit 10 is about success. If you know your class well enough and no one will be upset / offended by the question, ask students if they think they are successful and ask for volunteers to explain why. Ask them what different ways they can think of for measuring success.
- Books open. Direct students to the photo on pages 106 and 107, and ask them to read the caption. Elicit ideas of why this is a good photo to illustrate the concept of success. (They are likely to offer that it shows a very expensive car in a very poor part of the world, so the car is an indication of at least one person's material success there.) Ask if they find it an uncomfortable illustration of success.

TEDTALKS

BACKGROUND

1

- Direct students to the text about Alain de Botton and his talk. Ask if anyone has heard of him.
- Ask them to read the text. Check that they understand everything and ask for an explanation of *Where exactly do I stand?* (i.e. What is my position in the world in relation to others?)
- Ask them to look at Alain de Botton's idea worth spreading, i.e. that modern ideals can have harmful effects on how we view success, and ask if they agree. Don't worry if students don't have much to say here: you can revisit this after they have watched the video.
- Ask them to work in pairs to discuss the questions. Elicit whole-class feedback.
- **Optional step.** For question 3, ask students to work together in their pairs to write a definition of success that they agree on. Then they join with another pair and revise their definition to one they all agree on. They could then discuss their definitions as a whole class and try to produce a definition of success that everyone agrees on.

Suggested answers

1 We don't know but perhaps he wanted to move from academic study to practical writing, bringing philosophy to a wider audience.

2 'Self-help' books are books which are aimed to help people solve personal problems or make improvements in certain areas of their lives (personal or professional), e.g. improve self-confidence, improve relationships, get a better job, improve leadership skills, be more effective at work, be happier.

3 Students' own answers

Background information

Self-help books

Self-help books (i.e. books aimed at assisting people to solve their personal problems) have existed for many years, but they have proliferated in the last fifty years or so. Possibly the best-known self-help book of the last hundred years is *How to win friends and influence people* by Dale Carnegie, published in 1936. In recent years many self-help books have focused on becoming calmer and more 'at one' with oneself, practising such techniques as mindfulness.

KEY WORDS

2

- To vary the method of doing this exercise, you could ask students to cover the questions and look at the definitions a–f, to see if they can suggest what the Key words might be. They may be able to supply *weep*, *hierarchy* and *ridicule*.
- Ask students to match the bold words and the definitions, and check the answers round the class.

Answers

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

Suggested answer for 1: People are happy to share happiness, but don't want to know about your sorrows/ worries.

- Then ask students to discuss the questions in pairs. Monitor as they are doing so to check understanding of the words. Tell them that *weep* is stronger than *cry*, and introduce them to *sob*, if you wish (the difference being that weeping is less noisy than sobbing). Both might be used for mourners at a funeral, for example, whereas *cry* is more likely to be used of a baby.
- Point out the metaphorical use of *crushing* in 4, and asking them for an example of the literal use of *crushing*. (e.g. *This implement is the best I've ever used for crushing garlic.*)

TEACHING TIP

Understanding metaphor

Explain to students that we often use words and phrases metaphorically, referring to *crushing* in Exercise 2. Ask them to define *metaphor* (using words or phrases in a way that is symbolic rather than literal). Invite examples of metaphors from their own language(s) or from English. They might be able to find examples from the world of sport quite easily, e.g. the following comes from a BBC report on the tennis World Tour finals: *Murray's side of the draw ... is now relatively straightforward, with the Briton and Wawrinka facing a straight* ***shoot-out*** *for the runner-up spot at 20:00 on Friday.* Clearly, there is no shoot-out in tennis, but this is a metaphor from the field of war. This is a field that provides a lot of metaphors in sport, or politics, for example. Think of the use of e.g. *battle* in any competitive sport or *battleground* in an election.

AUTHENTIC LISTENING SKILLS Hedging

3a

- Ask if any students know what hedging is and elicit an explanation and examples. If not, explain that hedging is the use of language to 'soften' the rhetorical effect of a statement if you don't want to appear too certain or don't want to impose your views on others. Common hedging language is that of uncertainty, e.g. *I think*, *perhaps*, removing oneself from the opinion, e.g. *it may seem,* and the use of modal verbs, e.g. *That could be right*. Point out that it is often used in academic talks or writing.
- Ask students to read the Authentic listening skills box, and explain that as hedging phrases don't contain important content, they might be swallowed and be difficult to hear.
- Tell them to look at the sentences from the talk, listen to the extracts and underline the hedging words and phrases.
- 41 Play the recording. Are the hedging phrases stressed or not?

Answers

1 I want to look now, if I may, at some of the reasons why we might be feeling anxiety about our careers.

2 I don't think we are particularly materialistic.

3 So there is a spirit of equality, combined with deep inequalities. Which makes for a very – can make for a very stressful situation.

The stress varies. The adverb *particularly* and *if I may* are stressed, but the others aren't.

3b

- Tell students they are going to listen to two more extracts from the talk, which contain some hedging.
- 42 Play the extracts. Students listen and complete the phrases.
- Give them a couple of minutes to compare their answers in pairs.
- Play the extracts again for students to check their answers.

Answers and transcript

4 You may think I'm wrong in this, but I think that we live in an age when our lives are ...

5 It's perhaps easier now than ever before to make a good living.

Note: Remind your students to watch the TED Talk at home before you move on to Unit 10.1 in the class. Ask them to think back to Alain de Botton's idea worth spreading in the Background box, and to make notes of what he says about it in the talk.

10.1 A kinder, gentler philosophy of success

TEDTALKS

1

- Check that students watched the video at home and ask what they understand now about Alain de Botton's idea worth spreading.
- Tell students that they are now going to watch the first part of the talk. Tell them to read the sentences first and then watch to note what the missing words are.
- 10.1 Play the first part of the talk from 0.12–3.13.

- Give students a couple of minutes to complete the sentences, then check around the class.
- Ask students what they understand by snobs. (Probably: people who look down on others who have less than them.)

Transcript

0.12 *For me they normally happen, these career crises, often, actually, on a Sunday evening, just as the sun is starting to set, and the gap between my hopes for myself, and the reality of my life, start to diverge so painfully that I normally end up weeping into a pillow. I'm mentioning all this, I'm mentioning all this because I think this is not merely a personal problem. You may think I'm wrong in this, but I think that we live in an age when our lives are regularly punctuated by career crises, by moments when what we thought we knew, about our lives, about our careers, comes into contact with a threatening sort of reality.*

0.48 *It's perhaps easier now than ever before to make a good living. It's perhaps harder than ever before to stay calm, to be free of career anxiety. And I want to look now, if I may, at some of the reasons why we might be feeling anxiety about our careers. Why we might be victims of these career crises, as we're weeping softly into our pillows.*

1.10 *One of the reasons, one of the reasons why we might be suffering is that we are surrounded by snobs. Now, in a way, I've got some bad news, particularly for anybody who's come to Oxford from abroad. There's a real problem with snobbery, because sometimes people from outside the UK imagine that snobbery is a distinctively UK phenomenon fixated on country houses and titles. The bad news is that's not true. Snobbery is a global phenomenon. We are a global organization. This is a global phenomenon. It exists. What is a snob? A snob is anybody who takes a small part of you and uses that to come to a complete vision of who you are. That is snobbery.*

1.46 *And the dominant kind of snobbery that exists nowadays is job snobbery. You encounter it within minutes at a party, when you get asked that famous iconic question of the early 21st century, 'What do you do?' And according to how you answer that question, people are either incredibly delighted to see you, or look at their watch and make their excuses. (Laughter)*

2.05 *Now, the opposite of a snob is your mother. (Laughter) Not necessarily, not necessarily your mother, or indeed mine, but, as it were, the ideal mother, somebody who doesn't care about your achievements. But unfortunately, most people are not our mothers. Most people make a strict correlation between how much time, and if you like, love – not romantic love, though that may be something – but love in general, respect, they are willing to accord us, that will be strictly defined by our position in the social hierarchy.*

2.33 *And that's a lot of the reason why we care so much about our careers and indeed start caring so much about material goods. You know, we're often told that we live in very materialistic times, that we're all greedy people. I don't think we are particularly materialistic. I think we live in a society which has simply pegged certain emotional rewards to the acquisition of material goods. It's not the material goods we want. It's the rewards we want. And that's a new way of looking at luxury goods. The next time you see somebody driving a Ferrari don't think, 'This is somebody who is greedy.' Think, 'This is somebody who is incredibly vulnerable and in need of love.' In other words – (Laughter) feel sympathy, rather than contempt.*

3.13 *There are other reasons – (Laughter) there are other reasons why it's perhaps harder now to feel calm than ever before. One of these, and it's paradoxical because it's linked to something that's rather nice, is the hope we all have for our careers. Never before have expectations been so high about what human beings can achieve with their lifespan. We're told, from many sources, that anyone can achieve anything. We've done away with the caste system. We are now in a system where anyone can rise to any position they please. And it's a beautiful idea. Along with that is a kind of spirit of equality. We're all basically equal. There are no strictly defined kind of hierarchies.*

3.50 *There's one really big problem with this, and that problem is envy. Envy, it's a real taboo to mention envy, but if there is one dominant emotion in modern society, that is envy. And it's linked to the spirit of equality. Let me explain. I think it would be very unusual for anyone here, or anyone watching, to be envious of the Queen of England. Even though she's much richer than any of you are. And she's got a very large house. The reason why we don't envy her is because she's too weird. She's simply too strange. We can't relate to her. She speaks in a funny way. She comes from an odd place. So we can't relate to her. And when you can't relate to somebody, you don't envy them.*

4.29 *The closer two people are, in age, in background, in the process of identification, the more there is a danger of envy – which is incidentally why none of you should ever go to a school reunion – because there is no stronger reference point than people one was at school with. But the problem, generally, of modern society, is that it turns the whole world into a school. Everybody is wearing jeans, everybody is the same. And yet, they're not. So there is a spirit of equality, combined with deep inequalities. Which makes for a very – can make for a very stressful situation.*

4.55 *It's probably as unlikely that you would nowadays become as rich and famous as Bill Gates, as it was unlikely in the seventeenth century that you would accede to the ranks of the French aristocracy. But the point is, it doesn't feel that way. It's made to feel, by magazines and other media outlets, that if you've got energy, a few bright ideas about technology, a garage, you too could start a major thing. (Laughter) And the consequences of this problem make themselves felt in bookshops. When you go to a large bookshop and look at the self-help sections, as I sometimes do, if you analyse self-help books that are produced in the world today, there are basically two kinds. The first kind tells you, 'You can do it! You can make it! Anything is possible!' And the other kind tell you how to cope with what we politely call 'low self-esteem', or impolitely call 'feeling very bad about yourself'.*

5.41 *There's a real correlationship, a real correlation between a society that tells people that they can do anything and the existence of low self-esteem. So that's another way in which something that is quite positive can have a nasty kickback.*

5.53 *There is another reason why we might be feeling more anxious, about our careers, about our status in the world today, than ever before. And it is, again, linked to something nice, and that nice thing is called meritocracy.*

6.04 *Now, everybody, all politicians on Left and Right, agree that meritocracy is a great thing, and we should all be trying to make our societies really, really meritocratic. In other words, what is a meritocratic society? A meritocratic society is one in which if you've got talent and energy and skill, you will get to the top. Nothing should hold you back. It's a beautiful idea. The problem is, if you really believe in a society where those who merit to get to the top, get to the top, you'll also, by implication, and in a far more nasty way, believe in a society where those who deserve to get to the bottom also get to the bottom and stay there. In other words, your position in life comes to seem not accidental, but merited and deserved. And that makes failure seem much more crushing.*

6.47 *You know, in the Middle Ages, in England, when you met a very poor person, that person would be described as an 'unfortunate' – literally, somebody who had not been blessed by fortune, an unfortunate. Nowadays, particularly in the United States, if you meet someone at the bottom of society, they may unkindly be described as a 'loser'. There is a real difference between an unfortunate and a loser, and that shows 400 years of evolution in society and our belief in who is responsible for our lives. It's no longer the gods, it's us. We're in the driving seat.*

7.18 *That's exhilarating if you're doing well, and very crushing if you're not. It leads, in the worst cases, in the analysis of a sociologist like Emil Durkheim, it leads to increased rates of suicide. There are more suicides in developed individualistic countries than in any other part of the world. And some of the reason for that is that people take what happens to them extremely personally. They own their success. But they also own their failure.*

7.42 *Is there any relief from some of these pressures that I've just been outlining? I think there is. I just want to turn to a few of them. Let's take meritocracy. This idea that everybody deserves to get where they get to, I think it's a crazy idea, completely crazy. I will support any politician of Left and Right, with any halfway decent meritocratic idea. I am a meritocrat in that sense. But I think it's insane to believe that we will ever make a society that is genuinely meritocratic. It's an impossible dream.*

8.08 *The idea that we will make a society where literally everybody is graded, the good at the top, and the bad at the bottom, and it's exactly done as it should be, is impossible. There are simply too many random factors: accidents, accidents of birth, accidents of things dropping on people's heads, illnesses, etc. We will never get to grade them, never get to grade people as they should.*

8.26 *I'm drawn to a lovely quote by St. Augustine in 'The City of God', where he says, 'It's a sin to judge any man by his post.' In modern English that would mean it's a sin to come to any view of who you should talk to dependent on their business card. It's not the post that should count. In other words, hold your horses when you're coming to judge people. You don't necessarily know what someone's true value is. That is an unknown part of them. And we shouldn't behave as though it is known.*

8.55 *There is another source of solace and comfort for all this. When we think about failing in life, when we think about failure, one of the reasons why we fear failing is not just a loss of income, a loss of status. What we fear is the judgment and ridicule of others. And it exists.*

9.08 *You know, the number one organ of ridicule nowadays, is the newspaper. And if you open the newspaper any day of the week, it's full of people who've messed up their lives. And then they are fit for ridicule. In other words, they have failed, and they are described as 'losers'. Now is there any alternative to this? I think the Western tradition shows us one glorious alternative, and that is tragedy. Tragic art, as it developed in the theatres of ancient Greece, in the fifth century BC, was essentially an art form devoted to tracing how people fail, and also according them a level of sympathy, which ordinary life would not necessarily accord them.*

9.48 *In a way, if you like, at one end of the spectrum of sympathy, you've got the tabloid newspaper. At the other end of the spectrum you've got tragedy and tragic art, and I suppose I'm arguing that we should learn a little bit about what's happening in tragic art. It would be insane to call Hamlet a loser. He is not a loser, though he has lost. And I think that is the message of tragedy to us, and why it's so very, very important, I think.*

10.12 *What I think I've been talking about really is success and failure. And one of the interesting things about success is that we think we know what it means. If I said to you that there is somebody behind the screen who is very, very successful, certain ideas would immediately come to mind. You would think that person might have made a lot of money, achieved renown in some field. My own theory of success – and I'm somebody who is very interested in success. I really want to be successful. I'm always thinking, 'How can I be more successful?' But as I get older, I'm also very nuanced about what that word 'success' might mean.*

10.42 *Here's an insight that I've had about success. You can't be successful at everything. We hear a lot of talk about work–life balance. Nonsense. You can't have it all. You can't. So any vision of success has to admit what it's losing out on, where the element of loss is. I think any wise life will accept, as I say, that there is going to be an element where we are not succeeding.*

11.04 *And the thing about a successful life is that, a lot of the time, our ideas of what it would mean to live successfully are not our own. They are sucked in from other people: chiefly, if you're a man, your father, and if you're a woman, your mother. Psychoanalysis has been drumming home this message for about eighty years. No one is quite listening hard enough, but I very much believe that that's true.*

11.23 *And we also suck in messages from everything from the television, to advertising, to marketing, etc. These are hugely powerful forces that define what we want and how we view ourselves. When we're told that banking is a very respectable profession, a lot of us want to go into banking. When banking is no longer so respectable, we lose interest in banking. We are highly open to suggestion.*

11.45 *So what I want to argue for is not that we should give up on our ideas of success, but we should make sure that they are our own. We should focus in on our ideas and make sure that we own them, that we are truly the authors of our own ambitions. Because it's bad enough, not getting what you want, but it's even worse to have an idea of what it is you want and find out at the end of the journey, that it isn't, in fact, what you wanted all along.*

12.11 *So I'm going to end it there. But what I really want to stress is by all means, success, yes. But let's accept the strangeness of some of our ideas. Let's probe away at our notions of success. Let's make sure our ideas of success are truly our own. Thank you very much. (Applause)*

Answers

1 anxious, careers 2 snobs 3 respect, social
4 love, sympathy

Note the differences in British English and North American English shown at the foot of the spread. In this unit, these focus on pronunciation and spelling differences presented in Authentic listening skills.

2

- Ask students to answer the questions in pairs. You could play the extract from the talk again, if necessary.
- Discuss the answers in whole-class feedback. Ask if students agree with Alain de Botton's definition of a snob.

Answers

1 The gap between his hopes and the reality of his life is great (and getting greater).

2 Someone who takes a small part of you and uses that to come to a complete vision of who you are.

3 Because the ideal mother is someone who doesn't care about your achievements.

4 We want rewards/love.

3

- Ask students to watch the next part of the talk and choose the correct option to complete the sentences.
- ▶10.1 Play the second part of the talk from 3.13–5.53.
- Elicit sentences from around the class to check the answers.

Answers

1 achieve, equal 2 envy 3 low self-esteem

4

- Now ask students to discuss the four people and things and why Alain de Botton mentions them.
- Play the recording again if necessary.

Answers

a He mentions the Queen of England as an example of someone we can't relate to (so we don't envy her).

b He mentions old school friends as an example of people who we are close to in terms of age and background, i.e. people we can relate to, and therefore people we are likely to envy.

c He mentions Bill Gates as an example of someone who has acquired great wealth and a place in society which we will be unlikely to reach, but he says it feels as though we can reach it.

d He mentioned self-help books as they indicate that as a society we are encouraged to attempt to do anything we want, but also that at the same time we still suffer low self-esteem.

5

- Ask students to read through the summary to see if they can complete it with the words from the box.
- 10.1 Play the third part of the talk from 5.53–8.55 while students check their answers and complete the summary.
- Give students a minute or two to compare their answers with a partner and then check answers by nominating individuals around the class to read a sentence each.

Answers

1 talented 2 accidental 3 unfortunate 4 losers
5 responsible 6 crushing 7 wrong

6

- Ask students to read the quotations from the talk and select the correct answers if they can.
- 10.1 Play the last part of the talk from 8.55 to the end, then give students a minute to check their answers before you check as a class.

Answers

1 ridicule of 2 lost 3 successful at 4 other people
5 our own

- Ask students to discuss in pairs or small groups whether they agree with Alain de Botton's ideas about success and today's society. Do they think that there are dangers in the idea that we can achieve anything we want? Should we measure success far more in terms of our own parameters and not those of others in society?

VOCABULARY IN CONTEXT

7

- 10.2 Play the clips from the talk. When each multiple-choice question appears, students choose the correct definition.

Transcript and subtitles

1 Because sometimes people from outside the UK imagine that snobbery is a distinctively UK phenomenon ***fixated on*** *country houses and titles.*

a *based on*
b *linked to*
c *obsessed with*

2 And according to how you answer that question, people are either incredibly delighted to see you, or look at their watch and ***make their excuses****.*

a *leave politely*
b *listen politely*
c *change the subject politely*

3 So that's another way in which something that is quite positive can have a nasty ***kickback****.*

a *aspect* ***b*** *ending* ***c*** *adverse effect*

4 … our belief in who is responsible for our lives. It's no longer the gods, it's us. We're ***in the driving seat****.*

a *in control* ***b*** *at risk* ***c*** *in competition*

5 That's ***exhilarating*** *if you're doing well, and very crushing if you're not.*

a *rewarding* ***b*** *thrilling* ***c*** *scary*

6 In other words, ***hold your horses*** *when you're coming to judge people. You don't necessarily know what someone's true value is.*

a *be honest* ***b*** *be kind* ***c*** *don't be in a hurry*

7 And if you open the newspaper any day of the week, it's full of people who've ***messed up*** *their lives.*

a *made a success of*
b *made a lot of mistakes with*
c *changed around*

8 Psychoanalysis has been ***drumming home*** *this message for about eighty years.*

a *gently trying to persuade us of*
b *insistently repeating again and again*
c *wrongly giving out*

Answers

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

8

- 10.3 Play the clips from the talk. As the recording pauses at the gap in each sentence, ask students to think about which word can fill the gap and note their answers. (You will need to pause the recording yourself.) They can check with another student at this point, and together list collocations they think are possible in the gap.
- Start the recording again for students to watch the actual clip from the talk and check their answers.

Answers and transcript

1 … by moments when what we thought we knew, about our lives, about our careers, **comes** *into* **contact with** a threatening sort of reality.

2 It's perhaps easier now than ever before to *make* **a good living**.

3 And that's a lot of the reason why we care so much about our careers and indeed start caring so much about **material** *goods*.

4 … if you've got energy, a few *bright* **ideas** about technology, a garage, you too could start a major thing.

5 A meritocratic society is one in which if you've got talent and energy and skill, you will get to the top. Nothing should **hold** you *back*.

6 And some of the reason for that is that people *take* **what happens to them** extremely **personally**. They own their success. But they also own their failure.

7 No one is quite **listening** *hard* enough, but I very much believe that that's true.

8 It's even worse to have an idea of what it is you want and find out at the end of a journey, that it isn't, in fact, what you wanted *all* **along**.

Note: Make sure that students realize that the collocations used are in some cases just the choices of the speaker, and other choices of words are possible. Accept all possible answers from students. Numbers 3, 4 and 8 are fairly fixed collocations. Number 1 could also be *come in contact with* or *be in contact with*; 2 could be *earn a (good) living*; 5 is a phrasal verb (*hold someone back*) meaning 'restrain someone' or 'prevent someone from progressing', and as such it is fixed; 6 *to take something personally* is quite fixed, but *take* can have several objects here, e.g. *take her comment personally*; 7 you can also *listen carefully*, and *try hard*, *think hard*, *play hard*, etc.

9

- Ask students to complete the sentences in their own words, before comparing their ideas with a partner.
- Ask students to share and discuss of their sentences.

Possible answers

1 ... my final exams. / the presentation to the Board of Directors. / the table tennis final.

2 ... skiing / giving a presentation to hundreds of people / having a good argument with someone ...

3 ... quizzes ... online looking up trivial facts / her weight ... counting calories and going to the gym

4 Students' own answers

CRITICAL THINKING The message you take away

10

- Remind students of their discussion after Exercise 6 about the main points of the TED Talk. Ask them to work in pairs to think about the messages in the talk and to decide which one was Alain de Botton's central message, i.e. the one he gave at the end.
- After they have had time to discuss this, elicit feedback from the class.

Answer

Alain de Botton's main message is that we shouldn't give up on our ideas of success, but we should make sure that they are our own – not someone else's. ('We should be the authors of our own success.')

11

- Ask students to read through the comments quickly and to pinpoint the message from the talk that each one mentions, i.e. four different messages.
- Check students have identified all these. (Dario: we underestimate the role of luck in today's society. Martha: we should avoid the trap of envy. Kevin: it isn't possible to have everything in life. Yu: everyone is different, despite the surface similarities.)
- Tell students to decide, individually, which of Alain de Botton's messages they found thought-provoking, and then to discuss their ideas in pairs.

PRESENTATION SKILLS Remembering what you want to say

12

- **Optional step.** Ask students how many of them have given talks in the past. Invite those who have to say how they remembered what they wanted to say, and note their answers on the board. Elicit any other ideas from those who haven't given talks and put them on the board. Ask them to choose the best three suggestions as a class.
- Alternatively, ask students to work individually to write down three possible ways of remembering what they want to say.

Suggested answers

Students may mention notes on cards or pieces of paper, using key words on cards to prompt them, using slides as prompts or the notes function with slides, memorizing their talk.

13

- If you didn't do the optional step in Exercise 12, ask students to work in pairs now and compare their lists of three ways of remembering.
- Then tell them to read the Presentation tips box and see whether their ideas were mentioned.
- Which techniques do they think work best for them? Make it clear that even if reading from a script is best for them because they're nervous, for example, they should always ensure that they know parts of it well in order to be able to make eye contact with the audience at certain points.

14

- Tell students to watch the clip from the talk and to note which technique(s) from the Presentation tip box Alain de Botton uses.
- ▶ 10.4 Play the clip from the talk and elicit answers from around the class.

Answer

He uses prompt cards but not right at the beginning, when he establishes eye contact with the audience.

15

• Direct students to the three topics and tell them they have to write the introduction to a presentation on one of them. Give them a few minutes to think of how they would start the presentation and to write the first paragraph (or notes for the first paragraph). Make sure they realize that this can be quite short, but should contain enough information to give a flavour of the rest of the talk.

• When students have written their introduction, they should prepare to give it, e.g. by writing a few prompts on a card, or by rehearsing it. They should memorize the first part, at least the first line.

16

• Divide the class into small groups (of three or four students), and tell them to take turns to present their introductions, ensuring they look at their audience as they give the first line or so.

• Ask them to discuss how they felt, especially with regard to the first line(s): did the speakers feel more confident because they'd memorized them? Did their audience feel that the speaker was confident and knowledgeable?

Set Workbook pages 94–95 for homework.

10.2 Self-help

GRAMMAR Verb and adjective patterns

1

• Direct students' attention to the book cover. Ask them to work in pairs to think about what information might be in the book.

• Ask students to look at the questions and discuss them in their pairs. Discuss their ideas around the class.

Suggested answers

1 Students' own answers

2 Possible pieces of advice might be: be prepared to work hard, be realistic about what you can achieve, be aware of your strengths and play to them, first set your definition of what you mean by success, don't take advice from others – be true to yourself!

2

• Ask students to look at the infographic and discuss what each tip means in their pairs. Monitor, but do not confirm their answers yet as they will read about the tips in the Grammar summary.

• Then ask them to discuss questions 1–3. You could do this as whole-class feedback.

3

• Direct students' attention to the Grammar box. Tell them to read about the different tips and match each sentence 1–6 with one of the self-help tips.

Answers

1 Seek out confrontation.

2 Take rejection in your stride.

3 Let go of the past.

4 Keep questioning what you're doing.

5 Tackle the hardest things first.

6 Say no and earn respect.

• Now ask students to read the sentences again, taking note of the words and phrases in bold, and answer questions a–c.

• Students can check their answers and overall understanding of verb and adjective patterns by turning to the Grammar summary on page 161. If you feel that students need more controlled practice before continuing, direct them to Exercises 1–3 in the Grammar summary. Otherwise, you could continue on to Exercise 4 in the unit and set the Grammar summary exercises for homework.

Note: The word *to* is used in two different ways in the example sentences in the Grammar box: as an infinitive marker in *seems to work* and *strive to find*, and as a preposition in *resort to doing* and *be committed to doing*.

Answers

a adjective followed by *to* + the infinitive: *afraid to (get)*; verbs followed by *to* + the infinitive: *seem to (work)*, *strive to (find)*.

b

2 **get used to** your ideas not being accepted (noun)

3 don't **dwell on** them (pronoun)

5 Don't always **resort to** doing the easiest tasks first; that way you are just **putting off** doing what really needs doing now. (gerund)

6 **admit to** it when you can't do a certain task. (pronoun)

c

1 **are** always **convinced of** their point of view (noun)

2 **be discouraged by** failure when it happens. (noun)

3 **be interested in** learning (gerund), **become obsessed with** putting them right (gerund)

4 Don't **be content with** doing (gerund)

6 **Be committed** to doing your job (gerund)

Answers to Grammar summary exercises

1

1 her to be, about/at missing, to mind 2 of the risks, you or me from climbing, them feel 3 moving, to leave 4 with watching, on being, of getting 5 to get, to sending, them to give 6 for being, about time-keeping 7 of him making, for doing, having 8 asking / to ask, in making

2

1 to have 2 to make / making 3 not to fall 4 about getting 5 to call 6 on playing 7 to play / playing 8 to hear / in hearing 9 learning 10 to ask 11 singing 12 to post

3

1 It's impossible to type fast without making mistakes.

2 It was great to spend / spending the weekend with my family.

3 It's useless to try / trying to get a definite answer out of him.

4 It's rude to speak with your mouth full.

5 It was shocking to see / seeing their living conditions.

6 It's wrong to take photos of people without their permission.

TEACHING TIP

Form and function

This might be a good point to check your students' understanding of the difference between form and function in grammar, or to recap if your students are fully aware of it. In this grammar lesson we have the two functions of the one form *to*, i.e. as an infinitive marker and as a preposition. Point out that there are several other words which have two or more functions, e.g.

as: preposition (*I'm not as rich **as** you.*) and conjunction (*I saw the setting sun as I turned the corner.*)

since: preposition (*I've been here since this morning.*) and conjunction (of time: *I've known him since we started work.* (of reason: *Since you're here, we'll have dinner now.*)

like: noun (*What are his likes and dislikes?*), verb (*Do you like sushi?*), conjunction (*It looks like it will rain later.*) and preposition (*She looks like her mother.*)

still: adverb (*It's still raining.*), adjective (*The lake is very still today.*), noun (*a film still, a whisky still*) and verb (*They tried to still the boat.*)

There is also the 'opposite' distinction of one function being expressed by more than one form, e.g. conjunctions of reason *because*, *as* and *since* all perform (roughly) the same function of introducing the reason for something.

4

- Explain that the sentences in the exercise form the summary of a self-help book. Ask students to work individually to complete the sentences using patterns from the Grammar box, adding a preposition where necessary.
- Allow them to check their answers in pairs before checking around the class.

Answers

1 to achieve 2 to reaching 3 in the principle 4 on others to do *or* on others doing 5 in listening, learning 6 colleagues to help, to not being, to do 7 to maintaining

5

- Point out that the text is a review of another self-help book, this time with errors in it. Tell students to work in pairs to find and correct the errors.
- Elicit feedback by asking individuals to read out a sentence at a time.

Answers

If you find the title of the book off-putting, you might be even more sceptical ~~to read~~ *about reading* the contents when you see chapter headings like 'Six ways to make people like you'. Even admirers of the book confess ~~for~~ *to* finding these a little manipulative. The tips include things like getting used to ~~repeat~~ *repeating* the name of the person you are talking to often (e.g. 'I'm glad you said that, Carl.'). For the most part, it's hard ~~for disagreeing to~~ *to disagree with* the advice in the book – 'Smile'; 'People never get tired ~~to talk~~ *of talking* about themselves'; 'Be a good listener' – but I must admit to ~~find~~ *finding* it a bit repetitive. Having said that, I would encourage *you* to read the book. Its basic principle – that we need ~~being interested to~~ *to be interested in* other people is clearly a good one.

Pronunciation Prepositions as weak form

6

- Remind students that prepositions are usually reduced to weak forms, and ask students to go through the sentences identifying the preposition(s) in each one. Point out that *to* in 3, 4 (second occurrence) and 5 is actually the infinitive marker, not a preposition.
- Ask students to listen to the sentences and underline the prepositions that are said with a weak pronunciation.
- 43 Play the recording while students listen carefully.
- Allow them to check answers in pairs and then check round the class. Ask them what the words with weak forms have in common. (They all contain the letter o, represented phonemically in the strong form as /ɒ/.)

Answers

Weak forms are underlined.

1 I'm not afraid <u>of</u> losing.

2 I think we can all benefit <u>from</u> a bit <u>of</u> luck.

3 He's not content with performing well; he wants <u>to</u> win. (The preposition *with* already has a fairly weak vowel sound – /ɪ/ – so it isn't reduced any further.)

4 You get accustomed <u>to</u> not being able <u>to</u> buy luxuries.

5 I'm interested in learning how to be a better speaker. (See note on 3 with regard to the vowel sound in the preposition *in*.)

6 Just concentrate on doing the best you can. (We rarely reduce the vowel in the preposition *on*.)

7 I feel grateful for having such a supportive family.

LANGUAGE FOCUS Patterns using adjective + *that*

7

- Explain to students that the use of adjective + preposition can also usually be expressed with adjective + *that* clause.
- Write an example on the board, showing how the two structures relate to each other, e.g. *I was **relieved to get home** safely. / I was **relieved that I got home** safely.* Point out that the adjective + preposition version is more 'economical', needing only one clause rather than two to express the same idea. (This is an example of two forms fulfilling the same function.)
- If you feel that your students need practice in this structure, you can refer them to the Grammar summary on page 161 and do Exercise. 4. Otherwise, you can go straight on to Exercise 7 in the unit and give them the Grammar summary exercise for homework. Students can also do Exercise 5 in the Grammar summary here, as it practises all the grammar learned in the unit, or it can be left for homework.
- Ensure that students realize that the transformation type changes halfway through the exercise and ask them to complete it alone.
- Check answers round the class.

Answers

2 She was upset that she was / had been left out of the team.

3 He can be sure that he will get/receive a warm welcome when he arrives. / He can be sure that he will be warmly welcomed / be given a warm welcome when he arrives.

4 She felt very proud that her son got / had got in to Oxford University.

5 The company is keen that employees should have had experience in the voluntary sector.

7 She was adamant about being included in the meeting.

8 They were surprised to be asked / at being asked to pay for food that they hadn't eaten.

9 I was delighted with/at/by their decision to co-operate with us on the project.

10 I feel ashamed about / at having to ask you to contribute more when you have already given so much.

Answers to Grammar summary exercises

4

1 She felt certain that she would win / she was going to win.

2 I was unaware that they were uncomfortable with the idea.

3 He was convinced that he was in the right.

4 I'm angry that they wasted so much of my time.

5 Her parents were delighted that they had finally met her fiancé, Adriano.

6 People are amazed that he rose to fame so rapidly/ quickly / his rise to fame was so rapid.

5

1 ~~in doing~~ → at doing 2 ~~of to go~~ → of going (or just 'to go') 3 ~~to smoke~~ → smoking 4 ~~to be lazy~~ → of being lazy 5 ~~to learn~~ → in learning 6 ~~visiting~~ → to visit

- **Optional step.** Ask students to suggest when the adjective + preposition form might be used and when the adjective + *that* clause form might be used. Accept reasonable answers, but point out that the adjective + preposition form is more likely to be used in writing (formal / academic writing) and the adjective + *that* clause form is more likely to be used in speech.

SPEAKING Self-help advice

8 *21st* CENTURY OUTCOMES

- Divide the class into pairs. Tell them they are going to write some tips to be included in a self-help book (or blog, if you go on to the Extra activity below).
- Ask each pair to select one of the five options.
- Tell them to think about the advice they might give, then to select and write down five tips in order to fulfil the 21st century outcome of setting goals for success.

9

- Ask pairs each to work with another pair and compare which title they have chosen.
- They take turns in presenting their tips, and then decide which one from each presentation they liked the most. If the pairs worked on different titles, they will have two tips they like; if they worked on the same title, they should select the best two.
- Ask for tips from the class for each title and make a list of the tips on the board under each title that students selected.

Extra activity

Writing an advice blog

Get students to work in pairs. Using the tips that they came up with, or the ones on the board, they write a blog about one of the things in Exercise 9, i.e. being at college, parenting, feeling good about yourself, taking the right decisions, managing money. Tell them they should write an introduction to their advice and then write each piece of advice with a heading. When they have finished, have them pass their blogs around for others to read and to note the most useful/interesting pieces of advice.

Set Workbook pages 96–97 for homework.

10.3 What generations want

READING Success across generations

1

- Books closed. Ask students for a definition of *generation*, and when you have agreed on that, ask them if they can suggest any characteristics of their generation.
- **Optional step.** If you have a class with more than one generation in it, you could make small groups of students from different generations (according to your definition) and get them to compare their characteristics, outlooks, etc. and see if they can pinpoint any differences.
- Books open. Ask students to work in pairs (preferably from the same generation) and discuss the questions.
- Open the discussion to the class for any interesting observations.

2

- Ask students to read the article quickly and to note (underline / highlight) differences they notice between the generations. Ask if any of the descriptions of generations 'matches' their own or the generations they discussed in Exercise 1.
- Ask students which societies/countries the writer is describing in the article, and how they know this. (The societies described are likely to be those in the developed world, e.g. the USA and western Europe, East Asia, for Generation Y. This is indicated by the expectation of university education, working in a structured environment, problems with energy, etc.)
- Ask them to look at the questions and answer them in pairs.

Suggested answers

1 They have to manage and motivate the workforce of the present and prepare the ground for the workforce of the future.

2 Students' own answers

3

- Tell students to read the article more carefully, noting or highlighting points about the headings a–d.
- When they have finished reading through and noting points, they should write their notes under each of the headings, in a table if they wish.
- Give them a few minutes to compare their notes with a partner, and to draw out any similarities between the generations.

Answers

There seem to be few similarities between the generations. Perhaps the Baby boomers and Generation Y are both less interested in money than Generation X.

a Characteristics of the age

Baby boomers: social and economic change, youth was celebrated, questioned authority

Generation X: 'lost generation', world was less certain, more global problems, e.g. AIDS, energy crisis

Generation Y: strong and sustained economic growth, development of the Internet and digital technologies

b Family life

Baby boomers: stable family backgrounds, stay-at-home mums

Generation X: smaller families, children spent less time with their parents

Generation Y: more consultative approach to parenting

c Working habits

Baby boomers: long hours, aimed to be experts in their field, ambitious

Generation X: emphasis on career education, more focused on hard work and earning money

Generation Y: more balanced than their parents, success often measured on a smaller scale

d Attitude to life in general

Baby boomers: conservative attitudes, self-exploration and personal growth

Generation X: not as happy-go-lucky as baby-boomers, peer pressure to conform

Generation Y: more outward-looking, believe in negotiation and collaboration; high expectations and often demand instant gratification; expect the companies they work for and the projects they work on to be ethical, socially inclusive

4

- Ask students to look at the definitions and see if they can think of any words or phrases that match them.
- Tell them to find the words and phrases in the article and see if they have chosen the same ones.
- Elicit the answers from the class and ask if they had thought of a different word/phrase. Accept any that could be correct.

Answers

1 strives (for) (line 1) 2 norms (line 2) 3 with some justification (line 17) 4 came to the fore (line 27) 5 happy-go-lucky (line 31) 6 peer pressure (lines 32–33) 7 on demand (line 38) 8 downside (line 43) 9 put a premium on (lines 45–46) 10 like-minded (line 48)

- **Optional step.** Ask students to work individually to write two sentences to exemplify two of the words or phrases. Elicit at least one sentence for each word around the class, to ensure that students understand and use the new words and phrases.

5

- Ask students to look at the ideas from the article and tell them to work in pairs to think of possible examples for each idea. (The examples aren't in the text.)
- Monitor to check and provide help where necessary, then elicit some ideas around the class.

Suggested answers

1 Conservative attitudes: in relation to the family this might be that the husband goes out to work while the wife stays at home and looks after the children.

2 Self-exploration and personal growth: exploring your spirituality and striving for personal fulfilment and happiness, which could be indicated by rising divorce rates (not staying in unhappy relationships) and visiting counsellors.

3 A (more) pragmatic approach to life: accepting the inevitable, e.g. making the most of a job that comes their way as long as it pays good money, rather than following their ideals.

4 Everything is available on demand: being able to go shopping 24/7 online, being able to watch TV programmes when they want rather than as timetabled.

5 Issues in and outside the home: problems at school and issues of discipline in the home, for example.

6 Contribution to the community: working for a company that provides a room for community use; volunteering in the community, e.g. helping elderly people.

6

- Ask students to work in pairs to discuss the questions, applying the characteristics of the different generations to them, if possible. Do they recognize themselves in the description of their generation?

VOCABULARY Success and failure

7

- Ask students to read through the ten sentences containing phrases connected with success and failure.
- Explain that all the phrases express one of the five notions a–e.
- Ask students to match the phrases with the notions, working individually and using a dictionary, if necessary.

Answers

1 b 2 d 3 d 4 a 5 c 6 d 7 a 8 e 9 c 10 b

8

- Ask students to read the instructions, look at the example and check they are clear about what they have to do.
- Monitor as they are making up the sentences about themselves / their friends and family and give help where necessary.
- Elicit a few sentences from the class.

SPEAKING Generation Z

9 *21st* CENTURY OUTCOMES

- Divide the class into small groups of about four students. Tell them they are going to think about the next generation – Generation Z – born between 2004 and 2020.
- Ask them to think first about what challenges this generation may face and how they might influence the character of the generation.
- Then ask them to look at the five areas given in the exercise and to discuss what kind of characteristics the generation might have in relation to the areas. Get them to think about how these characteristics might benefit the world as it develops, in order to fulfil the 21st century outcome of understanding and making use of the attributes of others.

10

- Have each group join another one and compare their ideas about the characteristics of Generation Z. Have they come up with the same characteristics?
- Then ask them to look at the analysis on page 177 and see if they had similar ideas.

Note that Roger Allen is an author of books about raising children.

Extra activity

Conflict between the generations

In their same groups, have students look at the characteristics of the four generations discussed, using their answers from Exercise 3 and the Speaking section. They should also look at the details in the article about the world at the time of each generation and the challenges they face. Ask if they can suggest any conflicts that either have arisen or will arise between the generations, for example, Baby boomers and Generation X being blamed for the problems of resources that Generation Z will face, because they didn't stop using the resources quickly enough once they realized the potential failure of supply.

Then come together as a class to discuss these problems past and present and to suggest possible ways of reducing conflict in the future.

Photocopiable communicative activity 10.1: Go to page 249 for further practice of success and failure phrases.

Set Workbook pages 98–99 for homework.

10.4 How did you get on?

READING Age no barrier

1

- Books closed. Ask students what the retirement age is in their (your) country. Discuss whether they think it's a fair retirement age, and whether they (their parents) are likely to go on working later.
- Books open. Direct students to the questions about people's age when they're looking for a job. Ask them to discuss them in pairs, then open the discussion to the class.

2

- Ask students to read the extract from a business blog and ask if they think it's surprising. Would they want to be working at 91?
- Ask them to look at the first two questions and then check around the class.
- When you have checked the answers, ask them each to write an ending to Barbara Beskind's sentence.
- Elicit a few sentences around the class – from all those who want to contribute. Then ask them to compare their ideas with the actual answer on page 177.

Answers

1 She put in a speculative application, i.e. she sent her CV to the company.

2 She has first-hand experience to develop designs, i.e. she uses her own experience to develop things elderly people need.

3 Students' own answers, but they may suggest endings such as '… you work and do things only because you want to / you can take chances because it doesn't matter if you get it wrong / everyone respects your experience.

Background information

Older people in the workforce

The number of older people in the workforce has been growing steadily over the last thirty years or so. In the United States, the percentage of people aged 65 and over still in work has risen from 20% in 1992, to 25% in 2002 to 33% in 2012, and is projected to be around 42% in 2022, so not only is the number of older people in work growing all the time, the rate of growth is increasing all the time too. Around 20% of the workforce was thought to be older workers (50+) in 2015.

In contrast, in the United Kingdom, the percentage of people over 65 in the workforce has risen from only around 5% in 2001 to 10% in 2013. However, this is during a period when employment rates for other age groups have largely fallen, so the growth in the number of older people in work is perhaps more surprising.

LISTENING Looking for a job

3

- Explain that students are going to listen to two older people discussing looking for a job. Ask them what kind of challenges older people may face. (For example, discrimination from younger interviewers because of their age; possible problems because they aren't physically as able as younger workers.)
- Ask students to listen and note the success that the two people had.
- 44 Play the recording.
- Elicit the answers around the class.

Transcript

A: *How did you get on with the job hunt today?*

B: *I rang quite a few temp agencies, but I drew a blank there.*

A: *Did you get anywhere with Hayley Hire – they say they specialize in work for older employees?*

B: *Not really – they took my details and asked me to call in again next week. How about you? Did you have any luck?*

A: *You know what? I did. I called in on Asda on the way home. Actually, I just went in to look at their noticeboard. But they had this sign up saying they were looking for part-time greeters. So I enquired and a guy interviewed me on the spot.*

B: *I bet that was a surprise! How did it go?*

A: *It all seemed to go pretty smoothly. They couldn't give me an answer there and then, but with luck they'll call in the next couple of days and I should have a job.*

B: *That's great. And what do they want their greeters to do?*

A: *So they want the greeter to stand at the main entrance to the store. Then as people come in, we wish them a good morning and perhaps engage them in some friendly conversation, but not so as to delay them in any way, stop them if they're in a hurry. Occasionally we'll have special offers to announce and direct them towards. But mainly the idea is just to make the customers feel welcome and feel good about coming to the store.*

B: *Put them in the mood to spend, huh?*

A: *I guess – but it sounds a nice friendly kind of job and I wouldn't mind doing it, but not full-time, of course.*

B: *Did you manage to discuss the details with them: pay and hours and stuff?*

A: *They said the starting salary was £8.50 an hour, but it could rise over time.*

Answers

Speaker 1 had some success. She enquired about a part-time job (as a greeter at Asda), got an interview on the spot and is waiting to hear, but thinks she'll get the job.

Speaker 2 didn't have any success. He enquired at a few temp agencies but drew a blank.

4

- Ask students to look at the questions in the Useful language box. Tell them to listen again and tick the questions they hear, completing them if necessary. They should then write the answers to the questions.
- 44 Play the recording again for students to complete the questions and write the answers. Play the conversation a third time, if necessary.

Answers

Did you have any luck? (You know what? I did.)

How did it go? (It all seemed to go pretty smoothly.)

Did you get anywhere with Hayley Hire? (Not really – they took my details and asked me to call in again next week.)

How did you get on with the job hunt today? (I rang quite a few temp agencies, but I drew a blank there.)

Did you manage to discuss the details with them: pay and hours and stuff? (They said the starting salary was £8.50 an hour, but it could rise over time.)

Pronunciation Elision

5a

- Ask students to give a quick explanation of elision (omitting sounds) and to check with the instructions.
- Remind them that they have done quite a lot of work on this, most recently in Unit 8.4. Ask them which examples of elision they practised there, allowing them to look back to Exercise 5 on page 92 if necessary. (They could mention the elisions of /d/ in *used to* and /t/ in *most things*, for example.)
- Ask them to look at the underlined parts of the short conversations and elicit how they think these words are said in conversation.
- 45 Play the recording for students to listen and check their answers.
- Model the elided words for them (see Answers below) and get students to repeat the sounds to themselves for practice.

Answers

1 /djə/, /jesɔ:l/ 2 /dɪt/, /ɪkʊdə/ 3 /djə/, /kʊdənfaɪnd/

5b

- Now ask students to work in pairs and say the conversations together.
- Monitor and check that they are saying the elisions correctly.

SPEAKING Talking about success

6

- Give students a few minutes working on their own to choose two of the situations listed and to make a few notes about them. Remind them to look at the expressions in the Useful language box.
- Now ask them to work in pairs to describe the occasions to their partner, who should ask questions to find out more information. Again, ask them to check the questions in the Useful language box to help them.
- Monitor as they are doing this and ask questions yourself to draw out more information.

7

- Ask students to work with a new partner.

Teaching tip: Reorganizing pairs, Unit 1.4, page 23

- Tell them to share the story and outcome from their original partner that interested and impressed them most with their new partner.
- Ask each pair to share one story with the class. The student whose story it is can correct the details if necessary.

WRITING A formal report

8

- Focus students' attention on the report and give them the context: An insurance company, AFT, commissioned its HR department to carry out a study on the average age of its employees and the jobs held by people in different age groups.
- Ask students to read through the report quickly and find the answers to the two questions in the instructions.
- Nominate one or two individuals to give you the answers.

Answers

In comparison with the rest of the insurance sector, AFT has a relatively young workforce. This may be a side-effect of a high turnover of staff, or it may have other causes. It isn't policy.

9

- Ask students to work in pairs to look through the report again and work out the functions of the five paragraphs.
- They can check their answers with another pair before you check as a class.

Answers

1 Introduction

2 Breakdown of figures/data/findings

3 Summary of initial findings and possible causes; addressing the first research point of age of employees

4 More detail about the findings; addressing the second research point of positions held by age group

5 Acknowledgements/thanks

Writing skill Phrases in report writing

10a

- Ask students to look back through the report and take note of the phrases in bold. Ask them to match the bold phrases with the correct synonym a–i.
- Allow them to check their answers with a partner, before you check them with the class.
- Ask students if they can see any difference between the register of the synonyms and the phrases from the report. (The ones from the report are in the main more formal, which would be typical of report-writing.)

Answers

a in progress b on behalf of c in line with d at the time of writing e in relation to f in comparison with g at the request of h to some extent i subject to

10b

- Now ask students to complete the sentences with a bold phrase from the report.
- Ask them to check with a partner before you elicit answers from the class.

Answers

1 on behalf of, subject to 2 to some extent, In line with / In comparison with (with slightly different meanings)
3 At the time of, in progress

- **Optional step.** Have students write a couple of sentences in pairs to exemplify the other prepositional phrases.

11 *21st* CENTURY OUTCOMES

- Ask students to read the instructions and the message from a colleague. Check that they are clear about what they have to do.
- Tell them to use the information to write a report, following the model in Exercise 8. They can do this in class or at home, to be worked on in the following lesson. Remind them to use some prepositional phrases.

12

- Ask students to work with a different partner to exchange their reports. They should each check their partner's report against the questions in the book. They should then discuss each other's work, pointing out any areas for improvement, in order to fulfil the 21st century outcome of understanding how to present facts clearly and objectively in a formal report.

Extra activity

Workplace survey

If you have a class that is largely in work, you could conduct a survey in order to compare the information in the lesson with your country. Ask students to find out, when they are next at work and have the opportunity, the rough proportions of different age groups in their place of work. Establish the age groups in advance, so all students are working to the same criteria, e.g. under 25, 25–39, 40–54, 55 and over. They can gather the information from observation in a small company, perhaps by asking their HR department, or even, in the case of large companies, checking online data published by the company.

Set a time a few lessons ahead to discuss the information in class (to allow plenty of time for the information to be gathered). Then, in class, collect the information from different companies, preferably in percentage form. The percentages from each company can then be averaged to give a general picture of the situation. You could then produce a graph or pie chart to display the information diagrammatically.

▶ Photocopiable communicative activity 10.2: Go to page 250 for further practice of talking about success.

▶ Set Workbook pages 100–101 for homework.

▶ Set Workbook Writing 5 on pages 102–103 for homework.

REVIEW 5 | UNITS 9 AND 10

Note: See Teaching tip 3 on page 7 of the Introduction for ideas on how to use the Review lessons.

READING

1

- Explain that students are going to read an article about a particular crowdfunding platform, i.e. an Internet site that enables people to publicize their projects and collect funds.
- Give them ten minutes to read the article and make notes to answer the questions, then ask them to compare their answers in pairs.
- Elicit answers around the class.

Answers

1 members of the public

2 The funds are not collected, i.e. the money is not taken from the donors.

3 They benefit from personal satisfaction, i.e. the knowledge that they have backed something worthwhile, and they may also benefit in some more concrete and commercial way.

4 They take a five per cent fee on the total amount of money raised.

5 They depend on trust, but if they suspect people are dishonest, they can suspend a project.

6 They get their funding if successful and also acquire a loyal community of followers.

Background information

Successful crowdfunding projects

Crowdfunding has been around for quite a long time now and there have been many successful projects, from art students funding their final, examined, project to individuals funding their dreams to produce an innovative product. The most successful, and still ongoing, crowdfunded project is a video game, Star Citizen, for which over $96 million has already been raised via Kickstarter.

Crowdfunding is used not only by unknown individuals, but it has been used by well-known people too. One of the first crowdfunding projects was by the alternative rock band Radiohead, although this was approached in a slightly different way. In 2007 the band released their album *In Rainbows* over the Internet. They then asked fans to contribute towards its production by paying any amount of money – or no money at all – to download it. While some people chose to download it for free, many others paid a few dollars, and the band achieved their aim.

Mainstream films can also be helped by crowdfunding. The American actor and director Dennis Hopper, star of *Easy Rider*, died while making his last film, *The Last Film Festival*. The film was in danger of not being made, but people connected with it crowdsourced funds in order to finish it, and it was released in 2015.

VOCABULARY 'In the air' or 'on the ground'

2

- Ask students to look at the idiom from the article and discuss what it means with a partner.
- Ask them to complete the sentences with the phrases in the box, in pairs if they wish.
- Check answers around the class.

Answers

get off the ground = become a reality, start

1 to a flying start 2 on the ground 3 up in the air
4 by the seat 5 in the face 6 with flying colours
7 by-night 8 to earth

Extra activity

Paraphrasing

Ask students to read through the sentences again, trying to work out what the idioms mean in each case. Tell them to work in pairs to discuss the meanings and to replace the idioms in the sentences with paraphrases that mean the same thing and work in the context. When they have finished, they can check with another pair. You can then discuss their ideas as a class. Possible paraphrases might be: 1 The company started well ..., 2 we have to remain realistic, 3 Everything's a bit uncertain, 4 We're making it up as we go along, 5 it defies all logic, 6 She passed all her exams with very high marks, 7 ... they're a pretty untrustworthy organization, 8 ... this year made them return to reality.

GRAMMAR

3

- Remind students of the adverbs and adverb–adjective collocations they studied in Unit 9, and give them time to re-read the Grammar summary on page 159, if necessary.
- Tell them to select the correct options to complete the text.
- When they have finished, check answers around the class by asking individual students to read out complete sentences.

Answers

1 pretty 2 fairly 3 extremely 4 quite 5 totally
6 really 7 deeply 8 incredibly 9 utterly 10 immensely

4

- Remind students of the verb and adjective patterns they have studied in Unit 10, and let them re-read the Grammar summary on page 161 if they wish.
- Tell them to complete the sentences with the correct patterns, adding a preposition, if necessary. Tell them that there are two possibilities for one item.
- Allow them to check their answers in pairs before eliciting whole-class feedback.

Answers

1 with/by getting 2 to draw 3 to proofread, getting 4 receiving, of hearing, with new and interesting information 5 in doing, in competitions 6 for getting

VOCABULARY

5

- As this is the second completion exercise in succession, you could treat this differently. Set a time limit for the task of e.g. two minutes, and ask students to stop after that time.
- Elicit answers from the class, asking students to raise their hands. Fewer students should be raising their hands by the time you get to item 7 or 8. Praise any who have managed to finish all ten items in the two minutes.

Answers

1 thrown 2 heart 3 blown (*missed* possible but not covered in Unit 10) 4 it 5 up 6 on 7 ambition 8 dropped

6

- Direct students' attention to the words in the box and tell them to complete the text with the words, but to note that there are three words that are not needed.
- Have them check in pairs before you elicit answers.

Answers

1 blog 2 podcast 3 selfie 4 meme 5 troll 6 browse

SPEAKING

7

- Explain that when money is raised using crowdfunding, the project's originators often ask for set amounts of money, each amount receiving a different 'reward' according to how much is given. For example, a band raising money to produce a new album might ask for amounts of $20, $50, $100, $250 or $500, and offer rewards ranging from a copy of the album (or being able to download it) with the band's signatures for a $20 amount, to tickets for a concert for $50, up to being invited to watch the band record the album for $500.
- Ask students to read the information about WUDBEEZ then ask them to work in pairs to think of four further pledges (they could be lower as well as higher than the one given) and rewards for each pledge.

8

- When the pairs have finished, they should work with another pair to discuss their ideas and to decide which ones are most likely to appear to backers.
- Elicit ideas from the class.

IMPROVE YOUR WRITING Varying sentence length

9

- **Optional step.** Ask students to work in pairs and to select a reading text from the book – any text, but preferably one they have already read so that they aren't distracted by the content. Tell them to look at the sentences in the text and make a note of the number of words in the shortest sentence and of the number in the longest (approximately – it doesn't have to be accurate). Then ask them to work out roughly what the average sentence length is. Ask them how much the sentence length varies. (It should vary quite a lot.)
- Ask students to read the short text about sentence length. How does this compare to their own language(s)?
- Tell them to read the online profile and think of ways of combining the short sentences to make longer ones, and then to rewrite the profile, using different ways of combining the short sentences.

Suggested answer

I worked at Northampton County Council, where I was Environmental Officer, which I left to set up my own consultancy business, advising local companies on ways to reduce their environmental impact. I started the business with a friend, using crowdfunding, and it's been a great success. Everyone wants to do their bit for the environment. Although you probably don't realize it, there are lots of simple actions which can make a real difference, and they needn't cost you a fortune. In fact a lot of the actions will actually save you money. I have advised many local companies, some big and some small, and there are testimonials of my work on this link. One thing you will find is that companies not only feel better about themselves when they start being more considerate of the environment, they also improve their reputation with their customers. I get huge satisfaction from my job, helping people and raising awareness about environmental issues too.

10

- Ask students to compare their rewriting in pairs, checking the new sentence combinations and the use of punctuation.
- Invite a few students to read their texts to the class.

11 Learning and memory

UNIT AT A GLANCE

THEMES: The future of education, the use of a degree, memory

TED TALK: *Build a school in the cloud.* Sugata Mitra talks about how conventional education is outmoded in today's world, and looks at a possible new model of education

AUTHENTIC LISTENING SKILLS: Understanding mid-sentence changes

CRITICAL THINKING: Bold statements

PRESENTATION SKILLS: Body movement and gesture

GRAMMAR: Conditionals

LANGUAGE FOCUS: Conditional conjunctions

VOCABULARY: Learning and memory

PRONUNCIATION: Linking vowel sounds

READING: *The memory palace, Thrown in at the deep end*

LISTENING: Starting a new job

SPEAKING: The great education debate, Memory tips, In at the deep end

WRITING: A formal letter

WRITING SKILL: Preposition + participle

LEAD IN

- Direct students to the photo on page 118 but ask them not to read the caption. You could hold the book up or project the photo if you use an interactive whiteboard, covering the caption. Ask students what they think is being shown in the photo. They should realize that the man has electrodes on his head. Ask them why this may be. If they suggest it's a hospital test/treatment, ask them to look at his clothes.
- Let the students read the caption. Ask why the man might be having his brain activity monitored. (We don't know, but as he's a Buddhist, and an important part of Buddhism is calm meditation, perhaps it is an experiment into seeing if we can consciously change our brain activity by meditating.)
- Point out the title of the unit – Learning and memory – and ask if that helps them 'decipher' the photo.
- Ask students how much learning and memory are interconnected, i.e. is learning dependent on memory?

TEDTALKS BACKGROUND

1

- Ask students to read the background text about Sugata Mitra and his talk.
- Ask them to work in pairs to discuss the questions. Elicit whole-class feedback.

Suggested answers

1 The children in the slums of New Delhi had no experience of using computers.

2 a prompting question, a little encouragement and a computer

3 Students' own answers

Background information

MOOCs

The acronym MOOC stands for Massive Open Online Courses. This is a new way of distance learning that has developed in the 21st century.

Two key providers of MOOCs are edX and Futurelearn. Massachusetts Institute of Technology and Harvard University started edX, and now several other universities in the United States and others such as The Sorbonne in Paris have joined it. Futurelearn was started by the Open University in the United Kingdom, but now has courses provided by other UK universities as well as universities from countries such as The Netherlands and Israel.

These institutions and others provide a huge range of courses in many subjects, generally lasting for a few weeks and needing commitment of a few hours a week. The learning materials are all disseminated online, and the 'classroom' is represented by discussion forums. MOOCs can be taken by hundreds of students at a time, from around the world, communicating and learning together.

KEY WORDS

2

- Ask students to read through sentences 1–6 (without looking at a–f) and try to guess the meaning of the words in context. (Alternatively, you could follow the procedure outlined in Teaching tip 4 on page 7 of the Introduction.)
- Ask students to match the bold words and the definitions, and check the answers round the class.

Answers

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

Note that the character 'coming alive' in the photo mentioned in number 4 is an example of 'augmented reality', i.e. a computer graphic being superimposed on a real background.

- Check understanding of the key words by asking a few questions of the students, e.g. *What can you describe as **robust** apart from computers?* (children, animals, theories) *Where might you find **clerks** apart from in banks?* (in offices, in station ticket offices) *What can be considered as **obsolete** these days?* (black-and-white televisions, audio cassettes).

AUTHENTIC LISTENING SKILLS
Understanding mid-sentence changes

3a

- Ask students to say what they understand by mid-sentence changes, i.e. when someone starts a sentence in one way and then changes direction, usually grammatical direction. Explain that these are also known as false starts or repairs and are very common in the spoken language. This can be distracting for the listener as they expect certain structures to be followed.
- Ask students to read the first part of the Authentic listening skills box, up to the example, and ask for suggestions of how the speaker might have finished the example based on the first part. (For example, *I wanted to say that it has been a pleasure to be here; I've really enjoyed my stay. Thank you for everything you've done for me during my stay.*)
- Tell them to read the rest of the box and emphasize that they should focus on the message, not the incomplete or incorrect sentences.
- Now ask them to read and listen to the sentence from the TED Talk.
- 46 Play the recording.
- Ask students to discuss with a partner how they would expect the sentence to be written, and to write it. Then they can check on page 177.

3b

- Focus students' attention on the next extract from the talk. Tell them to listen and complete it.
- 47 Play the extract once while students complete it.
- Ask them to have a go at rewriting the second sentence of the extract, and ask for suggestions.

Answers and transcript

'About eight hours later, we found them browsing and teaching each other how to browse. So I said, "Well, [1]that's impossible, [2]because, you know – [3]How is it [4]possible? They [5]don't know anything."'

Suggested rewriting: So I said: 'That's impossible, because there is no way that it could be possible,' / 'It can't be possible because they don't know anything.'

Note: Remind your students to watch the TED Talk at home before you move on to Unit 11.1 in the class. Ask them just to enjoy it and get the gist of the talk.

11.1 Build a school in the cloud

TEDTALKS

1

- Books closed. Check that students watched the video at home and ask for their general impressions of it.
- Tell students that they are now going to watch the first part of the talk. Tell them to read the questions and note anything they can remember before they watch again.
- 11.1 Play the first part of the talk from 0.13–3.44 for students to watch and check their answers to the questions.
- Elicit answers from the class.

Transcript

0.13 *What is going to be the future of learning? I do have a plan, but in order for me to tell you what that plan is, I need to tell you a little story, which kind of sets the stage. I tried to look at where did the kind of learning we do in schools, where did it come from? And, you know, you can look far back into the past, but if you look at present-day schooling the way it is, it's quite easy to figure out where it came from. It came from about 300 years ago, and it came from the last and the biggest of the empires on this planet. ['The British Empire'] Imagine trying to run the show, trying to run the entire planet, without computers, without telephones, with data handwritten on pieces of paper, and travelling by ships. But the Victorians actually did it. What they did was amazing. They created a global computer made up of people. It's still with us today. It's called the bureaucratic administrative machine. In order to have that machine running, you need lots and lots of people. They made another machine to produce those people: the school. The schools would produce the people who would then become parts of the bureaucratic administrative machine. They must be identical to each other. They must know three things: They must have good handwriting, because the data is handwritten; they must be able to read; and they must be able to do multiplication, division, addition and subtraction in their head. They must be so identical that you could pick one up from New Zealand and ship them to Canada and he would be instantly functional. The Victorians were great engineers. They engineered a system that was so robust that it's still with us today, continuously producing identical people*

for a machine that no longer exists. The empire's gone, so what are we doing with that design that produces these identical people, and what are we going to do next if we ever are going to do anything else with it?

2.56 *['Schools as we know them are obsolete'] So that's a pretty strong comment there. I said schools as we know them now, they're obsolete. I'm not saying they're broken. It's quite fashionable to say that the education system's broken. It's not broken. It's wonderfully constructed. It's just that we don't need it any more. It's outdated. What are the kind of jobs that we have today? Well, the clerks are the computers. They're there in thousands in every office. And you have people who guide those computers to do their clerical jobs. Those people don't need to be able to write beautifully by hand. They don't need to be able to multiply numbers in their heads. They do need to be able to read. In fact, they need to be able to read discerningly.*

3.44 *Well, that's today, but we don't even know what the jobs of the future are going to look like. We know that people will work from wherever they want, whenever they want, in whatever way they want. How is present-day schooling going to prepare them for that world?*

4.02 *Well, I bumped into this whole thing completely by accident. I used to teach people how to write computer programs in New Delhi, fourteen years ago. And right next to where I used to work, there was a slum. And I used to think, how on Earth are those kids ever going to learn to write computer programs? Or are they, should they not? At the same time, we also had lots of parents, rich people, who had computers, and who used to tell me, 'You know, my son, I think he's gifted, because, you know, he does wonderful things with computers. And my daughter – oh, surely she is extra-intelligent.' And so on. So I suddenly figured that, how come all the rich people are having these extraordinarily gifted children? (Laughter) What did the poor do wrong? I made a hole in the boundary wall of the slum next to my office, and stuck a computer inside it just to see what would happen if I gave a computer to children who never would have one, didn't know any English, didn't know what the Internet was.*

5.06 *The children came running in. It was three feet off the ground, and they said, 'What is this?' And I said, 'Yeah, it's, I don't know.' (Laughter) So they said, 'Why have you put it there?' I said, 'Just like that.' And they said, 'Can we touch it?' I said, 'If you wish to.' And I went away. About eight hours later, we found them browsing and teaching each other how to browse. So I said, 'Well that's impossible, because, you know – How is it possible? They don't know anything.' My colleagues said, 'No, it's a simple solution. One of your students must have been passing by, showed them how to use the mouse.' So I said, 'Yeah, that's possible.'*

5.44 *So I repeated the experiment. I went 300 miles out of Delhi into a really remote village where the chances of a passing software development engineer was very little. (Laughter) I repeated the experiment there. There was no place to stay, so I stuck my computer in, I went away, came back after a couple of months, found kids playing games on it. When they saw me, they said, 'We want a faster processor and a better mouse.' (Laughter) So I said, 'How on Earth do you know all this?' And they said something very interesting to me. In an irritated voice, they said, 'You've given us a machine that works only in English, so we had to teach ourselves English in order to use it.' (Laughter) I've, that's the first time, as a teacher, that I had heard the word 'teach ourselves' said so casually.*

6.36 *Here's a short glimpse from those years. That's the first day at the Hole in the Wall. On your right is an eight-year-old. To his left is his student. She's six. And he's teaching her how to browse. Then onto, you know, other parts of the country, I repeated this over and over again, getting exactly the same results that we were. ['Hole in the wall film – 1999'] An eight-year-old telling his elder sister what to do. And finally a girl explaining in Marathi what it is, and said, 'There's a processor inside.'*

7.25 *So I started publishing. I published everywhere. I wrote down and measured everything, and I said, in nine months, a group of children left alone with a computer in any language will reach the same standard as an office secretary in the West. I'd seen it happen over and over and over again.*

7.47 *So then people said, well, how far will it go? Where does it stop? I decided I would destroy my own argument by creating an absurd proposition. I made a hypothesis, a ridiculous hypothesis. Tamil is a south Indian language, and I said, can Tamil-speaking children in a south Indian village learn the biotechnology of DNA replication in English from a streetside computer? And I said, I'll measure them. They'll get a zero. I'll spend a couple of months, I'll leave it for a couple of months, I'll go back, they'll get another zero. I'll go back to the lab and say, we need teachers. I found a village. It was called Kallikuppam in southern India. I put in Hole in the Wall computers there, downloaded all kinds of stuff from the Internet about DNA replication, most of which I didn't understand.*

8.39 *The children came rushing, and said, 'What's all this?' So I said, 'It's very topical, very important. But it's all in English.' So they said, 'How can we understand such big English words and diagrams and chemistry?' So by now, I had developed a new pedagogical method, so I applied that. I said, 'I haven't the foggiest*

idea.' (Laughter) 'And anyway, I am going away.' (Laughter) So I left them for a couple of months. They'd got a zero. I gave them a test. I came back after two months and the children trooped in and said, 'We've understood nothing.' So I said, 'Well, what did I expect?' So I said, 'OK, but how long did it take you before you decided that you can't understand anything?' So they said, 'We haven't given up. We look at it every single day.' So I said, 'What? You don't understand these screens and you keep staring at it for two months? What for?' So a little girl who you see just now, she raised her hand, and she says to me in broken Tamil and English, she said, 'Well, apart from the fact that improper replication of the DNA molecule causes disease, we haven't understood anything else.' (Laughter) (Applause)

9.56 *So I tested them. I got an educational impossibility, zero to thirty per cent in two months in the tropical heat with a computer under the tree in a language that they didn't know doing something that's a decade ahead of their time. Absurd. But, but I had to follow the Victorian norm. Thirty per cent is a fail. How do I get them to pass? I have to get them twenty more marks. I couldn't find a teacher. What I did find was a friend that they had, a 22-year-old girl who was an accountant and she played with them all the time. So I asked this girl, 'Can you help them?' So she says, 'Absolutely not. I didn't have science in school. I have no idea what they're doing under that tree all day long. I can't help you.' I said, 'I'll tell you what. Use the method of the grandmother.' So she says, 'What's that?' I said, 'Stand behind them. Whenever they do anything, you just say, "Well, wow, I mean, how did you do that? What's the next page? Gosh, when I was your age, I could have never done that." You know what grannies do.' So she did that for two more months. The scores jumped to fifty per cent. Kallikuppam had caught up with my control school in New Delhi, a rich private school with a trained biotechnology teacher. When I saw that graph I knew there is a way to level the playing field. Here's Kallikuppam. (Children speaking) Neurons ... communication.*

11.32 *I got the camera angle wrong. That one is just amateur stuff, but what she was saying, as you could make out, was about neurons, with her hands were like that, and she was saying neurons communicate. At twelve.*

11.46 *So what are jobs going to be like? Well, we know what they're like today. What's learning going to be like? We know what it's like today, children poring over with their mobile phones on the one hand and then reluctantly going to school to pick up their books with their other hand. What will it be tomorrow? Could it be that we don't need to go to school at all? Could it be that, at the point in time when you need to know something, you can find out in two minutes? Could it be – a devastating question, a question that was framed for me by Nicholas Negroponte – could it be that we are heading towards or maybe in a future where knowing is obsolete?*

12.31 *I came back to England looking for British grandmothers. I put out notices in papers saying, if you are a British grandmother, if you have broadband and a web camera, can you give me one hour of your time per week for free? I got 200 in the first two weeks. I know more British grandmothers than anyone in the universe. (Laughter) They're called the Granny Cloud. The Granny Cloud sits on the Internet. If there's a child in trouble, we beam a Gran. She goes on over Skype and she sorts things out. I've seen them do it from a village called Diggles in north-western England, deep inside a village in Tamil Nadu, India, 6,000 miles away. She does it with only one age-old gesture. 'Shhh.' OK? Watch this. Grandmother: You can't catch me. You say it. You can't catch me. Children: You can't catch me. Grandmother: I'm the Gingerbread Man. Children: I'm the Gingerbread Man. Grandmother: Well done! Very good.*

13.47 *SM: So what's happening here? I think what we need to look at is we need to look at learning as the product of educational self-organization. If you allow the educational process to self-organize, then learning emerges. It's not about making learning happen. It's about letting it happen. The teacher sets the process in motion and then she stands back in awe and watches as learning happens. I think that's what all this is pointing at. But how will we know? How will we come to know? Well, I intend to build these Self-Organized Learning Environments. They are basically broadband, collaboration and encouragement put together. I've tried this in many, many schools.*

14.38 *So here are a couple of images from SOLEs. I've tried incredible, incredible questions – 'When did the world begin? How will it end?' – to nine-year-olds. This one is about what happens to the air we breathe. This is done by children without the help of any teacher. The teacher only raises the question, and then stands back and admires the answer.*

15.10 *So what's my wish? My wish is that we design the future of learning. We don't want to be spare parts for a great human computer, do we? So we need to design a future for learning. And I've got to – hang on, I've got to get this wording exactly right, because, you know, it's very important. My wish is to help design a future of learning by supporting children all over the world to tap into their wonder and their ability to work together. Help me build this school. It will be called the School in the Cloud. Thank you. (Applause) Thank you very much.*

Answers

1 It came about from the British Empire, when people were educated to the same standard to become administrative clerks.

2 They created a global computer made up of people, called the bureaucratic administrative machine.

3 They needed to have good handwriting, to be able to read and to be able to do multiplication, division, addition and subtraction in their head.

4 robust

5 They aren't needed because the 'machine' no longer exists (the Empire is gone).

6 They need to be able to read.

Note the differences in British English and North American English shown at the foot of the spread. In this unit, these focus on pronunciation and spelling differences. See Teaching tip 1 on page 6 of the Introduction for ideas on how to present and practise these differences.

2

- Ask students to look at the exercise. Tell them that this focuses on Sugata Mitra's first experiment. They should make notes about the four points given.
- ▶11.1 Play the second part of the talk from 3.44–5.44.
- Ask them to work in pairs to discuss and answer the questions.
- Elicit sentences from around the class to check the answers.

Answers

1 They say that their children are extraordinarily gifted and very intelligent.

2 What would happen if Sugata Mitra gave a computer to children who would never have one, didn't know any English, didn't know what the Internet was?

3 The children were browsing and teaching each other how to browse.

4 One of the (computer) students could have shown them how to use the mouse.

3

- Tell students they are going to watch and find out about the second experiment. Ask them to make notes on the four points about this experiment as they watch and listen.
- ▶11.1 Play the third part of the talk from 5.44–7.47.
- Play the recording again if necessary for students to complete their notes.
- Discuss the notes around the class.

Answers

1 a remote village, 300 miles out of Delhi

2 playing games on the computer (but they wanted a faster processor and a mouse)

3 teaching themselves English in order to use the computer

4 In nine months, a group of children left alone with a computer in any language will reach the same standard as an office secretary in the West.

4

- Explain that the next section of the talk covers the third experiment that Sugata Mitra carried out.
- Ask students to read through the description to see if they can choose the correct words.
- ▶11.1 Play the fourth part of the talk from 7.47–11.46 while students check their answers.

Answers

1 destroy 2 English 3 zero marks 4 nothing (in fact they'd understood that improper DNA replication causes disease) 5 30 per cent 6 fail 7 grandmother 8 rich private

5

- Ask students to look at the points about the next section so that they can make notes to expand on them.
- ▶11.1 Play the fifth part of the talk from 11.46–13.47.
- Ask students to ensure they can use their notes to explain the three points, and play the recording again as necessary.
- Ask them to work in pairs to explain the points to their partners, then discuss as a class.

Answers

1 Because knowing will be obsolete; we will be able to get whatever we need to know from the Internet / electronic devices.

2 The 'granny cloud' is a group of grandmothers that Sugata Mitra has found who support children and their learning via Skype.

3 The granny's role in learning is to support and encourage the children, rather than teach them, though the reality is perhaps that some of the grannies probably will teach too.

6

- Ask students to look at the quotes from the conclusion of Sugata Mitra's talk. They should see if they can complete the quotes from their first viewing of the talk.
- ▶11.1 Play the last part of the talk from 13.47 to the end while students check and complete the quotes.
- Check answers around the class.

Answers

1 making, letting 2 broadband, encouragement
3 question, answer 4 future, wonder

• Invite comments from the class about the talk, e.g. *What did they find most interesting about it? Do they think that Sugata Mitra's dream is possible?*

VOCABULARY IN CONTEXT

7

• ▶11.2 Play the clips from the talk. When each multiple-choice question appears, students choose the correct definition.

Transcript and subtitles

1 I do have a plan, but in order for me to tell you what that plan is, I need to tell you a little story, which kind of ***sets the stage****.*

a *gives the background (to something)*
b *shows (something) in a favourable way*
c *shows the cultural context (of a thing)*

2 They do need to be able to read. In fact, they need to be able to read ***discerningly****.*

a *fast and accurately*
b *widely and with cultural awareness*
c *carefully and with good judgement*

3 Here's ***a short glimpse*** *from those years.*

a *a little experience*
b *a quick film*
c *a brief look*

4 So I said, 'It's very ***topical****, very important. But it's all in English.'*

a *true and accurate*
b *current and relevant*
c *interesting and eye-opening*

5 When I saw that graph I knew there is a way to ***level the playing field****.*

a *give each player the same opportunity of success*
b *make the race or competition less difficult*
c *abandon old ideas and make a fresh start*

6 We know what it's like today, children ***poring over*** *(with) their mobile phones on the one hand and then reluctantly going to school to pick up their books with their other hand.*

a *examining hard*
b *playing distractedly with*
c *reading excitedly*

Answers

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

8

• ▶11.3 Play the clips from the talk. As the recording pauses at the gap in each sentence, ask students to think about which word can fill the gap and note their answers. (You will need to pause the recording yourself.) They can check with another student at this point, and together list collocations they think are possible in the gap.

• Start the recording again for students to watch the actual clip from the talk and check their answers.

Answers and transcript

1 What they did was amazing. They created a global computer **made** *up* of people.

2 How is present-day schooling going to prepare them for that world? Well, I bumped into this *whole* **thing** completely by accident.

3 So I suddenly figured that, how come all the rich people are having these *extraordinarily* **gifted** children?

4 One of your students must have been **passing** *by*, showed them how to use the mouse.

5 I repeated this *over* **and** *over* **again**.

6 I said, 'I haven't the *foggiest* **idea**.'

7 The teacher *sets* the process **in motion** and then she stands back.

8 We don't want to be *spare* **parts** for a great human computer, do we?

Note: Make sure that students realize that the collocations used are in some cases just the choices of the speaker, and other choices of words are possible. Accept all possible answers from the students. Numbers 4, 5, 7 and 8 are fairly fixed collocations, 1 is a phrasal verb, 2 could be *this entire thing*, 3 could be *amazingly gifted* or *incredibly gifted*, 4 could be just *passing* and 6 could equally be *haven't the faintest idea*.

9

• Ask students to complete the sentences in their own words, before comparing their ideas with a partner. Monitor to help them with ideas.

• Ask students to share and discuss some of their sentences.

Possible answers

1 Global migration / Rising sea levels / National debt ...

2 ... women breaking the glass ceiling / awarding jobs on merit / giving a chance to people from all backgrounds.

3 ... car ... car dealer's / food processor ... cookshop / computer ... electronics shop

CRITICAL THINKING Bold statements

10

• Ask students what they understand by *bold statements*. If necessary, refer them back to the Authentic listening skills section in Unit 10 on hedging.

• Either ask students for an example of a bold statement and an equivalent that is not so bold, or provide one yourself, e.g. *In ten years' time there will be manned space missions to*

Mars. (bold) compared with *In ten years' time, there may be manned space missions to Mars / it's possible that there will be manned space missions to Mars / we might see manned space missions to Mars.* (hedged)

- Then direct them to the instructions and statements in the exercise. Ask them to work in pairs first to discuss how each statement supports Sugata Mitra's main argument, and then to decide whether the bold statements are successful in getting the viewers' attention.
- Elicit feedback from the class.

Answers

1 People need to learn flexibly (because the future is unpredictable). We don't all need the same education as used to be the case.

2 Schools represent an outdated model for today's society.

3 We don't need to store knowledge – computers can store it for us. We just 'download' it when we need it.

The bold statements are successful in getting attention because they make you want to understand why this may be the case, so you listen for the supporting statements that follow.

11

- Ask students to read through the comments quickly and to answer the questions individually for each one.
- They then discuss the answers in pairs. Discuss the questions as a class.

Answers

1 Yildiz – yes; has taken the claims very literally – 'how shall I continue to prepare them in a system that is obsolete?'

Jay doesn't entirely agree: 'even if Sugata Mitra has overstated the scale of the change'.

Yu seems to accept the claims but maybe thinks they are over-optimistic – 'I hope it can become a reality.'

2 Yildiz doesn't know; Jay thinks teachers should get involved in the conversation; Yu thinks the 'school in the cloud' should be used first for 'the millions of children who are deprived of a good education'.

3 Students' own answers

PRESENTATION SKILLS Body movement and gesture

12

- **Optional step.** Books closed. Ask students to think about themselves when they are speaking, either in front of an audience or just telling an anecdote to a friend. Can they think of any particular gestures they make? Why do they make these gestures?
- Books open. Direct students to the exercises and ask them to read the instructions. Ask them also to consider whether speakers should stand still or move around, and whether they should use gestures.
- Discuss the questions as a class, and encourage students to think about themselves or other people in giving their answers. Can they think of any gestures or movements that famous speakers make? (President Obama often lifts his hands, palms outward in a very 'open hands' gesture. British ex-Prime Minister Tony Blair used to make downward chopping motions with his hands to emphasize important points. Rather than making an actual gesture, German Chancellor Angela Merkel has a very distinctive way of holding her hands: in front of her abdomen with fingers interwoven, making a diamond shape.)

13

- Tell students to read the Presentation tips box and see whether their ideas were mentioned.
- If you didn't do the optional step in Exercise 12, students can now discuss their own use of movement and gesture when giving talks.
- Ask if they agree with the points in the tips box. Ask them how they might use gesture when speaking to emphasize a point or to try to draw the audience in. (A British speaker might use a chopping motion of the hand to emphasize a point, and they might hold out their hand to the audience, palms up and fingers slightly curled in to draw the audience in. Be sure to point out, though, that like all expressions and gestures, there may be differences across cultures.)

14

- Tell students to watch the clip from the talk, noting how Sugata Mitra moves and uses gestures.
- ▶ 11.4 Play the clip from the talk and discuss answers.

Answer

Sugata Mitra keeps his body open, he gestures, keeping his palms out. He keeps his body calm, using his hands to emphasize key words. He doesn't move around the stage. He faces the audience in an open and inclusive way.

15

- Tell students they are going to prepare and give a short talk, thinking about how they might move and gesture as they give it.
- Ask them to read the instructions, and to make notes about a school they went to, mentioning points such as size, strengths, teachers and atmosphere. While they are making notes, they should consider how to use gesture to emphasize the key points, perhaps indicating in their notes where to use gesture, e.g. by underlining key points.

16

- Ask students to form small groups. In their groups they take turns to give their presentations.
- Ask each group to discuss the presentations. What kind of movements did each speaker use? Did the movements and gestures enhance the talk, i.e. did they help to get the information across? What worked particularly well?

Extra activity

'Reading' gesture

Learning how to 'read' gestures in a foreign language is a key skill, especially as some gestures vary across cultures.

Either find, or ask your students to find, a number of videos of people speaking (in English): these could be videos of famous speeches, videos on YouTube or similar of individuals talking, other TED Talks. Decide on a number that you can comfortably watch in class, allowing time for discussion and also not having so many that students will get bored. Play each video a couple of times, asking students to note down movements and gestures used and what these seem to be used for. At the end of the viewing session, discuss what the class has found, and if there are any patterns.

An alternative way of doing this would be to ask students to watch a specific number of videos at home, e.g. five, and do the same exercise of noting gestures. Then you can discuss their findings in the next class and see if any patterns can be found, even though they all watched different videos.

Set Workbook pages 104–105 for homework.

11.2 The value of education

GRAMMAR Conditionals

1

- Ask students to work in pairs to discuss the questions.
- Discuss their ideas around the class, but be sensitive to the possibility that students without a university degree might feel at a disadvantage. Encourage students to discuss how they got into their career, if appropriate for your class.

2

- Ask students to look at the infographic in pairs and discuss each statistic given.
- Discuss questions 1–3 as a whole class. Note that the statement in question 3 is similar to one made by the US Senator Orrin Hatch: 'Graduation is not the end; it's the beginning.'

Answers

1 In the UK, medicine (helped them find a job); science, maths and engineering (led to higher earnings).

2 In the US, approximately 40% said they didn't need their degree. Also, approximately 60% said they will need more training. In the UK, nearly 50% of graduates are doing non-graduate jobs.

3 In the US 57% plan to go back to college and 63% said they will need more training.

3

- Direct students' attention to the Grammar box. Tell them to read the sentences and answer questions a–c.
- They can discuss this in pairs before you check as a class.
- Students can check their answers and overall understanding of conditionals by turning to the Grammar summary on page 163. If you feel that students need more controlled practice before continuing, direct them to Exercises 1–4 in the Grammar summary.

Answers

a 1 Sentences 1 and 5 2 Sentence 3 3 Sentence 4 4 Sentence 2

b are to

c 6 If you choose … 7 If you asked / If you were to ask … 8 if they hadn't gone …

Answers to Grammar summary exercises

1

1 didn't have, would you do 2 refused, would affect (or had refused, would have affected) 3 is, will/ can/could you get 4 would have lost, had delayed 5 wasn't/ weren't, would/might find (or hadn't been, would have found) 6 will help, can 7 would be, hadn't dropped 8 was/ were, would probably have given 9 don't ask, will never get (or didn't ask, would never get) 10 wasn't damaged, would still run (or hadn't been damaged, would still be running / would still run)

2

1 Had it not been for Francesca's negotiating skills, we wouldn't / might not have won the contract.

2 If we were to install CCTV, it would make the premises more secure.

3 Were it not for the cost, I would take regular language lessons.

4 If I was to give one piece of advice to any young person, it would be to travel while they are still young.

5 Had it not been for his party's (good) use of social media, the politician wouldn't have got elected.

6 Were it not for the fact that the news is always so depressing, I would follow it. / Were it not always so depressing, I would follow the news.

3

1 had 2 do 3 did 4 was/were 5 not

4

(Suggested answers)

1 this idea fail / the original plan not work
2 they been found to be cheating / they not won their match
3 the fire alarm sound / there be a fire
4 he alive today
5 he been at home / been awake / he not been deaf
6 I offered a ticket / I free that weekend

4

• Ask students to read through the sentences and then complete them by putting the verbs in the correct form. Make sure that they realize that there may be more than one possible answer in some cases.

Teaching tip: Grammar choices, Unit 4.2, page 62

• Check around the class by asking individuals to read out completed sentences.

Answers

1 don't like, won't / might not like, are, (will) need
2 think, are (or thought / would be), were, 'd choose
3 'd probably be, hadn't dropped, were, would have stuck
4 do, want, hadn't done, would have been / would be

5

• Ask students to rewrite the sentences using inversion. They can do this individually, then check in pairs.

• Elicit feedback by asking individuals to read out a sentence at a time.

Answers

1 Were the places not so limited, more people would apply to do the course.
2 Should any places come up, we will inform you straightaway.
3 Were a large number of students to fail to find employment after leaving, it would reflect badly on the college.
4 Had she studied a science subject, she would definitely be in a job now.
5 I would have gone to the UK had the visa not been so expensive.
6 You can ask the college for financial assistance, should the need arise.

LANGUAGE FOCUS Conditional conjunctions

6

• **Optional step.** If you feel your class needs it, start by doing a quick revision of the conditional conjunctions they know. Start by putting *if* on the board and inviting students to call out other conditional conjunctions. They should certainly know some, e.g. *unless*, *whether (or not)*, *provided (that)*, *as long as*. Then ask them to think of an example with one of the conjunctions and elicit a few sentences from the class.

• Decide at this point whether your students need any further reminding of the conditional conjunctions. If so, ask them to read the rest of the Grammar summary on page 164. You could also ask them to do Exercise 5 in the Grammar summary, or go straight on to Exercise 6 in the unit and they can do the Grammar summary exercise for homework.

• They could also do Exercise 6 in the Grammar summary at this point, which practises all the grammar from this unit, or do that for homework too.

• Ask students to read through the ten sentences with conditional conjunctions, and point out that some can simply be replaced with *if* + clause, but others will need a little more rewriting. Ask them to think individually about how they would rewrite the sentences, then put them in pairs to work on the rewriting together.

• Elicit answers round the class, accepting any correct versions.

Answers

1 If you don't (try) / If not, why bother to do the course at all?
2 ... (only) if you return each tool to the place you found it.
3 If you aren't sure / are in doubt / are doubtful, ...
4 ... if you should go to university (or not).
5 If a child is well looked after and read to at home, ...
6 If it weren't for the ridiculously high tuition fees / If the tuition fees weren't so ridiculously high, ...
7 If you keep learning through your career, ...
8 If / What if they had refused, ...
9 ... if my employer didn't agree to fund it.
10 If everything goes according to plan, ...

Answers to Grammar summary exercises

5

1 Supposing, unless 2 whether or not, provided that
3 In the event of

6

1 ~~would be~~ → were 2 ~~will be~~ → would be 3 ~~had helped~~ → would help / would have helped 4 ~~'d have known~~ → 'd known 5 ~~Were they to live~~ → If they lived* 6 ~~I can do it~~ → I can

* Note that *Were ... to ...* tends to take a dynamic rather than a stative verb.

7

- Ask the students to remain in their pairs to look at the sentences again, deciding which conditional conjunctions have the same meaning.
- Ask volunteers to offer their ideas for discussion as a class.

Suggested answers

The three conjunctions *on condition that*, *provided that* and *as long as* have a very similar meaning, i.e. *only if*. The conjunctions *supposing (that)* and *assuming (that)* also have a similar meaning, i.e. *if this is the case*.

Extra activity

Practising conditional conjunctions

It can be quite difficult for students to get their heads round the different conditional conjunctions, and how they relate to one another, so some more practice might be useful. Give your students the four basic conditional sentences below and give them a time limit (e.g. ten to fifteen minutes) to rewrite them in as many ways as they can with different conditional conjunctions. At the end of the time limit, invite students to say how many sentences they have written. Ask the student who has written most to read out their sentences and decide as a class if they are correct, listing the correct ones on the board. Other students can then offer any variations they have. (Suggested answers are below, but there may be other possibilities.)

Sentences

If it's raining heavily, you shouldn't use the footpath by the river.
(*In case of / In the event of heavy rain, you shouldn't ...; You should only use the footpath by the river if it isn't raining heavily; You can use the footpath by the river unless it's raining heavily; You can use the footpath by the river as long as / provided that / on the condition that it isn't raining heavily.*)

If the sales team achieve their target, they will be given a bonus.
(*On the condition that / Assuming that / As long as / Provided that the sales team achieve their target, they will be given a bonus; The sales team will be given a bonus unless they fail to achieve their target; In the event that they don't achieve their target, the sales team won't be given a bonus.*)

If nothing is done to slow the pace of global warming, there will be serious consequences.
(*Unless something is done / If something isn't done / In the event of nothing being done ...; We need to do something to slow the pace of global warming. Otherwise, there will be ...*)

If an eagle-eyed passer-by hadn't spotted the bag in the bin, many people would have been injured.
(*But for the eagle-eyed passer-by who spotted the bag in the bin, many people ...; In the event that the eagle-eyed passer-by hadn't spotted the bag in the bin, ...*)

SPEAKING The great education debate

8 21st CENTURY OUTCOMES

- Ask students to read the four statements about education and decide what their opinion is on each one. You could ask them to rank their agreement from 1 (completely agree) to 5 (completely disagree). They should think about their reasons for agreement or otherwise.
- Ask them to work in small groups of three or four students and discuss their views. Encourage them to discuss the consequences of the education policies in the statements or of any other policies they think could be implemented, using conditionals, to fulfil the 21st century outcome of understanding the implications of public policy decisions.
- They should try to persuade the others in their group of their views, giving reasons why they think they are correct.
- **Optional step.** You could expand this to a full debate. See Extra activity: Debating the Internet, Unit 9.2, page 135.

Photocopiable communicative activity 11.1: Go to page 251 for further practice of conditionals and conditional conjunctions.

Set Workbook pages 106–107 for homework.

11.3 How to remember

READING The memory palace

1

- **Optional step.** Books closed. Ask students how good they think their memory is and what kind of information they find easy to remember. Invite contributions from the class. Start by commenting on your own memory if you wish, e.g. *I've got quite a good memory in general. I tend to remember events from the past in quite a lot of detail, but I'm not that good at remembering facts and details from books and news broadcasts and so on.*
- Tell students they are going to take a memory challenge. Ask them to turn to page 177 and look at the list of words.
- Tell them they have thirty seconds to try to memorize the words, and after thirty seconds, tell them to turn back to page 124.
- Now ask them to write down all the words they can remember from the list.

2

- Ask students to work in pairs and compare the list of words they have written, discussing the techniques, if any, that they used for remembering the words, and why they remembered certain words.
- Invite students to tell the class about any useful techniques they used. (see Teaching tip below.)

TEACHING TIP

Memorizing words

There are several different techniques that can be used when learning/memorizing vocabulary, some of which the students may have already mentioned.

- Group words together, i.e. use the meanings of the words to create meaningful groups. With the words on page 177, one could be memory itself – *memory*, *remember*, *absorb*; another could be computer-related – *password*, *access*.
- Visualize the words, again grouping together, such as putting boots in a wardrobe in your mind.
- Create a story from the words, e.g. with these words, the story of a group of cultured guests coming to dinner with relatives.
- Create collocations, e.g. *train disaster*.
- Alphabetize the words, or create alphabetical groups, e.g. *absorb*, *access*, *average*, *boots* ...
- Use a mind map, i.e. try to 'map' the words on a piece of paper.

In all of these techniques, the act of using or manipulating the list of words is as important as the technique employed. Just staring at and reading a list of words will never be as effective.

3

- **Optional step.** Ask students whether they think we remember better or worse than we used to. Have a quick discussion and then ask them to read the first two paragraphs of the article to see whether it agrees with what they said.
- Then ask them to read the whole article carefully and to answer the questions. (Note that Simonides is pronounced /sɪmɒn'i:dɪz/.)
- Discuss the answers as a whole class.

Answers

1 by focusing intensely, by repetition, by using the memory palace

2 scholars 600 years ago by memorizing whole books (intense focus and repetition); Simonides of Ceos by inventing the memory palace (and those who participate in memory competitions)

3 Suggested answer: You organize facts and information into a visual arrangement so you can remember them better.

4

- Ask students to look at the sentences and to decide whether they are true or false, or whether there isn't enough information to say.
- Tell them to read the article again to ensure they can support their answer with a section from it.
- They can check in pairs before you elicit answers from the class.

Suggested answers

1 T (It's amazing – given all our memories have to cope with these days – that we remember as much as we do. Yet we find ourselves cursing them ...)

2 F (The reason we are out of the habit is partly to do with technology. Today's computers and digital devices serve as our external hard drives ...)

3 NI (The text suggests that we read extensively these days, valuing quantity over quality, but it doesn't say that they don't retain this information.)

4 T (We can harness our facility for remembering visually and spatially (an important ability for survival in our hunter-gatherer past ...)

5 F (The text implies that everyone can make use of the techniques when it talks about visualizing passwords.)

5

- Ask students to look at the words in bold in the six questions, and to work out their meanings in the context.
- Then direct them to the meanings a–f and ask them to match the bold words and expressions with their meanings
- Check answers before asking students to discuss the questions in pairs.

Answers

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

Students' own answers to questions 1–3 and 6.

4 Probably because today we focus more on the ability to find information than the ability to retain it.

5 by the use of solar panels, solar farms, etc.

6

- Remind students of the work they did on substitution in the review of Units 7 and 8, and remind them of the ways we use substitution to avoid repetition.

Teaching tip: Avoiding repetition, Review 4, page 128

- Ask them to find the words 1–8 in the article and to work out what they have been substituted for.
- They can compare their answers in pairs before you elicit feedback from the class.

Answers

1 remember
2 fortunate to have the kind of above average memory ...
3 the average memory
4 the wisdom in books
5 learned scholars who could recite whole tracts by heart
6 become walking libraries / recite whole tracts by heart
7 in this way, i.e. Simonides' idea
8 the memory experts

VOCABULARY Learning and memory

7

- Ask students to look at the two examples from the article and to suggest what the words in bold mean. (*recite by heart* = repeat something exactly without looking at it, *assimilated* = understood fully)
- Then ask them to read through the sentences 1–8 and decide which option is correct in each case. Point out that more than one answer may be correct.
- Do not check the answers yet as students work together to compare them in Exercise 9.

Answers

1 acquire/develop 2 call to mind / take on board
3 mentor 4 got the hang of 5 rote 6 recall
7 evoke 8 commit

Note: Some of the other options in these sentences are very similar. For example, in 3, the three words have similar meanings, but only *mentor* is correct, because that refers specifically to a person who helps others and gives advice, typically in a work situation. An *educator* is anyone connected with teaching, and a *coach* is someone who helps people improve at a sport, skill or school subject. In 4, *get the hang of* refers to learning something by doing it, often taking time, whereas *pick up* means to learn effortlessly and *take in* means to absorb, so is more connected with information than with a skill.

8

- Ask students to work in pairs to compare their answers. If they have different answers, they should explain why they have selected their particular option.
- Check around the class, focusing particularly on items where there is a lot of disagreement in the pairs.
- Then ask students still in their pairs to discuss the eight statements and whether they agree with them. Monitor as students are doing this.
- Open up to class discussion, eliciting any interesting points you noticed while monitoring the pairs.

SPEAKING Memory tips

9 21st CENTURY OUTCOMES

- Divide the class into small groups and ask them to look at the groups of things they might have to remember. Ask if any of them have to remember these on a regular basis.
- Ask them to discuss the questions 1–3 in their groups. Tell them to focus particularly on question 3.
- Monitor as they are discussing the questions, and ensure that they are noting the tips that their group comes up with for 3, in order to fulfil the 21st century outcome of showing commitment to learning and self-improvement.

10

- Ask groups to work with another group. Alternatively, particularly if the groups are quite large or you don't have many students, ask students to leave their groups and work in pairs, but ensuring they are working with a person from another group. (See Teaching tip below.)
- Get them to compare the tips they found in their groups and to discuss whether they were similar, which were most helpful and which they will use in future.
- Ask each group to agree on what they think is the most useful tip, and then list these on the board.

TEACHING TIP

From groups to pairs

If you know that you are going to have to reorganize your class configuration from small groups to pairs, it's good to think about how to do this in advance, to make the transition smooth. One of the easiest ways is to give each person in the group a letter, e.g. A, B, C, D, E. Then when they need to change to pairs, you can simply ask all the As to find another A to work with, Bs to find another B, etc. Similarly, if you just want to reconfigure all the groups, this can be done by asking all the As to work together, all the Bs, etc. A similar technique can be used for reconfiguring pairs into groups. If the students in the pairs are designated A and B, then at the end of the pairwork, you can ask all the As to stand at one side of the class and all the Bs to stand at the other side, and then they can divide into the number of groups you wish.

Set Workbook pages 108–109 for homework.

11.4 I'll get the hang of it

READING Thrown in at the deep end

1

- Books closed. If your students are working or have worked, ask if they have a high-pressure job, and what creates that pressure. Ask how they feel they cope with pressure, and what strategies they use to cope with it.
- Books open. Explain that students are going to think about the pressures when learning a new job or skill. Ask them to look at the questions.
- Invite comments in whole-class discussion.

2

- Now ask them to read the extract from a blog. Ask them what they understand by 'thrown in at the deep end' (expected to cope with something new with no training or preparation – in analogy with being thrown into the deep end of a swimming pool when you can't swim).
- Ask them to answer the questions in pairs.
- Elicit answers from around the class.

Answers

1 slightly overwhelmed 2 sink or swim

3

- Ask students to think of advice they might give someone thrown in at the deep end in a new job. They should write a few ideas down, then compare with a partner if you wish.
- Direct them to the ideas on page 177. How similar were their ideas? Do they agree with the ones in the book?

LISTENING Starting a new job

4

- Explain that students are going to hear a woman talk about her experience of being thrown in at the deep end when she started a new job. Tell them to read the questions and then listen without doing anything the first time.
- 48 Play the recording.
- Ask students to work in pairs and tell their partners roughly what they understood the job and the problem to be.
- Then play the recording again for students to answer the questions.

Transcript

A: *So, Ruth, tell me about your experience of being thrown in at the deep end.*

B: *Well, a few years ago just after I'd left university, I was looking around for a job. It was September-time and I was approached by a small company which sold Christmas decorations online and at Christmas markets. They were looking for someone to manage their social media marketing – because they didn't actually do any.*

A: *Oh, and you had some experience of that?*

B: *No, basically, I got the job on the assumption that because I was young, I understood how social media worked. But in fact, though I am used to using Facebook and Twitter, I was pretty clueless about social media marketing. But I was up for the challenge, and when I looked at what the company did, the products themselves seemed pretty straightforward. But the thing was, I didn't get any support at all. They just left me to it. And that was quite daunting.*

A: *So what did you do?*

B: *I went online, I did some research about what similar companies were doing. I think, all in all, I got up to speed quite quickly. I had to, 'cos I only started three months before Christmas. I suspect that if I'd had more formal training, I'd have probably done a better job. But we managed to generate quite a lot of interest and since no one else there really knew what a good social media result was and wasn't, they were happy with my work – at least no one told me otherwise. Anyway, by the end, I felt pretty on top of it. I had some good ideas – if I do say so myself – and the posts I was writing looked pretty professional. So I can't say that the fact of being thrown in at the deep end was a bad thing, because it forced me to learn quickly.*

Answers

1 It was managing the social media marketing for a small company which sold Christmas decorations online.

2 She didn't know anything about social media marketing and she didn't get any support.

3 She went online and did some research about what similar companies were doing.

4 She was reasonably positive: she thought being thrown in at the deep end had worked out OK and felt 'on top of it' at end; she had had to learn quickly.

5

- Ask students to look at the expressions in the Useful language box. Tell them to listen again and tick the expressions they hear.
- 48 Play the recording again for students to tick the expressions they hear.
- The expressions in the box are formulated slightly differently from those on the recording. Tell students to note the differences.
- Check their answers around the class.

Answers

Students should tick the following. The exact expressions from the recording are in brackets.

It all seems pretty straightforward. (the products themselves seemed pretty straightforward)

I feel pretty on top of it. (I felt pretty on top of it.)

I got up to speed (quite) quickly.

I was (pretty) clueless about ...

It was quite / pretty daunting. (And that was quite daunting.)

- **Optional step.** Ask students to think about a time when they were thrown in at the deep end. They should make a few notes about it, incorporating some of the expressions from the box. Put them into groups of three or four to tell each other about their experience, monitoring for use of the expressions in the Useful language box.

Pronunciation Linking vowel sounds

6a

- Remind students that in fluent speech words run into one another, and when there are two vowel sounds together, we usually insert a consonant sound to make the transition smoother.
- Illustrate this for students by writing on the board: *There were two others there*. Point out the vowel sounds that 'meet', i.e. *two* /ʊ/ and *other* /ʌ/. Say the sentence for them first with no linking between the vowel sounds, and then with the linking /w/ that can be put between them, and ask which sounds more natural (the latter). Then ask students if they can identify the sound that links the vowels.
- Ask them to look at the five sentences and the places where linking will take place. Tell them to listen and note down the consonant sounds that link the vowels.
- 49 Play the recording.
- Check the answers by asking about the consonant sound only.

Answers

1 /w/ 2 /j/ 3 /w/ 4 /w/ 5 /r/

Note that the sound /r/ in *saw an opportunity* is called the intrusive 'r'. This is because it is considered by some people to be incorrect to insert it when the word ends with a different (written) consonant, not a vowel.

6b

- Model the five sentences for students and check that they can hear the consonant linking sounds.
- Now ask students to work in pairs and practise saying the sentences to each other.
- Monitor and check that they are linking the vowel sounds correctly.

SPEAKING In at the deep end

7

- Ask students to work on their own to look at each position and to think about the advantages and disadvantages of these people being thrown in at the deep end.
- When they have finished, ask students to work in pairs. In turn, they should each take one of the positions and imagine that they were thrown in the deep end at some point. They should describe the situation and their feelings to their partner, e.g. (for a) *I couldn't believe it – on my first day they just put me in a class of fourteen-year-olds by myself. I was totally out of my depth, and, of course, the kids could sense it. They really took advantage of me – they didn't listen to me, they were loud, they were awful. Anyway, one of the more experienced teachers was on a break and saw what was happening, so she came in and rescued me. Needless to say, I've got it off pat now, but it was a daunting experience at the time.*
- Monitor as they are sharing their experiences and help where necessary.
- Ask individuals to repeat their experiences for the class.

Suggested answers

a a teacher trainee – advantages: no time for the trainee to worry about the experience; risks: the students could sense their inexperience and take advantage, putting the trainee off teaching for good

b an apprentice car mechanic – advantages: would have to learn quickly; risks: could harm him/herself or the car driver if he/she does something wrong

c a new manager of a corporate events team – advantages: fresh ideas, having to think on their feet; risks: could upset clients if things go wrong

d a trainee GP – advantages: will be very careful, i.e. looking things up and spending time with patients; risks: could miss symptoms of a serious illness

e a sales assistant in a department store – advantages: would probably be very natural with customers, would learn very quickly; risks: not many, may not know prices or where things are and lose a sale or two

WRITING A formal letter

8

- Books closed. Ask students if they ever have to write formal letters and when the last time was that they wrote one. While these days emails have taken over in many ways from letters, there may still be times when a letter is more appropriate, perhaps in a business context or when you want the letter signed for by the recipient. Ask them what features of formal letters differentiate them from emails. If they aren't sure, then the exercise will help them.
- Books open. Ask them to read through the letter quickly and note down what the invitation is and some details about it.
- Nominate one or two individuals to give you the answers. (The invitation is to give a short talk on social media marketing at a business network meeting on one of three dates.)
- Ask students to work in pairs now to discuss the format, structure and register of the letter. They can refer to page 177 for more information on these features if necessary.
- Discuss the format, structure and register of the letter with the class.

Answers

Format: sender's address top right (or often centre if a letterhead), recipient's address to the left of the page under the sender's address, date of sending underneath recipient's address. The letter should start with *Dear* + name (or *Dear Sir/Madam* if the name is unknown) and end with *Yours sincerely* (or *Yours faithfully* when the recipient's name is not known).

Structure: the first paragraph introduces the letter and gives a reason for writing at this time, the second paragraph presents the request/invitation, the third paragraph provides the details, the final section provides the closing sentence and sign-off.

Register: the register of the letter is fairly formal, shown by the opening and closing greetings; the use of *I look forward to* in the closing sentence (rather than just *Looking forward to*); the use of participle clauses; the distancing use of the modals *could*, *might* and *would*; the lack of contractions throughout and some of the lexis, e.g. *represent*, *initiatives*.

Writing skill Preposition + participle

9a

- Ask students to look at the three clauses and find the equivalent ones in the letter.
- Elicit answers from the class and ask what they notice about the clauses. (They are all participle clauses but starting with a preposition.)
- Ask them to decide whether each of the clauses is a clause of time, reason, result, means or concession.

Answers

1 After seeing your recent talk ... (participle clause of time)

2 With so many larger companies raising their profiles ... (participle clause of reason)

3 ... by learning more about their experiences ... (participle clause of means)

TEACHING TIP

Preposition + participle clauses

There was some work on the use of participle clauses in Unit 8.4 and a Teaching tip to accompany it, but this section takes it further by adding prepositions. The use of a preposition often makes the function of the participle clause clearer, as is shown above. Participle clauses of time are easy to identify because the prepositions clearly indicate time, e.g. *Before accepting the job, he decided to do some more research on the company.* Similarly, as long as students recognize which function the preposition fulfils, then identifying the clause is easy. For example, *despite* is a preposition of concession, so a participle clause starting with *despite* will express concession: *Despite having given no notice of their arrival, the visitors expected to be fed.*

9b

- Ask students to look at the four sentences and to decide which preposition they should use for each one. Identifying the function should help here.
- Tell students to rewrite the four clauses individually and then to check their versions with a partner, making any changes necessary.
- Elicit the rewritten sentences around the class.

Answers

1 Without knowing your area of expertise ...
2 On arriving, ...
3 By signing the form, ...
4 ... before meeting.

- **Optional step.** Remind students that the *-ing* form fulfils the same function here as a noun. Ask if they can suggest ways of rewriting the clauses with nouns rather than participles. (1 Without knowledge of your area of expertise, 2 On arrival, 3 By provision of your signature on the form, 4 before our/the meeting)

10 21st CENTURY OUTCOMES

- Ask students to look at the three scenarios and ask them to think of a possible request/invitation to someone for one of them, or for a different scenario if they prefer. They can discuss this in pairs if they wish, before writing.
- Ask them to write the letter individually, following the model, in order to fulfil the 21st century outcome of communicating clearly by letter to inform and persuade.
- **Optional step.** If your students are struggling to think of something here, give them the following scenario: It is your first day as training manager in a new job at an electronics company. You are asked to write a letter to a professor. Follow the brief below. Write 150–200 words.
Please write a letter to Naseem Javid, Professor of Business Intelligence at Hoskins University, inviting him to participate as a lecturer in a training programme for young executives at your company. It will involve doing one lecture per term (three a year) on the subject of business innovation.

11

- Ask students to work with a different partner to exchange their letters. They should each check their partner's report against the questions in the book, particularly noting the use of format, structure and register of the letter, and also of participle clauses.
- You could ask students to display their letters, or have one or two read their letters aloud.

Photocopiable communicative activity 11.2: Go to page 252 for further practice of describing capabilities.

Set Workbook pages 110–111 for homework.

Set Workbook Presentation 6 on pages 112–113 for homework.

12 Invention or innovation

UNIT AT A GLANCE

THEMES: Inventions and innovations, useful gadgets, the necessity of a degree

TED TALK: *Creative problem-solving in the face of extreme limits.* Navi Radjou talks about the trend in the developing world of *frugal innovation*, i.e. inventing and innovating using the barest of resources.

AUTHENTIC LISTENING SKILLS: Discourse markers

CRITICAL THINKING: Summarizing an argument

PRESENTATION SKILLS: Giving examples

GRAMMAR: Adverbs and word order

LANGUAGE FOCUS: Adverbials

VOCABULARY: Phrasal verbs: innovation

PRONUNCIATION: Word endings

READING: *The innovation that never was, Life hacks*

LISTENING: Getting good results

SPEAKING: Granting patents, Pitching a new invention, Handy tips

WRITING: A review of a product

WRITING SKILL: Reporting verbs

LEAD IN

- Books closed. Ask students to work in pairs and to list quickly what they consider to be the greatest five inventions of the last century. Discuss their ideas around the class and see if you can come to a consensus of the best five.
- Books open. Ask students to look at the title of the unit, the photo of Solar Impulse 2 and the caption. Ask why they think that photo was chosen to illustrate the unit. Don't worry if they aren't sure of the difference between invention and innovation yet, but accept their ideas. They might suggest that it represents innovation because it shows a totally new way to power aircraft.

TEDTALKS

BACKGROUND

1

- Ask students to read the background text about Navi Radjou and his talk.
- Ask them to work in pairs to discuss the questions. Elicit whole-class feedback.

Suggested answers

1 *Jugaad* means finding solutions to problems using limited resources.

2 It means that the practice of frugal innovation, using limited resources to find solutions, is necessary in developing countries / emerging economies: they have few resources, but want the same things as western nations, so they have to practise *Jugaad*.

3 Students' own answers (but see Background information)

Background information

Invention vs innovation

The two concepts of invention and innovation are often used interchangeably, but there is a difference. A basic definition would be that invention involves creating something completely new, but that innovation involves introducing changes and new ideas to existing things. So innovation might involve taking something that exists and changing/improving it to produce something new.

An example often given of an inventor is Thomas Edison and of an innovator is Steve Jobs.

An example of an invention that has been changed to become an innovation is the mobile phone (invention) and the iPhone/smartphone (innovation); another example would be the printer (invention) and the 3D-printer (innovation).

KEY WORDS

2

- Ask students to look at the words in bold in sentences 1–6 and see if they can define any of them. They could do this in pairs or small groups and then offer any definitions they have come up with.
- An alternative approach would be to ask them to look at the definitions, covering sentences 1–6, to see if they can offer any ideas for words that could match the definitions. Write their suggestions on the board, then ask them to uncover the sentences and see if any of their ideas were correct. (Alternatively, you could follow the procedure outlined in Teaching tip 4 on page 7 of the Introduction.)

• Ask them to match the bold words and the definitions, and check the answers round the class.

Answers

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

Note that the use of *improvise* here is quite general. It is used specifically in music to mean a style where the musicians don't follow sheet music but change and add to the music as they play. Similarly, in acting it is used when actors don't follow a script but 'make it up' from key lines or scenes. It can also be used for giving a speech when no notes or prompts are used.

• Check understanding of the key words by asking a few questions of the students, e.g. *Can you think of a time when you had to be* ***resourceful****? Is there a resource or product that is* ***scarce*** *in your country?, What kind of people would you describe as physically* ***agile****?* (e.g. dancers, gymnasts).

AUTHENTIC LISTENING SKILLS
Discourse markers

3a

• Ask students if they can think of any common discourse markers in English. They might know some that introduce examples, such as *For example*, or some that introduce addition, such as *And another thing*.

• **Optional step.** If you think your students understand and use discourse markers well, at this point ask them to close their books and write the list of discourse markers and their meanings on the board, but in random order, for students to match them.

• Ask students to read the Authentic listening skills box and then listen to the extract from the TED Talk. They should identify the two discourse markers in the extract.

• 50 Play the recording.

• Remind students that it is a good idea to try to build their knowledge of a range of discourse markers as this will help them to understand better the relation of one idea to another. (See also the Teaching tip below.)

Transcript

For me, the entrepreneurs who create Jugaad solutions are like alchemists. They can magically transform adversity into opportunity, and turn something of less value into something of high value. In other words, they mastered the art of doing more with less.

Answers

The discourse markers are *For me* (introduces an opinion), and *In other words* (introduces an explanation).

3b

• Ask students to look at the two sentences from the talk, and at the discourse markers at the end of each, and to discuss with their partner what idea they expect to follow.

• Discuss their ideas around the class before playing the extracts.

• 51 Play the recording.

• Discuss the ideas that follow and the actual words.

Answers and transcript

1 idea = an example to support the idea of getting value from limited resources and finding creative ways to reuse what you already have

words = Take Mansukh Prajapati, a potter in India. He has created a fridge made entirely of clay that consumes no electricity.

2 idea = a contradiction, i.e. he will say what the building actually is

words = It's a small manufacturing plant set up by Grameen Danone.

TEACHING TIP

Discourse markers

Discourse markers are sometimes felt to be a fairly limited range of words used in speech to direct the flow of the speech, e.g. *Well, ...* (which suggests a considered thought is coming), *Right, ...* (which suggests a change of direction in the topic) and *I mean, ...* (which suggests an exemplification is coming). However, we use a wide range of adverbials to signpost what is coming next, e.g.

Expressing viewpoint: *Personally, In my view/ opinion, To my knowledge*

Expressing concession: *That said, On the other hand, In contrast*

Expressing addition: *On top of that, In addition, And another thing*

Giving an example: *For example, For instance*

Expressing that the speaker doesn't hold first-hand knowledge: *Apparently, Evidently, Reputedly*

Expressing certainty: *Undoubtedly, Decidedly, No doubt*

Expressing lack of certainty: *Probably, Arguably, Most likely*

Introducing a new topic: *Incidentally, By the way, A propos* (/aeprɒ'pəʊ/ is a term taken from French)

Extra activity

Turning invention into innovation

Ask students to work in small groups to think of an invention in turn and suggest ways that they could make innovations from them, e.g. an obvious innovation for a car would be the driverless car. When they have had a few minutes to discuss their ideas, open the discussion up to the class.

Note: Remind your students to watch the TED Talk at home before you move on to Unit 12.1 in the class. Ask them to list the innovations mentioned in the talk.

12.1 Creative problem-solving in the face of extreme limits

TEDTALKS

1

- Books closed. Check that students watched the video at home and ask which innovations they noted as they were watching. Don't go into any details about these now as they will all be covered in the following exercises.
- Tell students that they are now going to watch the first part of the talk. Tell them to look at the table and think about the inventions as they watch.
- ▶ 12.1 Play the first part of the talk from 0.13–1.37.
- Ask students to complete the table and then elicit answers from the class.

Transcript

0.13 *When you grow up in a developing country like India, as I did, you instantly learn to get more value from limited resources and find creative ways to reuse what you already have. Take Mansukh Prajapati, a potter in India. He has created a fridge made entirely of clay that consumes no electricity. He can keep fruits and vegetables fresh for many days. That's a cool invention, literally. In Africa, if you run out of your cell phone battery, don't panic. You will find some resourceful entrepreneurs who can recharge your cell phone using bicycles. And since we are in South America, let's go to Lima in Peru, a region with high humidity and receives only one inch of rainfall each year. An engineering college in Lima designed a giant advertising billboard that absorbs air humidity and converts it into purified water, generating over ninety litres of water every day. The Peruvians are amazing. They can literally create water out of thin air.*

1.37 *For the past seven years, I have met and studied hundreds of entrepreneurs in India, China, Africa and South America, and they keep amazing me. Many of them did not go to school. They don't invent stuff in big R&D labs. The street is the lab. Why [do] they do that? Because they don't have the kind of basic resources we take for granted, like capital and energy, and basic services like healthcare and education are also scarce in those regions. When external resources are scarce, you have to go within yourself to tap the most abundant resource, human ingenuity, and use that ingenuity to find clever ways to solve problems with limited resources.*

2.30 *In India, we call it Jugaad. Jugaad is a Hindi word that means an improvised fix, a clever solution born in adversity. Jugaad solutions are not sophisticated or perfect, but they create more value at lower cost. For me, the entrepreneurs who create Jugaad solutions are like alchemists. They can magically transform adversity into opportunity, and turn something of less value into something of high value. In other words, they mastered the art of doing more with less, which is the essence of frugal innovation.*

3.17 *Frugal innovation is the ability to create more economic and social value using fewer resources. Frugal innovation is not about making do; it's about making things better.*

3.33 *Let's first go to China, where the country's largest IT service provider, Neusoft, has developed a telemedicine solution to help doctors in cities remotely treat old and poor patients in Chinese villages. This solution is based on simple-to-use medical devices that less qualified health workers like nurses can use in rural clinics. China desperately needs these frugal medical solutions because by 2050 it will be home to over a half billion senior citizens.*

4.11 *Frugal innovation is diametrically opposed to the way we innovate in the North. I live in Silicon Valley, where we keep chasing the next big technology thing. Think of the iPhone 5, 6, then 7, 8. Companies in the West spend billions of dollars investing in R&D, and use tons of natural resources to create ever more complex products, to differentiate their brands from competition, and they charge customers more money for new features. So the conventional business model in the West is more for more. But sadly, this more-for-more-model is running out of gas, for three reasons: First, a big portion of customers in the West, because of the diminishing purchasing power, can no longer afford these expensive products. Second, we are running out of natural water and oil. In California, where I live, water scarcity is becoming a big problem. And third, most importantly, because of the growing income disparity between the rich and the middle class in the West, there is a big disconnect between existing products and services and basic needs of customers.*

5.31 *I believe that the only way we can sustain growth and prosperity in the West is if we learn to do more with less. The good news is, that's starting to happen. Several Western companies are now adopting frugal innovation to create affordable products for Western consumers. Let me give you two examples.*

5.53 *When I first saw this building, I told myself it's some kind of postmodern house. Actually, it's a small manufacturing plant set up by Grameen Danone, a joint venture between Grameen Bank of Muhammad*

Yunus and the food multinational Danone to make high-quality yogurt in Bangladesh. This factory is ten per cent the size of existing Danone factories and cost much less to build. I guess you can call it a low-fat factory. Now this factory, unlike Western factories that are highly automated, relies a lot on manual processes in order to generate jobs for local communities. Danone was so inspired by this model that combines economic efficiency and social sustainability, they are planning to roll it out in other parts of the world as well.

6.45 *Now, when you see this example, you might be thinking, 'Well, frugal innovation is low tech.' Actually, no. Frugal innovation is also about making high tech more affordable and more accessible to more people. Let me give you an example.*

7.00 *In China, the R&D engineers of Siemens Healthcare have designed a CT scanner that is easy enough to be used by less qualified health workers, like nurses and technicians. This device can scan more patients on a daily basis, and yet consumes less energy, which is great for hospitals, but it's also great for patients because it reduces the cost of treatment by thirty per cent and radiation dosage by up to sixty per cent. This solution was initially designed for the Chinese market, but now it's selling like hot cakes in [the] US and Europe, where hospitals are pressured to deliver quality care at lower cost.*

7.45 *Now, I talked about frugal innovation, initially pioneered in the South, now being adopted in the North. Ultimately, we would like to see developed countries and developing countries come together and co-create frugal solutions that benefit the entire humanity. The exciting news is that's starting to happen. Let's go to Nairobi to find that out.*

8.07 *Nairobi has horrendous traffic jams. When I first saw them, I told myself, 'Holy cow'. Literally, because you have to dodge cows as well when you drive in Nairobi. To ease the situation, the engineers at [the] IBM lab in Kenya are piloting a solution called Megaffic, which initially was designed by the Japanese engineers. Unlike in the West, Megaffic doesn't rely on roadside sensors, which are very expensive to install in Nairobi. Instead they process images, traffic data, collected from a small number of low-resolution webcams in Nairobi streets, and then they use analytic software to predict congestion points, and they can SMS drivers alternate routes to take. Granted, Megaffic is not as sexy as self-driving cars, but it promises to take Nairobi drivers from point A to point B at least twenty per cent faster.*

9.11 *I gave tons of examples of frugal innovators from around the world, but the question is, how do you go about adopting frugal innovation? I gleaned out three principles from frugal innovators around the world that I want to share with you that you can apply in your own organization to do more with less.*

9.29 *The first principle is: Keep it simple. Don't create solutions to impress customers. Make them easy enough to use and widely accessible, like the CT scanner we saw in China. Second principle: Do not reinvent the wheel. Try to leverage existing resources and assets that are widely available, like using mobile telephony to offer clean energy or Mom and Pop stores to offer banking services. Third principle is: Think and act horizontally. Companies tend to scale up vertically by centralizing operations in big factories and warehouses, but if you want to be agile and deal with immense customer diversity, you need to scale out horizontally using a distributed supply chain with smaller manufacturing and distribution units, like Grameen Bank has shown.*

10.25 *The South pioneered frugal innovation out of sheer necessity. The North is now learning to do more and better with less as it faces resource constraints. As an Indian-born French national who lives in the United States, my hope is that we transcend this artificial North-South divide so that we can harness the collective ingenuity of innovators from around the world to co-create frugal solutions that will improve the quality of life of everyone in the world, while preserving our precious planet. Thank you very much. (Applause)*

Answers

1 India: a fridge made of clay, it doesn't consume any electricity

2 Africa: a cell phone battery recharger, powered by a bicycle

3 Peru: an advertising billboard, absorbs air humidity and converts it into purified water

Note the differences in British English and North American English shown at the foot of the spread. In this unit, these focus on vocabulary and pronunciation differences. See Teaching tip 1 on page 6 of the Introduction for ideas on how to present and practise these differences.

2

- Ask students to read the questions and make notes of any answers they can remember from their first viewing of the video.
- ▶ 12.1 Play the second part of the talk from 1.37–3.33.
- Ask students to add to the notes they already made in answer to the questions.
- Elicit feedback from the class.

Answers

1 Many of them didn't go to school, and they don't invent things in big R&D labs; the street is their lab.

2 capital, energy, healthcare and education

3 They have to rely on human ingenuity; they have to 'go within themselves'.

4 They 'magically' transform adversity into opportunity, i.e. they turn something of less value into something of high value.

5 It creates more economic and social value, using fewer resources. It's 'the art of doing more with less.'

3

- Tell students that they are going to complete a summary of the next part of the talk. Point out that the first letter is given for each word (as the speaker's accent is quite difficult).
- Ask them to read the summary through and pencil in any words that they think fit in the spaces.
- 12.1 Play the third part of the talk from 3.33–5.31 for students to check their answers and complete the summary.
- Have individuals read out completed sentences to check.

Answers

1 cities 2 qualified 3 villages 4 senior 5 resources
6 complex 7 more 8 money 9 water 10 needs

4

- Tell students that for the next section of the talk they have to reconstruct the details about the two examples that Navi Radjou describes.
- 12.1 Play the fourth part of the talk from 5.31–7.45. Tell students just to watch and not to write anything at this point.
- Give them a couple of minutes to note down anything they can remember about the two examples.
- Tell students that they are now going to watch/listen to each example separately, so they should try to retain as much information as they can while they watch/listen. (You could turn the vision off at this point so that they just listen and make notes.) Replay the section about the Grameen Danone factory, from 5.31–7.00.
- Give students a couple of minutes to complete their notes on the factory, then replay the example about the Siemens CT scanner, from 7.00–7.45.
- Give students a couple of minutes to complete their notes on the scanner, and then ask them to compare their answers in pairs, ensuring they've got as much information as possible.
- Invite pairs to come to the board to write up their notes about the examples.

Answers

Grameen Danone factory: joint venture to make high-quality yogurt in Bangladesh, 10% the size of existing Danone factories, cost much less to build, relies on manual processes to generate jobs. Danone are planning to roll it out in other parts of the world as well.

Siemens CT scanner: can be used by less qualified health workers, scans more patients every day than other scanners, consumes less energy, reduces cost of treatment by 30% and radiation dosage by up to 60%. It was intended for China but is now also selling in the US and Europe.

5

- Ask students to read the summary and try to select the correct options.
- Have them check in pairs.
- 12.1 Play the fifth part of the talk from 7.45–9.11 while students check their answers.
- Ask one student to read the summary out. If he/she makes a mistake, the first student to spot this and stop him/her takes over the reading.

Answers

1 coming together 2 jams 3 Japan 4 cameras
5 SMS messages 6 twenty

6

- Ask students to look at the start of the three principles that Navi Radjou finishes his talk with, and tell them to complete the principles.
- 12.1 Play the last part of the talk from 9.11 to the end while students complete the principles.
- Ask students to check their answers with a partner, and then together to discuss what each principle means.
- Elicit the completed principles and then discuss what they mean with the whole class.

Answers

Principles

1 Keep it simple. 2 Do not reinvent the wheel.
3 Think and act horizontally.

Meanings

1 This means that it is unnecessary to complicate things just to make something bigger and better than other products. (Don't create solutions to impress customers. Make them easy enough to use and widely accessible.)

2 This means that you should look at what's available and re-use whatever ideas are useful. (Try to leverage existing resources and assets that are widely available ...)

3 This means that it's better to have lots of smaller operations than one large one, e.g. several distribution centres rather than one huge one. (... if you want to be agile and deal with immense customer diversity, you need to scale out horizontally using a distributed supply chain with smaller manufacturing and distribution units ...)

- Invite comments from the class about the talk, e.g. Do they think that frugal innovation is the future?

VOCABULARY IN CONTEXT

7

• ▶ 12.2 Play the clips from the talk. When each multiple-choice question appears, students choose the correct definition.

Transcript and subtitles

1 The Peruvians are amazing. They can literally create water ***out of thin air****.*

a *with limited resources*
b *using oxygen and hydrogen*
c *from nothing*

2 For me, the entrepreneurs who create Jugaad solutions are like ***alchemists****.*

a *people who can turn ordinary metals into gold*
b *people who can perform magic tricks*
c *people who can solve any problem*

3 In other words, they mastered the art of doing more with less, which is ***the essence*** *of frugal innovation.*

a *the original idea behind something*
b *the fundamental nature or spirit of a thing*
c *the correct way to do something*

4 Frugal innovation is not about ***making do****; it's about making things better.*

a *coming up with a temporary solution*
b *creating things just for the fun of it*
c *managing with the limited means available*

5 But sadly, this more-for-more model is ***running out of gas****, for three reasons.*

a *becoming less popular*
b *losing energy or momentum*
c *becoming less profitable*

6 Danone was so inspired by this model that … they are planning to ***roll it out*** *in other parts of the world as well.*

a *test it* ***b*** *introduce it* ***c*** *encourage it*

7 This solution was initially designed for the Chinese market, but now it's ***selling like hotcakes*** *in the US and Europe …*

a *selling in large numbers*
b *selling at a low price*
c *selling everywhere*

8 Companies tend to ***scale up*** *vertically by centralizing operations in big factories and warehouses …*

a *improve their image*
b *increase their profits*
c *expand their operations*

Answers

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

Note that 1 *out of thin air* usually means 'from nothing', but here could also mean 'with limited resources'.

Alchemists (2) were people through the ages up to eighteenth century who tried to produce gold from ordinary metals. Alchemy only started to decline with the advance of modern science.

8

• ▶ 12.3 Play the clips from the talk. As the recording pauses at the gap in each sentence, ask the students to think about which word can fill the gap and note their answers. (You will need to pause the recording yourself.) They can check with another student at this point, and together list collocations they think are possible in the gap.

• Start the recording again for students to watch the actual clip from the talk and check their answers.

Answers and transcript

1 Let's go to Lima in Peru, a region with *high* **humidity** and receives only one inch of rainfall each year.

2 An engineering college in Lima designed a giant advertising billboard that absorbs air humidity and **converts** it *into* purified water.

3 In other words, they *mastered* **the art** of doing more with less, which is the essence of frugal innovation.

4 China *desperately* **needs** these frugal medical solutions because by 2050 it will be home to over a half billion senior citizens.

5 Frugal innovation is *diametrically* **opposed** to the way we innovate in the North.

6 This device can scan more patients **on a daily** *basis*, and yet consumes less energy.

7 The question is, how do you **go** *about* adopting frugal innovation?

8 The South pioneered frugal innovation out of *sheer* **necessity**.

Note: Make sure that students realize that the collocations used are in some cases just the choices of the speaker, and other choices of words are possible. Accept all possible answers from the students. Numbers 3, 5 and 8 are fairly fixed collocations. 1 is a collocation but could be the opposite, i.e. *low humidity*, 2 is a fixed verb + preposition combination, 4 could equally be *urgently needs*, 6 is fixed in that the preposition doesn't change, but we can say e.g. *on a weekly/monthly basis*, 7 is a phrasal verb *go about (doing) something*.

9

• Ask students to complete the sentences in their own words, before comparing their ideas with a partner. Monitor to help them with ideas.

• Ask students to share and discuss some of their sentences.

Possible answers

1 … two or three changes of clothes. / one small rucksack. / a change of clothes and my laptop.

2 The newest iPhones / Electric bikes / Scandinavian jumpers …

3 … simplicity. / that it fulfils a need. / that it's accessible to all.

CRITICAL THINKING Summarizing an argument

10

- Ask students to read the instructions, and then, individually, write a very brief summary of Navi Radjou's argument.
- Ask students to compare their summaries in pairs, and discuss which is the clearer, more succinct, etc. They can merge their summaries and produce a joint one.
- Invite a few pairs to read out their summaries.

Suggested answer

Frugal innovation is a term to describe how to solve problems using limited resources. It is highly relevant for the developing – and increasingly the developed – world where we need to find creative ways to provide low-cost solutions.

11

- Ask students to read through the comments quickly and to underline the section in each that summarizes (part of) Navi Radjou's argument.
- In pairs, they compare the summaries with their own and decide which of the viewers' summaries is best.

Answers

Steve: We need frugal innovation so that we can optimize our limited resources.

Erin: ... we should be focusing our ingenuity on how to deal best with people's basic needs and problems.

Qasim: Learn to do more with less ...

PRESENTATION SKILLS Giving examples

12

- Ask students if they can remember some of the examples Navi Radjou used to illustrate his talk, and list them on the board. (You should end up with the following list on the board: Mansukh Prajapati and his fridge, the cellphone battery charger that works with bicycle power, the Peruvian billboard that creates water out of air, telemedicine in China, the Grameen Danone factory, the Siemens CT scanner, the traffic monitoring webcams in Nairobi.)
- Ask students to work in pairs and discuss which examples made the most impression on them and why.
- Discuss the examples in open class.

13

- Tell students to read the Presentation tips box and note the three types of example mentioned.
- Ensure they understand the different types, and ask for the meaning of *testimony*.

Answers

The three types of examples are: real-life examples of the theory in action, stories or anecdotes from your own experience and the testimony of other people.

testimony means 'evidence' or something spoken/written that someone else has said to be true.

14

- Tell students to watch the clip from the talk and answer the questions.
- ▶ 12.4 Play the clip from the talk.
- Allow students to discuss the answers in pairs before you check around the class.

Answer

1 It's a real-life example of an idea in action.

2 It matches three of the tips: it's relevant, the example is not complicated and the visual is clear. We don't know if the audience can relate to it from their own experience.

15

- Explain that students are going to choose an idea from the list in the book and think of an example to illustrate it. (If they can't think of examples for these ideas, they can use something else from their experience.)
- Tell them to think of the example, if they can, using something from their own experience.
- **Optional step.** If you have time, ask students to do this at home, so they can research the examples and perhaps bring in a visual, e.g. for idea 3 they might be able to find a picture of something very inventive made from recycled materials to support their idea.

16

- Ask students to work in pairs to present ideas and examples, and evaluate the ideas.
- Pairs could now form small groups with other pairs to present and discuss their examples. Ask each pair or group to select the best example.
- Invite pairs/groups to present their examples to the class.

Set Workbook pages 114–115 for homework.

12.2 Patent pending

GRAMMAR Adverbs and word order

1

- Books closed. Write *patent* on the board and ask students if they can give you a definition. Do not accept or reject their suggestions at this point.

- Books open. Direct students to the definition of *patent* and let them check how correct they were.
- Ask them to discuss the questions in pairs, then elicit their ideas in whole-class feedback.

Answers

1 It could be copied and sold by someone else.

2 If a patent is pending, it means an application for a patent has been made to the patent office, but the licence hasn't been granted yet. If a patent is granted, it means that the licence is given to the applicant and they can make and sell the product.

2

- Ask students to look at the infographic and point out that the blue bars with the dollar sign indicate the relative amount of money spent on research in the country.
- Give students a few minutes to discuss the questions in pairs.
- Discuss the questions in whole-class feedback.

Answers

1 first is Japan, followed by the USA

2 most productive is South Korea, followed by Japan

3 South Korea: because they grant the most patents and spend the least on research relative to the number of patent applications.

3

- Direct students' attention to the Grammar box. Ask them to read the short text and answer questions 1–3.
- They can discuss this in pairs before you check as a class.
- Students can check their answers and overall understanding of adverbs and word order by turning to the Grammar summary on page 165. If you feel that students need more controlled practice before continuing, direct them to Exercises 1–4 in the Grammar summary. Otherwise, you could continue on to Exercise 4 in the unit and set the Grammar summary exercises for homework.

Answers

1 1 c (beginning of the sentence) 2 d (beginning of the sentence) 3 b (before the main verb, after the verb *be*) 4 f (before the adjective) 5 f (after the object) 6 a (before the main verb) 7 e (before the main verb)

2 It could be that innovators in Korea pursue projects **only** when they ... (at this time), It could be that **only** innovators in Korea pursue projects ... (no one else). Note that *only* is an example of a focus adverb, i.e. one that can change position in the clause to change meaning; we can position these adverbs in front of the element they qualify.

3 manner, place, time

Answers to Grammar summary exercises

1

1 beautifully, incredibly 2 hardly 3 in a friendly manner/way 4 late, very hard 5 well, daily / on a daily basis 6 barely, straight

2

1 He chose his words carefully.

2 I rarely forget a face. (Also Rarely do I forget a face, but this needs the auxiliary.)

3 She has undoubtedly made the right choice. / Undoubtedly, she has made the right choice.

4 He looked at me inquisitively.

5 I thought the idea was quite preposterous.

6 They made the case passionately for a new organization. / They made the case for a new organization passionately.

7 I sometimes wonder if it was the right decision. / Sometimes, I wonder if it was the right decision.

8 I completely understand your concerns. / I understand your concerns completely.

3

1 Frankly, I don't think the plan will work very well.

2 They have just rented an apartment in New York for the summer. / They have rented an apartment in New York just for the summer.

3 I am regularly asked that question at meetings.

4 He casually mentioned it to me in the canteen last week. / He mentioned it to me casually in the canteen last week. / He mentioned it casually to me in the canteen last week.

5 His appointment was officially announced in the newspapers yesterday. / announced officially

6 Apparently, they completely refurbished their house last year. / They completely refurbished their house last year, apparently. / They refurbished their house completely ...

7 Unfortunately, I probably won't be home in time for dinner tonight. / I probably won't be home in time for dinner tonight, unfortunately.

8 We're working hard on the new business at the moment. / At the moment, we're working hard on the new business.

4

1 They even have fresh coffee.

2 I only found out yesterday. / I found out only yesterday.

3 He is old enough to look after himself.

4 It was extraordinarily kind of her.

5 The warning is clearly stated on the label. / The warning is stated clearly on the label.

TEACHING TIP

Fronting adverbs

Certain adverbs can go either in their 'usual' position in the sentence or they can go at the beginning, e.g. some adverbs of frequency (*sometimes*, *usually*) and adverbial phrases of place or time (*in New York*, *during 2015*).

We don't change the position of these adverbs and bring them to the front of the clause for no reason; there are three main reasons for this.

- Emphasis: the first position in the sentence is one of the two 'focus' positions (the other is the end of the sentence), so bringing an element to the beginning of the sentence gives it focus position, e.g. ***Yesterday*** *it was really sunny.*
- Contrast: there is often an element of contrast in fronting adverbs, e.g. *The weather is dreadful today;* ***yesterday*** *it was really sunny. / It's quite unusual to hold our meetings in the boardroom.* ***Usually****, we just have them in the canteen.*
- Information flow: added to the two reasons for fronting above, a third is how the information flows in a text. In English the usual structuring of information is to focus on known information at the beginning of a sentence with new information appearing at the end. We subconsciously manipulate the word order to produce this information flow, e.g. *The company had a period of growth through the 1980s.* ***During the 1990s*** *we entered a period of decline.* Compare this with the following: *The company had a period of growth through the 1980s. We entered a period of decline during the 1990s.*

4

- Explain that the sentences all have the adverb in an incorrect position. Ask students to read through the sentences and rewrite them with the adverb in the correct position.
- Ensure that they realize that there may be more than one correct position.
- Check around the class by asking individuals to read out rewritten sentences.

Answers

1 I will hopefully go there tomorrow. / Hopefully, I will go there tomorrow.

2 I don't even like new gadgets.

3 He finally agreed to manufacture the product. / Finally, he agreed to manufacture the product.

4 She is seldom without a camera. / Seldom is she without a camera.

5 I saw them in London in July.

6 I clearly need to practise more. / Clearly, I need to practise more.

7 He's just told me the news.

8 It's probably not the right time to ask.

5

- Ask students to rewrite the sentences using the adverbs in the brackets.
- Let them check their answers in pairs to see if they have the same adverb order.
- Elicit feedback by asking individuals to read out a sentence at a time.

Answers

1 I often get my best ideas in the shower in the morning.

2 She doesn't usually give interviews. However, on this occasion she was persuaded to.

3 He's clearly already made up his mind to work on the idea with only a few of his closest friends. / Clearly, he's already made up his mind to work on the idea with only a few of his closest friends. (... with a few of his closest friends only.)

4 He still remembers his early days as a young research scientist at Bath University fondly. / He still fondly remembers his early days as a young research scientist at Bath University.

5 She's a highly talented inventor who never refers to her achievements boastfully. / She's a highly talented inventor who never boastfully refers to her achievements.

6 They officially launched their new invention at the Berlin Expo last summer. / They launched their new invention officially at the Berlin Expo last summer.

7 Can I (just) show you my new phone quickly? Unfortunately, it (just) doesn't seem to be working properly. / It (just) doesn't seem to be working properly, unfortunately.

8 Interestingly, they didn't like the original design enough. Nevertheless, they kindly invited us to submit other ideas. / Interestingly, they didn't like the original design enough. They kindly invited us to submit other ideas, nevertheless. (They nevertheless kindly invited us to submit other ideas.)

6

- Explain that some adverbs acts as connectors between sentences, e.g. *However*, and that this exercise focuses on that type of adverb.
- If you think your students could benefit from reading more about these and some controlled practice, direct them to the Grammar summary on page 166 and ask them to do Exercise 5. Otherwise, go straight on to Exercise 7 in the unit and set the Grammar summary exercise for homework.
- Ask students to read through the sentences quickly to choose the correct connecting adverb.
- Elicit answers around the class.

Answers

1 Consequently 2 Besides 3 Rather 4 Accordingly 5 Conversely 6 Thereafter

Answers to Grammar summary exercise

5

1 In spite of this 2 Indeed / As a result / Therefore 3 Subsequently 4 As a result / Indeed 5 Meanwhile

7

- Explain that it is quite common to have different connecting adverbs with the same meaning.
- Ask students to look at the six adverbs in Exercise 7 and match them with the adverbs they chose in Exercise 6. There may be more than one answer.
- Again, elicit just the adverbs to check answers.

Answers

1 Consequently – In view of this / Hence 2 Besides – In any case 3 Rather – Instead 4 Accordingly – In view of this / Hence 5 Conversely – By direct contrast 6 Thereafter – Subsequently

LANGUAGE FOCUS Adverbials

8

- Explain that we use a lot of common adverbial phrases in the same way as the connecting adverbs, and they generally come at the beginning of the sentence.
- At this point you could direct students to Exercise 6 in the Grammar summary on page 167, or you could continue to Exercise 8 in the unit and leave the Grammar summary exercise for students to do for homework.
- Students could also do Exercise 7 in the Grammar summary at this point, which practises all of the grammar in the unit, or that could also be left for homework.
- Ask students to read through the fourteen sentences starting with the phrases in the box, and to work out which phrase goes with which sentence. Tell them they should use a different phrase in each sentence. Students can do this in pairs.
- Elicit answers round the class.

Answers

1 To his 2 In her 3 By 4 Contrary to 5 Curiously 6 To be 7 To my 8 To put 9 In 10 On the 11 On 12 With 13 Out of 14 Off

Note that for 9, *with* is also possible, i.e. *With hindsight*, but this does not work if students have used a different phrase in each sentence.

Answers to Grammar summary exercises

6

1 In/With, in, By 2 By, out of 3 to, To 4 Off

7

1 ~~hid quickly the present~~ → hid the present quickly 2 ~~yesterday to London~~ → to London yesterday 3 ~~longly and hardly~~ → long and hard 4 ~~not enough strong~~ → not strong enough 5 ~~We will go there hopefully tomorrow~~ → Hopefully, we will go there tomorrow. / We will go there tomorrow, hopefully. / We will hopefully go there tomorrow. 6 ~~In the whole~~ → On the whole

9

- Ask the students to choose four of the adverbials and to write a sentence or two using them. Remind students that they connect ideas, so they need to provide both ideas.
- Ask them to work with a partner to compare sentences.
- Invite students to read out (one of) their sentences, until they have heard at least one example of each of the adverbial phrases in use.

Extra activity

Quickfire adverbial phrases

Phrases such as the ones in Exercise 8 are the kind of language features that can make the difference between being a good user of English and an excellent one, so practice in constructing them is vital.

Start by saying one of the words/phrases from the box in Exercise 8 and indicate a student to complete the phrase, e.g. You: *Out of* – Student A: *interest*, then Student A says one of the words/phrases and indicates another student to complete the phrase, e.g. Student A: *By* – Student B: *coincidence*. Continue round the class, encouraging students to speed up as they go. They can start by looking at their books if necessary, but should then respond from memory. Also, after the first couple of 'rounds', you can tell students that they can add in any other completions they can think of.

SPEAKING Granting patents

10 21st CENTURY OUTCOMES

- Remind students of the definition of *patent* on page 132 and direct them to the criteria 1–3 for granting a patent.
- Ask them to work in small groups of three or four students and to look at the inventions on page 177. Tell them to discuss together first how the inventions might work. You can suggest the following ideas if they have difficulty.

Suggested answers

Speed bump warning system: the car probably has sensors directed at a certain angle that would sense speed bumps of a certain height from a certain distance and emit a warning in the car for the driver to slow down a little if necessary, or the sensor would automatically slow the car down.

Mobile phone airbag case: a case for a mobile phone that contains air and that inflates on impact in order to protect the phone, in the same way that airbags in cars inflate on impact to protect the driver and passengers. The phone would be protected if dropped.

Glow in the dark bicycle: the bicycle frame is painted with a luminescent paint which glows in the dark, ensuring that the bike can be seen regardless of whether it has lights.

USB cup warmer: a small pad that uses energy from a computer to create heat, so that a cup can be placed on it, keeping tea/coffee hot for longer.

- Once the groups agree on the way that the inventions work, they should apply the criteria for granting a patent to each one and decide which, if any, should be granted a patent. They should come to an agreement in their groups, evaluating all the objects in order to fulfil the 21st century outcome of effectively analysing and evaluating evidence to make a judgement or a decision.
- Discuss the inventions as a class, checking whether everyone agrees about granting a patent.

Photocopiable communicative activity 12.1: Go to page 253 for further practice of adverbial phrases.

Set Workbook pages 116–117 for homework.

12.3 The inventor's trials

READING The innovation that never was

1

- Ask students to look at the title of the text / reading section and explain what they understand by 'The innovation that never was'.
- Elicit ideas but don't accept or reject them just yet.
- Ask them to read the question and discuss in pairs any recent products or inventions they have heard of.

2

- Ask students to read the article quickly and check that they understood the title, i.e. it's about an invention that was never produced so never became an innovation.
- Still in their pairs, have them discuss the problems and decide which Maurice Ward faced.
- Discuss the problems as a class, asking students to support their answers.

Answers

a Ward had problems getting funds, but only because he refused to accept less than a 51% share of the product in any deal.

b He didn't have problems protecting the idea from imitators, as he was so secretive that he never released samples.

c He found plenty of companies ready to believe in and fund the product – ICI, Boeing, BAe, NASA.

d His main problem was his inability to let go of his invention and let others take it forward to become an innovation.

3

- Ask students to read the statements about the article, then to read the article again, this time more carefully, in order to find information to support the statements.
- Allow students to compare their answers with a partner before checking as a class.

Answers

1 The path which each invention must take … is never easy. Standing in the way is the scepticism of the research community, the claims of other inventors and last, but not least, the protectiveness of the inventor himself. (lines 1–5)

2 Ward was a tinkerer by nature. (line 9)

3 … a material that would resist temperatures of 2,500 degrees Celsius, not give off toxic fumes and still remain cool enough to be touched. (lines 30–32)

4 The possibilities were endless. (line 39)

5 Naturally, Ward kept the formula a secret. (line 49) He refused to apply for a patent, since that would involve revealing its composition. (lines 51–53)

6 It would be incorrect to say that he took his secret to the grave because some of the family still know it … (lines 62–64)

4

- Ask students to find the phrases in the article and work out what they mean. They can do this in pairs if you wish.
- Invite suggestions from the class.

Answers

1 the final point, but not the least important one

2 discovered a new way to use/express his skill of inventing

3 looked as though it might work / be successful / yield results

4 more than they could imagine

5 find the formula/constituents from analysing the finished product itself, and then re-create the material

6 be able to share

5

- Discuss the questions as a class.
- Ask students to think about why Ward may have behaved in the way he did. Some ideas are suggested in the last paragraph, so ask if they agree with any of them or if they have other ideas. If they know any inventors, can they make comparisons?
- Ask students if they have any sympathy with Ward, and why or why not.

VOCABULARY Phrasal verbs: innovation

6

- Ask students to look at the third paragraph of the article again in order to identify the four phrasal verbs paraphrased in the exercise.
- When they have all found them, invite individuals to give the answers.

Answers

1 took off (line 19) 2 trying out (line 25) 3 hit on (line 29) 4 give off (line 31)

7

- Ask students to go through the sentences and select the correct particle as quickly as they can, without thinking too much about it or looking any up in a dictionary.
- Ask them to check their answers in pairs, and if they find they have selected different options, they should try to come to an agreement together about which one is correct.
- Elicit the particles quickly around the class, stopping to discuss any where there are still problems.

Answers

1 forward, up with 2 out, off 3 off, up 4 around, out 5 on, about 6 out, down to 7 up against, on 8 up, out 9 off, up 10 out, up for

Note that the phrasal verbs *try sth on* and *hit off* are almost always used in the expressions *try it on* and *hit it off*.

8

- Tell students to stay in their pairs and think of a synonym (or paraphrase, if necessary) for each of the phrasal verbs.
- They then choose six synonyms and write an example sentence for each. They can write the six together or write three each and then compare them.
- Check the answers by asking volunteers to read out their sentences in order of the phrasal verbs in 1–10 in Exercise 7, i.e. ask *Who has written a sentence with the synonym of 'take forward'?*, etc.

Suggested answers

1 progress, think of 2 started with the aim of, were rewarded 3 be successful, accept 4 solved, experiments 5 discovering, cause 6 understand, turned her attention to 7 meet, deceive someone 8 arranged, withdrew 9 liked each other, raised 10 pay, compensate for

SPEAKING Pitching a new invention

9 21st CENTURY OUTCOMES

- First, check that your students understand the concept of *chindogu* – make sure they have read the definition.
- Divide the class into groups of four students (ideally) and ask them to look at the photos of the inventions. Ensure they can see what the invention is: A = a clothes dryer attached to the back of a car, B = a chin rest for rail/metro commuters who have to stand, C = an alarm clock with sharp pins on the on/off button, D = a tie which is also an umbrella.
- Ask each student in the groups to choose one of the four inventions, i.e. each group will talk about each invention.
- Explain that they should each try to sell 'their' invention, i.e. think of arguments to persuade the others in the group that they should invest in their invention, presenting the benefits, pricing and potential market.
- Each student in turn presents their invention, trying to be as persuasive as possible, in order to fulfil the 21st century outcome of using convincing arguments to persuade others.
- At the end, the group votes for the best invention.

Set Workbook pages 118–119 for homework.

12.4 To get the best results …

READING Life hacks

1

- Books closed. Write the word *hack* on the board and ask if students know what it means. Either elicit suggestions or write the following definitions on the board:
noun: 1) *a writer who does low-quality, mundane work, e.g. newspaper hacks*; 2) *a technique or trick that helps you manage your time or an everyday activity in a more efficient way*
verb: 1) *to cut into pieces violently*; 2) *to get into computer systems illegally to steal information.*

- Tell students that the short reading text for this lesson is called *Life hacks* and ask them to decide which definition they think it refers to.
- Books open. Ask students to check their guesses and then think of two examples of possible life hacks. Discuss their ideas. (Don't worry if they can't think of anything.)
- Direct them to the article and ask them to read it to see if their life hacks were similar. If they couldn't think of any, the examples in the text should help them to understand the concept. If they're unsure as to how the third one works, explain that by slotting (and standing) your phone in the toilet roll, there's a greater surface area and the surrounding air particles vibrate, which amplifies the sound.
- Ask them if they knew about any of the life hacks described.

2

- Now ask them to read the article again, focusing on the three questions at the end.
- Ask them to discuss the questions in pairs and to suggest answers if they can.
- Then direct them to page 177, where they can read possible answers. Tell them that the answer to the third problem also applies to the cameras on mobile phones: if you press and hold the onscreen 'button', allow it to adjust its focus, then release it, it takes the picture immediately.

LISTENING Getting good results

3

- Ask students which of them use a digital camera, and ask those who do if they have any tips they could share with the class.
- Then tell them that they are going to listen to a conversation in a camera shop in which the sales assistant gives a customer some tips. Ask them to listen and take notes of the four tips that the sales assistant gives for getting the most out of a digital camera. Are any the same as theirs?
- 52 Play the recording.
- Elicit the four tips from the class.

Transcript

Customer: *So I think I'll get this one – I don't really need any fancy gadgets – but do you have any tips for using this kind of basic compact camera?*

Sales assistant 1: *Hang on, I'll just get my colleague, Firaz. He knows much more about cameras than I do.*

Sales assistant 2: *Hi, I understand you want to know more about this camera.*

Customer: *Well, yeah, just a bit of advice on how to get the best out of it.*

Sales assistant 2: *Sure. Well, probably the most obvious thing is to make use of the different program settings. With so many settings, people tend to just stick to basic auto mode, for fear that they'll get it wrong. But actually the mode you choose has a big effect on the result. For instance, 'Portrait mode' will generally give you a sharp foreground but a blurry background. In order to prevent any blurriness, so if you want sharpness through the whole shot, select 'Landscape mode'. Anyway, all that's in the instructions here.*

Customer: *OK. And one thing I always got with my old camera was a really annoying delay between pressing shoot and the camera actually taking the picture. Is there any way I can stop that happening?*

Sales assistant 2: *Yeah, that's quite simple. Just use what we call 'spot focus'. What that means is applying light pressure on the shutter button first. That will focus the camera so that when you press the button down fully, it'll already have focused.*

Customer: *That's amazing. I wish I'd known that before.*

Sales assistant 2: *Yeah, a lot of people don't seem to know that. The other way to get good results is just to hold it properly. I don't particularly recommend getting a tripod with this kind of camera, seeing as you're not going to be taking professional photos with it. You could find a flat surface to rest it on when it's available. But try to work out the best way for you to hold it steadily, so as not to get camera shake. Umm, that's about it. Oh, actually, one last thing is to avoid taking loads of pictures where the subject is really small and there's lots of unnecessary space around it, which a lot of people do, just try and zoom in closer. This camera's got a fifteen-times optical zoom, which should be plenty.*

Answers

1 Make use of the different program settings for different types of photo.

2 Use 'spot focus' to focus the camera before taking a picture.

3 Find the best way for them to hold the camera steadily.

4 Use the (optical) zoom feature to zoom in to the subject rather than having a small subject with lots of space around it.

4

- Ask students to look at the phrases that the sales assistant uses to explain each tip.
- Have them work in pairs to try to complete the phrases.
- 52 Play the recording again for students to check their answers and make any changes necessary.
- Check their answers around the class.

Answers

1 just stick to basic auto mode 2 landscape mode
3 hold it properly 4 be taking professional photos
5 get camera shake 6 zoom in closer

Pronunciation Word endings

5

- Remind students of the difficulties with English pronunciation, in particular the tendency for the same group of letters to have more than one possible pronunciation.
- Tell them they are going to hear five groups of words, and say that while each group has the same ending, one word in the group is pronounced differently.
- 53 Play the recording for the pairs to identify the different ending in each case.
- You could write the words from the transcript below on the board, and then check the answers by asking individuals to read out a group of words.

Transcript

1 *picture, nature, texture, immature, future, expenditure*
2 *image, mileage, massage, mortgage, cabbage, shortage*
3 *surface, grimace, palace, terrace, necklace, disgrace*
4 *gadget, pamphlet, wallet, socket, sachet, velvet*
5 *instance, finance, defiance, fragrance, reluctance, grievance*

Answers

1 The usual pronunciation of the ending is the weak /tʃə/, but in *immature* it is pronounced /tʃʊə/, because the stress is placed on the last syllable here.

2 The usual pronunciation of the ending is the weak /ɪdʒ/, but in *massage* it is pronounced /ɑːʒ/, partly because of the stress on the last syllable and also using the French final sound.

3 The usual pronunciation is either of the weak forms /əs/ or /ɪs/, but in *disgrace* the stress is on the last syllable and the ending is pronounced /eɪs/.

4 The usual pronunciation of the ending is the weak /ɪt/, but in *sachet* the ending has the more French pronunciation /eɪ/.

5 The usual pronunciation of the ending is the weak form /əns/, but in *finance* the stress is on the last syllable and it is pronounced /aens/.

- **Optional step.** The ending in the words above changed mainly because of stress patterns, but there is one word ending in English that has several different pronunciations: *ough*. Put the following words on the board and see if students can pronounce all the different endings: *cough* /kɔf/, *rough* /rʌf/, *though* /ðəʊ/, *through* /θruː/, *bough* /baʊ/, *thorough* /θʌrə/.

SPEAKING Handy tips

6

- Ask students to look at the categories individually and think of any life hacks / shortcuts they already know, and make a brief note of them.
- Then ask them to work in pairs to share their tips and choose three or four for each category.
- They should discuss how they would explain these to someone else, using the expressions in the Useful language box.

Suggested answers

kitchen / cooking tips: put peeled starchy vegetables such as potato in acidulated water (with lemon juice) to prevent from going brown; make ice cubes from left-over wine, then they can be added to casseroles.

laundry tips: use a teaspoon of salt in the wash to stop clothes fading; clean your washing machine by running an empty wash with half a cup of mouthwash in it.

computing tips: use the Ctrl key and + to enlarge the text on your screen; use Ctrl + Z to undo almost any action on the computer, e.g. if you delete something by mistake.

travel tips: always pack a large thin scarf – useful to cover up, protect from the sun, as an eye mask, as a towel ...; use traveller review websites before you book somewhere.

7

- Ask students to form new pairs to tell each other their tips. Ask them to decide on the best tip in each category.
- When they have finished ask some of the pairs to give their best tips in each category to the class.

WRITING A review of a product

Background information

Minecraft

Minecraft was conceived by Swedish developer Marcus Persson and later developed and published by the company Mojang. An introductory version of Minecraft was published in May 2009, and the full version was released in November 2011, for platforms ranging from the X-Box to the iPhone. It has been a huge success with gamers of all ages and has won many awards, including Family Game of the Year at the 2013 British Academy Video Games Awards, and is placed sixth on *USGamers*' list of the 15 Best Games since 2000.

8

- Ask students if they have played Minecraft (or if their children play it) and if so, what they think of it. If they don't know it very well, give them some details from the Background information box.
- Ask them to read the review of Minecraft, identifying and underlining the key sentence for the elements 1–5 in the review.
- Allow them to check with their partner before you check as a class.

Answers

1 Minecraft is about building things with cubes: it's a kind of computerized Lego.

2 But it's also a game about survival, discovery, creativity and community.

3 Minecraft also has a multi-player capability ... / As you become more adept at building, your world opens out ...

4 The graphics ... are quite basic and retro.

5 ... that makes it so addictive to children and adults alike.

6 I recommend trying it out

9

• Ask students to read the instruction, then read the review again and find three phrases that give the review a conversational tone.

Answers

I'm assuming most readers have heard of Minecraft ...

... if you're someone who gets easily frightened, I'd advise you to use this facility ...

... just make sure you have built your first hut before sunset!

• **Optional step.** Ask students what other features of the review give it an informal, friendly feel. They should be able to identify the use of contractions; the use of fairly informal vocabulary, e.g. *a huge buzz*; the use of first and second person pronouns to include the reader (*you*) and make the presence of the writer clear (*I*/*us*).

Writing skill Reporting verbs

10a

• Explain to students that the verbs in bold in the review are all reporting verbs. Tell them to look at the patterns a–e and go through the reporting verbs matching each to one of the patterns.

• Note that there will be more than one verb for most of the patterns, and that some verbs are in the passive.

Answers

a (+ infinitive) offer

b (+ object + infinitive) urge, encourage, advise, invite

c (+-*ing* / noun) recommend

d (+ preposition + -*ing* / noun) no matches

e (+ object + preposition + -*ing* / noun) discourage, congratulate, praise

10b

• Ask students to complete the four sentences with the correct pattern after each verb.

• Get them to check in pairs when they have finished.

• Elicit complete sentences from around the class.

Answers

1 on having, waiting (you wait is also possible but not one of the patterns given) 2 to deliver, to give 3 them for trying, to paying 4 to getting / having got, me to play

11 21st CENTURY OUTCOMES

• Explain that students are now going to write a similar review of a product. Ask them to choose a type of product from the list given, and preferably to choose something they are familiar with.

• If you want, ask students who are going to write similar reviews to work in pairs to plan their reviews.

• Encourage students to look at the list in Exercise 8 of elements that should appear in the review, and also remind them that the tone should be informal and friendly, and that they should include reporting verbs. They should bear these in mind in order to fulfil the 21st century outcome of understanding how consumer-to-consumer messages are constructed.

• Ask them to write their review individually, following the model, either in class if you have time or for homework, with Exercise 12 being left for the next lesson.

12

• Ask students to exchange their reviews with a partner (not the one they worked with in Exercise 11 if they worked in pairs). They should each check their partner's review against the elements in Exercise 8, for the correct use of the patterns after reporting verbs and for the correct tone.

• Ask students to read out one or two of the reviews.

Extra activity

A review of the course

As a final activity, you could ask students to write a review of *Keynote* (Proficient only or of other levels if students have studied more than this one). They should write the reviews at home, and then bring them in to exchange and compare with other students. You might consider sending some of them to the publisher!

Photocopiable communicative activity 12.2: Go to page 254 for further practice of pronouncing words ending in -*ture*, -*age*, -*ace*, -*et* and -*ance*.

Set Workbook pages 120–121 for homework.

Set Workbook Writing 6 on pages 122–123 for homework.

REVIEW 6 | UNITS 11 AND 12

Note: See Teaching tip 3 on page 7 of the Introduction for ideas on how to use the Review lessons.

LISTENING

1

- Give students two or three minutes to read and digest the introduction about the company OneLeap.
- Check students are clear about what OneLeap does, and ask them to work in pairs to write two or three questions about the company that they would like to know the answers to.
- Elicit the questions around the class and discuss what they think the answers could be.
- Explain that students are going to listen to an interview about OneLeap and complete the information in the exercise. Tell them to listen and make brief notes as they listen.
- 54 Play the recording while students listen and take notes.
- Ask students to compare their notes with a partner and expand them if possible.
- Play the recording again for students to polish their notes, then check the answers around the class.

Transcript

Interviewer: *So, can you sum up how OneLeap works? What does it do exactly?*

Commentator: *Well, basically, there are a lot of companies out there who want to revitalize their business in some way – to get ideas for new products or services, or to refresh or change the way they go about doing things. OneLeap gives them access to a network of entrepreneurs and inventors who can do just that.*

Interviewer: *And how is that different from the way companies try to innovate usually?*

Commentator: *Well, there are two traditional routes. Either people try to build creativity and innovation from within by creating the right working conditions for those things to flourish – but that can be a slow process. Or more often, they employ business consultants. The advantage of the OneLeap model is that the entrepreneurs don't just bring new ideas, but also a kind of new energy to the existing employees – in a way perhaps that a traditional business consultant might not.*

Interviewer: *Can you give an example of that?*

Commentator: *Yes, at Kuoni, the travel company, OneLeap sent in a whole team of entrepreneurs from diverse backgrounds. They looked at the business, questioned the way the company was doing certain things, put forward new ideas and asked the company some tough questions. That not only energized the whole staff at Kuoni, it also encouraged management to think in a more creative and daring way, so that when it came to implementation of the ideas, they had lost some of that fear of risk that always comes with innovation.*

Interviewer: *And how does OneLeap make its money?*

Commentator: *The entrepreneurs themselves pay a small fee to join the network, eighty per cent of which, in fact, goes to charity. OneLeap keeps the other twenty. And they also take a fee from the companies for the introduction to the entrepreneurs.*

Interviewer: *And you mentioned business or management consultancy firms. Does OneLeap have any other competitors?*

Commentator: *I guess its main competitors are other online business networks like LinkedIn. In fact the original idea for OneLeap came from one of the founders using LinkedIn's Inmail service to connect with other people in his field.*

Answers

1 a) ideas for new products or services b) the way they go about doing things

2 a) creativity and innovation from within (by creating the right working conditions) b) business consultants

3 a) the (whole) staff b) management to think in a more creative and daring way

4 a) the entrepreneurs a small fee to join the network
b) a fee from the companies (for the introduction to the entrepreneurs)

5 a) business or management consultancy firms
b) online business networks like LinkedIn

VOCABULARY Idioms connected to fire

2

- Ask students to read the instructions and note the idiom from the text, *creative spark*. Ask them to guess what it means, and check their ideas.
- Ask them to read the sentences and select the correct idiom.
- Check answers by asking individuals to read out the sentences.

Answers

creative spark = someone or something that sets off creative ideas

1 set the world alight 2 have money to burn
3 My ears were burning. 4 having too many irons in the fire 5 kindle their interest 6 a moth to a flame
7 fuel the fire 8 creative spark

- **Optional step.** Ask students to find the two idioms not used/illustrated in the sentences (*play with fire* and *a bright spark*). In pairs, they write a sentence to illustrate each one. Elicit their sentences and write good ones on the board. Examples: *Our financial advisor told us to avoid the shares we were looking at – he said they were so volatile that investing in them would be* ***playing with fire****. / I always knew that the young analyst was* ***a bright spark****, but I really didn't think she'd be able to solve the issue we'd been puzzling over for months.*

GRAMMAR

3

- Remind students of the word order of adverbs that they studied in Unit 12, and give them time to re-read the Grammar summary on page 166 if necessary.
- Tell them to put the jumbled words and phrases in order to make sentences, paying particular attention to where they place the adverbs and adverbial phrases. Tell them there may be different possible orders.
- Let them check their answers in pairs, and if they are different, they should decide whether both are acceptable or whether only one is correct.
- When they have finished, check answers around the class. Allow any reasonable variations of word order.

Answers

1 OneLeap firmly believes its method of helping businesses is the right one.

2 They claim that their method builds companies' revenue faster and more cheaply.

3 To their credit, they give eighty per cent of the fees they collect to charity. / They give eighty per cent of the fees they collect to charity, to their credit.

4 Adam Parr says OneLeap is an excellent idea executed imaginatively / imaginatively executed.

5 Having used the company once, most customers usually come back again. / Most customers usually come back again, having used the company once.

6 In hindsight, there is not much that they would have done differently.

4

- Remind students of the conditional patterns they studied in Unit 11, and let them re-read the Grammar summary on page 163 if they wish.
- Tell them to read the sentences and think about which type of conditional each suggests. They can check this in pairs.
- Ask them to rewrite the sentences individually, using an appropriate conditional.
- Check answers by asking individuals to read out rewritten sentences.

Answers

1 If we had more creative people in the company, we wouldn't have needed to look outside for ideas.

2 Had we known about the existence of OneLeap, we would have used them.

3 Were we to employ someone again, we wouldn't use an expensive management consultancy firm.

4 However, should our new product be successful, I will feel it was all worth it.

5 OneLeap's model works as long as they (can) match the right entrepreneur with the right company.

6 But for OneLeap receiving so much good publicity / the good publicity that OneLeap have received, they might not be so successful.

VOCABULARY

5

- Ask students to read through the sentences and take note of the words in bold.
- Tell them they have to substitute the words or phrases in the box for the ones in bold. There may be more than one possibility, but they should use each word or phrase once only, which limits the possibilities.
- Check answers around the class.

Answers

1 acquired 2 honed 3 got the hang of 4 took on board 5 committed to memory 6 recalled 7 retained 8 evoked

6

- Remind students of the phrasal verbs they studied in Unit 12 and let them look back at them if they want to refresh their memory.
- Ask them to complete the conversation individually, but then check their answers in pairs, making sure they agree on the correct particle.
- Check by asking one pair to read the conversation aloud. Tell the rest of the class to stop them if they feel there's an error, and if that's the case, the student who stopped them continues reading the conversation with his/her partner.

Answers

1 up 2 on 3 (up) to 4 out 5 down 6 forward/up/on 7 up 8 off

SPEAKING

7

- Ask students if they / their companies (if they are in work) have ever used the services of a company like OneLeap, and if so, how it worked out.
- Ask them if they would ever consider employing an expert in a personal capacity, i.e. in their personal lives (including their work), and then direct them to the first question in the exercise.
- Ask students to work in pairs to discuss question 1. Monitor as they are discussing this, offering help if necessary, checking that they would be happy discussing the question in open class. If so, open the question up for class discussion.
- Then discuss question 2 as a whole class.

IMPROVE YOUR WRITING Using an appropriate tone

8

- Ask students what they understand by tone in writing, and if necessary explain that it's the level of formality, politeness and friendliness used.
- Ask them what kind of tone is appropriate in a written request to someone you don't know. Elicit ideas and then ask them to read the instructions to Exercise 8.
- Reiterate that the letter is too direct and should be more polite and respectful, and ask them to read it in pairs and identify places where they could make the language more respectful. They might need to change the order of the information.
- Ask students to rewrite the letter, making it more polite and respectful. If you feel that it would benefit your students, they could do this in their pairs.

Suggested answer

Dear Ms Johnson

I am writing to enquire if you might be able to help us with some expert advice. I came across your organization in last week's *Sunday Times* magazine and was very impressed with what I read.

We are a young start-up company, formed from a group of language graduates, who offer online translation services. There is certainly a demand for these services, but reaching customers has not proved to be so easy. That is where we thought we could benefit from your experience and expertise. I am attaching a link to our website so that you can get a better idea of our business.

I am not sure on what basis you charge your clients – whether it is by flat fee or by commission on results – but perhaps that is something we could discuss in due course, once you have had a chance to look at our services and consider this request.

Thank you for taking the time to read this and I look forward to hearing from you.

Yours sincerely

Dan Quinton

9

- Ask students to work with a different partner to compare their rewritten versions of the letter. Where their versions differed, can they agree on the better version?
- Elicit the rewritten letters from the class, paragraph by paragraph, and agree on a wording which you can write on the board.

Extra activity

Moving forward with learning

Having reached the end of *Keynote*: *Proficient*, your students have already acquired a very high standard of English. However, in order to maintain this level, they will need to use the language. Ask them how many of them will be using English regularly, either in their work or on a social level. If some of your students won't be using the language regularly, which is quite likely, ask the class to work in pairs to list a few good ways of practising their English, whether receptively or productively. The pairs can then work with another pair to pool their ideas and select the best ones. Elicit ideas from the class and list them on the board so they all have a list to take away with them. Possible ideas may include: watching more TED Talks, joining in online debates, starting their own blog, subscribing to an online English newspaper so they can read a different angle on certain news stories, playing online Scrabble with native English speakers, joining (or starting) a local English conversation group, watching and then discussing films in English.

TEST 1 | Units 1 and 2

Name _____

Total score: _____

VOCABULARY

1 Read the text and choose the correct word for each gap. The first one is done for you.

Optimist or pessimist?

Is it better to be optimistic or pessimistic? While it may be impossible to remain optimistic in all circumstances, it **(0)** *B* me that it's better on balance to see life and people as inherently **(1)** _____, rather than the alternative of **(2)** _____ yourself to seeing the negative in everything, being a **(3)** _____ of nerves at every opportunity in case something goes wrong and living in **(4)** _____ dread of potentially risky situations and ventures. Isn't it better sometimes to take a **(5)** _____ in the dark and hope you'll come into the light? I've been in the situation of **(6)** _____ my employees' hopes for that better-paid position or prestigious promotion, and believe me, however much the opportunity **(7)** _____ to the individual, their ability to recover from disappointment quickly is inextricably **(8)** _____ to their outlook on life. So I urge all pessimists amongst you to take a radical **(9)** _____ of your position and allow your actions to be **(10)** _____ by hope rather than fear!

0	**A** beats	**B** strikes	**C** hits	**D** bludgeons
1	**A** gentle	**B** malignant	**C** benign	**D** complacent
2	**A** devoting	**B** setting	**C** applying	**D** consecrating
3	**A** bunch	**B** bundle	**C** collection	**D** cluster
4	**A** human	**B** lethal	**C** dire	**D** mortal
5	**A** jump	**B** hurdle	**C** leap	**D** pounce
6	**A** smashing	**B** dashing	**C** crushing	**D** grinding
7	**A** means	**B** involves	**C** portends	**D** spells
8	**A** joined	**B** identified	**C** linked	**D** associated
9	**A** idea	**B** correction	**C** consideration	**D** rethink
10	**A** prompted	**B** aroused	**C** stimulated	**D** propelled

Marks (out of 10): _____

2 Complete the sentences with the correct form of the word in CAPITAL LETTERS. The first one is done for you.

0 It was a sweet *relief* to get home after driving through the floods. **RELIEVE**

11 There is a growing trend to studying _____ these days, but it's scientists who are needed in society. **HUMAN**

12 It was a flash of _____ to advertise the idea on football websites. **INSPIRE**

13 That no one was killed in the Swiss avalanche at the weekend was truly _____. **MIRACLE**

14 Running the course online is _____ on the students having the right software. **PREDICATE**

15 Marie works with people with all kinds of speech _____, and she has a very good success rate. **IMPEDE**

16 Always provide references in your writing to support any _____ you make, particularly if they're controversial. **CONTEND**

17 Graham broke with family _____ and became a vet rather than a doctor. **CONVENE**

18 Klitshko was _____ beaten in the fight by Tyson Fury. **COMPREHEND**

19 Don't be too harsh on your grandfather. I know he comes across as patronizing but his advice is given out of _____ for you. **AFFECT**

20 The girl was _____ because of association with her violent father. **STIGMA**

Marks (out of 10): _____

GRAMMAR

3 Complete the text with a suitable word in each gap. Use only one word in each gap. The first one is done for you.

Gifted children

The majority **(0)** *of* parents will never have to experience having a gifted child: in the US fewer than one child **(21)** _____ ten is classed as gifted. In addition, it is by **(22)** _____ means certain that a gifted child **(23)** _____ grow up to become a gifted adult. Some indicators of child prodigy, such as a preference for the company of older children and adults, may **(24)** _____ just mark out a socially precocious youngster. And if you do have a gifted child, will he or she **(25)** _____ going to university at the age that other children go to high school? Not necessarily; take Jennifer Pike, a highly gifted young British violinist who has **(26)** _____ taking the musical world by storm **(27)** _____ 2002. She wanted a 'normal' education and went to Oxford University at 19, as much for the engagement with other young people that it **(28)** _____ give her as for the qualification. While a significant number of child prodigies **(29)** _____ forge successful lives for themselves, pity the true child geniuses, though, with intellects the equivalent of Stephen Hawking's. What **(30)** _____ to be done with such children?

Marks (out of 10): _____

4 Complete the second sentence so that it means the same as the first. Use between three and eight words and do not change the word given. The first one is done for you.

0 A recent survey showed that 90% of people didn't agree with the increases in tuition fees. **ten**
A recent survey showed that *nine in ten people didn't* agree with the increases in tuition fees.

31 The company started to run the new programme three months ago. **has**
The company _____ three months now.

32 I intended to chair the meeting, but then the CEO turned up. **going**
I _____ the meeting, but then the CEO turned up.

33 It's certain that the school will be put into special measures. **bound**
The school _____ special measures.

34 The performance will start only after the arrival of all the spectators in the hall. **have**
The performance won't start _____ in the hall.

35 The way we read began to change completely about ten years ago. **last**
The way we read _____ ten years.

Marks (Two marks per question. Total marks out of 10): _____

READING

5 Read the article and choose the correct answers A, B, C or D, according to the writer. The first one is done for you.

THE CONVERSATION

http://theconversation.com/arts-education-may-be-important-but-the-academic-benefits-are-unproven-50496

Arts education may be important, but the academic benefits are unproven

By Beng Huat See, University of Durham

Maths, science and literacy have been the focus of British schools for many years. These subjects are deemed to have greater currency in a competitive global economy. Competition with the international education system has also led to greater focus on these subjects in our schools.

But should more attention be given to the arts? In the US, concerns are being raised about the declining emphasis on arts in education following the *No Child Left Behind Act*. In the UK, there have also been calls from various sectors, MPs included, for greater emphasis on the arts in school.

The House of Lords recently argued for arts to be part of the core curriculum to encourage the development of creativity, critical thinking, motivation and self-confidence – skills necessary for innovation. Such skills are also believed to help children learn academically.

According to *The Telegraph*, fewer students are now taking arts subjects because of government reforms and a focus on the EBacc or English Baccalaureate, which focuses on English, maths, history or geography, the sciences and a language.

A report by the University of Warwick warned that it is children from low-income families that would be most badly affected as a result of **this**, and recommended that arts be included in the EBacc. Mike Leigh, the Oscar-award winning director, said that it was ridiculous to think of arts as the preserve of the privileged, and that 'art should be a core subject of all subjects, like English is, but even more so'.

Many of these arguments hinge on the belief that arts education is linked to academic attainment. But a systematic review carried out by myself and Dimitra Kokotsaki suggests that evidence for the academic benefits of arts education is unclear.

Looking at 199 international studies, covering pre-school through to sixteen-year-olds, we found that there are as many studies showing that arts participation in schools has no or negative impact on academic attainment and other non-academic outcomes as there are positive studies. Very few studies could establish a causal effect of arts participation.

We looked at studies on a broad range of subjects, including visual arts, music, dance, theatre, hip hop, poetry and creative writing.

So what does work?

Tentative evidence does suggest that both music training and integrating drama into the classroom may have beneficial effects.

Playing an instrument benefits creativity, spatial-temporal ability, IQ scores and reading and language. Some studies also suggest that it can improve self-concept, self-efficacy, motivation and behaviour for secondary school children. Music education shows promise for learning outcomes and cognitive skills across all age groups.

Listening to music, however, does not seem to have a positive impact. Or at least there is no evidence to suggest that it does. Some studies showed that people who listened to classical music performed worse in memory tests than those who didn't. Results of experiments of the Mozart effect have produced conflicting results.

There is also no evidence that engagement in visual arts, such as painting, drawing and sculpture, can improve academic performance. Effects on other non-arts skills such as creative thinking and self-esteem were also inconclusive.

Because of weaknesses in these studies, and the lack of replication and inconsistent findings across them, the findings must be interpreted with caution. More robust and rigorous evaluations are needed to confirm any causal links.

But if improving attainment is the aim, then arts may not be the solution. Promising programmes already exist that can boost learning. Given the lack of evidence so far, perhaps we should think more broadly about the purpose of arts in the context of educational policy. Can it not be just for enjoyment? Must it have a utilitarian function?

The evidence we have now is just not good enough yet for us to make conclusive statements and more robust research is clearly needed. But of course there is an argument for pursuing arts education for its own sake – for enjoyment and appreciation.

If the arts make children happy and feel good about themselves, give them a sense of achievement and help them to appreciate beauty, then that is justification in itself.

0 The title suggests the article will surmise that arts subjects
- **A** aren't useful because they don't improve academic performance. ☐
- **B** are useful because they improve academic performance. ☐
- **C** are useful although they don't improve academic performance. ☑
- **D** aren't useful although they improve academic performance. ☐

36 The focus of British schools has been on maths, science and literacy because they
- **A** are more economically viable. ☐
- **B** aren't important international subjects. ☐
- **C** are part of global competition. ☐
- **D** benefit students more in today's world. ☐

37 Which skills 'are ... believed to help children learn academically'? (line 9)
- **A** the arts ☐
- **B** creativity, critical thinking, motivation and self-confidence ☐
- **C** maths, science and literacy ☐
- **D** all of the above ☐

38 What does 'this' (line 14) refer to?
- **A** taking the English Baccalaureate ☐
- **B** arts being the preserve of the privileged ☐
- **C** the report by the University of Warwick ☐
- **D** the fact that fewer students are taking arts subjects ☐

39 Which of these sources offered a reason for the decline in arts education rather than arguing for its inclusion?
- **A** the House of Lords ☐
- **B** the University of Warwick ☐
- **C** *The Telegraph* newspaper ☐
- **D** Mike Leigh, the film director ☐

40 What did most of the 199 international studies show about the impact of arts participation on academic attainment?
- **A** Arts participation has a positive impact. ☐
- **B** Arts participation has a negative impact. ☐
- **C** Arts participation has no impact. ☐
- **D** The studies could provide no definitive proof. ☐

41 Which activity appears to have a negative effect on learning?
- **A** acting ☐
- **B** music education ☐
- **C** listening to music ☐
- **D** playing an instrument ☐

42 Which reason is <u>not</u> given for needing to interpret the findings of the studies with caution?
- **A** The findings are different across the studies. ☐
- **B** The findings aren't conclusive enough. ☐
- **C** The studies aren't robust enough. ☐
- **D** The studies haven't been repeated enough. ☐

43 What is the writer asking about the function of arts in education?
- **A** Do arts have to be the solution? ☐
- **B** Do students have to appreciate the arts? ☐
- **C** Do arts have to be something that is liked? ☐
- **D** Do arts have to be useful? ☐

44 Which reason is <u>not</u> given for justification of including the arts in education?
- **A** They give children a better sense of how to behave. ☐
- **B** They give children self-esteem. ☐
- **C** They give children a sense of having done something. ☐
- **D** They help children to understand the aesthetics in life. ☐

45 Which statement most closely matches the writer's attitude to including arts in the core curriculum?
- **A** We shouldn't include arts because they don't improve academic achievement. ☐
- **B** We should include arts because they do improve academic achievement. ☐
- **C** We should include arts for the less tangible benefits they bring to children. ☐
- **D** We should only include arts if studies establish a causal link with academic achievement. ☐

Marks (out of 10): _____

LISTENING

6 55 You will hear five short extracts in which people talk about an experience that took them out of their comfort zone.

Task One

For questions 46–50, choose from the list (A–H) what made the speaker most uncomfortable.

A fear of looking silly
B fear of a physical problem appearing
C concern about someone else
D fear of having an accident
E worry about a misunderstanding
F not being able to communicate
G worry about not getting a job
H fear of making a mistake

46 Speaker 1 _____
47 Speaker 2 _____
48 Speaker 3 _____
49 Speaker 4 _____
50 Speaker 5 _____

Task Two

For questions 51–55, choose from the list (A–H) how the situation most benefited each speaker.

A they realized not succeeding can be made positive
B they found enjoyment in a new hobby
C they honed a skill
D they developed long-lasting relationships
E they acquired a new car
F they gained an improved self-image
G they changed their career path
H they got a new job

51 Speaker 1 _____
52 Speaker 2 _____
53 Speaker 3 _____
54 Speaker 4 _____
55 Speaker 5 _____

Marks (out of 10): _____

SPEAKING

7 Work in pairs to read the two steps and carry out the instructions.

Step 1

Take turns to ask each other the questions below. Ensure that you give full answers, using a range of tenses and vocabulary. You have five minutes.

1 How long have you been studying English?
2 How do you feel about the progress you have been making recently?
3 How do you think you will use English in the future?
4 How will English benefit you in your career or personal life?

Step 2

Look at the following scenario and discuss it in pairs. Agree together on the advice you would give the person and then 'present' the advice. Use the expressions from the Useful language box on page 26. You have ten minutes in total.

You arrive at your local train station after an evening in your nearest town. It's late and you want to get home, when you are approached by a stranger. She doesn't speak your language, but she speaks a little English. She explains that she arrived at the closest airport and has come to your town trying to find a particular address, which you are sure does not exist in your town. She has very little money and doesn't know what to do. She is clearly very distressed.

Marks (out of 10): _____

WRITING

8 You contribute to your local newsletter, which contains news and noteworthy events in your area. Write an account for your newsletter of meeting the stranger at the station, from Exercise 7. Include your meeting with her, her story, the advice you gave her and what happened next.

Remember to use appropriate tenses and include some comment adverbs. Write 200–250 words.

Marks (out of 10): _____

TEST 2 | Units 3 and 4

Name _____

Total score: _____

VOCABULARY

1 Read the text and choose the correct word for each gap. The first one is done for you.

Body language

What does your body language say about you? Are you even aware of it? We all have certain idiosyncrasies, for example, when some people are **(0)** C rest, they sit in quite a **(1)** _____ position, folding in on themselves, sometimes even **(2)** _____ their fists. This can make a person appear quite aggressive and can be **(3)** _____ for those around, which is not usually the **(4)** _____ effect. While some may simply **(5)** _____ their shoulders at giving the wrong impression, many people will feel that this belies their **(6)** _____ identity and won't want others to make **(7)** _____ judgements about them based on their body language. So, what can one do about it? While the way we present our bodies and faces is largely **(8)** _____, we can make an effort to monitor how we come across. We can check now and again that our 'resting' facial expression is closer to a smile than a **(9)** _____, and, unless we want to end **(10)** _____ with round shoulders as well as appearing closed and inaccessible, we should learn to hold our shoulders back and our heads up.

0	**A** by	**B** in	**C** at	**D** on
1	**A** hunched	**B** huddled	**C** humped	**D** cowered
2	**A** clinching	**B** clamping	**C** clutching	**D** clenching
3	**A** bewildering	**B** maddening	**C** disconcerting	**D** demoralizing
4	**A** yearned for	**B** desired	**C** coveted	**D** fancied
5	**A** raise	**B** shrug	**C** lift	**D** bounce
6	**A** core	**B** interior	**C** root	**D** essence
7	**A** all-inclusive	**B** brushing	**C** sweeping	**D** encompassing
8	**A** senseless	**B** insensible	**C** comatose	**D** unconscious
9	**A** scowl	**B** growl	**C** gape	**D** skulk
10	**A** off	**B** up	**C** out	**D** over

Marks (out of 10): _____

2 Complete the sentences with the correct form of the word in CAPITAL LETTERS. The first one is done for you.

0 Some of Beethoven's symphonies can be amazingly *stirring*. **STIR**

11 If you want to improve your _____, you could take up pilates. **POSE**

12 The banks have given some _____ that they believe the market will recover. **REASSURE**

13 Taking a brisk walk in the morning is an _____ way of starting the day. **ENERGY**

14 Sometimes I'm really shocked by the _____ behaviour of shop assistants. **CONTEMPT**

15 Are you sure you don't want a dessert? The crème brulée here is simply _____. **RESIST**

16 All the talk about global warming really has some _____ for me after being flooded last year. **RESONATE**

17 The drug works by _____ of the hormones that are causing your problem. **SUPPRESS**

18 Because of inbreeding, some cats are _____ unable to close their eyelids properly. **CONGENITAL**

19 I'd really recommend anything by the author Kate Mosse; her books are really _____ reads. **COMPEL**

20 The problem with smartphones is resisting the _____ to check emails every five minutes or so. **TEMPT**

Marks (out of 10): _____

GRAMMAR

3 Complete the text with a word or phrase from the box in each gap. There are three extra. The first one is done for you.

had	had been going	had gone	~~notice~~	thought	understands	used to
was	was being	was going	was having	was noticing	was thinking	would

Sound is important in our lives for many reasons but we **(0)** *notice* it only when something goes wrong. Take my father – sound to him **(21)** _____ mean pleasure. He loved music and **(22)** _____ always have CDs or the radio on. As he got older, though, he developed tinnitus – a condition where there appears to be a constant ringing or hissing in the ears. At first he **(23)** _____ he **(24)** _____ mad, but once he **(25)** _____ to the doctor he felt reassured. The tinnitus **(26)** _____ less problematic during the day than at night, when he couldn't block it out and he **(27)** _____ awful problems sleeping. He started to get very depressed and **(28)** _____ of talking to the doctor about anti-depressants when someone mentioned a white noise machine, i.e. a machine that generates a masking noise. He bought a small one that fits in his pillow and – hey presto – he **(29)** _____ no further sleep problems! Obviously, he **(30)** _____ that the condition isn't improving, but with more sleep, he feels better able to deal with it.

Marks (out of 10): _____

4 Complete the second sentence so that it means the same as the first. Use between three and eight words and do not change the word given. The first one is done for you.

0 The architect was most concerned by the lack of drainage in the soil. **what**
The lack of drainage in the soil *was what concerned the architect* most.

31 This academy ranks with the best where exam results are concerned. **far**
_____, this academy ranks with the best.

32 The punishing itinerary of the trip concerns me more than the cost. **isn't**
It _____, but the punishing itinerary of the trip.

33 The negotiations can't move forward until the dispute is resolved. **not**
_____ can the negotiations move forward.

34 The huge sculpture in the lobby strikes you most as you walk in. **thing**
As you walk in, _____ the huge sculpture in the lobby.

35 We could only see the true extent of the problem by surgically removing the obstruction. **by**
Only _____ see the true extent of the problem.

Marks (Two marks per questions. Total marks out of 10): _____

READING

5 Read the article on digital marketing on the next page and for questions 36–45, choose from the sections A–E. You can choose the sections more than once. The first one is done for you.

Which section ...

- suggests that offering free products or useful information results in faithful customers? **0** *D*
- encourages companies to make certain their adverts can be viewed on any hardware? **36** _____
- suggests that repetition encourages consumers to buy from you? **37** _____
- explains an apparent contradiction in today's marketing world? **38** _____
- encourages the use of software to gather information about what viewers look at? **39** _____
- suggests that satellite information can be useful in marketing? **40** _____
- encourages techniques that tempt the viewer to engage actively with you? **41** _____
- suggests different audiences can be targeted by modifying the digital material? **42** _____
- encourages the use of popular sharing media to facilitate the viewer's engagement? **43** _____
- encourages you to find out and supply what the viewer really wants? **44** _____
- suggests it is important to give the viewer speedy access to your site? **45** _____

Marks (out of 10): _____

Digital marketing tips

Keeping a high profile in the digital age

A

Maintaining a marketing presence has become both simpler and more complex: simpler because there are a myriad of ways in which to get your message across and more complex in that these ways have become more sophisticated. Potential customers have also become more sophisticated; not only that, they demand to be seen as individuals and not part of an amorphous mass.

The first tip is the age-old one – keep your eye on your content. Keep your message simple: consumers today are constantly being bombarded with a barrage of different types of sensory input, such that a simple, but informative, message can come across as a sweet relief. Provide valuable content for your consumers, content which provides information, insights or entertainment. Provide stories which resonate with your consumers – think of how many charities draw you in through 'case studies'. The beauty of digital content is that it can be altered minimally (or otherwise) to become more relevant and accessible to disparate groups of consumers. Make the most of this.

B

Second, make the most of social networks. Make sure you have a visible presence on Facebook, Twitter and LinkedIn. The use of images on social networks such as Instagram and Pinterest is vital: think of the cachet involved, and the potential reach, if an image your company has placed goes viral across a number of social networks. One simple but effective way of creating a link between your website and the social networking sites is to allow your viewers to log in via their Facebook or Twitter account, rather than creating a new account for your site, thus enabling you to involve potential customers in your site much more rapidly.

C

Third, be aware of how your site appears on mobile devices. Does it work smoothly or is it clunky as it was originally designed for larger screens? By far the majority of digital sales are made on mobile devices today so in order to maximize your sales potential, ensure that your exciting, content-driven website doesn't lose any of its power when viewed on a phone. Using GPS and other location data can also help you build up a picture of your potential customers.

D

Fourth, make the most of the call-to-action concept, i.e. include links on your website that require viewers to take action of some kind. This may be as simple as inviting them to subscribe to a newsletter where they will receive information that is beneficial to them in some way, or enticing them to sign up for a free sample of your product or to view a demo. This is advantageous to you in several ways: it gives your viewer 'something for nothing' – always a good ploy for gaining loyalty – but it also provides you with contact details of a huge number of people and guarantees you more brand exposure as your potential customer sees your name and logo on every screen they access.

E

Finally, consider ad retargeting. This fairly new digital marketing technique can raise your profile enormously. Only two per cent of sales online are made on first viewing of a site, so you need to remind your potential customer of your products on a regular basis. Ad retargeting uses browser cookies to track the websites an individual uses, and then to advertise those websites on others subsequently visited, thus reminding the individual of what they have perused before. This creates more exposure and familiarity to your brand which is then more likely to result in a sale.

The world, as they say, is your oyster, and those companies who embrace the possibilities of digital marketing could find that the world is a very lucrative oyster indeed.

LISTENING

6 56 You will hear someone talking about American Sign Language (ASL). For questions 46–55, complete the sentences with a word or short phrase.

0 Julie Lopez is talking to a group of people studying *communication methodologies*.
46 Surprisingly, _____ Sign Language was the precursor to ASL.
47 British Sign Language is _____ to users of ASL.
48 As well as in the United States, ASL is used in _____ in North America.
49 Between 250,000 and 500,000 people are _____ to use ASL.
50 Learning a language in the way that children do is called a _____ situation.
51 People intending to study ASL have to take _____ that they will be learning a new language.
52 As well as a degree and a good level of English, ASL interpreters need _____ skills.
53 Because ASL interpreters have to be sensitive to the people they work with, many learn about _____.
54 Julie Lopez didn't enjoy the work she did for _____ when she was employed.
55 The work she particularly likes now is _____.

Marks (out of 10): _____

SPEAKING

7 Work in pairs to carry out the instructions.

Student A: You are going to give a short presentation of about two minutes to Student B, on the following question:

Do you think that we are bombarded with too many adverts and marketing images these days? Why? / Why not?

Prepare your presentation and deliver it to Student B.

When you have finished, you are going to listen to Student B give his/her presentation. Be prepared to ask questions afterwards.

Student B: You are going to listen to Student A give a presentation on the question above. Be prepared to ask questions after he/she has finished.

Then you are going to give a short presentation of about two minutes to Student A, on the following question:

Do you think that it is necessary to speak the language of a country you are visiting as a tourist? Why? / Why not?

Prepare your presentation and deliver it to Student A.

Marks (out of 10): _____

WRITING

8 You work for a company that supplies office furniture. You have received the following information about a new magazine that is about to hit the market:

> OfficePlanet
>
> News, features, ads from the world of office design and furnishing.
>
> To place ads at an initial 25% discount in this new monthly magazine, contact our advertising manager, Robert Hymes, at 101 Bank Street, Hove, BN3 R96.

You want to place an ad every second month through the next year. You're thinking of a quarter-page each time, preferably on the inside front or back cover of the magazine. You want to know how much copy you should supply (how many words/photos), how much each ad will cost and if the discount lasts all year and when the deadline for copy and photos is.

Remember to use the appropriate format, register and language for a formal letter, and to make clear what action you expect from the recipient. Write about 250 words.

Marks (out of 10): _____

TEST 3 | Units 5 and 6

Name _____

Total score: _____

VOCABULARY

1 Read the text and choose the correct word for each gap. The first one is done for you.

Travel lifestyles

Most people enjoy the idea of travelling, whether short breaks near home or to **(0)** *B* destinations, but few people find the thought of **(1)** _____ the travel indefinitely appealing. This is exactly how some people choose to live their lives, however. One can appreciate the attraction of travelling to **(2)** _____ economies during depressing periods of recession and **(3)** _____ unemployment in one's own country, and advocates of this lifestyle highlight the benefits of **(4)** _____ an understanding of other cultures in children, and even adults. On the downside, it can be difficult to make ends **(5)** _____ financially over time, and there's a **(6)** _____ probability of having to return home and start again from scratch. While such travellers may want to **(7)** _____ life in far-flung countries, many detractors say that a travelling lifestyle is really just an **(8)** _____ gap year, and while children may **(9)** _____ the benefits in some ways, when they eventually settle down they are behind their peers at school and still have an awful lot **(10)** _____ to learn.

0	**A** alien	**B** remote	**C** secluded	**D** lonesome
1	**A** prolonging	**B** delaying	**C** stretching	**D** lengthening
2	**A** arising	**B** surfacing	**C** emerging	**D** merging
3	**A** raising	**B** rising	**C** lifting	**D** ascending
4	**A** feeding	**B** advancing	**C** fostering	**D** cherishing
5	**A** meet	**B** touch	**C** join	**D** connect
6	**A** large	**B** wide	**C** major	**D** high
7	**A** imitate	**B** reproduce	**C** clone	**D** replicate
8	**A** elaborate	**B** decorated	**C** garnished	**D** embellished
9	**A** harvest	**B** reap	**C** garner	**D** recover
10	**A** remained	**B** left	**C** residual	**D** lingering

Marks (out of 10): _____

2 Read the sentences and choose the correct word from the box for each gap. There are two words you do not need to use. The first one is done for you.

beautifully	brightly	environmentally	greatly	highly	perfectly	precisely
prohibitively	radically	reasonably	scientifically	shoddily	~~widely~~	

0 You know a new design is a success when it is *widely* used in all walks of life.

11 It's encouraging that the younger generation appears more _____ concerned than that of their parents.

12 Sales of solar panels would no doubt soar if their installation were more _____ priced.

13 The beauty of technology today is that devices are so small that they have to be really _____ crafted.

14 The architect Frank Gehry is _____ admired for some of his striking buildings.

15 There may well be people who don't accept global warming, but it has been _____ proven that the atmosphere is getting hotter.

16 This latest e-reader isn't _____ original, but it does what it's meant to extremely well.

17 The new restaurant on the river is _____ expensive; I can't see it lasting for very long.

18 I'm really disappointed with the new desk I bought; it's so _____ put together that one of the legs is already working loose.

19 This phone is getting quite old, but I'm loath to change it as it's still _____ adequate for my needs.

20 The eco houses being built just outside the town are _____ innovative: they draw their heating from thermal springs under the ground.

Marks (out of 10): _____

GRAMMAR

3 Complete the text with a suitable word in each gap. Use only one word in each gap. The first one is done for you.

There has been a disused plot of land in the town for some years, where a factory used to stand. Recently, it **(0)** *was* bought at auction **(21)** _____ a well-known developer, to build lost-cost housing in collaboration with a social housing cooperative. The deal with the cooperative was believed to **(22)** _____ been signed and sealed well before building started. The developer **(23)** _____ the apartments built very quickly – simple 'self-assembly' units **(24)** _____ commissioned from Sweden – and then they were plumbed, wired and decorated. What could **(25)** _____ wrong? However, at this point, rumours started spreading about toxic chemicals still in the ground, so the housing cooperative got cold feet and wanted to pull out of the deal. Relations between them and the developer **(26)** _____ very sour and they got a solicitor **(27)** _____ examine the contract. It appeared that there was a get-out clause, so the housing cooperative left the project. When asked **(28)** _____ he hadn't had the contract more carefully drawn up, the developer just said that he had **(29)** _____ too busy. The apartments were pulled down and **(30)** _____ is now generally thought that another factory is interested in buying the land.

Marks (out of 10): _____

4 Complete the second sentence so that it means the same as the first. Use between three and eight words and do not change the word given. The first one is done for you.

0 The police dispersed the demonstrators with tear gas and water cannons. **by**
The demonstrators *were dispersed by the police* with tear gas and water cannons.

31 The celebrity chef was astonished when she was awarded first prize in the final. **to**
The celebrity chef was astonished when the _____ in the final.

32 It was widely believed that the old king had been buried in the cathedral foundations. **have**
The old king _____ in the cathedral foundations.

33 He asked us 'Will you call me when you're ready to order dessert?' **if**
He asked _____ ready to order dessert.

34 We weren't able to remove the old oak tree ourselves; we needed to employ a tree surgeon. **get**
We needed to _____ the old oak tree.

35 The CEO having finally sacked his assistant felt able to speak freely about the issues. **been**
His assistant _____ at last felt able to speak freely about the issues.

Marks (Two marks per question. Total marks out of 10): _____

READING

5 You are going to read an article from which five paragraphs have been removed. Choose from the paragraphs A–F the one which fits each gap (36–40). There is one extra paragraph which you do not need to use.

Iconic designs

What makes a design truly iconic? Is it something that looks good? Or something that is practical? Or something that is simple and easy to use? Many would say that it's all of these, and if that is the case, then one of the most truly iconic designs must be that of the ballpoint pen.

36 _____

Up to the early nineteenth century, the most common writing implement was the quill – originally a feather whose tip was dipped in dark paint, or later ink, in order to write on the page. The problem with this method of writing was the speed at which the ink dried on the tip, necessitating frequent dips into the ink, and equally frequent drips onto the paper.

37 _____

The first type of ballpoint pen was patented in 1888 by John Loud, a tanner who needed a marker for leather. His pen worked well for that purpose but it was too coarse for use on paper, so it lost popularity to the fountain pen. Several other attempts at designing an effective ballpoint pen were made in the early twentieth century but none

solved the problem of ink flow – either not enough ink was delivered or too much came through and it didn't dry fast enough, resulting in smudges on the paper.

38 _____

Biro moved to Argentina with his brother Gyorgy in 1941 and together with a friend, Juan Jorge Meyne, they started the company Biro Pens of Argentina, to produce and market their new invention, by 1943 a pen they called the *birome*, combining their names. They had a qualified success, and notably licensed the design to the British RAF as the ballpoint was more stable in high altitudes than the fountain pen, which tended to leak.

39 _____

Both companies went on to sell the pens with great success, along with others, but faults in the design meant that consumer expectations weren't met, and sales began to fall sharply. By 1951 ballpoint pen sales were dropping and fountain pen sales were on the rise again.

40 _____

The BIC came in many varieties: different colours of ink, clear and opaque cylinders, disposable and refillable ink cartridges, but all had one fault. Because the ink is drawn to the tip by gravity, the pen needs to be facing downwards to be able to write effectively. However, the company Fisher brought a new pen to market in 1965 which had a pressurised ink container and a particularly viscous ink, which meant it could write upside-down without drying up or dripping. This became known as the space pen and has been used by astronauts. It is still the ubiquitous BIC Cristal that is most popular today though, reportedly selling as many as fourteen million pens around the world every day.

A The solution to this problem was the invention of the fountain pen, which became very popular from the late nineteenth century as it held its own ink dispenser – the cartridge – so it obviated the need to dip the tip into the ink. However, it brought with it its own problems, notably that of the ink needing quite a long time to dry on the paper.

B Around this time, a French manufacturer Marcel Bich, licensed the design of the Argentine pen and introduced his own pen to the market, a six-sided clear cylinder with a visible ink cartridge. Bich shortened his name to Bic, and his design became the iconic BIC Cristal, the type of ballpoint pen we most commonly see today.

C Tracing its history back to the late nineteenth century, the ballpoint pen addressed a simple need: a pen where the ink flows freely, dries fast and doesn't smear on the paper. The ballpoint uses a ball-bearing tip, made of steel, brass or tungsten carbide, at the end of an ink cartridge. As the ball tip rotates on the paper, the ink is evenly distributed on the ball and then on to the paper.

D The product attracted attention from a lot of quarters, and two years later the rights to market the pens in the United States were bought by the Eversharp Company (a pencil manufacturer). Unbeknown to them, an American businessman, Milton Reynolds, had seen the birome on a trip to Argentina, and brought back samples which he then used to produce and, with enough changes to the design, patent in the US before Eversharp was able to.

E Seeing that minor changes to the design could avoid the whole issue of patents, there began a 'race to market', with several well-known suppliers of pens creating and marketing their own model. Names still recognized today such as Parker Pens and Papermate brought out their own products and initially sold millions. Finally, Parker Pens bought out the pen division of Eversharp, and the company failed.

F Then, in the 1930s, Hungarian Laszlo Biro noticed that the ink used on newspapers dried quickly, so he determined to design a pen combining quick-drying ink which wouldn't smudge with a delivery system that would ensure regular flow on the paper, and he came up with the first useable ballpoint pen, patented in 1938.

Marks (out of 5): _____

6 Now read the whole text in the correct order and decide what these highlighted words and phrases refer to. This can be a single word or item, or a whole phrase.

0 none	*several other attempts*	**43** this time	_____
41 others	_____	**44** its	_____
42 this problem	_____	**45** The product	_____

Marks (out of 5): _____

LISTENING

7 57 You will hear part of an interview for a job at a firm of architects. For questions 46–55, choose the answer (A, B, C or D) which fits best according to what you hear.

0 The third stage of the interview process is intended mainly to find out
- **A** why the candidate wants to join the company. ☐
- **B** how good the ideas are that the candidate could bring to the company. ☐
- **C** how the applicant would get on with the current team of employees. ☐
- **D** how strongly the candidate agrees with the principles of the company. ☑

46 What is the candidate's main reason for wanting to join the company?
- **A** She wants to solve the problems inherent in trying to build in a green way. ☐
- **B** She believes that environmentally-friendly building is the only option. ☐
- **C** She wants to come up with an idea that can secure Earth's future. ☐
- **D** She wants to follow her intuitions about sustainable building. ☐

47 She believes the worst problem that needs addressing is
- **A** the building materials used are too cheap. ☐
- **B** natural building materials are too ugly. ☐
- **C** the money that needs to be invested at the beginning. ☐
- **D** the damage that traditional materials can cause. ☐

48 She cites concrete as a problematic material for building car parks because
- **A** it doesn't create attractive areas. ☐
- **B** it allows water to simply run off it. ☐
- **C** it isn't a very flexible building material. ☐
- **D** it doesn't work with natural materials. ☐

49 According to Ms Pooley, how can green building be brought to the less well-off?
- **A** Money can be diverted from the higher end of the market. ☐
- **B** Richer people can be engaged to persuade them of the benefits. ☐
- **C** Constant access to money needs to be made available. ☐
- **D** You can start by building offices and factories. ☐

50 What is the candidate's reaction to the idea that there is a resistance to change in society?
- **A** She thinks it's unfortunate but true. ☐
- **B** She thinks it takes time for people to change. ☐
- **C** She thinks it isn't true at all. ☐
- **D** She thinks it's a widely-held belief. ☐

51 She uses the example of hybrid and electric cars to show that
- **A** greener technologies can have practical applications. ☐
- **B** people will always follow the example of others. ☐
- **C** sales can be increased by making radical changes. ☐
- **D** people can be persuaded to change their minds. ☐

52 What does the interviewer think of Ms Pooley's ideas about people embracing change?
- **A** He completely agrees with her ideas. ☐
- **B** He agrees with them to a certain extent. ☐
- **C** He completely disagrees with them. ☐
- **D** He didn't feel that her example was relevant. ☐

53 Which reason doesn't she give for planting vines on the outside of buildings?
- **A** They can protect us from the sun. ☐
- **B** It's a cheap solution to the problem. ☐
- **C** They can help to keep the building warm. ☐
- **D** They blend in with the nature around. ☐

54 What do the interviewer's last words suggest about his company?
- **A** that it has solved the problems inherent in environmentally-friendly building ☐
- **B** that there are some surprising designs that the company is working on ☐
- **C** that it's currently trying to solve some of the challenges involved in green building ☐
- **D** that it's starting to look at how music can be used in green architecture ☐

55 In the interview several expressions are used to describe the kind of design the company is interested in. Which of these expressions does not describe it?
- **A** environmentally-friendly building ☐
- **B** green architecture ☐
- **C** hybrid building ☐
- **D** inexpensive building ☐

Marks (out of 10): _____

SPEAKING

8 Work in pairs to read the two steps and carry out the instructions.

Step 1 Look at job advert 1 below.
Student A: You are a manager for the company advertising and you are going to interview Student B to find out how suitable he/she is for the job. Prepare a few questions to ask him/her.

Student B: You have applied for the job. You are now going to be interviewed by Student A. Think of how you might answer questions about your suitability for the job, and think of phrases you can use to buy time.

Now carry out the job interview.

Step 2 Now look at job advert 2.
Student B: You are a manager for the company advertising and you are going to interview Student A to find out how suitable he/she is for the job. Prepare a few questions to ask him/her.

Student A: You have applied for the job. You are now going to be interviewed by Student B. Think of how you might answer questions about your suitability for the job, and think of phrases you can use to buy time.

Now carry out the job interview.

Job advert 1

Office manager

We are a small company specializing in garden furniture and equipment, focusing on recycled goods. We are looking for a new office manager. The successful candidate will have a relevant business qualification, experience in office management and will have an outgoing but sensitive and sympathetic personality. You will be in charge of a team of around 20 administrative staff and will work closely with the sales and marketing managers. Appropriate salary, terms and conditions for the post.

Job advert 2

Apprentice jewellery designer

A small jewellery manufacturing workshop is opening up a new post as assistant to the principal jewellery designer. The successful candidate will have a qualification in a related subject, for example crafts or textile design, and will have experience in practical work of an appropriate kind. You will be expected to learn on the job, initially following instructions closely, but the right person will be creative and will soon be able to start taking on their own projects. After a successful probation period of six months, the full salary will be paid and you can expect frequent rises as experience is gained.

Marks (out of 10): _____

WRITING

9 You are a reporter on a local newspaper. Yesterday, you were called to the scene of this accident:



Write your article for the newspaper about the accident. Remember to give details of what happened, where and when it happened, how it happened and who was involved. Write about 300 words.

Marks (out of 10): _____

TEST 4 | Units 7 and 8

Name _____

Total score: _____

VOCABULARY

1 Read the text and choose the correct word from the box for each gap. There are three words you do not need to use. The first one is done for you.

answers	~~choice~~	conscience	default	desire	judgement	knowledge
laudable	opportunity	permutations	plunge	straight	time	wisdom

Buying a new computer

Today's society is full of pitfalls for consumers, one of which is the plethora of goods available; in the developed world, at least, we are spoilt for **(0)** *choice*. So, when you have a desperate **(1)** _____ to buy something new, how do you go about it? Do you try to get the facts **(2)** _____ about all the different models before you start shopping? Conventional **(3)** _____ has it that you should – forearmed is forewarned – but it isn't always that easy. When I needed to replace my old computer recently, I started out with the **(4)** _____ aim of comparing suitable models on the Internet, but that just confused me. So, against my better **(5)** _____, off I went to a specialist electronics chain, but they just blinded me with all the possible **(6)** _____ of memory, graphics tablets, sound cards, and so on. Then I turned to my **(7)** _____ position where most shopping is concerned – the local department store. There, at last, I got a few straight **(8)** _____, made my choice and took the **(9)** _____. So it worked out well, apart from the niggling questions to my **(10)** _____ about how much I could have saved if I'd persevered with the online option.

Marks (out of 10): _____

2 Complete the sentences with the correct form of the word in CAPITAL LETTERS. The first one is done for you.

0 Although it isn't usually a serious illness, having the 'flu can be extremely *debilitating* for a week or two. **DEBILITATE**

11 They say that the recent biography of Nelson Mandela really is the _____ one. **DEFINE**

12 The shark is a successful animal because it has very few _____ other than humans. **PREY**

13 It took ages to drive around the ring road, but it was _____ because of the demonstration in the town. **AVOID**

14 The release of more harmful particulates into the air from diesel engines has been an _____ consequence of promoting diesel cars. **INTEND**

15 Be careful what you say in front of the kids; they're at really _____ ages. **IMPRESSION**

16 Most of the furniture in the restaurant came from a store that was in _____. **LIQUIDATE**

17 The food banks are currently providing a lifeline to those people barely earning a _____ wage. **SUBSIST**

18 The managing director and board of the factories were prosecuted for releasing _____ into the water supply. **CONTAMINATE**

19 You need to have a lot of _____ to work in politics. **RESILIENT**

20 The floods have caused _____ damage to countless homes in the region. **REPAIR**

Marks (out of 10): _____

GRAMMAR

3 Complete the text with a suitable word in each gap. Use only one word in each gap. The first one is done for you.

More people today are embracing vegetarianism not only as a healthier way of life **(0)** *than* meat-eating but also as **(21)** _____ wasteful of resources. I'd go along with the latter reason, and while I'd **(22)** _____ as soon eat a nut roast as roast beef, I do endorse the idea of a balanced diet. We all know that vegetables alone aren't **(23)** _____ rich in some of the essential nutrients as meat products, and while these may **(24)** _____ be found in nuts and cheese, many of us would be better **(25)** _____ eating fish or chicken for health purposes as they are less calorific. It's true that some of the fruit and vegetables that are considered 'superfoods' are **(26)** _____ easier to find these days, but many argue that they aren't **(27)** _____ super as to provide all the nutrients we need. As humans we are obviously able to exist on a limited diet, and perhaps we should **(28)** _____ taken that on board more and dedicated less land and **(29)** _____ resources to breeding animals for meat, but the more varied our diet, **(30)** _____ easier it is to take in everything we need for our health.

Marks (out of 10): _____

4 Complete the second sentence so that it means the same as the first. Use between three and eight words and do not change the word given. The first one is done for you.

0 The child was able to walk all the way but his mother insisted on carrying him. **could**
The child *could have walked* all the way but his mother insisted on carrying him.

31 The new office assistant isn't as competent as the woman she has replaced. **than**
The new office assistant _____ the woman she has replaced.

32 It really wasn't necessary to bring any food; we've got plenty here. **have**
You really _____ any food; we've got plenty here.

33 The finalists in this year's *X-Factor* were much more professional than last year's. **nearly**
Last year's *X-Factor* finalists were _____ this year's.

34 It was highly possible that the election results had somehow been falsified. **well**
The election results _____ falsified.

35 We would prefer you to submit all your expense claims by email now. **rather**
We _____ all your expense claims by email now.

Marks (Two marks per question. Total marks out of 10): _____

READING

5 Read this review of e-readers and for questions 36–45, choose from the sections A–E. You can choose the sections more than once. The first one is done for you.

Which e-reader …

0 offers something free which has to be paid for with most other e-readers? *B*
36 is physically different from the other e-readers in a pleasing way? _____
37 costs more if the buyer requires continuous access to the Internet? _____
38 can be adapted to allow increased storage space? _____
39 led the field in a new way of illuminating the text? _____
40 accesses books in a way unlike the other e-readers reviewed? _____
41 contains a feature which might cause offence to some readers? _____
42 encourages sharing of the books, etc. on the device with one other person? _____
43 may disappoint some people because of the lack of clarity of its screen? _____
44 leads the others when it comes to online social features? _____
45 is more like tablets and smartphones in the way that books are accessed? _____

The e-reading experience

Our reviewer, Ken Lawrence, looks at the newest and most popular e-readers.

Although there appears to have been a decline in sales of eBooks and e-readers recently, it's difficult to imagine that these devices aren't here to stay, even if they become principally used as a travel aid. Here, I've looked at five of the recent e-readers to see how far the device has progressed since the first Kindle hit the market in 2007.

A Kindle Paperwhite

One of the most popular e-readers, the Kindle Paperwhite was the first mainstream product to introduce the revolutionary front-lit screen, which singled it out from the competition at the time. Until then, most e-readers had a backlit screen, like tablets and smartphones today, which are difficult to read in sunlight because of the glare they produce. In contrast, front-lit screens are far easier on the eye and readable in any conditions as they produce no glare; the text is also clearer on the white background. In common with most e-readers, the brightness of the screen is adjustable according to the ambient lighting. In all other respects the Paperwhite is a standard e-reader: it has access to the whole Amazon book, magazine and newspaper store; it can store around a thousand books and the battery lasts for around 56 days (assuming 30 minutes a day reading) before it needs recharging, which then takes about four hours. At about £80.00 for the wi-fi version, this is still a very good buy.

B Nook Glowlight

The Nook Glowlight has several features that allow it to rank amongst the best of its kind, not least its rounded edges and rubber coating. Even better is the fact that it comes ad-free as standard, i.e. none of those annoying pop-up commercials when the wi-fi is on; for most e-readers this is relinquished only at an extra charge. In addition, being part of the Barnes and Noble stable means that it gives the user access to millions of books. On the downside the screen resolution isn't quite as high as some of its competitors, although to the non-connoisseur this is unlikely to be a problem, and like most other e-readers it doesn't have the functionality to allow audiobooks to be used. But at a price that is lower than most others on the market, this is an e-reader that needs to be considered.

C Onyx Boox M96

A slightly different offering from the other readers, the Onyx Boox is an open e-reader, i.e. it isn't tied to a particular store or company, and e-reader apps can be downloaded and used with it, just as you can do with any type of mobile device. So you can have access to huge bookstores such as Amazon but also to other, smaller digital booksellers. However, this brings with it an interface that is not intuitive and is difficult to use, especially if several apps have been downloaded. The large screen (9.7 inches in comparison with the more usual 6 inches) also means that the device itself is larger than most and therefore heavier. The 'reading life' is a quarter of some readers at fourteen days. On top of this, the M96 costs almost three times more than many e-readers, not a price in keeping with its features, I feel, in particular for a product that does not have the virtually industry-standard feature of being front-lit.

D Kobo Glo

The Kobo Glo is a good all-rounder, with high screen resolution resulting in sharp text on a front-lit page. It shares the basic features of an e-reader with all the others reviewed here and is ahead of the game where networking is concerned as it connects to the user's Facebook and Twitter accounts, allowing you to share what you're reading and your impressions of it with your friends. In other respects, the Glo falls behind the other e-readers: it doesn't have access to major online bookstores like Kindle and Nook do, so the selection isn't as good. Perhaps even more disappointing is that the battery lasts only about thirty days before it needs recharging, approximately half of the Paperwhite and Glowlight. It does, however, have the facility of expanding the memory card to allow storage of a greater number of books.

E Kindle Voyage

Amazon's latest offering in the e-reader department, the Kindle Voyage has taken e-readers to another level. Not only does it have the front-lit clarity of the Paperwhite, in high definition, the screen lighting dims and brightens automatically in response to the general level of light. It has an automatic display of definitions of difficult words, though this feature can be switched off by the reader who might find it distracting, or even insulting. Perhaps the most radical innovation is the addition on this device of allowing a member of the family to download its content onto another device, at no extra cost. Well, I may say no extra cost, but set against the features of this device is the hefty price tag, almost as much as the Onyx Boox M96, and even heftier should you desire 3G connectivity or to have those annoying ads switched off.

Marks (out of 10): _____

LISTENING

6 38 You will hear five different extracts of people talking about food. For questions 46–55, choose the answer (A–C) which fits best according to what you hear.

Extract 1

0 What is the woman talking about?

A a synthetic foodstuff ☐
B something natural found in food ☑
C fattening foods ☐

46 What is the woman trying to do?

A give information about gluten and its possible effects ☐
B persuade her audience to give up eating gluten ☐
C promote alternatives to gluten in the diet ☐

47 The woman's opinion of gluten-free diets is that they

A are useful for someone following a weight-loss regime. ☐
B are difficult to follow because of the scarcity of products. ☐
C have no use unless there's a medical reason for them. ☐

Extract 2

48 What did the man and his wife think about the restaurant in general?

A They thought the food wasn't particularly good. ☐
B They would have enjoyed it more if it were cheaper. ☐
C It was very different from what they expected. ☐

49 What did the man think of the dessert that his wife ordered?

A He thought it tasted fantastic. ☐
B He thought it looked unexceptional. ☐
C He couldn't form a full opinion of it. ☐

Extract 3

50 What is the man trying to do?

A persuade his neighbour about something ☐
B find something to do after work ☐
C start a new venture with a neighbour ☐

51 What appears to be his main reason for his suggestion?

A to get fitter ☐
B to save money ☐
C to help his neighbour ☐

Extract 4

52 What is the man's reaction to the introduction of imperfect vegetables at the supermarket?

A He finds the idea really interesting. ☐
B He's against the idea of eating them. ☐
C He thinks it's a good way of saving money. ☐

53 What is the man's relationship to the woman?

A her husband ☐
B her brother ☐
C her son ☐

Extract 5

54 Who is the speaker aiming his recipe at?

A people who are experienced cooks ☐
B people who can't cook very well ☐
C people training to cook professionally ☐

55 Where is the speaker?

A a TV studio ☐
B a cookery school ☐
C in his kitchen at home ☐

Marks (out of 10): _____

SPEAKING

7 Work in pairs to read the two steps and carry out the instructions.

Step 1

Look at the two photos below, showing street food in two very different countries. Discuss what kind of food you think is being sold in each situation and which one you would prefer to use.





Step 2

Now discuss the following questions about the food situation in the two countries shown.

- What kind of problems regarding food might there be in the two countries? (e.g. not enough food, quality, too much food)
- What kind of problems will the world face regarding food over the next twenty years?
- What solutions might be needed to solve any problems you have highlighted?

Marks (out of 10): _____

WRITING

8 Look at the notes below about whether friendships are better if the people involved are similar in character or different. Write an essay of 250–300 words summarizing and evaluating the ideas in the notes, and adding other ideas of your own. Remember to include a short introduction and conclusion.

Same ...

- *likely to get on better as understand each other's motivations*
- *less likely to argue*
- *if values are the same, more likely to respect each other*

... or different?

- *different opinions lead to more discussion*
- *fosters tolerance and understanding of others*
- *differences may mean individuals can develop more*

Marks (out of 10): _____

TEST 5 | Units 9 and 10

Name _____

Total score: _____

VOCABULARY

1 Read the text and choose the correct word for each gap. The first one is done for you.

Advice for silver surfers

Many older people are joining the **(0)** *A* community today, but it can be a confusing and sometimes hostile environment for any novice. Email can be extremely useful for contacting both friends and support agencies, but it has its drawbacks: while junk emails and **(1)** _____ can be irritating, you need to be more wary of **(2)** _____ emails that set **(3)** _____ to part people from their money. I can't **(4)** _____ that home too forcefully. However, the first time that you **(5)** _____ a tweet successfully will be **(6)** _____ – you'll feel that you've really **(7)** _____ it in the digital environment – but do keep in mind that social media is a fertile breeding ground for **(8)** _____ who criticize and ridicule the writers of any tweets they take offence to, and worse, that **(9)** _____ don't only target teenagers; they rejoice in making anyone's life a misery. If anything unpleasant like this happens, try not to **(10)** _____ it personally – they don't know you. It may sometimes feel like every other person on the Internet is out to cheat or undermine, but with care it can provide a lifeline for elderly people, especially those confined to their homes.

0	**A** online	**B** selfie	**C** offline	**D** live
1	**A** sales	**B** circulars	**C** spam	**D** waste
2	**A** angling	**B** selling	**C** mining	**D** phishing
3	**A** out	**B** on	**C** up	**D** in
4	**A** beat	**B** force	**C** hit	**D** drum
5	**A** put	**B** send	**C** post	**D** communicate
6	**A** elevating	**B** breathtaking	**C** intoxicating	**D** exhilarating
7	**A** done	**B** made	**C** succeeded	**D** got
8	**A** demons	**B** spies	**C** trolls	**D** monsters
9	**A** robots	**B** cyberbullies	**C** oppressors	**D** hacks
10	**A** take	**B** feel	**C** think	**D** absorb

Marks (out of 10): _____

2 Read the text and choose the correct preposition/adverb from the box for each gap. There are three words you do not need to use. The first one is done for you.

back	down	for	in	into	of	of
~~on~~	on	on	out	out	up	up

Is a desire for success always a good thing? Success and ambition go hand in hand, but is it better for young people to set their hearts **(0)** *on* a specific aim when they start out in life, or is it better to be flexible? Any college or university will be able to list the students who stand **(11)** _____ in the first year because of their drive and desire, often fixated **(12)** _____ getting a particular level of qualification which may not be within their abilities, and they end up close to breaking **(13)** _____. Some of these students consequently drop **(14)** _____ of their course with the result of messing **(15)** _____ their plans and being unable to realize their ambitions. It would be better for such idealists to take a more flexible point **(16)** _____ view, appreciating that having a less defined aim would not necessarily hold them **(17)** _____ from achieving success. On the contrary, setting their sights **(18)** _____ lesser targets, i.e. making their goals more achievable and immediate, focusing on one step at a time, is more likely to lead to a focused plan and less likely to end with them throwing **(19)** _____ the towel. This argument applies not only to students, but holds **(20)** _____ people striving for success in all walks of life.

Marks (out of 10): _____

GRAMMAR

3 Complete the text with a suitable adverb from the box in each gap. The first one is done for you.

completely	desperately	distinctly	~~extremely~~	fully	greatly
painfully	radically	rather	sincerely	utterly	

My report now focuses on the complaints made about the staff in the customer service department. We have received a number of complaints from **(0)** *extremely* annoyed customers who say that replies from customer service are **(21)** _____ slow in coming and **(22)** _____ unresponsive to their complaints when they do arrive. In fact, I **(23)** _____ remember discussing this issue with the department manager some months ago, at which point she readily agreed that there were problems, that departmental systems were **(24)** _____ in need of an update and response times and procedures needed to be **(25)** _____ rethought. (Cf the memo attached dated 13.06.16.) In fact, having examined the complaints and discussed the issue with various staff members, I believe the majority of the complaints to be **(26)** _____ exaggerated, and indeed some of them to be **(27)** _____ ridiculous and even totally false, coming in great part from a small number of **(28)** _____ disgruntled individuals. While everyone in the standards team **(29)** _____ appreciates the constant need to monitor performance, I **(30)** _____ believe that it would be wrong to take any action in this instance.

Marks (out of 10): _____

4 Complete the second sentence so that it means the same as the first. Use between three and eight words and do not change the word given. The first one is done for you.

0 'It's great that you passed your driving test first time. Well done!' said my aunt. **on**
My aunt *congratulated me on passing* my driving test first time.

31 The editor of the newspaper denied having known anything about the payments. **that**
The editor of the newspaper _____ anything about the payments.

32 I was determined that I wasn't going to accept an inferior replacement. **not**
I was determined _____ an inferior replacement.

33 The orchestra and soloists performed quite beautifully last night. **a**
It was _____ the orchestra and soloists last night.

34 'I know it was you who scratched my new car,' I said to my neighbour's child. **of**
I _____ my new car.

35 The author was delighted about being put forward for a literary award. **have**
The author was delighted _____ for a literary award.

Marks (Two marks per question. Total marks out of 10): _____

READING

5 Read the article and choose the correct answers A, B, C or D, according to the writer. The first one is done for you.

THE CONVERSATION

www.theconversation.com/managing-across-generations-will-deliver-more-productive-workplaces-46987

Managing across generations will deliver more productive workplaces

by Martin Klaffke and Robyn Johns, University of Technology Sydney

Generation Y workers are "more demanding". Generation Z workers want "more flexibility, autonomy and recognition". And both groups want to be "creative". Should managers worry about these increasingly accepted trends in the multi-generational workforce?

The answer is yes, and lies in demographic transition and the subsequent change in conditions for business.

Economic growth depends heavily on having sufficient and productive labour. However, most OECD* populations are facing a demographic shift as a result of declining fertility rates along with increasing life expectancy.

Take Germany, where the Federal Statistical Office projects the working-age population, those aged 15 to 64 years, will shrink by six million until 2030 and will skew sharply older until 2020.

The situation in Australia is not as extreme. The working-age population is projected to grow moderately in the next 50 years, but ageing nevertheless represents a challenge with a proportionally larger increase in those aged 65 and over.

The wrong focus

To date organisations have largely focused on considering the work values of Gen Y employees and the "wellbeing" of elderly employees. Recent research suggests at least three reasons why this is not enough.

First, preserving physical and psychological health is indisputably the basis for work ability. Yet it is not sufficient for maintaining lifelong high performance levels. Studies by the Finnish Institute of Occupational Health suggest team leadership and management practices are critical elements in keeping high levels of active performance until retirement.

Second, we tend to assume age diversity in the workplace offers advantages, such as increased problem-solving and decision-making capacity or in-depth responses to clients. But empirical evidence is mixed. Recent studies suggest diverse attitudes and behaviours of employees of different ages can cause conflict, and a deterioration of productivity. Age diversity requires strong leadership from managers.

Third, tensions among employee groups can affect an employer's ability to attract talent. Surveys of young German professionals suggest a cooperative and pleasant working environment is especially important to attract and retain young talent. However, if junior employees discover that employer branding is all tinsel and glitter, and expectations are not met by reality, they might soon leave as they tend to be less willing to patiently endure job pain.

Tips for managing multiple generations

1. Don't assume older workers are not interested in development and promotion opportunities. All workers capable of active performance benefit from opportunities to upgrade their skills and knowledge.

2. Tackle generational conflict with workshops. Offer practical information to assist in understanding the distinctive perspectives, motivations and expectations of each generation employed in the organisation. Help create greater respect and understanding of generational differences and commonalities as well as anticipate common generational clash points and how these may affect communication and teamwork.

3. Individualise human resource practices. Organisations should shift from the traditional approach, which is fundamentally based on standardisation, to provide employees with the individual opportunity to negotiate work arrangements.

Why there's conflict

Clashes between people of different ages can be purely age related, linked to career or life cycle aspects, or generational differences. Although values might change over time, early imprint is how people filter and perceive experiences throughout their lives.

For example, an experienced employee who learnt as a graduate 30 years ago that hard work and adaptation were key to career progression might not easily understand the younger generation's desire for individual treatment and work-life balance. They might become annoyed when in a job interview a Gen Y candidate turns the table on the interviewer and asks for good reasons to accept a job offer.

For the younger generation, a lack of openness for change and for new ways of living can be a major turn-off. Similarly a lack of both appreciation and feedback are major irritants.

Whereas elder employees expect respect for seniority experience alone, Gen Y employees are reluctant to bow to sheer age, and tend to base praise on current performance levels.

Gen Y employees want to be treated on a par by senior colleagues, who in turn count experience and expertise as a necessary requirement for equal recognition. Gen Y's older peers often don't understand their expectation that a supervisor function as service provider, helping to quickly boost their young colleagues' development and career advancement.

These are just some of the reasons why organisations should adopt management strategies to address the differences in values and expectations of each employee group. Generation management is a facet of diversity management which focuses on respect and taking advantage of individual differences.

* Organization for Economic Cooperation and Development

0 What are the trends in the workforce referred to in line 3?
- **A** workers becoming more demanding ☐
- **B** the desire for more flexibility, autonomy and recognition ☐
- **C** the drive towards more creativity ☐
- **D** all of those mentioned above ☑

36 What is causing a change in the population of OECD countries?
- **A** People are having more children and living longer lives. ☐
- **B** People are having fewer children and living shorter lives. ☐
- **C** People are having fewer children and living longer lives. ☐
- **D** People are having more children and living longer lives. ☐

37 In the next few years, Germany is predicted to be
- **A** in a worse position than Australia. ☐
- **B** in a better position than Australia. ☐
- **C** in the same position as Australia. ☐
- **D** in a much easier position than Australia. ☐

38 What does *this* refer to in line 15?
- **A** three reasons for the wrong focus ☐
- **B** recent research ☐
- **C** the different focuses on generations ☐
- **D** the focus on wellbeing of elderly employees ☐

39 What do *recent studies* (line 22) suggest about diversity in the workplace?
- **A** It offers only advantages. ☐
- **B** It can increase productivity. ☐
- **C** It may cause problems between generations. ☐
- **D** It results in strong leadership. ☐

40 What general point is made in Tip 2?
- **A** Managers need to understand the different generations. ☐
- **B** Younger workers need to respect their elders. ☐
- **C** The differences between the generations should be removed. ☐
- **D** It is essential to help the generations appreciate their differences. ☐

41 What approach does Tip 3 suggest that Human Resources departments should take?
- **A** They should renegotiate all the contracts. ☐
- **B** They should focus their practice on the individual. ☐
- **C** They should standardize practice across the board. ☐
- **D** They should focus more on traditional approaches. ☐

42 What does the expression *turns the table on* (line 45) mean in this context?
- **A** The candidate might sit in the interviewer's chair for a particular question. ☐
- **B** The interviewer might ask why the company should employ the candidate. ☐
- **C** The candidate might question the interviewer. ☐
- **D** The candidate might become angry about a particular question. ☐

43 How might Generation Y employees appraise their older colleagues?
- **A** on the way they are currently performing ☐
- **B** out of respect for their age alone ☐
- **C** on the number of years they have been working ☐
- **D** on a mixture of the above points ☐

44 What does *their* refer to in line 51?
- **A** experience and expertise ☐
- **B** senior colleagues ☐
- **C** Generation Y's older peers ☐
- **D** Generation Y ☐

45 What is the main argument that the writers are making about workplace diversity?
- **A** that it results in higher productivity ☐
- **B** that it needs careful management ☐
- **C** that it always involves conflict ☐
- **D** that it is a consequence of population change ☐

Marks (out of 10): _____

LISTENING

6 59 You will hear someone talking about how to produce a video that goes viral. For questions 46–55, complete the sentences with a word or short phrase. The first one is done for you.

0 Brad says one way of making a humorous video is get a friend involved in a _practical joke_ and film it.
46 He reminds the audience that you can't post a video of people without getting _____.
47 If you don't include language in your video, you'll get a larger _____.
48 Brad says that funnier than just animals or just babies are _____.
49 If you can't think of original ideas, Brad suggests taking a _____ that's already out there and changing it.
50 This should be done before the original has stopped _____ to ensure that there's an audience.
51 Brad uses the adjective _____ to describe the kind of talent that can be shown off.
52 Another popular type of video, according to Brad, is the _____, which teaches others a skill.
53 With this type of video you need to observe two _____, those of simplicity and clarity.
54 A further advantage to showing off a real talent is the possibility of a _____ arising from a music agent seeing the video.
55 When making a video, be sure to keep in mind that the _____ of the viewer is likely to be quite short.

Marks (out of 10): _____

SPEAKING

7 Read the statement below, then work in pairs to carry out the instructions.

While it is essential today to have an online presence, especially in a professional environment, it is equally essential to reveal as few important details about yourself online as you can.

Step 1
Take a few minutes to prepare your thoughts on the statement. Then briefly present your ideas on it to your partner. Remember to use appropriate language for giving and explaining your opinions, and answer any questions your partner may have. When you have finished, your partner will give their opinions. Ask him/her to explain anything you are unsure of. At this stage, just present your opinions, don't try to change each other's minds.

Step 2
You now have ten minutes to decide together exactly which information you feel you should/shouldn't reveal on social media websites. You should reach agreement within ten minutes.

Marks (out of 10): _____

WRITING

8 You work in the Human Resources Department in the local branch of a large multinational newspaper publisher. Read the following information about a report you have been asked to produce.

The company has pledged to pursue the aim of increasing ethnic diversity in the workforce, to reflect or go further than the distribution of ethnic minorities in your country. You have been asked to produce a report that details the current situation with regard to the breakdown of ethnicity in the workforce and in which jobs the different ethnic minorities currently appear, i.e. management, editorial, sales and marketing, clerical, catering, cleaning and maintenance. Provide your preliminary findings giving statistics, details and your initial recommendations.

Write your report in about 300 words.

Marks (out of 10): _____

TEST 6 | Units 11 and 12

Name _____

Total score: _____

VOCABULARY

1 Read the text and choose the correct word for each gap. The first one is done for you.

Learning to learn

Governments are forever trying to bring **(0)** C change in teaching, to suit political ends, but they rarely **(1)** _____ on board the fact that teaching also implies learning, and learning implies individual styles and abilities. Trends come and go – the one-time popular method of **(2)** _____ learning (memorizing) was considered completely **(3)** _____ in some cultures by the end of the twentieth century and the discovery approach gained currency. These two **(4)** _____ opposed methods are still debated in many places of learning: can students **(5)** _____ intellectual energy by 'doing' and retain information in that way, or is it more productive for them to pore **(6)** _____ their books studiously, thereby **(7)** _____ facts to memory? Is it better to allow individuals to follow their own styles? Some may have to get down **(8)** _____ serious studying in order to learn while for others the briefest **(9)** _____ of a text may be enough for them to **(10)** _____ the information effortlessly. One thing that should not be forgotten in the debate, however, is that learning how to learn – how to discover information – is possibly the most important lesson ever taught.

0	**A** through	**B** over	**C** about	**D** towards
1	**A** take	**B** collect	**C** gather	**D** assume
2	**A** rota	**B** heart	**C** rote	**D** memory
3	**A** bygone	**B** obsolete	**C** extinct	**D** anachronistic
4	**A** diagonally	**B** antipodal	**C** different	**D** diametrically
5	**A** curb	**B** control	**C** catch	**D** harness
6	**A** over	**B** through	**C** to	**D** about
7	**A** allocating	**B** committing	**C** despatching	**D** delegating
8	**A** to	**B** with	**C** about	**D** from
9	**A** views	**B** glimpses	**C** looks	**D** sights
10	**A** remind	**B** cite	**C** recall	**D** evoke

Marks (out of 10): _____

2 Complete the sentences with the correct form of the word in CAPITAL LETTERS. The first one is done for you.

0 The heat in the tropics can sometimes be very difficult to bear because of the high level of *humidity* in the air. **HUMID**

11 You need to be extremely _____ to get high points in this computer game. **RESOURCE**

12 This new magazine is very good. It's full of really _____ news stories. **TOPIC**

13 Applying this cream to your face as part of your _____ regime will reduce the appearance of wrinkles. **DAY**

14 Some people might consider herbalists and homeopaths the modern equivalent of _____ . **ALCHEMY**

15 The climbers decided out of sheer _____ that they had to pitch their tent and spend the night on the mountain. **NECESSARY**

16 It's shocking to see people having to cope with such _____ . **ADVERSE**

17 A good musician is always able to produce stunning _____ when necessary. **IMPROVIZE**

18 Only by using new vocabulary can you be sure of its _____ into your memory. **ASSIMILATE**

19 Many people consider Socrates to be one of the greatest _____ of the ancient world. **EDUCATE**

20 Do read our project _____ ; we want to get it as accurate as we possibly can. **DISCERN**

Marks (out of 10): _____

GRAMMAR

3 Complete the text with a suitable word in each gap. Use only one word in each gap. The first one is done for you.

Contrary **(0)** *to* what many people believe, copyright and patents are two different things. Copyright applies to wording only, and is therefore automatic on publication. So, **(21)** _____ view of that, if I came up with a different way of teaching a language, for example, and someone **(22)** _____ to present it as their own, there wouldn't **(23)** _____ much I could do **(24)** _____ I had already published it and the same wording were used. Mind you, I can't imagine many people 'stealing' an idea from a colleague though I once knew someone who had thought of a really good classroom technique, which he presented at a conference, only to be upset at seeing someone else use it afterwards: he had believed that it **(25)** _____ be 'his' once he **(26)** _____ presented it. Of course, **(27)** _____ hindsight he realized that it would have **(28)** _____ better to publish the technique before presenting it, and **(29)** _____ be fair, were it not **(30)** _____ the perennial difficulty of finding a publisher, he may well have done just that.

Marks (out of 10): _____

4 Complete the second sentence so that it means the same as the first. Use between three and eight words and do not change the word given. The first one is done for you.

0 As you spent so little time studying last year, I don't know how you passed your exams. **hardly**
As _____ *you hardly studied* _____ last year, I don't know how you passed your exams.

31 The next bill will be reduced by five euros if this one is paid within three weeks. **on**
The next bill will be reduced by five euros _____ paid within three weeks.

32 Suzannah was greatly disappointed that she wasn't invited to the sales conference. **to**
Suzannah wasn't invited to the sales conference, _____.

33 If you would like to be considered for a bursary, we can put your name forward. **should**
We can put your name forward _____ for a bursary.

34 The play was such a success that everyone was impressed, the director as well! **even**
The play was such a success that _____ impressed.

35 He couldn't have arrived on time if he hadn't broken the speed limit. **unless**
He couldn't have arrived on time _____ the speed limit.

Marks (Two marks per question. Total marks out of 10): _____

READING

5 You are going to read an article from which five paragraphs have been removed. Choose from the paragraphs A–F the one which fits each gap (36–40). There is one extra paragraph which you do not need to use.

THE CONVERSATION

http://theconversation.com/the-internet-is-eating-your-memory-but-something-better-is-taking-its-place-47590

The Internet is eating your memory, but something better is taking its place

By Saima Noreen, University of London

In the years since the world started going digital, one of the big changes has been that we don't need to remember very much. Why risk forgetting a partner's birthday or a dinner date with a close friend when you can commit the details to your computer, laptop, smartphone or tablet and get a reminder at the appropriate time?

Paul McCartney gave a useful insight into this in an interview over the summer. He claimed that back in the 1960s The Beatles may have written dozens of songs that were never released because he and John Lennon would forget the songs the following morning. 'We would write a song and just have to remember it. And there was always the risk that we'd just forget it. If the next morning you couldn't remember it – it was gone.' How different to the way he records now then, when he can 'form the thing, have it all finished, remember it all, go in pretty quickly and record it'.

With technology now well integrated into our everyday life, researchers have been investigating the lasting impact that it is having on the way that we learn and remember information. Some research has suggested that our reliance on technology and the internet is leading to 'digital amnesia', where individuals are no longer able to retain information as a result of storing information on a digital device.

36 _____

But before we mourn this apparent loss of memory, more recent studies suggest that we may be adapting. One such study from 2011 conducted a series of experiments looking at how our memories rely on computers. In one of them, participants were asked to type a series of statements, such as 'an ostrich's eye is bigger than its brain'.

37 _____

In another experiment, participants were asked to type a series of statements that would be saved in specific folders. They were then asked to recall the statements and the folders in which the files were located. Overall, they were better at recalling the file locations than the statements.

38 _____

This idea that individuals prioritise where information is located has led some researchers to propose that digital devices and the Internet have become a form of transactive memory. This idea, which dates back to the 1980s, refers to a group memory that is superior to that of any individual.

39 _____

More recent research has extended this line of work and found that saving information on a computer not only changes how our brains interact with it, but also makes it easier to learn new information. In a study published last year, the participants were presented with two files that each contained a list of words. They were asked to memorise both lists. Half of the participants were asked to save the first file before moving on to the next list, while the others had to close it without saving.

40 _____

In sum, anyone worrying that technology is wrecking one of our most important abilities should take some reassurance from these findings. It doesn't necessarily mean that there is no cause for concern: for instance McCartney said in the same interview that the songs in the 1960s that did make it to the recording studio were the most memorable ones. So it is possible that the lack of technology made The Beatles better songwriters.

But it may be that just as oral storytelling was usurped by the written word, having digital devices to outsource our memories means that it is no longer necessary for us to try to remember everything. And if we can now remember more with a little help from our technology friends, that is arguably a great step forward. Rather than worrying about what we have lost, perhaps we need to focus on what we have gained.

A
In one study, for example, 1,000 consumers aged 16 and over were asked about their use of technology. It found that 91% of them depended on the Internet and digital devices as a tool for remembering. In another survey of 6,000 people, the same study found that 71% of people could not remember their children's phone numbers and 57% could not remember their work phone number. This suggests that relying on digital devices to remember information is impairing our own memory systems.

B
An experiment was conducted focusing on differences between the generations where power of recall is concerned. In this experiment the participants were split into two groups – over and under 40 – and asked to memorize a list of numbers formed into groups containing eleven digits. They then performed a series of non-memory tasks before being asked how many groups of numbers they could remember. The older group remembered significantly more, perhaps because their generation didn't have the technological resources at their fingertips that meant they didn't need to remember phone numbers.

C
The experiment revealed that the participants recalled significantly more information from the second file if they had saved the previous file. This suggests that by saving or 'offloading' information on to a computer, we are freeing up cognitive resources that enable us to memorise and recall new information instead.

D
According to this account, individuals can collectively store and distribute information using a shared store of knowledge. This store of knowledge means that individuals can access details that they may not know themselves by knowing that another individual remembers it, thus enhancing what information is available to them by communicating with other people. In the same way, individuals develop a transactive memory with the Internet and rely on it for information by focusing on where details are located rather than the details themselves.

E
The conclusion from the two experiments? Technology has changed the way we organise information so that we only remember details which are no longer available, and prioritise the location of information over the content itself.

F
Half of them were told that their documents would be saved, and half were told that they would not. Everyone was then tested to see if they could remember what they had typed. Those who had been told their work would be saved were significantly poorer at remembering the information.

Marks (out of 5): _____

6 Now read the whole text in the correct order and decide what these words and phrases refer to. This can be a single word or item, or a whole phrase.

0 this — *not needing to remember very much*
41 that — _____
42 This — _____
43 this account — _____
44 Half of them — _____
45 they — _____

Marks (out of 5): _____

LISTENING

7 60 You will hear five short extracts in which different people are talking about how they try to remember things when they are studying for an exam.

Task One
For questions 46–50, choose from the list (A–H) which technique the speaker found most useful when studying.

A having a mental discussion with him/herself
B testing him/herself on chunks of written text
C trying to project him/herself into the test situation
D creating mental images of what he/she wanted to learn
E writing things down and referring to them whenever possible
F linking ideas and concepts on paper
G creating a 'memory palace' to remember ideas
H repeating prepared speeches many times

46 Speaker 1 _____
47 Speaker 2 _____
48 Speaker 3 _____
49 Speaker 4 _____
50 Speaker 5 _____

Task Two

For questions 51–55, choose from the list (A–H) how the speaker most uses the technique in everyday life.

A as a way of keeping up in discussions with other people
B to keep common information such as instructions in his/her mind
C to remember information about people in his/her job
D to find solutions when something difficult needs to be worked out
E as a way of improving his/her mental performance
F it boosts his/her professional self-esteem
G as a way of getting ready for tricky work gatherings
H to help when applying for new positions

51 Speaker 1 _____
52 Speaker 2 _____
53 Speaker 3 _____
54 Speaker 4 _____
55 Speaker 5 _____

Marks (out of 10): _____

SPEAKING

8 Work in pairs to read the two steps and carry out the instructions.

Step 1

Look at the two photos below, showing two very different inventions for different situations. Discuss the two photos with your partner, thinking about what each machine does and what advantages it might bring.



iDevices switch – plug in and use the app on your phone to control your lights, heating, coffeemaker ...



Fancy a pizza and the shops are shut? Use this 3D food printer.

Step 2

Now discuss the following questions about the devices.

- Would you be interested in using either of these devices? Why? / Why not?
- Would you call them inventions or innovations? Do you think the world needs devices like these?
- Can you think of any 'life hacks' that could be used in the situations given in the captions?

Marks (out of 10): _____

WRITING

9 Write a review of a household product that you have bought recently or have used recently. It can be a new innovation or something that has been around for a long time, but that you think was innovative when it first appeared. Include a description of the product and its features, its good and bad points, who it is likely to appeal to and your recommendation. Write between 250 and 300 words.

Marks (out of 10): _____

Test answer key

All tests contain a maximum of 80 marks. For a percentage mark, divide the score by 80 and multiply by 100 = _____%

Test 1 (Units 1 and 2)

VOCABULARY

1

1 C 2 A 3 B 4 D 5 C 6 B 7 A 8 C 9 D 10 A

2

11 humanities 12 inspiration 13 miraculous
14 predicated 15 impediments 16 contentions
17 convention 18 comprehensively 19 affection
20 stigmatized

GRAMMAR

3

21 in 22 no 23 will 24 well 25 be 26 been
27 since 28 would 29 will/may/might 30 is

4

NB: the marking scheme for the key word transformation exercises is based on two marks per item. The two sections of each answer are separated by a slash (/). You should allocate one mark per correct section.

31 has been running / the new programme for 32 was going / to chair 33 is bound / to be put into 34 until / all the spectators have arrived 35 has completely changed / in the last

READING

5

36 D 37 B 38 A 39 C 40 D 41 C 42 B 43 D
44 A 45 C

LISTENING

6

46 F 47 B 48 H 49 A 50 D 51 D 52 F 53 A
54 G 55 C

Transcript 55

Speaker 1

I think the time I was taken most out of my comfort zone was when I had to go to China on business. I don't speak a word of Chinese, and while I really appreciated the friendliness of the people, I really hated not being able to read road signs, or street names, or talk to people. I felt totally helpless and a bit worried about looking stupid. On the plus side though, it gave my self-confidence a real boost! Better than that, though, I made some really good friends who have actually visited me here, and I'm due to go back to China next year to visit them.

Speaker 2

Public speaking – that's my bête noire! I'm an artist and once I had to give a presentation to a huge firm of architects; I was trying to convince them to commission me to provide paintings for a chain of luxury hotels they were building, and I think there were about 50 people there. The problem is that I've got a slight stammer and I'm terrified that it will become really obvious, as often happens when I'm nervous. Everyone's afraid of making mistakes, but with me it's worse. Anyway, I got the commission and it brought me a lot of money, but more importantly, it did wonders for my self-confidence.

Speaker 3

Out of my comfort zone? Definitely my driving test last year. I'd been learning with my dad, so I'd never driven with someone else in the car, and the examiner was very stern. I was really nervous – terrified of doing something wrong, and of course there was the possibility of an accident, though that wasn't too much on my mind. Well, what happened was that in my nervous state I misread a road sign, so I failed the test. But what came out of it and has really benefited me is learning that you can move on from failure. I've retaken the test, passed it with flying colours and have just bought my first set of wheels.

Speaker 4

I've always been very shy, and after I left university I went for a job interview where they required the applicants to perform role plays! Well, I didn't know what to do. It wasn't so much fear of errors, but just that I felt really stupid and embarrassed pretending to be someone I wasn't. I didn't get the job, which turned out fine as the candidate who did kept in touch with me and we became good friends, and I realized that the job wasn't for me anyway. The amazing thing though was that the interview actually encouraged me to rethink my plans and go back to college to study drama, so now I'm an actor!

Speaker 5

I was given an 'experience' for my 40th birthday, you know, one of those days out you can buy. My wife bought me a day learning to drive a Formula 1 car. Why? I don't know! I was in mortal dread of having a high-speed collision. You're with an experienced driver and they can mitigate your mistakes, but crashing at 200 kilometres an hour would be serious. Well, obviously, I didn't crash, and now I love watching Formula 1 even more than I did, but what's really good is that it's improved me as a driver. I'm much less cautious now and feel I can get out of tricky situations better.

SPEAKING

7

Step 1: Put students in pairs to discuss the questions. Give them five minutes to ask and answer the questions using appropriate tenses and vocabulary.

Step 2: Keep students in their pairs or get them to change pairs and work with a different partner. Ask them to read the scenario and discuss together the advice they would give and which expressions from the Useful language box they can use. Then they 'present' their advice to each other. Allow ten minutes in total.

Use the following table to award ten marks. Give two marks if the student meets each criterion below well, one mark if their performance is satisfactory and no marks if they do not meet the criterion at all.

Did the student ...	Marks
complete the task, i.e. talk about everything they were asked to?	
speak fluently, i.e. without too much hesitation?	
speak accurately, with appropriate grammar and vocabulary and a clear pronunciation?	
ask questions and interact with their partner naturally and appropriately?	
use language presented in the units for talking about past, present and future time / giving advice?	
Total marks out of 10	

WRITING

8

Use the following table to award ten marks. Give two marks if the student's writing meets each criterion well, one mark if their writing is satisfactory and no marks if they do not meet the criterion at all.

Did the account include ...	Marks
all of the elements in the instructions, i.e. the meeting, the woman's story, the advice given and what happened next?	
a clear and rational sequence of events / narrative?	
accurate and varied grammar, good punctuation, paragraphing, etc.?	
a full range of appropriate vocabulary?	
a few comment adverbs?	
Total marks out of 10	

Test 2 (Units 3 and 4)

VOCABULARY

1

1 A 2 D 3 C 4 B 5 B 6 A 7 C 8 D 9 A 10 B

2

11 posture 12 reassurance(s) 13 energizing
14 contemptuous 15 irresistible 16 resonance(s)
17 suppression 18 congenitally 19 compelling
20 temptation

GRAMMAR

3

21 used to 22 would 23 thought 24 was going
25 had gone 26 was 27 was having 28 was thinking
29 had 30 understands

4

31 As far as / exam results are concerned 32 isn't the cost / that concerns me 33 Not until / the dispute is resolved (has been resolved) 34 the thing / that strikes you most is 35 by surgically removing the obstruction / could we

READING

5

36 C 37 E 38 A 39 E 40 C 41 D 42 A 43 B
44 A 45 B

LISTENING

6

46 (Old) French 47 incomprehensible 48 (Anglophone) Canada 49 estimated 50 total immersion 51 on board
52 exceptional communication 53 deaf culture
54 government agencies 55 legal interpreting

Transcript 56

Tutor: *As part of your course in communication methodologies, I'd like to introduce Julie Lopez, an interpreter in ASL, American Sign Language, which she's going to talk to you about today. So, I'll leave you in Julie's capable hands.*

Julie Lopez: *Thank you. Now, I'm going to start by telling you a little about ASL, and then look at what the prospects are for careers using it. American Sign Language developed in the early nineteenth century, mainly from Old French Sign Language, which you may consider quite surprising. The reason for this is that the founder of ASL, Thomas Hopkins Gallaudet, travelled to Europe in the early nineteenth century and examined both the English and French sign languages, eventually deciding that the French was the better of the two. Because of this, despite the common background of British English and North American English, American Sign Language and British Sign Language are mutually incomprehensible. On the other hand, there are great similarities between ASL and the sign languages used in parts of Africa. One reason for this is the presence in West Africa of a deaf American missionary, Andrew Foster, who was also an educator and established the first school for the deaf on the continent of Africa. ASL is the principle sign language used throughout the United States and in Anglophone Canada. We aren't entirely certain of the number of users, but it is estimated to be between 250,000 and 500,000.*

How do people become ASL users? Well, a deaf child – or indeed a hearing child – born to deaf parents will pick up the language as easily and naturally as any child learns its parents' language, as, I suppose, anyone learns a language in a total immersion situation. In fact, if the parents aren't totally fluent, the child is likely to become a far more fluent user than them. If a deaf child is born to hearing parents, then they will obviously need to be taught ASL. Of course, for anyone who decides to learn ASL in later life, for example to communicate with someone close to you who is deaf, or to teach it or

become an interpreter, there are plenty of educational establishments that teach it.

That brings me on to careers using ASL. Careers focus mostly on interpreting, and that clearly means taking on board that you have to learn a new language. Nowadays most ASL interpreters have a degree, often in English as a high level of English and exceptional communication skills are necessary for the work. And, of course, you then need to take a course in ASL itself and you need to become fluent, so it isn't a quick and easy option. Many programs, such as the one that I did, cover more than just the language and include topics such as deaf culture, as you have to be highly sensitive to the needs of the people you're working with. Employers range from education establishments to medical facilities and government agencies, the latter being an area of work that I didn't particularly take to. There are also openings in the media, interpreting on TV, but again, that's something I don't particularly like as I prefer to be working directly with the person for whom I'm interpreting. I'm freelance now, though I have worked for different employers in the past, and much of my work is in the world of legal interpreting, working in the courts, which I really enjoy as I feel that I can help vulnerable people.

Well, that's enough from me. Are there any questions you'd like to ask?

SPEAKING

7

Put students in pairs to read the instructions and prepare their own presentations. Remind them to look at the question their partner will be talking about and think of one or two points they might want to make / questions they might want to ask. Allow them about five minutes for preparation. Ask them to follow the instructions. The student presenting should talk only for about two minutes and then they should discuss the question briefly together for another minute or so.

Use the following table to award ten marks. Give two marks if the student meets each criterion below well, one mark if their performance is satisfactory and no marks if they do not meet the criterion at all.

Did the student ...	Marks
complete the task, i.e. present their views on the question for two minutes and respond to their partner?	
speak fluently, i.e. without too much hesitation?	
speak accurately, with appropriate grammar and vocabulary, and a clear pronunciation?	
ask questions and interact with their partner naturally and appropriately?	
use language presented in the units for talking about marketing and communication?	
Total marks out of 10	

WRITING

8

Use the following table to award ten marks. Give two marks if the student's writing meets each criterion well, one mark if their writing is satisfactory, and no marks if they do not meet the criterion at all.

Did the account include ...	Marks
all of the elements in the instructions, i.e. giving the schedule of the adverts and asking questions regarding the cost, the copy and the deadline?	
the correct layout and organisation for a formal letter?	
the correct tone and level of politeness?	
accurate and varied grammar, good punctuation, paragraphing, etc.?	
a full range of appropriate vocabulary?	
Total marks out of 10	

Test 3 (Units 5 and 6)

VOCABULARY

1

1 A 2 C 3 B 4 C 5 A 6 D 7 D 8 A 9 B 10 B

2

11 environmentally 12 reasonably 13 precisely
14 greatly / highly 15 scientifically 16 highly
17 prohibitively 18 shoddily 19 perfectly
20 radically / highly

GRAMMAR

3

21 by 22 have 23 had/got 24 were 25 go 26 went/turned 27 to 28 why 29 been 30 it

4

31 first prize was awarded / to her 32 was widely believed to / have been buried 33 us if I/we would call him when we were 34 get a tree surgeon / to remove 35 having finally / been sacked, the CEO

READING

5

36 C 37 A 38 F 39 D 40 B

6

41 companies 42 the speed at which the ink dried on the paper 43 1951 44 the ballpoint pen 45 the birome / the ballpoint

LISTENING

7

46 A 47 C 48 B 49 A 50 C 51 D 52 B 53 B
54 C 55 D

Transcript 57

M: *Ms Pooley, welcome back. As you know, this is the third stage of the interview process, and now we have only three candidates.*

F: *I know. I feel honoured!*

M: *So, now is the time to delve deeper ... in this interview I'm aiming to find out how committed you are to the ideas of green building and how well you would fit into our business. Let's start there – why are you so interested in joining a firm of green architects?*

F: *Well, my first instinct is to say that I believe profoundly in green architecture being the way forward at the expense of all other architecture, but I'll stop there. Obviously, I believe in it, but I don't buy into the idea that one single idea can save the planet. If I'm totally honest, then my interest in green architecture lies more in the challenges it brings and addressing those. The idea of discovering new ways of building a more sustainable environment really excites me.*

M: *What do you believe is the most difficult challenge facing sustainable building?*

F: *Let me think for a moment ... to my mind it's probably the high initial outlay of sustainable building. Obviously, the majority of inexpensive building materials are those which are less adaptable to the environment, such as concrete, but we have to attempt to move away from those as they can be such eyesores, not to mention the damage they can do, for example, concreting or tarmacking areas of land for car parks and the like, adding to potential flooding by reducing the possibility of water being absorbed into the land. I think most people appreciate the reasons for moving away from the type of building practice that has been employed over the last decades, centuries even in the west, and for moving towards a fusion of the natural and the built environment.*

M: *But do people appreciate the reasons enough to accept higher-cost housing?*

F: *That I'm not sure of. Clearly, one has to start by engaging the more affluent parts of society. If, by building sustainable housing and work spaces for the richer end of society, we can start to create a reliable income stream, that opens up possibilities for subsidising the less well-off end of the housing market.*

M: *Yes, I can go along with that. Do you think that people are ready to embrace change though, that there isn't a deeply held resistance to change in society?*

F: *Actually, I believe that's a common misconception. When it comes to accepting new, greener technology, look at cars. No one would have predicted the take-up of hybrid and electric cars in this country. OK, it took a while, but once people had decided that reducing the number of petrol-and diesel-powered vehicles on the road would be beneficial on a number of levels, the sales of these cars began to grow steadily.*

M: *Yes, perhaps an example of public confidence pushing the infrastructure, forcing more electric points for recharging to be supplied. OK, I take your point there, but we're talking about a different scale of cost when it comes to accepting green building. Can you see any ways around that?*

F: *Yes, something I'd be interested in pursuing further is the possibility of adapting existing buildings to make them greener. We've had government initiatives to reduce energy costs by installing more effective insulation and solar panels, but there are greener ways of making a building warmer and helping it to blend in with the environment.*

M: *I can well believe that, in particular when it comes to developing countries, but do you have any examples of how we can apply those principles to highly developed countries such as our own?*

F: *Well, yes. We can look at relatively simple solutions, such as planting vines along the outside walls of buildings, which helps to retain heat, can provide shade and clearly harmonizes with the natural environment.*

M: *That's true and a very interesting point. There are, of course, issues there in terms of the roots of the plants possibly undermining the structure of the building, and certain plants can of course start to work their way through into the fabric of the walls.*

F: *Yes, and it's exactly that kind of problem I'm intrigued by, and would really welcome the opportunity to investigate within the framework of a company such as yours.*

M: *Mmm. On that note, I think it's time for you to meet some of my colleagues and look at some of the projects we're currently working on. I think you might be pleasantly surprised by the directions we're going in ...*

SPEAKING

8

Put students in pairs to read the instructions. Give them a few minutes to prepare their questions / possible answers for Step 1 / job advert 1. After they have prepared their interviews, allow about ten minutes for the actual interview, monitoring all the time. Then they swap roles and prepare their questions / possible answers for Step 2 / job advert 2. Give them a few minutes for this and then about ten minutes for the interview.

Use the following table to award ten marks. Give two marks if the student meets each criterion below well, one mark if their performance is satisfactory and no marks if they do not meet the criterion at all.

Did the student ...	Marks
complete the task, i.e. ask effective questions as the interviewer and answer them well as the interviewee?	
speak fluently, i.e. without too much hesitation?	
speak accurately, with appropriate grammar and vocabulary and a clear pronunciation?	
ask questions and interact with their partner naturally and appropriately?	
use language presented in the units for asking and answering interview questions?	
Total marks out of 10	

WRITING

9

Use the following table to award ten marks. Give two marks if the student's writing meets each criterion well, one mark if their writing is satisfactory and no marks if they do not meet the criterion at all.

Did the account include ...	Marks
all of the necessary information about the accident, i.e. what, where, when, how and who?	
the correct layout and organization for a newspaper article?	
the correct register?	
accurate and varied grammar, good punctuation, paragraphing, etc.?	
a full range of appropriate vocabulary?	
Total marks out of 10	

Test 4 (Units 7 and 8)

VOCABULARY

1

1 desire 2 straight 3 wisdom 4 laudable
5 judgement 6 permutations 7 default 8 answers
9 plunge 10 conscience

2

11 definitive 12 predators 13 unavoidable
14 unintentional 15 impressionable 16 liquidation
17 subsistence 18 contaminants 19 resilience
20 irreparable

GRAMMAR

3

21 less 22 just 23 as 24 well 25 off 26 far/much
27 so 28 have 29 fewer 30 the

4

31 is less competent / than 32 needn't have / brought
33 not nearly / as professional as 34 may/might well / have been 35 would rather / you submitted

READING

5

36 B 37 E 38 D 39 A 40 C 41 E 42 E 43 B
44 D 45 C

LISTENING

6

46 A 47 C 48 B 49 C 50 A 51 B 52 B 53 C
54 B 55 A

Transcript 58

Extract 1

Finally, a few words on gluten-free diets and products. Gluten is a protein found in grains such as wheat and barley, and therefore found in prepared foods such as bread, pasta, cakes and biscuits. Gluten causes severe problems for some people, in particular those suffering from coeliac disease, a condition where the gluten damages the small intestine, but also the growing number of people with an intolerance to gluten, who may experience bloating and other stomach issues or even skin rashes and other problems arising from the gluten. For such people, there are several other cereals that can be used for baking, and a variety of products easily available at supermarkets and other outlets. For those who can tolerate gluten, there is no reason to avoid it, and those who do so mainly for health or weight-loss purposes are likely to be fooling themselves as the gluten-substitutes often contain as much fat and sugar, if not more, than products containing gluten. Now, any questions before we move on ...

Extract 2

A: *Have you tried that new restaurant on the river yet?*

B: *I have, actually. Suzi and I went there on Friday.*

A: *And ... what was it like?*

B: *Not all it's cracked up to be really. We both felt that it was overpriced for what it was. Don't get me wrong – the food was good, and we enjoyed it, but over £25 for a main course – I expect some wow factor for that!*

A: *So, no wow factor at all?*

B: *Well, I was a bit underwhelmed, you know, but actually Suzi had a fantastic-looking dessert with chocolate presented in about four different ways, so given the chocaholic she is, she was over the moon about it.*

A: *What did you think of it?*

B: *Me? Do you think for a moment that she let me even taste it? I couldn't possibly comment!*

Extract 3

You know, Mrs Andrews, I've been thinking about the fact that you can't really cope with your garden any more. Also, neither of us has a huge amount of money, and I really need to be getting out and doing some exercise as I'm so sedentary during the day. Wouldn't it be a good idea if I came round and grew some vegetables in your garden? I could cultivate a mixture of fruit and vegetables and then we'd share them equally, straight down the middle. Don't you think that would be a good idea? It would mean that you don't have to waste money at the shops on stale produce, and it would save me money, too. We could share the costs of seeds and things, but that would be negligible. I know you might not like someone coming into your garden at all times, but we could try and fix some kind of timetable, though obviously the weather could scupper that. I think it would be worth a go, if only to save a few bob. Are you up for it?

Extract 4

A: *Have you seen this article, Josh? It's really interesting.*

B: *No, what is it?*

A: *Addison's Supermarkets are starting to sell imperfect vegetables and fruit, you know, potatoes that aren't round and apples with blemishes, that sort of thing. They're usually just chucked away because their customers don't want to buy less than perfect goods.*

B: *Don't blame them. Neither would I.*

A: *But so much waste ... it's criminal. They're selling the fruit and veg at a lower price and apparently it's been really successful so far. They say that the lower price reflects the fact that more work may be involved in preparing them, and that some may be lost if people have to cut bits out, but with people trying to reduce their food bills, it's going down well. I think I'll look for it when I go to the supermarket next.*

B: *Granted it's good for people who are struggling with food bills, but otherwise why would you deliberately eat less-than-perfect food? Don't expect me to eat any substandard veg!*

A: *You won't even notice. Anyway, just wait until you and your brother move into the flat you're after. You won't be so fastidious then.*

Extract 5

OK. Now I'm going to show you one of my favourite starters, but it really is so simple that anyone can do it. It's beetroot and goat's cheese salad – you can cook the beetroot and prepare the dressing in advance and then just assemble the salad a few minutes before you're ready to serve it. Boil or microwave the beetroot until it's cooked – you can get the exact times and details from the programme site online – and then slice it fairly thickly, allowing about half a medium beetroot per person. Arrange the slices on a few salad leaves on individual plates, with a thick round of goat's cheese on top, you know from the cylinders that you can get. Keep the cheese out of the fridge for a few hours beforehand so that it's nice and soft – look at that – beautiful. Plonk a handful of rocket leaves on top and drizzle the dressing over it all – ingredients for that are online too – and hey presto, a simple but really impressive starter.

SPEAKING

7

Put students in pairs to look at the photos and read the instructions. For Step 1, they can start talking immediately. Give them three or four minutes for their discussion (or less if you can get round the class to monitor in less time). Then they look at the questions in Step 2. Allow them a few minutes to prepare and then about five minutes to discuss the questions together.

Use the following table to award ten marks. Give two marks if the student meets each criterion below well, one mark if their performance is satisfactory and no marks if they do not meet the criterion at all.

Did the student ...	Marks
complete the task, i.e. discuss what is shown in the photos and then broaden the discussion out?	
speak fluently, i.e. without too much hesitation?	
speak accurately, with appropriate grammar and vocabulary and a clear pronunciation?	
ask questions and interact with their partner naturally and appropriately?	
use language presented in the units, i.e. comparative forms and modal verbs?	
Total marks out of 10	

WRITING

8

Use the following table to award ten marks. Give two marks if the student's writing meets each criterion well, one mark if their writing is satisfactory and no marks if they do not meet the criterion at all.

Did the essay include ...	Marks
all of the points provided in the notes and a couple of the student's own?	
clear and fluent linking and comparison of the points?	
the correct register (i.e. neutral to formal) and organization of an essay, including an introduction and conclusion?	
accurate and varied grammar, good punctuation, paragraphing, etc.?	
a full range of appropriate vocabulary?	
Total marks out of 10	

Test 5 (Units 9 and 10)

VOCABULARY

1

1 C 2 D 3 A 4 D 5 C 6 D 7 B 8 C 9 B 10 A

2

11 out 12 on 13 down 14 out 15 up 16 of
17 back 18 on 19 in 20 for

GRAMMAR

3

21 painfully 22 completely/utterly 23 distinctly
24 desperately 25 radically/completely 26 greatly
27 utterly/completely 28 rather 29 fully 30 sincerely

4

31 denies that he/she / knew/had known 32 not / to accept
33 quite a / beautiful performance by/from 34 accused my neighbour's child / of scratching 35 to have / been put forward

READING

5

36 C 37 A 38 C 39 C 40 D 41 B 42 C 43 A
44 D 45 B

LISTENING

6

46 (their) permission 47 potential audience 48 animal babies 49 video meme 50 trending 51 bizarre
52 instructional/how-to video 53 golden rules
54 recording contract 55 attention span

Transcript 59

Hi, I'm Brad Marques and I'm from DTV Media, where we make videos of all types. Have you ever watched viral videos on YouTube or other sites and wondered just how you could upload something that will go viral? Well, here are a few ideas for you to think about and to help you make your first video that is viewed by millions.

One of the things that will always attract people to videos is humour; we all want to watch something that will make us laugh. So, filming a practical joke or silly prank on a friend is a good start. Or you could do something really simple like glueing a coin to the ground and filming people trying to pick it up. A couple of things here to remember, though – don't attempt anything that could harm other people, and whoever you video, you'll need to get their permission for you to make the video public. You can't just film people and put the results up on the web.

Of course, the less language you have in your video, the better. Your potential audience is at its greatest when there's no language barrier to negotiate.

A very popular type of video, which combines humour with cuteness – and that always goes down well – is the funny animal or funny baby video. Or even better, funny animal babies! Kittens playing and tumbling all over the place will get an audience, as will puppies. Remember with human babies that once they start talking, you're bringing language into it, and while young kids can say the funniest things, they may not always be easy to understand, so people who don't speak your language might switch off.

If you're stuck for original ideas, why not improve an idea already out there? Take a video meme but change it slightly. So, you have a cute cat or dog at a piano keyboard, 'playing' the piano; you get your cute cat or dog at the keyboard, but you add some words to the video in a funny voice. You need to do this while the original is still trending and has an audience – there's no point in embellishing a video that's on the wane.

Do you have a talent that you can show off? I don't mean a wonderful voice or cool dance moves, but something really bizarre. Can you wiggle your ears, for example? Or lick your nose with your tongue? Doing something like that to music could be a winner. Other possibilities might be showing off how fast you can do a physical puzzle, something like a handheld pinball game.

Now for a couple of more serious suggestions. One particular theme in videos, and one that often does really well, is the how-to video, that is, the instructional video, showing others how to do something. This could be something as intricate as guitar-making, or as simple as making your favourite sandwich – as long as it's good and different. Making interesting shapes from paper is another possibility. If you do a how-to video, there are two golden rules – keep it simple and keep it clear. Remember that you know what you're doing, but your audience almost certainly doesn't.

Finally, if you do have a real talent, use it. For example, if you sing really well, if you play an instrument, if you're a great dancer, use your talent – get a film of you doing your thing. One of the main attractions after humour is talent – seeing someone do something really well. In fact, the majority of videos that go viral involve music, so that indicates how appealing it is. Of course, if your video is really good and it goes viral, it may also attract the attention of music agents and you could be on your way to a recording contract. Don't bank on that happening though.

There are two points which you must bear in mind when you're making your videos: first, use the best equipment you can so that it looks professional. There's little point in producing a really funny video or impressive music video if the sound quality is bad. The other point is not to let your own enthusiasm run away with you – keep the video short, and don't overestimate the attention span of your audience. People watching videos on the Internet want short bursts of entertainment; for longer stretches they'll turn to film or TV.

Well, I hope that's been useful. Go sock it to 'em, and good luck!

SPEAKING

7

Put students in pairs to read the statement. For Step 1, give them about five minutes to make a few notes about their opinions on the issue, and refer them to the Useful language box on page 104 of the Student's Book. Ask each student to present their view on the statement in turns, giving and explaining their opinions and asking and answering questions to elucidate. Then for Step 2 they work together, for up to ten minutes, to come to an agreement on what (not) to include in their social media profiles.

Use the following table to award ten marks. Give two marks if the student meets each criterion below well, one mark if their performance is satisfactory and no marks if they do not meet the criterion at all.

Did the student ...	Marks
complete the tasks, i.e. present their opinions and come to an agreement at the end?	
speak fluently, i.e. without too much hesitation?	
speak accurately, with appropriate grammar and vocabulary and a clear pronunciation?	
ask questions and interact with their partner naturally and appropriately?	
use language presented in the units, i.e. for giving and explaining opinions, and the correct verb patterns?	
Total marks out of 10	

WRITING

8

Use the following table to award ten marks. Give two marks if the student's writing meets each criterion well, one mark if their writing is satisfactory and no marks if they do not meet the criterion at all.

Did the report include ...	Marks
all of the points mentioned, i.e. the breakdown of ethnic diversity, which jobs the minorities work in and recommendations?	
the correct format for a report, i.e. clear paragraphing and presentation of statistics, etc.?	
the correct register for a report?	
accurate and varied grammar, good punctuation, paragraphing, etc.?	
a full range of appropriate vocabulary?	
Total marks out of 10	

Test 6 (Units 11 and 12)

VOCABULARY

1

1 A 2 C 3 B 4 D 5 D 6 A 7 B 8 A 9 B 10 C

2

11 resourceful 12 topical 13 daily 14 alchemists
15 necessity 16 adversity 17 improvisations
18 assimilation 19 educators 20 discerningly

GRAMMAR

3

21 In 22 was/were 23 be 24 unless 25 would
26 had 27 with 28 been 29 to 30 for

4

31 on condition (that) / this one is 32 to her / great disappointment 33 should you / like/wish to be considered 34 even / the director was 35 unless / he had broken

READING

5

36 A 37 F 38 E 39 D 40 C

6

41 remembering more with help from technology
42 the inability to remember (important) phone numbers
43 the idea that group memory is superior to that of individuals
44 the participants (asked to type a series of statements)
45 the other half of the participants

LISTENING

7

46 E 47 A 48 D 49 H 50 F 51 C 52 G 53 B
54 F 55 D

Transcript 60

Speaker 1

For one of my degree courses I had to learn a lot of new terms and remember what they meant. I used index cards for that with the term on one side and the definition on the other, and I found it really useful to look at them whenever I had a spare moment. I tried testing myself too, but I'm not convinced that helped too much. The same technique is useful for giving talks, I mean using the cards, but where it really comes in useful is learning about my students – a quick glimpse now and again really helps me assimilate their details. They find my memory very impressive!

Speaker 2

I studied philosophy, so I needed both to remember the theories, but also to really understand them. What I found most useful was rehearsing arguments with myself, you know, talking them through in my head – it really helped to clarify concepts and commit them to memory. One of my mentors suggested this. I suppose it was good practice for oral exams too, and it's something I still do when I'm meeting friends who are really politically switched on. These days I probably use the technique most often when I'm preparing for meetings though, especially difficult ones. I find it really helps me to crystallize my thoughts and prepare well.

Speaker 3

I wasn't great at remembering things until I took my driving test and had to learn the road signs for the theory part. I tried writing everything down and testing myself, but I've never been much good at memorizing in that way. I was despairing until a friend suggested visualizing, making the signs more pictorial in my head, so a no-through sign would contain an actual barrier. It worked a treat! In fact, I use the technique all the time now, for everyday things, so to remember directions, I might visualize the route in my head. I'm not sure, but I think it's also made my mind a bit more agile too, and I think I'm a bit more creative.

Speaker 4

My degree was in modern languages, and you know what I always dreaded was the oral part. My mind would go blank and I'd really do myself a disservice. So, I started to practise what I thought might come up, I'd say it over and over again, in front of a mirror, until I was word perfect. Rote learning, I know, but it worked for me. I'd also try to visualize myself in the exam situation, talking fluently and being successful. The method was quite useful in interviews after I left uni, but where it has really paid off is in giving talks and presentations in my job – it gives me so much confidence.

Speaker 5

Most of the studying I've done has been content-based rather than skills-based, so lots of facts and information to learn and remember. For me, the best way of learning these was to use mind-maps, trying to make logical connections between the information. I've used visualization techniques too, but I think my brain works in a very logical way, so using that helps me assimilate the information. It can be quite good in everyday life too, even with things as basic as directions, but where I think it works really well is with problem-solving – mapping a problem and all the advantages and drawbacks of different courses of action helps to clarify the problem in my mind.

SPEAKING

8

Put students in pairs to look at the photos and discuss them. For Step 1, they can start talking immediately. Give them three or four minutes to discuss the purpose and advantages of the devices (or less if you can get round the class to monitor in less time). Then they look at the questions in Step 2. Allow them a few minutes to prepare and then about five minutes to discuss the questions together.

Use the following table to award ten marks. Give two marks if the student meets each criterion below well, one mark if their performance is satisfactory and no marks if they do not meet the criterion at all.

Did the student ...	Marks
complete the task, i.e. discuss what is shown in the photos and then broaden the discussion out?	
speak fluently, i.e. without too much hesitation?	
speak accurately, with appropriate grammar and vocabulary and a clear pronunciation?	
ask questions and interact with their partner naturally and appropriately?	
use language presented in the units, i.e. for describing purpose and using conditionals and adverbs?	
Total marks out of 10	

WRITING

9

Use the following table to award ten marks. Give two marks if the student's writing meets each criterion well, one mark if their writing is satisfactory and no marks if they do not meet the criterion at all.

Did the review include ...	Marks
all of the points mentioned, including good and bad points about the device and a recommendation?	
the correct format for a review, i.e. description first and recommendation last, and clear paragraphing?	
the correct tone for a review, i.e. quite informal?	
accurate and varied grammar, good punctuation, etc.?	
a full range of appropriate vocabulary?	
Total marks out of 10	

Communicative activities

1.1 When I was at school ...

1 Discuss the anecdotes below. Do you think these teachers and their way of teaching encouraged creativity in the pupils or not?

a

I clearly remember how I used to spend lots of afternoons with my class rehearsing the end of term play, making costumes and painting scenery. I think that's probably when my interest in the theatre really started.

b

We had a teacher who always made us learn poems off by heart. If we couldn't remember them word for word, she would make us write them out twenty times as a punishment. I still remember a few of the poems today.

c

Before they knocked down the sports building in the grounds, our art teacher held our lessons outside and we designed and painted a huge mural on one of the walls. Photos of the mural have recently been put up in the school hall.

d

My best friend and I were always hoping that it would rain on the day we had sports. Whenever it was raining, we were allowed to do extra art or woodwork lessons instead of going outside in the rain.

e

My class had been planning to paint our classroom. We knew what we wanted to do and were ready to start when our class teacher changed his mind and announced that plain white walls would be better for a classroom. So we painted them white.

2 Write a similar anecdote about your school time, your lessons and your teachers.

3 Work in small groups. Read and discuss your anecdotes. Use these questions to help you.

- Whose anecdote showed that they had creative teachers and lessons?
- With hindsight, whose teachers and lessons could have been more creative?
- Who has benefited in later life from the creativity that they were encouraged to use at school?
- If you could go back and talk to your teachers, what advice would you give them in order to help and encourage them to make their lessons more creative?

© 2017 National Geographic Learning, a part of Cengage Learning, ALL RIGHTS RESERVED.

1.2 Talents and abilities for work

1 Make a list of 8–10 talents and abilities that would help someone succeed in your job or line of work. Compare your list with a partner's.

2 Complete these questions to create a survey based on your notes in Exercise 1. Add three further questions of your own.

	name	name	name	name	name
Have you ever needed to ...?					
Is it necessary to ...?					
Would it be useful to ...?					
Have you ever tried ...?					
Do you find it helpful to ...?					
Would it be advantageous to ...?					
Do people value ...?					

3 Interview your classmates and write their answers on the survey.

4 Evaluate your answers and report back to the class, e.g.
Two in five people said ...
60% of respondees agreed that ...
It seems that the best person to take over my job would be ...

© 2017 National Geographic Learning, a part of Cengage Learning, ALL RIGHTS RESERVED.

2.1 'Hot' topics

1 What are the hottest news topics in your country and around the world?



2 Choose one of the hot topics and carry out some research to gather information about it.

3 Use this framework to plan a five-minute presentation about your topic.

Title of presentation
Include an expression of certainty in your title.
Current situation
Briefly describe the situation as it currently is. Try not to look back to the past. Include any immediate future events, e.g. things that you know are planned or currently being discussed.
Possible outcome or results
Use future forms and expressions of certainty to talk about how the situation might develop.
Round up
Bring the presentation full circle by referring back to the title and stating your own (pessimistic or optimistic) opinion.

4 Take turns to give your presentations.

© 2017 National Geographic Learning, a part of Cengage Learning, ALL RIGHTS RESERVED.

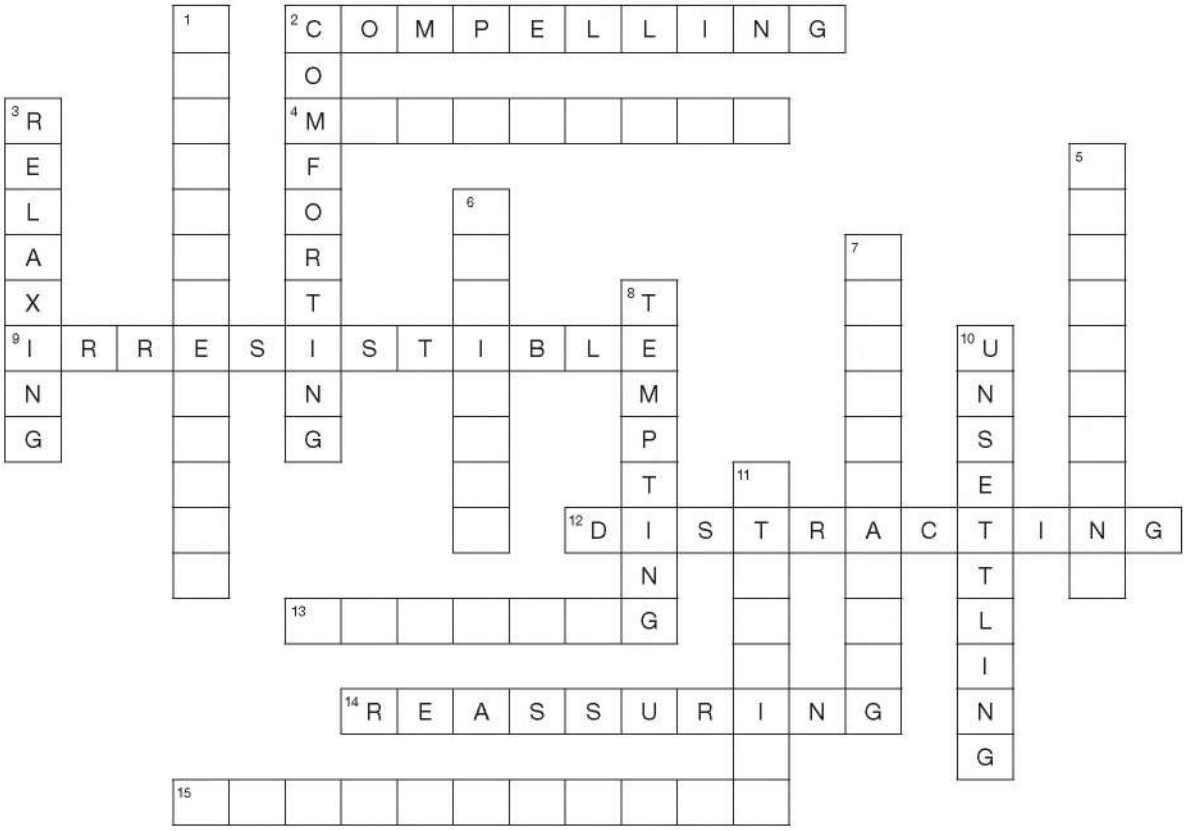
2.2 Hopes and fears

of	the dark	pluck up
nerves	horizons	a bundle
were	in my	out of your
dashed	give up	the
hopes	hope	stomach
pin your	in	comfort
hopes up	the sky's	get
never	your	zone
your	my hopes	don't get
courage	cold	expand
feet	the	on
butterflies	a leap	limit

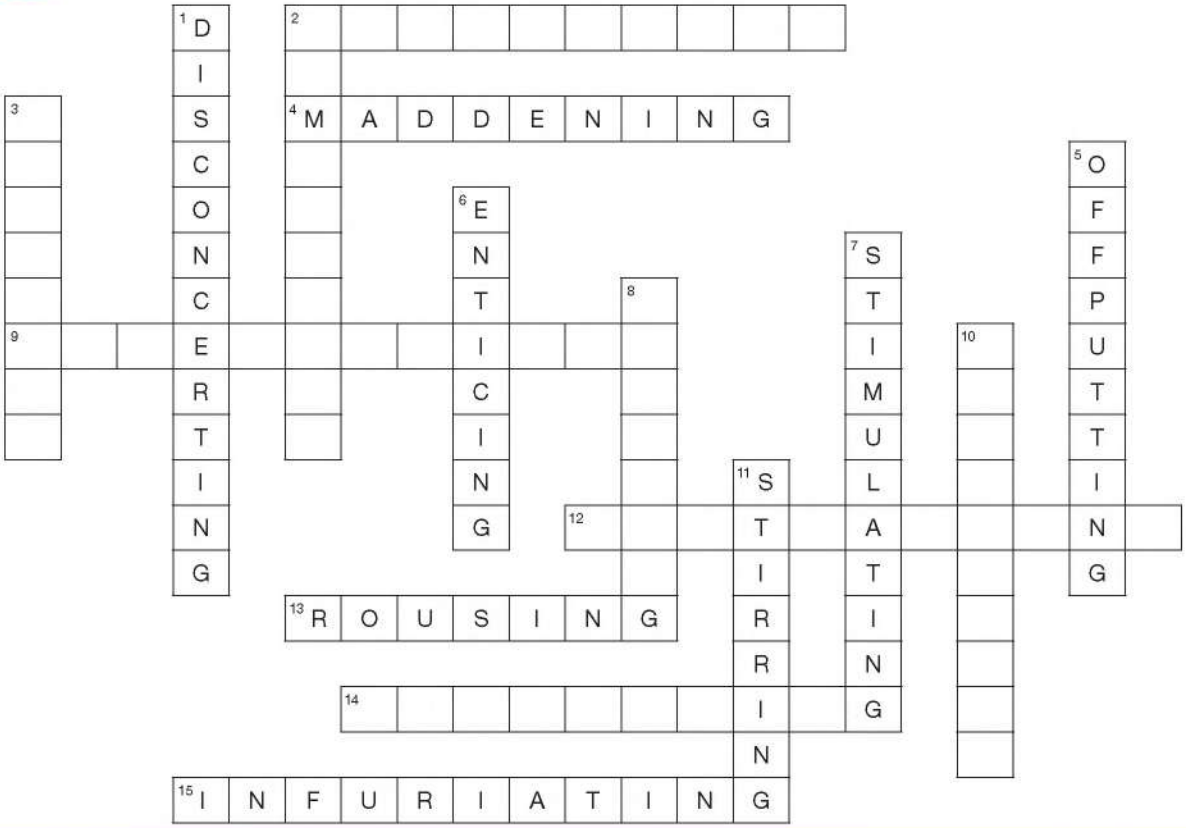
© 2017 National Geographic Learning, a part of Cengage Learning, ALL RIGHTS RESERVED.

3.1 A collaborative crossword

Student A



Student B



© 2017 National Geographic Learning, a part of Cengage Learning, ALL RIGHTS RESERVED.

3.2 Introducing our next speaker

1 Think of as many situations as possible in which someone might be asked to officially or ceremoniously introduce a speaker to a group of people or an audience.

2 Discuss what you could say when introducing someone who is going to speak on one of these topics. Use the model speech to help you prepare your introduction.

organic food	the minimum wage	international aid work	taking a gap year or sabbatical
childcare	a new miracle medicine or treatment	running a household	volunteering locally
seasonal work	being unemployed		

Good evening, ladies and gentlemen. My name is _____ and I am _____ . It gives me great pleasure to be here tonight and to have the chance to introduce our guest speaker, _____ .

↑

include a brief description of his/her role in the project

He/She has been the driving force behind this programme for the last four years and over that time his/her dedication to _____ has been truly inspiring. What makes him/her unique is his/her understanding of what we are trying to achieve and what it takes to make _____ a success.

What strikes you most about _____ is his/her incredible energy.

↑

include some information to demonstrate this

Speakers like _____ are fascinating, I know we are all in for a treat this evening. Please join me in giving a very warm welcome to _____ .

3 Introduce 'your speaker'.

4 Decide which speaker you are most looking forward to hearing from.

© 2017 National Geographic Learning, a part of Cengage Learning, ALL RIGHTS RESERVED.

4.1 As far as I can remember, ...

Use the prompts to write questions about past use of mobile and internet-connected devices.
Write questions to ensure the answers you receive contain as much interesting information as possible.

When / first mobile?

.....

.....

Size / weight?

.....

.....

Make / cost?

.....

.....

Type of contract?

.....

.....

When / first smartphone?

.....

.....

How / contact friends?

.....

.....

Where / watch videos?

.....

.....

How / buy presents?

.....

.....

How / listen to music?

.....

.....

How / contact someone to say you were late?

.....

.....

© 2017 National Geographic Learning, a part of Cengage Learning, ALL RIGHTS RESERVED.

4.2 A tricky situation

Student A

Last weekend, you attended your association's/club's committee meeting at the club secretary's home. Knowing that during the meeting it would be decided who would be the new treasurer (a job you think you'd be perfect for), you wanted to make a good impression, so you bought new clothes for the occasion. Despite being rather hard up at the moment, you spent more than you usually would, hoping that it would be an investment in your future in the association.

Soon after you arrived, the secretary's dog jumped up at you and caused you to spill a cup of coffee down your new clothes. You were so embarrassed that you left the meeting and went home. This morning you paid 40 euros for the dry cleaning bill, but the stain is still slightly visible. Even worse, you have just heard that after you left the meeting, it was decided that the secretary's wife/husband would be the new treasurer. You're bitterly disappointed as you believe the position should have been yours! You wonder whether the committee's decision would have been different if you hadn't had to leave early. You have arranged to meet the secretary and his wife/her husband this afternoon to discuss the situation. You would like them to consider you for the position of treasurer.

Student B

The committee meeting at your house last weekend was successful, with one exception: your colleague (Student A) turned up in what were obviously very expensive new clothes. The coffee accident was unfortunate, but your colleague was talking animatedly and waving a biscuit about at the time, so your dog really isn't to blame. Your colleague left immediately after the coffee incident. At the end of the meeting, the committee voted your wife/husband onto the committee in the position of treasurer. He/She only accepted because there was no one else to take on the role. It's not really his/her thing, but he/she said she'd do it to help the rest of the committee out. Taking on this time-intensive position will mean a lot of book-keeping work, visits to banks, tax advisors, etc. for your husband/wife. On top of this, your colleague wants to meet this afternoon to talk to you. You don't really know why.

Student C: Observer

- Clearly outlining their positions: yes ☐ no ☐
- Showing that they are listening: yes ☐ occasionally ☐ no ☐
- Asking (open) questions: yes ☐ occasionally ☐ no ☐
- Making offers/compromises: yes ☐ no ☐
- Using pauses: yes ☐ occasionally ☐ no ☐
- Talking over each other: yes ☐ occasionally ☐ no ☐
- Body language: open ☐ closed ☐ controlled ☐
- Facial expression: friendly ☐ critical ☐ neutral ☐

Language used that helped the negotiation to succeed:

Language used that had a negative effect on the negotiating partner:

© 2017 National Geographic Learning, a part of Cengage Learning, ALL RIGHTS RESERVED.

5.1 Energy

1 Divide the energy cards into two or three sub-categories. Decide on headings for these sub-categories.

2 Research and prepare a presentation about one of the forms of energy. Use passive forms and statistics in your presentation, but do not name the type of energy you are presenting.

3 Listen to the presentations and decide which energy is being presented. Try to read between the lines and form an opinion about how each of the presenters feel in regards to the topic of their presentation.

COAL	HYDROELECTRIC
BIOMASS	NUCLEAR
HYDROGEN and FUEL CELLS	SOLAR
GEOTHERMAL	WIND
NATURAL GAS	PETROLEUM (OIL)

© 2017 National Geographic Learning, a part of Cengage Learning, ALL RIGHTS RESERVED.

5.2 Everyday economic wisdom

1 Complete these statements with the correct form of the words in the box.

bankrupt	boom	debt	demand
rise	set up	strike	struggle

Sales of driverless cars are undoubtedly going to be enjoying a [1] _____ in the next five years. So much so, that we'll all have one in our garage by 2025.

Politicians and other members of parliament are right to [2] _____ higher salaries. Their job is one of the hardest around.

Most pensioners in this country are [3] _____ to make ends meet. The state pension should be double what it is right now.

Youth unemployment is [4] _____ at a faster pace in rural areas than in urban areas. This is why more factories should be built in the countryside to provide jobs.

This year the World Bank should release developing countries from paying off their [5] _____. That's the only way to enable the countries to become serious competitive international players.

Half of the major PC manufacturers are likely to go [6] _____ within the next three years as we will all be working on our smartphones.

Train drivers and airline employees in this country always go on [7] _____ over the holiday periods. It's so predictable and inconvenient that many people have stopped going away at these times.

Our local authorities in this town are definitely going to have to offer financial incentives to people who [8] _____ their own business in this area.

2 Discuss the statements. Say whether you agree or disagree, and give your reasons why.

© 2017 National Geographic Learning, a part of Cengage Learning, ALL RIGHTS RESERVED.

6.1 An auction catalogue



an antique mantelpiece clock



a beautiful chair

an oil painting



a first edition of a book





an antique violin



a necklace

a wind-up toy



a vase





an art deco lamp



a pair of duelling pistols

© 2017 National Geographic Learning, a part of Cengage Learning, ALL RIGHTS RESERVED.

6.2 Unusual (but real) interview questions

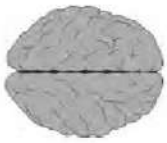
1	If you arrived at work and had 2,000 unread emails but could only answer 300 of them, how would you choose which ones to answer?
2	If you were a science-fiction film character, which one would it be?
3	How would you unload a plane full of jelly beans?
4	How would you teach an alien to ride a bike?
5	If you were prime minister for a day, what's the first thing you do?
6	How would you describe the colour yellow to somebody who's blind?
7	Which superpower would you like to have? Why?
8	What makes you angry?
9	Would you drive through a red traffic light if you were taking an injured person to hospital?

© 2017 National Geographic Learning, a part of Cengage Learning, ALL RIGHTS RESERVED.

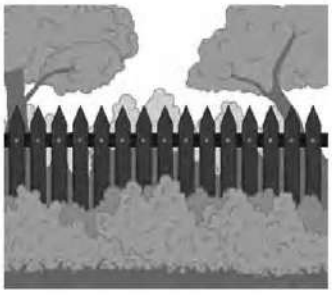
7.1 A no-brainer

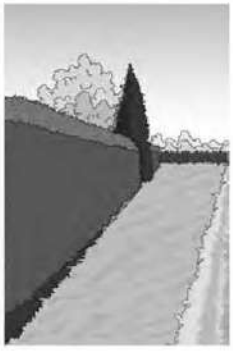
1 Use the picture hints to help find the right word to complete each idiom or saying.

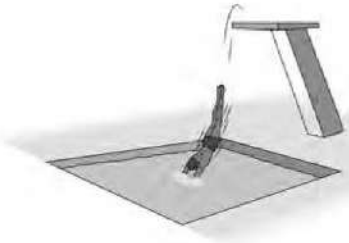
Example:



it's a no-*brain*er



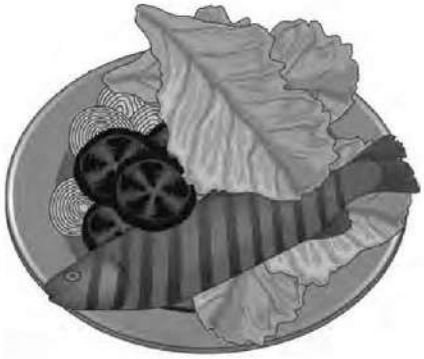
















a _____ your bets
b take the _____
c like father, like _____
d the more, the _____
e too little, too _____
f there's no such thing as a free _____
g sit on the _____
h _____ pick something
i more haste, less _____

2 Which idiom or saying from Exercise 1 best completes this sketch?

A: OK, it's time for our rehearsal. Where's Pete?
B: Don't know. He's not here. I just called him, but he's not answering his phone.
A: What, again? We can't go on without a drummer.
B: I know. I suppose we'll just have to ask Dave to stand in for him again.
A: We haven't really got another choice, have we? But I'm really getting annoyed with Pete's attitude. If he does this again, he'll be out of the band!
B: I agree. He has to realize that being part of a band means you can't just _____ the gigs you want to play and not turn up for the others.

3 Write a short sketch of your own and include one of the idioms or sayings near the end.

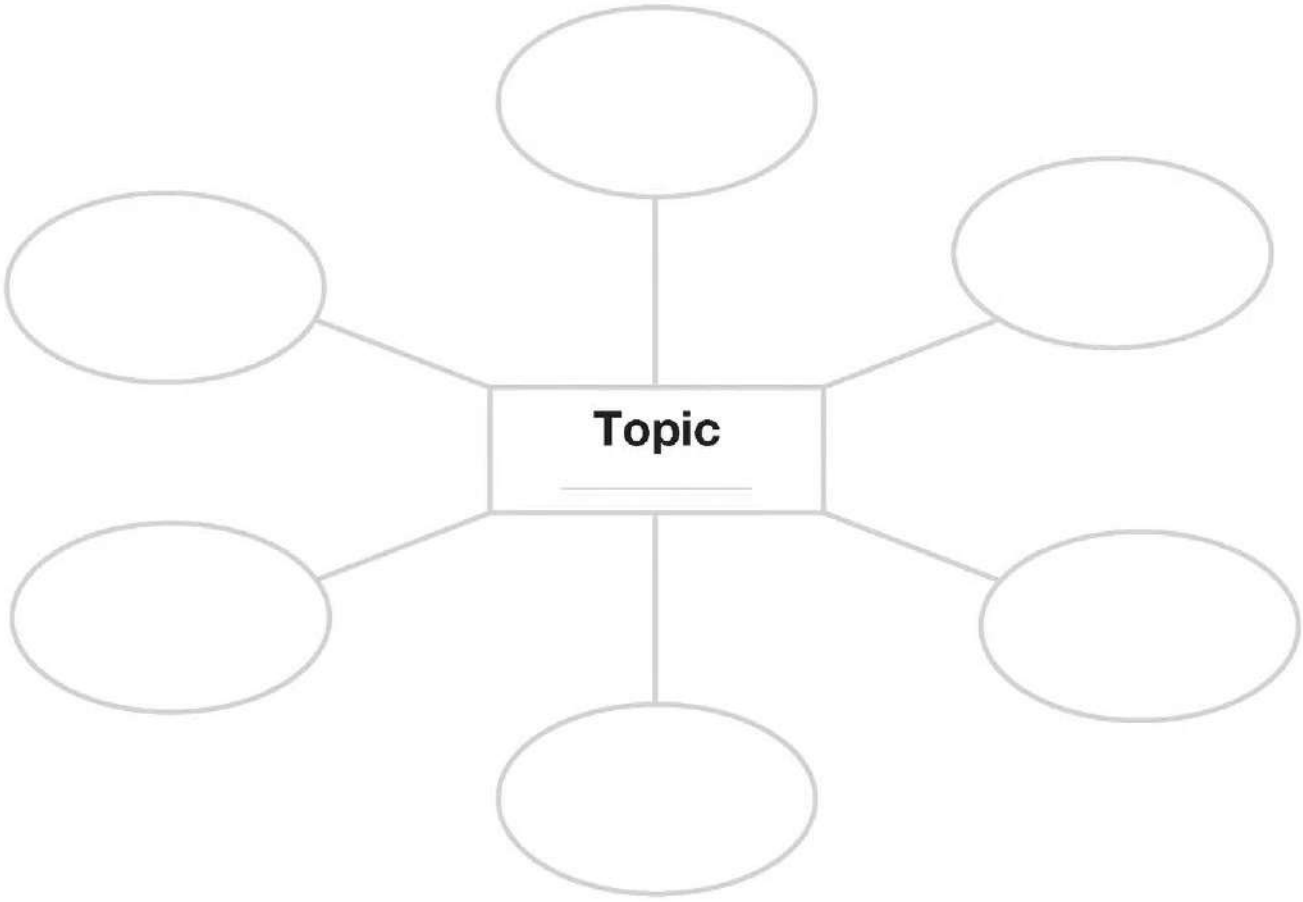
4 Perform your sketch but do not say the idiom or saying out loud – let your audience guess it!

© 2017 National Geographic Learning, a part of Cengage Learning, ALL RIGHTS RESERVED.

7.2 Discourse marker bingo

1 Use the mind map framework to help you prepare a short presentation on one of the topics in the box. Think about how you will use at least four of the discourse markers on page 82 of the Student's Book.

cheap flights	commuting	cost of university education	drones
eBooks	electronic mobile devices	house prices/rents	online shopping
recycling	social media	working from home	DIY



2 Complete the bingo card with your choice of eight discourse markers from page 82 of the Student's Book.

	discourse marker bingo card	

3 Give your presentations. Listen carefully for the discourse markers that other students use in their talks. When you hear one that is on your bingo card, cross it out. The first person to cross out all the expressions on their bingo card is the winner.

© 2017 National Geographic Learning, a part of Cengage Learning, ALL RIGHTS RESERVED.

8.1 Things could have been better

1 Situation: You are the organizers of your *work's / school's / organisation's / club's* recent *winter get-together / end-of-term party / summer party /* _____ .

You are meeting to talk about how the event went, what was successful, what wasn't, and the problems that arose during the event and that you were told about afterwards.

2 During your meeting, make notes about what should/could have been done in order to avoid each of the problems and to make improvements for next year.

A

1 The vegetarian food ran out early – some people didn't get any.
2 Many of those that who were sitting down didn't circulate.
3 The lights were too bright so there wasn't much atmosphere.
4 The singer kept throwing annoyed looks at the people on one table who were laughing rather loudly.
5 It wasn't clear how the prize (a meal for two in a restaurant) should be divided between the winners of the quiz.

B

1 The tip for the catering staff didn't seem adequate.
2 Some people said they found it hard to talk and circulate while the band was playing.
3 The quiz went down well, but it was too short.
4 There was a lot of food left over.
5 The room looked rather bare and not at all festive.

C

1 The toilet paper ran out two-thirds of the way through the evening.
2 Everyone left at the time you planned the event to finish apart from one table of people who carried on eating and drinking.
3 One colleague had an allergic reaction to the nuts in the cake.
4 Some people asked for hot drinks, but there were only cold ones provided.
5 More people than you expected turned up and there weren't enough seats for everyone.

© 2017 National Geographic Learning, a part of Cengage Learning, ALL RIGHTS RESERVED.

8.2 A doable task

1 Your teacher will give you some cards with *-able* and *-ible* words. Take turns to take a card and define the word for your partner to guess.

2 Choose a word from the cards to complete each sentence.

a His position in the company is no longer _____ .

.....

.....

b She appears to be a very _____ candidate.

.....

.....

c Their story doesn't sound _____ .

.....

.....

d The company's financial difficulties were completely _____ .

.....

.....

e The difference between the two sums is _____ .

.....

.....

f Being promoted to Head of Department does not seem at all _____ .

.....

.....

3 Pass your sentences to other students to write follow-on sentences after each of your completed sentences.

foreseeable	credible	plausible	feasible
inevitable	commendable	negligible	reliable
amenable	tenable	attainable	viable

© 2017 National Geographic Learning, a part of Cengage Learning, ALL RIGHTS RESERVED.

9.1 Absolutely marvellous


Chief of Police

sportsperson



actor

musician



parent

aid worker



entrepreneur

journalist



fire fighter

sales person


© 2017 National Geographic Learning, a part of Cengage Learning, ALL RIGHTS RESERVED.

9.2 A better profile

Your friend, Julia, is looking for a new job – so far without any success. One potential employer told Julia that her business networking profile is not helping her chances of getting a job. Julia has asked you to help her improve it and make it more attractive to potential employers.

Look at her profile and decide what improvements should be made.



Julia Dayton
Looking for a full-time job in sales
Current position: unemployed

Connect | Send Mail

23 connections

e-mail: CrazyCatLady@xyz.com

Contact Info

BACKGROUND

Summary
Sales assitantt
I am looking for a job in sales. Anything that pays well will do. Please contact me if you have a vacancy, or if you know about a job that would be good for me

Experience
I have 15 years experience of working in sales. I can sell pretty much anything!!!!
2014 – recently Tele-sales assistant for GKO in Birmingham
2012–2014 Sales assistant at Hot Stuff Electrics
2009–2012 Maternity leave & Baby break
2009–2009 Summer job at eiscream shop
2005–2007 Fashion advisor at 'You look great!'..

Certifications
First aid certiicate
Gold medal for swimming
Sales training seminar 2012

Organizations
Life guard association

Additional information
Still married 2 children
Birthday February

Recommendations

© 2017 National Geographic Learning, a part of Cengage Learning, ALL RIGHTS RESERVED.

10.1 A collaborative story

1 set his/her heart on

2 made it

3 blew his/her chances

4 is going places

5 going up in the world

6 realized his/her lifelong ambition

7 it's likely that

© 2017 National Geographic Learning, a part of Cengage Learning, ALL RIGHTS RESERVED.

10.2 Action points

At last month's meeting with the other Heads of Department, you decided on these action points which you are all expected to be working on. Today you are meeting again to report on your progress.

- Arrange for in-house English lessons once a week, or find out whether there are any business English courses at the local adult education centre.

- Redo the holiday schedule so that there are always at least two experienced people in the department at any one time.

- Make sure everyone in the department is at work during the core hours of 9.30 a.m. – 3 p.m.

- Come up with five ideas to reduce absenteeism by 25%.

- Advertise for, and interview, a new trainee.

- Arrange a half-day training session for the department on the new computer software.

- Appoint and train a first-aid officer for the department.

- Come up with five ideas to improve the efficiency of the department.

© 2017 National Geographic Learning, a part of Cengage Learning, ALL RIGHTS RESERVED.

11.1 If … as long as … otherwise …

otherwise	if	whether or not	provided that
as long as	if	assuming that	if
positive (1st clause)	negative (1st clause)	positive (2nd clause)	negative (2nd clause)
regret	wish	fact	choice
career	school	food	clothes
holiday	transport	pets	children
presents	travel	home	college/ university
sport	family	summer	winter

© 2017 National Geographic Learning, a part of Cengage Learning, ALL RIGHTS RESERVED.

11.2 Eight things

Order of the eight planets

(from nearest to the sun): Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

Eight longest mountain ranges

Andes – 7,200 km, Rocky Mountains – 4,800 km, Great Dividing Range – 3,500 km, Transantarctic Mountains – 3,500 km, Kunlun Mountains – 3,000 km, Ural Mountains – 2,500 km, Atlas Mountains – 2,500 km, Appalachian Mountains – 2,400 km

Eight longest rivers

Nile – 6,650 km, Amazon – 6,400 km, Yangtze – 6,300 km, Mississippi – 6,280 km, Yenisei – 5,540 km, Yellow – 5,460 km, Ob – 5,410 km, Congo – 4,700 km

Eight fastest mammals

cheetah – 109.4–120.7 km/hr, free-tailed bat – 96.6 km/hr, pronghorn antelope – 88.5 km/hr, springbok – 88 km/hr, wildebeest – 80.5 km/hr, lion – 80.5 km/hr, blackbuck antelope – 80 km/hr, hare – 79 km/hr

Last eight US presidents

Barack Obama (2009–2016), George W. Bush (2001–2009), Bill Clinton (1993–2001), George Bush (1989–1993), Ronald Reagan (1981–1989), Jimmy Carter (1977–1981), Gerald Ford (1974–1977), Richard Nixon (1969–1974)

Eight largest oceans and seas

Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, Mediterranean Sea, Caribbean Sea, South China sea

© 2017 National Geographic Learning, a part of Cengage Learning, ALL RIGHTS RESERVED.

12.1 Strange but true

Story 1

An owl that attacked joggers in a US park has returned for a second year and this time is targeting government workers. The owl flies up silently and attacks people from behind. Owl experts say that the bird is probably not making a political statement but is just looking for a mate. Police have advised people to wear hats when walking in the park.

Story 2

A woman who won over two million euros on the lottery during divorce proceedings does not have to share it with her ex-husband, a Dutch court has decided. The man argued that it should be included in their divorce settlement. However, the judge said they had separated their finances four years earlier when he left to live with his new girlfriend. The woman paid for the winning ticket from her own bank account.

Story 3

An Australian radio DJ played popular 80s Christmas song *Last Christmas* by UK band Wham 24 times in a row one Christmas Eve. He only stopped playing the song after his daughter called the radio station and told him he was driving everyone mad. As a punishment his boss made him work on both Christmas Day and New Year's Eve.

in hindsight	contrary to expectations	curiously enough
on the whole	to his/her credit	by coincidence
to put it bluntly	on reflection	to be fair

© 2017 National Geographic Learning, a part of Cengage Learning, ALL RIGHTS RESERVED.

12.2 Guess the word

bandage	basket	gadget	signature	nature
blanket	fragrance	massage	ambulance	workplace
cage	furniture	bracelet	pamphlet	dance
grimace	palace	package	romance	shoelace
alphabet	necklace	picture	socket	wallet

© 2017 National Geographic Learning, a part of Cengage Learning, ALL RIGHTS RESERVED.

1.1 When I was at school ...

A pairwork, individual, then group, activity in which students read anecdotes about creativity at school, and write their own anecdotes.

Language

Definite and indefinite time

Tenses overview: present perfect simple, present perfect continuous, past simple, past continuous

Preparation

Make one copy of the worksheet for each student. If possible, bring a pair of scissors to cut out the students' anecdotes.

In class

1 Exercise 1. Give each student a copy of the worksheet. Give students, working in pairs, five minutes to read and discuss the anecdotes. Elicit feedback from two or three pairs and also ask what effect anecdote b might have on a student's creativity, ability to learn and interest in poetry in later life.
2 Exercise 2. Working individually, and using the anecdotes as a model, students think back to their own school time and write about a particular lesson, subject or teacher that either encouraged or discouraged creativity.
3 Exercise 3. Put students in small groups. Give students ten to fifteen minutes to read each other's anecdotes and ask questions to find out more information. Have a class feedback session if there is time.
4 Cut out the students' anecdotes from Exercise 2 and put them on the wall for all the students to read.

1.2 Talents and abilities for work

A pairwork and group activity to carry out and evaluate a survey about talents and abilities needed in certain jobs.

Language

Creativity collocations

Describing talents and abilities

Preparation

Make one copy of the worksheet for each student.

In class

1 As a warmer, briefly discuss with the whole class what talents and abilities (they think) a teacher should have. Elicit a few ideas on the board, then give each student a copy of the worksheet.
2 Exercise 1. Give students five to ten minutes to think about what talents and abilities are needed to do their own job well. If necessary, provide a couple of general suggestions to start them off, e.g. good time management, the ability to work in a team. Note: If the students are out of work, between jobs or studying, ask them to make notes of the talents and abilities needed for their former or next job, the course of study or managing the household and children. Put students in pairs so they can briefly compare their answers.
3 Exercise 2. Explain to pairs that they are going to interview other students to find out which (if either) of their jobs the others would be more suited to. In their pairs, students now write questions for their survey about talents and abilities that people need in their own jobs. The first seven question beginnings are provided and just need to be completed; the last three are left entirely open for the students to write.
4 Exercise 3. Students now mingle and interview other people about their talents and abilities, making notes on the survey and on extra paper, if necessary.
5 Exercise 4. Students return to their pairs (i.e. working with the person they created their survey with) and evaluate the answers they were given. They should report their findings to the class and say who they think would be most suited to take over their jobs should the necessity arise.

2.1 'Hot' topics

A pairwork activity in which students practise using future forms and expressions of certainty by discussing a current news topic.

Language

Future forms

Expressions of certainty

Preparation

Make one copy of the worksheet for each student.

In class

1 Exercise 1. Put the students in pairs and give each a copy of the worksheet. Give them two to three minutes to write some current hot news topics into the graphic. Then, have a feedback session and write these topics on the board.
2 Exercise 2. Each pair should choose one topic to present in more detail to the class. Make sure that no two pairs chose the same topic. Allow them approximately fifteen minutes to research the topic further and to make notes.
3 Exercise 3. Students should make more detailed notes in the presentation framework in order to decide exactly what parts of the information they found in Exercise 2 they want to include in their presentation and to structure their talk. Allow another fifteen minutes for this stage but be prepared to extend the time, if necessary. Remind students to follow the instructions in the shaded box at the top of each section.
4 Exercise 4. When they are ready, the students give their presentations to the class.

2.2 Hopes and fears

A group activity in which students reconstruct hopes and fears idioms.

Language

Hopes and fears idioms

Preparation

Make one copy of the worksheet for each group of three or four students, and cut the worksheet up into cards.

In class

1 Divide the class into groups of three or four students and give each group a set of cards. Ask students to spread the cards face up on the table in front of them.
2 Explain that the cards make up twelve idioms from the unit and that each idiom has been split up over three cards. Either give groups five to ten minutes to put the cards together to make the idioms. (If you prefer, make it competitive and tell students their task is to be the first group to reconstruct the idioms correctly.) Check answers as a class.
3 Ask each group to write six gapped sentences using the idioms for another group to complete. Provide an example on the board, e.g. *Even after 25 years in the business, the actor still got … before he went on stage.* (Answer: butterflies in his stomach)
4 Groups swap their gapped sentences and complete the other group's sentences. Ask students to give each other feedback on how obvious or tricky the gapped sentences were. The more obvious the sentences were, the more likely the idioms were being used correctly!

Answers

a bundle of nerves
a leap in the dark
butterflies in my stomach
don't get your hopes up
expand your horizons
get cold feet
my hopes were dashed
never give up hope
out of your comfort zone
pluck up the courage
pin your hopes on
the sky's the limit

3.1 A collaborative crossword

A pairwork activity in which students create clues to help each other complete a crossword.

Language

Feelings and emotions vocabulary

Preparation

Make one copy of the worksheet for each pair of students, and cut the worksheet in half.

In class

1 Put students in A/B pairs and give each student one half of the crossword.
2 Explain that each student has half a crossword. To share their missing words, students are going to take turns to ask for a word and their partner gives clues without saying the word. Tell students they can define it, act it or give a sentence with the word missing by humming the word. A conversation might sound like this:
Student A: What's 1 down?
Student B: It means unsettling. For example, 'It's quite [hmmm] being in a country where you can't understand the language.'
Student A: Disconcerting?
Student B: Correct.
Student A: Can I check the spelling? Is it D-I-S-C-…
Next, Student B can ask, 'What's 2 across?' and so on until the two crosswords are complete.
3 When the students have (nearly all) completed their crosswords, hold a class feedback session in which the students evaluate how good and helpful their clues were.

3.2 Introducing our next speaker

A pairwork and whole-class activity in which students practise using cleft sentences by delivering a short speech in which they introduce a speaker.

Language

Cleft sentences

Describing beliefs and facts

Preparation

Make one copy of the worksheet for each student.

In class

1 Exercise 1. Give each student a copy of the worksheet. Put students in pairs to think of situations in which someone might be asked to officially or ceremoniously introduce a speaker to a group of people or an audience (e.g. at a wedding, at an awards ceremony, on a TV/radio chat show, at a conference, at a training course/seminar, on a panel discussion). Have a class feedback session and write their ideas on the board.
2 Exercise 2. Ask students, in their pairs, to read the model introduction speech, then plan and write their own. In order to focus their introduction, explain that 'their' speaker will be speaking on one of the ten topics listed in the box. Pairs choose who their speaker will be, what topic from the box to introduce and a context for the speech (refer them back to Exercise 1 for ideas). Tell them that their introductions should be 200–250 words long. Give students about twenty minutes to discuss what they could say and then to write their introductory speeches.
3 One student from each pair now starts to deliver their speech to the class and introduce their speaker (paying attention also to their tone of voice and the emotions they

want to convey, e.g. excitement, awe, respect) and passing over to their partner halfway through, so they each deliver half of the introduction.

4 At the end, ask students how interesting they found the introductions to be and which speaker they would most look forward to listening to.

4.1 As far as I can remember, ...

A pairwork and small-group activity in which students practise past forms and inversion with adverbial phrases through a discussion about former use of mobile and internet devices.

Language

Past forms

Inversion with adverbial phrases

Preparation

Make one copy of the worksheet for each student.

In class

1 Explain to the class that they are going to talk about the early days of mobile phones. Ask if they can remember their first mobile phone, or those that their parents had. Don't spend too long on this stage.
2 Put students in A/B pairs and give each student a copy of the worksheet. Using the question prompts, pairs write questions. Encourage them to be creative in their questions and to write ones that will likely provide interesting answers. Allow about fifteen minutes for this stage. Make sure that both students in each pair have written their questions onto each worksheet.
3 Rearrange students in groups, with all the As in one group and all the Bs in another. If the class contains more than twelve students, divide the groups again so that there are two A groups and two B groups. Aim to have between three and five students in each of these new groups.
4 In their groups, students discuss the topic by using their questions. All questions should be asked and answered, with as many of the group as possible contributing to the discussion. Allow about twenty minutes for the discussions.
5 When they have finished discussing their questions, ask students to think about how they could relate the information back to the rest of the class, using inversion phrases where ever possible e.g. *Not only did we all have large and heavy phones, we also ...; So expensive were the first contracts, that ... .*
6 Hold a final feedback session in which one or two representatives from each group tell the rest of the class what they found out during their group discussion. To round off the activity, decide what past experiences everyone had in common, and which were unique.

4.2 A tricky situation

A group activity in which a negotiation is observed and detailed feedback is given.

Language

Language (and skills) of negotiation

Preparation

Make two copies of the worksheet for each group of three students. The observer (Student C) receive a complete worksheet. Cut the role cards out for Student A and Student B from the other copy.

In class

1 Elicit what types of clubs and associations students could imagine doing some voluntary work for, e.g. a sports club, a local charity, a local environmental pressure group. Write these on the board and decide which one the students would like to use as a basis of the role play in which they are committee members.
2 Divide the class into groups of three: A, B and C. If the number of students doesn't divide equally into three, then the remaining students should be extra observers. For this first (preparation) stage, sit the As together, the Bs together and the observers together. Hand out the appropriate role cards to Students A and B and a copy of the complete worksheet to Students C.
3 Give students about ten minutes to read their roles. In their groups, students plan their strategy for the coming negotiation. The observers should quickly read both A and B role cards so they have the complete background information, and then go through the observer's card so they know what they should be looking out for during the negotiation.
4 Regroup students into their original ABC group. Explain that Student C is an observer and quickly run through the things he/she will be assessing A and B on. Then give students fifteen minutes to discuss the issue and try to come to an agreement or solution.
5 When each negotiation is finished, the observer in each group gives Students A and B feedback on their negotiating.
6 Hold a class feedback session to discuss what the general outcome was from each group. Ask the following questions:
Negotiators: *How do you feel?*
All: *At which point did you think a solution was in sight? Has the relationship between A and B changed now after the negotiation? If yes, how?*
Observers: *Was the negotiation successful? Why? / Why not?*
Negotiators: *What would you do differently in another negotiation?*

5.1 Energy

A pairwork activity in which students practise using passive forms and nominalization through researching a type of energy and giving a presentation.

Language

Types of energy

Passive forms and nominalization

Statistics

Preparation

Make one copy of the worksheet for each pair of students and cut the worksheet into the instructions and the cards.

In class

1 Exercise 1. Put students in pairs and give each pair a set of energy cards and the instructions. Ask students to read the types of energy on the cards and decide how they would divide the cards into two or three sub-categories. They should agree on and write headings for these sub-categories (see suggested answers).
2 When they have done this, they should leave their cards and headings on their table and circulate and look at how the other pairs divided the energy forms and what headings they wrote. If there are any differences between the groups' decisions, briefly have the students justify or explain their decisions to the class before moving onto the next section.
3 Collect up all the cards but keep one set to the side. Put this set (without headings) into a bag or similar. Go around the room with the cards in the bag. Without looking in the bag, one student from each pair should take a card. At this point, only their partner is allowed to know what is written on their card.
4 Exercise 2. In their pairs the students research and plan a three-minute presentation about the energy form on their card. To help them prepare, suggest that their presentation could take one of these forms: a straight explanation of how it works, the costs (financial or environmental) of using this type of energy or a presentation to persuade someone in authority to either take up or stop using this particular form. Tell students that during their presentation they should use passive forms and statistics, but not name the type of energy they are presenting. Allow about fifteen minutes, or longer if necessary, for this preparation stage.
5 Exercise 3. Each pair gives their presentation to the class while the others listen and decide which energy is being presented. At the end of each presentation, ask the listeners if they were able to read between the lines and form an opinion about how each of the presenters felt about the topic of their presentation.

Suggested answers

Renewable energy: solar, wind, hydroelectric, geothermal, biomass
Non-renewable: coal, petroleum (oil), natural gas, nuclear (the first three here are also fossil fuels)
Note: Hydrogen and fuel cells are non-renewable but abundant and produce little pollution and only at the site of production. Students may debate under which heading they would put this, e.g. non-renewable but clean.

5.2 Everyday economic wisdom

A group activity in which students practise using expressions of belief/disbelief by discussing statements about different aspects of the economy.

Language

Economics phrases and vocabulary

Language for expressing belief and disbelief

Preparation

Make one copy of the worksheet for each group of three students.

In class

1 Exercise 1. Divide the class into groups of three students and give each group a copy of the worksheet. Ask students to read and complete the statements with the correct form of the words in the box. Check answers and deal with any comprehension questions that arise before moving onto the next stage.
2 Exercise 2. Ask each group to appoint a leader. Their task is to decide which statement to discuss first and read it out to the group. All the students in the group discuss this statement by expressing their personal opinions. Remind them to use the expressions on page 60 of the Student's Book. The leader decides when it is time to move onto the next statement and which statement to discuss next. While the students are talking, circulate and make discrete notes of any errors you'd like to pick up on and correct later on. Stop the discussion task either after about twenty minutes, or when you see that the students have run out of things to say.
3 Get feedback from the groups by asking these questions: *Which statement was the most controversial? Which one did you discuss for the longest amount of time? Which one did you all agree on? Which one did you greatly disagree on?*

Answers

1 boom 2 demand 3 struggling 4 rising 5 debts 6 bankrupt 7 strike 8 set up

6.1 An auction catalogue

A pairwork and group activity to practise describing items and writing a description for an auction catalogue.

Language

Vocabulary for describing objects

Preparation

Make one copy of the worksheet for each pair of students.

In class

1 Divide the class into pairs and give each pair a copy of the worksheet. Explain that students work for an auction house and they are going to be writing the description to accompany each item for the catalogue. Elicit a quick description of each item from the class.
2 Point out that what students see on their worksheet are just basic illustrations and that the real items are much more impressive, unique and desirable. Divide the items up amongst the pairs. Each pair should have one or more unique items to describe.
3 Explain that students want to sell the items at an auction and get as much money as possible for them. Their task now is to use their imagination and to come up with an elaborate and intriguing description for their item(s). As their descriptions are going to be included in the auction catalogue, they should write down their descriptions, include a title for the item and set a reserve price (= the minimum price they will allow the item to be sold at).
4 Collect the written descriptions, checking that they all are complete with title, description and reserve price, and display them so that students get the chance to read them all.
5 When students have read all the descriptions, collect the descriptions again and read out the items and price again – one by one. After each one, ask students to put up their hands if they would like to bid on this item at an auction. If there are any items that no one would consider bidding for, find out why. Is it because of the item, the price, or the description? If it's due to the description, briefly talk about how the description could be improved for a later auction.

6.2 Unusual (but real) interview questions

A pairwork activity in which students practise answering tricky job interview questions.

Language

Asking and answering job interview questions

Preparation

Make one copy of the worksheet for each student.

In class

1 Divide the class into pairs and give each student a copy of the worksheet. Give pairs ten minutes to read through the questions (taken from real job interviews) and to discuss how they would answer them in order to impress an interviewer. Tell them to make notes on their worksheet to prepare them for the coming interview.
2 Put students in new A/B pairs. Explain that A is going to be the interviewer and B the interviewee. The interviewer chooses five of the questions, asks the interviewee these questions and makes a note of his/her answers. After five minutes, stop the task (regardless of how many questions the interviewers have asked) and get the students to sit in new A/B pairs. This time B is the interviewer and A is the interviewee. Repeat the task allowing another five minutes.
3 Students now go back into their original pairs and tell their partner about the answers they got to the questions they asked. In their pairs, they should compare the answers they received to the ones that they originally discussed.
4 Round off the activity by reading the answers and notes below to the students and discussing how their own answers compared to the suggestions given.

Suggested answers

1 *2,000 unread emails: Start by removing yourself from unnecessary mailing lists because no one receives 2,000 messages in a day and doesn't receive another 2,000 the next. Next read emails from your boss, then the emails that are most impactful to the company's bottom line.*
2 *Science-fiction film character: Pick someone that is a leader and a bit of a risk-taker.*
3 *Plane full of jelly beans: Start by phoning the people at the other end, of the process. They managed to load an entire plane with jellybeans!*
4 *Teach an alien to ride a bike: The interviewers are trying to find out what kind of logic and methods you would use to help someone be successful in a task. They are assessing your ability to translate instructions clearly and lead someone through unfamiliar processes.*
5 *Prime minister for a day: Try to think of something that most people can empathise with, such as better healthcare.*
6 *Describe the colour yellow: Turn their face to the sun on a sunny day. Yellow is a bright colour that fills a person with happiness and joy. It is a bright colour that is on the light side of the colour spectrum. It is the colour of the sun that warms our skin. It is a colour that conveys optimism.*
7 *Superpower: Being able to fly so you can get to work quicker is one possible good answer. If you can tailor the super power to the job you're applying all the better. The interviewer will be looking for personality traits and trying to find out whether you are bold and daring or shy and retiring.*
8 *What makes you angry: It's best not to admit to losing your temper. Say something along the lines of, 'I handle problems as they arise so that they don't build up to the anger point.'*
9 *Drive through a red traffic light: This tests how closely you stick to rules no matter what the circumstances. Consider whether you want to be portrayed as someone who follows the rules, or someone with compassion and full of human emotion.*

7.1 A no-brainer …

A pairwork activity in which students complete idioms and sayings, and then use them in short sketches.

Language

Idioms related to choice

Preparation

Make one copy of the worksheet for each pair of students.

In class

1 Exercise 1. Put students in pairs and give each pair a copy of the worksheet. Look at the example together and then ask students to complete the sayings and idioms using the pictures as clues. Check answers as a class.
2 Exercise 2. Ask students to read the short sketch and decide which of the sayings or idioms from Exercise 1 completes it. Ask one pair of students to act out the completed sketch to the class.
3 Exercise 3. Pairs write their own short sketch which must include one of the idioms towards the end. Tell them that they may change the grammatical form and structure if needed, e.g. changing *hedge your bets* to *hedging her bets*.
4 Exercise 4. Pairs take it in turns to perform their sketch in front of the class. Explain that when it comes to the idiom, they should say something like *blah blah blah* and not the actual idioms. After each sketch has been performed, the class should say which idiom they think was missing from the sketch.

Answers

1 *a hedge your bets b take the plunge c like father, like son d the more, the merrier e too little, too late f there's no such thing as a free lunch g sit on the fence h cherry pick something i more haste, less speed*
2 *cherry pick*

7.2 Discourse marker bingo

An individual, pairwork and class activity in which students prepare a short presentation using discourse markers, and play 'discourse marker bingo' while listening to other students.

Language

Discourse markers

Preparation

Make one copy of the worksheet for each student.

In class

1 Exercise 1. Put the students in pairs and give each student a copy of the worksheet. (Note: In a small class, the students can work alone during this stage and not in pairs.) The students should choose one of the topics in the box and prepare to give mini presentations about it. Tell them that their presentations should last approximately three minutes and must contain at least four (but not more than six) of the discourse markers from page 82 of the Student's Book. Give them ten to fifteen minutes for this preparatory stage and suggest that they use the mind map to help plan what they are going to say and what points they want to make. At this stage they should all keep what they intend to say a secret from the other students.
2 Exercise 2. Before the students give their mini presentations, ask them to choose any eight of the discourse markers from page 82 and write these into the blank fields on the bingo card on their worksheet. For a more random outcome, collect the bingo cards and redistribute them one per student.
3 Exercise 3. If the students are familiar with the concept of bingo, then just get them to read the instructions on the worksheet. However, if the game is new to them, draw an example bingo card on the board and explain in more detail how the game works. (Note: If you have a small class, you will need to adjust the number of discourse markers to ensure that the activity works. Do this by either reducing the number of fields on the bingo card, or by increasing the number of discourse markers each student has to include in their mini presentation.)
4 Students take it in turns to give their presentations. Even if a student has shouted bingo, allow all the students to speak. The rest of the class should continue crossing out the expressions on their bingo card to see who comes second, third, etc.

8.1 Things could have been better

A group meeting activity in which students discuss problems that occurred during an event they organized and talk about what they should or shouldn't have done.

Language

Modal verbs
Expressions with modal verbs

Preparation

Make a copy of the worksheet for each student. Cut out and remove the cards.

In class

1 Exercise 1. Give each student a copy of the top section of the worksheet (with the three cards removed). As a class they should decide on the situation in order to set up the task.
2 Divide the class into three groups: A, B and C. Give each student in group A a copy of card A, each student in group B a copy of card B and each student in group C a copy of card C. Each group should read through and briefly discuss the problems that were identified concerning the recent event.
3 Exercise 2. Appoint one student in each group to be the chairperson. Tell the students they now have twenty minutes to hold a meeting in which they should try to discuss all the points on their cards. For each point they should also come

up with an action plan which will state what they *should / shouldn't have*, *could / couldn't have* or *needed to have* done in order to have avoided each problem or difficult situation.

4 Have a class feedback session for groups to compare their discussion and decisions reached.

8.2 A doable task

A group activity in which students define words ending in *-able* or *-ible* and then use them creatively.

Language

Words ending in *-able* and *-ible*

Preparation

Make a copy of the worksheet for each group of three or four students. Cut out the cards at the bottom of each worksheet.

In class

1 Exercise 1. Divide the class into groups of three or four students. Give each group a set of word cards, placed face down in a pile on the table. Tell students to divide the cards up equally between them so that they have three or four each. Each student should look at the words on their cards and decide how to define them. Give them a few minutes to prepare and to look up the words in a dictionary, if necessary.

2 Students take it in turns to describe and define one of their words to the others in their group. (Make sure they understand that they mustn't say the word on their card when they are defining it.) The student who works out the correct word first gets to keep the card. Then the next student in the group defines a word, and so on. Groups should continue until all the words have been defined and guessed. At the end, the student in each group with the most cards is the winner.

3 Exercise 2. Ask groups to decide which word they would use to finish each sentence. Often more than one word is possible, but they should decide on just one per sentence.

4 Exercise 3. Students now pass their worksheets with their completed sentences a–f to another group of students. Groups look at the completed sentences on the worksheet they have been given and think of a follow-on sentence for each one. Encourage students to make these sentences as creative as possible.

5 Finally, the students pass the worksheets back to their original owners to read the follow-on sentences. Hold a short feedback session in which you ask the students what they thought about the sentences the others wrote. Were they unexpected/predictable/funny?

Suggested answers

a *tenable, credible*
b *viable, amenable, commendable, reliable*
c *plausible, credible, feasible*
d *foreseeable, inevitable*
e *negligible*
f *attainable, feasible, foreseeable*

9.1 Absolutely marvellous

A group and pairwork activity in which students role play an acceptance speech at an awards ceremony.

Language

Vocabulary for gradability
Intensifying adverbs

Preparation

Make one copy of the worksheet for each student.

In class

1 Dive the students into A/B pairs and give each pair a copy of the worksheet. Explain that each of the ten people on the cards has recently won an award. One by one, go through the people on the cards with the whole class and decide together what they might have won their award for. Continue until you have agreed on at least three pieces of information for each person, e.g.
You: What did the fire fighter win an award for?
Student: The fire fighter probably won an award for bravery.
You: What did he/she do?
Student: Saved a small child and her dog.
You: Where and when did this happen?
Student: In a house fire while the family were asleep.

2 Allocate one of the people from the worksheet to each pair. Tell them that they need to prepare the awards ceremony. In each pair, A will introduce the award winner (the person they have been allocated), and B will play the role of the award winner. As the ceremony should go as smoothly as possible, the students should prepare and practise their introductions and thank yous together, e.g. perhaps A would like to ask B a few questions which B could answer in their acceptance speech. Each introduction and acceptance speech should be limited to two or three minutes.

3 Plan the order of the awards ceremony and hold it in class.

9.2 A better profile

A pairwork activity leading to a group discussion in which students give and explain their opinions on a friend's online professional networking profile.

Language

Giving and explaining opinions

Preparation

Make one copy of the worksheet for each pair of students.

In class

1 As a warmer, find out which professional networking sites the students are on, e.g. LinkedIn, XING, Viadeo. Ask those who are on one of the sites how often they update their profile. Ask everyone to say whether they think potential employers might look at candidates' profiles on a social networking site.
2 Put students in pairs and give each pair a copy of the worksheet. Read through the situation with the class. Then give pairs ten minutes to decide what needs improving on the profile.
3 Put two or three pairs into groups to compare their ideas about what should be done to improve the profile. Encourage them to use the 'giving and explaining opinions' language from page 104 of the Student's Book during their discussions. Allow another ten minutes for this step.
4 Finally, get feedback from a few groups or pairs. Would they all give the same advice to their friend? Were there any differences of opinion during the group discussion? Did anyone change their mind after they heard another student's suggestions or opinions?

Possible answers

She should include a photo and make more connections. She should change her current position to 'seeking employment' or similar.
Email address: She should use a new email address.
Summary: She should correct the spelling mistake in assistant, remove the smiley and reword this section.
Experience: The number of exclamation marks should be reduced to one or they should be deleted completely. She should give more information here, complete the time gaps to include the missing years, check the spelling and remove the extra full stop.
Certifications: She should include more information and check the spelling.
Organizations: This section isn't bad but would benefit from having more information, e.g. Is this voluntary work?
Additional information: She should remove 'still' before married.
Recommendations: She should get some people to write recommendations for her.

10.1 A collaborative story

A pairwork and class activity in which students contribute sections of stories and then elaborate on them, writing them up as a complete story.

Language

Success and failure phrases

Preparation

Make one copy of the worksheet for each pair of students.

In class

1 Put students in pairs and give each pair a copy of the worksheet. Explain that they are going to write collaborative stories using the phrases for success and failure in each part of their story.
2 Elicit examples of what the first line of the story could be, e.g. *As a teenager, Sally had set her heart on going to Egypt and becoming a world-famous archaeologist. / Daniel had set his heart on becoming a footballer, but things didn't quite turn out the way he expected them to.* In their pairs, students choose one of the elicited lines or come up with a different one that includes the phrase and write it as the first line of the story on their worksheet.
3 After the first line of the story has been written, students pass their worksheet to the pair on their right. They read the first line of the new story, then write the second part, including the phrase provided. Explain that what they write should logically follow what has been written already and that the aim is for them to continue the story.
4 When they have done this, they all pass the papers on again to the pair on their right. Continue in this way until all the lines of the story have been written. (If the class is large, this will mean that all the lines are written by a different pair of students).
5 After the first six lines have been written, the worksheets are passed back to the original pair. Students read through the stories and conclude them by writing the seventh line.
6 In a brief feedback session, ask the students whether their story and characters developed in a way that they had expected or had they imagined that the story would be completely different? Are they pleased with the way the story turned out?
7 Ask students to discuss what further details they could add to the story to develop it further, then write up the story. This step can be set as homework. Display the stories in class for all the students to read.

10.2 Action points

A pairwork activity in which students discuss how they got on with tasks they were set and report on their progress during an informal meeting.

Language

Talking about success language

Preparation

Make one copy of the worksheet for each student.

In class

1 Put students in pairs and give each student a copy of the worksheet. Ask them to read the instructions and action points and to decide in their pairs how they have got on with each of the tasks set at the last meeting. Tell students to each make notes on their worksheet as they will need their notes for the next step of the activity. Allow approximately fifteen minutes for this step. (Note: A first aid officer is a person who is trained to provide emergency medical help, at least until the professional services can take over.)
2 Put students into groups of three or four so that they are not in a group with their original partner. Explain that they are all from different departments and that they are meeting informally to talk with the other department heads and discuss how each got on with the tasks / action points they set themselves last month. Remind them to use the language from the 'talking about success' box on page 114 of the Student's Book.
3 Hold a class feedback session to find out which group made the most progress / hit the most difficulties, etc.

11.1 If ... as long as ... otherwise ...

A small group activity in which students make sentences according to the instructions on cards.

Language

Conditionals
Conditional conjunctions

Preparation

Make one copy of the worksheet per group of three or four students, and cut the worksheet up into cards.

In class

1 Divide the class into groups of three or four students and give each group a complete set of 24 cards. Make sure the cards are divided into two sets placed face down; one with the twelve instruction cards and the other with the twelve topic cards.
2 Explain that students are going to make conditional sentences using the words on the cards – one card from each set, e.g. if they are given *if* + *presents*, they should write a sentence that is about presents and contains the word *if*. Write this example on the board: *If I leave immediately, I'll be able get to the shops before they close to buy birthday presents for the twins.*
3 The students each take three cards from each set, which they will use to write three sentences. To make it more interesting, before they write their sentences, they should choose three people who would say the sentences, e.g. an astronaut, a small child, a police officer.
4 When the students each have six cards, allow them five minutes to write three sentences which might be said by the three people they decided on.
5 The students read out their sentences to the others in their groups who should guess which of their three chosen people they would have been said by.

11.2 Eight things

A pair and whole-class activity with a reflection stage, in which students create 'Memory Palace' stories in order to remember a list of eight connected things.

Language

Describing capabilities

Preparation

Make one copy of the worksheet per six pairs of students. Cut the worksheet up into six sections so that there is one for each pair of students. Make sure the students have read 'The Memory Palace' on page 125 of the Student's Book before starting the activity.

In class

1 Put students in pairs and give each pair one section of the worksheet containing one set of eight things. It doesn't matter if more than one pair have the same section.
2 Explain that students are going to create a 'Memory Palace' story to enable them to memorize their list. If possible they should use the room they are in and 'place' their items in order around the room using whatever memory device they choose (this may be the first letters, or a visual image). For example, if they are memorizing the rivers, their story will start with the Nile. Maybe they will see a note on the door as they come into the room. The letter N is the link between the **N**ile and the **n**ote. Allow approximately fifteen minutes for the students to build their memory palaces.
4 Hold a feedback session where pairs tell the class their stories – without the aid of the list! The others should repeat the stories back to them, until they too can memorize the list using the others' memory palaces.
5 Ask students to reflect on how easy or difficult the task was, and how effective their memory palaces were. Encourage students to use the 'Describing capabilities' expressions on page 126 of their Student's Book for this step of the activity.

12.1 Strange but true

A group and whole-class activity in which students come up with different versions of a news story and the rest of the class decide which story is true.

Language

Adverbial phrases

Preparation

Make one copy of the worksheet per three groups of three students. Cut out the stories and the adverbial phrases.

In class

1 Divide the class into groups of three students and give each group one of the stories. Explain that they are going to tell the other students three versions of their story, only one of which will be true. The other students' task will be to decide which of the stories is true.
2 Give students, in their groups, five to ten minutes to read the true story and then to come up with the two other (false, but believable) versions of the story. Each story, when they tell it, should begin with the same sentence (printed in bold).
3 Give each student one adverbial phrase card and tell them that when they tell their story they *must* use this phrase. Explain that in the next part of the task, each member of the group will tell one version of their story, so they should decide beforehand who will tell which version. Encourage students to memorize their version so that no one reads from the slip of paper.
4 Bring the groups together to take turns to read out their stories. After all three versions have been read out by a group, the other students decide which one is true. To help them decide, they may ask the story-tellers some questions.

12.2 Guess the word

A group pronunciation and suffix activity in which students either mime or draw words from the pronunciation task in the unit.

Language

Words containing the suffixes *-ture, -age, -ace, -et* and *-ance*

Preparation

Make one copy of the worksheet for each group of three to five students. Cut the worksheet up into cards. Make sure each group has a coin.

In class

1 Divide the class into groups of three to five students and give each group a set of cards, placed face down in a pile on the table, and a coin. Make sure that students know the concept of flipping a coin and calling 'heads' or 'tails'. Do this by demonstrating and getting them to call 'heads' or 'tails' before showing them the result of the coin toss. Explain that in the game, before taking a card, they must flip the coin. If the coin shows 'heads', then they must mime the word on their card, and if the coin shows 'tails', they must draw the word on their card. Tell them that all the words on the cards end with the suffixes from the pronunciation task in lesson 12.4 – *-ture, -age, -ace, -et, -ance.*
2 Demonstrate how the game works by flipping the coin and either demonstrating one of the words silently, or drawing it on the board. When the students think they know what you are demonstrating or drawing they should call out the word. Explain that the first student to guess the word will win the card. The aim of the game is to win as many cards as possible.
3 In their groups, students take turns to flip the coin and either mime or draw the word on their card while the others try to guess what it is. If after two minutes the word on a card cannot be guessed, the card should be placed to the side.
4 The game ends after all the cards have been used. Students then add up their points and find out who the winner is in each group.