

spea**k**out **2ND** EDITION

Advanced Plus Teacher's Book

with Resource and Assessment Disc

Eleanor Keegan • Richard Storton



TEACHER'S BOOK

Introduction

Students' Book contents	4–7
Welcome to <i>Speakout Second Edition</i>	9
Overview of the components	10–11
A unit of the Students' Book	12–15
Additional components	16–18
Workbook	16
MyEnglishLab	17
ActiveTeach	17
Website	18
<i>Speakout Extra</i>	18
Teaching approaches	19–22
The Global Scale of English	23

Teacher's notes

Index and Lead-in	24
Units 1–8	25–123

Resource bank

Photocopiable activities index	125–126
Photocopiable activities	127–167
Teacher's notes for photocopiable activities	168–175

TEACHER'S RESOURCE AND ASSESSMENT DISC

Extra resources

- Class audio scripts
- Class video scripts
- Class videos
- Video worksheets

Tests

- Unit tests
- Achievement tests
- Mid-course test
- End of course test
- Test audio
- Test audio scripts
- Test answer key

STUDENTS' BOOK CONTENTS

LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING
UNIT 1 GAME-CHANGER page 7				
1.1 Trailblazer page 8	verb patterns	transformation; prepositional phrases after nouns	word stress: collocations	read about a trailblazer
1.2 A life at a time page 11	continuous and perfect aspect	adjectives: needing and giving	word stress: adjectives	
1.3 Sharing economy? page 14	presenting survey results	collocations: sharing economy	Intonation: chunking	read about the sharing economy
1.4 Generation rent page 16				
UNIT 2 LEARNING page 19				
2.1 The best mistakes page 20	if and related expressions	learning; Idioms: feelings	connected speech: linking	read about the value of getting something wrong
2.2 Another way page 23	nominal relative clauses	collocations: education	word stress	
2.3 Think again page 26	leading a discussion; managing interaction	creativity	sentence stress; intonation: appropriacy	
2.4 Teachers and learners page 28				
UNIT 3 PROSPECTS page 31				
3.1 Ready or not page 32	expressing modality	job hunting	sentence stress	
3.2 Fired! page 35	passives	honesty; metaphors	connected speech	read about people who were fired for social media mistakes
3.3 What I'm saying is ... page 38	evading a question	collocations: politics	stress and intonation: cleft structures	read advice for public figures
3.4 Future job page 40				
UNIT 4 INFLUENCE page 43				
4.1 Role model page 44	participle clauses	influence; three-part multi-word verbs	word stress: multi-word verbs	read an amazing story of a role model and her admirer
4.2 Think this way page 47	introductory <i>it</i> and <i>there</i>	social media	weak form: <i>there</i>	
4.3 Have a go! page 50	persuasive techniques in presentations	persuasion	word stress; intonation	read about 'the elevator pitch'
4.4 Persuasion page 52				

DVD-ROM:



DVD CLIPS AND SCRIPTS



STREET INTERVIEWS



CLASS AUDIO AND SCRIPTS

LISTENING/DVD

SPEAKING

WRITING

suggest solutions to problems

listen to a radio programme about a game-changing website

decide on which person gets help

write an article

listen to a presentation of survey results

conduct a survey; present survey results

 **Generation rent**; watch an extract from a BBC documentary about a co-living space

design a co-living space

write a proposal for a co-living space

discuss your attitude to mistakes; participate in an experiment about memory

listen to a radio programme about an alternative way of learning

speak about your own education and educational values

take notes; write a summary

listen to a discussion about creativity in education

lead a discussion; improve interaction management

watch people talking about different learning experiences

discuss the qualities a great teacher needs

write about learning experiences

listen to a question-and-answer session about finding a job

take part in a job interview

write a cover email

hold a mediated discussion

listen to a political interview

discuss questions about politics; participate in a radio interview

 **10 things you need to know about the future**; watch an extract from a BBC programme about how our lives will change in the future

recommend a future career

write a fact file for a job

discuss role models and other influences in your life

listen to a BBC radio programme about the internet 'echo chamber'

talk about breaking out of your 'echo chamber'

write a report on the effects of social media on relationships

listen to a presentation about an exciting activity

give a persuasive presentation

watch people talking about influences when buying things

sell a product

write a short opinion piece

STUDENTS' BOOK CONTENTS

LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING
UNIT 5 BODY page 55				
5.1 Good fit page 56	noun phrases	collocations; compounds	word stress: compounds	read about secrets of long-term fitness
5.2 Three apples a day page 59	fronting, headers and tails	fashion and looks	chunking	read how looks can be deceiving
5.3 Magic bullet page 62	informal turn-taking	well-being	intonation: gaining a turn	
5.4 Culinary Journey page 64				
UNIT 6 CULTURES page 67				
6.1 New in town page 68	concession clauses	cities; binomials	word stress; connected speech	read about people adapting to new cities
6.2 In other words page 71	indirect speech	summarising verbs	weak sounds	
6.3 Faux pas page 74	talking about customs	conventions	Intonation	
6.4 Differences page 76				
UNIT 7 CLASSICS page 79				
7.1 Happy ending? page 80	subjunctive	film	word stress: film	read about how sad endings to films become happy ones
7.2 More than words page 83	adverbials	relationships; adverb-adjective collocations	stress and Intonation	read two poems
7.3 Classic Journeys page 86	telling anecdotes	travel	connected speech	read about classic Journeys
7.4 Great Expectations page 88				
UNIT 8 CHOICE page 91				
8.1 It's the little things page 92	understanding complex sentences	Idioms for choices; connotation	word stress	read about a book that can change how we make decisions
8.2 Out of print? page 95	prepositional phrases	ways of reading	connected speech	
8.3 Them or us? page 98	giving opinions	wildlife	intonation: voice range	read about the problem of wolves 'invading' Europe
8.4 Decisions page 100				

IRREGULAR VERBS page 103

LANGUAGE BANK page 104

VOCABULARY BANK page 120

LISTENING/DVD

SPEAKING

WRITING

talk about fads in fitness and other fields

listen to a woman talk about what it's really like to be a model

discuss the pressure to look and dress a certain way

write a description

listen to people discuss their own idea of staying healthy

suggest ways to make a workplace healthier

**Rick Stein: from Venice to Istanbul:** watch an extract from a BBC programme about the feelings food evokes

describe a food memory

write about a food memory

choose a city to move to

listen to a radio programme about being an interpreter

discuss issues in translation

write an article

listen to people talking about faux pas in other countries

compare different cultures

watch people talking about cultural differences

discuss cultures and quotes about culture

write about the culture of a specific group

listen to an editor advising a writer

talk about alternate endings to your favourite film or novel

listen to two poems and to people saying why they like them

discuss two poems; talk about song lyrics and poems

write a review

listen to someone's experience on a classic rail journey

tell travel anecdotes in an informal style

**Great Expectations:** watch an extract from a BBC classic drama

tell a story about a strange event

write a description of a strange event

talk about the little choices that change your life

listen to a programme about how digital texts change the way we read

discuss the impact of digital technology on our reading habits

write a for and against essay

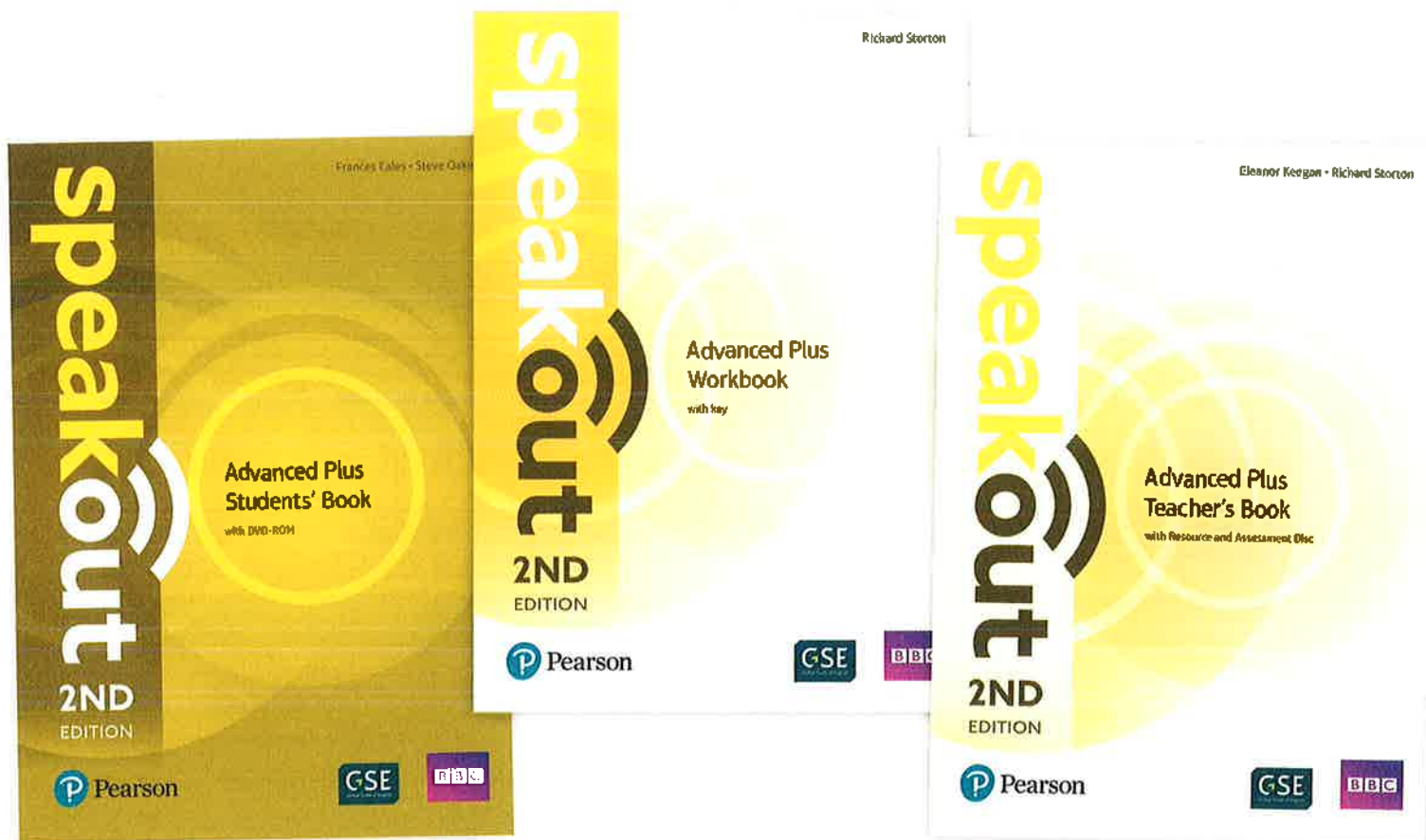
listen to two people discuss the return of wild animals to civilised areas

discuss wildlife dilemmas

watch people talking about different choices

discuss quotations about choice, discover what you are like

write a key for a personality quiz



Welcome to *Speakout Second Edition Advanced Plus*. Together with *Speakout Second Edition Intermediate Plus*, it makes *Speakout Second Edition* a comprehensive 8-level series.

The process of learning a language is not linear. Learners inevitably go through periods when their language develops rapidly and other periods when they feel stuck. Two stages at which learners often experience a plateau are at *Intermediate* and *Advanced*. The new *Plus* levels offer learners an opportunity to both consolidate their previous knowledge and to learn new grammar and vocabulary.

Advanced learners can already function well in English and have much of the language needed to express complex ideas, whilst at the same time wanting to gain mastery of more sophisticated and natural language and to be able to use this spontaneously. To meet these needs, *Speakout Second Edition Advanced Plus* explores advanced spoken and written grammar, and extends learners' confidence with lexical collocation, connotation and style in order to help learners reach greater complexity and precision in all aspects of their comprehension and output. *Speakout Second Edition Advanced Plus* is underpinned by a carefully researched syllabus and introduces new items as well as recycling and extending previously studied language. Learners can expect to be challenged in ways that will lead to a true breakthrough in their proficiency.

Speakout Second Edition Advanced Plus includes all the features that has made *Speakout Edition* such a popular and successful series worldwide.

- **Video** – Every unit includes motivating video material with engaging excerpts from BBC programmes as well as authentic street interviews filmed on location in London.
- **Authentic texts and language** – We've included a broad range of authentic material that reflects the types of texts learners read and listen to outside the classroom. Listening texts feature a variety of international accents and include excerpts from BBC podcasts and radio programmes.
- **Language and pronunciation** – There is a robust and comprehensive focus on grammar, vocabulary, functions and pronunciation with plenty of form- and meaning-based practice.
- **Speaking** – Most English language learners cite speaking as a key area for development. *Speakout Second Edition* provides an extensive range of motivating speaking activities which allow learners to gain confidence in expressing themselves on topics that interest them and to experiment with new language.
- **Writing** – We've included an overt and systematic focus on advanced sub-skills of writing, including synthesising information from different media, choosing an appropriate style and editing a text.
- **Dramatic images and clear design** – Great images motivate learners and provide excellent prompts for language activities. For these reasons, we've selected dramatic images to introduce each unit. Design also impacts learning, and the clear, clean layout ensures that all levels of the series are easy to navigate.
- **Supplementary material** – For those who want more practice in specific areas, *Speakout Extra* provides a bank of additional exercises that can be accessed via the *Speakout* website. *Speakout Extra* includes grammar, vocabulary, pronunciation and skills practice as well as worksheets for further exploiting the video material.

We really appreciate the feedback you've given us in developing *Speakout Second Edition* and hope you find *Advanced Plus* as stimulating and user-friendly as the other levels in the series.



From left to right: Steve Oakes, Antonia Clare, JJ Wilson and Frances Eales

OVERVIEW OF THE COMPONENTS

STUDENTS' BOOK WITH DVD-ROM

- Eight units with 72 to 96 hours of teaching material
- Comprehensive *Language bank* with detailed explanations and extra practice
- *Vocabulary bank* to expand vocabulary
- Audio material for use in class
- DVD content (BBC clips and street interviews)
- Audio and video scripts

CLASS AUDIO CDs

- Audio material for use in class



5.1 GOOD FIT

The secret to long-term fitness

Read the article and then do the exercises in the box.

Notes:

1. The article is about fitness and the importance of long-term fitness. It discusses the benefits of regular exercise and the importance of consistency.
2. The article is written in a persuasive style, using many adjectives and adverbs to describe the benefits of fitness.
3. The article is divided into several paragraphs, each focusing on a different aspect of fitness.
4. The article includes a list of exercises and a table of nutritional information.

Exercises:

1. Read the article and underline the main points.
2. Write a short summary of the article.
3. Discuss the article with your partner.
4. Write a paragraph about the importance of long-term fitness.

5.1 GOOD FIT

Notes:

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2. Write a short summary of the article.
3. Discuss the article with your partner.
4. Write a paragraph about the importance of long-term fitness.

WORKBOOK

- Additional grammar, vocabulary and pronunciation exercises to complement material in the Students' Book
- Additional functional language practice exercises
- Additional reading, listening and writing practice
- Regular review sections
- With- and without-key versions

WORKBOOK AUDIO

- Audio material to practise listening, pronunciation and functional language
- Visit www.english.com/portal to download the audio

5.1 BODY

LISTENING

GRAMMAR

VOCABULARY

COMPOUNDS

EXERCISES

MYENGLISHLAB

Learning Management System that provides:

- Interactive Workbook with instant feedback
- Extra practice in grammar, vocabulary and skills
- Unit and achievement tests
- Mid- and end of course tests
- Street interviews and interactive exercises

MyEnglishLab

speakout

Advanced Plus

5.1

Unit 1

Listening

Exercises

Example:

A. The road to success

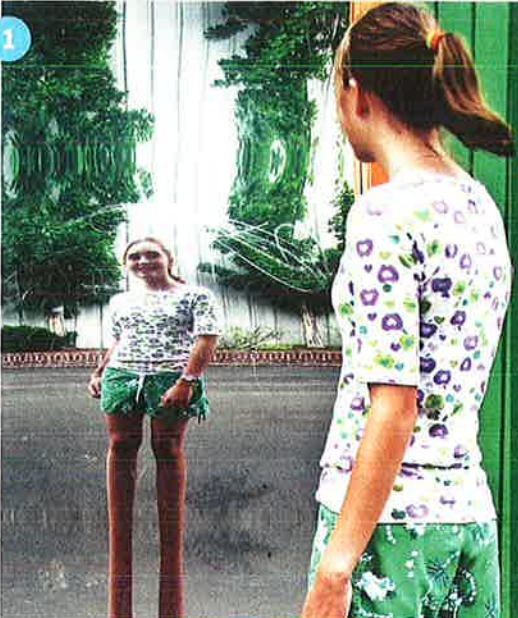
B. The road to success

C. The road to success

D. The road to success

Speakout Second Edition Advanced Plus Students' Book is clearly designed and easy to use. Each unit follows the same pattern with an introductory page, two main input lessons covering grammar, vocabulary, pronunciation and skills work, a functional lesson and a skills-consolidation lesson based on a clip from a BBC programme or a street interview. The unit culminates with a page of *Lookback* exercises and there is a detailed *Language bank*, *Vocabulary bank* and *Communication bank* at the back of the book.

- 1 Striking images provoke interest in the topic
- 2 Language focus and outcomes clearly stated at the start of each lesson
- 3 BBC clips and street interviews provide 'models' of authentic language
- 4 Grammar presented in context with clear explanations and plenty of practice
- 5 Learners referred to Language bank at the back of the book for further practice
- 6 Key vocabulary introduced and practised in context
- 7 Vocabulary *Plus* sections focus on word-building skills and other useful areas such as collocation, affixation, multi-word verbs, etc.
- 8 Special pronunciation sections in each lesson
- 9 Focus on reading and/or listening in every spread
- 10 Writing sections focus on different genres and sub-skills
- 11 Useful learning tips included in each unit
- 12 Speaking activities encourage learners to personalise language



5 body



GOOD FIT p55 THREE APPLES A DAY p59 PRACTISE p62 CURRENTLY JOHNNY p64

2 SPEAKING 5.1 Talk about facts in fitness and other fields. 5.2 Discuss the pressure to look and dress a certain way. 5.3 Suggest ways to make a workplace healthier. 5.4 Describe a food memory.

LISTENING 5.2 Listen to a woman talk about what it's really like to be a model. 5.3 Listen to people discuss their own idea of staying healthy. 5.4 Watch an extract from a BBC programme about the feelings food evokes.

READING 5.1 Read about secrets of long-term fitness. 5.2 Read how looks can be deceiving.

WRITING 5.2 Write a description. 5.4 Write about a food memory.

5.1 GOOD FIT

The secret to long-term fitness

Rule 1: If you want to be healthier and fitter, the big lesson is to escape the New Year resolution anomaly and instead consider long-term, sustainable changes to your health and fitness. Sure, there are lots of ways to trigger rapid weight loss, but if you can't sustain it, those workouts are counter-productive and don't lead to lasting results. The problem with fast exercise regimes and quick fixes is that they are all short-lived: then you get bored and it all falls apart. So ask yourself, do you want to be fit for four weeks or fit for your lifetime?

Rule 2: The secrets to ensuring your exercise regime lasts the whole year are fun and variety. High-intensity sessions, outdoor sports, gym machines, weights, park runs, bike rides... you can do something different every day. In many ways, the more you are at an activity the better, because if you are inefficient, you will burn more calories. With constant variety and a broad spectrum of activities keeping you active, you will stand a much better chance of staying motivated all year long.

Rule 3: Another aspect of fitness that is often ignored is the sociological perspective. Signing up to spinning or other organised classes not only gives you a fun training session to enjoy, it also gives you that social contact and motivation which helps to stimulate long-term success. Don't turn your nose up at fitness classes. They provide a very powerful way of ensuring you stay motivated and disciplined with your training. It's all about creating the right environment to sustain your fitness regime and working out with other people who have similar goals is an essential part of that.

Rule 4: It's easy to assume that if you want to do something effective to lose weight, you should forget about lifting weights. But that is completely wrong. Adding muscle mass deflates a whole host of benefits. With more muscle, you will burn more calories at rest and build a real furnace for the consumption of calories. Adding muscle will help to improve your ratio of muscle to fat and enhance your posture and proportions, pulling you upright so you look better, too.



Rule 5: For a long time it was believed that long, steady miles were the best way to burn fat, but we now know that high-intensity sessions can be very effective at shelling fat and raising your calorie-burning metabolism. Circuit training, high-intensity classes or interval sessions on the treadmill or indoor bike are all very different ways to burn calories, and if you know it will be a short, tough session you can throw yourself into it as a challenge and achieve a lot in the time available.

Rule 6: Here's the big one. Forget about weighing yourself for a moment. Do you just want to have a smaller number on the scales every morning, or do you want to be healthier and look better? You can lose weight, but be miserable and unhealthy. And you can keep a smaller weight but look and feel fantastic. You could (sigh) head go running and lift weights in the gym but risk the added muscle you gain, your weight might stay the same. However, you will be much healthier and fitter and look much better.

9 READING

1 Work in pairs and discuss.

- 1 How much physical exercise do you do each week? Is this enough or would you like to do more? Give your reasons.
- 2 How many different types of exercise do you know that are available in a gym?

page 124 **1000 WORDS** - BANK

2 You are going to read an article about fitness. How would each rule below help you achieve long-term fitness? **5th game-changing rules**

- 1 Stop weighing yourself
- 2 Stop training alone
- 3 Always lift weights - even if you want to slim down
- 4 Vary activity types
- 5 Keep it short and sharp
- 6 Forget about new fitness fads

3 Read the article and write each rule from Exercise 2B in the correct place. How many of your ideas does the article mention?

4 Answer the questions. Each one refers to the relevant rule in the text.

- 1 What do you think is meant by the 'New Year resolution mentality'?
- 2 When is it good to be bad as something?
- 3 What does the writer think readers feel about training with others?
- 4 How does lifting weights contribute to weight loss?
- 5 What are three benefits of high-intensity workouts?
- 6 Why might losing weight be irrelevant to achieving long-term fitness?

5 Discuss: Which are the most/least persuasive rules?

4 GRAMMAR

NOUN PHRASES

3 A Read about noun phrases and add the underlined sections in the text in Exercise 2B to the appropriate category below.

Rule 1: A noun phrase is a single unit of meaning which includes a noun or pronoun and words before and/or after it. Complex noun phrases are essential to concise, effective writing and occur frequently in reading texts.

Rule 2: long-term sustainable changes to your health and fitness

Rule 3: single adjectives: quick fixes

Rule 4: compound adjectives: long-term success

Rule 5: names used as adjectives: exercise regime

Rule 6: past and present participles as adjectives: organised classes, calorie-burning metabolism

Rule 7: After the noun or pronoun, use:

- 1 prepositional phrases: lots of muscle to fit
- 2 relative clauses: Another aspect of fitness that is often ignored
- 3 infinitives: a fun training session to enjoy
- 4 participle clauses: someone trying to be healthier
- 5 clefted adjectives which can follow a noun or pronoun: something effective

6 VOCABULARY

COLLOCATIONS

4 Complete the common collocations with the words/phrases in the box.

an aspect of deliver enhance success sustain trigger

- 1 rapid weight loss a response a memory
- 2 your posture your capacity to your appearance
- 3 ignore consider discuss
- 4 a fitness regime activation interest in sth
- 5 a host of be well as tangible results a solution
- 6 stand a chance of ensure achieve

5 Work in pairs. Find three collocations in Exercise 4A that can be used in connection with a) food b) learning English c) discussing a issue. Write full sentences.

6 Work in pairs and complete the collocations. Then discuss the questions.

- 1 How do you sustain something you are practising?
- 2 Do any sounds or smells trigger a particular feeling?
- 3 Which aspects of a gym would you carefully before joining?
- 4 Does doing Sudoku or other puzzles enhance your logic?
- 5 What would you stand a better chance of in an English or a maths competition?
- 6 What benefits can becoming fluent in English bring?

5 page 132 **1000 WORDS** - BANK

3 Read the information about Jim Fox. What surprises you the most?

Jim Fox **best-seller** **title The Complete Book of Running**

1 Jim Fox's book helped start the fitness revolution in the USA. It promoted the benefits of jogging.

publish date 1967 **appears once** **health**

of the 1960s, 1970s **discovery** **made a discovery**

2 In 1967 Fox started running. The book was published 10 years later.

first 1000 words **quite surprising by 1977**

unexpected **died at 55** **heart attack** **was running on a daily basis**

3 Fox's death stunned the world. Medical results supported the notion that Fox may in fact have extended his life because of his dedication to the sport.

first out in 1967 **showed a dramatic heart disease** **he made the sport of running popular**

4 Rewrite the information in each section into one sentence using noun phrases and as few words as possible. Compare your sentences with a partner then check on page 132 for one solution.



VOCABULARY PLUS

COMPOUNDS

8. Check what you know. Complete the compound adjectives.
- The problem with quick fixes for exercise or diet are that they are 1. *live* - term solutions take more time and effort.
2. *cost* that you need motivation and a lot of 3. *discipline* to sustain your programme.
9. Work in pairs. Which words in the box can be added to the adjectives in the table to make compounds? Use a dictionary to check your ideas. Make useful examples for items that are new to you.
- | | | | | | | |
|---------|----------|---------|------|---------|-----------|-------------|
| soiled | erst | grade | haul | key | lost | maintenance |
| powered | profile | large | risk | staffed | suffering | |
| leach | tempered | relaxed | | | | |

10. Explain the meaning of any new compounds to your partner. Write down the new ones in your notebook.
11. Listen to the recording. Listen to some of the compounds. Which word is usually stressed? The first or the second? Listen again and repeat.

12. Answer the questions using a compound adjective from Exercise 8b.
- Why did the gym hire more people?
 - Why did the trainer go on an anger-management course?
 - What sort of equipment is best to have on a desert island?
 - For which type of flight is it particularly worth travelling in business class?
 - How would you describe a hairstyle which takes an hour to get right?
 - How should someone behave if they don't want to be noticed?

13. Work in pairs and write at least three questions using the compounds. Add a follow-up question to each. Do you have a high-maintenance friend? What's his/her like?
14. Work with other students. Ask and answer the questions.

11 SPEAKING TIP

Compound words are high frequency in English. You can enrich your vocabulary by investigating and writing compounds with common compound 'stems', e.g. good (good-looking, good-looking, good-natured). Find six compounds in your dictionary with 'self' that are new to you.

page 124 VOCABULARY BANK

THREE APPLES A DAY

- Fronting, headers and tails
- Chunking
- Fashion and looks

5.2

VOCABULARY

FASHION AND LOOKS

1. Work in pairs and discuss the questions.
- Are you interested in fashion? If so, how do you find out about it? If not, why not?
 - Do you have a favourite item of clothing that you wear time and again?
 - What colours or fabrics would you never wear? Why not?
 - When you were a child, what was the worst item of clothing you were made to wear?

2. In sentences 1-8 cross out the alternatives that are not possible. In many cases both alternatives are possible. If so, is there any difference in meaning?

- One hundred percent of magazine photos are photo-shopped/retouched after the fashion show/filming.
- Fashion victims/victories, or people who try to follow/keep up with the latest/fest fashion, are so likely to be men as women.
- The average cosmetic/surgery model is 1.77m tall and weighs about 45kg.
- Even five-year-olds these days are fashion conscious/aware, and that's a matter of concern.
- Male models are catching up with female models in terms of eating disorders/dimensions such as anorexia.
- Looks can be deceiving/deceptive: often a model isn't more beautiful than the average person, but more photogenic/photo-graphic.
- The clothes look so in fashion/fashionable again, in fact it's never gone out of fashion/been unfashionable.
- The media is solely to blame for distorting/contorting people's idea of beauty, and leading young people to regard/view looking good as equivalent to being healthy.
- Work in pairs and look at the sentences in Exercise 1b. Which are presented as fact and which as opinion? If opinion, do you agree? Which of the supposed factual statements surprises you the most?



LISTENING

1. Compare the two photos of French model Victoria Beckham.
2. Listen to part of a BBC radio interview with Beckham and tick the things she talks about.
- | | | |
|-----------------|------------------|--------------|
| early childhood | being discovered | taking pills |
| diet | illness | the industry |
| beauty | recovery | a laser |
3. Listen again and take brief notes under the relevant headings in Exercise 2b. Condense your notes with another student.
4. Read the sentences. Can you guess or remember which words are different from what Beckham actually says? Listen and correct the sentences. One sentence is already correct.
- You have an incredible face. It will take the right perfectly ...
 - I couldn't eat anything, because you have to be so thin, you know, to fit into these clothes.
 - So, I ate three apples a day, and I couldn't eat anything else, or I was going to gain weight, and that's why I fell into illness.
 - ... you know I fainted all the time, I fell down in the street, and my agent actually only gave me a piece of sugar ...
 - I took laxatives, and then my body was used to it, so I took two pills, and four, and five, then I had to go to the hospital.
 - I actually had the body of, I mean the skin of a seventy-year-old woman when I was nineteen.
5. Discuss the questions.
- Which part of the interview did you find the most disturbing?
 - Who do you think bears the greatest responsibility for what happened to Beckham?
 - If you were the parent of a child who wanted to be a model, what would you do to minimise the chance of your child having a similar experience to Victoria?

12 SPEAKING

1. Work in pairs and look at the photos. What, if anything, do you know about these fads?
2. Work alone. Which fads did you experience when you were younger? Choose three categories from the list below and prepare to describe a particular example. Say who it was popular with and why.
3. Work with other students and tell them about your experience. How many of the fads do other people recognise?



11 SPEAKING TIP

Compound words are high frequency in English. You can enrich your vocabulary by investigating and writing compounds with common compound 'stems', e.g. good (good-looking, good-looking, good-natured). Find six compounds in your dictionary with 'self' that are new to you.

page 124 VOCABULARY BANK

12 SPEAKING

1. Work with other students. Look at the photos and discuss the questions.



- How much do you think people are influenced by images, for example of famous people?
- Do you think the representation of males and females in toys and videos aimed at children should be regulated?



- How much does a pressure to conform/peer pressure influence how you dress or have your hair cut?
- What is more important, how comfortable you are, or how you look?



- Is it reasonable for an employer to set a appearance and dress-code policy for their employees?

GRAMMAR

FRONTING, HEADERS AND TAILS

1. Work in pairs and match the sentences with the discussion topics in Exercise 4. Which sentences do you identify with?
- 'This shirt I bought because my girlfriend said it looks good on me.'
 - 'I had my hair cut this way after I saw them, those photos of Emma Watson.'
 - 'Dress codes I think are a good idea in some jobs because of the impression you make on customers.'
 - 'In some jobs, the working in a restaurant, it affects the customers, how you look.'
 - 'A mirror, I don't even have one, I don't care how I look, I just want to feel relaxed.'
 - 'My boss, if he tried to tell me how to cut my hair or dress, I'd quit in an instant.'
2. Look at the sentences above and answer the questions.
- Which start with a phrase that usually comes later?
 - Which end with a phrase that usually comes earlier?
 - What reasons can you think of for changing the phrase order?
 - Are they spoken or written, formal or informal?
3. Match the rules below with the sentences in Exercise 5A.

Fronting

Fronting is used in informal spoken English to put the focus on something important. A phrase can:

- move and start a sentence with no other changes.
- move and start a sentence, and a pronoun is added later to refer to it. This is a header and if written down is normally followed by a comma.

Tailing

A tail is used in informal spoken English to help the listener understand what is being discussed. The topic comes after the main clause and a pronoun in the main clause refers to it. When written, a tail is normally preceded by a comma.

page 132 LANGUAGE BANK

4. Rewrite each sentence. Move the position of the underlined phrase and use a fronter with no extra pronoun (F), a header (H) or a tail (T). Include all other necessary changes (to punctuation, etc.).
- I'll never understand some things (F)
 - Would you mind lending me your change just for tonight? (F)
 - That friend of yours has just come in (T)
 - Have you finished that book I lent you? (F)
 - I really don't know why he married her (F)
 - As why is he here? (H) I couldn't tell you that. (F)
 - I don't think working as a model is the right job for you. (T)
 - I forgot the name of that actor but he was in Thor. (F)
5. Listen to the recording. Listen to the sentences where you hear a pause. Listen again and say the sentences with the speaker focusing on whether to pause or not.

6. Listen and rewrite each sentence in a more neutral, written style.
- The idea that big companies can make rules about what you can and can't wear is ridiculous.



10 WRITING

A DESCRIPTION: LEARN TO USE FRONTING

1. Read the first part of the description and answer the questions.
- Where do you think the narrator is?
 - What is his or her relationship with the old man?
 - What feelings does the narrator have towards him?

The whittler

He crouched down close to the ground, huddled over his work, and to protect the small and frail in his hands from the driving rain that battered his back and ran in rivulets off the eaves of his tent. Carefully, gingerly, I moved closer to take a look at what he was holding, and saw that it was indeed an antique, a whittled, but not alive - nor was it ever alive, for the man was the whittler and the bird his latest creation. On the ground next to him lay several such birds, unfinished or perhaps discarded. He held a small hawk in the palm of his hand, not to clutch it but to further shape it, to hold it in the perfect proportions that only he could see in his mind's eye.

I longed to ask him how he did it, how his hands and his sharp eyes could do what he was doing, but I knew I would not do so. I was not a whittler, and I knew I would not do so. I was not a whittler, and I knew I would not do so. I was not a whittler, and I knew I would not do so.

2. Read the rest of the description. What changes in the focus does the writer make? How does he create so far? If this is the beginning of a story, what might happen next?

At last I moved on, but before I did I rubbed my forehead with the sharp bones of the man's spindly fingers. Just as he was about to move on, he turned and looked at me. He looked through my shirt, and I saw that his shirt was made of a material that was not like any I had ever seen. It was made of a material that was not like any I had ever seen. It was made of a material that was not like any I had ever seen.

3. Work in pairs and answer the questions.
- What is the function (or focus) of each of the three paragraphs?
 - Which sentence best fits the story? Why? Beauty is ephemeral. Looks can be deceiving. Truth is subjective.
 - The writer uses carefully chosen adjective + noun combinations to enrich the description, e.g. driving rain. Find other examples of this.
 - Sometimes the writer puts an adverb or adverbial phrase or a prepositional phrase at the beginning of the sentence. Find five examples of this.

11 SPEAKING TIP

Even though fronting is common in spoken English, the same structure is used in literary contexts to change emphasis/focus. An adverb might be moved from the end of a clause to the beginning of the sentence.

Normally, she opened the door and peeked around it. Sometimes when a prepositional phrase is moved to the front, the subject and verb are lowered. From the top of the building came a loud cry. (Instead of A loud cry came from the top of the building.) As with all stylistic devices, these should not be overused.

4. Use fronting in the following sentences to create a more dramatic, literary effect.
- A tiny cabin lay in the centre of the forest.
 - She slammed the door angrily and stormed out of the room.
 - An enormous river flowed through the valley beneath us.
 - A parrot perched on his shoulder, lifting his head as if trying to understand something.
 - Greta climbed out onto the top of the cable car, ignoring the temptation to look down.
 - A huge black leopard snarled from the corner of its cage.

5. Write a description of a person, place or animal using the theme 'Looks can be deceiving'. Your audience is the relationship of a university creative writing magazine (220-280 words).

6. Work in pairs and help each other improve the descriptions by:
- using fronting in at least three places to create a more literary style.
 - modifying some of the nouns with carefully chosen adjectives. Use a thesaurus to help.

7. Read other students' descriptions. How are looks deceiving in their texts?

5.3) MAGIC BULLET

- Informal turn-taking
- Intonation: gaining a turn
- will: being



1 VOCABULARY

WELL-BEING

Look at the photos and discuss.

- Have you or anyone you know done any of these activities? How did you/they get on?
- Can you think of other activities that are good for the body and mind?
- What do you do to lower stress and maintain a sense of well-being?

Read the article below. Which activity do you find most appealing? Why?

WHAT'S YOUR MAGIC BULLET?

We're all looking for that magic bullet to ensure we have a healthy body and mind, and strenuous physical exercise isn't the only way. Studies show that getting engrossed in an activity is highly beneficial to mental health. Here are some activities which have health benefits that you may never have considered.

Painting landscapes

You don't need to be an artist, but the hours spent staring at the canvas, playing with the oils, coaxing an image from the different colours is the perfect pastime for everyday stress. Anything you're feeling a bit out of sync with yourself, just pick up the brush ...

Group cooking

Don't like to go solo? Cooking a meal in a group is a sure-all for what ails you, pressing all the buttons of well-being by promoting a sense of community and of working towards a common goal ... and you can eat the results! This is perhaps the easiest to incorporate into your daily routine, since you need to eat anyway!

Fishing

In fact you do exert yourself physically when you carry your equipment to some isolated spot. Then you spend the day in the fresh air, in nature. And the activity itself is meditative – perfect for restoring one's peace of mind.

Complete each sentence with the correct form of the underlined phrase in the article that has the closest meaning to the words in bold. Make any other necessary changes, for example, to pronouns.

- Pointing out my problems to other people is not something that solves everything. It's not a **magic bullet**.
- I like activities that don't require using the body, or sweating. I don't like to **coax**.
- There are few things that I can really focus on for long, but there is one thing I can **press**.
- I'll only do something regularly if it can make it part of my day, for example, like going to a class. So it's important that I can **incorporate** it.
- Sometimes things just don't feel right. I'm simply **out of sync**.
- I don't really believe there's one single easy solution to most problems. They just disappear. There is no **sure-all**.
- Though I have a fair bit of stress in my life, I know how to get myself back to a calm state. I have a way of **restoring** it.
- For me a long walk is a solution to every possible problem. It's a **magic bullet**.

Work in pairs and decide how to pronounce the second sentences in 1–8 in Exercise 2B. Then listen and check your ideas.

Discuss with other students. To what extent do you agree with the statements above? Give examples from your life.

2 FUNCTION

INFORMAL TURN-TAKING

Three friends are having a conversation about what they do to maintain their well-being. One programme (S1), a kind of yoga (S2) and singing. Have you ever done any of these things or know anyone who has?

Which of the points below could relate to each activity, dieting (S1), yoga (S2) or singing (S3)?

	D	Y	S
a) burning calories			
b) feeling very good at the end			
c) a sense of community			
d) how it fits into their daily routine			
e) doing it at home			
f) health benefits			

Write and check your ideas.

Read the phrases for informal turn-taking. Listen again and tick the ones the speakers use.

- Anyway ...
Anyway, what was I saying?
Anyway, where was I?
As I was saying ...
To get back to (what) I was saying before ...
Going back to ...
Like I said ...
That reminds me of ...
Actually, that's like ...
And speaking/talking of ...
Funny you should mention that ...
I feel the same way about ...
I just want to add ...
Oh, I meant to add/say ...
Before I forget ...

Listen to two extracts from the conversation. In which one does the person interrupt by using a more forceful tone of voice to a higher intonation?

SPKOUT TIP

When a listener wants to interrupt, get the topic back or keep the topic, they can use a more forceful tone of voice or start with a higher pitch. Using a high pitch can feel strange if it doesn't happen in your own language but is a useful technique for gaining a listener.

Work in groups. Each student chooses a different activity from Exercise 1. Have a conversation and try to keep the conversation focused on your topic. Choose six expressions from Exercise 4A and try to include them in your discussion.

Page 132 LANGUAGE BANK

3 LEARN TO

JUSTIFY YOUR POSITION

Look at the expressions the speakers use for justifying their position. Do you remember which speaker used the expression? Work in pairs and write D, Y or S. Then listen and check.

- What I've found really works for health for me ...
- I don't know if you've tried it but ...
- The advantage of something like that is ...
- Apart from the weight loss, it does have proven benefits of ...
- It's not just about ...
- I do find ... in the very forward.

Work alone and write down at least three ways you can think of for relieving stress in one's daily life. Consider ideas that will appeal to other students, and think about how you might use the expressions in Exercise 4A.

Work with other students and share your ideas, using phrases from Exercise 5A to justify your own. At the end, try to agree on the three most convincing ideas.

SPEAKING

How do you think a company can create a healthier workplace? Read the ideas and tick three that you think are the best.

10 Steps towards a healthier workplace

- Have a 'lunch break' where workers 'detached' – exercise they can do while sitting at their desks.
- Provide free fruit in the company kitchen, at the time they have their lunch break.
- Build a gym in the workplace, available to all employees.
- Offer a regular lunch option of the company canteen, and offer it before it's most options.
- Hold company yoga once a month.
- Remove high-calorie food, like doughnuts, from the vending machines.
- Give time off during the work day to participate in company-sponsored exercise classes.
- Offer an incentive (money, time off) for achieving fitness goals.
- Provide a showering facility so employees can jog or bike to work.

Work with other students. Student A turn to page 129. Student B turn to page 131. Student C turn to page 132.

You have exactly five minutes to decide which five ideas to implement. Three other students should watch, listen and keep the time. At the end, the three students will say which arguments were most convincing and why.

5.4) CULINARY JOURNEY

DVD PREVIEW

- Work in pairs and discuss the questions.
 - When you travel, how important is it for you to try the local food?
 - Have you ever had a meal prepared by a local chef when you were travelling? What was it? What was special about it?
 - What is particular about food in the region you come from? What is your favourite food region?
- Read the programme trailer below. What countries might Rick Stein have visited in his series? What do you know about the food in those countries?

Rick Stein: From Venice to Istanbul

Rick Stein embarks on a new gastronomic road trip from Venice to Istanbul through the countries of the former Byzantine Empire – a meeting point of East and West. In this episode, Rick's culinary journey has brought him to the legendary city of Istanbul, where he arrives in time for the bluefish season and catches a few himself while fishing on the Bosphorus. Finally, a local fisherman named Mesut shows Rick how to make Turkish fish stew in the same way a boat captain makes it.

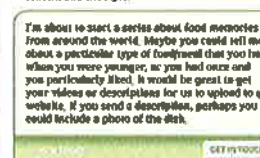


DVD VIEW

- Watch the programme and choose the statement that is most true for you as a viewer. The programme makes me want to ...
 - travel to Turkey.
 - taste the fish stew.
 - try making that dish.
 - buy one of Mesut's cookbooks.
 - do something else?
- Watch the extract about cooking fish stew again and answer the questions.
 - What does Stein mention as being special about Mesut's dish in relation to ...
 - cooking on a boat?
 - seasonal ingredients?
 - how fresh the fish is?
 - the surroundings?
 - What joke does he make about the cats?
 - What specific cooking technique does Stein learn from watching the fishermen?
- Watch the extract again from 2:40 and complete the sentences. Four words are missing from each.
 - That's Mesut's fisherman's stew. That's how they do it here, and this is ...
 - I think I've only had a fish stew cooked by a fisherman ... so on, it's a bit of a rare occasion really, and I'm very much looking ...
 - What I really like about this is all that large quantity of green chillies in there. It's going to make it very hot on ...
 - Ah! What a lovely fish! This blue fish is just perfect. It's got this ... because it's so fresh.

6 speak out describe a food memo

Read an invitation from a website. What can you tell about the person who wrote it? Think about the content and the style.



I'm about to start a series about food memories from around the world. Maybe you could tell me about a particular type of food that you had when you were younger, or you had once and you particularly liked. It would be great to get your videos or descriptions for us to upload to the website. If you send a description, perhaps you could include a photo of the dish.

Think of a food memory and make notes on these points:

- The name of the food.
- The context you had it in.
- Who made it.
- What it is.
- Why it was special.

Listen to someone describing their memory of a dish called 'Coupelles Saint-Jacques' for the website and make notes on the points above.

Listen again and underline the alternatives you hear.

PHRASES
I can just taste it still in my head.
She'd like you to make this amazing sauce.
It's coming back to me now, how it tasted/smelled.
What really made it was the presence/absence of the ingredients.
My mouth waters just thinking of it, because I think about it.
It's incredibly succulent/irresistibly light, decadently rich.
When I used to smell this cooking, I knew I'd know it was a special occasion.
I always associate this dish with this dish as it reminds me of home.
I've sometimes tried making it but it never comes out the same.

Work in small groups. Use the notes you made in Exercise 4B and the key phrases to tell each other about your food memory.

9 write back a food memory

Read the food memory for the blog. To what extent does it reflect the situation in terms of your country?



My mum's Chinese and she comes from quite a well-to-do home so when she left China she didn't know how to cook anything and she made up a lot of things to replicate what she used to eat at home. One thing she did, which I do now, was her own version of Chinese dumplings. I remember a Chinese friend once telling her because she'd cook the meat and vegetables before wrapping up the dumplings, unlike the authentic Chinese dish where you mix it, so the inside cooks at the same time as the dumplings steam or boil. Anyway, as far as we were concerned, it's what my mum used to cook and we had it at Chinese New Year and so it became a family tradition. It's got mince, pork, beef, white cabbage, tomatoes, mushrooms and dried shrimps and some secret ingredients I won't share as it's a family recipe. My mouth is watering now when I think of it! The dumplings taste fabulous, really rich and spicy but the whole thing is ridiculously labour-intensive. My mum and I, and even my daughters, would spend hours rolling and wrapping and steaming. We used to make 300 or so and then everyone would compete as to how many they could eat. The men and boys would all be sitting in the other room while the women were in the kitchen. That was the way my mother lived it, and somehow my (very terrible) daughters and I still do that. It's a very communal activity and it's so good with bonding and family and catching up with each other as much as enjoying the actual taste of the dish.

Write a description of your food memory for the website (250–300 words).

Speakout Second Edition Advanced Plus Students' Book places particular emphasis on listening and speaking skills. Each unit has a functional lesson which develops useful communication skills as well as a motivating DVD spread which is designed to revise key language and act as a springboard for further speaking and writing tasks.

Each unit culminates with a **Lookback** page that provides a review of key language covered in the unit. There is a detailed **Language bank**, **Vocabulary bank** and **Communication bank** at the back of the book for further practice and consolidation.

- 1 Reading and vocabulary exercises are a motivating lead-in to the lesson
- 2 Focus on useful functional areas such as leading a discussion, informal turn-taking, etc.
- 3 Learn to sections develop listening and speaking skills
- 4 Learners read about the DVD clip in preparation for viewing
- 5 Different viewing tasks help learners understand and appreciate the DVD clip
- 6 *Speakout* tasks consolidate language and build learners' confidence
- 7 'Models' are provided to help learners perform the task
- 8 Key phrases give learners the language they need to perform the task
- 9 Writeback tasks provide further communicative practice
- 10 *Lookback* exercises are an enjoyable 'test' of language covered in unit
- 11 *Language bank* provides detailed explanations and further practice
- 12 *Vocabulary bank* focuses on word-building and useful areas such as collocation, affixation and multi-word verbs

5 LANGUAGE BANK

11 GRAMMAR

5.1 noun phrases

A noun or pronoun can be pre-modified (have words before it) or post-modified (have words after it) to make a noun phrase. Noun phrases make writing and speaking more succinct and sophisticated. More complex noun phrases are often found in news, academic and descriptive texts.

Pre-modification

Before a noun use:

- single or compound adjectives: a vulnerable person, mutual respect, a persuasive argument, a high-rise building, a waterproof phone
- other nouns used as adjectives to form compound nouns: a business model, a pilot study, an eco chamber
- past and present participles used as adjectives: an educated guess, a growing problem
- adverb and adjective combinations: a frustratingly ambiguous ending, a badly overexposed train, we are cautiously optimistic that ... highly beneficial effect on the economy

Post-modification:

After a noun or pronoun use:

- prepositional phrases: The implications for society are ..., a course in infant psychology
- relative clauses: Someone who influenced me greatly was my uncle. The image you convey will make all the difference.
- infinitives: Emma needs someone to stay. It's time to take along your dog.
- participle clauses (replacing relative clauses): Evidence suggesting a cover-up by the council is emerging. A tree twisted out of shape by the wind stood on the cliff face.
- adjectives, which are actually relative clauses without *who/which/that* + *be*. These are often used with pronouns such as *someone, anything, no one*. The only tickets available are in the stalls. (which are available) River something warm (that is) We need someone capable of taking the initiative. (who is) Did you notice anything interesting? (which was)

5.2 fronting, headers and tails

In English, positive sentences usually begin with a grammatical subject.

I think some TV programmes are too violent.

Fronting

In informal spoken English a phrase can be moved to the beginning of the sentence to make this the topic or to emphasise it, even though it is not the grammatical subject.

Some TV programmes I think are too violent.

Why did she resign? That I really couldn't tell you.

Question-word clauses are often fronted.

When I'm going to do my homework I have no idea.

Headers are a type of fronting where a pronoun or possessive adjective is added later to refer to the initial phrase. Notice the need for a comma.

That man you were talking to, who was he?

One of my sisters, her husband's a lawyer and she ...

Tails

In informal spoken English the topic can be put after the main clause. This helps the listener understand what is being talked about. A pronoun is included in the main clause to refer to the final phrase. Notice the position of the comma.

It was the best we'd ever stayed in, that hotel in Crete.

The students like her a lot, our new teacher.

5.3 informal turn-taking

Use the following phrases to keep or to gain the opportunity to speak in an informal conversation or discussion.

Anyway ...
Anyway, what was I saying?
Anyway, where was I?
As I was saying ...
To get back to what I was saying before ...
Going back to ...
Like I said ...
That reminds me of ...

Actually, that's the ...
And speaking/talking of ...
Penny you should mention that ...
I feel the same way about ...
I just want to add ...
Oh, I meant to add/say ...
Before I forget ...

10 LOOKBACK

10 NOUN PHRASES

1 Add the phrases from the box to the description underneath. Make any other necessary changes or additions to the texts. The phrases are given in order.

martial China worldwide
calmness outdoors
like-minded

martial
Tai Chi is a traditional art. It has a following and its practice can lead to a focused state. In China it's often practised somewhere with other people.

plant-based food has
proven follow this diet has
a reluctance

It is claimed that a vegan diet increases weight and has health benefits. People often start off as vegetarians and say they have or eat animals.

Work in pairs and take turns. Extend the descriptions of a room in the box by adding one extra piece of information each time.

a class a gym a sport
a swimming pool a trailer
A a cooking class
B a cooking class for kids

10 VOCABULARY

2 Work in pairs and remember at least two nouns that can come after:

1 sustain 3 enhance
2 trigger 4 deliver
and at least two verbs that can go before:
5 success
6 an aspect of sth

Write questions using at least five of the collocations in Exercise 2A.

Work with other students. Ask and answer each other's questions.

10 WRITING TASKS

3 Complete the words in bold by adding the missing letters. 1 I think it's fine when someone has their wedding photos re... and some people aren't particularly ph... and they should have photos they feel proud of.

2 I would want my child to be fashion on... and to... up with the latest styles: people who dress well are re... as having greater potential in social and professional contexts, and it's never too early to start learning.

4 C... is motifs also contribute greatly to d... ng notions of beauty, place most of them choose to depict from whatever is... fashion at the moment.

5 If everyone knows that looks are de... ng, why do we still consider them to be important?

6 The term 'fashion v...' is a bit misleading, since it implies that the person has no choice but to invest all their resources in whatever is f... le at the moment.

Work in pairs and discuss. Which of the statements in Exercise 2A do you agree with? Why?

10 FRONTING, HEADERS AND TAILS

4 Expand the sentences with an appropriate fronter (F), header (H) or tail (T) and your own ideas.

- 1 Do you ever let anyone borrow it? (F)
- 2 Have you seen it yet? (H)
- 3 Sometimes I wonder if it's the best thing for me. (T)
- 4 Can you remember where you got it? (H)
- 5 Have you noticed it? (F)
- 6 I just can't stand, for example ... (F)

Share your ideas with other students and respond to theirs.

10 INFORMAL TURN-TAKING

5 Which one or two words can be removed from each phrase without much change to the meaning?

- 1 That sort of reminds me of when ...
- 2 Actually, that's something like the time ...
- 3 Funny thing you should say that, the same thing happened.
- 4 I just wanted to quickly add ...
- 5 Going back to what I was just saying about ...
- 6 I also meant to say ...
- 7 Anyway, so what was I saying?
- 8 To get back briefly to what I was saying before ...
- 9 Then, as I was saying ...
- 10 I do feel exactly the same way about ...

Write down a good hobby for a child.
2 place to go on holiday.
3 way to get a good night's sleep.

Work in groups and discuss the first topic above. Use the phrases in Exercise 5A to get a turn. Whoever uses a phrase first gets the points, and when all 10 phrases are ticked, the student with the most ticks wins. Move on to the next topic.

12 VOCABULARY BANK

Lesson 5.1 FITNESS CLASSES



6 Complete the information about fitness classes with the words in the box. Then match the photos with the fitness classes.

Aerobics Boot Camp Boxercise Circuits
Pilates Spinning

1 Train indoors on bikes to gain cardiovascular fitness through adjusting the bike. Good for cardio.

2 Work at your own ability and move from station to station to build up strength and endurance.

3 Group fitness class, includes press-ups and squats interspersed with running and competitive games. Builds strength and toning in a convivial atmosphere.

4 Emphasis on breathing, alignment and coordination and balance. Builds strength, develops control and flexibility.

5 A water-based workout to music: cardiovascular and muscle conditioning.

6 High-energy, weight-lossing, non-contact training, combining boxing and aerobics. Emphasis on cardio fitness rather than technique.

7 Which classes have you tried or would you like to try?

Lesson 5.1 COMPOUND ADJECTIVES

7 Complete the compound adjectives with full, far or hard.

1 headed hitting earned wired
2 fished flung reaching sighted
3 blown fledged scale

8 Replace the phrases in bold with a compound adjective from Exercise 7A. Make any other necessary changes to the sentence, e.g. word order or prepositions.

1 As a leader, Gandhi was wise and knew what would happen in the future, and realised it would take some time before India became a completely developed and established independent power.

2 The government has just produced a strong and critical report about pension provision, which will have very influential and extensive effects on today's working population.

3 My grandmother travelled to very distant corners of the African continent.

4 Wanda's theory about a meteorite collision last year is extremely unlikely to be true.

5 We'll like to take out an advert which covers the whole of a page in your newspaper, defending modern rights, which have been achieved after a lot of effort and difficulty.

6 The army has launched a complete and thorough attack on the rebels in the hope of avoiding a complete and advanced crisis.

7 The ability to learn a language seems to be something people are born with, which cannot be changed in our brains.

8 We need to make a practical, not influenced by emotion decision about the new high-speed rail link.

9 Look at the sentences again and write the nouns that collocate with the compound adjectives. Use your dictionary to find two other nouns that could go with each adjective.

1 After a long day, political, investment
2 A high-speed power, transport, economy

LISTENING

1. A. Which of the following do you think has the biggest impact on your general health? Why? diet exercise genetics stress
2. [5] 5.1 Listen to part of a discussion between two researchers talking about theories of what makes a body healthy. For questions 1-5, choose the best answer a), b), c) or d) according to what you hear.
 1. What point does Charlotte de Witte make about general understanding of the microbiome?
 - a) The importance of genetics is overstated.
 - b) The definition of the concept has been oversimplified.
 - c) It isn't as detailed as researchers would like.
 - d) It requires increased investment before it will offer any answers.
 2. When discussing the Human Microbiome Project, Luke Slater reveals
 - a) his displeasure that the media had little interest in his findings
 - b) his frustration that his successes had only a momentary impact
 - c) his doubt that anyone will be interested in it long-term
 - d) his enthusiasm for the scope and breadth of resulting research
 3. What view is stated about emergent technology in the field?
 - a) It is only useful when it has a defined role.
 - b) It tends to fail on a regular basis.
 - c) It provides ongoing detailed insights into investigation.
 - d) It has a theoretical use but little else.
 4. When discussing promoting microbiome health, both researchers agree that
 - a) the public response is often depressing
 - b) people are well aware of the issues surrounding it
 - c) there is a need to fight public preconceptions
 - d) interest is generally higher among those who exercise regularly
 5. What final conclusion do the researchers reach about diet?
 - a) Minimal changes to diet could positively affect the microbiome
 - b) Poor diet directly causes autoimmune and allergic diseases
 - c) The more fat you have, the more bacteria add to your gut
 - d) The most successful and healthy diets are voluntary.

GRAMMAR

NOUN PHRASES

2. Complete the noun phrases using the correct form of the words in brackets and add any words where necessary.
 1. The film is (late / series / adaptations / Marvel studios)
 2. I took part in (organize / class / focus / high impact / colore / burn / exercise)
 3. We think it is a (sophisticated / change / market / offer / potential / creative / sales)
 4. This book is ideal for anyone (try / be / better / organize / and / seek / long-term / success)
 5. (Ground / break / experiment / research / conduct / launch) proved the theory.
 6. She gave (series / talks / environments / protect / relevant / general public)
3. Rewrite the sentences using a suitable noun phrase to replace the underlined phrase.
 1. There is an industry whose importance is increasing.
 2. She works for an organisation which is international, but little known.
 3. To cook it really well, use one cup of rice to two cups of water in that ratio.
 4. I'd rather not go to classes that are organised – they don't suit the plans which I have for the long-term.
 5. His speeches are brilliant, but he often has opinions that are frustrating because they are ambiguous.
 6. Try to avoid products with sugars that are added, or salt contents that are high.
 7. I find that foodie forums online are one of the ways of learning about recipes that is best.
 8. Most of the issues that people in the article mentioned were completely irrelevant.
 9. Their fashion campaign which happened recently attracted criticism by members of the public.
 10. Having read your proposal, I think that a solution which is practical and has a low impact on cost.

VOCABULARY

COLLOCATIONS

- Match words from boxes A and B to make collocations to complete the sentences like the correct form.
- A
- achieve deliver (x2) discuss enhance (x2) trigger (x2) sustain (x2)
- B
- a host of benefits a memory an aspect of appearance capacity interest in long-term motivation rapid weight gain success tangible results
1. A combination of a lack of exercise and poor diet was sufficient to _____ in the control group.
 2. The renovation of the concert hall was intended to _____ to accommodate bigger events.
 3. Looking at the photographs suddenly of _____ of long-forgotten childhood holidays.
 4. There are serious questions being asked about whether the policy will ever _____ promised to the electorate.
 5. A gluten-free diet is supposed to _____ to anyone who has experienced food intolerances.
 6. My problem is that I'm so capricious I can barely _____ one activity before growing tired of it.
 7. Could we _____ your study which I disagree with? Your findings on weight loss seem inconclusive.
 8. It's doubtful that she'll _____ to continue with her training after the marathon. Her results aren't satisfactory.
 9. _____ by using subtle skin tones and creams to help you stay hydrated.
 10. Of the people I spoke to, none _____ by cycling alone. Most had also followed a strict exercise regime.

VOCABULARY PLUS

COMPOUNDS

- Circle the correct options to complete the text.

Fashions, fads, proverbial fashions in the past. It seems that every household across the country is, at some point or another, destined to be littered with the discarded remnants of _____ bulky and _____ cost possessions that once signified today's biggest trends. _____ suffering parents might be inclined to nostalgically muse over the belling, now broken, _____ each gadget which once occupied hours of their children's time. No, yes, digital-spinners, _____ portable pendants that have now lost their lustre. No doubt to be replaced by a stunner and elegantly _____ maintenance gimmick which is now all the rage. Over the years, I've been faced with numerous requests for these kinds of toys, and often wondered, sometimes out loud, why they hold such appeal. A _____, unimpaired parent

may respond, 'Who cares?' but the psychology of fads is an interesting area of human behaviour. Studies by _____ powered economists have revealed that when we are faced with a whether or not there is limited choice regarding the best product, we tend to look at the behaviour of others and imitate them. Going it alone is considered a _____ risk strategy, so we feel more comfortable copying the fashions and fads around us. When one influential child in the playground takes up a new fad, then his or her peers will follow suit. And so the handling availability protects from social embarrassment and reinforces the importance of inclusion. When I asked my ten-year-old daughter for her take on things, she was slightly _____, 'I wanted 'Nicky' Why not? We all like them. It's just... Ah!' And no, today, it would seem as fun for the _____ hand.

- Underline the correct alternative to complete the compounds.
1. This week sees the release of the long/short awaited sequel to 1982's sci-fi classic.
 2. According to the long/short range forecast, tomorrow's weather should be good.
 3. Although fans had been expecting great things for the final date of the tour, the concert was a rather high/low key affair.
 4. She'll be off work for the rest of the week, but it's nothing too serious – just a high/low grade fever.
 5. We've been incredibly long/short staffed this week. Unfortunately, we've not been able to process your order.
 6. It's not the kind of place where I'd usually shop. It's quite a high/low end boutique, and the extortionate prices match.
 7. We're trying to limit the number of long/short haul flights we do in a year. We find them thoroughly exhausting.

WORKBOOK

Speakout Second Edition Advanced Plus Workbook contains a wide variety of review and practice exercises and covers all of the language areas in the corresponding Students' Book unit. It also contains regular review sections to help learners consolidate what they have learned.

1. Reading and listening texts develop learners' skills
2. Extensive practice of vocabulary and grammar covered in the Students' Book
3. Writing exercises focus on useful sub-skills

Speakout Second Edition Advanced Plus Workbook Audio is available online. Visit www.english.com/portal to download audio material to accompany the pronunciation, listening and functional practice exercises.

GRAMMAR

FRONTING, HEADERS AND TAILS

3. Rewrite each sentence with a suitable header or tail.
 1. Trainers like that are pretty hard to come by. They _____.
 2. Claire's a really stylish individual. She _____.
 3. Is that apartment where your cousin lives? That _____.
 4. My friend Anna loves going round markets and getting bargains. Girls _____.
 5. My brother's really happy at work now. He _____.
 6. Moving to live abroad has been a long-term goal of mine. It _____.
 7. What keeps her motivated is going to the gym. Going _____.
 8. Can you remember where you first heard this song? This _____.
4. Complete the conversation with words and phrases in the box. There are two extra items you don't need.

It's a pretty warm remember where that is that there's a this one those what it's

At: Very stylish, I _____ pocket. How much is it?

It: A couple of hundred pounds. _____ cost me.

At: New?

It: No. _____ I've had it for ages.

At: Is it merino wool? _____ that.

It: _____ made of, I have no idea.

At: _____ you bought it, do you?

It: _____ I do. It was in _____.

Manchester _____ great place.

It: Yeah, lovely city.

WRITING

A DESCRIPTION; LEARN TO USE FRONTING

3. A. Read the description. When do you think the description occurs? Why?
 - a) in the past
 - b) in the present
 - c) in the future

'We climbed steadily, our pace now slowed by the heat of the midday sun. Xena scrambled up the slope more wearily, ignoring our warnings of loose rocks and steep slopes. Each eager footfall marked the dust, leaving chaotic tracks as excitement mounted. After a short time, the brush began to thin, and we were suddenly in a clearing. Light-wooded trees gave way to our new surroundings. We put down our packs and walked towards the edge. An outcrop of rock jutted out from the hillside and offered views for miles upon miles.'

'We looked down from our vantage point and saw the broad valley spread out below us. A scattering of shacks, their thatched roofs of scavenged wood offering a splash of colour. Beyond that, a vast expanse of sand. A large, skeletal building stood on the edge of the desert. The burnt-red roof gleamed in the harsh light and looked like a candle moments before it gutters and dies. They, slender figures, like ghosts or wind-blown smoke, loomed in the shade it offered. "There was a small heap of machinery ahead of them, which they moved through. Harvesting remains, searching for whatever fuel they could find."

'A shrill cry came from among the rocks behind us, momentarily ceasing panic. The onlooker and hiss of skulls, and then the voice over the radio. Our elation. "Come on, it's time we left, our work is done."

'Wait. One more second. Tell me, what did they call this place?'

'Earth. They called it Earth.'
- B. Rewrite the underlined phrases in the description using fronting.
- C. Which of the sentences you rewrite include an adverb at the beginning of the clause and which include a prepositional phrase?
- D. Write a description of your own (225-280 words) for a university creative writing magazine. Write about a person or place. Use some of the ideas from this unit to help you.



MyEnglishLab provides a fully blended and personalised learning environment that benefits both teachers and learners. It offers:

- An interactive Workbook with instant feedback and automatic grade book
- A common error report that highlights mistakes learners are making
- Tips and feedback that direct learners to reference materials and encourage them to work out answers themselves
- Unit and achievement tests
- Mid- and end of course tests
- BBC video clips, street interviews and interactive exercises

8.1 Unit 8

Listen to four short extracts. Match the speakers with the reasons for making the decisions.

Example:

the need to exercise

Speaker 1
Speaker 2
Speaker 3
Speaker 4
Speaker 5

the need for personal organisation

Speaker 1
Speaker 2
Speaker 3
Speaker 4
Speaker 5

the need for a change

Speaker 1
Speaker 2
Speaker 3
Speaker 4
Speaker 5

the need for a new perspective

Speaker 1
Speaker 2
Speaker 3
Speaker 4
Speaker 5

Submit

ACTIVETEACH

Speakout Second Edition Advanced Plus ActiveTeach contains everything you need to make the course come alive. It includes integrated whiteboard software that allows you to add notes, embed files, save your work and reduce preparation time.

- Answers to exercises are revealed at the touch of a button
- Audio and video content fully integrated with time-coded scripting
- Shortcuts to the relevant pages of the *Language bank* and *Vocabulary bank* make navigation easy

- Extra resources section includes editable scripts, photocopiable worksheets, tests and videos for every unit with accompanying worksheets
- Grammar and vocabulary review games
- Assessment package containing all the course tests
- Useful tools include a regular keyboard, a phonetic keyboard, a stopwatch and scoreboard

5.1 GOOD FIT

The secret to long-term fitness

Rule 1: If you want to be healthier and live longer, you need to exercise. But what kind of exercise? The answer is simple: long-term fitness. This means regular, low-impact exercise that you can do every day. It's not about short bursts of intense activity, but about making exercise a part of your lifestyle. The problem with many fitness programs is that they are all short bursts, then you get bored and stop. So, the secret is to make exercise a habit, not a chore.

Rule 2: The secret to long-term fitness is to find an activity that you enjoy. If you don't enjoy it, you won't do it. So, find something that you like to do. It could be walking, swimming, or even gardening. The key is to find something that you can do every day, without feeling like you're doing a chore.

Rule 3: Another aspect of long-term fitness is to find a community. If you have someone to exercise with, you're more likely to stick to it. So, find a friend or a group of people who are interested in fitness. You can join a gym, a running club, or even a local sports team. The key is to find a community that supports your goals.

Rule 4: It's easy to say, but it's hard to do. If you want to be healthy and live longer, you need to exercise. But what kind of exercise? The answer is simple: long-term fitness. This means regular, low-impact exercise that you can do every day. It's not about short bursts of intense activity, but about making exercise a part of your lifestyle. The problem with many fitness programs is that they are all short bursts, then you get bored and stop. So, the secret is to make exercise a habit, not a chore.

GRAMMAR

HOUS PHRASES

Read about seven phrases and add the underlined sections in the text in Exercise 2B to the appropriate category below.

EXERCISE 2B

A noun phrase is a single unit of meaning which includes a noun or pronoun and words that go with it. Complete each phrase in the box, using the words in the list.

WORDS

long-term, sustainable, changes, in your health and fitness, improves, adjective, noun, personal, phrases

Before the noun, use:

1. shape, verb, noun, quick, fast
2. compared, adjective, long, term, phrases
3. noun, verb, adjective, noun, phrase
4. past, and, present, phrases, adjective, noun, phrase

After the noun or pronoun, use:

1. prepositional phrases, verb, of, noun, to, be, noun, phrase
2. relative clauses, Another aspect of fitness that is often ignored
3. infinitives, a few, including, reason, to, enjoy
4. participles, changes, someone, trying, to, be, healthier
5. complex objects, which, can, follow, a, series, of, phrases, something, difficult

EXERCISE 2C

Read the information about the fitness phrases in the text. What completes the text best?

Text:

1. I'm a fan of the book *How to Stay Fit* by Dr. John Smith. It's a great book that gives you a lot of information about fitness. It's a book that you should read if you want to be healthy and live longer.

Options:

a) it's a book that you should read if you want to be healthy and live longer

b) it's a book that you should read if you want to be healthy and live longer

c) it's a book that you should read if you want to be healthy and live longer

d) it's a book that you should read if you want to be healthy and live longer

WEBSITE

Speakout Second Edition's website provides a wealth of information to support the course including:

- Information about the course, components and authors
- Introductory videos by the authors of the course
- Sample materials and free downloadable worksheets
- Teaching tips
- Placement test
- Editable audio and video scripts
- Global Scale of English mapping documents

Visit www.english.com/portal to check out the range of material available.

SPEAKOUT EXTRA

Speakout Extra provides a bank of additional downloadable exercises that can be accessed via the Pearson English Portal:

- Downloadable grammar, vocabulary, pronunciation and skills worksheets
- Additional worksheets to accompany DVD clips in the Students' Books
- Updated regularly with new material

Visit www.english.com/portal to check out the range of material available.



The thinking behind *Speakout Second Edition*

Speakout Second Edition offers engaging topics with authentic BBC material and street interviews to really bring them to life. At the same time it offers a robust and comprehensive focus on grammar, vocabulary, functions and pronunciation. As the name of the course might suggest, speaking activities are prominent, but that is not at the expense of the other core skills of reading, writing and listening, which are developed systematically throughout.

With this balanced approach to topics, language development and skills work, our aim has been to create a course book full of 'lessons that really work' in practice. Below we will briefly explain our approach in each of these areas.

TOPICS AND CONTENT

In *Speakout Second Edition* we have chosen topics that are relevant to students' lives and are global in nature. Where a topic area is covered in other ELT courses we have endeavoured to find a fresh angle on it. It is clear to us that authenticity is important to learners, and many texts come from the BBC's rich resources (audio, visual and print) as well as other real-world sources. At lower levels, we have sometimes adapted materials by adjusting the language to make it more manageable for students while trying to keep the tone as authentic as possible. We have also attempted to match the authentic feel of a text with an authentic interaction. Every unit contains a variety of rich and authentic input material including street interviews (filmed on location in London, England) and DVD material, featuring some of the best drama, documentary and light entertainment programmes that the BBC has to offer.

GRAMMAR

Knowing how to recognise and use grammatical structures is central to our ability to communicate with each other. Although at first students can often get by with words and phrases, they increasingly need grammar to make themselves understood. Students also need to understand sentence formation when reading and listening, and to be able to produce accurate grammar in professional and exam situations. We share students' belief that learning grammar is a core feature of learning a language and believe that a guided discovery approach, where students are challenged to notice new forms, works best. At the same time, learning is scaffolded so that students are supported at all times in a systematic way. Clear grammar presentations are followed by written and oral practice.

In *Speakout Second Edition* you will find:

- **Grammar in context** – We want to be sure that the grammar focus is clear and memorable for students. Grammar is almost always taken from the listening or reading texts, so that learners can see the language in action, and understand how and when it is used.
- **Focus on noticing** – We involve students in the discovery of language patterns by asking them to identify aspects of meaning and form, and complete rules or tables.
- **Cross-references to *Language bank*** – As well as a summary of rules within the unit, there are also cross-references to

the *Language bank* at the back of the book which provides further explanation of the grammar point in focus as well as additional practice.

- **Plentiful and varied practice** – We ensure that there is plenty of practice, both form- and meaning-based, in the *Language bank* to give students confidence in manipulating the new language. Additional form-based grammar practice is also provided in the Workbook and in *Speakout Extra*. On the main input page we include personalised practice, which is designed to be genuinely communicative, and to offer students the opportunity to say something about themselves or the topic. There is also regular recycling of new language in the *Lookback* pages. Again, the focus here is on moving learners towards communicative use of the language.

VOCABULARY

Developing a wide range of vocabulary is key to increasing communicative effectiveness; developing a knowledge of high-frequency collocations and fixed and semi-fixed phrases is key to increasing spoken fluency. An extensive understanding of words and phrases helps learners become more confident when reading and listening, and developing a range of vocabulary is important for effective writing. Equally vital is learner-training, equipping students with the skills to record, memorise and recall vocabulary for use.

There is a prominent focus on vocabulary in *Speakout Second Edition*. We include vocabulary in almost all lessons, whether in a lexical set linked to a particular topic, as preparation for a speaking activity, or to aid comprehension of a DVD clip or a listening or reading text. Where we want students to use the language actively, we encourage them to use the vocabulary to talk about their own lives or opinions. At lower levels, the *Photo bank* also extends the vocabulary taught in the lessons, using memorable photographs and graphics to support students' understanding. Vocabulary items have been selected according to their usefulness with a strong focus on the following:

- **Vocabulary 'chunks'** – As well as lexical sets, we also regularly focus on how words fit together with other words, often getting students to notice how words are used in a text and to focus on high-frequency 'chunks' such as verb-noun collocations or whole phrases.
- **Vocabulary systems** – We give regular attention to word-building skills, a valuable tool in expanding vocabulary. At higher levels, the *Vocabulary plus* sections deal with systems such as affixation, multi-word verbs and compound words in greater depth.
- **Recycling** – Practice exercises ensure that vocabulary is encountered on a number of occasions: within the lessons, on the *Lookback* page, in subsequent lessons and in the *Photo bank/Vocabulary bank* at the back of the book. Additional vocabulary practice is also provided in the Workbook and in *Speakout Extra*.
- **Learner training** – One of the main focuses of the *Speakout* tips – which look at all areas of language learning – is to highlight vocabulary-learning strategies, aiming to build good study skills that will enable students to gain and retain new language.

FUNCTIONAL LANGUAGE

One thing that both teachers and learners appreciate is the need to manage communication in a wide variety of encounters, and to know what's appropriate to say in given situations. These can be transactional exchanges, where the main focus is on getting something done (buying something in a shop or phoning to make an enquiry), or interactional exchanges, where the main focus is on socialising with others (talking about the weekend, or responding appropriately to good news). As one learner commented to us, 'Grammar rules aren't enough – I need to know what to say.' Although it is possible to categorise 'functions' under 'lexical phrases', we believe it is useful for learners to focus on functional phrases separately from vocabulary or grammar.

The third lesson in every unit of *Speakout Second Edition* looks at one such situation, and focuses on the functional language needed. Learners hear or see the language used in context and then practise it in mini-situations, in both a written and a spoken context. Each of these lessons also includes a *Learn to* section, which highlights and practises a useful strategy for dealing with both transactional and interactional exchanges, for example, asking for clarification, showing interest, etc. Learners will find themselves not just more confident users of the language, but also more active listeners.

SPEAKING

The dynamism of most lessons depends on the success of the speaking tasks, whether the task is a short oral practice of new language, a discussion comparing information or opinions, a personal response to a reading text, or a presentation where a student might speak uninterrupted for a minute or more. Students develop fluency when they are motivated to speak. For this to happen, engaging topics and tasks are essential, as is the sequencing of stages and task design. For longer tasks, students often need to prepare their ideas and language in a structured way. This all-important rehearsal time leads to more motivation and confidence as well as greater accuracy, fluency and complexity. Also, where appropriate, students need to hear a model before they speak, in order to have a realistic goal.

In *Speakout Second Edition* there is a strong focus on:

- **Communicative practice** – After introducing any new language (vocabulary, grammar or function) there are many opportunities for students to use it in a variety of activities which focus on communication as well as accuracy. These include personalised exchanges, dialogues, flow-charts and role-plays.
- **Fluency development** – Opportunities are included in every unit for students to respond spontaneously. They might be asked to respond to a series of questions, to comment on a BBC DVD clip, street interview or text, or to take part in conversations, discussions and role-plays. These activities involve a variety of interaction patterns such as pairs and groups.
- **Speaking strategies and sub-skills** – In the third lesson of each unit, students are encouraged to notice in a systematic way features which will help them improve their speaking. These include, for example, ways to manage a phone conversation, the use of mirror questions to ask for clarification, sentence starters to introduce an opinion and intonation to correct mistakes.

- **Extended speaking tasks** – In the *Speakout Second Edition* DVD lesson, as well as in other speaking tasks throughout the course, students are encouraged to attempt more adventurous and extended use of language in tasks such as problem solving, developing a project or telling a story. These tasks go beyond discussion; they include rehearsal time, useful language and a concrete outcome.

LISTENING

For most users of English, listening is the most frequently used skill. A learner who can speak well but not understand at least as well is unlikely to be a competent communicator or user of the language. We feel that listening can be developed effectively through well-structured materials. As with speaking, the choice of interesting topics and texts works hand in hand with carefully considered sequencing and task design. At the same time, listening texts can act as a springboard to stimulate discussion in class.

The listening strands in *Speakout Second Edition* focus on:

- **Authentic material** – In *Speakout Second Edition*, we believe that it is motivating for all levels of learner to try to access and cope with authentic material. Each unit includes a DVD extract from a BBC documentary, drama or light entertainment programme and/or a street interview filmed on location with real people giving their opinions. At the higher levels you will also find unscripted audio texts and BBC radio extracts. All are invaluable in the way they expose learners to real language in use as well as different varieties of English. Where recordings, particularly at lower levels, are scripted, they aim to reflect the patterns of natural speech.
- **Sub-skills and strategies** – Tasks across the recordings in each unit are designed with a number of sub-skills and strategies in mind. These include: listening for global meaning and more detail; scanning for specific information; becoming sensitised to possible misunderstandings; and noticing nuances of intonation and expression. We also help learners to listen actively by using strategies such as asking for repetition and paraphrasing.
- **Texts as a context for new language** – We see listening as a key mode of input and *Speakout Second Edition* includes many listening texts which contain target grammar, vocabulary or functions in their natural contexts. Learners are encouraged to notice this new language and how and where it occurs, often by using the audio scripts as a resource.
- **Texts as a model for speaking** – In the third and fourth lessons of each unit the recordings serve as models for speaking tasks. These models reveal the ways in which speakers use specific language to structure their discourse, for example, with regard to turn-taking, hesitating and checking for understanding. These recordings also serve as a goal for the learners' speaking.

READING

Reading is a priority for many students, whether it's for study, work or pleasure, and can be practised alone, anywhere and at any time. Learners who read regularly tend to have a richer, more varied vocabulary, and are often better writers, which in turn supports their oral communication skills. Nowadays, the internet has given students access to an extraordinary range of English language reading material, and the availability

of English language newspapers, books and magazines is greater than ever before. The language learner who develops skill and confidence in reading in the classroom will be more motivated to read outside the classroom. Within the classroom, reading texts can also introduce stimulating topics and act as springboards for class discussion.

The reading strands in *Speakout Second Edition* focus on:

- **Authentic texts** – As with *Speakout Second Edition* listening materials, there is an emphasis on authenticity, and this is reflected in a number of ways. Many of the reading texts in *Speakout Second Edition* are sourced from the BBC. Where texts have been adapted or graded, there is an attempt to maintain authenticity by remaining faithful to the text type in terms of content and style. We have chosen up-to-date, relevant texts to stimulate interest and motivate learners to read. The texts represent a variety of genres that correspond to the text types that learners will probably encounter in their everyday lives.
- **Sub-skills and strategies** – In *Speakout Second Edition* we strive to maintain authenticity in the way the readers interact with a text. We always give students a reason to read, and provide tasks which bring about or simulate authentic reading, including real-life tasks such as summarising, extracting specific information, reacting to an opinion or following an anecdote. We also focus on strategies for decoding texts, such as guessing the meaning of unknown vocabulary, understanding pronoun referencing and following discourse markers.
- **Noticing new language** – Noticing language in use is a key step towards the development of a rich vocabulary and greater all-round proficiency in a language, and this is most easily achieved through reading. In *Speakout Second Edition*, reading texts often serve as valuable contexts for introducing grammar and vocabulary as well as discourse features.
- **Texts as a model for writing** – In the writing sections, as well as the *Writeback* sections in the DVD lessons, the readings serve as models for students to refer to when they are writing, in terms of overall organisation as well as style and language content.

WRITING

In recent years the growth of email and the internet has led to a shift in the nature of the writing our students need to do. Email has also led to an increased informality in written English. However, many students need to develop their formal writing for professional and exam-taking purposes. It is therefore important to focus on a range of genres, from formal text types such as essays, letters and reports to informal genres such as blog entries and personal messages.

There are four strands to writing in *Speakout Second Edition* which focus on:

- **Genres** – In every unit at the six higher levels there is a section that focuses on a genre of writing, emails, for example. We provide a model to show the conventions of the genre and, where appropriate, we highlight fixed phrases associated with it. We usually then ask the students to produce their own piece of writing. While there is always a written product, we also focus on the process of writing, including the relevant stages such as brainstorming, planning, and checking. At Starter and Elementary,

we focus on more basic writing skills, including basic written sentence patterns, linking, punctuation and text organisation, in some cases linking this focus to a specific genre.

- **Sub-skills and strategies** – While dealing with the genres, we include a section which focuses on a sub-skill or strategy that is generally applicable to all writing. Sub-skills include paragraphing, organising content and using linking words and pronouns, while strategies include activities like writing a first draft quickly, keeping your reader in mind and self-editing. We present the sub-skill by asking the students to notice the feature. We then provide an opportunity for the students to practise it.
- **Development of fluency** – At the end of every unit, following the DVD and final speaking task, we include a *Writeback* task. The idea behind these tasks is to develop fluency in their writing. While we always provide a model, the task is not tied to any particular grammatical structure. Instead the emphasis is on using writing to generate ideas and personal responses.
- **Writing as a classroom activity** – We believe that writing can be very usefully employed as an aid to speaking and as a reflective technique for responding to texts – akin to the practice of writing notes in the margins of books. It also provides a change of pace and focus in lessons. Activities such as short dictations, note-taking, brainstorming on paper and group story writing are all included in *Speakout Second Edition* and additional writing practice is provided in *Speakout Extra*.

PRONUNCIATION

In recent years, attitudes towards pronunciation in many English language classrooms have moved towards a focus on intelligibility: if students' spoken language is understandable, then the pronunciation is good enough. We are aware, however, that many learners and teachers place great importance on developing pronunciation that is more than 'good enough', and that systematic attention to pronunciation in a lesson, however brief, can have a significant impact on developing learners' speech.

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

Each input lesson looks at a specific feature of pronunciation and the following strands are covered:

- **Sentence stress** – We help learners to identify which words are stressed in a sentence. This is particularly important for helping learners to understand rapid spoken English where the important information is highlighted by the speaker.
- **Word stress** – When dealing with new vocabulary, we emphasise the importance of using the correct word stress patterns. This helps listeners to identify the word being used and helps the speaker to use the correct vowel sounds.

TEACHING APPROACHES

- **Intonation** – We look at how intonation and the way we deliver a sentence can influence its meaning, or how the sentence is received.
- **Connected speech** – We help learners to understand rapid spoken English by looking at how the sounds change in fast speech. To encourage fluency we also help learners to produce rapid speech.
- **Individual sounds** – Sometimes specific individual sounds can cause problems for learners. We help learners to identify and produce specific sounds where they are important.

Additional pronunciation practice is provided in the Workbook and in *Speakout Extra*.

TEACHING ADVANCED LEARNERS

Advanced classes can be extremely rewarding for the teacher. The students are able to express their opinions in greater depth than at other levels, conduct extended discussions and debates, and deal with a wide variety of authentic input. Besides this, advanced students tend to be highly motivated and able to use effective learning strategies – both of which explain how they became advanced students in the first place.

At the same time, an advanced class provides a real challenge, particularly for the less experienced teacher. The students have probably studied the most important grammatical structures several times, and they may have discussed certain topics repeatedly, e.g. work, holidays, hobbies. Furthermore, because they are already so competent in the language, it can be difficult for them to see progress. Teachers of advanced classes need to be flexible and prepared to adopt a slightly different approach. At this level, traditional teacher-centred presentations of new language may be less appropriate than low-key 'noticing' activities, as advanced students can often see patterns and work out rules for themselves.

There is also the question of level. Advanced students can be anything from post-First Certificate to Proficiency level, or they may have spent extended periods in an English-speaking environment and simply wish to brush up on their English. This variety, as with all mixed-ability classes, presents a challenge in itself. In addition, many students in advanced classes possess what can be termed 'false fluency' – that is, they speak extremely fluently about a very narrow range of topics and with a number of fossilised errors. The challenge here is to broaden the students' range, have them develop linguistic self-awareness, and take them out of their comfort zone.

Another key to teaching advanced classes is getting students to interact with the language outside the classroom. This might involve cross-curricular projects or internet research or journal-keeping. All students need to extend their contact with the target language beyond the classroom, but at advanced levels it is a more achievable goal, as they are better equipped to deal with authentic English and the many opportunities offered to them through internet and Web 2.0 tools.

Here are our top tips for teaching at this level:

- Do a thorough Needs Analysis at the beginning of the course. Find out what tasks your students need to achieve in English, and then tailor your course to include these tasks. Also find out the students' strengths and weaknesses. Usually, advanced students need to focus on refining their output for very specific purposes and audiences. While we

may be unable, for reasons of time and preparation, to treat an advanced class as an ESP (English for Special Purposes) class, setting personalised homework and focusing closely on where individuals need to improve will always be beneficial.

- Help students to sustain their motivation by showing them ways to track their progress. The students can use vocabulary notebooks, journals, and language portfolios (CEF) that include essays, other written compositions, language projects, audio recordings, video podcasts, etc. A combination of these enable students to document their linguistic achievements.
- Be a resource for pointing out useful websites, podcasts, books, magazines and other sources of language input. At advanced level, students are able to interact with many authentic materials, e.g. literature, journalism and film clips.
- Work on collocations and chunks. It is usually more beneficial to teach interesting combinations of words the students already know (e.g. Idioms) rather than obscure individual words. Generally, advanced students are independent enough to discover for themselves any obscure lexis that they need for their work or studies. What is harder for them to find without the teacher's help are phrases that use common words in new combinations. Help students to focus on the rich nature of natural spoken English with the video podcasts, and use this as a resource for learning new phrases.
- Encourage critical engagement, for example with reading texts. At this level, students are able to perceive nuances of tone and language that allow a deeper appreciation of a speaker's or a writer's intention. For example, they may be able to pick up on nuances such as irony, hyperbole and humour.
- Learn ways to exploit materials to the full. Advanced students tend to need less time to get through material than lower levels. They read more quickly, and have more resources to fall back on when it comes to dealing with new grammar and lexis. Teachers of advanced students need a number of extension activities in their repertoire. These might include text-reconstruction, open-ended questions, simulations, and 'treasure hunts' in which students find words or phrases belonging to specific categories, e.g. phrasal verbs. In addition, it may be beneficial if the teacher views the material as a springboard for explorations of the students' own ideas, rather than an end in itself.

Antonia Clare, Frances Eales, Steve Oakes and JJ Wilson

The Global Scale of English

The **Global Scale of English (GSE)** is a standardised, granular scale that measures English language proficiency. The scale is part of a wider GSE ecosystem that includes Learning Objectives or 'can do' statements that describe exactly what a learner can do at each point on the scale, teaching and learning materials in a variety of media, and low- and high-stakes tests – all aligned to the Global Scale of English. Using the Global Scale of English students and teachers can now answer three questions accurately: Exactly how good is my English? What progress have I made towards my learning goal? What do I need to do next if I want to improve?

Unlike some other frameworks that measure English proficiency in broad bands, the Global Scale of English identifies what a learner can do at each point on a scale from 10–90, across each of the four skills: listening, reading, speaking and writing. This allows learners and teachers to understand a learner's exact level of proficiency, what progress they've made and what they need to learn next.

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

Visit English.com/gse for more information about the Global Scale of English.

SPEAKOUT SECOND EDITION AND THE GSE

The authors and editorial team were informed by the GSE Learning Objectives for Adult Learners during the writing and development of *Speakout Second Edition*. Revisions to the grammar, vocabulary and skills syllabuses were influenced by these GSE Learning Objectives, and they helped to ensure that the outcomes of each lesson are clear, meaningful and relevant to learners. The spread below shows how the GSE Learning Objectives for Adult learners are reflected in the skills content of a typical lesson of *Speakout Second Edition Advanced Plus*:

- 1 Can understand most TV news and current affairs programmes. (Listening GSE 72)
- 2 Can give a detailed account of a complex subject, ending with a clear conclusion. (Speaking GSE 78)
- 3 Can understand most of a linguistically complex podcast. (Listening GSE 78)
- 4 Can write about complex subjects, underlining the key issues and in a style appropriate to the intended reader. (Writing GSE 85)

Visit www.english.com/portal for the full list of GSE Learning Objectives for Adult Learners covered in each level of *Speakout Second Edition*.

5.4 DVD) CULINARY JOURNEY

DVD PREVIEW

- 1 Work in pairs and discuss the questions.
 - 1 When you travel, how important is it for you to try the local food?
 - 2 Have you ever had a meal prepared by a local when you were travelling? What was it? What was special about it?
 - 3 What is particular about food in the region you come from? What is your favourite food region?
- 2 Read the programme information. What countries might Rick Stein have visited in the series? What do you know about the food in those countries?

Rick Stein: From Venice to Istanbul

Rick Stein embarks on a new gastronomic road trip from Venice to Istanbul through the corners of the former Byzantine Empire – a melting pot of East and West. In this episode, Rick's culinary odyssey has brought him to the legendary city of Istanbul, where he arrives in time for the bluefish season and catches a few himself while fishing on the Bosphorus. Finally, a local fisherman named Mehmet shows Rick how to invite Turkish fish stew in the same way a local capitalist might it.



DVD VIEW

- 3 A Watch the programme and choose the statement that is most true for you as a viewer.

The programme makes me want to:

 - a) travel to Turkey
 - b) taste the fish stew
 - c) try making that dish
 - d) buy one of Stein's cookbooks
 - e) do something else?
- B Watch the extract about cooking fish stew again and answer the questions.
 - 1 What does Stein mention as being special about Mehmet's dish in relation to:
 - a) cooking on a boat?
 - b) seasonal ingredients?
 - c) how fresh the fish is?
 - d) the surroundings?
 - 2 What joke does he make about the cat?
 - 3 What specific cooking technique does Stein learn from watching the fisherman?
- C Watch the extract again from 3:48 and complete the sentences. Four words are missing from each.
 - 1 That's Mehmet's fisherman's stew. That's how they do it here, and this is _____.
 - 2 I think I've only had a fish stew cooked by a fisherman _____, so um, it's a bit of a rare occasion really, and I'm very much looking _____.
 - 3 What I really like about this is all that large quantity of green chillies in there. It's going to make it very hot on _____.
 - 4 Ah! Wow! What a lovely fish! This bluefish is just perfect. It's got this _____ because it's so fresh.

speakout describe a food memory

- 4 A Read an invitation from a website. What can you tell about the person who wrote it? Think about the content and the style.

I'm about to start a series about food memories from around the world. Maybe you could tell me about a particular type of foodstuff that you had when you were younger, or you had once and you particularly liked. It would be great to get your video or descriptions for us to upload to the website. If you send a description, perhaps you could include a photo of the dish.

- B Think of a food memory and make notes on these points.

- The name of the food
- The context you had it in
- Who made it
- Where it was
- Why it was special

- C 5.10 Listen to someone describing their memory of a dish called 'Coquilles Saint-Jacques' for the website and make notes on the points above.

- D Listen again and underline the alternatives you hear.

PHRASES

I can just taste/smell it now.
She'd/She used to make this amazing sauce...
It's coming back to me now, how it tasted/smelled...
What really made it was the presentation/fineness of the ingredients.
My mouth waters just thinking/besides I think about it.
It's incredibly succulent/impossibly light, decidedly rich.
When I used to/when I used to smell this cooking, I knew/I know it was a special occasion.
It always associates this dish with this dish always reminds me of home.
I've sometimes tried making it but it never comes out/turns out the same.

- E Work in small groups. Use the notes you made in Exercise 4B and the key phrases to talk each other about your food memory.

writeback a food memory

- 6 A Read the food memory for the blog. To what extent does it reflect the situation in homes in your country?

MOST RECENT POST



My mum's Chinese and she comes from quite a well-to-do house so when she left China she didn't know how to cook anything and she made up a lot of things to replicate what she was used to eating at home. One thing she did, which I do now, was her own version of Chinese dumplings. I remember a Chinese friend once handing her because she'd cook the meat and vegetables before wrapping up the dumplings, unlike the authentic Chinese dish where raw meat is used, so the inside cooks at the same time as the dumplings steam or boil. Anyway, as far as we were concerned, it's what my mum used to cook and we had it at Chinese New Year and so it became a family tradition. It got rained out, beef, white cabbage, tomatoes, mushrooms and dried shrimps and some secret ingredients I won't share as it's a family recipe. My mouth is watering now even as I think of it! The dumplings taste fabulous, really rich and spicy, but the whole thing is ridiculously labour-intensive. My mum and I, and later my daughters, would spend hours rolling and wrapping and it came. We used to make 200 or so and then everyone would compete as to how many they could eat. The men and boys would all be sitting in the living room while the women were in the kitchen. That was the way my mother lived it, and somewhere my two daughters and I still do that. It's a very communal activity and it's to do with bonding and family and catching up with each other as much as enjoying the actual taste of the dish.

- D Write a description of your food memory for the website (250–300 words).

INDEX

UNIT 1 25

UNIT 2 37

UNIT 3 50

UNIT 4 63

UNIT 5 75

UNIT 6 87

UNIT 7 99

UNIT 8 111

LEAD-IN

The activities on the Lead-In page are designed to provide revision and communicative practice of language that advanced Ss should be familiar with. Use the Lead-In page to assess your Ss' existing knowledge and revise/teach the target language in each activity.

PARTS OF SPEECH

1A Before Ss read the article and complete the questionnaire, ask them to discuss with a partner what their reasons are for studying English and whether they have any specific goals. Ask them to think about whether these reasons are the same as the ones they had when they first started learning English. Refer Ss to the article and ask them to complete the questionnaire on their own. In class feedback, try to elicit a range of different answers for each question.

B Ss add up their scores and then work in pairs to read and discuss the Interpretation of their results in the key at the bottom of the page. In feedback, ask Ss to explain why they agree or disagree with their results.

C Ss work to match the underlined sections in the article and questionnaire with the grammatical terms. They can then check their answers in pairs before feeding back to the class.

Answers: a 4 b 3 c 7 d 12 e 13 f 10 g 2 h 11 i 1 j 6 k 5 l 8 m 14 n 9

MULTI-WORD VERBS

2A Ss work alone to replace the words in bold with the multi-word verbs made from the words in brackets. Check answers with the class.

Answers: 1 jazz up 2 stand up for 3 going down with 4 coming up with, carrying out
5 switch off, carry on 6 put up with 7 look up to 8 mull over

B Ss work in pairs to decide which of the multi-word verbs are separable and to replace any object of the multi-word verbs with a pronoun. Check answers with the whole class.

Answers:

2 Inseparable: stand up for them

3 Inseparable: going down with it

4 Inseparable: coming up with them.
Separable: carrying them out

5 No object: switch off. No object: carry on

6 Inseparable: put up with it

7 Inseparable: look up to them

8 Separable: mull them over

C Ss work in pairs to ask and answer the questions. Monitor and correct errors. When Ss have finished, elicit some answers from different pairs.

PRONUNCIATION

3A Focus attention on the example sentence. Say it out loud and ask Ss to match the blue markings on the sentence to the features of connected speech which are referred to in the instruction. The sentence is a good example because it has elision of /t/, Intrusive /w/ and Intrusive /r/, assimilated /n/ to /m/, linking of /l/ and /a/, weak form 'and', and elision of /d/. Ss work in pairs to say the rest of the sentences and mark the features of connected speech.

Answers:

2 I don't know this shop.

3 Would you like to eat mine?

4 My email address is on our website.

5 Could you remind me about the party?

B Play the recording and ask Ss to check and correct their answers from Ex 3A. Write the sentences on the board and mark the connected speech as you elicit answers from the class.

C Ss work in pairs to practise saying the sentences with the features of connected speech from Ex 3A.

OVERVIEW

1.1 TRAILBLAZER

SPEAKING | discuss life without money
READING | read an article about a trailblazer
VOCABULARY | transformation
PRONUNCIATION | word stress
GRAMMAR | verb patterns
SPEAKING | suggest solutions to problems
VOCABULARY PLUS | prepositional phrases

1.2 A LIFE AT A TIME

VOCABULARY | adjectives: needing and giving
PRONUNCIATION | word stress
LISTENING | listen to a radio programme about a game-changing website
GRAMMAR | continuous and perfect aspect
SPEAKING | decide on which person gets help
WRITING | an article; vary collocations

1.3 SHARING ECONOMY?

VOCABULARY | collocations: sharing economy
FUNCTION | presenting survey results
LEARN TO | chunk language
PRONUNCIATION | chunking
SPEAKING | conducting a survey and presenting results

1.4 GENERATION RENT

DVD | watch an extract from a BBC documentary about a co-living space
speakout | design a co-living space
writeback | a proposal

1.5 LOOKBACK

Communicative revision activities

TRAILBLAZER

Introduction

Ss revise and practise the verb patterns using *-ing* and infinitive and then focus on the pronunciation of collocations. They also revise and practise prepositional phrases, all in the context of innovative and pioneering people.

SUPPLEMENTARY MATERIALS

Resource bank p127–129

Warm up: Write the names of famous trailblazers below on the board (bring pictures if possible).

Warm up

Write the names of trailblazers you know your Ss will recognise on the board. For example: *Martin Luther King, Salvador Dali, Malala Yousafzai, Michelle Obama, Mark Zuckerberg, Amelia Earhart, Marie Curie*. If you have time, you could show pictures of these people. Ask Ss to work in pairs and discuss what they know about the people, and what these people have in common. In feedback, nominate Ss to share their answers with the class. Write any key words they use on the board (e.g. *innovative, first, original*). You can then use these words to help establish the meaning of the word *trailblazer*. At this stage you could also give Ss the definition provided in Ex 2A on p8.

SPEAKING

1 The aim of this activity is to introduce some of the ideas in the unit. Give Ss 1 min to think about what their life would be like if they didn't have to think about money. Encourage Ss to consider their career choices. Arrange Ss into pairs to compare their answers.

READING

2A Ss read the definition and then discuss the questions. Ask Ss to work in pairs or small groups to think of trailblazers for the different fields and then to come up with the five main qualities a trailblazer needs. In feedback, write Ss' suggestions on the board, paraphrasing and feeding in useful language as you go.

Answers:

- Students' own answers.
- Suggested answers: vision, drive, enthusiasm, creativity, originality, unconventionality, commitment, dedication, good communication skills, grit, persistence, energy, hard-working, the ability to inspire others, not intimidated, tireless, resilience, dedication, determination, stubbornness, resourcefulness (or any other valid ones that students come up with).

B Ask Ss whether they have heard of Boyan Slat, then focus their attention on his photo. Can they predict what he has done? Ask them to read the article to check their ideas and also to see how many of the qualities they identified in Ex 2A are mentioned. Encourage them to circle sections of the text that are connected to the qualities. Ss can discuss their answers in pairs before feeding back to the class. At this stage you may need to clarify some language in the text, such as: *fired up* (feeling excited about something), *paradigm shift* (a fundamental change), *take a leap of faith* (do something where the outcome is unsure but you hope it will be positive), *undaunted* (not put off/deterred).

Answers:

has vision (*Boyan Slat has a goal in life*)
 drive and enthusiasm (*fired up by the problem*)
 creativity and originality (*Slat came up with a game-changing idea; his innovative design, the idea represented a paradigm shift*)
 unconventional (*aware that his ... project ... requires a leap of faith for those who devote their energy to supporting it; making this crazy idea a reality*)
 commitment, dedication (*committed to developing the clean-up project and ready to dedicate all his time to it*)
 good communication skills (*communicate his ideas more effectively*)
 grit, determination, persistence (*never lost sight of his goal; he never gives up*)
 energy (*Boyan's got this energy that simply takes you in*)
 hard work (*he works incredibly hard*)
 ability to inspire others (*his persistence is infectious*)
 not intimidated, tireless, resilience (*undaunted by the enormity of the task*)

C Give Ss time to read the six statements and make clear that all of them are true before asking the Ss to go back to the text to find and underline the supporting information. Ss compare in pairs before feeding back to the class.

Answers:

- 1 millions of tonnes of plastic have concentrated in five 'gyres'
- 2 that would cost billions of dollars and take thousands of years to complete
- 3 From childhood his creativity and originality were evident; he was always fascinated by engineering, building tree-houses, zip wires and he even set a Guinness World Record for launching water rockets.
- 4 He went on to study aero-engineering at Delft University but quit after six months, as he was increasingly committed to developing the clean-up project.
- 5 The would-be entrepreneur set up a foundation, The Ocean Cleanup (TOC), but could find no sponsors. It was a disheartening experience.
- 6 He acknowledges that the clean-up, if successful, is only the start.

D Ss work in small groups to discuss their answers. Monitor and briefly elicit Ss' ideas.

Answers:

- 1 to inform the reader about the project, to convey a positive image of Boyan Slat
- 2 & 3 Students' own ideas.

VOCABULARY TRANSFORMATION

3A Read the first sentence to the Ss and then look at the article as a class to find the answer. Ss then complete the rest of this exercise alone. They can compare their answers in pairs before listening to check. Ensure Ss understand that changes to the form may be necessary.

Answers: 1 had a profound impact on 2 pioneer 3 conventional wisdom 4 game-changing 5 paradigm shift 6 set in motion 7 major breakthrough 8 conducting pilot studies

Unit 1 Recording 1

- 1 Her election as prime minister had a profound impact on girls' expectations.
- 2 This person is a pioneer in the field of social networking websites.
- 3 In this period, the conventional wisdom was that the world was flat.
- 4 This stone-age invention was game-changing for travel.
- 5 His election brought about a paradigm shift regarding political campaigns.

- 6 Its destruction in 1989 set in motion a series of events that transformed the world.
- 7 The discovery represented a major breakthrough in eliminating polio.
- 8 Scientists are conducting pilot studies to see if this could replace fossil fuels.

B Ss cover Ex 3A and try to remember the collocations in pairs.

C Ss listen to the recording and check their answers. In feedback, elicit answers and write them on the board under the two headings. Ss then listen again and underline the word stress. Elicit the rule. Ask them to repeat the collocations with the correct word stress.

Answers:

Adjective-noun collocations: the stress is on the noun
 major breakthrough
 profound impact
 conventional wisdom

Noun-noun collocations: the stress falls equally on both nouns
game-changing
paradigm shift
pilot studies

4A Ss discuss in pairs. In feedback, nominate Ss to share their ideas.

Answers: Answers may depend on the teaching context. There may be some famous examples in your local context. Suggested answers: 1 Margaret Thatcher (UK), Indira Gandhi (India) 2 Mark Zuckerberg; Kevin Systrom 3 Any time before the 16th century (in the west) 4 the wheel 5 Obama/Trump 6 the fall of the Berlin wall 7 penicillin 8 solar energy (other alternative energies couldn't completely replace fossil fuels)

Watch out!

You may wish to avoid references to elections or anything which might cause tension among Ss. This will clearly depend on your teaching context, but as a rule it's generally a good idea to avoid discussing politics in the classroom.

B Ss work alone to create questions using the collocations – they need to have an answer in mind for each question they ask. Monitor and check accuracy. When Ss are ready, they ask other Ss their questions – the other Ss try to answer them.

GRAMMAR VERB PATTERNS

5A Tell Ss that the sentences come from the reading text and that they need to change the verb forms. Do the first one as an example. Ss complete the gaps alone, then check in the article.

Answers: 1 constructing, allowing, to swim 2 to go
 3 participating, making 4 to study, developing, to dedicate

B Ss complete the rules alone then compare in pairs. Elicit Ss' answers.

Answers: 1a) Involved constructing b) was ... committed to developing c) whilst allowing d) thanks ... for making
 2 participating 3a) went on to study b) allow(ing) sea life to swim
 c) ready to dedicate d) way to go

Teaching tip

By the time Ss reach this Advanced level, they can often complete gaps almost instinctively and may be unaware of the 'rules' for when *-ing* forms or infinitives are used. After completing these types of exercises, it can be useful for Ss to generate new sentences based on these rules.

▶ LANGUAGE BANK 1.1 p104–105

Stronger classes can read the notes and do the exercises at home. Otherwise, Ss complete the exercises alone, then check their answers in pairs. Ss can refer to the notes to help them. Do the first one as an example in A. In B, encourage a response to the content of the text (e.g. ask Ss what they think of the firefighters). When eliciting answers, encourage Ss to say why they have made their choice in order to further clarify the rules.

Answers:**A**

- 1 renowned for not answering; In addition to never checking
- 2 reluctant to acknowledge; saving up to buy
- 3 since seeing, bursts out crying
- 4 looking forward to being
- 5 justified in leaving OR having left
- 6 remembering to pack; forget to take
- 7 to have visited; pointless trying to pick OR pointless to try to pick
- 8 admitted (to) ordering OR admitted (to) having ordered

B

- 1 to extinguishing
- 2 – spending
- 3 – starting (or: having started)
- 4 to collect –
- 5 to protecting
- 6 – doing
- 7 to carry –
- 8 – having
- 9 to make –
- 10 – putting
- 11 to start –
- 12 to give –

6A Ss work alone to read the blog comments and select the correct alternatives. Elicit Ss' answers.

Answers: 1 trying 2 of doing 3 doing 4 living 5 do
6 wondering 7 to gather 8 to come up with 9 to remove
10 funding 11 to stop 12 to make 13 getting 14 see

B Ss discuss which statements they agree with in pairs or small groups. Encourage them to justify their answers.

SPEAKING

7A Ask Ss to work in small groups and to choose one of the problems in the list. They should then discuss questions 1–3 in relation to their chosen problem. Circulate and monitor during their discussions and help with language or ideas as necessary.

B Give the groups some time to prepare one of their solutions to present to class. Remind them to include the causes of their problem and the practicalities of their suggested solution. Each group then presents their ideas. Encourage other Ss to make notes and to ask questions at the end.

VOCABULARY PLUS PREPOSITIONAL PHRASES AFTER NOUNS

6A Ss read the three short texts and answer the questions alone before discussing in pairs. Ss do not fill in the gaps at this stage. In class feedback ask: *Who is the most impressive?*

Answers: Marlème Jamme – recognising through the horrors of her childhood just how important an education is; enabling girls to study in a range of fields.

Jadav Payeng – seeing the devastation of deforestation on Majuli Island; he's planted trees that amount to a forest and support wildlife.

Michelle Payne – childhood passion for horseriding; her success in a male-dominated sport has inspired women (and probably men).

B Ss complete the profiles alone and then check their answers in pairs before feeding back to the class.

Answers: 1 of 2 for 3 of 4 in 5 for 6 of 7 of 8 of
9 for 10 of 11 in 12 of

C Ask Ss to cover the profiles. Do the first one as an example. Ss then answer the remaining questions in pairs. Do not go through answers at this stage.

Answers:

- 1 Because she saw the necessity of getting an education.
- 2 Because she had a talent for generating sales in the tech industry.
- 3 She did it with the aim of supporting girls in STEAMD.
- 4 For her success in achieving so much.
- 5 It was the motivation for him to start the project/devote his life to planting trees.
- 6 In the course of taking part in a government tree-planting scheme.
- 7 He did it in the hope of creating a forest capable of supporting the wildlife that once lived there.
- 8 As a consequence of his work.
- 9 She had a passion for it/riding.
- 10 The risks of riding.
- 11 Yes. She had no hesitation in talking about it.
- 12 Yes. The implications of a woman winning are/were huge/cannot be underestimated.

D Ss check their answers in the text, underlining nouns and putting a circle around the prepositions.

Answers: Nouns are underlined and prepositions are circled.

- 1 necessity^(of) 2 talent^(for) 3 aim^(of) 4 success⁽ⁱⁿ⁾
5 motivation^(for) 6 course^(of) 7 hope^(of) 8 consequence^(of)
9 passion^(for) 10 risks^(of) 11 hesitation⁽ⁱⁿ⁾ 12 implications^(of)

speakout TIP

Read the speakout tip with the class and emphasise the importance of recording vocabulary in this way. Ss at this high level often say they find prepositions difficult because there are no useful 'rules' to help, hence the need to just 'learn' them. Encouraging them to learn the whole combination of nouns and prepositions is therefore very useful.

9A Ss work alone to create six questions using the prepositional phrases. Monitor and help out with language if required.

B Arrange Ss into pairs. Give Ss 5–8 mins to ask and answer the questions. In feedback, elicit anything interesting they found out about their classmates and correct any common errors.

Optional extra activity

Do a *Would I lie to you?* activity. Write three sentences on the board about you (one should be false), using the prepositional phrases (e.g. *I have a talent for baking, my main motivation for becoming an English teacher was to travel, I started running this year with the aim of preparing for a half-marathon*). Ss ask questions to try to work out if the statements are true or false (you try to convince them all are true, their job is to catch you out). Ss vote on whether they are true or false then you tell them the truth. Ss then write three sentences for themselves using the prepositional phrases and work with a partner, who tries to work out truth from lies.

VOCABULARY BANK 1.1 p120

Stronger classes can do the exercises at home. **Weaker classes** can use dictionaries for all exercises. For A, Ss first work alone then compare with their partner. Elicit Ss' answers and be prepared to help with pronunciation. In B, Ss work in pairs to use the complete prepositional phrases. Do the first one as an example together and check the answers before moving on to C. Clarify in C there is no 'correct' answer. Elicit Ss' ideas.

Answers:

1A 1a) 2b) 3b) 4a) 5b) 6a) 7a) 8b)

B

- 1 on the verge, at bay
- 2 out of sorts, in the same boat
- 3 at a loose end, on impulse
- 4 out of bounds, in the dark

C (Speakers identified only. Students may have other answers, and completion of responses is up to them.)

- 1 A police officer or prison officer talking to a higher ranking officer or a media reporter at a protest or disturbance where things are getting out of hand.
- 2 Someone who works in a (downsizing) company talking to his/her partner, spouse, friend or family member.
- 3 A person talking to a colleague, fellow-student or friend about the previous weekend.
- 4 A journalist talking to another journalist. Neither know why the order is in place.

Homework ideas

- **Ex 2A:** Choose someone you consider to be a trailblazer, either a famous person, a family member or a friend. Write 200–250 words about them, describing what they have done and why other people are likely to want to follow in their footsteps.
- **Language bank 1.1** p104–105
- **Workbook** Review 1, p4–5

A LIFE AT A TIME

Introduction

Ss revise and practise the perfect and continuous aspects in the context of giving to people in need. They also learn and practise adjectives related to needing and giving.

SUPPLEMENTARY MATERIALS

Resource bank p130–131

Ex 1B: monolingual dictionaries

Ex 9B: collocations dictionaries

Warm up

Focus the Ss' attention on the photos and elicit what they can see in each one. Write key/new vocabulary on the board. Ask: *What do the pictures all have in common? (someone in need)*. Ask Ss: *Have you seen these types of situations?* Discuss as a class.

VOCABULARY ADJECTIVES: NEEDING AND GIVING

1A Ask Ss to read the questions. Give Ss 1–2 mins to think about their answers alone before they discuss in pairs. Pairs can then share any interesting experiences with the class.

B Ss match the halves of the sentences alone before checking in pairs. During class feedback, help clarify the meanings if necessary, using dictionaries if appropriate.

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

Teaching tip

Many Ss can become over dependent on their electronic dictionaries (often bi-lingual versions), rather than using context to help try to work out the meanings themselves. Remind Ss that the effort involved in thinking about the language deeply is more likely to lead to retention of those items so encourage them to use context clues or monolingual dictionaries now and again.

C Ss work in pairs to answer the questions. Elicit Ss' answers and write them on the board.

Answers:

1

- a) on welfare, destitute, down to his last cent, hard up
 - b) philanthropic, altruistic
 - c) unstinting, lavish
 - d) vulnerable
 - e) compassionate
- 2 (other answers possible) well off; selfish; invulnerable

2A Ss work first alone and then in pairs to try to identify the stress patterns of the words or phrases.

B Ss listen to the recording to check. Pause the recording where necessary and use the board to mark the stress on each item. Ss then practise by reading the sentences.

Answers:

Stressed on first syllable: on welfare (stress on first syllable of second word), destitute, vulnerable

Second syllable: unstinting, compassionate, hard up (stress on second word)

Third syllable: philanthropic, altruistic

Teaching tip

Drilling new language at higher levels is sometimes neglected as it tends to be associated with lower levels. However, drilling high level students is useful too, particularly for intonation and to help eliminate any fossilised pronunciation errors.

- 3 Give Ss time to read the statements. Ss then discuss their opinions on the statements with a partner. Encourage Ss to expand on their answers and justify their viewpoint. During feedback, find out whether Ss agreed with each other or not.

VOCABULARY BANK 1.2 p120

Stronger classes can do the exercises at home. **Weaker classes** can use dictionaries for all exercises. In both exercises Ss first work alone then compare with their partner. Elicit Ss' answers.

Answers:

1A&B 1 fork out 2 smart money 3 raking in the money
4 strapped for 5 on a shoestring 6 pick up

LISTENING

- 4A Write the following on the board: *Charity*. Ask Ss what they understand by this and if they know of any charitable organisations both large and small, which operate in their country/countries. Tell Ss they're going to listen to a radio programme about an unusual charity in the UK. Ss listen and answer the questions.

Answers:

- 1 People in need submit their situation and particular needs to 52 Lives, and 52 Lives chooses one situation to feature every week. People who want to help then offer whatever they can.
2a) Her room was redone and refurbished.
b) A rug, and possibly other help but it's not clear.
c) New, false teeth.

Unit 1 Recording 4

AM = Aasmah Mir JT = Jamie Thurston

AM: Now wouldn't it be fantastic, don't you think, if we could help someone or change someone's life for the better every single week; not just occasionally but every single week. Well, Jamie Thurston tries to do that through her website 52 Lives where a story is posted every week, detailing the specific things that somebody needs, for example a gift card, a pram, a vacuum cleaner or some toys, and Jamie I suppose that's the key, it's very simple, isn't it? It's putting the power in people's hands and saying, 'have you got this?'

JT: It is, it's about spreading kindness really, and, as you said, trying to change one life every week and we do that with the help of almost 100,000 people now who follow the website and follow our social media pages and offer help to people that they've never even met and who'll never thank them. You know, it's complete, pure kindness.

AM: How many people have been helped?

JT: This week is week 122.

AM: Wow.

JT: A few weeks ago we helped a little girl in Hull called Josie. She's got a very serious genetic condition. She's in bed a lot of the time and her family spend a lot of time in the bedroom with her. It's kind of become their living room, I guess. And it was in a really poor state and they didn't have the money to fix up her room. So we had painters and decorators, artists, people buying furniture, we've completely redone her room for her. But what people, but what I've learnt over the weeks I guess at 52 Lives is that even though we give people tangible things and things that they need, that hasn't been what's changing their life ... it's the kindness that people are showing; that's what's changing their life. Because if you're going through quite a hard time and

complete strangers, you know, offer you something or are kind to you, that can really change your life.

AM: Mmm. And I mean, how did this all start?

JT: It started off as a Facebook page for my friends and family. I got the idea when I was shopping online for some second-hand furniture and I saw a 'wanted' ad and it was a lady saying that she needed a rug, she was hoping someone would donate a rug to her. She said her floor was all broken, there were nails coming through, her children were cutting their feet. And I didn't have a rug but I contacted her and said 'if you find someone to donate it, I could pick one up for you,' because I knew she didn't have a car. And we got chatting and I learnt more about her situation, and her and her children had escaped quite a horrible domestic violent situation. They'd lived in a garden shed for a little while. They'd ... it was a horrible state, and as I learnt more about her, I just thought between my network of friends and family, I thought if people knew about her, they would help her and so I started a Facebook page. We did help her and I thought between my friends and family we could do this every week. We could do something to help people. And then it grew and grew and we've got almost 100,000 supporters now.

AM: What are the latest things that people have been asking for? And, in fact, what is the most unusual thing that anyone has ever asked for, because people's needs are so ... can be very simple but can be so different?

JT: One of the more unusual things we've given somebody was some teeth. There was a man called Victor in America, he's from Alabama, and he'd had heart surgery and he had to have all his teeth removed before his heart transplant and I think it was to minimise the risk of infection or something and he didn't have any money to replace his teeth so he was just going to have no teeth for the rest of his life and so we set up a fundraising page for him and we raised money and we bought him some new teeth.

AM: What do you think this idea, this website, will be doing five years from now? Have you got plans to expand it?

JT: Well we've just launched a school kindness project ...

- B Ss work in pairs to discuss possible endings for the sentences from their memory. Ss then listen to the recording again, write the sentences, and check with their partner. During feedback, elicit Ss' answers and write them on the board.

Answers:

- ... putting power in the hands of people in need (so they can communicate their specific need to people who want to help.)
- ... she was ill (she has a serious genetic condition).
- ... the kindness that people are showing.
- ... a horrible domestic (violent) situation.
- ... he had heart surgery.

- C Ss work in pairs and discuss their ideas. During class feedback, ask Ss to share any interesting ideas they had.

GRAMMAR CONTINUOUS AND PERFECT ASPECT

- 5A Identify the tense in the first sentence as an example. Then ask Ss to work alone to identify the tenses in the remaining sentences. Don't elicit Ss' answers at this point, as they will move on to discuss the tenses in the next exercise.

Answers: 1 present perfect simple 2 present perfect simple
3 present continuous 4 past continuous 5 past perfect simple
6 past perfect simple 7 present perfect continuous
8 present perfect simple 9 past perfect simple
10 future continuous

B Ss discuss the questions in pairs before feeding back to the class.

Answers:

- 1 continuous: 1, 2, 4, 7 perfect: 1, 3, 4, 5, 6
- 2 existing tenses: past/present/future continuous, past/present/future perfect continuous.
In Ex 5A: past/present/future continuous, present perfect continuous. The speaker sees the action as ongoing (in relation to the point in time referred to) and as having limited duration.
- 3 existing tenses: past/present/future perfect; past/present/future perfect continuous.
In Ex 5A: present/past perfect simple, present perfect continuous. The action happens before a particular point in time and is relevant to that point in time.

C Ss complete alone then compare with a partner. Nominate Ss to give the answers and write up on the board.

Answers: a) 5, 6, 9 b) 1, 2, 7, 8 c) 10 d) 4 e) 3 f) 7

▷ **LANGUAGE BANK 1.2** p104–105

Stronger classes can read the notes and do the exercises at home. Otherwise, Ss complete the exercises alone, then check their answers in pairs. Ss can refer to the notes to help them. Do an example for each exercise and for B, check *ventriloquist* and *dummy* (you could ask Ss to do a google image search).

Answers:

- A** 1 were, had been 2 've, 'll be 3 Haven't you found, were
4 he'd missed, hadn't 5 'd been, needed
6 've been, downloaded 7 I've been meaning, haven't had
8 're doing, 'll have finished
- B** 1 had/d taken 2 had/d never felt 3 was waiting
4 had/d lost / was losing 5 had/d been working / had/d worked
6 will/'ll be flipping 7 was walking 8 aren't moving
9 weren't moving 10 was giving 11 had started / was starting
12 was standing 13 hadn't said 14 have/'ve never heard

B Tell Ss they are going to read the next part of the interview, where Jamie talks about what previous clients of the organisation have gone on to do. Elicit/check *hoist* (a device used for lifting heavy things, in this case, a person). Ss work alone to complete the gaps with the correct verb form. Encourage Ss to refer back to the previous activity and language bank. They can then compare their answers in pairs. Nominate Ss to provide the answers and say why they chose that form.

Answers:

- 1 have changed
- 2 have helped
- 3 are offering
- 4 had contracted
- 5 hadn't been
- 6 had been trying (*had tried* is also possible, IF the parents were no longer trying).
- 7 will have raised
- 8 had done
- 9 is setting up (*has set up* is possible but less likely, as we find out in the next sentence that they're not finished setting it up yet)
- 10 will be helping
- 11 have become
- 12 will be posting

SPEAKING

7A Put Ss into pairs and ask each pair to choose who is Student A and who is B. Ask Ss to locate their information. Give Ss time to read their information and to make notes individually. Remind them that they will need to present their information and make a suggestion as to what help could be offered.

B Ss work in their pairs and take turns to present their information to each other. Each student should advocate for their person, giving reasons. Pairs should then discuss which of the people should be helped and how.

C Pairs share their decisions with the class. Find out whether all the groups came to the same conclusion. Ask the class whether they can agree on a final decision from the whole class.

WRITING: AN ARTICLE; LEARN TO VARY COLLOCATIONS

8A Ss read the article and discuss in pairs which title they think is the best and why. Fast readers can underline useful collocations. Elicit ideas as a class and ask Ss if they have heard of the website.

Answer: a) What's on your Wish List?

B Ss underline alone and then discuss their answers in pairs. Elicit Ss' answers and ask them to give reasons.

Answers: 1 anyone 2 informal 3 online magazine
4 inform, entertain, describe 5 quotations, examples

C Ss work in pairs to discuss the questions. In 3, they should compare their ideas with the list on p128.

Answers:

1 Paragraph 1: Grab the reader's attention with questions and a friendly tone. **Paragraph 2:** Describe the main purpose of the site, and how it works. **Paragraph 3:** Give some detail with examples. **Paragraph 4:** Summarise, giving the writer's opinion and a suggestion to the reader.

2&3

- 1 A catchy title – *What's on your Wish List?*
- 2 Informal rhetorical questions – *Have you ever ... ?*
- 3 A question-answer sequence – *You know ... ? / Well, that's what ...*
- 4 Addressing the reader directly – 'you' in first paragraph
- 5 Quotations – in 2nd and 3rd paragraphs
- 6 Examples – *taking decent photographs, helping the homeless*
- 7 Informal sentence starters – *So what kind ... ?*
- 8 Contractions – *that's, it's*
- 9 Informal lexis and lexical phrases – *sets out to, come up with*

9A Ask Ss to close the book and brainstorm in pairs a list of verbs which can go with 'wish' or 'wishes'. Elicit ideas and write them on the board. Ss then look back at the article to compare/check.

Answers: Examples in the article: grant your every wish, express a wish, make a wish come true, fulfil a wish

B Look together at the extract from a collocations dictionary and discuss as a class how this kind of dictionary can help them with their writing. If possible, show Ss the website in the lesson (<http://global.longmandictionaries.com>).

Suggested answer: A collocations dictionary can help with both range and accuracy when writing. You can choose key words related to a topic and list relevant collocations during the drafting stage.

10A Write the four nouns on the board. Ss work in pairs to brainstorm collocations – be sure to remind Ss that they are using the noun forms of these words and highlight that *design* is a countable noun and needs 'a' after the verb (e.g. *create a design*) whereas *research* and *experience* are uncountable in this usage. Elicit Ss' ideas and add them to the board. Ss then add any more they find in the dictionary.

Suggested answers:

website:

verbs: have, visit, design/create, post on, launch, download sth from, upload sth to, navigate, update, bookmark

adjectives: useful, official, secure, college/travel/news/company, etc., price-comparison

design:

verbs: do/create/produce, come up with, change/improve

adjectives: good, modern, simple, innovative, elegant/stylish, traditional, classic, basic

research:

verbs: do/carry out/conduct (formal), undertake (formal), publish, present, be based on

adjectives: scientific/medical, cancer/AIDs, etc., the latest, pioneering/groundbreaking, basic, historical, extensive, painstaking

experience:

verbs: have, get, gain (formal), lack, broaden/widen, use

adjectives: considerable/extensive, long, useful/valuable, invaluable, relevant, past/previous, practical/hands-on, direct/first-hand, teaching/nursing, etc., work, professional

B Ss complete the sentences alone. Ss then compare their answers in pairs before feeding back to the class.

Suggested answers: 1 hands-on 2 painstaking 3 navigate
4 come up with 5 first-hand/personal 6 basic 7 based
8 launched

11A Ask Ss if they know of interesting websites that they could write an article about, preferably one they think their classmates may not know about. Give Ss 1–2 mins to think about it. Direct Ss to look back at the features in Ex 8C and use this as a checklist as they write their draft. Set a time limit and monitor, helping with language.

B Ss work in pairs to provide each other with feedback and help with collocations. Monitor and help with accuracy.

C Ss rewrite their draft, finishing for homework if there is no time in class.

Optional extra activity

Once the Ss have had feedback from you on their final draft, they can type it up and either send it to their classmates or you could start a class blog and ask Ss to post them on there.

Homework ideas

- **Ex 11C:** Write the final draft of the article about a website.
- **Language bank 1.2** p104–105
- **Workbook Review 2**, p6–7

SHARING ECONOMY?

Introduction

Ss learn and practise phrases for presenting survey results, as well as how to 'chunk' language as they speak. Ss also learn and practise collocations related to a sharing economy.

SUPPLEMENTARY MATERIALS

Resource bank p132

Warm up: Read the information on *Uber* below and prepare your own answers.

Ex 6B: If following the alternative approach, prepare sentences about your class/teaching context.

Warm up

Before Ss open their book, ask them the following questions: *If you ever get a taxi, do you hail one in the street, call one or use an app? Has anyone heard of or used 'Uber'? How does it work? Allow Ss to share their knowledge and experiences of the company Uber. Ask Ss to talk in pairs or small groups about whether they think these type of companies are good or bad.*

Culture notes

Uber was founded in 2009 as *UberCab* in San Francisco in the US. The *Uber* app software requires the drivers to have a smartphone, and users must have access to either a smartphone or the mobile website. In July 2012, the company launched *UberX*, a service option which allows anyone to drive for *Uber* using their own car. In 2017 *Uber* was operating in 300 cities across six continents and recently reached the one-millionth-driver mark. *Uber* has been the subject of a number of controversies and challenges including: a backlash from regular taxi drivers who believe that *Uber* has an unfair competitive advantage, a questioning of its contracting practices and customers being charged for rides at times of national disaster, and allegations of not reporting crimes perpetrated by their drivers to the police.

VOCABULARY COLLOCATIONS: SHARING ECONOMY

1A Focus attention on the images and logos in the book, which show other companies considered part of the 'sharing economy'. Ss discuss if they know of them (or any others) and if they believe 'sharing' is the correct term. Elicit Ss' ideas.

B Ss read the text and work alone to complete the gaps with the words in the box. Elicit/provide the answers on the board with the full collocation (i.e. *sharing economy*; *the outer fringes*, etc.). Check meaning of new vocabulary and drill pronunciation. Elicit if the writer has similar views to theirs.

Answers: 1 economy 2 fringes 3 model 4 collaborative
5 terms 6 online 7 driven 8 access 9 on-demand

C Ss work in pairs to discuss the questions. Elicit Ss' ideas.

D Do an example as a class and put Ss into A and B pairs. For **weaker students** allow time for them to think about or even write their questions before doing this activity. They can then cover their questions and try to say them from memory.

Alternative approach

Ss work in pairs and choose two or three collocations they want to practise from this lesson. They then work together to write two sentences for each collocation. Allow **weaker students** to use dictionaries/online resources. Example sentences:

Artificial Intelligence is an umbrella term that simply means making computers act intelligently. Dementia is an umbrella term used to describe a group of diseases that may cause the brain to fail.

When they have written their sentences, they should read them aloud to another pair of Ss, replacing the collocation with a 'beep'. The person in the other pair who guesses correctly first, wins a point.

FUNCTION PRESENTING SURVEY RESULTS

2A Elicit/introduce the topic by asking Ss how companies can find out the general public's opinion on matters. Write 'conducting/carrying out a survey' on the board. Ss read and answer the questions in the survey and decide which they would find most difficult to answer. Ss compare ideas in pairs.

B Ask Ss what happens after surveys have been completed. Elicit/provide the following: *results are collated, analysed and then presented* and write this on the board. Ss then listen to someone reporting the results and decide which question on the survey the speaker is referring to. Elicit Ss' answers and ask if they were surprised by the results.

Answer: Which would you like to find out more about? Which would you like to try?

Unit 1 Recording 5

Woman: ... and the next section was particularly interesting. On the whole, people expressed a curiosity about businesses that had less relevance for them. So, they wanted to know more about services that they were in fact unlikely to use, which was surprising for us. To cite one example, people who don't have pets tended to be particularly interested in getting information about the pet-related services. Our impression was simply that these businesses had some novelty for them, and their interest presumably reflected amusement more than a genuine desire to use the service. One person said, 'It just never occurred to me that such a business would exist.'

Man: Another illustration of this is the number of people who asked for more information about the parking services, who, as it turned out, don't actually have a car. Generally speaking though, when we asked people about actually using the services, there was limited interest in trying out ones that the survey participants hadn't used in the past. The consensus seems to be that people are partial to what they already use or know about, and are satisfied with the service they're getting for the price they're paying. One might speculate that this reflects human nature — People don't like to go out of their comfort zone — but having said that, some people were drawn by alternatives to services they already use, such as HomeExchange instead of Airbnb.

Woman: Yes, and in that case there's a real difference in the way the services work, since with Airbnb you pay for what you use, and with HomeExchange you only pay a membership fee, and after that the services are free. Now moving onto the next question ...

3A Ss work first alone and then in pairs to try to complete the gaps. Play the recording so that they can check their answers, pausing after each item if necessary.

Answers: a) whole b) cite, tended c) impression d) presumably e) illustration f) Generally g) consensus h) speculate

B Focus attention on the expressions in bold and write the headings: *Generalising, Exemplifying, Hedging/Speculation* on the board. Check that Ss understand what each category means and then elicit one example for each. Ss complete their answers in pairs. Conduct class feedback and write Ss' answers on the board. With **stronger groups**, ask Ss to think of one more example for each category (e.g. *there was a tendency, for instance, it may well indicate that ...*).

Answers:

Generalising

On the whole

tended (to be ...)

Generally speaking though

Exemplifying

To cite one example

Another illustration of this is

Hedging/Speculation

Our impression was simply that

(their interest) presumably (reflected ...)

One might speculate that

*The consensus seems to be that

(*the use of 'seems' puts this expression here. If it were 'the consensus is that ...' it would be under *Generalising*)

Teaching tip

At this level, Ss are often planning to engage in higher level academic studies. Hedging is an important feature of academic language in western, English-speaking universities. International students at these universities can sometimes be criticised for being too categorical in their writing/spoken English, as in their own language and culture, hedging language is not always used. It's very useful, therefore, to point out these features and highlight the importance of using such language to be convincing and academic in style.

4A Ss identify the question alone and then check in pairs. Elicit Ss' answers.

Answer: In what way are they 'sharing', and in what way are they for-profit businesses?

B Ss work in pairs to expand the notes and practise the functional language. Once they have divided the points between them, give Ss time alone to think about how to report the information in complete sentences to their partner. Remind them to use the phrases in Ex 3B.

▶ LANGUAGEBANK 1.3 p104–105

Stronger classes can do the exercises at home. Otherwise Ss work alone to complete the presentation. They can then check their answers in pairs before feeding back to the class.

Answers:

A Generally speaking, a majority of respondents **tended** to feel that while a shortened (four-day) work week is an appealing idea, it would be too problematic in practice. The **consensus** seems to be that the resulting complications for human resources and management and the decline in productivity wouldn't be worth the benefits. To **cite** one example, a factory manager indicated that going to four days would require increasing his workforce by twenty percent. Another **illustration** of this is that many people said they would have to work at home to make sure their tasks got done anyway. This view **presumably reflects** the degree of inflexibility of many companies. On the **whole** our **impression** was simply that people in fact like their routine, and one might **speculate** that they identify so much with their work that they can't imagine life with less of it.

LEARN TO CHUNK LANGUAGE

5A Write the following on the board: *On the whole, people expressed a curiosity about businesses that had less relevance for them.* Play the 1st part of the recording and ask Ss to identify where the natural pauses go, or how the parts of the sentence are grouped. Ss look at the example in Ex 5A and decide if they agree this is how it was said in the recording. Elicit why chunking is important for the listener (i.e. *it divides the information into sense groups, making it easier for the listener to understand and helps identify key, important points*). Ss look at the sentences in Ex 3A and mark where the chunks begin and end. Elicit Ss' answers and ask if others agree (answers may vary slightly, but should sound natural).

Answers:

- On the whole, / people expressed a curiosity about businesses / that had less relevance for them.
- To cite one example, / people who don't have pets / tended to be particularly interested / in getting information about the pet-related services.
- Our impression / was simply that these businesses / had some novelty for them ...
- ... and their interest / presumably reflected amusement / more than a genuine desire / to use the service.
- Another illustration of this / is the number of people / who asked for more information / about the parking services, who, / as it turned out, / don't actually have a car.
- Generally speaking though, ... / there was limited interest / in trying out [services] that the survey participants / hadn't used in the past.
- The consensus seems to be / that people are partial to what they already use / or know about.
- One might speculate / that this reflects human nature.

B Ss listen to the recording and say the phrases, paying attention to the chunking.

6A Ss work in pairs and write out four complete sentences from Ex 4B. Monitor for accuracy.

B Ss work in pairs and mark the 'chunks'. They then practise saying the sentences, paying attention to chunking and intonation.

SPEAKING

7A Put Ss into new pairs and tell them that they are going to design, conduct and report on a survey. Direct them to the list of topics and add any others you think would be relevant/interesting to your Ss. Pairs then select a topic and write questions. Make sure all Ss write the questions as they will be separating later to interview other Ss.

B Ss now work alone and interview a number of other Ss (depending on time constraints). They need to make brief notes as they will need this information to be able to report back.

C Ss collate their results with their original partner. Refer Ss to the model in Ex 4A.

D Ss present their results to the class. Ask other Ss to listen and decide if there is anything surprising/interesting in the results. In class feedback, point out useful language and correct any common errors.

Homework ideas

- Ex 7D:** Write up the survey results using the functional language from this lesson.
- Language bank 1.3** p104–105
- Workbook Review 3**, p8

GENERATION RENT**Introduction**

Ss watch an extract from a BBC programme about a new kind of co-living building in London which is designed with young Londoners in mind. Ss learn 'filler' expressions and practise speaking by designing a co-living space. Ss also write a proposal for a co-living residency.

SUPPLEMENTARY MATERIALS

Warm up: Write the questions below on the board.

Warm up

Ask Ss if they have ever been to London and whether they know anything about the cost of living there. Ss share their ideas. Write the following questions on the board or ask them orally. Ask whether the Ss found any of the answers surprising and why.

- In 2017, London was ranked one of the top ten most expensive cities in Europe, where exactly did it come in the ranking? a) 3rd b) 8th c) 10th (answer = 10th)
- In 2017, the average house price in London was around £481,500 what was it in the rest of the UK? a) £240,500 b) £ 340,500 c) £440,500 (answer = £240,500)
- What percentage of people living in London are predicted to be living in rented accommodation by 2025? a) 45% b) 50% c) 60% (answer = 60%)

Ask Ss how they think young people deal with high housing costs in London? Elicit Ss' answers.

DVD PREVIEW

- Arrange Ss into pairs. Give them some time to read and think about their answers before discussing the questions together.
- Give Ss time to read the programme information and then discuss the questions in their pairs. Elicit Ss' ideas.

Answers:

- Students' own answers.
- Suggested answers: There is a mix of private and communal space which seems suitable for the target group. There are a range of facilities which might appeal to the group, including spaces for socialising, entertainment and dining (spa, restaurant, games room, roof-top). The library might work well for people who want quiet communal work, study or internet-enabled space. Bills are covered by the rent, which is also convenient.

It is unclear what the igloos are or why they might be suited to the target group.

DVD VIEW

3A Read through the questions with the class and encourage Ss to make notes as they watch. Play the DVD. Ss watch, make notes and then discuss their ideas with a partner.

Answers: Positive Image: Interesting camera angles (some of which make the spaces, e.g. the bedrooms, look bigger); attractive lighting; restful, upbeat music, makes you feel chilled; a lot of screen time given to the founders, who of course present a positive image of themselves and of the residence. Interviews with inhabitants who have direct experience and are positive.

Doubts expressed: These all come through the nature of the reporter's questions, which are listed/paraphrased in Ex 3B. All the questions have an element of trying to find the problems/issues with the residence.

B Give Ss time to read the questions and discuss in pairs what they remember from the report.

C Play the DVD. Elicit Ss' answers. Ask Ss what their opinions are on question 8 and discuss as a class.

Answers:

- 1 community
- 2 they 'embrace' the local community, e.g. clean up canal, a restaurant and bar is provided.
- 3 Yes. It's only used when you want quiet, reflection time.
- 4 No. More appropriate for singles but there are some couples.
- 5 There are a large number of people so conflicts are minimal. In the twodios – where people share a kitchen – the people are matched for age, interest, career. Conflict is dealt with by dialogue.
- 6 £1080 a month.
- 7 No. All the 'life administration' is taken care of (it's convenient) and so people can focus on making friends.
- 8 No answer is given. Students' own answers.

D Give Ss time to read the excerpts and elicit/provide an example of a 'filler' (e.g. *you know, like, sort of*). You could discuss why we use them and if they exist in Ss' own languages. Play the DVD again from 3.50. In feedback, elicit Ss' answers or direct them to the relevant section in the audio script.

Answers:

- 1 you know, kind of
- 2 sort of, sort of
- 3 kind of
- 4 it's like
- 5 just, like
- 6 You know

BVD 1 Generation Rent

DS = Dougal Shaw, BBC News reporter

Man1: It's like a basic shift in the functioning of where society's going to be headed.

James: Full under-bed storage as well, for all the bits and pieces.

Tracy: And there's places like the spa, where you can order in a massage.

DS: Is this the accommodation of the future for 'Generation Rent'? Known as 'The Collective', this co-living space in North London has 550 bedrooms. The bedrooms are all rather small. But then it does have some pretty unique communal facilities. They were still putting the finishing touches to the building when I visited – touches that make it look more like a boutique hotel than a youth hostel or a student halls. I arranged to meet the building's community manager, Ed Thomas, for a personal tour. He's a veteran of co-living communities, which are popular in the United States.

Ed: So we've just walked into the library, one of my favourite spaces in the building, where we encourage people to come and do some work, or read a book. So this is the sauna and spa room, and this room also doubles up as a yoga studio. So we've just come out onto the roof terrace, probably my favourite space in the building. We're surrounded by these igloos, which are a great space to come and chill out in. We find that people are using them to read, to do work in ... also have found people sleeping here.

DS: We also check out a games room, the larger communal kitchens on each floor and the laundry room, even though a linen cleaning service is provided. And this is where I encounter my first inhabitant, giving me a chance to ask him what he thinks of co-living.

Man1: It's like a basic shift in the functioning of where society's going to be headed and I'm pretty excited to be able ... to be able to take part of that.

DS: What do you get out of it?

Man1: Umm ... community.

DS: But how well do these newcomers fit into the existing community I wonder? I asked Ed about this in the cinema room.

Is there a bit of a danger when you've got these facilities in the building that you're in a cocoon, you're not going to interact with the community?

Ed: We embrace the local community as much as possible, for example, we've organised a canal clean-up, we've put in a restaurant and a bar because that's what a lot of the people around here ask for and that will be open to members of the public.

DS: Next it was time to meet James Scott, a partner in the business that runs the building.

James: Storage. Making sure there's enough space for all of your things. So wardrobe, additional storage. Full under-bed storage as well, for all the other bits and pieces. And then every unit's got an ensuite bathroom, the shower, the toilet, the sink, all in here. And this is your private space so you can relax, sleep, rest, and then each twodio shares a communal kitchen space, so behind me here is a sort of eating area, so a breakfast bar. And then on the other side is our kitchen facility, so each kitchenette space has got a fridge, hobs, combi-oven, storage, and then your neighbour in your twodio has the same set-up on the other side.

DS: The combined space is about five metres by five metres. Do you think that is big enough for a young adult?

James: Yeah. I mean the feedback we've had so far is positive. The way co-living works is that we give people really well-designed personal space, which is theirs, which is private, but then when they're socialising, when they're meeting their friends, they're in the wealth of amenity spaces.

DS: Do you think you have to be single to be here?

James: I think that we think that co-living is probably more appropriate for predominantly single people, but we've already had some couples move in for whom it works really well.

DS: One early adopter who has just moved in is civil servant Tracy Eden.

Here there's not that much space, personal space in your bedroom, I mean not much more room than the bed itself. Do you find that this is enough for you?

Tracy: For me this is enough. It's pretty much only the place that you come when you want some quiet or private reflection. In a traditional house share, you know, if you've got personalities that don't quite work, you're kind of stuck in that small space together, whereas here there are so many people.

DS: You are sort of stuck with the person that you share the twodio space with.

Tracy: You are sort of stuck, but they've matched us on age and interest and sort of career, so it ... it works for us.

DS: As community manager, it's Ed's job to do the matching and prevent infighting. He told me some personality clashes are inevitable, but these can usually be resolved by dialogue, making forced evictions rare.

How much does it cost to live this way? It's about £1,080 a month, with many bills included. Reza Merchant, the CEO behind the development, reckons it's an attractive deal.

Reza: Your sheets get changed, your room gets cleaned. Once you kind of add in all of those costs, you're really not far off from what you would pay for a house share.

DS: All those things that get done for you, is that not going against the whole idea of being independent, it's like, 'mummy's gone now and you've got to do these things yourself'.

Reza: It's about convenience. Rather than worrying about your internet and your utilities, and just life admin, you can focus on, like, making friends.

DS: A big part of London's housing crisis is a lack of homes for young families. This is more for the kind of twenty-something singleton really.

Reza: You know young working Londoners, that are the life blood of this economy, get completely ignored.

DS: Does this place recognise the needs of young Londoners, or exploit them? Is it a battery farm for twenty-something singletons, or should we see it as a kind of nirvana for millennials, who don't need much space anyway for their digital belongings? With the doors now open, it will be interesting to see who comes in, and what the locals make of them.

4 Ss work in pairs and discuss their ideas. Elicit Ss' ideas.

speakout design a co-living space

5A Ask Ss if they think 'The Collective' would be suitable for elderly people and to give reasons. Read the instructions together and do an example, feeding in useful language (e.g. *Elderly people are likely to need easy access to healthcare, whereas young families are more usually in need of childcare facilities*) and add it to the board. Ss work in pairs and share their ideas about the other groups.

B Give Ss time to read the areas they need to make notes on, then play the recording. Ss compare answers. Elicit Ss' answers. Ask Ss if they like the speakers' ideas.

Answers:

Who the space is for: musicians

Why they chose that group: they have friends who are musicians and they struggle to find a space to rehearse and develop new music.

What facilities and services the space has: soundproofed bedrooms for private rehearsal, a few big rehearsal spaces, communal kitchen, dining room doubling as a performance space with a stage and an acoustic ceiling, cinema with amazing sound system

Any problems they anticipate: neighbours might have issue with noise and type of people living there, personality clashes (probably over musical tastes)

Proposed solutions: free concerts, music lessons for locals, on-site mediator

C Give Ss time to read the sentences and guess the appropriate alternative. Check/elicite meanings of the following in the given context: *kill two birds with one stone* (achieve two things at once), *kinks*, *snags* (small problems), *hiccups* (mistakes). Play the recording again and Ss listen and underline the correct alternatives. Ss compare in pairs. Direct Ss to the audio script to check answers.

Answers: addresses, double, would seem, consideration, attention, an issue, solve the public relations problem, knowing, kinks, hiccups

Unit 1 Recording 7

A: I have a lot of friends who are musicians and it always strikes me how much they struggle to find a space where they can rehearse and develop new material.

B: Yeah, and actually not have music as sort of a secondary thing in their lives. I mean if they can't make enough money from it to live and have to get a job, they might not be able to find a place or time to practise.

A: That's the thing, I think it's the ideal group for a co-living space, they need a kind of a space that addresses their specific needs ...

B: ... yeah and they can understand and sort of put up with each other. The irregular daily timetables, the noise ...

A: Don't call it noise ...

B: Okay the sounds ... erm, the music, the cacophony of ... sound ...

A: Anyway, let's talk about facilities. Practice rooms.

B: Definitely, lots of soundproof rehearsal spaces ...

A: Small ones, one or two big ones ...

B: Maybe no small ones. You know, I think their private spaces, their bedrooms can actually double as their private rehearsal spaces. If they're soundproofed.

A: That's sounds good. So, a few big rehearsal spaces and then each resident has their own soundproofed bedroom or private space. That would seem to me to be the key consideration. It's kind of the main need they have in their private space.

B: Along with the usual peace and quiet. And for sleeping, it's good because if others are rehearsing at 3 a.m. and you want to like, sleep, you can.

A: So what about communal spaces, besides rehearsal rooms?

B: Well, I wouldn't put kitchens in the individual bedrooms ...

A: No ...

B: ... I'd have one big communal kitchen, really well equipped, a big eating area.

A: Good idea. How about a dining area that doubles as a performance room?

B: So, with a stage at one end ...?

A: Yeah, a stage, and some attention should be given to acoustics.

B: An acoustic ceiling.

A: If it's in the budget. How about other recreation?

B: Like a cinema? That would make sense. For watching DVDs and I'm thinking DVDs of performances.

A: So really amazing sound system.

B: Definitely.

A: So let's talk about services.

B: Well it's not exactly a service but I was thinking how important it would be to connect with the local community in a positive way. I mean, people living around this residence might have an issue with the noise and the kind of people living there. So residents could provide free concerts ...

A: ... a sort of open house ...

B: ... yeah, every Saturday or something.

A: And music lessons for local kids.

B: Yeah, brilliant idea. That would solve the public relations problem for sure.

A: And it gives the residents their regular audience.

B: Kills two birds with one stone.

A: So what other problems do we need to think about?

B: Knowing my musician friends, the biggest problem would actually be personality clashes that are about the music, you know, it's like 'I really don't agree with your style'.

A: It's an approaches and taste thing.

B: Yeah but we're talking about professionals sort of, or not professionals but people who have extremely strong feelings about their profession, about their art.

A: That can lead to a lot of tension.

B: Not sure what to do about it.

A: On-site mediator?

B: Or something like that. These kinks can be worked out in practice.

A: Yeah, a few hiccups are inevitable. It's hard to know what to do before you're in the situation.

5A Tell Ss they are going to work in groups to design a co-living space. Divide the class into groups of three or four. Ask each group to select a category of people from the list in Ex 5A or choose their own group. Elicit who each group is designing for and note this on the board. Then write the following on the board:

- who the space is for
- why they chose that group
- what facilities and services the space has
- any problems they anticipate
- proposed solutions to the problems

Set a time limit for them to make notes in each section.

B Ss take turns to present their ideas. Encourage Ss to challenge the other designs and ask questions.

writeback a proposal

7A Elicit what the aim of a proposal is (i.e. to present an idea to someone in a persuasive way) and check that they are aware that proposals are usually formal in style. Ss read the text and answer the questions alone. You may need to support Ss with some of the vocabulary. Ss can then share their answers with the class.

B Ss write a proposal for the co-living residency they designed in Ex 6A. Make it clear that their classmates will be reading the final proposals and making a decision about which best serves its target group and which is most worthy of investment.

C In the same or the following lesson, Ss read each other's proposal and decide if the residency is worthy of investment.

Homework ideas

- Ex 1: Write about your experiences of co-living (the positives and negatives).
- Ex 7B: Write the final draft of your proposal.

LOOKBACK

Introduction

Ss revise and practise the language of Unit 1. The notes below provide ideas for exploiting the exercises and activities, but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

TRANSFORMATION

1A After explaining the activity, elicit the first answer as an example in order to check Ss understand what to do. Ss complete the words by adding vowels then check their answers in pairs. In feedback, elicit Ss' answers. Listen carefully to Ss' pronunciation of the phrases and if necessary, drill them chorally and individually.

Answers: 1 profound impact 2 major breakthrough
3 game-changing, paradigm shift 4 sets, motion
5 pioneer, pilot studies 6 conventional wisdom

Optional extra activity

Arrange Ss into small teams. Elicit a name for each team and write the names on the board. Give each team a board pen. You say a definition of the words, either your own or from a dictionary (e.g. *a big change in the way people see or do something*) and a representative from each team goes to the board to write the words/phrases (e.g. *paradigm shift*). The first team to write the correct answer wins a point.

B Ss complete four of the sentences with their own ideas before discussing with a partner. Monitor and help with language.

VERB PATTERNS

2A Explain that Ss need to complete the questions with a verb phrase, identifying if *-ing* or *to + infinitive* is needed. Remind Ss these must be genuine questions that they want to ask their classmates later. Elicit possible endings for the first question. Monitor and help with any language needed.

Answers: 1 *-ing* 2 *to + infinitive* 3 *-ing* 4 *to + infinitive*
5 *-ing* 6 *to + infinitive* 7 *-ing* 8 *-ing* 9 *to + infinitive* 10 *-ing*

B Ss ask and answer their questions in pairs. Ask Ss to say what the most interesting thing they found out about their partner was.

ADJECTIVES: NEEDING AND GIVING

3A Focus Ss' attention on the title of the text and elicit predictions on what the text is about. Ss work alone to complete it before comparing in pairs. Nominate Ss to provide answers.

Answers: 1 philanthropic 2 compassionate 3 unstinting
4 vulnerable 5 altruistic 6 destitute 7 hard-up 8 welfare

B Ss discuss which parts of the article they agree or disagree with. In class feedback, elicit Ss' ideas.

Optional extra activity

Ask Ss to decide which word or phrase is *a) the hardest to remember, b) the nicest sounding, c) the most difficult to pronounce, d) the one they are most likely to use*. Ss compare their ideas.

CONTINUOUS AND PERFECT ASPECT

4A Ss complete the activity in pairs. In class feedback, elicit Ss' answers and use the board to clarify the differences in the pairs.

Answers:

1a) present perfect simple **b)** present continuous

No significant difference in meaning.

2a) future perfect continuous **b)** future perfect simple

These can be essentially the same in meaning if finished one way, e.g. '...here for 5 years', though even then **a)** might express a temporary view of 'living here'; **b)** can be completed in ways that **a)** can't, e.g. '...in fifteen countries in my life thus far'

3a) future perfect simple **b)** future continuous

No significant difference in meaning.

4a) past perfect continuous **b)** present perfect continuous

The point of reference is different. In sentence **a)** it is before and up to a point in the past. In sentence **b)** it is before and up to now. So, in **a)** the person is talking about a 'finished' story from their life, in **b)** a current, unfinished story.

5a) past continuous **b)** past perfect simple

Essentially no significant difference in meaning – the 'but' implies a change in plans for both, and either could come from a 'narrative' of someone's life when talking about a change of plans in the present OR in the past.

Watch out!

Ss can become frustrated when they discover there is 'no significant difference' in the use of one verb form or another, especially if they are used to/like hard and fast rules. Therefore, at this level particularly it's important to talk about subtleties, the perspective of the speaker and even language style choices we make.

B Ss personalise one sentence in each pair to make it true for them. Note, not all sentences may be applicable to them. Ss then discuss in pairs. In class feedback, ask if Ss had anything in common.

Alternative activity

Do a *Find Someone Who* activity. Distribute three slips of paper to each student and ask them to write one complete sentence that is true for them on each using the stems in Ex 4A (or slight variations). With *weaker classes* provide examples which are true for you (e.g. 1. *By the end of this year, I'll have been living in Poland for three years;* 2. *I had planned to study another language at university but I found I didn't have the time;* 3. *I've never been able to cook rice very well so I always get someone else to do it.*) Monitor and help with language. When Ss have completed their sentences, ask Ss to fold them up and place them in a pile on your table. Ss come up and take three pieces of paper each. Ss stand up and mingle asking questions to find the person who wrote each of the sentences (e.g. for Question 3. *Are you good at cooking rice?*). Encourage Ss to ask follow-up questions once they have found the person.

PRESENTING SURVEY RESULTS

5A Explain that the text is an extract from a report on options for public spaces. Point out that the words and phrases in bold are incorrect. Ss should first read through the whole text. Ss work alone to correct the errors. They then check their answers in pairs before feeding back to the class. Write the correct answers on the board.

Answers: 1 On the whole 2 tended 3 The consensus seems to be
4 To cite one example 5 presumably 6 Another illustration of this
7 One might speculate that 8 Generally speaking though
9 our impression was that

B Ss briefly discuss whether they agree with the opinion expressed and suggest solutions. Elicit Ss' ideas and open up the discussion to the whole class.

OVERVIEW

2.1 THE BEST MISTAKES

VOCABULARY | learning

READING | read about the value of getting something wrong

GRAMMAR | *if* and related expressions

PRONUNCIATION | connected speech: linking

SPEAKING | discuss your attitudes to mistakes; participate in an experiment about memory

VOCABULARY PLUS | idioms: feelings

2.2 ANOTHER WAY

VOCABULARY | collocations: education

PRONUNCIATION | word stress

SPEAKING | speak about your own education and educational values

LISTENING | listen to a radio interview about an alternative way of learning; listen to a discussion about creativity in education

GRAMMAR | nominal relative clauses

WRITING | take notes; learn to summarise notes

2.3 THINK AGAIN

VOCABULARY | creativity

FUNCTION | leading a discussion

PRONUNCIATION | sentence stress

LEARN TO | manage interaction

PRONUNCIATION | intonation: appropriacy

SPEAKING | lead a discussion; improve interaction management

2.4 TEACHERS AND LEARNERS DVD

DVD | watch people talking about different learning experiences

speakout | qualities of a great teacher

writeback | a forum entry on something you've learned

2.5 LOOKBACK

Communicative revision activities

THE BEST MISTAKES

Introduction

Ss revise and practise *if* and related expressions and focus on connected speech with these items in the context of learning and making mistakes. They also learn and practise idiomatic expressions related to feelings.

SUPPLEMENTARY MATERIALS

Resource bank p133–135

Warm up: Write the expression and six mistakes below on the board for Ss to rank.

Warm up

Write the following expression on the board: *We all make mistakes, we're only human.* Then write the following six mistakes on the board, labelling them A–F (you can come up with alternative mistakes if preferred):

A *Picking up the wrong suitcase in the airport.*

B *Getting the time wrong for a flight.*

C *Sending an email to the wrong person.*

D *Referring to a man using 'she' instead of 'he'.*

E *Giving someone the wrong change when you work in a shop.*

F *Asking a woman who is not pregnant when she is due to have her baby.*

Ask Ss to work in pairs and decide how serious each mistake is – they should rank them 1–6 (1 = most serious). Encourage Ss to justify their answers and to come to an agreement. Elicit Ss' ideas and during feedback, ask Ss how they would feel in each situation (this leads into the rest of the unit).

This is a good opportunity to feed in language such as: *I'd die of embarrassment/I'd want the ground to swallow me up/I'd kick myself.*

VOCABULARY LEARNING

1A Direct Ss' attention to the photos. Elicit ideas about what might have happened to each person.

B Ss work in pairs to discuss the meanings of the words in bold.

Alternative approach

With **stronger students** Ss work in pairs/groups to paraphrase the whole sentence (e.g. *Motivation is the crucial element in learning.* = *Motivation is the most important aspect of learning.*).

C Ss work alone to match the definitions and then check their answers in pairs. Elicit answers and write them on the board. Once the meanings are clear, drill the phrases which could be potentially difficult for your Ss (e.g. *crucial, perfectionist*).

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

speakout TIP

Read the speakout tip with the class and ask Ss if they habitually follow this advice. Ask Ss to identify the patterns/collocations in Ex 1B. Write their answers on the board.

Suggested answers:

get praise for deride sb for doing sth

be (highly) beneficial to sth/sb

be engaged in steer clear of sth/sb

D Ss discuss in pairs the extent to which they agree with the statements in Ex 1B. Elicit Ss' ideas and make sure they give examples to support their opinions.

READING

2A Ask Ss to read the article and find out which ideas from Ex 1B are included, as well as assessing what the article's perspective on the ideas is. Elicit Ss' answers.

Answers:

- 2 Being praised: the article seems to support the idea of praise not being important – comparing the effect of praise (USA) and no praise (Japan) with Japanese students doing better.
- 3 Not being derided: the article mentions that this makes students feel that there are no negative consequences if they make a mistake.
- 4 Guessing: the article includes guessing as part of a student's engagement and hence successful learning. (Japanese students are expected to struggle. Research shows guessing can enhance the learning process.)
- 6 and 8 the article reinforces the notion that mistakes are beneficial (in Japan constructive use of error is a teaching technique. People who made a number of mistakes scored higher).

B Ask Ss to read the eight statements in B and encourage them to mark T, F or NG from memory. Ss then read the text again and complete their answers. Ss check their answers in pairs before feeding back to the class.

Answers:

- 1 T Most report negative sensations – a sinking feeling in the pit of the stomach ...
- 2 F ... praise was only given provided that answers were correct.
- 3 T ... but rather the reason for the error ...
- 4 NG
- 5 F The total amount of time allotted was the same for both groups ...
- 6 T ... key factors of cognitive and personal engagement, which have long been known to enhance the learning process.
- 7 NG The psychologist does not specifically refer to classrooms, but learners in general.
- 8 F ... teachers and learners alike to rethink their quest for instant perfection.

Teaching tip

This task type is one which is often included in formal exams (IELTS in particular). Suggest that Ss read the statements and make educated guesses first, then they can underline key words in the statements and in the text where they find the answers.

C Ss discuss the questions in pairs. They can then share their opinions with the class.

GRAMMAR IF AND RELATED EXPRESSIONS

3 Focus Ss' attention on the words in bold in the text and elicit the connection (*all imply a condition*). Ss work alone and use the context to help select which of the two options the phrase is closest to in meaning. With **weaker classes**, do the first one or two together.

- Answers:** 1 apparently 2 if and only if 3 almost never
4 if something is true or false 5 if true 6 if you're not sure
7 if there are some 8 if and only if 9 if it doesn't happen that
10 if it weren't for 11 if it weren't for 12 if this doesn't happen

LANGUAGEBANK 2.1 p106–107

Stronger classes can read the notes and do the exercises at home. Otherwise, give Ss time to read the notes and do the first in each of A and B as an example. Ss complete the exercises alone then check in pairs.

Answers:

A

- 1 Rarely, if ever 2 without 3 If anything 4 otherwise
5 few 6 If so 7 if anything 8 provided that 9 as long as
10 unless

B

- 1 But for the doctor's quick intervention, he would be dead.
- 2 Whether you loved me or not, I'd still love you.
- 3 Without (having) a partner he can't go to the dance.
- 4 Let him sleep late as long as there's no / there isn't an emergency.
- 5 Unless instructed otherwise / to do otherwise / not to (by the crew), stay in your seats.
- 6 Say yes whether you agree or not. OR Say yes whether or not you agree.
- 7 I'll attend the meeting provided that I'm not obliged to speak.
- 8 Unless you have / you've got a licence, you can't use a TV.

4A Ask Ss if they have ever done a personality test online or in a magazine. Write on the board 'How _____ are you?' and elicit possibilities for the gap (usually an adjective). Add 'uptight' in the gap and elicit its meaning (meaning = *anxious, in an overly controlled way*). Focus Ss' attention on the introduction to the quiz which helps further clarify the meaning of 'uptight'. Ss complete the gaps alone using expressions from Ex 3. Tell Ss they may have to slightly change the expression to fit the gap. Ss compare their answers before feeding back to the class.

Answers:

- 1 a) whether or not b) it seemed as if
- 2 a) if ever b) if any
- 3 a) If so b) provided (not as long as because followed by *that*)
- 4 a) otherwise b) as long as / provided that
- 5 a) unless, if any b) If in doubt

B Ss do the quiz – encourage Ss to answer honestly. Then ask Ss to check their scores on p128.

Watch out!

In the interpretation of the quiz results Ss may need the following lexical items clarified and checked.

mess up = make a mistake/doing something wrong

human foibles = strange habits or characteristics

verging on = coming close to/almost

... personified = to be a perfect example of something

C Ss discuss the questions in pairs. In feedback, ask which person in each pair is more of a perfectionist and elicit real-life examples which demonstrate this.

5A Ss listen to the recording and write the answers only. With **weaker classes**, pause after each question. During feedback, write the answers on the board so that you can later highlight the connected speech.

- Answers:** 1 Seldom, if ever. 2 Few, if any. 3 I certainly am, whether you like it or not. 4 I'd feel as if I'd let everyone down. 5 If in doubt, I'd throw it away and start again. 6 No, as long as no-one could see it.

Unit 2 Recording 1

- 1 A: How often do you point out other people's mistakes?
B: Seldom, if ever.
- 2 A: How many spelling mistakes are there in your emails?
B: Few, if any.
- 3 A: You aren't going to complain about the soup, are you?
B: I certainly am, whether you like it or not.
- 4 A: How would you feel if you didn't get the top grade?
B: I'd feel as if I'd let everyone down.
- 5 A: You think you've made a mistake in a dish you're preparing, but you're not sure.
B: If in doubt, I'd throw it away and start again.
- 6 A: There's a small stain on one of your tee-shirts. Would it bother you?
B: No, as long as no-one could see it.

B Do an example on the board, eliciting where the links should be. Ss mark the links for the others in their notes. Drill the phrases chorally and individually, focusing on connected speech.

Answers:

- 1 Seldom, if ever.
 - 2 Few, if any.
 - 3 I certainly am, whether you like it or not.
 - 4 I'd feel as if I'd let everyone down.
 - 5 If in doubt, I'd throw it away and start again.
 - 6 No, as long as no-one could see it.
- Note: There are also intrusive (or added) sounds between vowels, i.e. certainly am has a /j/ sound added when speaking, and 'No, as...' has a /w/ sound added.

C Ss work alone to prepare questions they think will prompt the same answers. Do an example together (e.g. *How often does X come late to class?* to prompt *Seldom, if ever*). Ss work in pairs and ask and answer the questions. In feedback, correct any mistakes in pronunciation.

SPEAKING

6A Elicit from Ss what they remember about the experiment in the article, *Excellent! You got it wrong* on p20–21. Explain they are going to do a similar experiment. Put the Ss into pairs and assign A and B to each. Before the Ss turn to their relevant page, explain the procedure clearly by doing an example, using the board to assist. Say: *Student A, you have a list of pairs of words in front of you, for example 'sport-cricket'. You say only the first word and then B says a word which they associate with it. So you say 'sport' and Student B might say 'basketball'. Then you say, 'no, cricket', and then B writes 'cricket' in the space on their page next to 'sport'.* Direct Ss to their relevant page and let them do the activity. Monitor carefully to ensure they are on track.

B Ss work in their pairs and discuss the three questions. Elicit some of their ideas.

7A Tell Ss they are now going to be tested on the words. Set a reasonable time limit and Ss work alone to try to remember the words.

B Ss rejoin their partner and discuss the three questions. Elicit Ss' ideas in feedback.

C Explain that Ss need to compare the results of this experiment with the one in the article, so they need to compile the answers and see which group remembered more of the original items. (NB: they probably need to focus on average scores for each group rather than the total.) Ask the Ss if they can come to any conclusions based on the experiment.

VOCABULARY PLUS IDIOMS: FEELINGS

8A Ss identify the idioms that express feelings. Elicit their answers and write them on the board. Discuss the meanings.

Answers:

a sinking feeling – an unpleasant feeling when you realise something bad is going to happen
welcome (errors/sth/sb) with open arms – be very pleased to encounter, meet, or experience something

B Ss work in pairs to create new contexts for the expressions. Monitor, then elicit good examples for the board.

9A Focus Ss' attention on the eight short texts at the bottom of the page and ask them to identify where they might come from. Encourage Ss to consider whether each is written or spoken English, what the text type is and who the audience is. Do the first one together. Tell them not to worry about unknown vocabulary at this point as they will have a chance to work on this later.

Answers:

- 1 Text or email. Informal, similar to spoken English, e.g. use of *I*, contractions (*can't make it today*), informal vocabulary (*can't make it*) but the use of 'etc.' wouldn't fit with a spoken exchange such as a phone call.
- 2 Written English. Short well-formed sentences. Probably romantic fiction because of the content.
- 3 Written English – a letter/email/posting to a problem page/website. Use of *I*, contracted forms, and appropriate content. It could also be spoken English with someone relating a problem.
- 4 Newspaper or website news. The piece is written in a factual way, in the present, and includes a quote from someone in the story, which is typical of this kind of report.
- 5 Spoken (or email) account of a situation. It's written with *I*. Neutral style.
- 6 Written narrative, perhaps from a novel. It is written about *he* and has well-formed and quite long sentences, although these are not complex.
- 7 Lyrics to a song. It has short lines, rhymes and has the content of a typical pop song.
- 8 A western novel. Shown by content and vocabulary (*horseback, cowboy, gun*) and use of direct speech typical of the genre.

B Ss identify the idioms related to feelings. Elicit their answers and write them on the board.

Answers:

brackets show part of the idiom that might change

- 1 (I'm) a bit under the weather
- 2 (It) made her flesh crawl.
- 3 (I'm) coming apart at the seams.
- 4 (Management) has (its) back to the wall.
- 5 (I felt) like a fish out of water.
- 6 (His) blood ran cold
- 7 (I'm) on cloud nine.
- 8 (Got) a chip on (your) shoulder

C Ss work alone to match the comments to the excerpts. They can then check their answers in pairs. Elicit Ss' answers and write them on the board.

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

D Ss work in pairs and create questions to prompt answers which use the idioms. Do an example together first (e.g. *How did you feel when you first moved from the big city to a small country town? – like a fish out of water*). They then work with a new partner to ask and answer their questions.

▷ VOCABULARY BANK 2.1 p121

Stronger classes can do the exercises focusing on body idioms at home. Otherwise, Ss first work alone then compare with their partner. Elicit Ss' answers to A and be prepared to help with pronunciation before moving on to B.

Answers:

1A

1D 2F 3A 4E 5B 6C

B

- 1 The figures fly in the face of our current understanding.
- 2 I'm going to play it by ear during the meeting, not before.
- 3 My exam results are really hanging over my head.
- 4 We started our relationship on the wrong foot. OR Our relationship started on the wrong foot.
- 5 Lydia's head and shoulders above the other candidates.
- 6 I'm very glad to see the back of Pat.

Homework ideas

- **Ex 2A:** Enter a short story competition: write a short story (200–250 words) about a time you learned something valuable from making a mistake.
- **Language bank 2.1** p106–107
- **Workbook Review 1**, p9–10

ANOTHER WAY

Introduction

Ss learn and practise nominal relative clauses in the context of alternative forms of education. Ss also focus on stress patterns and learn and practise collocations related to education.

SUPPLEMENTARY MATERIALS

Resource bank p133 and p136

Warm up: A selection of memes/quotes/cartoons related to school education.

Warm up

Show students three or four memes/pictures/quotes related to school education. Ss decide which one they like best and talk to a partner about their choice. Elicit Ss' ideas. Possible quotes to include:

Education is what remains after one has forgotten what one has learnt in school. Albert Einstein

The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education. Martin Luther King, Jr.

I have never let my schooling interfere with my education. Mark Twain

VOCABULARY COLLOCATIONS: EDUCATION

1A Focus Ss' attention on the photos. Ss discuss in pairs which are most similar to their experiences. Ask Ss to spend a few minutes thinking about and discussing what they liked and disliked about their experiences of primary and secondary school. During class feedback, discuss whether the Ss' experiences were generally positive or negative.

B Ss complete the sentences alone and then compare in pairs. During feedback, check and help with pronunciation.

C Ss identify the collocations and circle them. Elicit Ss' answers and write them on the board.

Answers B&C: 1 a nurturing environment 2 finding your own path
 3 striving for excellence 4 fostering good relationships
 5 fulfilling your potential 6 a quality curriculum
 7 rigorous standards 8 taking the initiative 9 mutual respect
 10 a focus on individuality

Optional extra activity

Ss work in pairs. One student closes their book, the other says half of the collocation and tests whether their partner can remember the word, e.g. **A:** *mutual ...*, **B:** *respect?*

2A Ss identify the stress patterns alone and then check in pairs. Elicit Ss' answers and add to the board in appropriate columns. With **weaker classes**, tell Ss how many words in each group.

Answers:

- a) three syllables
nurturing, excellence, fostering, fulfilling, potential, quality, rigorous, mutual
- b) four syllables
environment, relationships, curriculum, initiative
- c) more than four syllables
individuality

B Ss underline the stressed syllable and then listen to the recording to check. Elicit Ss' answers and underline the stressed syllable on the board.

Answers:

- a) three syllables:
 nurturing
 excellence
 fostering
 fulfilling
 potential
 quality
 rigorous [said with three syllables]
 mutual [said with three syllables]
- b) four syllables:
 environment
 relationships
 curriculum
 initiative
- c) more than four syllables:
 individuality

C Explain to Ss that they will listen to a prompt then they need to complete the sentence orally. Then they will listen to the complete sentence to check. Do the first one as an example, pausing after the prompt if necessary.

Answers: 1 environment 2 excellence 3 relationships
 4 potential 5 curriculum 6 standards 7 the initiative
 8 respect

Unit 2 Recording 3

- 1 It was a very nurturing ...
It was a very nurturing environment.
- 2 We will strive for ...
We will strive for excellence.
- 3 It's important to foster good ...
It's important to foster good relationships.
- 4 I want to fulfil my ...
I want to fulfil my potential.
- 5 We have a quality ...
We have a quality curriculum.
- 6 We need rigorous ...
We need rigorous standards.
- 7 I like to take ...
I like to take the initiative.
- 8 It's crucial to have mutual ...
It's crucial to have mutual respect.

VOCABULARY BANK 2.2 p121

Stronger classes can do the exercises at home. Otherwise Ss work alone to complete the A and B. They can then check their answers in pairs and discuss the question in C.

Answers:

- 1A** virtual learning environment, blended learning, vocational training, tuition fee, external accreditation, student loan, continuous assessment, rote learning
- B** 1 tuition fee 2 student loan 3 continuous assessment
 4 virtual learning environment 5 vocational training
 6 blended learning 7 rote learning 8 external accreditation
- C** Students' own answers.

SPEAKING

3 Ss read the questions and think about their answers before discussing in small groups.

LISTENING

4A Ss discuss the question in pairs. In feedback, ask if they had similar ideas.

Optional extra activity

Watch a TED talk on education, either where Sugata Mitra presents his ideas or another related talk which focuses on 'alternative' education. Use this as an opportunity to show Ss extra features, such as subtitles and interactive transcripts.

B Tell Ss they are going to listen to a radio programme about an experiment in education. Ss read the text and complete questions 1 and 2. In feedback, elicit some of the Ss' questions and write them on the board.

Answer:

- 1 To put internet-connected computers in walls in Indian slums, which students used to teach themselves with no adult help.
- 2 Students' own answers.

C Ss listen to the recording and make notes. They can then discuss their notes in pairs and see whether they can answer the questions from B.

Unit 2 Recording 4

BBC = Sarah Montague **SM** = Sugata Mitra **TC** = Teacher
L = Lucie **G** = Granny **T** = Thomas **B** = Boy

- BBC:** Professor Mitra, welcome to *The Educators*.
- SM:** Thank you.
- BBC:** Now last year, you won, from the online lecture series TED, a one-million-dollar prize for a project that you wanted to do which was to build what they've called 'Schools in the Cloud' and as a result you are in the process of putting seven schools in the cloud. And the way they work, you call them 'SOLEs', which is 'Self-Organised Learning Environments'. Explain how they work now.
- SM:** The Self-Organised Learning Environment tries to simulate the chaotic environment of the Hole-in-the-Wall Experiment which was computers outdoors with no supervision and children accessing it. The SOLE attempts to do the same inside the classroom. So, you have a few computers, you have lots of children usually, and you trigger the whole system off with a big question.
- BBC:** Give us an example.
- SM:** You could for example ask them, 'Why does hair grow?' A typical nine-year-old will say 'Whaddya mean?' so I you know, the hair on your head, keeps on growing longer and longer and longer and then you have to cut it off. Why on earth does it do that? It doesn't seem to do that on animals. And then the magic starts off.
- BBC:** So what, you leave them alone in the room with a computer and they have to work out how to answer the question.
- SM:** We call these the big questions. A big question is something that a child is attracted by and to which preferably no one really has the right answer.
- BBC:** Now one of the things you've established in these cases that you're talking about there's no adult involvement, you did discover that actually sometimes children do need a bit of help, and this is where what you've called the Granny Cloud comes in which is this idea that there's a little bit of help from the British granny I think was your perfect model.
- SM:** Well, that came out of an experiment in India which was designed to fail. I said I'll give the children a task that is so hard that they couldn't possibly do it. The task I chose was undergraduate level genetics, in English, for 12-year-old Tamil-speaking children in an Indian village. You know I had a test at the end of it which they'd gotten a zero in to start with, and they got 30 percent so I didn't want to stop there, I said but how do I get that thirty up further, because thirty's a fail, so what I got was a friendly local girl, she was twenty-two years old and a great friend of the children, they used to play together. And she said 'Biotechnology? I don't know anything about it! I didn't

even have science in school.' I said, 'Look, you're the best I have here. You don't understand the subject, doesn't matter. Can you just go on encouraging them?

BBC: So go on, what happened?

SM: Fifty percent in two months.

BBC: Purely from the encouragement.

SM: Just from the encouragement.

BBC: So, somebody just saying to the children, 'Well done, you're doing really well!'

SM: Yes ...

BBC: ... and they carry on doing it and they get their score up.

SM: Anyhow, the *Guardian* was interviewing me and I said 'Will you put in just a couple of lines at the bottom saying that if you are a British grandmother, if you have broadband and a web camera, can you give me one hour of your time for free, because I needed a million of them.

BBC: So you created this Granny Cloud effectively on Skype.

SM: It became the Granny Cloud.

BBC: Look, let's hear how one of your classrooms as they've been called 'School in the Cloud', it's a 'Classroom in the Cloud', how it's gone down at Greenfield Community College in Newton Aycliffe in County Durham.

TC: Right we've got Max? Yep, Max is here...

L: My name's Lucie McCormick and I'm thirteen years old and we're in room thirteen. Room thirteen is a room where the pupils come in to ask a question from a granny who is in different parts of the country and they have to find out the answer independently.

G: You kind of work in groups and use the computers but talk to each other about...

L: In room thirteen there are no teachers because the pupils feel that the teachers give them a specific website to look on and they don't like it. In room thirteen when the teachers aren't here you feel more open to what you can look at and what you can't look at because you're learning yourself and finding out what not to look at and what to look at.

T: My name's Thomas Gally. I'm fifteen. Well, when we first heard about it we thought 'Oh, I don't really want to do it because it sounds really strange compared to normal lessons,' but when we got in it was really cool.

B: I know it's a balance between traditional ways of learning and modern because teachers like to stick with the tried and true methods and stuff but in all honesty they do need to move forwards with the lessons because we get bored really quickly.

L: I never thought my education would include a room without a teacher in. It was frightening at first because I think we were all curious on what it was all about but 'cause we've had quite a few sessions in room thirteen we know what it's all about now and we're not frightened to come in here without the teacher.

5A Ask Ss to write the three headings and note any information they can remember from the recording next to each one.

B Ss listen again and make further notes under the headings.

C Ss compare their notes in pairs and add any details that they missed. They then compare their notes with the model on p132 and discuss the questions. Elicit Ss' answers.

Answer: See sample notes in the Student's Book, p132.

D Divide Ss into small groups and ask them to discuss the questions. Circulate and monitor, making a note of any errors to correct during the feedback stage.

GRAMMAR NOMINAL RELATIVE CLAUSES

Watch out!

Remind Ss that in nominal relative clauses, the relative pronoun acts like a noun + relative pronoun together and this is used to express ideas more concisely (e.g. *I have my phone with me ~~any place that~~ wherever I go*).

6A Give Ss 5 mins to look at the nominal clauses in the sentences and complete the rules. Do the first one as an example.

Answers: a) whatever b) whoever c) what d) who e) how f) when

▶ LANGUAGEBANK 2.2 p106–107

Stronger classes can read the notes and do the exercises at home. Otherwise, give Ss time to read the notes and do the first sentence as an example. If completing in class, Ss complete the exercises alone then check in pairs. In B, clarify that they are two different responses to the same statement.

Answers:

A 1 I remember when ... (the time that) 2 Whoever thinks ... (Anyone who) 3 If you don't like how ... (the way that) 4 I'll have my eggs however ... (any way that) 5 Don't forget what's ... (the thing that) 6 ... so you can choose whichever you prefer (the one that) 7 Who I like best is ... (The person who) 8 You can have whatever you ... (anything that)

B 1 a) who b) Whoever 2 a) what b) whatever / what 3 a) when b) whenever 4 a) what b) Whatever

B Ss complete the task alone and then compare in pairs. Remind them that two sentences are correct. Elicit Ss' answers.

Answers: 1 I practise speaking in English with **whoever** I can find. 2 Good subtitled films are exactly **what** I need to improve my listening. 3 Correct 4 **What** we're studying today is the same in my language. 5 A good app for vocabulary learning is just **what** I've been looking for. 6 Little and often. That's just **how** I like to learn. 7 I revise vocabulary **whenever** I'm on public transport. 8 **Whatever** I do, I don't seem to be able to manage phone calls in English. 9 Correct 10 I keep a record on my tablet of **what** we've studied. (It would also be possible to use a normal relative clause here ('I keep a record on my tablet of everything (that) we've studied.'))

C Ss discuss in pairs if they agree or if sentences are true for them. Elicit Ss' ideas in feedback and correct any common errors.

WRITING TAKING NOTES; LEARN TO SUMMARISE NOTES

7A Give Ss 2–3 mins to read the questions. Elicit/check *doodle* (a rough drawing done absent-mindedly). Give Ss 5 mins to discuss the questions in pairs. In feedback, elicit any tips they disagreed with.

B Direct Ss to p132 and give them a few minutes to identify which tips the writer followed and three ways they could improve their own note-taking. Ss compare their answers with a partner.

Answers:

1, 2 (headings are used, though of course we can't tell whether these were prepared before the talk), 3, 4, 5, 7. We can't really say whether 6 or 9 were used or not.

8A Tell Ss they are going to practise trying out some of the tips. Ask Ss to take out an empty page and write the headings *Do teach* and *Don't teach*, with enough space to write notes underneath.

B Play the recording. Ask Ss to take notes. Give Ss 2–3 mins to compare their notes in pairs. In feedback, ask Ss what they think of Mitra's ideas. Ask Ss to compare their notes with the model on p128 and discuss how they could improve their note-taking.

Unit 2 Recording 5

BBC = Sarah Montague SM = Sugata Mitra

- BBC:** You've even said that memorizing facts or solving problems alone are terrible ways of being educated. Why are they so terrible?
- SM:** Well, perhaps 'terrible' is not quite the right word, but memorising facts and being able to repeat them years and years later is something that we needed to do about a hundred years ago, because we didn't have access to facts at the point of need. So, it was important that for the first fifteen or sixteen years of life somebody should decide the key facts that need to get stored in our brains.
- BBC:** You've said that we still learn these things because we have a romantic attachment to the past and that's making us hang on to skills we just don't need anymore.
- SM:** Yes, yes, and I don't know if it's romantic, I think it's just that when things become obsolete or not needed, we often don't notice that for a while.
- BBC:** Are you suggesting that that's what's happened to times tables, that there's no longer any po – you're nodding. We shouldn't be teaching our children the times tables?
- SM:** Absolutely not. I can't see a single reason why we should. I ...
- BBC:** What about spelling?
- SM:** The same, unfortunately.
- BBC:** Grammar?
- SM:** Erm ... Also the same.
- BBC:** You'd stop teaching any of those things.
- SM:** No. I'm misunderstood on this point very frequently. I'm saying we don't need to teach spelling. I'm not saying children don't need to learn spelling. I'm saying that if a child grows up with a spellchecker, his spelling will automatically get better. You misspell a word once, you misspell it twice, you don't misspell it the third time. I've been trying to say this all around the world, that assistive technology teaches. It doesn't make you stupid.
- BBC:** So what should we be teaching our children?
- SM:** We should teach them how to discern the information that they need from the information that they don't. And that's a very difficult skill at this point in time. It has to become mainstream.
- BBC:** So it's just a question of a judgement on what is presented to them. It's the difference between knowing this is a reliable website and this one is not.
- SM:** We have access to anything we want at the point of need. All we need to know is how to distinguish between the right and the wrong.

9A Ss read the summary of the first part of the interview. Ss identify what information is missing. With **weaker classes** tell them one piece of information from the notes has been left out of each paragraph.

Answers:

Paragraph 1: Ss work out answers on their own.

Paragraph 2: the local woman was twenty-two.

Paragraph 3: with no teachers, children feel they have more control; at first, children were frightened (*as well as curious*).

speakout TIP

Give Ss 1–2 mins to read the speakout tip.

B Ss analyse how well the writer followed the tips. They discuss their ideas in pairs before feeding back to the rest of the class.

Answers:

The writer follows the first three points – there are examples of each. Regarding the fourth point (*Be accurate ...*), it's possible the writer left out bits of information because they weren't that important/relevant, in which case the writer DOES follow this point too. The one point that the writer goes against is the fifth, as the writer gives an opinion in the last sentence. The last point (*Acknowledge any sources*) isn't relevant to this summary.

C Ss write a summary of their notes from Ex 8B. Monitor and help with language. Encourage Ss to use the tips for an effective summary as a checklist.

Homework ideas

- **Ex 4A:** Watch a TED talk on the topic of Education.
- **Ex 7B:** Research and present alternatives to mainstream education (e.g. Steiner / Montessori schools, home schooling).
- **Ex 9C:** Write your summary of notes if not completed in class.
- **Language bank** 2.2 p106–107
- **Workbook Review 2**, p11–12

THINK AGAIN

Introduction

Ss learn and practise phrases for presenting and taking part in a discussion and focus on sentence stress, intonation and appropriacy. Ss also learn and practise vocabulary related to creativity.

SUPPLEMENTARY MATERIALS

Resource bank p137

Warm up: a newspaper (or one for each group if possible)

Warm up

Tell Ss you are going to find out how creative they are. Divide the class into small teams and do the following tasks. The team with the most points wins.

Task 1: Each team has to come up with a team name. Award five points for the team with the most creative name.

Task 2: Show the class a newspaper and give each team 2 mins to come up with as many uses for it as they can. Award one point for each use and five bonus points for the most creative use.

Task 3: Give teams 2 mins to come up with the best and most creative excuse for being late for class. Award five points for the team with the best excuse.

VOCABULARY CREATIVITY

1A Ss read the quote and decide if they agree. Give Ss 2–3 mins to look at the ten areas and think about which aspects of their lives are most creative. Give an example for yourself to get them going. Provide any language they need. Ss discuss with a partner and see if they have anything in common.

B Ss work in pairs and discuss the phrases. Elicit Ss' answers. Check pronunciation of difficult words and drill them (e.g. *versatile*, *rigid*, *spontaneous*).

Answers:

(phrases which relate to promoting creativity)

1 fire the imagination 2 have a fertile imagination – have a vivid imagination 3 question facts 4 neither 5 rely on intuition 6 think outside the box 7 be spontaneous – do something on the spur of the moment 8 be versatile

(differences in meaning)

1 stifle the imagination = to stop something from being expressed; fire the imagination – the opposite meaning

2 have a fertile imagination; have a vivid imagination – similar meaning

3 regurgitate facts = reproduce facts without thinking; question facts – the opposite meaning

4 learn by rote; learn by heart – the same meaning

5 rely on intuition = to know something based on a feeling; rely on intellect = to use your brain and mental capacities – the opposite meaning

6 think outside the box = think in an unconventional way; stick to the tried and tested = keep to conventional, traditional ways – the opposite meaning

7 be spontaneous = doing something without stopping to think or plan; do something on the spur of the moment – the same meaning

8 have a rigid outlook = fixed attitude; be versatile = having many different skills/to be adaptable – near opposites (although *flexible* would be the exact opposite)

Culture Notes

In UK, US and Australia compulsory education begins when a child is five or six years old. The majority of children in the UK (around 93%) attend state-funded schools (91% in the US, 65% in Australia). In Australia and the UK, school uniforms are the norm.

Optional extra activity

Divide the class into three groups and assign each group one of the following countries: US, UK, Australia, Canada, New Zealand, Scotland. Ss must find out facts about the education system in their assigned country, including: *compulsory school age*, *uniforms*, *types of schools (private and public)*, *tertiary education statistics* and *any recent news stories or criticisms of the system*. Give Ss 15–20 mins to research and then present to the class.

C Ss work in pairs to discuss the questions. Elicit Ss' ideas. In feedback, focus on good language used and common errors.

FUNCTION LEADING A DISCUSSION

2A Tell Ss they are going to listen to a focus group discussing how to encourage creativity in schools. Give Ss 1–2 mins to read the rubric and the five statements. Encourage Ss to underline any key words. Play the recording and ask Ss to match the speakers with the statements. They can then compare their answers in pairs before feeding back to the class.

Answers: 1P 2C 3P, C 4P 5C

Unit 2 Recording 6

A = Amy C = Chad P = Pete S = Sarah

A: Umm, let's get started. First of all shall we just introduce ourselves? I'll start, I'm Amy and I'm a parent here.

C: My name's Chad and I'm a trainee teacher.

P: Yes, hi I'm Pete. I have one teenage son here.

S: Um, hi I'm Sarah I'm twenty-one and I'm a student.

A: Perfect, OK, um, so our task today, is to discuss these two questions: the first being 'Does traditional education leave enough room to develop children's imagination, their creativity, or does it actually stifle it?' In your opinion. And the second question: 'Should any changes be made to our curriculum and if so, what are they?' So, what I'd like to do I think is start with question one and I'm going to be making some notes as we go along so don't let that distract you. Umm, right Chad.

C: Yeah

A: What do you think about question one?

C: Err, traditional education, my opinion about traditional education is even though I don't have kids myself ...

A: Umm.

C: is that it's, er, it's very rigid. It's very rigid. There is a lot of testing early on.

A: Umm.

C: Umm, even from year one, let alone with Pete's child here is in secondary school, but even from much further back they're testing and assessing children's abilities right from the very beginning and it's not only the, the amount of testing but also what they're testing them in.

P: And, what's, what's wrong with that?

C: Well, I just think that, er, children learn very differently and umm ...

A: Could you explore that point further, cause I think that's important is that ...

C: ... the difference in ...

A: ... you're suggesting that some children actually may benefit, some not.

C: Umm I think that if you, I think that from a very young age and even, even I have some friends who have children who are also in secondary school and they don't test very well and yet they are perfectly capable – they learn very well but they don't test very well. It's they don't regurgitate the kind of facts that they are told to kind of just memorise and just spit it back out.

P: Can I just check where you're coming from? Are you suggesting that there should be less testing or no testing or that testing should be done in a different way.

C: Yeah, I think in a different way, I think it's good to do some kind of assessment but I think the, the rigid way that the assess the assessments are done at the moment ...

- A:** Let's, let's stay focused a minute, Chad.
C: ... don't help every child.
A: Chad, sorry. Sorry to interrupt you but we are actually look at crucially whether it develops the children's imagination. Not necessarily how the testing is done but whether you think in essence it's, it's a good thing for their imagination.
P: Well we, we may be going down a sort of testing rabbit hole here that's that isn't entirely helpful because the question is, er, does the curriculum itself encourage creativity or stifle it. Surely ...
A: Umm.
P: ... that is to do with the emphasis and the energy that the individual school or teacher places on the subject. So umm if, if a school is, is focusing on on stem subjects on science and technology, English and maths ...
A: Oh, could you run ...
P: Yeah ...
A: Yeah, sorry carry on ...
P: ... erm then, then, then you could argue perhaps that, that the creativity is being squashed but many schools, erm, focus very much on on the arts and and en-encouraging those, those those subjects so if you look at, I've made a note of what I consider to be creative subjects here.
C: Yeah.
P: Drama, dance, music, media studies and photography. Umm, you know there's plenty ...
C: Mine are ...
P: ... opportunities ...
C: True, but all ...
P: ... provided, provided the organisation of the school or the leadership of the school is focusing on those and giving them enough energy.
A: Right, OK let's let's look at that further but I want to bring in Sarah at this point because you looked as though you wanted to add something. Do you want to add something now there?
S: Umm, well I can I can see both sides of the argument but umm I think it's up to the individual. Umm for instance I, I was very much more into the arts, a friend of mine was more into science and maths and um you know the the testing that we did ...
P: I'm not sure you ...
S: ... can't ...
P: Wh, what argument we're actually having here but that ...
A: Sorry Peter can ...
S: ... erm ...
A: ... we just hear what Sarah's ...
P: Sorry, course ...
A: ... got to say, thank you.
S: Um, I was just saying that it it depends I think some testing can be useful to see where how far a student is progressing.
A: Well that's certainly worth considering as well.
P: But don't you agree that as a young person entering the world of work that being familiar with the idea of evaluation, of being appraised, it's something that's gonna stand you in good stead.
C: Yeah, it will.
S: Umm possibly ...
P: No, I was asking her.
C: Yeah.
P: No, sorry.
S: Err, umm, yeah I ...
A: I think we might be digressing a little bit here I think we need to ... just stay focused on whether the education the traditional education as it stands does leave enough room.
C: Yeah, I don't think it does. I don't think it does and that comes down to ...
P: ... but if you look at ...
C: ... that ...
P: ... if you look at the split here between the stem subjects,
C: ... of actual coursework ...
P: yeah, then, then I don't think I don't think your argument stands up because all of the opportunities for creative subjects are there and they should be properly assessed and rigorously tested as the other subjects.
A: So correct me if I'm wrong, but what you are saying is that, Peter that you think, err, things are fine as they the way they are.
P: I do.

- A:** Is that right?
P: I think ...
C: Is that in your experience though from the when your boy was in, er, primary school was he getting a umm a wide variety of different creative subjects as well as those the writing ...
P: I think he's getting more now at secondary school than he did ...
C: Yeah.
P: at primary school.
A: Thank you, thanks everybody we are going to move on cos I know that we are pressed for time so let's stay focused and we're going to move to question two now: 'Should any changes be made to our curriculum and if so, what?' Who would like to kick this one off?
C: I will, I would love to ...
A: Thank you

B Ask Ss who they agree with most.

3A Tell Ss they are going to focus on some expressions used in the recording which are useful in discussions in general. Give Ss 1–2 mins to read through a)–g) and write what might go in the gaps. Ss compare in pairs and then listen to check.

Answers: a) task b) like to do c) that point further d) you're coming from e) worth f) saying g) kick, off

B Ss work alone and put the phrases into the correct functional category. Ask them to compare their answers with a partner before feeding back to the class.

Answers:

Initiating a discussion or a topic

So our task today is to ...

What I'd like to do I think, is start with ...

Who would like to kick this one off?

Getting others to clarify ideas

Could you explore that point further?

Can I just check where you're coming from?

Correct me if I'm wrong, but what you're saying is that ...

Giving feedback / Evaluating

That's certainly worth considering.

C Ss work in pairs to identify the main stress in each of the sentences. Do the first one together as an example. Play the recording to check and drill Ss.

Answers:

Initiating a discussion or a topic

So our task today is to ...

What I'd like to do I think, is start with ...

Who would like to kick this one off?

Getting others to clarify ideas

Could you elaborate on that?

Could you run that past us again?

Could you explore that point further?

Can I just check where you're coming from?

Correct me if I'm wrong, but what you're saying is that ...

Giving feedback / Evaluating

That's an interesting perspective.

I can imagine that working.

That's certainly worth considering.

▶ LANGUAGE BANK 2.3 p106–107

Stronger classes can do the exercises at home. Otherwise Ss work alone to correct the errors. They can then check their answers in pairs before feeding back to the class.

Answers: A 1 What I'd like to do I think is start with ...
2 Who would like to kick this one off? 3 Can I just check where you're coming from? 4 correct 5 Correct me if I'm wrong, but what you're saying is that ... 6 That's certainly worth considering. 7 I can imagine that working.

LEARN TO MANAGE INTERACTION

4A Give Ss 2–3 mins to read the questions and think about their answers. They can then discuss their ideas in pairs. Elicit Ss' ideas.

B Ss work alone to complete the gaps. Monitor and check. Nominate Ss you know have good examples to share their ideas. Play the recording so that Ss can check their answers.

Answers: 1 add 2 stay focused 3 wrap up 4 digressing
5 comment 6 come in 7 wanted 8 pressed for

Unit 2 Recording 8

- 1 **Amy:** Did you want to add anything, Sarah?
- 2 **Amy:** Let's stay focused.
- 3 **Peter:** Can I just wrap up what I was saying?
- 4 **Amy:** I think we might be digressing here.
- 5 **Chad:** Can I make a comment about that?
- 6 **Chad:** If I could just come in here.
- 7 **Amy:** Can we just hear what Sarah wanted to say?
- 8 **Amy:** We're pressed for time so let's move on to the next question.

C Ask Ss to work in pairs to identify the function of each phrase.

Answers: a) 5,6 b) 3 c) 7 d) 2,4,8 e) 1,7

5A Ss listen to the recording, paying attention to intonation. Ss decide if the speaker sounds impatient, tentative, or firm and polite. Elicit Ss' answers. Play the recording again for Ss to copy intonation. Note: the script for 2.9 is the same as 2.8, however, the speakers have noticeably different attitudes (shown by intonation).

Answers: 1P 2I 3T 4I 5P 6T 7I 8P

B Ss work in pairs. Ss should look back at Ex 4B and write only key words from three or four expressions. Ss then cover Ex 4B. Student A says a key word and B responds by saying the whole expression (from memory) with a chosen type of intonation. Student A guesses what type of intonation B used. They should then swap roles.

SPEAKING

6A Arrange Ss in groups of three or four and give them time to select a discussion topic and then decide on roles. Alert Ss to the fact they will be role-playing attitudes which may be different to their personality. Speakers B, C and D will need to use the preparation time to gather their ideas together. Speaker A can use the preparation time to review the phrases they have just learnt.

B Give Ss 10 mins to do the role play. Circulate and monitor, making a note of any language errors. Ss report their ideas back to the class.

Homework ideas

- **Ex 1A:** Write about the most creative thing you (or someone close to you) have/has done.
- **Language bank 2.3** p106–107
- **Workbook Review 3**, p13

TEACHERS AND LEARNERS

Introduction

Ss watch interviews where people talk about learning experiences and their ideas about teachers. Ss practise spoken fluency, discussing the qualities of a great teacher and write an online forum entry about something they have learnt to do.

SUPPLEMENTARY MATERIALS

Warm up: Three true sentences about you and teaching/learning experiences, slips of blank paper (large enough to write a question and response on).

Warm up

Dictate three sentences about you, related to teaching/learning experiences. Ss should decide which one they are most interested in to write a follow-up question about. Give Ss slips of paper to write the questions on – one slip of paper per question. When the question is ready, Ss put up their hand. You answer only if the question is correctly formed. If it isn't, highlight errors for Ss to self-correct.

Suggested sentences to adapt to you:

I only learnt to drive a couple of years ago.
I've taught English in eight different countries.
I went to karate lessons when I was a kid.
I'd love to learn how to play the drums.
My brother taught me how to cook.
I really hated my PE teacher at secondary school.

DVD PREVIEW

1A Give Ss time to read the task and think about their answers. Ask them to make notes.

B Arrange Ss into small groups and provide sufficient time for Ss to discuss the questions in some depth. In feedback, elicit if they had similar ideas. Correct any common errors and point out any good language used.

DVD VIEW

2A Give Ss 1 min to think about the most inspiring teacher they have had. Note: it's safer to make clear to Ss you are not included. Arrange Ss into pairs and allow a few minutes for them to talk together. In feedback, focus on any useful language used and write on the board.

B Tell Ss they will listen to five people answering the same question. Ask them to make notes on a) *the subject they taught* and b) *why their teacher was inspirational*. Focus their attention on Michael's example. Play Part 1 of the DVD. In feedback, elicit if any of the teachers were similar to the ones they spoke about in A.

Answers:

Peter: German – inspired him to think ahead, use what he had (nothing about personal qualities)

Jeanne: Intellectual Property – made the subject accessible, he was passionate and inspired her to be passionate

Wael: MA studies (applied linguistics and psychology of 2nd language acquisition and bilingualism) – makes you feel you can do it, can-do attitude, passionate

Agnes: Development Studies – he puts research into practice, inspiring, cares about his teaching and students' learning

Priscilla: PhD supervisor (subject not mentioned) – inspired her to challenge herself, inspiring

DVD 2 Teachers and Learners – Part 1

M = Michael P = Peter J = Jeanne W = Wael A = Agnes
P = Priscilla

- M:** Hi there! My name's Michael and I live in London. And I work as a TV presenter. And I'm here today to talk to you about learning experiences. Now, one teacher that I remember from my secondary school was my chemistry teacher. She sparked a real interest in the subject for me and always encouraged us to experiment in the practical sessions. And that's exactly what we did. The lab was always a complete mess. But, she remained patient and good-humoured. So, tell me about a teacher that has inspired you.
- P:** A teacher who inspired me was, well that would actually be my German teacher which might sound weird, but she ... let's see if I can explain this, she inspired me to always think ahead instead of just looking at today, so she inspired me to think ahead and also to use what I ... whatever I had, which actually made me quite good at German even if we are talking English now.
- J:** Well, this year at University I had this Intellectual Property professor. I'm a law student here in London, and I would say that Intellectual Property is quite a challenging subject but he managed to make it incredibly accessible to us in the way that he taught because he was so passionate about how he did it and he made it very interesting, you know, he never just told us what you needed to know, he always managed to twist it in some way that would kind of inspire us to be passionate about it.
- W:** Well, I remember my teacher, my professor in my MA studies. I was studying Applied Linguistics and Psychology of Second Language Acquisition and Bilingualism. He's ... he's a great person, he is the can-do ... he's got the can-do attitude and he makes you really feel that you can do it. He never says that this is difficult or this is not relevant, whatever, so, once, like, he gave me that kind of, like, feeling of like, really of being passionate about what you're doing. So, this is what I always remember about my MA studies.
- A:** Well, I study Development Studies and one of my teachers, who is very inspiring, like, he is inspiring because he has done a lot of field work himself, so, also engaged with social justice and I think that's really important because he doesn't just do research, but he puts it into practice, and like he really cares about what he is teaching us and he cares about the fact that we will learn from it and will also care about that.
- P:** A few years ago I was inspired by my PhD supervisor and it was because of her that I decided to go for my PhD. So, yeah, that would be it. It took my whole life to find a teacher who inspired me. Not that my other teachers weren't inspirational, but this one actually inspired me to go further and challenge myself.

C Give Ss time to read the questions and predict what could go in the gaps. Play the DVD again and Ss complete the phrases. Elicit answers and write them on the board, checking any unknown vocabulary and highlighting collocations.

Answers: 1 sparked 2 think ahead 3 accessible 4 can-do
5 puts it into 6 challenge myself

D Arrange Ss so they are working in new pairs. Give Ss 1 min to think about how they could use the phrases in C to talk about their inspiring teacher. Ask Ss to describe their inspiring teachers to each other.

3A Ss work in pairs. Give Ss 5 mins to list the qualities a great teacher needs. Elicit Ss' ideas and write them on the board.

B Play Part 2 of the DVD. Ss tick the qualities mentioned on their list and add any others. In feedback discuss which quality was mentioned the most and discuss why that might be the case.

Answers:

Hamza: humility, is willing to listen, learn from the student, put themselves in their position, see things from their point of view/side

Jack: students are able to ask questions, teacher is able to listen and interpret, a facilitator

Samir: patience, enthusiasm about their subject, drive, love for what they're teaching

Jeanne: a personal connection with your students

Priscilla: patience, humour

The quality mentioned most is *patience*.

DVD 2 Teachers and Learners – Part 2

M = Michael H = Hamza J = Jack S = Samir J = Jeanne
P = Priscilla

- M:** What qualities does a great teacher need?
- H:** Humility. I would say humility. Because if a teacher isn't willing to listen to the student, and see what their perspective is, and how they see things or is willing to learn from the student and put themselves in their position and see things from their side, so that they can teach them properly, then they're not going very far, in my opinion.
- J:** I think being able to ask questions and being able to listen and interpret ... interpret things is really, really important. And, that learning is something, that's kind of experiential between people and that it shouldn't just be, you know, teacher knows everything and students don't know anything. So, so maybe, someone who can, who can facilitate that well, is, is maybe a good teacher.
- S:** Er ... Patience. Patience, enthusiasm, er, drive, er, loving the subject that they're teaching. They have to be enthusiastic about what they're teaching, they should love it, totally.
- J:** Yeah, I think just having a personal connection with your students is very important, because every student needs something different in order to learn and you will not be able to teach them, unless you don't, well, have that ability.
- P:** Patience, number one. You know, with, with students at different levels you need, you need patience because not everybody learns at the same speed as you'd like them to. And then humour is definitely another one because if you can't laugh at yourself or with your students then there's no, there's nothing going on in the classroom, there's no interaction, you know. And I've always, always believed in laughing with your students. It's just, it makes the class happier in some strange way, but it does. So definitely humour and patience are my number two qualities.

4A Ss work in pairs to discuss the question and give an example. Nominate one or two Ss to share their experiences with the class.

B Give Ss time to read the two questions. Play Part 3 of the DVD. Elicit Ss' answers.

Answers: Tricia and Priscilla feel most strongly about having a teacher.

DVD 2 Teachers and Learners – Part 3

M = Michael T = Tricia J = Jeanne H = Hamza P = Priscilla
S = Sami

- M:** Is it always necessary to have a teacher when you learn something?
- T:** It's not always necessary to have a teacher when you learn something, but for me, I need that human interaction. Not all the time. So for example, I'm learning Portuguese just for fun and lots of people say 'Oh, you must be using these new apps, everyone is using them and they're really successful' and so on, and, I do use them, but I need to have that contact with a person as well, in a structure, to enable me to learn at my own pace, if you like.
- J:** I actually think that's not the case at all. I think the steepest learning curve I had was when I came out of school and went to university and I was a bit more independent and, um, for example, when I started working in a company for the first time, I got an internship at this law firm, and what you don't realise a lot about how you go about in your professional life, you don't get taught at school. So it's how you deal with people, how you answer emails, how you, you know, correspond within a firm and work as a team.
- H:** Not necessarily, no, 'cos I learnt how to write and read Arabic by myself. So I think there's enough resources online that you can go to now, today, in this day and age in the 21st century that not necessarily require you to have a teacher. I think it's good to have a point of reference, but I think, teacher's necessarily, not so much.
- P:** So I definitely believe in having a teacher in front of me. I've done it my whole life, um, and I would never be able to, to do it via computer or Internet or any form like that, so ...
- S:** I learned to play guitar without a teacher, er got a book, got ... listened to CDs, listened to people and that's how I learned. I didn't need a teacher.

C Ask Ss to read the question and elicit/check vocabulary (e.g. *steep learning curve* = when something is really difficult to learn and requires a lot of effort). Ss watch Part 3 again and then check their answers in pairs. Elicit Ss' answers in feedback and ask if they have anything in common with the speakers.

Answers:

Human interaction: Tricia – needs human interaction. Uses apps but needs a teacher as well. Gives structure. Can learn at own pace. Priscilla – needs a teacher in front of her. Sami – learnt to play the guitar without a teacher.

A steep learning curve: Jeanne – worked at law firm – very different from school. In a real situation learnt about how to deal with people and work as a team, etc.

A point of reference: Hamza – it's important to have a point of reference (he says), but implies that this doesn't have to take a human form, i.e. it can be an online resource.

speakout

5A Focus attention back to Ex 3B. Give Ss 2–3 mins alone to rank the qualities in order of importance to them. Encourage Ss to think about how they will explain why.

B Arrange Ss into small groups and ask them to work together to decide on the top five qualities. Remind them that they must agree and encourage them to justify their answers. In feedback, elicit Ss' ideas, point out any good language used and correct common errors.

Alternative approach

Divide the class into small groups or pairs (depending on your class size). Each pair/group is given a different category and Ss decide on the top five qualities. Examples of categories you could use: a) a great English teacher; b) a great student; c) a terrible teacher; d) a great primary school teacher. In feedback, they select a person from their group to share their ideas with the class. The class can decide if they agree.

6A Ask if Ss know any famous quotes about education. Give Ss time to read the quotations and check any vocabulary (e.g. *kindling of a flame* = slowly building a fire, in this case used figuratively to mean to encourage an interest; *vessel* = a container of some kind, used here to describe a passive attitude to education, as if the brain is filled with knowledge). Give Ss 2–3 mins to decide which two they most agree with and to make notes. Encourage Ss to ask for any vocabulary they might need at this stage and note it on the board.

B Arrange Ss into pairs or small groups. Give Ss 5 mins to share their ideas. In feedback, elicit if Ss had similar ideas, point out good language and correct any common errors.

writeback a learning experience

7A Tell Ss they are going to read an online forum about someone's experience of learning salsa. Ask Ss if any of them have learnt salsa or anything similar in a class situation. Give Ss a few minutes to read the text and think about whether they have had a similar experience. Elicit Ss' answers and check vocabulary (e.g. *get flustered* = become agitated and nervous; *died* = be extremely embarrassed – metaphorical use).

B Give Ss 5–10 mins to plan their writing about their own learning experiences. Remind them that the style of forum entries is informal. Monitor and help Ss with language and ideas. Ss write their forum entries. When they have finished, Ss can exchange their writing with a partner and give each other feedback and suggestions. Monitor and use the board for any new language/corrections.

Homework ideas

- **Ex 2A:** Write about a teacher who has inspired you.
- **Ex 7B:** Write the final draft of your forum entry about a learning experience.

LOOKBACK

Introduction

Ss revise and practise the language of Unit 2. The notes below provide ideas for exploiting the exercises and activities but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

LEARNING

1A Ask Ss to first read the whole text and decide who it was written by (probably a psychologist) and if they would trust the writer's ideas. Ss complete the words by adding vowels. Ss check their answers in pairs before feeding back to the class.

Answers: 1 something of a 2 deride 3 steering 4 praise
5 crucial 6 engaged 7 beneficial 8 educated guess

B Ask Ss to work in pairs and discuss the questions. Ss can then share their opinions with the whole class.

IF AND RELATED EXPRESSIONS

2A Explain that Ss need to complete the conversations with a phrase from the box. Ensure they understand that not all phrases are needed and that sometimes more than one answer is possible. Ss work alone then check in pairs before feeding back to the class.

Answers: 1 Rarely, if ever 2 whether or not 3 provided that OR as long as 4 It seemed as if 5 Otherwise 6 unless

B Ss discuss which 'B' sentences they might say if they were asked the questions in Ex 2A.

C Ss work alone to write questions which could elicit the unused phrases from Ex 2A. With **weaker classes** do an example together first. For example (to elicit *if in doubt...*): **A:** *Should I take something to drink or a gift to the party?* **B:** *If in doubt, text the host and ask.*

D Ss work in pairs to practise saying the phrases using their own question prompts. Monitor and correct any errors.

COLLOCATIONS: EDUCATION

3A Ss work alone to complete the collocations. Ss then compare their answers in pairs. Elicit Ss' answers and write them on the board.

Answers: 1 path 2 individuality 3 relationships 4 potential
5 respect 6 environment 7 curriculum 8 standards
9 excellence 10 initiative

B Ss work in pairs and discuss relevant contexts for each phrase. In feedback, elicit Ss' ideas and check pronunciation when needed. E.g. *If you have pushy parents it can be difficult to find your own career path, especially if what you would like to try is contrary to their ideas.*

Optional extra activity

Ask Ss to decide which word or phrase in Ex 3A they find *a) the hardest to remember, b) the nicest sounding, c) the most difficult to pronounce, d) the one they are most likely to use*. Ss compare their ideas with a partner.

NOMINAL RELATIVE CLAUSES

4A Establish the context of the sentences (*answers posted online about strategies used for developing speaking skills*). After doing the first example together Ss complete the activity alone. Elicit Ss' answers.

Answers: 1 whoever 2 how 3 what 4 whenever 5 however
6 what / whatever 7 what 8 whichever

B Ss work in pairs and discuss how true the statements are for them and change any others to make them true. Monitor and check for accuracy.

LEADING A DISCUSSION

5A Ss work alone to add the missing words to the phrases and then check in pairs. In feedback, elicit Ss' answers.

Answers: The underlined word is the one that is missing.

- 1 So our task ...
- 2 What I'd like ...
- 3 ... this one off?
- 4 ... elaborate on that?
- 5 ... run that past ...
- 6 ... check where you're ...
- 7 ... but what you're ...
- 8 That's an interesting ...
- 9 I can imagine ...
- 10 ... certainly worth considering.

Optional extra activity

Focus on the intonation and sentence stress in the phrases. 'Hum' or 'da daaa da' the phrases naturally and Ss select which phrase you are reading. Ss work in pairs to do the same for each other.

B Arrange Ss into small groups to discuss online bullying and to practise using the phrases. In feedback, elicit Ss' ideas, focusing on any good language and correcting common errors, particularly with the key phrases from this section.

Homework ideas

- Workbook Review Units 1–2, p14–17

OVERVIEW

3.1 READY OR NOT

VOCABULARY | job hunting**LISTENING** | listen to a question-and-answer session about finding a job**GRAMMAR** | expressing modality**PRONUNCIATION** | sentence stress**WRITING** | write a cover email; learn to improve use of formal language**SPEAKING** | take part in a job interview

3.2 FIRED!

READING | read about people who were fired for social media mistakes**VOCABULARY** | honesty**GRAMMAR** | passives**PRONUNCIATION** | connected speech**SPEAKING** | hold a mediated discussion**VOCABULARY PLUS** | metaphors

3.3 WHAT I'M SAYING IS ...

SPEAKING | discuss questions about politics**VOCABULARY** | political collocations**FUNCTION** | evading a question**PRONUNCIATION** | stress and intonation**LEARN TO** | control the agenda**SPEAKING** | participate in a radio interview3.4 FUTURE JOB DVD**DVD** | watch an extract from a BBC programme about artificial intelligence and work**speakout** | recommend a career**writeback** | a fact file

3.5 LOOKBACK

Communicative revision activities

READY OR NOT

Introduction

Ss revise and practise expressing modality and learn and practise vocabulary related to job hunting. They also learn about and practise writing a covering email using appropriate formal language.

SUPPLEMENTARY MATERIALS

Resource bank p138 and 140

Warm up: Write the work-related vocabulary on the board.

Warm up

Write on the board *vocation/job, salary/wage, CV/résumé*. Ss work in pairs to decide a) *what is similar in meaning about each pair* and b) *what is different*.

Suggested answers:

vocation = work you feel suited to and which you feel strongly about; *job* = more neutral, the regular work done to earn money
salary = the amount of money paid every year to an employee on a contract; *wage* = money that is paid, usually every week, often for non-contractual, manual work
CV (British English) and *résumé* (American English)

VOCABULARY JOB HUNTING

1A Ss work in pairs to discuss the questions before feeding back to the class.

B Ss work alone to complete the gaps. Ss compare in pairs. Elicit Ss' answers.

Answers: 1 stand out 2 buzzwords 3 literacy
 4 convey, footprint, jeopardise 5 soft, hard 6 novice, record
 7 play up, strengths 8 selling

C Ss work alone to match the definitions. Ss then compare their answers in pairs before feeding back to the class.

Answers: b) a novice c) your digital footprint
 d) play up your strengths and achievements
 e) jeopardise your chances f) social media literacy
 g) a selling point h) the image you convey i) buzzwords
 j) proven track record k) make your CV stand out

D Ss work in pairs to discuss the question. Elicit Ss' ideas.

LISTENING

2A Explain that Ss will listen to someone dealing with questions at the end of the talk about job hunting. Instruct Ss to listen and make notes. Play the recording.

B Give Ss 3–5 mins to work in pairs and use their notes to decide what the speaker said about the statements in Ex 1B. Ss listen again to complete the task then compare in pairs. Elicit Ss' answers.

Answers:

- 1 X Well, first of all, there are no tricks, really ...
- 2 ✓ For example, these often refer to 'good organisation and communication skills'. Those are two different things but they're key, the ones you see mentioned the most. Another buzzword I've often seen is 'flexibility' ... that means the willingness to put your hand to anything, to muck in ...
- 3 ✓ Not everyone is a fan of social networking but this is part of the literacy that's expected of employees, nowadays.
- 4 ✓ If there's a problem with your digital footprint, inevitably it will come out at some point.
- 5 X The speaker says hard skills are 'not enough', she doesn't say hard skills are less important than 'soft skills', which is what statement 5 in Ex 1B says.
- 6 ? She mentions skills ('But there are skills that a novice to the market can focus on in a CV') but not experience or track record, then later on implies that even a university student has experience in some relevant areas. So it's not 100 percent clear.
- 7 X She says to be proud but not play up.
- 8 ? He gives no specific answer to either part of the statement ('... it all depends on the job'): he neither agrees nor disagrees with the first part of the statement and he gives no answer to the second.

Unit 3 Recording 1

MF = Marianne Friedman, business coach

W1 = woman in early twenties

M1 = man in twenties

W2 = another woman in twenties

M2 = another man - a student in his final year

- MF: ... and that's the key to finding the career path that's best for you. Thank you all for listening, I'm happy to take questions now. Yes, there in the second row.
- W1: My question is about actually getting a job. The job market is so competitive ... How can you make yourself stand out when you apply? What are the tricks for getting your CV to the top of the pile?
- MF: Well, first of all there are no tricks, really, but your question hits the nail on the head - you do have to understand the job market from the point of view of the prospective employer. These days there are bound to be a very large number of applicants for any given position, and so the person handling all those applications has to narrow down the choice to a small handful of people.
- W1: So how can I make sure I'm one of the small handful?
- MF: Well, of course it's complicated but I can give you some basic guidance. One area to look at is the buzzwords that come up time and time again in job advertisements. For example, these often refer to 'good organisation and communication skills'. Those are two different things but they're key, the ones you see mentioned the most. Does that answer your question?
- W1: Yes. Thanks.
- MF: Next question. Yes, the man over there ... Can you pass the mike over to him?
- M1: I have a question about what you just said. Organisation and communication skills sound so general. Can you say more about them?
- MF: Well, let's start with organisation. Think about all the information and data we deal with in our everyday lives, and how overwhelming that can be ... Well it's no different in a job, and it's absolutely essential that you have the skills to enable you to manage large amounts of information efficiently. In many jobs you're going to have a lot thrown at you. So you need to have the capacity to select and prioritise in a way so that nothing gets lost and so that you can trace any item of information quickly.
- M1: And 'communication skills'?
- MF: Having good 'social skills' and being able to handle people have always been important but what employers are looking for these days is different from twenty-five to thirty years ago, because of changes in how we communicate. Face-to-face, interpersonal skills are part of this - Being able to articulate your ideas clearly is key. You need to be good at getting people to want to listen to you, to get them to feel it's worth their while. If you've ever

noticed people having trouble listening to you, it could be that you aren't concise or articulate enough.

M1: I see, thank you ...

MF: And then there's ... Sorry, just let me finish, this is the important bit ... online communication. Not everyone is a fan of social networking but this is part of the literacy that's expected of employees, nowadays. It's obviously your responsibility to choose the appropriate platform to convey the right impression of who you are. And of course you should always demonstrate common sense and discretion in controlling the image you personally convey. We all have a massive digital footprint that comes from everything we've ever done online, and that is a commodity for a prospective employer. If there's a problem with your digital footprint, inevitably it will come out at some point. Do you see what I mean?

M1: I didn't really understand the last thing you said. Can you explain a bit more?

MF: Well, who you communicate yourself to be, your reputation if you will, is of a potential value for an employer. Companies talk about their reputational value, their RV, and I always tell my clients, 'Your RV is as important as your CV'.

M1: I get it. Thank you.

MF: You're welcome. Next question? Yes, go ahead.

W2: Another buzzword I've often seen is 'flexibility'. Could you say something about what that means to employers?

MF: Ah yes, I think simply put, that means the willingness to put your hand to anything, to muck in. You might be asked to take on a range of tasks and do this with enthusiasm rather than grudgingly. Saying, 'I'm not going to do this because it's outside my job description' will not go down well. And it's good on your CV if you can show you've done this in the past.

W2: So, it's like being a good team player?

MF: Exactly. That's another very common phrase in job adverts. At the same time, of course it's also good to be able to be a self-starter and be able to take initiative where needed. It's the flexibility to take on a range of different roles as needed. Does that help?

W2: Yes, thanks.

MF: Yes, the man in the red T-shirt.

M2: Every job advert I've looked at says you're supposed to have experience and a 'proven track record'. I'm in my final year of university and apart from summer jobs, I haven't actually worked.

MF: Many people think a novice can't easily point to things like experience and a track record. But there are skills that a novice to the market can focus on in a CV. The three biggies are the ability to work in a team, motivation and creativity. It's not enough to have knowledge or tech skills or other such hard skills. Employers are looking for soft skills. It's vital that anyone entering the job market, at least in the current climate, understands what these are and applies themselves to developing in these areas. But you can't just say you're creative or a good team worker or motivated, you need to demonstrate practically how you've shown these abilities.

M2: How do I do that? I haven't had a real job.

MF: Well, you mentioned that you have had summer jobs. And you've been at university for what - four years? It seems totally unimaginable that you've never had to apply your creativity, that you've never worked in a team or never shown motivation. Indeed, you may well have done all these things. Reflect on what you've done, be honest with yourself about your weaknesses, but be proud of your strengths and your achievements too. If you're a good candidate for a job, there's a potentially strong likelihood that you'll get to the interview stage.

W2: I see, that's been very useful. And encouraging. Thank you.

MF: You're very welcome. There's time for one more question. Yes?

W3: Speaking of university students, to what extent is it important to have a degree?

MF: Mmm. That's a tricky one. In some countries a university degree is no longer as important as it used to be. That's because a degree means very little after you've been working for a while. However, in some countries it's still a real selling point. And of course it all depends on the job. OK everyone, I think that's it for now. Thank you for ...

C Ss discuss the questions in pairs. Direct Ss to the audio script to check their answers for 1. Ask Ss to share their ideas for 2.

Answers: 1 Good organisation (skills), communication (skills), flexibility, a good team player, a proven track record, relevant experience.

D Ss work in pairs to write a short summary of the content of the talk, using their notes to help them.

GRAMMAR EXPRESSING MODALITY

3A Ss listen and identify the job in each conversation. Do the first one together then play the recording. Ss note their answers and then compare with a partner.

Answers: 1 check-in agent at airport 2 IT support 3 teacher
4 supermarket assistant 5 politician 6 vet 7 car mechanic

Unit 3 Recording 2

- 1 **A:** You look exhausted. How are things at check-in?
B: Flight delays, angry passengers. I can't think straight.
- 2 **C:** I'll go and check the problem with the email server.
D: You needn't bother. I've already done it.
- 3 **A:** Sorry, miss. My computer crashed and I lost all my homework.
B: That must have been annoying.
- 4 **D:** You'll be alone on the fish counter today. Anna's phoned to say she won't be coming in.
C: Anna again! I might have guessed!
- 5 **B:** Can I ask you another question, minister?
D: Sorry, I've got to go now.
- 6 **A:** Hi Susie. Er, sorry I was held up in the traffic. Is it too late for you to look at Felix?
C: You might as well come in.
- 7 **B:** It's just an oil change. OK if I pick it up at 9?
C: It may not be ready. Give me a call first thing.

B Ss should be ready with their pens and notepads as they now need to listen and write down the responses, and then identify the modals. Elicit Ss' answers and write them on the board.

C Ss identify the meaning of the modals in those contexts. Do the first one as an example, encouraging Ss to consider the context of the whole sentence. Ss then work in pairs. Elicit Ss' answers.

Answers: B&C

- 1 Flight delays, angry passengers. I can't think straight. A
- 2 You needn't bother. I've already done it. N
- 3 That must have been annoying. C
- 4 Anna again! I might have guessed! C (one might put P for probability, but the speaker is expressing certainty in the context)
- 5 Sorry, I've got to go now. O
- 6 You might as well come in. PP
- 7 It may not be ready. Give me a call first thing. P

4A After completing an example together, Ss mark the examples alone then check in pairs. Encourage Ss to practise saying the phrases aloud. Monitor and model where necessary. Ss listen and check their answers.

Answers:

Double underlining indicates main stress; single underlining indicates secondary stress.

- 1 I can't think straight.
- 2 You needn't bother.
- 3 That must have been annoying.
- 4 I might have guessed!
- 5 Sorry, I've got to go now.
- 6 You might as well come in.
- 7 It may not be ready.

The pattern is that generally the main or primary stress is on the main content word, here the main verb or (if be) the complement/adjective, and the secondary stress is on the modal verb.

B Play the recording again. Ss practise saying the phrases with the correct stress patterns.

5A Do the first one as an example. Ss work alone and then check their answers in pairs before feeding back to the class.

Answers: 1C 2N 3N/A 4A 5P 6O 7C 8O 9N
10P 11P 12P/C

B Do an example together, ensuring Ss know they need to make any necessary changes to form. Ss work alone. Elicit Ss' answers.

Answers:

- 1 are guaranteed to, will undoubtedly 2's crucial 3 have to be capable of (selecting and prioritising), are expected to be capable of (selecting and prioritising) 4 Being capable of (articulating)
- 5 I would guess 6 (You) 're expected to, have to 7 it will undoubtedly, it is guaranteed to 8 're expected to, have to 9's crucial 10 is highly unlikely 11 most probably 12 I would guess

speakout TIP

Read the speakout tip with the class and emphasise the importance of widening their range.

Answers:

Some suggestions: *If I were you, I'd do it. Why don't you do it? You ought to do it. You'd better do it. You really must do it (recommending). It's to your advantage to do it (formal). It's better if you do it. You're better off doing it than not. Don't even consider/think about not doing it. My advice would be to do it.*

▶ LANGUAGEBANK 3.1 p108-109

Stronger classes can read the notes and do the exercises at home. Otherwise, give Ss time to read the notes and do the first in each of A and B as an example. Ss complete the exercises alone then check in pairs.

Answers:

- A** 1 will most probably 2 It could 3 would guess 4 correct 5 undoubtedly 6 supposed 7 absolutely essential 8 are capable 9 correct 10 You're guaranteed to have
- B** 1 vital 2 bound 3 well 4 responsibility 5 expected 6 unlikely 7 capacity 8 capable 9 not allowed 10 permitted 11 inevitably 12 likelihood

6A Ask Ss to read through all the endings. Check any vocabulary, then Ss write their answers alone.

B Ss work in pairs and guess which phrase from Ex 6A is being referred to. Encourage Ss to ask follow-up questions to extend into a more natural conversation. Monitor and correct errors.

WRITING A COVER EMAIL; LEARN TO IMPROVE USE OF FORMAL ENGLISH

7A Elicit from Ss what you usually send as an attachment when applying for a job (e.g. CV/résumé). Ss discuss the questions in pairs then read the text to check their ideas.

Answers:

2

- a) A cover email/letter is different from a CV because a CV in Britain/the USA appears more like a list giving:
- factual information – nationality, date of birth, contact details
 - dates and description of educational background
 - dates of previous employment and role and descriptions of duties within that role. (NB: the most recent job is first)
 - qualifications and professional skills
 - names of references
- b) A cover email/letter is different from an informal email/letter because it provides the following information:
- relevant aspects of the applicant's background/experience
 - shows that the applicant has some knowledge of the company's activities
 - conveys how the applicant sees themselves fitting in to the position/the company
 - expresses the applicant's personality to some degree
 - is respectful without being overly formal

B Ss work in pairs and discuss the questions. Elicit some ideas.

Answers:

The content is in this order:

- Say what job you're applying for and something specific about the company and its recent activities, relating this to your reason for applying.
- Highlight key and relevant aspects of your experience. Help the reader make the connection between your experience and the position you're applying for.
- Describe yourself, and how others see you professionally.
- Say why you want to work for the company and why they should employ you.
- Say what you are submitting with your email.
- Say where the reader can find added documentation.
- Ask the person to contact you.

Three words that *might* describe the tone of the email (but answers will vary!): confident, friendly, respectful.

8 Ss look at the four extracts from cover letters and identify what's wrong with the style (*too informal*). Ss then rewrite the phrases in a formal style. Monitor and help out with language, correcting any errors.

Answers:

1 particularly excited to discover this opening 2 has an excellent reputation 3 I have been involved in projects similar to 4 I have extensive experience working with the full range of (relevant) 5 I have also learnt to adapt to the demands of different (project types) 6 am also accustomed to working under pressure and to short deadlines 7 I am dedicated to the profession and see myself working long-term with a company. 8 a real asset to 9 I would be grateful for the opportunity to discuss 10 to explore my suitability for the position 11 Please contact me at your convenience 12 your consideration

9A Ss select a job to apply for and draft a cover letter, using the model and paying particular attention to appropriate use of formal expressions. Encourage Ss to plan each paragraph before writing. Monitor, feed in and correct language as needed.

Alternative approach

Give Ss time to look for real positions on job advertising websites in English-speaking countries (e.g. The Guardian Jobs section). Ss write draft cover letters for positions they are interested in.

B Ss exchange drafts and feedback to each other based on the ideas in the rubric. Monitor, feed in and correct language as needed.

C Ss rewrite their cover letter.

SPEAKING

10A Explain that Ss are going to do a role play which involves them either being interviewers or interviewees. Arrange Ss into A/B pairs and direct them to the relevant information. Give Ss time to write the questions then Ss carry out the interview. Circulate and monitor, making a note of any common errors for feedback.

Answers:

A selection of suggested questions for interviewers:

Tell me about yourself.

What were your responsibilities (in your last job)?

What did you like or dislike about your previous job?

What major challenges and problems did you face? How did you handle them?

What is your greatest strength/weakness?

How do you handle stress and pressure?

Why are you leaving/have you left your job?

Why do you want this job?

What are your goals?

What are your salary requirements?

What are you passionate about?

How do you get on with co-workers?

A selection of suggested questions for interviewees:

Can you tell me more about the day-to-day responsibilities of the job?

What do you think are the most important qualities for someone to excel in this role?

What are your expectations for this role in the first month, quarter, year?

Could you describe the culture of the company?

Where do you think the company is headed in the next five years?

Who do you consider your top competitor and why?

What are the biggest opportunities/challenges facing the company right now?

What is the typical career path for someone in this role?

B Ss work in new pairs to evaluate the interviewee's performance or to decide whether they would take the job or not.

Homework ideas

- **Ex 9A:** Write your final draft of a cover letter/email for a job you want to apply for.
- **Language bank 3.1** p108–109
- **Workbook Review 1**, p18–19

FIRED!

Introduction

The topic of the section is related to work, and particularly losing your job. Ss revise and practise the passive voice in a variety of verb forms and practise the pronunciation of these phrases, focusing on connected speech. Ss also learn and practise vocabulary related to honesty as well as learning and practising metaphors which come from nature.

SUPPLEMENTARY MATERIALS

Resource bank p138, p139 and 141

Warm up: Write the questions on the board.

Warm up

Briefly brainstorm which social media sites are the most popular at the moment and whether Ss ever access these sites at school/work. Write the following questions on the board and ask Ss to discuss them in small groups.

- How can having a problematic digital footprint jeopardise your job prospects?
- Why do you think many companies have banned the use of social media in the workplace?
- What are some of the pros and cons of banning social media use at work?

READING

1A Focus Ss' attention on the title of the article and give them time to read the Introduction. As a class, discuss reasons people might be fired because of what they posted on social media.

B Arrange the Ss into As and Bs (all As together and all Bs together) and direct them to their corresponding stories. Set a time limit and tell them they are going to tell the other group their stories later. Remind them that they can only write five words per story in their notes. Monitor and help out with any vocabulary needed.

C Arrange Ss into A/B pairs and ask them to tell each other about the stories, deciding together if each person should have been fired or not. In feedback, elicit Ss' ideas and which story they thought was the best/most memorable.

D Ss read the three stories their partner told them to check that their partner covered everything in their summary. Help with any vocabulary questions Ss may have.

VOCABULARY HONESTY

2A Ss match definitions to the phrases in pairs. Encourage Ss to use the context for clues. Elicit Ss' answers.

Answers: 1 to come clean (about) 2 to make candid comments (about) 3 to overstate 4 to present an accurate picture (of) 5 to catch someone red-handed 6 to lose face 7 to gloss over 8 to show your true colours

B Explain the activity, making clear they are looking for language errors. Do the first one as an example together.

Answers:

- 1 a) overdo – overstate b) photo – picture c) lose your face – lose face
2 a) candid – candid b) paint – gloss c) colours – colours
3 a) clear – clean b) red-footed – red-handed c) correct

C Ss work in pairs and discuss how they would react. Briefly elicit Ss' ideas.

GRAMMAR PASSIVES

3A Ss complete sentences alone and then compare in pairs. Monitor and help out with language. Do not give answers at this stage.

B Ss refer back to texts to check their answers. To speed up checking, tell Ss which texts to look in (Introduction: 1,2; Come fly with us (if you dare): 3,4,5; Guilty... not guilty... : 6; Buck up, buckeroo!: 7,8; He only had eyes for FB: 9; A costly nap: 10.).

Answers: 1 might be seen 2 to be fired 3 shouldn't have been fired 4 got hacked 5 to be done 6 was declared 7 've been having (work) done (first part could be, 'am having' 'have had' or 'had' but in the text this form is used) 8 to be said 9 Not being given 10 being spotted

C Explain the activity by doing an example together. Ss complete this alone. Ss then check in pairs before feeding back to the class.

Answers:

- a) 2 passive infinitive 3 modal present perfect passive 4 past simple passive (with get instead of form of be) 5 passive infinitive 6 past simple passive 7 (causative have) present perfect continuous passive 8 passive infinitive 9 (negative) passive gerund 10 passive gerund
b) 10 Big Brother
c) 1 The focus is on *they*; the agent (*someone who shouldn't*) is not specific or unknown. 2 The focus is on *they*; the agent (*the employer*) is obvious; it is also needed later in the sentence as a subject. 3 The focus is on *we*; the agent is obvious. 4 The focus is on *My account*; the agent is unknown. 5 The agent is unimportant (*by anyone?*); this is part of a fixed expression *there's nothing to be done*. 6 The focus is on *a mistrial*; the agent is unimportant/obvious. 7 At this point the focus is on 'I', the person and his story, and not the therapist. Note that the causative usually focuses on the person (see Language Bank 3.2). 8 The passive is part of a fixed expression *there's a lot to be said*. 9 The focus is on the situation of being forced to leave. The agent is obvious.
d) Informal: 4 *got* is used instead of *was*; impersonal: 5 and 8: *there's a lot/a great deal/much/nothing*, etc. to be said is an impersonal sounding structure.

D Ss listen to the phrases and focus on the pronunciation. Do the first one together as an example on the board. Pause after each example and go through them on the board. Drill individually/chorally.

Answers:

- 2 did they deserve to /tə/ be fired
3 we shouldn't have /ʃədntəv/ been /bm/ fired
4 my account got hacked
5 there's nothing to /tə/ be /bi/ done
6 a mis-trial was /wəz/ declared
7 I've been /bm/ having work done on my /dʌnəmaɪ/ back
8 there's a lot to be /ðearzəlotəbi:/ said for honesty
9 Not being given a second /grvənəsekən/ chance
10 without fear of /flɪrəv/ being spotted

▶ LANGUAGE BANK 3.2 p108–109

Stronger classes can read the notes and do the exercises at home. Otherwise, give Ss time to read the notes and do the first example in each of A and B. Remind Ss that in A it is the best option so encourage Ss to discuss in pairs why the active or the passive is preferable in each case. In B, let Ss know that there are occasions when more than one option is possible. Ss complete the exercises alone then check in pairs.

Answers:

A

- Correct: a) because it's a problem on a grand scale. It's not important who helps to solve it; b) implies it might be dealt with by a single person.
- Correct: b) as it's understood/obvious that it's management or the person's boss who might have asked; a) sounds like the 'someone' could be anyone, e.g. a colleague.
- Correct: b) we understand that 'she' is the hairdresser, but mainly because in a) the structure sounds as if the person doesn't know who messed up her hair, OR that the messing up was something the person asked to be done.
- Correct: a) because the speaker is using a formal style; in b) the speaker sounds informal and also sounds like the requirement is weak or the request is optional, not a rule.
- Correct: a) because the speaker arranges the repair; b) is odd because it sounds like the speaker is avoiding referring to whoever arranges the repair.
- Correct: b) because it's not just 'me' who could say these things about being prepared; in b) 'there's a lot to be said for ...' is also a common semi-fixed phrase, used almost as a saying.

B

- Have been caught out / are being caught out / are getting caught out
- might be interpreted
- have been exposed
- spends / has been spending / has spent
- videoed
- made
- was informed
- improve
- was included
- had been terminated / was terminated / was being terminated
- to be gained
- Being sacked / To be sacked

- 4 Ss read the article and underline the most appropriate forms. Elicit Ss' answers, encouraging them to justify their answers. Ask Ss if they feel any sympathy for the employees.

Answers:

- Being disrespected.
It becomes clear later over this sentence and the next that Alan Sanford is the object of disrespect here, and that it's not disrespecting people in general that makes him mad.
- a customer left him
We need a subject here because later in the sentence there is a reference back to 'the person' and we need to establish which person this is.
- took a photo of the person
It would be unrealistic for AS to ask for and pay someone to take the photo. He obviously took the photo himself and so the active is appropriate.
- he was fired
The active here would be confusing as 'they' seems to refer to both the colleagues and the boss, which would be impossible. Using the passive also keeps the focus on Sanford, the main focus of the paragraph.

- 5 I could have been given

The subject of the active sentence 'He' would be unclear. It also becomes clear in number 6 that Sanford is the focus of the sentence.

- 6 being sacked

An -ing form is needed after a preposition.

- 7 can't be said

isn't said is not wrong, but makes it sound as if people actively talk about how interesting flipping burgers is (or not); *can't be said* conveys the notion 'if people were to talk about this ...'

- 8 to have her video taken

Reading ahead, a subject (*her video*) is needed for the verb *posted*. *To be videoed* would later imply that Jackie is posted rather than her video.

- 9 She shouldn't have posted the video.

The passive here is not incorrect. However, if we want to maintain the focus on the colleague (*I'm very angry with my colleague*) it is better to maintain the colleague as the subject (*She*).

- 10 to be said

This is a fixed phrase which is almost always in the passive.

SPEAKING

- 5A Put Ss into small groups and ask each group to choose one of the situations.

- B Designate roles. Give Ss time to prepare their roles. Monitor and help out with language during this preparation stage.

- C Ss do the role play. Monitor and make a note of good language and common errors to focus on during feedback.

- D Ss choose another situation and swap roles.

Optional extra activity

Nominate a group/groups to perform in front of the whole class and Ss vote on whether or not the employee should be reinstated.

VOCABULARY PLUS METAPHORS

- 6 Ask Ss to read the dictionary definition of *metaphor* and check that they are clear on what it means. Ss then underline the three metaphors and consider where they came from. Elicit Ss' answers.

Answers: 1 cultivate 2 weed out 3 hedged in

The metaphors all come from nature/agriculture/farming/gardening (any of these are acceptable). *Cultivate* = grow/nurture plants, giving them everything they need to grow. *Weed (out)* = removing unwanted wild plants from places where they may damage cultivated plants. *Hedge* = a line of bushes or small trees planted very close together to form a kind of fence.

- 7A Ss read the descriptions alone and then work in pairs to discuss their answers. Elicit Ss' answers.

Answers: 1 Silicon Valley 2 Nestle 3 UNICEF

- B Ask Ss to identify the four metaphors related to farming/gardening/agriculture in each text. Ss check their answers in pairs before feeding back to the class.

Answers:

- sprouted, flourished, branched out, ecosystem
- ploughing back, bore fruit, thorny issues, blossomed
- branch, root, grass-roots, reaped (rewards)

Alternative approach

Divide the class into three and assign one text per group to identify the four metaphors. Monitor and help out. Ss then change groups so there is a member in each for each text and Ss share their ideas.

C Ss work in pairs to guess and then check meanings in the dictionary. They then discuss if those metaphors exist in their language/s.

D Give Ss time to think of ideas and do research before they write about a company/brand. They then describe their chosen company/brand to their partner.

Speakout TIP

Read the speakout tip together. Give Ss 2–3 mins to remember as many of the metaphors from the unit as they can.

BA Tell Ss they are going to look at metaphors relating to water. Ss work in pairs to select the correct option. Encourage Ss to guess before checking with each other/you/a dictionary. Elicit Ss' answers.

Answers: 1 above 2 trickle down 3 water down 4 wet blankets
5 flow 6 freezes 7 pour 8 flooded

B Ss work in pairs to discuss their ideas. In feedback, elicit if Ss had anything in common and correct any common errors.

Optional extra activity

Extend the activity with more water-related metaphors. Write the following four phrases on the board and ask Ss to guess the meanings from the short contexts. They can then check by looking in dictionaries.

The guy I sit next to at work is a real drip, he never goes out and all he talks about is his stamp collection.

She's fallen madly in love with him and never stops gushing about how wonderful he is.

I'm drowning in unpaid bills at the moment. I'm really going to have to sort it out.

I had a wave of panic when I realised I hadn't locked the door.

▷ VOCABULARY BANK 3.2 p122

Stronger classes can do the exercises focusing on sports and games metaphors at home. Otherwise, give Ss time to complete the exercises alone then check in pairs.

Answers:

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

B 1 lay our cards on the table, follow suit

2 skate around/over

3 let you off the hook

4 plain sailing, back on an even keel

5 below the belt

6 quick/first off the mark

Homework ideas

- **Ex 1B:** Write your summary of notes from Ex 1B.
- **Ex 7D:** Research a company and use the metaphors to describe it.
- **Language bank 3.2** p108–109
- **Vocabulary bank 3.2** p122
- **Workbook** Review 2, p20–21

WHAT I'M SAYING IS ...**Introduction**

Ss learn and practise phrases for taking part in a discussion and focus on sentence stress, intonation and appropriacy. Ss also learn and practise vocabulary related to politics.

SUPPLEMENTARY MATERIALS

Resource bank p142

Warm up: Pictures of politicians if possible.

Warm up

Tell Ss you are going to say a word and they have to write down the first three words they think of. Say: *politics*. Ss compare their words with a partner and say why they wrote them. Do the same with *politician*.

If possible, bring in pictures of five or six politicians from around the world. Ss work in teams to name the politician and their country.

Watch out!

In some contexts, or indeed depending on the individuals in your class, you may wish to take care over potential sensitivities on the topic of politics, for example, making sure that no personal references are made and choosing appropriate topics for discussion to avoid Ss feeling uneasy.

SPEAKING

1 Give Ss time to read the questions and think about their answers before working in groups to discuss their ideas. In feedback, elicit ideas.

VOCABULARY POLITICAL COLLOCATIONS

2A Give Ss 2–3 mins to work alone to complete the task. They can then check their answers in pairs. Nominate Ss to give answers.

Answers: 1 allocate 2 promote 3 stand up 4 bridge
5 set 6 tackle 7 shape 8 enforce

B Ss work alone then compare their ideas in pairs. With **weaker classes**, do one as an example together, using yours or a student's ideas (e.g. *The opposition ought to fight for the rights of disabled people*). Monitor and help out with language, encouraging Ss to provide reasons for their answers and adding any useful language to the board. Elicit Ss' ideas.

▷ VOCABULARY BANK 3.3 p122

Stronger classes can do the exercises focusing on political collocations at home. Otherwise, give Ss time to complete the exercises alone then check in pairs. If completed in class, allow Ss to discuss their answers to B together.

Answers: 1A 1 left, right 2 polls 3 hard/far 4 constitution
5 state, monarch 6 ballot, vote 7 Progressive, regressive
8 liberal 9 spin 10 lobbyists

3A Read the question and elicit Ss' ideas. Add any useful language to the board.

B Check that Ss understand *tactic* (a planned way of doing something), *stall* (delay/give yourself more time) and *dodge questions* (avoid answering them). Ss read and then compare ideas in pairs.

FUNCTION EVADING A QUESTION

4A Discuss as a class the question of whether there are salary differences between men and women in Ss' countries.

B Ss read the statements then discuss in pairs whether they agree or not in relation to their own country.

C Ss listen to the recording and tick the points the politician mentions.

Answers: a, b, d, e, f, h

Unit 3 Recording 5

A = Interviewer B = Politician

A: Figures coming out today show that the gender pay gap, the difference between what men and women earn, has widened in the last two years and now stands at twenty per cent, up two percent from two years ago, when it stood at eighteen percent. The government in its election manifesto promised to reduce the pay gap within two years. Now, two years on since the election, it seems things have got worse. So what's happened? We're joined in the studio by Ann Simmonds, junior minister for employment. This figure is shocking, isn't it?

B: Good morning and thank you for inviting me on the programme.

A: Good morning. So, as I said, this figure really is shocking, isn't it? Despite pre-election promises by your party, the gender pay gap is actually getting wider.

B: Well, it would be shocking but this figure has been taken out of context. Let me put it in perspective. In fact, female employment has risen significantly in the past few years and what we're seeing is actually a positive, in that more women are in work than ever before.

A: But surely that's not the point. If women's pay is getting worse in comparison to men, then something is very wrong. In your manifesto your party promised to bridge the pay gap. So why have you broken that election pledge? Why haven't you done anything about it?

B: Well, what we have to take into account is that there can be many reasons for the difference in pay. For example, even in the situation of more jobs for women, women tend to go for part-time work or less well paid work.

A: Yes, so what you're saying is that it's right that typically female occupations, such as a carer or a nurse, are paid at a lower level than say an equivalent male-dominated job?

B: No, not at all. What I am saying is that we have to look at the employment figures overall and particularly we need to take into account our priorities of providing more employment for everyone in this difficult economic sit ...

A: Excuse me for interrupting, but figures show that even in the same jobs women tend to earn on average fifteen percent less than men. For example, when they're CEOs of companies.

B: Those figures ...

A: The opposition is calling for radical changes to be made to regulations affecting pay in both the public and private sphere.

B: The opposition would say that. But one might question just how far the government should go in dictating policy and enforcing regulations in the private sector.

A: Minister, with all due respect, we're talking about a fifteen percent pay differential for the same job. How can that possibly be acceptable?

B: Well, it plainly isn't acceptable and I'm glad you've brought that up because there's another point that needs addressing, which is that research shows that men tend to be more assertive in asking for pay rises and this is something we need to educate employers in so that ...

A: Forgive me for interrupting, but I'm sure our listeners want to know the answer to one simple question: What are you are going to do about the problem?

B: Before I answer that, let me just add to what I was saying. I think your listeners would agree that the situation has changed since the election and the main focus at the moment should be on providing employment for everyone. And that's what we're doing as a government.

A: I don't wish to be blunt but you haven't actually answered my question. Are you going to do anything about the gender pay gap? Yes or no?

B: Well, what we plan to do is to set up a review to look into the issue and to investigate possible ways forward. We are currently allocating more resources to studying and addressing the issue.

A: That could take another year or two.

B: All I'm saying is that the government admits there is a problem. The review will be thorough and wide-ranging and we will take its findings very seriously.

A: Thank you, Minister.

D Focus Ss' attention back to Ex 3B. Ss then listen again and identify the techniques used by the politician. Check Ss' answers as a class.

Answers:

1 After the reporter asks the first question, the politician says 'Good morning and thank you for inviting me on the programme.'

3 After the question 'So why have you broken that election pledge? Why haven't you done anything about it?' the politician says 'Well, what we have to take into account is that there can be many reasons for the difference in pay ...'

3 After the question 'Yes, so what you're saying is that it's right that typically female occupations, such as a carer or a nurse, are paid at a lower level than say an equivalent male dominated job?' the politician says 'No, not at all. What I am saying is that we have to look at the employment figures overall and particularly we need to take into account our priorities of providing more employment for everyone in this difficult economic sit ...'

4 'Well, it would be shocking but this figure has been taken out of context.'

6 Citing a statistic that's not immediately verifiable: 'research shows that men tend to be more assertive in asking for pay rises and this is something we need to educate employers in so that ...'

5A Give Ss time to read and correct the sentences, then play the recording. Elicit Ss' answers.

Answers:

1 This figure has been taken out of context.

2 Let me put it in perspective.

3 What we're seeing is actually a positive, in that more women ...

4 Well, what we have to take into account is that there can be many reasons ...

5 I'm glad you've brought that up because there's another point that needs addressing ...

6 Before I answer that, let me just add to ~~that~~ what I was saying.

7 Well, what we plan to do is to set up a review to look into the issue ...

8 All I'm saying is that the government admits there is a problem.

Unit 3 Recording 6

1 This figure has been taken out of context.

2 Let me put it in perspective.

3 What we're seeing is actually a positive, in that more women ...

4 Well, what we have to take into account is that there can be many reasons ...

5 I'm glad you've brought that up because there's another point that needs addressing ...

6 Before I answer that, let me just add to what I was saying.

7 Well, what we plan to do is to set up a review to look into the issue ...

8 All I'm saying is that the government admits there is a problem.

B Ss answer the questions in pairs before feeding back to the class.

Answers:

- 1 5 and 6
- 2 The sentences or clauses begin with 'What...' or 'All...' – cleft structures (students are not expected to remember the term). The structure helps to emphasise the information immediately after 'What' or 'All'.
- 3 Well. Other ways: Let me see ... Let's see ... That's a very good question ... That's an interesting question ...

C Complete the first one together as an example. Ss then work alone to rewrite the sentences before comparing in pairs. Elicit Ss' answers.

Answers:

- 1 What we're planning to do is (to) crack down on drug abuse first.
OR
What we're planning to do first is (to) crack down on drug abuse.
- 2 All that's happening is that it's taking longer for us to fulfil our promises.
- 3 What the council will do is (to) promote the development of tourism.
OR
What the council will promote is the development of tourism.
- 4 Let me clarify the facts before we hold a vote.
- 5 All I meant was that we have kept our manifesto promise.
- 6 What the union will always do is (to) stand up for its workers' rights.
OR
What the union will always stand up for is its workers' rights.

6A Play the recording. Ss identify the main stress in each sentence. Elicit Ss' answers and use the board for feedback. With **weaker classes** pause after each and check the stress.

Answers:

- 1 What we'd like to do is to allocate more resources to sport.
- 2 What the council will always do is stand up for the rights of the self-employed.
- 3 What the council should be discussing is a budget for parks.

speakout TIP

Read the speakout tip with the class.

B Play the recording again and Ss practise saying the phrases, focusing on intonation.

▶ LANGUAGEBANK 3.3 p108–109

Stronger classes can read the notes and do the exercises at home. Otherwise, give Ss time to read the notes and do the first example together. Ss complete the exercise alone then check in pairs.

Answers:

A

- 1 I'm glad you've brought that up because there's another point that needs addressing.
- 2 Before I answer that, let me just add to what I was saying.
- 3 Let me see. That's a very interesting question.
- 4 This figure has been taken out of context.
- 5 All I'm saying is that ...
- 6 What we're seeing is actually a positive ...

LEARN TO CONTROL THE AGENDA

7A Ss complete the phrases alone. They then listen and check. Ss may ask about the meaning of *blunt* (direct and not trying to be polite) and *with all due respect* (a phrase typically used to introduce quite a direct, possibly impolite question/statement).

Answers: 1 surely 2 what 3 interrupting 4 due
5 interrupting 6 blunt

Unit 3 Recording 8

- 1 But surely that's not the point.
- 2 Yes, so what you're saying is that ...
- 3 Excuse me for interrupting, but ...
- 4 With all due respect ...
- 5 Forgive me for interrupting, but ...
- 6 I don't wish to be blunt but ...

B Arrange Ss into pairs and allocate A and B roles. Give Ss time to read the instructions. When they are ready, give Ss 5 mins to complete the task. In feedback, correct any common errors.

C Ss swap roles and discuss another topic.

SPEAKING

8A Tell Ss they are going to do a role-play where they are either the radio interviewer or the interviewee (a politician). Arrange Ss into different pairs and ask them to select a topic.

B Assign the roles and provide time for Ss to prepare what they are going to say. When Ss are ready, give them a time limit. Ss do the role play. During feedback, comment on any good language used and correct any common errors.

Optional extra activity

Nominate a pair to conduct the interview in front of the whole class. The other Ss can listen and then 'call in' to the radio programme with a question for the interviewee. The Interviewer can then ask the Interviewee these further questions.

Homework ideas

- **Ex 1:** Watch the news in English and find out what's happening in the world of politics in an English speaking country of your choosing.
- **Language bank 3.3** p108–109
- **Vocabulary bank 3.3** p122
- **Workbook Review 3**, p22

FUTURE JOB

Introduction

Ss watch an excerpt from a BBC programme which discusses how Artificial Intelligence is used to replace humans in the workplace. This excerpt focuses on a GP (General Practitioner doctor).

SUPPLEMENTARY MATERIALS

Warm up: Prepare your own answers to the questions below.

Warm up

Ask Ss the following questions: *Would you prefer a robot or a human to do the following ...*

mix your drink in a bar?

clean your house?

prepare your prescription at the pharmacy?

Briefly discuss Ss' and your opinions as a class, justifying why you decided human or robot. Tell Ss that 'robots' already exist which do these jobs.

DVD PREVIEW

1A Ss work alone to categorise the jobs into the three groups.

B Ss compare their ideas in small groups and discuss together what they think makes a job safe from automation.

2 Ss read the information and decide which of the three statements they think might be true.

Answer:

Statement 3: The programme makes several definite predictions about the future.

DVD VIEW

3A Tell Ss they will watch an excerpt from the programme and as they watch they need to consider Dr William's attitude to how Artificial Intelligence might affect her job in the future. Alert Ss to the fact her attitude is not necessarily the same at the beginning and the end of the clip.

Answer: Initially sceptical, then curious, and at the end accepting that AI will change her job (but shows no strong emotions about this).

DVD 3 Future Job

HF = Hannah Fry, presenter ZW = Dr Zoe Williams

SJ = Dr Saurabh Johri, Lead Data Scientist

AP = Dr Ali Parsa, CEO of Babylon C = Computer

HF: And now, work. What will you be doing as a job in the future? Well, fifty years ago the world of work was pretty easy to understand. You either did manual work, which basically meant supervising machines, or you worked in an office, which basically meant doing a lot of typing, or getting somebody else to do a lot of typing for you. Bottom line: people were integral to the work force. But no more, because in the 1970s machines got clever. Car parts were filled with robots, help lines were answered by computers, and almost all bank clerks became extinct. But I suspect that most of you are saying 'Well, a robot couldn't possibly take my job.' But are you sure? Have a look at this.

We sent Dr Zoe Williams to check out a piece of software which is rumoured to diagnose illnesses faster and more accurately than human medical professionals.

ZW: So, should I be worried? As a GP? The thought that a robot, or artificial intelligence, could take my job just seems crazy. I mean, I've spent six years at medical school, ten years practicing as a doctor. Now, surely all of that can't be boiled

down to a few lines of code.

Babylon Health are a medical tech company. They've just received 60 million dollars of funding to develop an AI doctor. The system works by asking questions. But anyone can ask questions. If it's going to replace me, I really want to put it through its paces.

I'm going to pose as a patient and give myself an imaginary condition, but I'm not going to tell anybody, I'm just going to write it down. And now we can see just how accurate the machine really is.

C: May I ask please, what's troubling you today?

ZW: I'm feeling tired all the time. So as well as feeling tired I've been feeling kind of weak. Let's tell the computer that. And I've also been feeling a bit of dizziness.

C: Is it okay to ask, do you have painful periods?

ZW: There we go. That's better. So painful periods as well.

C: Do you get breathless on exertion?

ZW: Yes, I do.

C: Thanks, I've noted this.

ZW: So, I've given the computer all of my symptoms now, and it's come up with a diagnosis. So let's see if it's correct. Here's my bit of paper from earlier, and you can see that I have put down 'fibroids', and the computer has said, 'Uterine leiomyoma', which is actually the same thing.

That's impressive, but how's it done? Time to face down the evil genius hell-bent on replacing me with my laptop.

SJ: So you start off with a knowledge base, and this is essentially a medical database which contains hundreds of millions of medical concepts.

ZW: That's kind of like being at medical school and all the knowledge that is inputted into the brain.

SJ: Exactly, so this might be all of the textbooks which you read at medical school, all of the papers which you've read at medical school, and then applied to all of that information, we'll apply a set of letters known as machine learning methods.

ZW: Machine learning is the ability of computers to take vast amounts of data and make sense of it themselves. Like this network of medical information which the computer uses to make a diagnosis.

SJ: What those circles represent are diseases, symptoms and risk factors. And what those lines represent are the relationships between those, so based on that the computer has taught itself actually how strongly related those diseases, symptoms and risk factors are.

ZW: OK, so that's how it determines the probability, is from looking at past real-life cases.

SJ: Absolutely and that's why this is machine learning.

ZW: As the network learns about more and more symptoms and diseases, it's tested and refined by a team of doctors and programmers. It's early days, but the company sees a big future for their virtual medic.

AP: We will do with health care what, say, Google did with information. It will be in your phone, it will be in the devices you understand, you carry with you.

ZW: Do you think that a machine could ever replace my role as a GP?

AP: I don't think this is a competition between machines and humans. This is machines being an aid to human. Half of the world population has no access or very very little access to doctors. Right? Imagine if you could see so many more, because machines do the easier part, they save your time. But can a machine put its hand on your shoulder and say 'Trust me' and look after you? That's a different story.

ZW: It's not just in medicine that software's on the march. In banking, AI is approving or not approving loan applications and even making investment decisions. And with autonomous vehicles on the horizon, many who drive for a living will soon be superseded.

What you need to know about the future is that no job is immune from the influence of artificial intelligence. And if it doesn't take your job, then it's likely to change the way in which you do it.

B Give Ss time to read and discuss the possible answers before they watch again and make notes on the answers. They can then compare their answers in pairs before feeding back to the class.

Answers:

- 1 Pre-1970s people were integral to the workforce. After the 1970s people became less integral as more and more tasks were taken over by robots/automation.
- 2 Car factory production lines, help lines, bank clerks.
- 3 By asking questions about the symptoms and checking these against a 'knowledge base' – a medical data base.
- 4 The computer teaches itself how strongly related the various diseases, symptoms and risk factors are. It looks at past real-life cases to calculate probability.
- 5 Parts of the doctor's job are threatened (the diagnosis) but Dr Parsa describes the computer as an aid to a doctor and points out that it can't replace the human touch.
- 6 Half of the world's population has little or no access to doctors, so in those parts of the world.

C Ss work in pairs to decide which words can replace those in italics. Monitor and check for accuracy and in class feedback, elicit Ss' ideas and write them on the board.

Answers: Students' own answers.

D Play the DVD from 4.00. Ss watch and write the actual words used to replace the words in italics in C.

Answers: 1 determines 2 a big future 3 competition
4 on the march 5 superseded 6 immune from

4 Arrange Ss into small groups to discuss the questions. Monitor and make a note of good language as well as errors. In class feedback, nominate Ss to briefly summarise their group's opinions and correct any common errors.

Optional extra activity

Show Ss the Ted.com playlist of nine talks on Artificial Intelligence and ask Ss to vote on which one to watch (either in class or as homework). https://www.ted.com/playlists/310/talks_on_artificial_intelligence

Ss make a note of: a) *three things they didn't know before watching*, b) *whether or not it has affected their opinion*, c) *three new words/phrases*, d) *what they think of the speaker*.

speakout recommending a career

5A Write the four professions on the board *musician, financial advisor, tour guide, chef*. Give Ss 1–2 mins alone to put them in order of how likely they are to be significantly altered by automation, then discuss as a whole class.

B Ss listen to the interview and make a note of what the careers expert says about the four jobs in Ex 5A and why each job may not be a good choice. After listening, Ss compare their notes with a partner before feeding back to the class.

Answers:

Musician – repetitive elements can be automated, and in fact already have (synthesisers).

Financial advisor – robo-advisors are doing the same job, and will be able to do more in the future.

Chef – a lot of tasks are manual and can be automated. The creative positions are limited in number.

Tour guide – apps provide a lot of the content and services that human tour guides provide.

Unit 3 Recording 9

Radio programme

A = guest, a career consultant B = host

- A: ... and as a career consultant that is definitely the most common question I get from clients, and the most relevant.
- B: OK, so how DO we future-proof our career choices? How can we be certain that the career path we choose won't peter out somewhere down the road?
- A: Well, in many cases we can use common sense to work out likely scenarios.
- B: Could you explain what you mean?
- A: Well, we can take a handful of jobs and look at where they might go in the next five to ten years, in terms of automation. Let's pick from different fields, just for the sake of illustration, so let's say musician, erm financial advisor ...
- B: Can I throw in a couple? Like tour guide ...
- A: And one more.
- B: Chef.
- A: Alright. So musician, financial advisor, tour guide, chef – Who is going to find themselves out of a job in ten years, or at least struggling because of the way automation has taken over their tasks? So, to start with it's old news really that factory jobs have mostly been replaced by robots.
- B: But none of these are factory jobs.
- A: No, but what I was getting at is that if you look at the jobs that have a repetitive component, for example some sort of manual activity that could in theory be done by a machine, these seem to be the most vulnerable to automation.
- B: Oh you mean like musician ...
- A: Yes, interestingly that would be one. A big part of a musician's job is actually repetitious. A lot of what a musician does has long ago been automated, like with synthesisers.
- B: So, it's the mechanical, repetitive element that's most vulnerable. Manual labour essentially.
- A: One might think so but in fact it's not just manual activity at all. Financial analysis has long been done by computers.
- B: So, financial advisors are doomed! I've heard of those, robo-advisors. They're supposedly at least as good as humans.
- A: Some people aren't comfortable with a robot making decisions about their money, but that career area has been impacted by automation and I think we've only just seen the start of it. Computers will be able to make much better judgements than human beings.
- B: Well then, financial advisor – not a good career choice.
- A: I wouldn't say that, as someone has to write the programs, and maintain them.
- B: A financial wizard with programming skills.
- A: That, for example, would be a strong combination of skills.
- B: So, your point is that, um, well, what do we call it then, as opposed to manual labour?
- A: Intellectual work?
- B: Yeah, so you mean intellectual work is as vulnerable to automation as manual work. Maybe even more so.
- A: There are a lot of variables, so I wouldn't go with a simple comparison like that. Look at the other two jobs on our list, tour guide and chef. I wouldn't call either of them intellectual OR manual.
- B: No, well, with chef it depends on the kind of chef, doesn't it? A lot of a chef's job is manual, in any case. All that washing and chopping veggies ...
- A: Probably most kitchen staff in a restaurant do tasks that can be automated. It's a tough career, unless you're a top chef or a celebrity chef. In reality the genuinely creative jobs are reserved for the lucky few.
- B: How about a tour guide?
- A: Of course there are free and low-cost computer tour guides, you know, interactive maps, recorded guided tours, all that stuff, and that's taken away a lot of the jobs in the travel industry. But if you put cost aside, a good tour guide can bring something very personal to a visit to a new place.
- B: That's true. When I have a tour guide, a good tour guide, I feel so much more in touch with a place, my visit stops being a virtual one.

- A:** Yes, what a human can bring to guiding a tour that a robot can't is that human touch, and that underlines a key point in future-proofing a career: think in terms of the human element, and bring that to whatever you do. Provided you've chosen a job where that's a premium, you're less likely to be bumped off by an app.
- B:** That's encouraging. Well, from our list, it seems like if any job is safest from automation, it's ... being a tour guide?
- A:** Being a good tour guide, yes – compared to the other jobs we discussed. It's not highly lucrative but you can live off of it, and if you have language skills you'll always be in demand.
- B:** And which of the four is the most vulnerable do you think?
- A:** Well it's hard to give a cut-and-dried answer to that as there are other factors...

C Direct Ss attention to the **Keyphrases** box. Explain that both options are correct English but Ss have to listen and tick the ones the speakers use. Play the recording again. Elicit Ss' answers.

Answers:

I was
vulnerable to
musician, has
at least as good as
I wouldn't, intellectual
the genuinely creative, lucky few
guiding a tour

6A Arrange Ss into groups of three or four and ask the group to choose one person in the group to give careers advice to. Ss then select five jobs which might interest that person.

B Ss work in their groups to discuss the jobs and rank them from most to least likely to be threatened by automation in the future. Encourage Ss to explain their choices fully and make notes next to each about how vulnerable it is and why.

C Nominate Ss in each group to present their ideas to the class. In feedback, ask Ss to comment on other groups' conclusions.

writeback a fact file

7A Ss read the text and think about their answers to the questions before discussing their ideas in pairs.

Answers:

The writer overall appears to be optimistic, particularly because of issues with the physical space of hotel rooms, some jobs which are 'incompatible with automation', and financial considerations. The conclusion is that being a hotel maid is 'a relatively secure profession.'

Ss' own ideas for the second question.

B Ss choose a job to research and write about, using the same sub-headings as the model. If time is short in the lesson, Ss can make notes in each section and finish the fact file for homework.

C Ss read each other's fact files and make comments on whether they agree with the assessments or not.

Homework ideas

- **Ex 4:** Write about your opinion on the extent to which AI in medicine is beneficial (200–250 words).
- **Ex7B:** Write a final draft of your fact file.

LOOKBACK

Introduction

Ss revise and practise the language of Unit 3. The notes below provide ideas for exploiting the exercises and activities but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

JOB HUNTING

1A First ask Ss to look at the title. Elicit where they might find this type of text (*magazine/online article*). Ss complete the words alone and then check in pairs. Elicit Ss' answers. Drill pronunciation if needed.

Answers: 1 play 2 strengths 3 stand 4 convey 5 jeopardise
6 novice 7 buzzwords 8 hard 9 literacy 10 selling 11 record
12 footprint

B Ss work in pairs to discuss their ideas, saying what they would do or say in each of the situations. In feedback, correct any common errors.

EXPRESSING MODALITY

2A Ss complete the exercise alone and then check in pairs before feeding back to the class.

Answers:

- 1 The crew *is/are* obliged to seal the exits first ('is' is more 'correct' but 'are' is used equally often).
- 2 It's *everyone's* responsibility to have memorised every word they're going to say.
- 3 Someone *will* probably be in pain.
- 4 The flames and smoke *must* be frightening.
- 5 There's an expectation that every aspect of service *is* perfect OR The expectation *is* that every aspect of service *is* perfect.
- 6 The capacity to work in high places without getting vertigo *is* important.
- 7 It's imaginable that the staff *will* know more about the subject than the painters themselves.
- 8 Most people there *will* undoubtedly find the motion difficult during a storm.

B Ss work in pairs to think about the place/job for each sentence. Elicit Ss' ideas.

Answers: 1 a ship/a ferry/an aeroplane 2 theatre, actors
3 ambulance/hospital, paramedics/doctors/nurses 4 firefighters
5 (five star) hotel or restaurant and employees therein, e.g. waiters
6 builders or window cleaners or painters of high buildings
7 art gallery/museum 8 a cruise ship

HONESTY

3A Ss work alone to complete the proverbs and then compare in pairs. Elicit Ss' answers and write them on the board.

Answers: 1 true 2 lose 3 accurate 4 Overstating (x2) 5 gloss
6 come 7 Candid, candid 8 red-handed

B Ss work in pairs and discuss their ideas about the proverbs.

PASSIVES

4A As a lead-in, ask Ss which professions (apart from politicians) people often mistrust. Elicit ideas. Note that polls on this issue frequently include *estate agents, lawyers, bankers* and *car mechanics*. Ss then complete the gaps alone before checking in pairs. Elicit/provide answers.

Answers: 1 're getting (work) done OR are having (work) done
2 've had (your car) fixed 3 *is* done OR has been done
4 're sometimes charged OR have sometimes been charged
5 haven't (actually) been performed 6 're being watched
7 to be told 8 be persuaded

B Ss work in pairs and discuss the situation and their answer to the question.

EVADING A QUESTION

5A Ss work in pairs to remember as many ways of evading a question as they can.

B Ss work alone and then in pairs to add the missing words. Elicit Ss' answers and write them on the board.

Answers:

- 1 All I'm saying *is* that I admit there is a problem.
- 2 Before I answer that, let me *just* add to what I was saying.
- 3 I'm glad you've brought that *up* because there's another point that needs addressing.
- 4 Let me put it *in* perspective.
- 5 This has been taken *out* of context.
- 6 Well, what we plan to do *is* to *set* up a review to look into the issue.

Alternative approach

Ss close their books. Arrange them into three to four teams and give them a board pen each, preferably of different colours. Write up the 1st sentence. Ss decide with their team the missing word and run to the board to write it in. Repeat with all six. The team which has written the most correct missing words, wins.

C Read the instructions together and then elicit a possible question. If Ss are struggling, you could give them an example: *Should unemployed people be forced to do voluntary work?* Ss then take turns to ask another student a question. That student then needs to try not to answer it. In feedback, ask Ss who in their group they think would make a good politician.

OVERVIEW

4.1 ROLE MODEL

VOCABULARY | influence

READING | read an amazing story of a role model and her admirer

GRAMMAR | participle clauses

SPEAKING | discuss role models and other influences in your life

VOCABULARY PLUS | three-part multi-word verbs

PRONUNCIATION | word stress in multi-word verbs

4.2 THINK THIS WAY

VOCABULARY | social media

LISTENING | listen to a BBC radio programme about the internet 'echo chamber'

GRAMMAR | introductory *it* and *there*

PRONUNCIATION | weak form; *there*

SPEAKING | talk about breaking out of your 'echo chamber'

WRITING | write a report on the effects of social media on relationships

4.3 HAVE A GO!

VOCABULARY | persuasion

PRONUNCIATION | word stress

FUNCTION | learn to use persuasive techniques in presentations

PRONUNCIATION | intonation

LEARN TO | use alliteration

SPEAKING | give a persuasive presentation

4.4 PERSUASION DVD

DVD | watch people talking about influences when buying things

speakout | sell a product

writeback | a short opinion piece

4.5 LOOKBACK

Communicative revision activities

ROLE MODEL

Introduction

The topic focus is role models and influential people and Ss revise and practise participle clauses, as well as studying the meaning and pronunciation of three-part multi-word verbs.

SUPPLEMENTARY MATERIALS

Resource bank p143–145

Warm up: Prepare your answers to the four questions below.

Ex 6A: Mono-lingual dictionaries for Ss to look up the words/phrases.

Warm up

Read out the following questions and ask Ss to write down their answers.

1. *Who in your family do you think dresses the best?*
2. *What kind of music do you like listening to at the moment and where did you first hear this type of music?*
3. *Do you do a similar job to anyone else in your family?*
4. *Has a book ever had a strong impact on the way you live or work?*

Write your own answers to these questions on the board. Encourage Ss to ask you follow-up questions. Ss then work in small groups to discuss their own answers and to find out what they have in common. During feedback, ask Ss if they are influenced by their family and friends and in which ways.

VOCABULARY INFLUENCE

1A Ss work in pairs and discuss the questions. They then feed back to the class.

B Ss work alone to complete the gaps. They can then compare their answers in pairs. Drill new phrases as you conduct feedback.

Answers: 1 carry a lot of weight 2 pull strings 3 am easily swayed by (*note the change of position of the adverb easily here*) 4 idolise them; emulate them 5 an inspiration

C Ss work alone to tick sentences they agree with and change the others so they reflect their opinion. Monitor and help out with language. When Ss are ready, they should discuss their ideas in pairs. In feedback, elicit if Ss agreed with each other.

READING

2A Focus Ss' attention on the photos and ask them to answer the question in pairs. Elicit Ss' ideas.

B Give Ss 3–5 mins to read the text to check their ideas and to decide what they find most surprising in the article. Elicit Ss' answers. In feedback you might need to check/ elicit meanings of: *to be drawn to something* (= attracted to), *spunky* (= brave and determined), *mannerisms* (= something that a person does habitually with their face, hands, or voice, and that they may not realise they are doing).

Answers:

Dominique was Jen's role model, because she excelled at a sport that Jen loved, and because she identified with her personality and with the fact that she was Romanian.

Students' own answers to the second question. (Students are likely to say the most surprising aspect is that they were sisters and didn't know for a long time.)

C Ask Ss to read the statements first. They then read the text again and answer the questions. Elicit Ss' answers, asking them to justify their answers.

Teaching tip

When doing this type of reading task (*True/False/Not Given*), it's useful to remind Ss of the techniques they could use, such as: underlining the key words in the question, thinking of a paraphrase of those key words, and underlining sections of the text where they find the answer. They should also bear in mind if they can't find anything to underline, the answer is likely to be NG. It's also important to remind Ss that with this task type, it's essential the evidence is in the text and NOT a logical assumption.

Answers:

- 1 NG: we don't know if this was the reason for the adoption.
- 2 NG: we know that the parents were originally from Romania and Jen was adopted into an American family. We do not know whether the sisters were born in the USA, or arrived as immigrants.
- 3 F: the text doesn't refer to a state-level Paralympics because it says she competed with able-bodied people. It doesn't say that she didn't also win a state-level 'Paralympics' gold on another occasion. A 'Paralympics' is, by definition, an international event.
- 4 T: Jen approached her mother asking about her past.
- 5 F: Jen waited four years to contact Dominique. Dominique replied within about a year (Jen sent the letter when she was about 20 and Dominique replied when Jen was 21).
- 6 NG: One of Jen's sisters was pregnant – It could be Dominique or Christina – we only know that it was Jen who was going to be an aunt.
- 7 T: Jen looks very much like Christina, the younger sister.
- 8 NG: It is unlikely, because of the emphasising 'has even toured' (present perfect focusing on experience) which indicates a one-off occasion but there is no further information given.

Optional extra activity

Show Ss a YouTube video of Jennifer. Ask Ss to watch and simply discuss what they think of Jennifer and how it makes them feel. If you watch a clip with Jennifer's adoptive parents, ask Ss to also consider their role in her life.

D Ss discuss the questions in small groups. Elicit Ss' ideas.

GRAMMAR PARTICIPLE CLAUSES

3A Focus Ss' attention on the underlined participle clause in the text. Ss work alone to identify the other participle clauses in the text. With *weaker classes*, first elicit what participles are (past participle e.g. *done*, present participle e.g. *being*).

Answers: 2 Raised in Oblong, Illinois, by adoptive parents Sharon and Gerald Bricker 3 transfixed as Dominique became an overnight sensation 4 Inspired by Dominique's success 5 Feeling the time had come 6 competing against able-bodied people 7 Having found out about her connection to her idol 8 performing acrobat routines 9 travelling the world and connecting with people from all walks of life 10 Finding out my idol

B Focus Ss' attention on the RULES box and ask Ss to complete them alone before checking in pairs. Elicit Ss' answers, reminding them there are several examples of some rules.

Answers:

- 1 a) any of the following:
-ing: having been..., feeling..., Having found out..., performing..., travelling...
Past participle: Raised..., transfixed... Inspired...
b) Having found out

- 2 Note that sometimes a clause can fit more than one category, depending how its meaning is meant/understood.
a) travelling the world and connecting with people from all walks of life.
b) Having been adopted at birth OR Raised in Oblong, Illinois, by adoptive parents Sharon and Gerald Bricker, OR Inspired by Dominique's success, OR Feeling the time had come, OR Having found out about her connection to her idol,
c) Inspired by Dominique's success, OR Feeling the time had come,
d) ... transfixed as Dominique became an overnight sensation.

speakout TIP

Read the speakout tip with the class. Ask if they think using these participle clauses could improve their writing.

LANGUAGEBANK 4.1 p110–111

Stronger classes can read the notes and do the exercises at home. Otherwise Ss complete the exercises alone then check in pairs. Do an example for each exercise as a class and encourage Ss to refer to the notes when needed. If completing in class, for A tell Ss the text is a son writing about his inspirational mother and remind them that in one case both options are correct. In feedback, provide the answers then ask Ss for their response to the content (i.e. what do you think of these people?).

Answers:

- A**
- 1 Blessed 2 Crippled / Having been crippled 3 confronted
 - 4 having had 5 persuading 6 Having seen 7 buzzing
 - 8 planning 9 having learnt 10 obsessed 11 not having
 - 12 Handing
- B**
- 2 Having eaten all their food, they decided to leave the shelter.
 - 3 Resources allocated to the health service have been reduced each year.
 - 4 Not having any idea how to get there, we had to phone for directions.
 - 5 Having jeopardised his chances of a promotion, Ed decided to quit.
 - 6 The people living in the flats didn't stand a chance.
 - 7 Having been caught red-handed, OR (Once) Caught red-handed, Julia saw no point in denying taking the bribes.
 - 8 Emulating their favourite pop star, the kids all wore torn black T-shirts.

4A Ask Ss to read through all the sentences and check any vocabulary (e.g. *sue (v)* = take legal action against a person or organisation; *squander (v)* = waste money or supplies; *off-handedly (adv)* = in a manner which shows no previous thought or consideration). Ss decide in pairs which information is most surprising. Elicit Ss' ideas.

B Ss rewrite the sentences using participle clauses. They can then compare their sentences in pairs. Monitor and correct errors. Elicit Ss' answers and write them on the board.

Answers:

- 2 Perhaps sensing the connection, Jen fantasised about being related to Moceanu as early as age six.
- 3 Growing up with her three half-brothers, Jen started playing softball with them when she was seven.
- 4 When Dominique was seventeen, she sued to become a legal adult, accusing her parents of squandering her professional earnings.
- 5 Assuming that their biological mother had told Dominique about her physique, Jen only mentioned off-handedly in their first phone conversation that she didn't have legs.
- 6 Astonished, Dominique had no idea what to say.

- 7 Amazed at how many things the three sisters had in common, Jen said, 'All three of us did gymnastics and Christina loved volleyball, which is my second favourite sport!'
- 8 Having achieved amazing success by any standard, Jen still has plans, saying, 'My real dream would be to perform on a show like *Dancing with the Stars*'.

SPEAKING

- 5A Give Ss 5 mins to read the questions alone and make notes.
- B Ss work in groups and discuss their answers.

VOCABULARY PLUS THREE-PART MULTI-WORD VERBS

- 6A Ss work alone to replace the italicised words with the multi-word verbs from the box.

Answers: 1 feel up to 2 held off on 3 make up for
4 catch up on 5 fall back on

- B Ss listen to the recording to check their answers. Then play the recording again and ask Ss to underline the main stress in the multi-word verbs.

Answers: 1 feel up to 2 held off on 3 make up for
4 catch up on 5 fall back on

Unit 4 Recording 1

- Jennifer's biological parents didn't feel up to the task of raising a child with no legs.
- Jennifer held off on contacting Dominique for four years, and then finally posted the letter.
- The sisters have to make up for more than twenty years of being separated.
- They meet once in a while to catch up on the latest news about each other's lives.
- Even if she stops gymnastics, Jennifer has her career as an inspirational speaker to fall back on.

- C Ss listen to the recording and write the sentence starters. Ss compare in pairs. Elicit Ss' answers and write the sentence starters on the board. Give Ss time to complete the sentences with their own ideas then compare in pairs. Elicit Ss' ideas and correct any errors.

Unit 4 Recording 2

- Do you feel up to ... ?
- Can you hold off on ... ?
- I need to catch up on ...
- Nothing makes up for ...
- When I can't think of a new recipe I often fall back on ...

speakout TIP

Read the speakout tip with the class and ask Ss how they tend to record multi-word verbs. What techniques work best for them, what others might they try?

VOCABULARY BANK 4.1 p123

Stronger classes can do the exercises at home. Otherwise Ss work alone to complete the questions in A. They can then check in pairs and answer the questions together in B.

Answers:

- 1A 1 played up to 2 tie in with 3 listening in on 4 led up to it
5 fill in for 6 come down to 7 bearing down on 8 come in for
B Students' own answers

- 7A Ss work in pairs to discuss their answers.

- B Ask Ss to read the texts and answer the questions – tell them not to worry about the gaps for now. Ss discuss their answers in pairs.

Suggested answers:

- Because the character stood up to racist people despite threats / he was a principled man who had high ideals.
- The character is strong and she stands up for what is right for her and not what was traditional.
- The writer identifies with the character and his suffering (presumably admires him dealing with it).

- C Ss work in pairs to guess the meanings of the missing words and to complete the gaps with any appropriate multi-word verbs.

- D Ss listen to the recording to check their answers.

Answers: 1 coming up against 2 back out of 3 live up to
4 get out of 5 comes up with 6 looks up to 7 caught up in
8 face up to

Unit 4 Recording 3**Speaker 1**

As a teenager my role model was lawyer Atticus Finch, the hero of *To Kill a Mockingbird*. I read it when I was about 13 and then I saw the old black and white film on TV with Gregory Peck. Finch was awesome because he confronts racists in his community by defending a black man. Despite coming up against resistance and threats, he is a man of principle and doesn't back out of the trial. I wanted to live up to his high ideals.

Speaker 2

For young girls, a great role model is Merida in *Brave*, the Pixar animation. She's the one with the red corkscrew hair. Anyway, she wants to get out of a marriage arranged by her mother so she comes up with a plan to change her mother's mind. She's the absolute antithesis of the traditional fairytale princess and my daughter, who is ten, really looks up to her for doing what she felt was right for her.

Speaker 3

For me Holden Caulfield, the main character of *Catcher in the Rye*, was an important role model when I was in my teens and well into my twenties. Holden is a student at a private school who finds it so difficult to cope with the pressures of the 'real world' that he runs off to New York City and gets caught up in some scary situations with strange people. I identified with his feelings of alienation and the rejection he experienced time and time again. His adolescent suffering somehow helped me face up to my own issues.

- B Divide the Ss into pairs and direct As and Bs to their relevant pages. Give Ss time to read the questions and check the meaning of vocabulary. Ss then work in their pairs to ask and answer the questions.

Homework ideas

- Ex 1A: Write a mini-biography of someone in your family you admire; practise using participle clauses.
- Language bank 4.1 p110–111
- Vocabulary bank 4.1 p123
- Workbook Review 1, p23–24

THINK THIS WAY

Introduction

Ss revise and practise the use and pronunciation of the introductory *it* and *there*. They also learn and practise vocabulary related to social media in the context of how we are influenced by others.

SUPPLEMENTARY MATERIALS

Resource bank p143 and p146

Warm up: Write the statistics below on the board.

Warm up

Write 'Facebook' on the board and the following numbers underneath (note that the figures are based on findings in 2012, 2013 and 2017):

2 billion +, 338, 25–34, 1pm–3pm, 83 million, 13.8.

Ss work in pairs and guess the relevance of these numbers with regard to Facebook. Elicit Ss' ideas. Give Ss the answers. Elicit if there's anything surprising and what, if anything, is the significance of these facts.

Answers:

2 billion + = number of active users (as at June 2017 according to Facebook); 338 = average number of friends a user has; 25–34 = most common age group which uses Facebook (2012); 1pm–3pm = highest traffic time (2017); 83 million = number of fake profiles (according to CNN 2017); 13.8 = average number of times a day users check Facebook (2013).

VOCABULARY SOCIAL MEDIA

1A Ss work in pairs to discuss the questions. Elicit Ss' ideas and write any useful vocabulary on the board.

B Ss work in pairs to put the words in the box into the four categories. With *weaker classes*, do one as an example and tell them how many words in each group. Elicit Ss' answers, check that Ss understand all the vocabulary, and drill pronunciation.

Answers:

- a) ... whether something is true or not?
fake, post-truth, unbiased
- b) ... something technical related to computers and/or the internet?
algorithms, hacking
- c) ... the separation of people into groups?
segregation, bubbles, echo chambers
- d) ... something that can happen with opinions?
reinforced, filtering, censored, trolling

C Ss complete the gaps with the appropriate word and then check their answers in pairs. Elicit Ss' answers and ask if this type of show is relevant to their lives.

Answers: 1 unbiased 2 algorithms 3 filtering
4 echo chambers / bubbles 5 reinforced 6 censored
7 echo chambers / bubbles 8 fake 9 post-truth 10 segregation

D Ss briefly discuss their ideas in pairs. (Note there will a chance for Ss to talk about these issues in more depth later on, so keep this short). If Ss are struggling to come up with ideas, make a few suggestions (e.g. *Actively look at multiple different news sources./ Read critically and question everything you read; check out anything that seems wrong to you./Think about including people in your circle of friends on social media who have different opinions to you.*). Elicit Ss' ideas.

LISTENING

2A Ss work in pairs and discuss their ideas.

B Ss listen and number the topics in the order they hear them. Ss compare answers in pairs before feeding back to the class.

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

Unit 4 Recording 4

BF = Bobby Friction JB = Julian Baggini
NL = Natasha Lomas EP = Eli Pariser

- BF: Most of us are now only communicating with those within our own social media bubble. So what impact is this having on us? Philosopher Julian Baggini.
- JB: We know from lots and lots of research in psychology, we have a tendency anyway to seek out views which reinforce our own and we have a tendency to discount evidence which contradicts us. So we're up against that bias whatever happens. Now if, in addition to that we are actually being fed more of the stuff that supports our view and we're having the views of the contradictors hidden from us in some way, that just magnifies the effect even more and so the dangers I think are clear. You know, if you end up only exposing yourself to a narrow range of views then first of all, you are not exercising your critical thinking faculties, and secondly, contrary views are going to seem not just wrong, but they're going end up seeming bizarrely wrong in the end because you won't even understand how anyone even begins to think something different to yourself.
- BF: I like Julian's idea that things outside your bubble don't just look wrong but might start to look weirdly wrong. It's something we'll come back to later on but it starts closer to home than you might think. It's time to talk about your friends again, you know the ones you talk to on social media. It's really satisfying to do this and it's what I love doing, but ... you're not actually talking to all of your friends.
- NL: You think that you're, you know, you're keeping up with all of your friends when it's in fact only a sort of small subset and perhaps not even a subset. It can be quite shocking really. The average person, the consumer on the street, has very, very little idea. Perhaps slightly, increasingly, there's an increasing awareness perhaps, but the vast majority of Facebook users have no idea that they're seeing an algorithmically filtered feed.
- BF: So the algorithm kicks in and that's what's choosing what I get to see or don't see.
- NL: When Facebook first launched, it was effectively a chronological feed of everything and you could keep up with all your friends' comings and goings and you know, new births and birthdays and so on but it's, things have shifted over the years but the education has not been there to sort of tell people how it's changed so the whole usage of the site has evolved without them really knowing it. Really the onus should be on the social networks to sort of better inform their users about how these sites function.
- BF: So just to be clear, not only have I created a bubble around myself by selecting my friends, I'm only interacting with a handful of them, only getting to see their news on my timeline. But ... social media isn't the only place where I'm in a bubble. Think about everything else that you use the Internet for. The searching, the shopping, the information gathering. Bubbles exist there, too.
- EP: For a lot of us, we assume that, you know, if we google Barack Obama, that the result that's going to come up at the top is kind of the most authoritative result on Barack Obama and that's just not always the case anymore.
- BF: I had no idea about this bubble that Eli Pariser told me about.
- EP: So I asked a bunch of friends to google the same thing at the same time and send me screen shots of what they found and when I saw those screenshots side by side and saw that different people were really getting very different results, that's when it really sunk in for me.
- BF: And this is what really freaks me out. Every time I use search engines some of the information is actually hidden from me. The algorithm is deciding what's best for me.

C Ss work in pairs to discuss and write notes on what they remember about each topic. They then listen again and add to their notes. In feedback, ask Ss how accurately they had predicted the content of the programme before they listened.

3A Ss work alone to match the excerpts to the topics. Tell Ss that both words in italics are possible and to not select any at this stage. Elicit Ss' answers.

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

B Ss listen to the excerpts and underline the words the speaker uses. Elicit Ss' answers. Drill where necessary.

Answers: 1 bizarrely 2 screenshots 3 exist 4 algorithmically 5 reinforce, discount 6 chronological

Unit 4 Recording 5

- 1 If you end up only exposing yourself to a narrow range of views then first of all, you are not exercising your critical thinking faculties, and secondly, contrary views are going to seem not just wrong, but they're going end up seeming bizarrely wrong in the end because
- 2 So I asked a bunch of friends to google the same thing at the same time and send me screen shots of what they found and when I saw those screenshots side by side and saw that different people were really getting very different results,
- 3 Think about everything else that you use the Internet for. The searching, the shopping, the information gathering. Bubbles exist there too.
- 4 Perhaps slightly, increasingly, there's an increasing awareness perhaps, but the vast majority of Facebook users have no idea that they're seeing an algorithmically filtered feed.
- 5 We know from lots and lots of research in psychology, we have a tendency anyway to seek out views which reinforce our own and we have a tendency to discount evidence which contradicts us.
- 6 When Facebook first launched, it was effectively a chronological feed of everything and you could keep up with all your friends' comings and goings and you know, new births and birthdays

C Elicit if the Ss find anything surprising (or not) about the statements.

GRAMMAR INTRODUCTORY IT AND THERE

4A Ss complete the sentences alone. They can then check their answers in pairs before feeding back to the class.

Answers: 1 There 2 It 3 There 4 It 5 There 6 There 7 It 8 It 9 It 10 It

B Ss tick the people who support or don't see anything wrong with echo chambers.

C Ss compare answers in pairs. Elicit Ss' answers. Ss then discuss whose ideas they agree/disagree with. In feedback, elicit Ss' ideas.

Answers: Sid23, X2Y, Deidre, Fern27

5 Ask Ss to read the RULES. They should then work alone to find examples of *it* and *there* in the comments. With **weaker classes**, you could do the exercise as a whole class, referring to the language bank if needed.

Answers: a) 4,10 b) 7,9 c) 2 d) 8 e) 1 f) 6 g) 3 h) 5

▶ LANGUAGE BANK 4.2 p110–111

Stronger classes can read the notes and do the exercises at home. Otherwise Ss complete the exercises alone then check in pairs. Do an example for each exercise as a class and encourage Ss to refer to the notes when needed.

Answers:

A

Digital image advice

Is *there* anyone who thinks *there* is no unwanted content about them on the web? *It* is my job to advise people on how to modify their digital image – *it* doesn't matter if you haven't posted it yourself, *there* is no doubt that a time will come when you'll want to get something deleted. Don't leave *it* too late. Contact me on ...

Editing support

It is claimed that more than 500 children's books are sent to publishers every month so *it* is no wonder that *there* are a lot of disappointed would-be writers out there. As an author, *there* is an advantage to having a fertile imagination but *it* is obvious that something special is needed and *there* is nothing wrong with getting some extra help from our experienced editors. Contact us on ...

B

- 1 It's typical of large corporations ...
- 2 There's nothing you can do to bridge ...
- 3 It's odd how few ...
- 4 There seems to be a tendency ...
- 5 It bothers me to see ...
- 6 There may come a moment when ...
- 7 There's no likelihood that he'll come clean ...
- 8 It was / is you who said that everything ...

5A Ss listen and write the sentences. Ss compare their answers in pairs after listening. Repeat the recording if needed. Elicit Ss' answers and write them on the board.

Answers:

- 1 There could come a time when ...
- 2 I'd like there to be more ...
- 3 There seem to be a lot of problems with ...
- 4 There isn't any point in complaining about ...
- 5 Is there anyone who doesn't have ...?

B Ss listen to the recording again, saying the phrases at the same time as the speaker.

C Ask Ss to complete the phrases with their own ideas – encourage them to write out full sentences.

SPEAKING

7A Ss work alone to tick the ideas they'd be willing to try and put a cross next to the ones they wouldn't. Check any vocabulary.

B Ss discuss their ideas and the other questions in groups. Monitor and make a note of good language and common errors to go over in feedback.

WRITING A REPORT: LEARN TO USE USEFUL PHRASES

8A Write *Writing a Report* at the top of the board and *do* and *don't* in two subheadings. Give Ss 5 mins to work in pairs to brainstorm what they know about writing a report. Note that this text type is common in the business world so if Ss are not yet in work they may be less familiar with it unless they have studied it in writing classes. Encourage them to think about text organisation, style, formatting, inclusion of examples and opinion. Elicit Ss' ideas and write them on the board.

Optional extra activity

Before the brainstorming activity, ask Ss if and when they have had to write a report. Who was it for? What was it about? Where did the evidence included come from? Elicit Ss' answers.

B Ss check their ideas with the points on p133.

3A Give Ss time to read the information before they discuss the questions in pairs. Check/clarify the meaning of *university governing council* (= a group of people who are in charge of the everyday running of the university, including students welfare).

Answers:

1 Students' own answers. 2 Students' own answers – Different people will omit different things, but the important thing is to think about order of importance when looking at data, so that it's easier to make decisions about what to omit when drafting the report.

B Ss read the first part of the report and identify which positive point is missing.

Answer: Laptop/mobile-friendly

C Focus Ss' attention on the phrases in *italics*. Ss work in pairs to think of at least two other ways of saying each of these phrases. Elicit Ss' ideas and write correct examples on the board. Note that Ss may come up with phrases which have the same meaning, but would be too informal for a report, e.g. *a significant proportion* = *quite a lot of*, and it's worth pointing this out to Ss if this occurs.

D Ss work alone to match the items before checking their answers in pairs. Note that they need to pay attention to the grammar of the sentences, as well as the meaning of the words.

Answers: 1 This report sets out 2 It will go on to 3 to improve the situation 4 a substantial percentage 5 answering 6 commonly cited 7 a clear consensus 8 A negligible number

The three phrases not used and where they are most likely to be used:

- In light of the above – In the conclusion/recommendations section
- This report will present – In the introduction
- Significant disagreement regarding – In the body, when commenting on survey results

10A Tell Ss to write the next section of the report, which is on 'Negative effects'. Ss work alone using the notes in Ex 9A. Encourage Ss to use phrases from Ex 9D. Monitor, correct and help.

B Ss exchange their writing with a partner. They use the checklist to provide feedback to each other.

11A Ss work in pairs to brainstorm recommendations to deal with the negative effects. Elicit Ss' ideas and write them on the board. Ss decide which are the most useful and practical.

B Ss work alone to write the next section. Focus Ss' attention on the rubric in their book for guidance on how to do this.

C Ss compare their version with the model and underline three phrases in the model that are useful for writing this section.

Answers: In light of the above, I am offering the following recommendations; I believe that ...

Homework ideas

- **Ex 8A:** Write a report on the use of mobile phones in English language classes – should they be allowed?
- **Language bank** 4.2 p110–111
- **Workbook** Review 2, p25–26

HAVE A GO!**Introduction**

Ss learn and practise vocabulary related to persuasion, as well as learning and practising persuasive techniques when giving a presentation. Ss also focus on using correct word stress and appropriate intonation.

SUPPLEMENTARY MATERIALS

Resource bank p147

Warm up: Read the following scenario.

Warm up

Read out the following scenario to the class: *One of your all-time favourite musicians is playing for one night only in your city in a month's time. You really want to go, but it's the day of your partner's birthday and you always do something special together to celebrate. However, your partner is not a big fan of this musician and the tickets are quite expensive. How might you persuade your partner to go to the concert?* Ss discuss the situation in pairs. Monitor and help out with vocabulary, writing any new words and expressions on the board. In feedback, elicit Ss' ideas and briefly discuss if they think they are generally good at persuading people to do things.

Optional extra activity

Nominate/ask for two Ss to role-play the situation and allocate the roles. Limit this to 3 mins. In feedback, Ss in the audience decide if they think they would be persuaded to go to the concert by the student in this role-play.

VOCABULARY PERSUASION

1A Focus Ss' attention on the photo and elicit what an 'elevator pitch' is. Ss read the introduction to find out and then answer the questions in pairs. Elicit Ss' ideas.

Culture notes

The name 'elevator pitch' originated in the US in the 1980s and reflects the idea that it should be possible to deliver the speech in the time it takes to take a short ride in an elevator.

B Ss read the text to check their ideas. Tell Ss that vocabulary will be dealt with in the next activity but they can underline any words they don't know at this stage.

C Ss work alone to match the definitions with the adjectives in the article, they then compare their answers in pairs. Do not provide answers at this stage.

D Ss listen to the recording to check answers and underline the main stress. With **weaker classes**, pause the recording after each word. Elicit Ss' answers and mark the stress on the board. Use the recording to drill the Ss. Deal with any other questions about vocabulary Ss may have.

Answers: a) succinct b) persuasive c) credible d) genuine e) pertinent f) earnest g) compelling h) pushy

2A Ss work alone to complete the gaps with the adjectives. They can then check their answers in pairs before feeding back to the class.

Answers: 1 succinct 2 persuasive 3 genuine 4 compelling 5 pertinent 6 earnest 7 pushy 8 credible

B Ss work alone to tick the sentences that are true for them and then discuss them in their pairs. In feedback, briefly discuss if the Ss had anything in common with their partner.

▷ VOCABULARY BANK 4.3 p123

Stronger classes can do the exercises at home. Otherwise Ss work alone to complete the presentation. They can then check their answers in pairs before feeding back to the class.

Answers:

- 1A** 1 captivating 2 assured 3 expressive 4 cogent
5 pertinent 6 subtle
B 1 muddled 2 crude 3 mediocre 4 flimsy 5 stiff
6 self-deprecating

FUNCTION PERSUASIVE TECHNIQUES IN PRESENTATIONS

3A Establish/elicite what an 'escape room' is and ask Ss if they have them in their hometown or if they have ever been in one (see Culture notes below). Ss read the questions then listen to the recording. After listening, Ss' compare their ideas in pairs. In feedback, have a brief class discussion, including your ideas.

Culture notes

An escape room is a physical adventure game in which players solve a series of puzzles using clues, hints and strategy. Players are given a set time limit to complete the tasks. Escape rooms are inspired by 'escape-the-room'-style video games and were first developed in Japan. They are very popular in the US, where they have the highest number of escape rooms. There are escape rooms across the world including: India, Cyprus, Hungary, Australia, UK, Canada, Brazil, Israel, Japan, China and Netherlands.

Unit 4 Recording 8

A: I'd like to tell you about escape rooms, which have become one of my favourite free-time activities and which I think some of you might really enjoy. They're everywhere now, and big cities have literally dozens of them. So what are they? Well, escape rooms are basically these small rooms or floors, usually in rundown or abandoned buildings, and each escape room complex has different rooms with different themes. What you have to do in each one is the same. You go into the room with four or five other people, so you go in with friends, so it's a good social experience. You're locked in the room for sixty minutes and your task is to find a way out of the room. And to do this you have to engage in lots of puzzle solving, collaborate puzzle solving, so you do it together. The rooms are elaborate. It's like this huge 3D puzzle, and each room is a different theme. To give you an example, let's say the theme is Ancient Egypt. The room is the office of a professor of Ancient Egypt, and you're surrounded by locked cupboards. All you have is one key hanging down and there are padlocks everywhere, so you have to find the right lock for the key. Eventually you find it, you open the cupboard and there you find another key or a piece of paper with numbers on it, or a paper trail of clues that need some lateral thinking. You've got to communicate a lot with the others, like 'Why do you think we got this piece of paper?' or 'What's this number? Hey, this number's the same as that number over there, do you think there's something in that?' All the while you can see that the clock's ticking, and it gets a bit frantic. But you can't panic, you can't get out, and you can't stop working as a team. If you succeed, it's great, you did it as a team, and you feel really good about it. If you fail, well that's a shame, but you did it as a team, and you feel really good about it. In other words either way, it's the feeling of teamwork that you take away. And you go for a

drink together and talk about it. For hours.

So that's how an escape room works. And who does it suit? Well, it suits people who like doing hands-on work, people who like looking around and taking it all in, trying to connect the dots, and most of all it suits people who like working in a team. If that's not you, then perhaps escape rooms aren't for you. You have to enjoy the team element, and finding your role in that, whether your role is the foot soldier or the general.

The thing is, it's cooperative, it's collaborative, it's not competitive. In short, escape rooms are certainly worth trying once. Not only will you have a unique, exciting experience but you will also share an experience with friends that you'll be talking about for years. I guarantee it.

B Ss work in pairs to complete the answers and then listen to the recording to check.

- Answers:** 1 like 2 like 3 you can't, you can't
4 If you fail, feel really good about it
5 people who like, people who like 6 general 7 but you will also

Unit 4 Recording 9

- 1 It's like this huge 3D puzzle
- 2 You've got to communicate a lot with the others, like 'Why do you think we got this piece of paper?'
- 3 But you can't panic, you can't get out, and you can't stop working as a team.
- 4 If you succeed, it's great, you did it as a team, and you feel really good about it. If you fail, well that's a shame, but you did it as a team, and you feel really good about it.
- 5 And who does it suit? Well, it suits people who like doing hands-on work, people who like looking around and taking it all in, trying to connect the dots, and most of all it suits people who like working in a team.
- 6 You have to enjoy the team element, and finding your role in that, whether your role is the foot soldier or the general.
- 7 Not only will you have a unique, exciting experience but you will also share an experience with friends that you'll be talking about for years. I guarantee it.

C Give Ss time to read the persuasive techniques. Ss then work in pairs to find examples of the techniques used in Ex 3B. Elicit Ss' answers.

- Answers:** a) 2 b) 1 (simile), 5 (metaphor), 6 (metaphor) c) 7
d) 3,4,5 e) 5 f) 3,5

Watch out!

There is a distinction between a simile and a metaphor. A simile uses *like* or *as* ... *as* to signal the similarity, e.g. *quiet as a mouse*, whereas a metaphor is more 'direct', e.g. *she's a mouse* (meaning she's very quiet).

D Tell Ss they will listen to sentence 3 again and to focus on the difference in intonation. Play the recording. Elicit the differences they notice. Play the recording again for Ss to say the phrase at the same time as the speaker.

Unit 4 Recording 10

- 3 But you can't panic, you can't get out, and you can't stop working as a team.

speakout TIP

Read the speakout tip with the class. Then give Ss 1 min to consider when they might use rhetorical devices and elicit their ideas.

▶ LANGUAGEBANK 4.3 p110–111

Stronger classes can do the exercises at home. Otherwise Ss work alone to complete the presentation. They can then check their answers in pairs before feeding back to the class.

Answers:

- A 1d 2c 3e (or b) 4b (or e) 5f 6a
 B a) direct speech b) simile c) repetition, the rule of 3
 d) rhetorical question e) metaphor f) negative inversion
 C There are further examples of:
 – rhetorical questions: *Are you fed up with your job? Do you know about the three-step programme?*
 – repetition AND the rule of 3: *It's no secret, it's no mystery, it's the three-step programme.*

LEARN TO USE ADJECTIVE ALLITERATION

4A Read the sentence and elicit Ss' answers about the technique used and what they notice about the adjectives.

Answers: The rule of 3

It uses alliteration – the adjectives all begin with a hard 'c' (a /k/ sound).

Watch out!

Alliteration is the term used to describe the use of several words together that begin with the same sound in order to make a special effect. For example, *the students silently sat*. It's a device often used in poetry, prose, company branding (*PayPal, Dunkin' Donuts*), as well as for names (e.g. *Marilyn Monroe, Vincent Vegas, Charlie Chaplin*).

B Ss need to try to remember the adjectives they looked at earlier in the lesson Ex 2A. Ss complete the gaps alone, then compare with a partner, looking at Ex 2A if needed. Elicit Ss' answers.

Answers: 1 succinct 2 genuine 3 pertinent
 4 persuasive, pushy 5 compelling, credible

C Ss work alone to practise using alliteration in a personalised way. Give Ss a few minutes to complete the sentences. Monitor and help with language. When they're ready, Ss work in small groups to compare their sentences.

Alternative approach

Ask Ss to take a small piece of paper and write three sentences about themselves using alliteration (e.g. *I think I'm chatty, cheerful and charitable*). Collect the papers in and read them out, one by one. Ss guess which classmate wrote it.

SPEAKING A PRESENTATION

5A Tell Ss they are going to give a presentation on something they'd like to persuade the members of class to try. Elicit possible ideas from Ss and make suggestions such as: a sport/activity, an app, a dish in a restaurant, a relaxation technique, a computer game, etc. Ss work alone to decide on their topic and to read the suggested framework. Give Ss 5–6 mins to make notes. Monitor and help out when needed.

B Arrange Ss into pairs to look at each other's notes and talk together about how and where they could use some of the persuasive techniques from the lesson. Give Ss 10 mins to practise giving their presentations to their partners. Monitor and correct errors at this stage. In feedback, correct any common errors with the whole class.

C Ss take turns to present to the class. Elicit what the Ss would most like to try. Correct common errors.

Homework ideas

- **Ex 5A:** Prepare a 5 min presentation on a social activity for your group to do at the end of term. Practise using the techniques from this unit.
- **Vocabulary bank 4.3** p123
- **Language bank 4.3** p110–111
- **Workbook Review 3**, p27

PERSUASION

Introduction

Ss watch short interviews where people talk about what influences their purchases. Ss practise speaking skills by selling a product and practise writing through an opinion piece on advertising.

SUPPLEMENTARY MATERIALS

Warm up: Write the categories below on the board.

Warm up

Write the shopping item titles listed below on the board (you may wish to select different items depending on your teaching context). Ask Ss to write down the brand they most regularly buy for at least three of the following products.

Non-alcoholic beverage (tea/coffee/soft drink/water)

Cleaning products (washing detergent/dishwashing liquid)

A confectionary item or ice cream (chocolate bar/sweets/biscuits)

An electronic item (mobile phone/laptop/PC)

Clothes

Ask Ss to talk to as many classmates as possible to find out if their purchasing choices are similar. Do an example (e.g. *I nearly always buy Lavazza coffee, how about you?*) Set a time limit of 5 mins. In feedback, elicit class ideas on brands which many people mentioned and if there were any brands mentioned which they had never heard of before. Ask if any of your Ss have worked in advertising/marketing (or is planning to) as they may be a good source of expertise in the field.

DVD PREVIEW

1 Give Ss 1–2 mins to think of three things they have bought recently. Check/clarify the meaning of *had no bearing at all* (*did not influence them in any way*). Ss then discuss the questions in pairs. Monitor and help with language. Briefly elicit Ss' ideas.

DVD VIEW

2A Focus Ss' attention on the photos and names of the interviewees. Tell Ss they will need to refer to them in their answers. Ss watch Part 1 of the DVD and decide who they agree with most. Ss discuss in pairs before feeding back to the class.

DVD 4 Persuasion – Part 1

MC = Michael S = Sue A = Amir M = Matt K = Kelsie
S = Simon KO = Kornelia

- MC:** Hi there. When it comes to buying something I often find it almost impossible to make up my mind there seems to be just too much choice nowadays. We're bombarded with advertising, on the television, on the Internet and in the streets. The more I see and hear, the harder it is to make a decision. So when I'm buying the latest technology, I like to speak to a tech-savvy friend who can give me some top tips and so that I can avoid those ads. What influences you when you decide to buy something?
- S:** When I'm buying something that I haven't bought before, I tend to check online and I tend to look at reviews that are online, um, and I don't buy anything with less than four stars.
- A:** It just depends on what I want, for example, if it's clothes then like Instagram plays a big part on what fashion is at the moment. So, for example, I'll see what my friends are wearing or kind of Instagram and I'll decide based on that.
- M:** Yeah, for me as a student it's pretty much just price, um, a little bit of quality but yeah, mostly price.
- K:** Probably, um, brand, definitely brand. Also, advocacy, so word of mouth, so if my friend's, you know, she's bought a top somewhere and I really like it I'll be like 'Oh, OK, I'd like to go and, you know, purchase the same top'. Um, yeah, probably brands.

- S:** If I'm buying electronics, I'll quite often go for items that have been refurbished so they cost a bit less than brand new but they're just as good, so I'm not too worried about things that look fancy as long as they do the job.
- KO:** I do prefer to do my shopping when I can actually touch things and see them, rather than doing that online. Um, so physical, being able to touch and, um, and experience a physical object is always a factor for me as well. And the price! Obviously!

B Ss work in pairs to complete the sentences with their ideas. Elicit some ideas. Ss watch Part 1 again. With **weaker classes**, pause after each one or two sentences.

Answers: 1 than four stars 2 based on that 3 word of mouth
4 do the job 5 factor for me

C Elicit which statement Ss agree with most.

3 Tell Ss that in the next part, the interviewees talk about something they have bought and why they bought it. Give Ss time to read the four options and check any vocabulary. Ss write the name/number of the interviewee next to the correct option. Each speaker may be used more than once. Ss watch Part 2 of the DVD. Elicit Ss' answers. Play again if necessary.

Answers:

Speaker order in brackets

1 Hamza (2), Alex (3), Maria (4) 2 Hamza (2) 3 Sue (1), Alex (3), Maria (4) (who is arguably more systematic, as she describes three considerations specifically) 4 Sue (1), Maria (4)

DVD 4 Persuasion – Part 2

MC = Michael S = Sue H = Hamza A = Alex M = Maria

- MC:** Tell us about something that you've bought recently and how you decided to buy it.
- S:** Well I've, er, recently bought a wonderful new food mixer, um, and I went to my local large electrical retailer called 'Currys' and checked out the prices, um, and then I went online and I ordered it online because it was 90 pounds cheaper.
- H:** I bought a, er, an energy drink from the shop and how did I decide to buy it? I, um, had some cash on me I, er, was feeling thirsty, thought that's the drink that I like, I'll buy that one! Yeah, it was as simple as that.
- A:** Oh, I recently bought a bike and that was through friends influencing me and wanting to be healthier and, how did I buy it? Well, there was a lot of research into ... on the Internet, finding out different reviews and what was on offer. I think that's how I landed on the choice that I made.
- M:** Um, I bought a book on, um, event management as part of the course I'm doing and, what led me to choose that partially book? I looked at the content, I looked at the reviews online, really important, and the price so I think it was these three factors.

Optional extra activity

Before watching Part 3, change Ss' pair groups and ask them to discuss which type of advertising they think is most effective *a) for them, b) for young people, c) for an older generation*. Elicit Ss' ideas and write useful vocabulary on the board. After watching Part 3 ask Ss if they were surprised by any of the respondents' answers.

4 Check the meaning and pronunciation of *word of mouth* (people who are not paid to do so, recommending something to each other), *endorsements* (saying you approve or support something, e.g. a famous person wearing a certain brand of clothing is endorsing it), *billboards* (large poster-type advertising often at the side of the roads or on buildings). Ss watch Part 3 of the DVD and make notes on what talks about the four topics and what they say. Elicit Ss' answers.

Answers:

Word of mouth: Alex More likely to buy something when someone else tells you/it's personalised, which is similar to reviews and chatty type of advertising

Endorsements: Hamza Because you admire the person, it looks interesting

Billboards: Jeanne Best quality. See them every day.

Internet: Jeanne Cookies and pops up, annoying, put her off product

DVD 4 Persuasion – Part 3

MC = Michael J = Jeanne H = Hamza A = Alex JA = James

MC: What kind of advertising is most effective?

J: I think advertising which is most effective for me is basically just to see it on, on the street because these are usually the advertisements which are the best quality you know, when it's printed on these very large billboards, I mean, living in London, you see these all the time or even, where my family live in Dubai, that's how they do it, across the road when you're driving you have these huge billboards as you're driving past, and if it's on your daily route and you just see this huge picture every single day then, yeah. I mean I don't think the Internet is particularly effective for example, because, um, they use a lot of cookies and okay you'll google something and then it will pop up on your Facebook feed but I find this quite annoying and it actually puts me off the product after a while so, yeah.

H: Lately, I would say it's social media, so you have a lot of celebrities, a lot of people who are pretty well recognised online who are selling products and, and different items online, so you know, you'll need to think of a couple of celebrities that you follow on Snapchat or Instagram and you'll find that they're actually advertising for particular products whether it's shoes or, or clothes or a particular drink. It's done online, and a lot of the time because it's someone you admire it's okay he's got that sort of product, it looks interesting, I might, might try it out.

A: Yeah, I think it's not really advertising, but word of mouth. I recently bought headphones as well and they emailed me three weeks later asking me if I could do them a favour and tell someone what I authentically thought of the headphones and I loved them at the time so I told most people about them, so when someone else is telling you about something they've bought, you're more likely to buy it, which is the same as like reviews and the more chatty type of advertising you get online I guess so, yeah.

JA: Yeah, that makes me think that when you can relate to something and when it's more personalised that way even if it's after you make the purchase or before then that makes you a lot more likely to talk to the people about it and tell more people about your experience and you know, it creates a topic of conversation.

A: Yeah.

5A Give Ss 3–5 mins to work in pairs and answer the question. Encourage them to give specific examples. Monitor, feed in useful language and correct any errors.

B Give Ss time to read the questions. Ss watch Part 4 of the DVD and make notes. Elicit Ss' answers.

Answers: Only Sofia who bought some peanut butter because it looked good on the advert.

DVD 4 Persuasion – Part 4

MC = Michael M = Matt SO = Sofia MA = Maria S = Sue

MC: Are you manipulated easily by advertising?

M: Only in so far as sometimes adverts really annoy me, other than that I can't say I'm really, er, I wouldn't say myself that I'm easily manipulated by adverts but, maybe I don't know I am.

SO: I definitely am, when, um, I cycle through London and I see those advertisements, I don't know, there was this one peanut butter, and it looked so good and I actually went looking in the supermarkets for that particular peanut butter and it was, yeah, it was a good choice.

MA: I would say, um, for me an element of word of mouth is also quite strong because it just means a friend, or, um, or an acquaintance, you're just, someone I know at work or whatever will have tried the product and can just recommend based on experience which is why for me it's so important to actually read customer reviews because they have tried it, not just purchased something.

S: Um, I'm not really the right person to ask about advertising 'cos I used to work in advertising, so I'm a little bit sceptical about it but I do like creative advertising. It doesn't necessarily mean that I will buy if I've seen some ... a great ad but I do enjoy watching it, it doesn't really influence me.

C Focus Ss' attention on the underlined reference words, referring to something the speaker has already mentioned. Give Ss time in pairs to discuss what they can remember. Play Part 4 again. Ss compare their answers in pairs. Elicit Ss' answers.

Answers: 1 the fact that adverts sometimes annoy him
2 peanut butter 3 the product 4 advertising 5 a great advert

speakout selling a product

6A Ss discuss in groups what they think makes an advert effective, with reference to the words in the box. Encourage Ss to provide examples and set a time limit of 5 mins. Monitor and help out with language. In feedback, elicit Ss' ideas. Make a note of any good examples of language and correct common errors.

Optional extra activity

If possible, show Ss some English-speaking advertisements (typing creative commercials into a search engine is a good place to start) and ask Ss to discuss if they think the advertisements are effective and how. Ss can discuss if any of the elements in Ex 6A are present and decide which ad they like the most.

B Give Ss 10 mins to work in pairs to choose a product. Ss then come up with ideas of how to best market the product. Circulate and monitor, helping where appropriate.

C Ss present their ideas to the class and the group decides whose ideas are most persuasive. In feedback, correct any common errors.

writeback a short opinion piece

7A Ss work in pairs to discuss the pieces of advice. Elicit Ss' ideas.

B Focus Ss' attention on the article title and explain that this is an opinion piece. Ss read the text and answer the questions. Ss discuss their ideas in pairs. Elicit Ss' answers and check any vocabulary.

Answers:

The author argues his/her position by:

- giving a well-argued counter-argument early on in the piece, i.e. making his/her disagreement with the quotation unequivocal;
- giving a sound basis for the counter-argument, i.e. emotion instead of truth;
- giving an example illustrating the absurdity of the quotation, i.e. applying the idea to the advertisement of soft drinks;

- **Implying that the quotation reflects wishful thinking not reality.**

C Ss select another piece of advice to write about. Encourage Ss to spend some time planning their piece. Monitor and help out with ideas and language, correcting errors when needed.

Homework ideas

- **Ex 6A:** Write about your favourite ad OR an annoying ad. Describe it and then evaluate how effective it is at selling the product and why.
- **Ex 7C:** Write a final draft of your opinion piece to post online.

LOOKBACK

Introduction

Ss revise and practise the language of Unit 4. The notes below provide ideas for exploiting the exercises and activities but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

INFLUENCE

1A Explain that there is one error in each sentence. Ss correct the words alone and then check their answers in pairs. Elicit Ss' answers. Clarify any vocabulary and drill pronunciation if needed.

Answers: 1 modal model 2 swerved swayed 3 way weight
4 stage scenes 5 footprints footsteps 6 immortalised idolised
7 affluent influential 8 away way 9 aspiration inspiration
10 ropes strings 11 amulet emulate 12 podium pedestal

B Ss work alone to complete the sentences with their own ideas. Monitor and help out with language/ideas. Ss discuss their ideas in pairs. In feedback, correct any common errors.

PARTICIPLE CLAUSES

2A Ss work alone to select the correct option. Elicit Ss' answers. Elicit/check vocabulary (e.g. *find your niche* = *finding a place/job where you feel comfortable and that you are well-suited to*, *be put off* = *be dissuaded/repelled*).

Answers: 1 lying, slipping, watching 2 Having 3 fed, frustrated
4 having 5 put

B Ss work alone to change and complete the sentences so they are true for them.

C Ss work in pairs to compare their ideas.

SOCIAL MEDIA

3A Ss work alone to complete the words by adding vowels, then compare in pairs.

Answers:

1 a) censored b) unbiased 2 a) hacking b) trolling
3 a) bubbles b) segregation 4 a) reinforce b) echo chambers
5 a) algorithms b) filtering 6 a) fake b) post-truth

B Ss work in pairs and discuss the connections between the pairs of words.

Answers:

- If something is censored, it's not unbiased; censorship is a form of bias.
- Both hacking and trolling are done by people with particular knowledge of how the internet works, but hackers have technical knowledge and can penetrate protected systems, whereas trolls seek to influence thought by attacking individuals or groups, i.e. trolls have some knowledge of how social influence works.
- The separation of online communities into 'bubbles' is a form of segregation.
- The 'echo chambers', because they repeat the same opinion which one already holds anyway, reinforce that belief.
- The filtering of, e.g. online news/info is done through the use of algorithms which contain information about individual views and preferences.
- Fake news is characteristic of the post-truth era; the term 'post-truth' came into use as a result of fake news becoming so prominent and influential.

INTRODUCTORY IT AND THERE

4A Ss work alone to complete the sentences by using either *it* or *there* and a phrase from the box. Remind Ss they might need to add 'be' in the correct form and negation (*no/not*). Check any vocabulary (e.g. *gig economy* = *an environment in which temporary positions and short-term contracts are common*).

Answers: 2 It's a mistake 3 There's no harm 4 There's nowhere
5 It doesn't matter 6 There isn't likely 7 It's no coincidence
8 It's typical of

B Give Ss a few minutes to work in pairs to discuss the extent they agree with the statements.

PERSUASIVE TECHNIQUES IN PRESENTATIONS

5A Ss work in pairs to discuss their ideas.

Answers: 1 a political speech – (Lincoln's Gettysburg Address, 1863) 2 an advert or sales pitch for an investment, or a retirement home – could be many things 3 an advert (probably a battery or mobile phone) 4 a literary context (from *Lolita* by Vladimir Nabokov) 5 an advert or a pitch for a travel company/programme 6 literary – (from *As You Like It* by Shakespeare)

B Ss work alone to match the techniques to the quotations, then compare in pairs. Elicit Ss' answers and write them on the board.

Answers: a) 5 b) 4 (simile) 6 (metaphor) c) 3 d) 1 e) 2 f) 1

C Give Ss 5–10 mins to work in pairs and practise using the techniques. Monitor and help with language by correcting errors and feeding in useful language.

D Ss read their examples to other Ss, who guess the context and decide which persuasive/rhetorical device is being used.

Alternative approach

Do a *Way with Words Challenge*. Arrange the Ss into teams. Ss choose a team name and write it on the board. Ss work together to come up with examples for each of the following: 1. A description of the class using alliteration; 2. An excerpt from an ad for the school using repetition and the rule of 3; 3. A line from a romantic novel which uses a metaphor or simile; 4. A phrase about their team using negative inversion. Give the instruction for each one at a time and set a time limit. The team with the best example wins ten points, second place wins five points. The team at the end with the most points, wins.

Homework ideas

- **Workbook** Review Units 3–4, p28–31

OVERVIEW

5.1 GOOD FIT

READING | read about secrets of long-term fitness

GRAMMAR | noun phrases

VOCABULARY | collocations

SPEAKING | talk about fads in fitness and other fields

VOCABULARY PLUS | compounds

PRONUNCIATION | word stress: compounds

5.2 THREE APPLES A DAY

VOCABULARY | fashion and looks

LISTENING | listen to a model talk about what it's really like to be a model

SPEAKING | discuss the pressure to look and dress a certain way

GRAMMAR | fronting, headers and tails

PRONUNCIATION | chunking

WRITING | write a description; learn to use fronting

5.3 MAGIC BULLET

VOCABULARY | well-being

FUNCTION | informal turn-taking

PRONUNCIATION | intonation

LEARN TO | justify your position

SPEAKING | suggest ways to make a workplace healthier

5.4 A CULINARY JOURNEY

BBC **DVD**

DVD | watch an extract from a BBC programme about the feeling food evokes

speakout | describe a food memory

writeback | a food memory

5.5 LOOKBACK

Communicative revision activities

GOOD FIT

Introduction

Ss revise and practise noun phrases as well as learning and practising collocations and compounds in the context of fitness and fads.

SUPPLEMENTARY MATERIALS

Resource bank p149–150

Warm up: Write the gapped sentences below on the board.

Vocabulary Plus mono-lingual dictionaries

Warm up

Write the following on the board:

Guess how many people in the room:

1. Have run more than ten kilometres _____
2. Have climbed a mountain _____
3. Regularly walk a dog _____
4. Are members of a gym _____
5. Have ever made a New Year resolution to get fitter _____
6. Own a bicycle _____
7. Have been to a spinning class _____

Give Ss a few minutes to guess the number for each (include you in the count). Then ask Ss to put up their hands to find out the answer to each. Ask follow-up questions (e.g. *Did you climb a mountain? Was it difficult?*). Elicit who guessed the most correctly.

READING

1 Give Ss 2–3 mins to read the questions and think about their answers. Write *Exercise in the gym* on the board for feedback purposes. Arrange Ss into pairs to discuss their answers. Monitor and help with vocabulary. In feedback, elicit Ss' ideas and add them to the board. Elicit/feed in the following words to help: *treadmill/circuit training/rowing machine/weights*.

▶ VOCABULARY BANK 5.1 p124

1A Ss match the titles to the descriptions alone then check in pairs. In feedback, elicit Ss answers and check pronunciation, drilling where necessary.

Answers:

1A 1 Spinning 2 Circuits 3 Boot Camp 4 Pilates
5 Aquarobics 6 Boxcercise

B Ss work in pairs to discuss their experiences.
Stronger classes can do the exercises at home.

2A Tell Ss they are going to read an article about fitness. Give Ss 5 mins to work in pairs to discuss and make notes for each rule. With *weaker classes*, do an example together (e.g. *Stop weighing yourself – perhaps this would help because fitness isn't necessarily to do with weight, and if you obsess about losing weight, you're not focusing on getting fit*).

B Ss work alone to match the titles to the sections of the article. Set a time limit of 3–4 mins. Ss compare their answers in pairs and discuss if their ideas were mentioned. Check/eliciting meaning of *fad* (a style, activity, or interest that is very popular for a short period of time) and write an example on the board highlighting typical collocation and preposition, e.g. *The latest health fad./There was a fad for serving drinks in jam jars a few years ago*.

Answers: Rule 1: 6 Rule 2: 4 Rule 3: 2 Rule 4: 3
Rule 5: 5 Rule 6: 1

C Give Ss a few minutes to read and answer the questions alone. Remind them to refer to the text. When they are ready they can compare their answers in pairs before feeding back to the class.

Suggested answers:

- Often at the beginning of the year people decide to change something significant in their lives which they see as a problem, e.g. lose weight, stop smoking, etc. However, these resolutions can be too big and look for a quick solution so often people lose motivation after a short time.
- If you are bad (inefficient) at an exercise, your body will have to work harder and will therefore burn more calories.
- The writer assumes that some readers might look down on fitness classes ('don't turn your nose up at fitness classes').
- Lifting weights helps you add more muscle and more muscle results in burning more energy when you're not exercising, which will then lead to more weight loss.
- 1: It burns fat 2: It increases your ability to burn calories 3: It's efficient for the time available.
- Weight loss doesn't necessarily lead to being healthier or fitter, and particularly if you add muscle you might not weigh less, but you'll achieve the more important goal of feeling and looking better, and being healthier.

D Ss work in pairs to discuss the questions. In feedback, elicit if they had similar ideas and if they had any other rules to add.

GRAMMAR NOUN PHRASES

3A Focus Ss' attention on the underlined sections in the text in Ex 2B. Elicit/explain what they have in common grammatically (*they are all noun phrases*). Direct Ss to read the rules. They can then work in pairs and find an example for each in the text. Elicit Ss' answers and write them on the board.

Answers: 1 short, tough session 2 high-intensity sessions
3 fitness classes 4 added muscle; lasting results 5 energy at rest
6 people who have similar goals 7 the best way to burn fat
8 activities keeping you active 9 time available

➤ LANGUAGEBANK 5.1 p112-113

Stronger classes can read the notes and do the exercises at home. In each exercise, do the first sentences as an example. Encourage Ss to refer to the notes and check A before moving on to B. Ss complete the exercises alone then compare in pairs.

Answers:

- A** 1 A nurturing environment characterised by a focus on individuality is what makes the course so special. 2 After a largely dry start to the day we've got rain moving in from the north and winds gusting up to 100 kilometres an hour. 3 Cutting-edge pilot studies conducted by researchers from three countries support the initial hypothesis. 4 I need more time to relax and let ideas flow if I'm going to create something original and worth writing. 5 We believe there is a rapidly expanding market for a smartphone app like this which can monitor blood-sugar levels. 6 The ideas (which) we came up with yesterday could help bridge the gap between folk and jazz audiences.
- B** 1 People overwhelmed by work pressures no longer have an excuse for not exercising. 2 Our seven-minute workout, inspired by high-intensity interval training (HITT), is the go-to option for busy people whose packed schedules leave no time for extensive exercise. 3 The workout consists of thirty-second bursts of exercise separated by ten-second rest periods. 4 There is persuasive scientific support for the health benefits of HITT compared to/with longer, less intensive activity. 5 For those who dislike exercise, there is the irresistible attraction that no matter how bad it feels, it's over before you notice.

B If you can, show Ss a picture of Jim Fixx. Elicit what they would guess about him from the picture. Ss read the notes. Elicit what Ss consider the most surprising fact. Elicit/check *chain-smoke* (= smoke a lot of cigarettes, one after the other).

C Ss work alone before comparing their sentences with a partner. With **weaker classes**, do the first sentence together and write the answer on the board.

Answers: Suggested answers on p132 in SB material.

Teaching tip

Noun phrases occur frequently in academic texts to enable the writer to pack a lot of information into one sentence, and to sound more formal and authoritative. Compare 'Cheese contains a high amount of fat, which is bad for your health' to 'The high fat content of cheese is bad for your health'. Ss can find it difficult to 'unpack' the meaning of noun phrases in some complex academic texts – this is often because they are more used to studying verb phrases. For this reason, raising Ss' awareness of this feature is important at this level.

VOCABULARY COLLOCATIONS

4A Ss work alone to complete the collocations, using the article to help. Elicit Ss' answers.

Answers: 1 trigger 2 enhance 3 an aspect of 4 sustain
5 deliver 6 success

B Ss work in pairs to complete the task. Monitor and correct language. In feedback, elicit some of the Ss' ideas.

Suggested answers:

The main purpose is to get Ss discussing/using the items and they could make an argument for others to be included.

- food: trigger rapid weight loss, enhance your capacity to (e.g. function on fewer calories, eat healthily), ignore an aspect of (e.g. nutritional science), sustain long-term motivation (to stick to a diet)
- learning English: sustain long-term motivation (to study)/sustain interest in (English), deliver a host of benefits/tangible results (for example, meeting people on holiday), enhance your capacity to (get work/meet people, etc.)
- discussing an issue: ignore/consider/discuss an aspect of (the issue), deliver a solution (to a problem)

C Ss work in pairs to complete the collocations. Check Ss have the correct answers in the gaps before discussing their answers to the questions. In feedback, elicit Ss' ideas.

Answers: 1 long-term motivation/interest 2 memory 3 consider
4 your capacity to 5 success 6 deliver

SPEAKING

5A Focus Ss' attention on the photos and elicit if they know anything about these fads. At this stage, keep it brief, naming what they can see rather than talking at length about experiences.

B Explain the activity and give Ss 5 mins to prepare. It would be useful for you to provide an example here from your own childhood, using some of the phrases from the *Optional extra activity* for **weaker students** (see below). Encourage Ss to make brief notes. Monitor and help out with language at this stage.

Optional extra activity

Before doing the speaking activity, elicit/feed in useful phrases for talking about memories. For example 'when I reminisce about my childhood I always remember ...' 'When I see a (Rubik's Cube), memories come flooding back of ...' 'When I see (Pokemon merchandise) it reminds me of ...' 'Seeing a (Ra Ra skirt) takes me back to when ...'.

C Arrange Ss into groups of three or four. Ss tell each other about their experiences. Monitor and make a note of good language and common errors. In feedback, elicit if they recognised the fads.

VOCABULARY PLUS COMPOUNDS

6A Ask Ss to quickly read the short text and complete the gaps. Elicit Ss' answers.

Answers: 1 short 2 Long 3 High 4 low 5 self

Watch out!

When to hyphenate compound words in English is not necessarily simple, even with compound adjectives. While it is more 'correct' to use *long-term car park*, for example, *long term carpark* is also becoming more popular in usage. As a general rule, we hyphenate two or more words when they come before a noun and are adjectival. Advise Ss to always double check in a reputable dictionary if they are in doubt.

B Ss work in pairs, A and B. Allow Ss to use dictionaries and monitor/help where needed. **Fast finishers** who have the correct answers can help others with the same set (i.e. a B helps a B).

Answers:

high-powered, high-grade, high-risk, high-end, high-key,
high-maintenance, high-profile, high-tech
low-profile, low-maintenance, low-tech, low-key, low-end, low-grade,
low-powered, low-risk
long-awaited, long-suffering, long-haul, long-range, long-winded,
long-lost
short-staffed, short-haul, short-tempered, short-range

C Ss explain the meanings of any new compounds to their partner and note them down.

Alternative approach

Put all Student Bs together and all Student As together. Allow Ss to use dictionaries and access the web on their devices to find good, clear examples. Ss then work in A and B pairs to peer teach. Ss decide together which they think are a) *most common*, b) *most interesting*, c) *sound strangest*. Elicit Ss' answers.

D Explain that Ss have to focus on which part of the compound is stressed. Play the recording. Elicit Ss' answers. Play the recording again to drill the Ss, pausing if necessary after each item.

Answer: The second word is usually stressed.

Unit 5 Recording 1

long-awaited	high-profile	high-tech
long-haul	short-staffed	short-tempered
low-maintenance	long-suffering	long-winded
high-powered		

7A After doing the first one together as an example, Ss work in pairs to answer the questions. Elicit Ss' answers.

Answers:

1 Because they were short-staffed. 2 Because he was short-tempered. 3 low-tech equipment 4 a long-haul flight 5 high-maintenance 6 in a low-profile way

B Look at the example together and then arrange Ss into pairs to create three more questions using compounds. Monitor and correct any errors. Make sure both Ss have written the questions.

C Ask Ss to go round the class asking and answering the questions. Monitor and in feedback, ask if Ss found out anything interesting about their classmates.

speakout TIP

Read the speakout tip with the class and give Ss time to find examples with *self*. Elicit Ss' ideas and write them on the board, helping with meaning and pronunciation when needed.

VOCABULARY BANK 5.1 p124

1A Ss match the correct starter (*full-, far- or hard-*) to each group to form compound adjectives. Elicit Ss answers and check meaning and pronunciation, drilling where necessary.

B Do the first sentence together as an example then Ss work alone. Ss check in pairs. Elicit Ss' answers and write the collocation part of the sentences on the board. (e.g. *far-sighted leader, full-fledged (independent) power, hard-hitting report*, etc.)

C Focus Ss' attention on the collocations in the answers. Ss work in pairs, using dictionaries, to come up with two more noun collocations for each compound adjective. Elicit Ss' answers and add to the board.

Stronger classes can do the exercises at home. **Weaker classes** can use dictionaries for all exercises.

Answers:

A 1 hard- 2 far- 3 full-

B 1 far-sighted, full-fledged 2 hard-hitting, far-reaching
3 far-flung 4 far-fetched. 5 full-page; hard-earned
6 full-scale, full-blown 7 hard-wired 8 hard-headed

C Suggested answers – these will vary depending on students' resources: 2 **hard-hitting** report, campaign, comments, film, drama, letter, approach; **far-reaching** effects, reform, change, influence, implications 3 **far-flung** corners, parts, outpost, empire, territories, ideas, regions, reaches (of the country) 4 **far-fetched** theory, story, notion, idea. (Often *far-fetched* is used after the verbs: *be/seem/sound*: The story seemed far-fetched, but it was true). 5 **full-page** advert, illustration, article, story; **hard-earned** rights, victory, cash, money, income, scholarship 6 **full-scale** attack, emergency, probe, riot, invasion, revolt, war; **full-blown** crisis, illness, epidemic, affair, controversy 7 usually after the verb *be*: the ability/instinct to X is **hard-wired**; humans/babies are **hard-wired** to ... OR used technically in relation to computers: a **hard-wired** (internet) connection, program, set of instructions 8 **hard-headed** decision, decision-maker, businessman/woman, executive, calculation

Homework ideas

- **Ex5A:** Write about a current fad. Describe what it is, who it is popular with and your opinion of it (200–250 words).
- **Language bank 5.1** p112–113
- **Vocabulary bank 5.1** p124
- **Workbook Review 1**, p32–33

THREE APPLES A DAY

Introduction

In the context of fashion and the way we dress, Ss learn and practise using fronting in spoken English. They also learn and practise vocabulary related to fashion and looks.

SUPPLEMENTARY MATERIALS

Resource bank p148 and 151

Warm up: Be prepared to ask the class the questions below.

Writing thesauruses for Ss

Warm up

Arrange the Ss into two or three groups (depending on your class size) and tell them they have to find out *which person in their group:*

- Takes longest to get dressed for a night out/special occasion.
- Hates fashion magazines the most.
- Knows the most English words for different types of fabric.
- You are least likely to bump into at a shopping centre.

Set the tasks one at a time (e.g. say: Ask each other questions to find out which person in your group takes the longest to get dressed for a night out or a special occasion). In feedback, elicit if they found out anything surprising about their classmates.

VOCABULARY FASHION AND LOOKS

1A Ss work in pairs to discuss the questions. Elicit Ss' ideas and write any useful vocabulary on the board.

B Ss work alone to complete the activity. Make it clear that in many cases both alternatives are possible. Elicit Ss' answers. Clarify and check any unknown vocabulary and drill Ss chorally and individually.

Answers:

- photo-shopped/retouched, shoot/filming
- victims/martyrs; follow/keep up with; last/latest
- catwalk/runway – catwalk is British English, runway is US English
- conscious/aware
- eating disorders/ailments
- deceiving/deceptive – both are used, though *deceptive* has the connotation that one has the *intention* of being misleading; *photogenic*/photographable ('photographable' is syntactically possible but the meaning – 'capable of being photographed', doesn't fit in the context)
- back in fashion/fashionable again; gone out of fashion/been unfashionable
- distorting/contorting; regard/view

C Ss work in pairs to decide which sentences are presented as fact and which presented as opinion. Check Ss' ideas before they discuss whether or not they agree with the opinions.

Answers:

Presented as fact: 1,2,3,5,7

Presented as opinion: 4,6 (beauty is too subjective for this to be fact), 8

Watch out!

It's worth pointing out to Ss that while something is presented as a fact, it doesn't necessarily make it one – hence the use of hedging language (covered in an earlier unit) in academic writing. Hedging language is used to make statements which are less categorical and therefore more difficult to disprove (e.g. *There tends to be fewer male than female English teachers*). Encourage Ss to think critically and to question whether those ideas presented as fact can be proved to be true.

LISTENING

Watch out!

In the following section, the topics of eating disorders and weight issues appear. These topics can be extremely sensitive, so consider carefully how you will deal with them before starting this part of the lesson.

2A Ss discuss their ideas about the photos in pairs. Monitor and help with vocabulary. Elicit Ss' ideas.

Culture Notes

Victoire Dauxerre was born in France in 1992. At 17, she was scouted by a top model agent and began modelling for many top houses including Prada, DKNY and Alexander McQueen. She is 1.78 metres tall and weighed 56 kilos when she was spotted. She was told to lose weight and within a couple of months, Dauxerre went down to 47 kilos. Eventually, she quit the industry and became a strong advocate of introducing a law to protect models from the pressures to be unhealthily thin.

B Ss listen to the recording and tick the things Dauxerre talks about. After listening once, Ss compare answers in pairs. Elicit Ss' answers. Tell Ss she has a fairly strong French accent and her English is not perfect, but is very good.

Optional extra activity

Spend more time in the pre-listening stage. Tell Ss they will listen to a BBC reporter interviewing Dauxerre after she had stopped modelling. Ss talk in pairs about all the areas listed in B and predict what Dauxerre might talk about and what she might say about these things.

Answers: She talks about all of them except early childhood and travel.

Unit 5 Recording 2

BBC = BBC interviewer VD = Victoire Dauxerre

- BBC:** Now it's one of those dreams that goes through the heads of teenage girls: You're walking down the street with your mum. A talent scout stops you and says 'You're so beautiful, you could be a successful model.' That's exactly what happened to Victoire Dauxerre on the streets of Paris. She became a leading model at the age of seventeen. She's now twenty-four and has written *Size Zero: My Life as a Disappearing Model*. Victoire, what happened that day when you were out with your mother?
- VD:** Well, exactly what you said. Actually I was literally walking in the street. I was preparing my A-level and I wanted to go to a famous uni in France, so I actually never dreamt of becoming a model. That's why maybe it worked for me, you know? And so I was in the streets of Le Marais in Paris, shopping with my mum, and a man came to me and said to me 'You have an incredible nose. It will take the light perfectly, and you are going to become the next Claudia Schiffer.'
- BBC:** So what was your experience with trying to stay slim enough to satisfy the demands of the industry?
- VD:** Well, I have to say it was quite awful actually because I couldn't eat anything, because you have to be so skinny, you know, to fit into these clothes.
- BBC:** So, what was your daily diet?
- VD:** So, I ate three apples a day, and I couldn't eat anything else, or I was going to gain weight, and that's why I fell into anorexia.
- BBC:** How did you manage to just function on three apples a day?
- VD:** Well you don't really, you know I fainted all the time, I fell down in the street, and my agent actually only gave me a piece of chicken, he didn't even give me sugar. What I did with that, I had the little voice, you know, in my head, the voice of anorexia actually, who was, which was the voice of my agent telling me 'You're going to gain weight, you won't fit into the clothes'. And

so, when you are anorexic then I tried to like throw up, and it didn't work, and I took laxatives, and then my body was used to it, so I took two pills, and four, and five, then I had to go to the hospital.

BBC: How did you get well again?

VD: So, I spent three month at the hospital, and doctors saved my life, you know because my body was so damaged. I actually had the body of, I mean the skeleton of a seventy-years-old woman when I was nineteen. I had lost my hair and all that, so I had to take like many pills to build all this up again.

BBC: In France there are rules about not having women who are, or girls, who are too thin. How well does that work in France?

VD: It doesn't work. So, the law is not applied, actually. I helped the deputy who wrote the law, that's why I wrote my book. It all came from that, from this law. It's not applied at all. I had a meeting with the minister of health and women's rights and she literally told me that she had a meeting with all of the designers, and they told her, if you do apply this law, we won't do the Fashion Week in Paris anymore. So it's all about money, and nothing about health, because the fashion industry has so much power.

BBC: Victoire Dauxerre, thank you very much indeed for being with us this morning.

C Ask Ss to listen again, making notes on each area mentioned. Ss compare notes in pairs. In feedback, ask Ss' opinion of Victoire.

Suggested answers:

(Students' answers will vary)

Being discovered as a model – walking in street, preparing for A-level, shopping with mother; man walked up to her.

Diet – ate three apples a day to stay skinny.

Illness – became anorexic, went to hospital; had body of old lady, lost her hair.

Taking pills – took laxatives, more and more because effect wasn't strong enough.

Recovery – three months, doctors saved her life, had to take pills to build up weight again.

A law – French law forbidding overly thin girls from modelling; doesn't work.

The industry – it's about money, has so much power.

D Ask Ss to read the sentences and change anything they can remember. Ss then listen to the recording and correct the sentences (one is already correct). Ss compare in pairs. Elicit Ss' answers. Write the answers on the board.

Answers: 1 nose (instead of face) 2 skinny (instead of thin)
3 anorexia (instead of illness) 4 chicken (instead of sugar)
5 correct 6 skeleton (instead of skin)

Unit 5 Recording 3

- 1 And so I was in the streets of Le Marais in Paris, shopping with my mum, and a man came to me and said to me 'You have an incredible nose. It will take the light perfectly, and you are going to become the next Claudia Schiffer.'
- 2 Well I have to say it was quite awful actually because I couldn't eat anything, because you have to be so skinny, you know, to fit into these clothes.
- 3 So I ate three apples a day, and I couldn't eat anything else, or I was going to gain weight, and that's why I fell into anorexia.
- 4 Well you don't really, you know I fainted all the time, I fell down in the street, and my agent actually only gave me a piece of chicken, he didn't even give me sugar.
- 5 And so, when you are anorexic then I tried to like throw up, and it didn't work, and I took laxatives, and then my body was used to it, so I took two pills, and four, and five, then I had to go to the hospital.
- 6 I actually had the body of, I mean the skeleton of a 70 years old woman when I was 19. I had lost my hair and all that, so I had to take like many pills to build all this up again.

3 Give Ss a few mins alone to read the questions and think of their answers. Ss discuss the questions in pairs or small groups.

SPEAKING

4 Focus Ss' attention on the photos and elicit what they show. Give Ss time to read the questions, then ask them to work in small groups to discuss their answers. Monitor and make a note of any good language used/errors. In feedback, elicit Ss' ideas briefly and correct any common errors.

GRAMMAR FRONTING, HEADERS AND TAILS

5A Give Ss 2 mins to work in pairs to match the sentences to the topics from Ex 4. Elicit Ss' answers for matching and which sentences they identify with.

Answers: 1 question 3 2 question 1 3 question 5 4 question 5
5 question 4 6 question 5

B Ss work alone to answer the questions, then compare with a partner. With *weaker classes*, do this task all together.

Answers:

1 1,3,5,6

2 2,4

3 Students' ideas, but here are some examples: to emphasise a particular item; to make it easier for the listener to follow due to the real-time nature of speech; to manage long noun phrases more easily, by partly separating them from the main clause; because the speaker often realises they left a detail out, and want to add it on.

4 Spoken informal English

C Ss work alone to match the rules. Elicit Ss' answers.

Answers: a) 1,3 b) 5,6 c) 2,4

LANGUAGE BANK 5.2 p112–113

Stronger classes can read the notes and do the exercises at home. Otherwise, give Ss time to read the notes and in each exercise, do the first sentences as an example. Point out that in A, eight of the sentences have errors. Ss complete the exercises alone then check in pairs.

Answers:

A

- 1 How he stole *it* we'll never find out – we never got it back.
 - 2 I just can't work with *them*, control freaks I mean.
 - 3 correct
 - 4 That pushy colleague of yours, *she* I just saw her in the café downstairs.
 - 5 Some people I'll never understand *them*. (there is no comma after 'people', which would be needed for 'them' to be correct at the end of the sentence)
 - 6 In general, I don't think it's healthy, putting *someone/him/her* on a pedestal.
 - 7 The house you've been building, *how's it* coming along?
 - 8 This issue we've gone over *it* again and again, and I think we need to move on.
 - 9 Where it disappeared to I can't actually say *it*.
 - 10 correct
- B** 1 that's 2 Other sports 3 having an aim 4 The lessons
5 having fun/enjoyment 6 those 7 That 8 Challenge

6A Ss work alone then compare their answers in pairs. Elicit their answers and write them on the board.

Answers:

- 1 Some things I'll never understand.
- 2 Your phone, would you mind lending me it/it to me just for tonight?
- 3 He/She's just come in, that friend of yours.
- 4 That book I lent you, have you finished it?
- 5 Why he married her I really don't know.
- 6 A: Why is he here? B: That I couldn't tell you.
- 7 I don't think it's the right job for you, working as a model.
- 8 That actor, I forget his name, but he was in *Thor*.

B Tell Ss they are going to listen to a recording and focus on where the speaker pauses. Play the recording. Elicit which type of sentences DON'T have a pause. Go through the answers then Ss listen again, saying the sentences at the same time as the speaker to practise pronunciation.

Answers: 2 ✓ 3 ✓ 4 ✓ 7 ✓ 8 ✓

The sentences with commas (headers and tails) use pausing. The sentences that use simple fronting (with no extra pronoun) with no commas have no pause: 1, 5, 6

7 Ask Ss to listen to the recording and then to work alone to rewrite the sentences in a more neutral style. Elicit Ss' answers and write them on the board.

Suggested answers: 2 I agree with the need for a neat and tidy appearance but it's outrageous for example to fire a woman for refusing to wear high heels. 3 It's been proven that high-heeled shoes are bad for your feet so firing someone in that way must be illegal. 4 And in my view, the two girls who were barred from boarding their flight because they wore leggings should sue the airline. 5 Another case in point is the interns in a company in the States who wrote a petition protesting that the dress code was too strict and they were fired.

Unit 5 Recording 5

- 1 It's ridiculous, the idea that they can make rules about what you can and can't wear, the big companies I mean.
- 2 The need for a neat and tidy appearance, I agree with that, but for example to fire a woman for refusing to wear high heels, that's outrageous!
- 3 They're bad for your feet, high-heeled shoes, it's been proven, so it must be illegal, firing someone for that.
- 4 And those two girls who were barred from boarding their flight because they were wearing leggings, they really should sue the airline. At least that's what I think.
- 5 And there's also that case, you know ... Some interns in a company in the States, they wrote a petition protesting that it was too strict, the dress code I mean, and guess what? They got fired!

WRITING A DESCRIPTION; LEARN TO USE FRONTING

8A Tell Ss they are going to read part of a description entitled, *The Whittler*. Focus Ss' attention on the three questions. Ss read the first two paragraphs and then discuss their answers in pairs. Elicit Ss' ideas. If Ss ask about the meaning of *Whittler* (to whittle = carve into wood by repeatedly cutting small bits from it), encourage them to read the text to see if they can work it out.

B Ss read the rest of the description and discuss their answers to the questions as a class. Deal with any questions about vocabulary at this stage. Some would best be clarified with gesture (e.g. *huddled over*, *slumped over*). Other vocabulary which may need checking: *gingerly* = in a careful, cautious manner; *spindly* = thin, weak looking; *mindless* = not thinking of or concerned with. Also ensure that all Ss understand the description is of a statue.

C Ss work in pairs to answer the questions. Elicit Ss' answers, asking them to justify why for question 2.

Answers:

- 1 Paragraph 1: A description of the person's appearance and what he is doing.
Paragraph 2: The feelings evoked in the person observing.
Paragraph 3: The resolution.
- 2 'Looks can be deceiving' – The other two are too vague.
- 3 perfect proportions, razor-sharp jack-knife, flawless shape, quiet melody, shiny bronze, spindly fingers
- 4 Carefully, gingerly; On the ground next to him; Like a vision; Ahead of me; Mindless of the rain (focus Ss' attention on the use of commas after these introductory clauses)

speakout TIP

Read the speakout tip with the class and ask Ss why they think the devices should not be overused (i.e. they lose their impact if overdone and the text sounds too forced and contrived).

D Ss work in pairs to reformulate the sentences using fronting. Nominate Ss and elicit answers and write them on the board for all to decide if they are correct or not.

Answers: 1 In the centre of the forest lay a tiny cabin.

2 Angrily, she slammed the door and stormed out of the room.

3 Through the valley beneath us flowed an enormous river.

4 On his shoulder perched a parrot, tilting his head as if trying to understand something.

5 Ignoring the temptation to look down, Greta climbed out to the top of the cable car. 6 From the corner of its cage snarled a huge black leopard.

9A Write the title 'Looks can be deceiving' on the board. Tell Ss that they are going to write a description of a person, place or animal that fits that title for a creative writing magazine. Brainstorm ideas as a group, (e.g. a place which looked beautiful and tranquil, but was dangerous, such as the sea; an animal which looks fierce and is, in fact, relatively harmless, e.g. a Thorny devil lizard). Alone, Ss make notes for their story. Encourage Ss to ask you, and each other, for help with vocabulary. Ss then write their description (or at least make a good start, perhaps finishing at home). Monitor and correct at this stage.

B After Ss have finished (or at least written a paragraph), Ss work in pairs to give each other feedback, focusing on the ideas mentioned in the rubric.

C Ss read each other's descriptions and consider the ways in which looks can be deceiving.

Homework ideas

- **Ex9B:** Enter your finished description for a class creative writing competition (200–250 words).
- **Language bank** 5.2 p112–113
- **Workbook** Review 2, p34–35

MAGIC BULLET

Introduction

Ss learn and practise vocabulary related to well-being. Ss will also learn and practise ways to gain a turn when speaking, focusing on using appropriate intonation.

SUPPLEMENTARY MATERIALS

Resource bank p152

Warm up: Write *magic bullet* on the board and read out the three definitions below.

Warm up

Before Ss open their books, write the words *magic bullet* on the board. Ask Ss to work in pairs to guess/share the meaning. Tell Ss they are not allowed to use dictionaries to check. Then read the three following definitions and ask Ss to decide which is correct:

1. A magic bullet is used to describe the bullet which is shot in an action film by someone who can barely hold a gun, but manages to kill someone from a great distance. Example: *Let's use a magic bullet in this scene to get rid of that character.*
2. A magic bullet is the term used for health drinks which have such a high concentration of vitamins and minerals you don't need to eat anything else in order to fulfil your daily requirements. Example: *I had a green magic bullet today made with six different vegetables.*
3. A magic bullet is something providing an effective solution to a difficult or previously unsolvable problem. Example: *Desalinating sea water was viewed by some as the magic bullet for the water shortage problem.*

Elicit Ss' ideas and provide the answer. **Answer = 3.**

Ss discuss how this term might relate to well-being. Elicit Ss' ideas.

VOCABULARY WELL-BEING

1 Focus Ss' attention on the photos and elicit what the activities are, then discuss the questions as a whole class.

2A Ss read the article and discuss in pairs which activity they find the most appealing. Remind them to give reasons. Tell Ss that vocabulary will be dealt with in the next activity and not to use dictionaries at this stage.

B Ss work alone to match the paraphrases in bold with the underlined sections in the text. Remind Ss they will need to make any necessary changes to the grammar.

Answers: 2 exert myself physically 3 get engrossed in
4 incorporate it into my daily routine 5 feeling out of sync with myself
6 magic bullet 7 restoring my peace of mind 8 cure-all

C Ss work in pairs to decide on the pronunciation of the phrases. Encourage them to think about sounds and stress. When they're ready, Ss can listen to the recording to check their answers. If needed, use the recording to drill the Ss.

Answers:

Point out: the /s/ sound in *panacea*; the /v/ sound in *exert*, *physically*, *engrossed*, *sync*, *bullet*, *restoring*

And the stress patterns in: 1 *panacea* 2 *exert* myself *physically*
3 get *engrossed* in 4 *incorporate* it into my daily *routine*
5 out of *sync* with myself 6 a *magic bullet*
7 *restoring* my peace of *mind* 8 *cure-all*

Unit 5 Recording 6

- 1 It's not a *panacea*.
- 2 I don't like to *exert* myself *physically*.
- 3 But there's one thing I can always get *engrossed* in.

- 4 So it's important that I can *incorporate* it into my daily *routine*.
- 5 I'm simply out of *sync* with myself.
- 6 There is no *magic bullet*.
- 7 I have a way of *restoring* my peace of *mind*.
- 8 It's a general *cure-all*.

D Arrange Ss into groups of three to discuss the extent to which they agree with the statements in relation to their own lives. Monitor as they discuss and make notes.

FUNCTION INFORMAL TURN-TAKING

3A Write on the board *the 5:2 diet, Bikram yoga, sing in a choir*. Elicit/check meaning of the activities, then ask Ss if they know anyone who has done any of these things.

B Ss work in pairs. Tell them they can tick more than one activity for each of the six points.

C Ss listen and check their ideas against what the speakers say.

Answers:

- a) burning calories Y
- b) feeling good at the end Y S
- c) a sense of community Y S
- d) how it fits into their daily routine D Y S
- e) doing it at home S
- f) health benefits D Y S

Unit 5 Recording 7

M1: What I've found really works for health for me, man of a certain age, erm, putting on a few pounds and stuff is, err, the 5:2 diet. I dunno if you've tried it but basically the idea is you fast for two days, you eat perfectly normally, whatever you wanna eat for the rest of the the week the five days and then on those two days you just limit what you're eating to five hundred calories.

M2: I find that, uh, I wasn't very good at dieting and things like that.

M1: Hmm.

M2: And I started doing Bikram yoga. Don't know if you've ever tried that.

M1: Bikram, no I don't know.

M2: So basically, umm, it's yoga but it's much more intense the, it's set in a heated room a carpeted room that's 39 degrees and it's just twenty-six positions, but every time you go to the class it's the same twenty-six positions.

M1: Oh my ...

M2: But you burn a thousand calories a class, you sweat so much and they say you can't drink water within the first twenty-five minutes but ...

M1: ... but ...

M2: ... you come out of that room feeling amazing.

M1: ... but ...

F: That reminds me of, erm, so I've joined a choir and I think that is really really good for your health actually. I'm not that into dieting not that much into exercise but it's the same thing, um, when I come out of the room I just feel completely lifted.

M2: Well I feel the same way about ...

F: Really happy.

M2: ... Bikram yoga cause it's just something that you can go, you don't ah, you don't have to think about it, there's an instructor there, you meet people but you don't talk throughout the class so it's something you can just do yourself and it's not ...

F: Mmm ...

M2: ... of course you exert energy while doing it.

M1: Yeah. But to get back to I mean like with the 5:2 the advantage of something like that is you it's not actually something extra in your ... I mean like for me, my day is busy and if I had an extra thing like singing to go to or had to go to a class I don't think I got time for that.

F: Going back to the choir thing, I think I like it because it is a part of my day that isn't work or isn't a commute or anything like that. I can just go and be in this room, I meet people; it's a really joyful experience.

M2: It's funny you should mention that actually cos, I feel the same way about Bikram yoga about you don't have to fit it in to your day, I actually enjoy that because you know I'll be at work all day it's really stressful environment you know living in the city and things like that actually taking that hour and half to go, a form of meditation, breathing and relaxation just really you know centres myself.

F: Actually that's like with singing, it's really good for, it's really good physically, mm, because you, you're talking about, mm, your whole body so it's not just for happiness, its physically actually its really good for you, your complete self. It's a bit like exercise.

M1/M2: Yeah.

M1: Well, going back to, mm, going back to the 5:2, apart from the weight loss it, it does have proven and you know they've done tests to ... proven benefits in terms of you know your insulin levels your heart conditions so it benefits you, you know, in all sorts of other ways.

F: As I was saying that's exactly the same as singing, they've proven that it's, it's really good for your whole body, your whole self.

M1: Mm.

F: Physically, mentally.

M1: Have they?

F: For mental health it is absolutely because if you can regulate your breathing, you can, you can control panic – you can do all kinds of things.

M2: Anyway, I just wanna add about the Bikram yoga is that it's, it's not just about going to a yoga class.

F: Yeah.

M2: And it's a form of ...

F: ... to get back to what I was saying before that's the same with the choir you learn songs that you can then take home, you know, you can practise at home but then you've also got this lovely community ...

M2: That reminds me ...

F: ... together.

M2: Well, that reminds me of going to Bikram yoga, it's that community – you tend to be at the same classes. I mean we've all got our strong points to offer but I do think Bikram yoga is the way forward.

M1: Well, for you.

4A Give Ss time to read the phrases. Ss listen again and tick the ones used. Elicit Ss' answers. Make it clear that all the phrases are useful for gaining a turn.

Answers:

Any way ..., As I was saying ..., To get back to what I was saying before ..., Going back to ..., That reminds me of ..., Actually, that's like ..., Funny you should mention that ..., I feel the same way about ..., I just want to add ...

B Draw Ss' attention to the fact it is not only **what** the speakers say that helps them gain a turn but also **how** they say it – intonation is important. Ss listen to the recording and identify when: a) a more forceful tone is used and b) higher intonation is used.

Answers: a) 2 b) 1

Unit 5 Recording 8

1

F: ... um, when I come out of the room I just feel completely lifted ...

M2: Well, I feel the same way about ...

F: ... really happy.

M2: Bikram yoga cause it's, it's just something that you can go, you don't ...

2

M2: ... a form of meditation, breathing and relaxation, just really, you know, centres myself ...

F: Actually that's like with singing, it's really good for, it's really good physically, mm, because you ...

speakout TIP

Read the speakout tip with the class.

C Arrange the Ss into small groups. Read the rubric to the group then give them time to select six expressions from Ex 4A. Give Ss 5–10 mins to have their discussions in groups. Monitor and make a note of good language used and any common errors.

LANGUAGEBANK 5.3 p112–113

Stronger classes can read the notes and do the exercise at home. Do the first sentence as an example. Encourage Ss to refer to the notes as they complete the exercise. Ss complete the exercise alone then compare in pairs.

Answers:

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

LEARN TO JUSTIFY YOUR POSITION

5A Ss work in pairs to read the six extracts and try to remember who said what. Play the recording. Elicit Ss' answers.

Answers: 1D 2D 3D 4D 5Y 6Y

Unit 5 Recording 9

- 1 What I've found really works for health for me, man of a certain age ...
- 2 ... erm putting on a few pounds and stuff is, err, the 5:2 diet I dunno if you've tried it but basically the idea ...
- 3 ... with the 5:2 the advantage of something like that is you it's not actually something extra in your, I mean ...
- 4 ... going back to the 5:2 apart from the weight loss it, it does have proven benefits in terms of you know your insulin levels, your heart conditions, so it ...
- 5 ... about the Bikram yoga is that it's, it's not just about going to a yoga class ...
- 6 I mean we've all got our strong points to offer, but I do think Bikram yoga is the way forward.

B Ss work alone to think about their ideas. Monitor and help with language and ideas at this stage.

C Arrange Ss into groups of three. Ss share ideas and try to agree on the three most convincing ideas.

SPEAKING

6A Discuss the question with the group. Elicit Ss' opinions, then ask them to read the ideas and tick the three they think are best.

B Put Ss into groups of three. Arrange all As, Bs and Cs together and direct them to their relevant pages. Allow Ss 5 mins in their groups to check their roles, any vocabulary and to think of ideas. Monitor and assist where necessary.

C Arrange Ss in A/B/C groups to carry out the task, but ask them not to start immediately. Arrange Ss so each group has another group of observers. Explain that the observers should keep time (strictly 5 mins only) and comment on who was the most convincing.

Homework ideas

- **Ex6A:** Prepare a two-minute presentation to give to the class on well-being ideas for the school/classroom.
- **Language bank 5.3** p112–113
- **Workbook Review 3**, p36

CULINARY JOURNEY

Introduction

Ss watch an excerpt from a BBC food programme hosted by Chef Rick Stein. Ss practise talking about and writing about a food memory.

SUPPLEMENTARY MATERIALS

Warm up: Write the dishes below randomly on the board.

Warm up

Write the following on the board:

Feijoada, Kimchi, Fish and Chips, Pho, Nasi Goreng, Falafel, Paella, Masala Dosa, Peking Duck, Som Tam, Maple Syrup Pancakes, Escargot.
Elicit what they have in common. (**Answer:** all dishes, things you can eat).

Ask Ss to work in groups to discuss which country each dish is associated with (**Answers:** *Feijoada* (a black bean stew) **Brazil**; *Kimchi* (fermented cabbage and spices) **Korea**; *Fish and Chips* **UK**; *Pho* (pronounced 'fur', a broth with noodles) **Vietnam**; *Nasi Goreng* (fried rice and vegetables topped with a fried egg) **Indonesia**; *Falafel* (fried chickpea patties) **Middle Eastern countries like Syria, Jordan, Palestine and Israel**; *Paella* (rice dish with seafood/chicken) **Spain** (especially Valencia); *Masala Dosa* (a thin pancake made from lentils/ rice, stuffed with spicy potatoes) **India**; *Peking Duck* (roasted duck) **China**; *Som Tam* (spicy green papaya salad) **Thailand**; *Maple Syrup Pancakes* **Canada**; *Escargot* (snails, often served with a garlic sauce) **France**).

Ask Ss if they have ever tried or would like to try these dishes.

DVD PREVIEW

1 Ss read the questions and discuss their answers in pairs.

Culture Notes

Rick Stein is a well-known TV celebrity chef in the UK and has made many series for TV which involve him travelling the world trying different cuisines. He has published a great number of cookbooks (often specialising in fish dishes) and has a number of restaurants, the most famous of which is in Cornwall, England. Stein is famed for his simple but flavoursome dishes, made with the freshest ingredients.

2 Ss read the programme information and answer the questions. Check/elicite the meanings of *a melting pot* (a place where many cultures mix and meet) and *culinary odyssey* (used here to add a literary style to refer to the journey where he tries different food). Elicit Ss' answers.

Answers: Italy, Croatia, Albania, Greece, Turkey.

Culture Notes

The Byzantine Empire went from 330 – 1453 and at its height of power, it stretched across modern-day Turkey, Greece and the Balkans. The empire's capital was Constantinople (modern day Istanbul) – named after the Roman emperor who established it as such, Constantine I. During most of its existence, the empire was the most powerful economic, cultural, and military force in Europe. It is also referred to as the Eastern Roman Empire and survived long after its Western counterpart fell.

DVD VIEW

3A Ss watch the DVD and then choose a statement. Elicit Ss' ideas, asking them to expand on why they chose that statement.

B Allow time for Ss to read the questions and see what they remember. Play the DVD clip again. Ss compare their answers in pairs. Elicit Ss' answers. If Ss are struggling, play the DVD again (or the section/s they need).

Answers:

- 1a) Makes sense to put all ingredients in the pan first before it goes on the heat – because the boat is bobbing about. b) fresh green chillies must be seasonal at this time of year c) fresh oily fish taste creamy – the best-tasting fish in the world. Not so good when not fresh. d) fish stew never tastes so good in a restaurant – best in the right surroundings – in a fishing harbour
- 2 The cats are 'complaining' about adding garlic and tomatoes as they just want the fish.
- 3 Just peel the tomatoes rather than using other methods.

DVD 5 Culinary Journey

RS = Rick Stein M = Man C = Cameraman

RS: This is Journey's end, once called Byzantium, then Constantinople, and now Istanbul, and it's the start of the bluefish season, when this delicious fish begins its journey down the Bosphorus.

M: Have you got one Rick?

RS: Two!

RS: What better backdrop could there be than this? The perfect symmetry of the Blue Mosque, and next door, I think the most famous piece of architecture in the world, the Hagia Sophia, the central headquarters of the Byzantine Empire, and one of the reasons I made this journey.

RS: Well, that's the third bluefish we've caught this morning. I can't wait for my next bite. I've had two bites, two fish, it's just ... I feel so privileged to be out here and right in the middle of the Bosphorus between Europe and Asia. And with all these blinking great boats passing I feel a bit vulnerable but it's the most sensational feeling, beautiful morning, light coming up over Topkapi Palace over there. It's just great to be alive!

RS: Well, I'm a very happy boy. Look at those lovely bluefish. We don't get them in Padstow, but I wish we did. But Mesut, the captain, who steered me through all that really quite nerve-racking ... the waves, and the wash of those tankers ... and the tankers going past like this, he's going to cook a fish stew. Really looking forward to it.

RS: I've noticed over the years that fishermen, probably because they usually cook when the boat is bobbing about, put all their ingredients in the pan first before putting it on the heat. It makes a lot of sense when you're at sea. So what Mesut does is to put onions in the bottom of the pan, then he seasons the lovely bluefish just with salt, and he's put a slash in the side to help season it right through. Now, fresh chillies. It must be the right time of the year, because they're everywhere. Then he puts in a whole bulb of garlic.

RS: We're surrounded by cats. They're all watching, waiting for a taste. I was just thinking watching 'No, no, we don't like garlic! Not too much garlic!'

RS: He seasons with black pepper, torn parsley, and some lovely ripe tomatoes.

RS: Just watching Mesut make this is just the most relaxing thing. I mean, this is a proper fisherman making a proper fisherman's stew. The number of times I've done recipes for taking the skins off tomatoes, you know, put them in boiling water and all this stuff ... He's just peeling them! It's easy! The cats are now saying 'Not tomatoes, no, we don't like tomatoes. Just stick to the fish!'

RS: Finally, lemon slices and olive oil. That's Mesut's fisherman's stew. That's how they do it here, and this is how it's done. Cook for twenty to twenty-five minutes, nice and gently, you mustn't overcook the fish.

RS: This is smelling so good. I think I've only had a fish stew cooked by a fisherman once before in Spain, so um, it's a bit of a rare

occasion really, and I'm very much looking forward to trying it. What I really like about this is all that large quantity of green chillies in there. It's going to make it very hot on a slightly brisk morning.

RS: Ah! Wow! What a lovely fish! This bluefish is just perfect. It's got this delicious creaminess about it because it's so fresh. Like a lot of oily fish, if it's dead fresh like this, it is just the best tasting fish in the world. When it's not so fresh it doesn't taste quite so good.

C: No thank you, Mesut.

RS: But gosh this is good. If you could recreate this ... this in a restaurant, you'd be worth squillions, but the trouble is it never tastes quite as good as sitting here in this little fishing harbour having had it freshly cooked by Mesut. That's my thought.

C Give Ss time to read the sentences and to see if they can remember/predict what goes in the gaps. Remind them that it's four words per gap. Play the DVD from 3.40 and Ss write the answers. With *weaker classes*, pause after each one. Elicit Ss' answers and write them on the board. Check/Elicit the meaning for *brisk* (*chilly*, in this context).

Answers:

- 1 how it's done
- 2 once before in Spain; forward to trying it
- 3 a slightly brisk morning
- 4 delicious creaminess about it

speakout describe a food memory

4A Ss read the Invitation and discuss their answers in pairs.

Suggested answer:

The person is clearly interested in food, though it's not clear if it's just about eating or cooking too. The style is tentative (*maybe, perhaps*) and the rather polite and indirect (*it would be great*), so the person seems to be or feels a bit insecure about posting the request.

B Write the prompts on the board and give Ss time alone to make notes. Monitor and help with language. Don't ask them to share their ideas at this point.

C Before they listen, ask Ss if anyone has heard of or eaten 'Coquille Saint-Jacques'. Ask them to make notes under the same headings as in Ex 4B as they listen. Tell them the speaker has an American accent. Play the recording. Ss compare in pairs. Elicit Ss' answers. Ask Ss if they like the sound of the dish and ensure they know the meaning of *scallop*.

Answers:

The name of the food – Coquille Saint-Jacques
 The context you had it in – on special occasions, e.g. someone coming for dinner
 Who made it – mother
 What's in it – (big white sea) scallops, sauce (= onions, mushrooms, butter, cream, white wine), mashed potatoes, cheese and breadcrumbs on top
 Why it was special – the presentation: in big scallop shells – succulent, rich

Unit 5 Recording 10

Hmm, a food memory ... Well, the first thing that comes to mind is this dish my mom used to make on special occasions, a dish called Coquille Saint-Jacques, which is a French dish, I guess, made from scallops and white wine and a few other ingredients. Mmm, I can just taste it now. I remember when I was very young and I didn't like seafood, this was the one kind of seafood I loved, which is ironic really, since the scallops are cooked in white wine. Anyway, it's pretty simple, just some scallops, my mom used the big white sea scallops, and she'd make this amazing sauce, onions and mushrooms and butter and cream I think, and the wine, and cooked it all together. It's ages since I've made it, actually, so I'm just trying to remember ... Oh, it's coming back to me now, how it tasted, but what really made it was the presentation. She served it in these big scallop shells, and there's mashed potatoes around the edge and the scallops in the middle, then cheese and breadcrumbs, I think, on top. Then it's baked in the oven. My mouth waters just thinking about it. Imagine this dish served in these big scallop shells. It's incredibly succulent, decadently rich, really ... When I used to smell this cooking, I knew it was a special occasion, like someone coming for dinner, and whenever my mom asks what I want for my birthday dinner it's Coquille Saint-Jacques. I'll always associate this dish with home, and special occasions, and family. I've sometimes tried making it but it never comes out the same.

D Give Ss time to read through the sentences and remind them that they are all correct, useful sentences. Play the recording again so that Ss can underline the alternatives they hear. Ask them to compare their answers in pairs before feeding back to the class.

Answers:

I can just taste/smell it now.
 She'd/She used to make this amazing sauce ...
 It's coming back to me now, how it tasted/smelled ...
 What really made it was the presentation/freshness of the ingredients.
 My mouth waters just thinking/whenever I think about it.
 It's incredibly succulent/impossibly light, decadently rich.
 When I used to/I'd smell this cooking, I knew/I'd know it was a special occasion.
 I'll always associate this dish with/This dish always reminds me of home.
 I've sometimes tried making it but it never comes out/turns out the same.

5 Arrange Ss into small groups. Ss tell each other about their food memory. Remind Ss to use any of the expressions from Ex 4 that are appropriate for the context. In feedback, correct any common errors.

Optional extra activity

Before they complete the task, tell Ss that after listening to each other, they will have to decide a) *which dish you would most like to try*, b) *which dish would make a good episode for a Rick Stein episode*, c) *whose description brought back any memories for them*. Write these on the board for Ss' reference. Give Ss 5 mins to work alone to prepare. Monitor and help with language. After all Ss have spoken, refer them to the three questions and in feedback, elicit their ideas. Alternatively, Ss could talk about the most disgusting meal they've ever eaten (changing a) to *which dish you would least like to try*).

writeback a food memory

6A Ss read the blog entry and answer the question in pairs. Check any vocabulary needed, encouraging Ss to use the context before looking in dictionaries (e.g. *well-to-do* = *wealthy/middle class*).

Optional extra activity

Exploit the text for vocabulary with a race. Tell the Ss you will give a definition or an example of a word from the text (without saying the word). When they find it in the text they shout, 'I've got it!'. If the student is correct, write the word/phrase on the board and elicit/give another example.

Possible words to focus on (using the definitions provided in brackets):

replicate (verb: another way to say 'copy'/'reproduce') e.g. I've experimented a number of times trying to replicate the dish I had in a Portuguese restaurant years ago.

berate (verb: criticise/tell off) e.g. You shouldn't berate yourself for having the odd chocolate bar.

labour-intensive (adj: requiring a lot of work/workers) e.g. I love stuffed chillies but it's so labour intensive to do myself – It takes me about three hours to make twenty.

bonding (noun: the process of connecting to someone emotionally) e.g. I find cooking and sharing dishes together a very bonding experience.

B Ss write their food memory for the website. Monitor and help with language if Ss are completing this in class.

Homework ideas

- **Writing:** Write a final draft of your food memory to post online.

LOOKBACK

Introduction

Ss revise and practise the language of Unit 5. The notes below provide ideas for exploiting the exercises and activities, but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

NOUN PHRASES

1A Write *Tai Chi* and *vegan diet* on the board and elicit what Ss know about them. Direct Ss to the boxes. Ss then add the phrases from the boxes to the descriptions given. Remind them that they do not need to use all of the words. With **weaker students**, first elicit/indicate where words could/should be inserted.

Answers:

Tai Chi is a traditional martial art (which comes/coming) from China. It has a worldwide following (worldwide) and its practice can lead to a focused state of calmness. In China it's often practised somewhere outdoors with other like-minded people.

It is claimed that a (plant-based) **vegan diet** of plant-based food increases weight loss and has proven health benefits. People following this diet/who follow this diet often started giving up meat as vegetarians and say they have a reluctance to harm or eat animals.

B Ss work in pairs and extend the descriptions. Monitor closely and correct errors.

COLLOCATIONS

2A Ss work in pairs to complete the activity. Elicit Ss' answers.

Answers: 1 a fitness regime, long-term motivation, interest in sth
2 rapid weight loss, a response, a memory 3 your posture, your capacity to, your appearance 4 a host of benefits, tangible results, a solution 5 stand a chance of, ensure, achieve 6 ignore, consider, discuss

B Ss write questions using the collocations. Encourage Ss to select those which they find difficult to remember. Monitor and correct errors.

C Ss work in groups to ask and answer their questions. Monitor and correct as Ss do the activity.

Alternative approach

Select the collocations you feel your Ss need more practice with. Put Ss into pairs and allocate two *only* for each pair. Give Ss time to write two questions using the collocations. Make it clear that they will ask the questions to all classmates so should be 'real' in that they want to know the answer. Monitor and correct. When Ss are ready, they choose one question each to ask the other Ss. Ss stand up and mingle, asking as many people as they can. In feedback ask Ss which question was the most difficult question to answer and whether they found out anything surprising about their classmates.

FASHION AND LOOKS

3A Ss work alone to complete the words by adding missing letters. They can then compare their answers in pairs before feeding back to the class.

Answers: 1 retouched, photogenic 2 conscious, keep, regarded
3 disorders, fashion 4 Catwalk, distorting, in 5 deceiving
6 victim, fashionable

B Ss work in pairs and discuss whether they agree with the statements or not.

FRONTING, HEADERS AND TAILS

4A Ss work alone to complete the activity. Tell them they will say these to their partner in the next activity so they must be constructed in a way that a response is possible. With **weaker classes**, allow Ss to look again at the Language Bank for this grammar point and provide an example.

Suggested answers: 1 Do you ever let anyone borrow it, your mobile phone? 2 That new film with Justin Bieber, have you seen it yet? 3 Sometimes I wonder if it's the best thing for me, studying to be a doctor. 4 That lovely scarf you were wearing yesterday, can you remember where you got it? 5 Have you noticed it, the teacher's new haircut? 6 Some people I just can't stand, for example people who are ...

B Ss work in pairs to practise saying and responding to the sentences. Correct any common errors in feedback.

FUNCTION: INFORMAL TURN-TAKING

5A Tell Ss that the sentences are correct but one word can be crossed out and the sentence remains correct. Do the first one together and then let Ss complete the rest of the exercise in pairs. Elicit Ss' answers.

Answers:

Word(s) that can be omitted:

1 sort of 2 Actually, something 3 thing 4 just, quickly
5 just 6 also 7 Anyway OR so 8 briefly 9 Then 10 do, exactly

B Give Ss 2–3 mins to work alone to write down an idea for each and to think about how they are going to justify their choices.

C Read the instructions for the activity together. Arrange Ss into groups of three or four. Monitor and in feedback, elicit the best ideas for each category and correct common errors.

OVERVIEW

6.1 NEW IN TOWN

VOCABULARY | cities; two-part phrases
PRONUNCIATION | word stress
READING | read about people adapting to new cities
GRAMMAR | concession clauses
SPEAKING | choose a new city to move to
VOCABULARY PLUS | binomials
PRONUNCIATION | connected speech

6.2 IN OTHER WORDS

LISTENING | listen to a radio programme about being an Interpreter
VOCABULARY | summarising verbs
PRONUNCIATION | weak sounds
GRAMMAR | Indirect speech
SPEAKING | discuss issues in translation
WRITING | write an article; synthesise information from different sources

6.3 FAUX PAS

VOCABULARY | conventions
FUNCTION | talking about customs
LEARN TO | query facts/question generalisations
PRONUNCIATION | intonation
SPEAKING | compare different cultures

6.4 DIFFERENCES DVD

DVD | watch people talking about cultural differences
speakout | discuss cultures; discuss quotes about cultures
writeback | an article about the culture of a specific group

6.5 LOOKBACK

Communicative revision activities

NEW IN TOWN

Introduction

Ss revise and practise vocabulary related to cities as well as some common binomials; with a pronunciation focus on word stress and connected speech. Ss also learn and practise concession clauses in the context of adaptability.

SUPPLEMENTARY MATERIALS

Resource bank p153–155

Warm up: Write the cities listed below on the board. Make sure they are well-spaced and use the entire board.

Ex 3C: mono-lingual dictionaries

Ex 7B: Slips of paper with the parts of the binomials written onto them if using *Alternative approach*.

Warm up

Write the following on the board:

Cities

Jakarta	Melbourne	London	Lima
New York	Berlin	Brussels	Dublin

Elicit from Ss which countries these cities are in. Divide the Ss into two teams, and have them line up in their teams at the board. Tell them you are going to give some facts (listed below) about the cities and the first person in the front pair to slap the correct city, wins a point for their team. After the city is correctly identified, Ss move to the back of the queue. Do the first one as an example, e.g. *The River Liffey runs through it. It's the capital of Ireland.* (answer: Dublin).

Facts 1. It is officially a bilingual city, both French and Dutch are spoken. (Brussels) 2. This is not a capital city, but the capital of the state of Victoria. (Melbourne) 3. The population of this city is predominantly (over 80%) Muslim. (Jakarta) 4. It was the first city to have an underground railway (The Tube). (London) 5. Its nickname is 'the Big Apple'. (NY) 6. The city's most iconic food is a sausage with a sauce made of ketchup and curry powder. (Berlin) 7. It's located in a desert and hardly ever experiences proper rain. (Lima)

After adding up the scores and announcing the winning team, ask Ss to sit down in pairs and try to remember the facts. Can they find out any more facts for each city?

VOCABULARY CITIES

1A Ask Ss to read the speech bubbles. Ss work in pairs to discuss the sentences. You may need to check: *pavement* (British English), (which is *side-walk* in American English or *footpath* in Australian English), *thrill* = feeling of excitement, *jam-packed* = full of people (or things) pushed closely together.

B Ss work alone to replace the phrases. They can then check in pairs before feeding back to the class.

Answers: 1 hectic, congested 2 hustle and bustle, buzz, intimidating 3 alienating, out of place 4 sanctuary 5 on my doorstep 6 no-go

2A Focus Ss attention on the nine stress patterns. Ss match the words to the stress patterns in pairs. Encourage Ss to first identify how many syllables the word or phrase has and then to say the words out loud. Play the recording to check.

Answers: 1 hectic 2 no-go 3 out of place 4 congested 5 sanctuary (NOTE sanctuary can be pronounced with three syllables = Ooo /ˈsæŋktʃəri/) 6 on my doorstep 7 alienating 8 hustle and bustle 9 intimidating

Unit 6 Recording 1

DAH di: hectic
 DAH DAH: no-go
 di di DAH: out of place
 di DAH di: congested
 DAH di di di: sanctuary
 di di DAH di: on my doorstep
 DAH di di di di: alienating
 DAH di di DAH di: hustle and bustle
 di DAH di di di: intimidating

Teaching tip

When teaching high levels such as this, teachers can often feel that specific focus on aspects of phonology such as word stress can feel a little patronising. However, many high level Ss still need this kind of help, especially with new vocabulary.

B Ss work in pairs and use the new vocabulary to talk about cities and towns they know and like/hate.

READING

3A Ss work in pairs and discuss the questions. Set a time limit of 5 mins.

B Ss work alone to read the article and complete the exercise. Tell Ss to just underline and guess the meaning of any new vocabulary for the moment.

Answers: 1 New York, Jakarta 2 New York, Brussels 3 Lima (also to some extent London, Berlin and Melbourne)

C Ask Ss to read through the T/F questions and use the text to help them decide. Ss can work in pairs for this and allow them to use a dictionary. Monitor and guide where necessary. Elicit Ss' answers and write them on the board.

Answers: 1 F – Seasoned traveller though I am 2 T – the onslaught of people 3 T – hustle and bustle became soothing 4 F – feeling of being constantly on guard 5 F – not yet amassed all the necessary paperwork 6 F – ill-equipped 7 T – felt more a part of the social fabric 8 T – Belgium is my turf

D Ss work in pairs to discuss the questions before feeding back to the class.

GRAMMAR CONCESSION CLAUSES

4A Ask Ss to read the information in the RULES box and check that they understand it. Ss then work to find examples in the article. Ss can compare their answers in pairs before feeding back to the class.

Answers:

- 1 2 (when), 4 (albeit), 8 (even though)
- 2 5 (I felt like a stranger, though)
- 3 3 (I do like the buzz), 6 (Jakarta does have)
- 4a) 1 (Seasoned traveller though I am)
- b) 7 (ill-equipped as we were), 9 (Cold, confusing and foreign though it was)
- 5 10 (However different we all may be ...)

B Ss quickly read the blog entry and identify the author's job.

Answer: A doctor or nurse (reference to patients in the text).

Alternative approach

Ask Ss to close their books. Ss listen to you and decide what the writer's job is. Read the text with the correct alternatives, pausing about half way and eliciting their ideas. Ss then open their books and continue with Ex 4C.

C Ss work alone to select the correct alternatives. They can then check their answers in pairs.

Answers: 1 as 2 though 3 however 4 when 5 albeit 6 even though 7 as 8 do 9 though 10 as

5A Ss work alone to rewrite the sentences. Elicit Ss' answers.

Answers:

In each case *as* or *though* can be used with no difference in meaning.

- 1 New *as/though* I may be to a city, it doesn't take me long to master the transport system.
- 2 Keen coffee-drinker *as/though* I am, I don't like this fashion for really milky coffee.
- 3 Lonely *as/though* I sometimes feel in a new place, I generally make friends quickly.
- 4 Real fashion victim *as/though* I am, I draw the line at shaving off all my hair.
- 5 Difficult *as/though* it can be driving in a new town, I'd rather hire a car than walk.

B Ss work in pairs to discuss the statements and answer the question. Monitor and during feedback, elicit if the pairs had anything in common.

▶ LANGUAGE BANK 6.1 p114–115

Stronger classes can read the notes and do the exercises at home. Otherwise, give Ss time to read the notes and in each exercise, do the first sentences as an example. If completing in class, ask Ss to read the text in A and identify who or what is talking (suggested answer = *centipede*). Ss complete the exercises alone then check in pairs. Check A before moving on to B. Remind Ss in exercise B, they need to think about where to put commas.

Answers:

A I live in basements. Yes, strange as it sounds, I have never lived above ground, although I've been offered flats from the ground floor to the penthouse, albeit at prices I couldn't pay. But even if the offers were rent-free, I wouldn't have taken them, however desperate I might have been at the time. No I'm not acrophobic, or weird – though my friends might tell you otherwise. A basement is cold, damp, and often coated with decades of dirt – I love it, nevertheless. Or should I say I love it all the more? Disgusting as you may find it, there's always a firm grip for my hundred legs as I scamper over the surfaces foraging bits of nourishment. Badly though you might think of me, you must admit that I do have as much right of abode as you.

B 1 Credible as/though I thought he was, the jury seemed to doubt his testimony. 2 Much as I enjoyed the first ten pages, (after that) the novel quickly became impossible to follow. 3 Catwalk model though she was, Lia wasn't thought photogenic enough for print work. 4 However progressive the new tax laws appear at first sight, on closer inspection it is clear they will have a detrimental effect on less well-off workers. 5 Highly influential public figure as/though Sam is when it comes to education, (it's ironic that/Ironically) he's had remarkably limited success running for office. 6 Annoying as/though Jenny/she can be at times, I was glad to have her/Jenny on my side.

SPEAKING

6A Ask Ss to think about what aspects of a city make it a good place to live. Elicit some ideas. Tell Ss they have the chance to move to a new city and have a choice between three. Focus Ss' attention on the table and point out the star rating key. Ask them to work alone to consider which city they would choose.

B Arrange Ss into groups of three to discuss their ideas to the four questions. Monitor Ss and make a note of good language as well as common errors. In feedback, ask Ss if they had similar ideas, point out good language used and correct common errors on the board.

VOCABULARY PLUS BINOMIALS

7A Ss complete the binomials (two-part phrases) alone. Elicit and write the full two-part phrases on the board. Ask if Ss know any other binomials in English, if so, add them to the board (e.g. *step by step, sick and tired*).

Answers: 1 bustle 2 quiet

B Ss work alone to make binomials. They can then check in pairs before feeding back to the class.

Answers:

sooner or later	slowly but surely	first and foremost
safe and sound	more or less	tit for tat
make-or-break	all in all	wine and dine

Alternative approach

On separate bits of paper, write the first and second parts of the binomials. Include the prepositions and conjunctions with the first part (e.g. *Part and*). Hand out the shuffled papers to Ss. Ss stand up, find their match, and then stick the complete binomial on the board. Use recording 6.2 to check answers. Ss work in pairs to discuss which binomials they know the meanings of and peer teach if necessary.

C Ss listen to the recording to check their answers. Note: Ss have not had meanings clarified at this point and may be asking questions about that. Assure Ss that they will have opportunities in a following exercise to find out the meanings. Write the example *part and parcel* on the board and highlight the weak form of *and* /ən/. Play the recording again and Ss repeat.

Answers:

sooner or later
 first and foremost
 /ən/
 slowly but surely
 ə
 safe and sound
 /ən/
 more or less
 tit for tat
 ə
 all in all
 make or break
 wine and dine
 /ən/

6A Ss work alone to complete the sentences with the binomials. They can then check in pairs before feeding back to the class.

Answers: 1 first and foremost 2 Slowly but surely
 3 make-or-break 4 tit for tat 5 wine and dine 6 Sooner or later
 7 part and parcel 8 more or less 9 safe and sound 10 All in all

B Ss work alone to read and consider the extent to which the sentences are true. Explain that Ss have to change the sentences to reflect their views. They should then compare their ideas with a partner to see if they agree. Provide an example, (e.g. *My city, Manchester, is thought of first and foremost as football mecca; and I think this is a fair picture, do you agree?*).

VOCABULARY BANK 6.1 p125

Exercise A introduces further examples of binomials not studied as yet. **Stronger classes** can do the exercises at home. **Weaker classes** can use dictionaries for all exercises. For A, Ss first work alone then compare with their partner. Elicit Ss' answers and be prepared to help with meanings and pronunciation. In B, Ss discuss in pairs the relationship between the two parts of each binomial. Do the first one as an example together before giving Ss 5 mins to decide in pairs.

Answers:

1A 1 dried 2 sweet 3 shut 4 tear 5 clear 6 true
 7 large 8 dance 9 forth 10 choose 11 balances 12 learn
 B 1 meaning (something can be cut and later dried) 2 sound
 3 meaning (opposites) 4 sound (rhyming) and meaning
 (similar) 5 meaning (reinforcing) 6 meaning (near opposites)
 7 meaning, though this isn't guessable – The origin is a nautical
 term, as both parts have a special meaning in the context of
 sailing. 8 meaning (singing and dancing go together)
 9 meaning (opposites) 10 meaning (near synonyms)
 11 meaning (both relate to controls) 12 sound (two words
 beginning with 't')

Homework ideas

- **Ex 3A:** Write a short blog-entry style piece about how you felt when you arrived in a new city.
- **Ex 6A:** Research a city you'd like to visit. Use ideas from the table in Ex 6A for what to include. Present your findings to the class.
- **Language bank 6.1** p114–115
- **Vocabulary bank 6.1** p125
- **Workbook Review 1**, p37–38

IN OTHER WORDS

Introduction

In the context of working as an interpreter, Ss learn and practise summarising verbs and revise and practise indirect speech.

SUPPLEMENTARY MATERIALS

Resource bank p156

Warm up: Write the following words on the board.

Warm up

Write *translator* and *interpreter* on the board. Ask Ss to work in pairs to write a definition for each using fewer than fifteen words. Give them a time limit of 3 mins. Elicit Ss' ideas.

Translator = someone who changes writing into a different language.

Interpreter = someone who changes spoken words from one language into another, especially as their job.

LISTENING

1A Ss work in pairs to discuss the questions. Elicit Ss' ideas. For Q3, write Ss' ideas under the headings given in 3a)-e) on the board in two columns (Problem/Solution).

B Ss listen to the recording to check their predictions. Before listening check/elicite booth (the small, often partly enclosed space an interpreter sits with headphones on). After listening, Ss check in pairs. In feedback, use the notes you have on the board to tick/cross/change.

Suggested answers:

Problems

- a) speaker taps microphone – can cause interpreter pain/serious injury/hearing loss
- b) speaker is not good at the language and impossible to follow
- c) the speaker speaks too fast
- d) humour doesn't easily translate/travel well
- e) references are unfamiliar to audience

Solutions

- a) educate/shock the speaker and the organisation
- b) ask for the speech in advance
- c) summarise what they say
- d) tell audience speaker has made an untranslatable joke and ask them to laugh
- e) suggest speaker finds references the audience will understand

Unit 6 Recording 3

I = Interviewer (female) A: Alan Danes

I: Simultaneous interpreting is something that's always fascinated me. What is it like to sit in a booth all day at the United Nations or in a conference translating at the same time as people are talking? What sort of problems do the interpreters face? Joining me in the studio is Alan Danes, who is an interpreter for international conferences where he translates between Spanish, German and English. Alan, welcome to the programme.

A: Thanks.

I: So, what would you say are the main challenges you face when you're interpreting?

A: That's a question I get asked a lot. There are quite a few challenges. Some might surprise you. For example, you know how people tap their microphone, you know, 'testing, testing'? Well, in conferences nowadays, the sound levels have been carefully checked and are set for voice level. So if a speaker taps his microphone or shouts into it, it can cause serious injury to the interpreter. At the very least it's extremely painful.

I: I'd never even considered that. Of course, you're sitting there in your booth with your earphones on. Very vulnerable. So, so what can you do?

A: Well, it's crucial to educate the speaker and of course, the organisation. I kind of shock them. Tell them that their behaviour can incapacitate the interpreter and in the worst case scenario

there's a risk of actual hearing loss, of the interpreter actually going deaf.

I: Are you serious?

A: Yes.

I: So, what other things can the speaker do wrong?

A: One of the worst is when they insist on speaking a language they're incompetent in, and they're really not good at. I remember one very high-powered professor from ... well, I won't say the country ... but her English was impossible to follow. I just had to make an educated guess as to what she was trying to say. Normally in that kind of situation I'd ask the speaker to give me the speech in advance so I could translate from the written word.

I: And I suppose sometimes people speak too fast for you to follow?

A: Yes, to a certain extent, but from experience I've found there's no point in asking them to slow down. Everyone has a natural pace of speaking so the best thing to do is not try to translate word for word but to summarise what they're saying.

I: Right. I can understand that.

A: And then of course there are cultural differences. Humour is an interpreter's nightmare. There's a risk of humorous sayings from one language getting completely lost in translation. Humour doesn't travel well and jokes are often just not funny.

I: So what do you do if a speaker is telling a lot of jokes?

A: I'll try and see if I can find an equivalent in the audience's language but if I can't think fast enough, I'll fall back on the old interpreter's rule of saying, 'the speaker has just made an untranslatable joke. It's about ... such and such. Please laugh.' That seems to work.

I: [chuckles]

A: Now one really problematic area is when the speaker uses lots of metaphors or cultural references. For example, if a U.S. speaker starts using metaphors from American baseball. Something like, 'I'll take a rain check on that.' Now most audiences won't have a clue about this so I have to translate it as something like 'He would like to accept your invitation at a later time.' You have to be very quick-thinking and versatile. You also have to have a broad knowledge of culturally specific things.

I: Is there anything else you can do about that?

A: Again I try to educate the speaker. I suggest that they should steer clear of cultural references which seem familiar to them, but may not be understood in a different context; instead they should find references to people or places or events that the audience will understand. But of course, often I only meet the speaker on the day of the conference so I don't always have a chance to help them prepare for the process.

I: That sounds like a lot of problems.

A: Yes, but most problems are fixable as long as there's mutual respect between us, between the speaker and the interpreter. Understanding that we both have an important job to do. Oh, and there's one more I really must mention. It's a problem I take home with me. You see, I get so used to thinking ahead and predicting what people are going to say that I tend to do the same at home. I anticipate the end of a sentence, so my wife is always complaining: 'You never let me finish!'

I: Well this has been a real insight. Thank you very much for joining us today.

A: My pleasure.

C Ss work alone. Ask Ss to read the eight sentences and predict the missing words. Ss compare in pairs and then listen again to check. Elicit Ss' answers.

Answers: 1 booth 2 least 3 case scenario 4 incompetent
5 educated guess 6 fall back 7 steer clear 8 mutual

D Arrange Ss into pairs to discuss the questions. Monitor and in feedback, nominate Ss you have heard make interesting comments.

Optional extra activity

Write the words *gobbledygook* (n) and *bromance* (n) on the board. Ask if anyone can explain the meanings, if not, give the definitions below. Tell Ss these have been identified by translators and interpreters as being difficult to translate. Then ask Ss to think of how they would translate them into their own language.

gobbledygook = language that sounds important and official, but is difficult to understand (this research paper is gobbledygook)
bromance = a close, friendly, but not sexual relationship between two men (my brother and my boyfriend have a real bromance going on)

VOCABULARY SUMMARISING VERBS

2A Ask Ss to cover Ex 2B and to work alone to think of summarising verbs which would work in the spaces (e.g. *saying, stating, asserting, etc.*).

B Ss are now given summarising verbs to use in the spaces. Ask them to work alone to use these given verbs. Remind Ss they will have to think about form as well as meaning. Note that Ss may not know the meanings of the verbs, so they may have to guess at this stage. Go through the answers with the Ss.

Answers: 2 reprimanded 3 calling for 4 voiced 5 repudiated
 6 maintaining 7 related 8 echoing 9 vowing

C Ss work in pairs to discuss any differences between their choices and the given verbs. They can then check any unknown words in a dictionary. Encourage Ss to note collocations if they are using a dictionary (e.g. *voice an objection to something/your opinion*).

3A Ss work in pairs to identify the weak sounds. Do the first one as an example, e.g. *call for* /fə/. Play the recording for Ss to check. Write the answers on the board.

Answers: (NB: Underlining shows the schwa sound, grey highlighting shows the short /ɪ/ sound.)

- 1 a) call for b) allege c) acknowledge d) reprimand
 2 a) repudiate b) maintain c) illustrate d) voice
 3 a) vow b) relate c) plead d) echo

B Ss work in pairs to practise using the verbs. Direct Ss to their relevant pages and give Ss time to read and think. Remind Ss that they can give their partner the summarising verb if they need it. Monitor Ss and correct on the spot when necessary. As this is a fairly complex activity, put the following example on the board:
A: *I think English is relatively easy, for example ...*

Elicit a way to complete the sentence and write it up (e.g. *the grammar is simple compared with German*). Then write the word *illustrate* on the board. Elicit how student B could use this verb to summarise what A said, e.g.

B: *You illustrated why English is relatively easy by comparing the grammar of English and German.*

Suggested answers:

A Possible stems for the 'summarising' person's sentences:

- 1 You illustrated why ...
- 2 You're calling for ...
- 3 You reprimanded me for ...
- 4 You vowed to/that you would ...
- 5 You echoed your friends' feelings that ...
- 6 You voiced the opinion that ...

B Possible stems for the 'summarising' person's sentences:

- 1 You pleaded for ...
- 2 You repudiated the idea that ...
- 3 You maintained that ...
- 4 You alleged that your neighbour ...
- 5 You acknowledged that you'd made mistakes ...
- 6 You related a story/experience ...

VOCABULARY BANK 6.2 p125

Stronger classes can do the exercises at home. Otherwise Ss work alone to complete the exercises, before checking in pairs.

Answers:

1A

1C 2D 3B 4E 5F 6A

B

- 1 Do fill me in (on) what's happened in the past 1.5 million years.
- 2 Erm, remind me why you talked me into this ...
- 3 Sure, I'll back you up (on) that.
- 4 What tipped you off (to) the fact that I was the escaped prisoner?
- 5 Jack entertained the guests by reeling off the names of his 298 grandchildren.
- 6 Protesters are calling for a ban on margarine.

Note: prepositions in brackets are not part of the basic multi-word verb but are used if there is another clause in the sentence.

Four of them are separable: 1,2,3,4

C

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

GRAMMAR INDIRECT SPEECH

4A Ask Ss to read the forum entry and find the three problems the interpreter had. Ss can then check in pairs before feeding back to the class.

Answers: 1 The interpreter asked for notes to be sent beforehand, but the speaker did not answer and did not send the notes.
 2 The speaker switched between Russian and Turkish and the audience could not understand him. 3 The interpreter could not understand the speaker half the time.

B Ss then return to the text and correct the mistakes alone. Tell them that each section (1–10) has a mistake (so there are ten mistakes in total). If possible, write or display the answers on the board for easier reference for the next exercise.

Answers:

- 1 I was concerned because he *hadn't* provided me with any notes beforehand.
- 2 I had told *him* it would be useful if I could have the notes for his talk in case of any problems.
- 3 The organisers asked him to *submit his* slides ahead of time, but he didn't acknowledge the requests.
- 4 ... he insisted on *switching* between Russian and Turkish.
- 5 He was speaking about *whether* there could be a global blackout next year.
- 6 Hardly any of the delegates could understand *what he said*.
- 7 I didn't understand half the time either, and I thought I *would* die of embarrassment.
- 8 Up in the booth, we discussed *whether* we should stop even trying to translate.
- 9 My booth mate suggested *sending* that I *sent*/I should send him a note asking him to stick to one language.
- 10 In the end I was really sorry I had agreed *to do* this particular job.

C Explain that you will now look at why those corrections were needed by looking at the rules for using reporting verbs. Read the first rule and ask Ss to identify which sentences are an example of this: 1 (*tense change*), 3 (*pronoun change – his*), 6 (*no auxiliary verb in reported question*), 7 (*modal auxiliary change*).

Answers: 1 1, 3, 6, 7 2 2, 5, 8 3a) 10 b) 3 c) 9 d) 4
4 3 5 8 6 5

► **LANGUAGEBANK 6.2** p114–115

Stronger classes can read the notes and do the exercises at home. Otherwise, give Ss time to read the notes and in each exercise, encourage them to highlight any information new to them. Do the first sentence as an example in A. In B, identify the first error together. Ss work alone first then check in pairs for each exercise. Elicit/provide answers.

Answers:**A**

- 1 In 1543 Copernicus published his theory stating (that) the earth goes round the sun. (the earth still goes round the sun, so there is no need to change the tense)
 - 2 The application form states (that) a recent photo must be attached.
 - 3 When we crossed/were crossing the border last night, border officials demanded to see our papers.
 - 4 When we were young, our father assured us (that) we would never regret going to college.
 - 5 Last night Sue explained to me (that) she travels a lot in/for her current job. (she still travels a lot, so there is no need to back-shift the tense).
 - 6 When he saw the broken window, Mr Harris asked whoever had done it to step forward.
- B** Authorities have cracked down on distributors of the health supplement 'Magic Bullet' alleging the business had made a number of promises it could not substantiate. Company owner Sven Petersen has been formally accused of misleading the public through an advertising campaign that claimed that Magic Bullet would deliver a host of benefits to those who took it regularly. Asked about whether he denied the charges, Petersen repudiated the accusations and vowed to demonstrate that his company's practices were entirely above-board. Customers voiced support for the legal action, insisting on pushing that they would push for full compensation, though several acknowledged not having taken that they had not taken the supplement on a regular basis. Authorities are urging users of Magic Bullet to come forward to assist in the investigation. Meanwhile they have advised would-be customers not to use the supplement until the case has been fully investigated.

5 Arrange the Ss into groups of three and assign them roles A, B, and C. Direct Ss to their relevant pages and ask them to read situation 1. When Ss are clear what their roles are, give them 5 mins to complete the task. Monitor and give feedback.

SPEAKING

6 Focus Ss' attention on the Infographic. Arrange Ss into small groups to discuss each task. Circulate and monitor, helping as required. In feedback, briefly elicit some of the ideas Ss had.

WRITING SYNTHESISING FROM DIFFERENT SOURCES

7A Focus Ss' attention on the photo and elicit what the job is (*interpreter for the deaf*). Put Ss in pairs to discuss the questions.

B Read the instructions for this task together and write the three questions on the board. Give Ss time to make notes using the texts and then play the recording. Allow Ss to compare their notes with each other for 1–2 mins.

Suggested answers:

These are sample notes including all possible points related to the first question, motivation to become a sign interpreter:

- you learn about specialty areas
- it's satisfying on a human level
- it's varied
- it's well-paid
- you travel a lot (for people who see this as a positive)
- because of growing up with a deaf parent/relative
- the desire to ensure equal opportunities for the hearing impaired
- the satisfaction of helping people with their specific needs (understanding a doctor's instructions, getting a job)

Unit 6 Recording 5

I = interviewer, male S = sign interpreter, female

- I: That's interesting. But what made you choose this line of work in the first place?
- S: Well, I always had strong feelings about equal opportunity, that everyone should have the same access to information and official processes. My mother is deaf and I saw how she was often left out of things – for example the parent-teacher meetings when I was at school.
- I: Is that how you learnt to sign?
- S: Yes, I grew up signing. It was natural to me, so I had no problem with fluency or with switching between speech and signing.
- I: I see. And what are the ups and downs of the job?
- S: Oh, there are plenty of positives – I've helped people understand their doctor's instructions about taking medication, so they could do so confidently and independently. The other day I interpreted at a job interview for quite a high-up position. The candidate, who was deaf of course, prepared a fantastic presentation, and my translation helped them get the job. I've also done signing for births...
- I: That's incredible. It's just never occurred to me how useful it must be to know sign language.
- S: Oh yes, like knowing any language.
- I: So what's the downside of the job?
- S: Well, there are some tough situations I've handled, for example translating for terminally ill kids, or divorce cases. These really drain me.
- I: Is it the signing?
- S: No, it's the human emotion. And maybe being the mediator, and the way signing is so physical, maybe I internalise some things I shouldn't.
- I: Otherwise it sounds like a great job.
- S: It is. Oh, except the travel – it sounds glamorous, when I get these jobs abroad, but I prefer to sleep in my own bed.
- I: Well thank you for talking with us ...

8A Remind Ss that these notes are to help them write an article and that they should write the first paragraph using 70–85 words. Ss work alone. Monitor and correct their work.

B Ss work in pairs to answer the questions. Elicit Ss' answers.

Answers:

- 1** The first sentence is the topic sentence.
- 2** The writer omitted these points related to motivation:
 - you learn about specialty areas
 - because of growing up with a deaf parent/relative
 - the desire to ensure equal opportunities for the hearing impaired
 Note that another writer might prioritise things differently, and there's no single 'right' answer.
- 3** Firstly, Additionally, Furthermore.

Teaching tip

Using a clear topic sentence helps to quickly orient the reader and promotes clarity, as one idea naturally flows to the next. Ss, even at this high level, can struggle with writing clear topic sentences, so practising this is very useful.

C Ss go back to their own first paragraph and make changes to improve it. Ss then go on to write drafts of the other two paragraphs. Set a time limit of 15 mins.

D Ss work in pairs and exchange drafts, providing feedback to each other using the checklist.

Homework ideas

- **Ex 1D:** Watch the ed.Ted.com talk: *One of the Most Difficult Words to Translate*, by Krystian Aparta.
- **Ex 6:** Find a joke you think is funny in English and tell the class in a follow-up lesson.
- **Ex 8:** Write the introduction and conclusion to the article about being a sign interpreter.
- **Language bank** 6.2 p114–115
- **Vocabulary bank** 6.2 p125
- **Workbook Review** 2, p39–40

FAUX PAS

Introduction

Ss learn and practise vocabulary related to conventions. Ss will also learn and practise ways to talk about customs, focusing particularly on useful expressions for questioning generalisations.

SUPPLEMENTARY MATERIALS

Resource bank p157

Warm up: Prepare a few examples of your experiences of different cultures.

Warm up

Tell Ss about your own experiences of a different culture compared with your own cultural background. Focus on things which may seem odd or strange to someone else, but completely normal to you and vice versa.

VOCABULARY CONVENTIONS

1 Focus Ss' attention on the photos. Ss work in pairs to answer the questions and brainstorm other examples. Monitor to listen to what the Ss say about the photos and note down any expressions they use when referring to strange behaviour. In feedback, elicit Ss' ideas and add any relevant vocabulary they used on the board.

2A Ss work in pairs to check what they know about the vocabulary. Elicit Ss' answers and in feedback, be prepared to give further examples and drill where necessary.

Answers: atypical A, commonplace N, customary N, expected N, inappropriate A, out of the ordinary A, peculiar to sb/sth N, routine N, taken for granted N, unheard of A

B Ss work in pairs to match the expressions with the definitions. Elicit Ss' answers.

Answers: 1 unheard of 2 peculiar to 3 atypical
4 taken for granted (also possible – customary) 5 inappropriate

C Ss work alone to complete the sentences. Remind Ss to choose the option which BEST describes their culture.

D Arrange Ss into groups of three and set a time limit of 5 mins to discuss the questions. Monitor and make a note of language used/interesting ideas expressed. In feedback, nominate Ss who have said something interesting to share with the class. Correct any common errors.

FUNCTION TALK ABOUT CUSTOMS

3A Read the definition together. Ss work in pairs to discuss what would be a faux pas in their culture and other cultures. Encourage Ss to use the expressions in Ex 2C to help. In feedback, nominate Ss to share any interesting comments and correct common errors.

Culture notes

Some typical 'faux pas' in Australian and British cultures: not paying your share in a restaurant when the bill is split – and it's not really OK to just add up what you had though some people may do this; not paying for a round of drinks – it's not OK when you are with friends to just go and buy your own; asking someone how much they earn in public – even close friends would avoid this; using race to determine where someone is from.

B Introduce the topic of the listening and give Ss time to read the questions before playing the recording. After listening, Ss compare their answers in pairs. Elicit Ss' answers. Ask Ss which faux pas they think is the worst.

Answers:

Speaker 1 1 Egypt 2 she complimented someone on jewellery and they gave it to her 3 guilty 4 sympathetic, but also questioning whether the information she'd been given was really the case

Speaker 2 1 Japan 2 he didn't stand up or leave the room first so the students had to wait 3 awkward and mystified (later on, bad and foolish) 4 curious but also sceptical as to whether this is really the case in Japan

Unit 6 Recording 6

S = Suzie D = Dan

Conversation 1

- S:** So it was when I was in Egypt, and I think it was the first or second session I had with the group ...
- D:** What were you doing out there again?
- S:** Just some training with staff at a bank there. Same bank I work for here.
- D:** The bank, uh huh ...
- S:** Anyway there was this one woman, and she was quite quiet, so I just went up to her at the beginning of the lesson, I was trying to make small talk, so I complimented her on her jewellery, I said 'Oh, I really like your bracelet, and your earrings.'
- D:** Were they really nice?
- S:** Awful. These big ring earrings and a bulky bracelet.
- D:** Ugh.
- S:** Anyway she was happy, and I forgot about it, until the last day of the course when she came up to me with her hands clasped and she said 'I want you to have these' and she opened it and it was these horrible great big earrings and bracelet that I talked about.
- D:** Oh no.
- S:** I felt really guilty, 'cause they were her favourites, and I'd got them and I didn't want them.
- D:** How awkward.
- S:** A couple of days later I was telling a friend of mine about this, an Egyptian friend of mine, and she said that basically in Egyptian culture if you tell somebody you like something, the norm is to give it to you.
- D:** Really? I've heard that but it sounds like a stereotype.
- S:** Well, it was an Egyptian friend who told me.
- D:** Do you really think it's always the case? I mean is it something most people would do?
- S:** I don't know. Good question. Anyway, I was really careful about giving people compliments on their possessions after that, but you know it's difficult, you go to someone's house and it's natural ...
- D:** It's natural, yeah.
- S:** I'm accustomed to saying something positive, you know, you say 'What a lovely vase' and just as the words slip out you realise you may be obliging them to give it to you, and it feels awkward.
- D:** Awkward, yeah. I don't think I could get used to that. But I still wonder if it's really that common ...

A = Ann S = Scott

Conversation 2

- A:** ... so was there anything there that made it hard to get used to?
- S:** In Japan? Well it's funny, I found so many things completely alien but I never felt out of place. I felt really at home.
- A:** That's good.
- S:** But still I can remember a lot of times when I got it wrong, I just didn't pick up on the signals or I didn't know what I was supposed to do.
- A:** Like when?
- S:** For example I was teaching a company class at a car manufacturer, a group of eight or nine engineers, nice guys.

We sat at desks in a rectangular shape, me on one side sort of alone.

A: Right.

S: And at the end of the first lesson, I said thank you to everyone, see you next time, and then I started jotting down notes about the lesson as I always did. Then I noticed they were all still sitting there, so I said thank you again, the lesson is finished. They didn't budge.

A: Oh.

S: So I quickly finished my notes, I felt really awkward and mystified, and finally I stood up to put my things in my bag, and the second I stood up all eight guys jumped up, grabbed their stuff and zipped out the door.

A: What was that about?

S: Just shows my ignorance of course. I'm used to students leaving before me. It's commonplace in Australia, but one of the guys explained to me later that it would have been rude for them to stand up first, no matter what, it's a given that they defer to the teacher, they wait for the teacher to lead.

A: ... defer to the teacher, right. Is that a general Japanese thing, I mean is it really generally part of the culture?

S: You mean is it a stereotype? Well, I think ...

A: Somehow I doubt it's generally true.

S: I don't know, it was my general impression, there was this dynamic between students and teacher ...

A: Don't you think it depends on the situation?

S: I suppose so, I'm really not sure ...

A: I always wonder about these things ...

S: Yeah. Well, anyway, I felt bad. I mean poor them, I think they all missed their bus home. I felt really foolish.

C Ss work in pairs to complete the gaps using three words and a form of the word in brackets. Tell them that they don't necessarily have to change the form given. Do the first one together as an example. Elicit Ss' ideas and write any possible answers on the board.

Answers: 1 norm is to 2 I'm accustomed to 3 get used to 4 things completely alien 5 I'm used to 6 given that they

▶ LANGUAGE BANK 6.3 p114-115

Stronger classes can read the notes and do the exercise at home. Otherwise, give Ss time to read the notes and do the first one as an example. If completing in class, ask Ss to read the whole text first and ask them if they would be prepared to go on a similar retreat.

Answers: 1 become/got 2 expected 3 become/get 4 a given 5 was 6 alien 7 to living 8 norm

4A Tell Ss they are going to think about school and the customs involved. Put Ss into pairs to discuss the questions. Draw Ss' attention to the customs in different countries on the page and provide an example to get them started (e.g. *In the UK, it's the norm for students to wear a uniform. I think it'd be difficult for them to get used to cleaning the classroom, though. That would be totally alien to them.*).

B Explain that Ss will listen to some college students talking about customs at their college. After each sentence, Ss should try to say the exact words they heard. Arrange Ss into pairs and do the first one as an example. Pause after each one.

Unit 6 Recording 7

- 1 The norm is to stand up when the teacher arrives.
- 2 I'm accustomed to taking my shoes off for class.
- 3 I got used to cleaning the classroom after the lesson.
- 4 Singing a college song is completely alien to me.
- 5 I'm used to wearing a uniform.
- 6 It's a given that everyone arrives early or on time.

LEARN TO QUESTION GENERALISATIONS

5A Ss work in pairs to match the sentence halves. With *weaker classes*, do an example. Ss listen to the recording to check their answers.

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

Unit 6 Recording 8

S = Suzie D = Dan SC = Scott A = Ann

- S: ... if you tell somebody you like something the norm is to give it to you.
 D: Really? I've heard that but it sounds like a stereotype.
 S: Well it was an Egyptian friend who told me.
 D: Do you really think it's always the case? I mean is it something (fade out)
 S: ... them to give it to you, and it feels awkward.
 D: Awkward, yeah. I don't think I could get used to that. But I still wonder if it's really that common ...
 SC: You mean is it a stereotype? Well, I think ...
 A: Somehow I doubt it's generally true.
 SC: I don't know, it was my general impression, there was this dynamic between students and teacher ...
 A: Don't you think it depends on the situation?
 SC: I suppose so, I'm really not sure ...
 A: I always wonder about these things ...
 SC: Yeah. Well, anyway, I felt bad.

B Write the first expression on the board (*I've heard that, but it sounds like a stereotype*). Ask Ss to think about which word/s you might stress and lengthen to express a sense of doubt. Elicit answers (*heard* is stressed). Direct Ss to work in pairs and do the same with the remaining five sentences.

C Play the recording for Ss to check their answers. Then arrange Ss in pairs to practise using appropriate intonation to sound doubtful. It would be useful for you to do an example *a) where the intonation does not show much doubt* and then *b) where you exaggerate and lengthen the underlined word to express doubt*. Explain the point system as in their book and that the idea is to sound as doubtful as possible. In feedback, elicit who was good at expressing doubt.

Answers:

- 1 I've heard that, but it sounds like a stereotype.
- 2 Do you really think it's always the case?
- 3 I still wonder if it's really that common.
- 4 Somehow I doubt it's generally true.
- 5 Don't you think it depends on the situation?
- 6 I always wonder about these things.

SPEAKING

6A Arrange Ss into appropriate pairs for the task. Allow 8–10 mins for them to talk. Monitor and help out with language at this stage.

B Arrange Ss into bigger groups to share their ideas. Encourage listeners to make notes.

C Nominate Ss to tell the class anything interesting/new they found out. Correct any common errors together on the board.

Homework ideas

- **Ex 3A:** Prepare a two-minute presentation to give to the class on customs from another culture.
- **Ex 3B:** Write a short, blog-style entry about a time when you or someone you know committed a faux pas (150–200 words).
- **Language bank** 6.3 p114–115
- **Workbook Review** 3, p41

DIFFERENCES

Introduction

Ss watch people being interviewed in the streets of London about how their behaviour changes (or not) according to the context.

SUPPLEMENTARY MATERIALS

Warm up: Dictate the Nietzsche quote below.

Warm up

Tell Ss you are going to give them a quote from the philosopher Friedrich Nietzsche. Ask Ss to listen and write down as much as they can. Read the following quote twice at a normal speed, pausing between each reading to allow Ss to compare and complete their notes. Write the quote on the board for Ss to compare. Ss discuss in small groups to what extent they agree. Elicit Ss' ideas.

'The individual has always had to struggle to keep from being overwhelmed by the tribe. If you try it, you will be lonely often, and sometimes frightened. But no price is too high for the privilege of owning yourself.'

DVD PREVIEW

1A Ss discuss their ideas in pairs. Do the first one together as a class, making clear that they need to compare each pair (e.g. *I would think that both environments have a feeling of working together to achieve something. The law firm might be a more competitive environment, perhaps. I'd expect that people working in a law firm tend to be more formal in the way they deal with each other too. I think tech people tend to dress more informally too.*). Elicit some of the Ss' ideas.

B Ss discuss their personal experiences in pairs. Monitor and in feedback, nominate Ss who had anything interesting to say. If Ss are struggling, provide your own personal example (e.g. *In my family, people take priority over the TV so it gets switched off if anyone comes to visit, but when I go to my friend's house, the TV is always blasting and I find it really hard not to get distracted by it.*).

DVD VIEW

2A Arrange Ss into pairs to discuss the questions. In feedback, briefly elicit if the pairs' answers were similar.

B Tell Ss they will hear some people answering the same question. Check/elicite *systematic* (= done in a fixed, ordered, methodical way). Play Part 1 of the DVD. After watching, elicit answers and encourage Ss to say which approach is most similar to theirs.

Answers:

Most systematic – Peter (I put out my clothes the day before)
 Least systematic – Priscilla (I just randomly pick clothing)

DVD 6 Differences – Part 1

M = Michael N = Nicole K = Kornelia H = Hubert P = Priscilla
 C = Charlie P = Peter

- M:** Hello again, I know that appearances can say a lot about someone and, if you're a freelancer like me and sometimes work from home, I don't really make a fuss about what clothes to put on when I get up in the morning. Now my partner is the complete opposite. She has her clothes immaculately laid out, perfectly ironed and colour-coordinated. And you? How do you decide what to wear when you get dressed in the morning?
- N:** So when it's a bit more rainy I decide to dress up a bit more colourful to make myself happier and I also have my lazy days when I just grab whatever comes into, like, between my hands.
- K:** I'm just trying to fill my closet with things I already like so then it's not too difficult to assemble something that you feel like wearing.

- H: Yeah, maybe just check the temperature outside and then the ... decisive factor, yeah.
 K: You do that, I never get cold so I'm fine.
 H: That's true.
 P: Since I moved to London and my wardrobe is now a third of what it was. I just randomly pick clothing. I don't even put much thought into it especially since I'm studying and just working a part-time job where you don't have to dress up.
 C: I don't have much of like a fashion sense so it's quite easy, you know, because I just put on a jumper.
 P: I put out my clothes the day before so it's there when I wake up. Quite convenient for me.

C Give Ss time to read the sentences and work in pairs to add the missing words. Tell them that between one and three words are missing in each. With *weaker classes*, tell them the missing words are prepositions/particles. Play Part 1 again. Elicit Ss' answers.

Answers:

1 I don't really make a fuss about what clothes to put on when I get up in the morning. 2 She has her clothes immaculately laid out, perfectly ironed and colour-co-ordinated. 3 I just randomly pick clothing. I don't even put much thought into it. 4 I'm studying and just working a part-time job where you don't have to dress up. 5 I don't have much of a fashion sense so it's quite easy. 6 I put out my clothes the day before so it's there when I wake up.

3A Read the rubric together then play Part 2. Elicit Ss' answers.

Answers: Nicole: SD Priscilla: SD (but she does say twice that she behaves the same way in both situations, i.e. informally)
 Praneet: S Charlie: SD

DVD 6 Differences – Part 2

M = Michael N = Nicole PR = Priscilla P = Praneet C = Charlie

- M:** Do you behave differently at work or college than with friends?
N: Well, within like college you have some rules so, within a class you behave yourself, you're interested in the lecture but you also interact with other people in a different way but when with your friends you're a bit more, like, free and the topic is not given so that's the main difference but here everyone is really friendly, so, also a class, um, has a really good atmosphere and also hanging out with friends it's kinda similar.
PR: Right now, my part-time job is being a nanny, so obviously interacting with children. I interact differently with the children than I do with the parents because the parents are very formal and the children are outgoing, and with my friends I'm kind of the same way, I just, I call my friends girlfriends or *chica* and I do the same thing with the girl who I'm a nanny for and she appreciates me calling her that, so I'm informal in both settings. It's different than, um, you know, if you're in a corporate setting you know where you'd have to be more formal but I'm pretty informal in both settings, I would say.
P: Um, no, I don't think so. I think I'm, I'm the same person, professionally or personally, so I don't think so.
C: I don't know I think they're both quite similar because at work I have friends. Er, I suppose there's a different environment maybe it's more relaxed with friends whereas at work you do have to focus at times. Yeah. Pretty similar.

B Give Ss time to read the three sentences and think about what the speakers could be referring to, then play Part 2 again.

Answers:

Nicole: She means that with friends you can talk about anything, so it's relaxed and informal.

Priscilla: She calls the girl she babysits for 'girlfriend' or 'chica', as she does with her own friends – that's an indication of their informality.

Charlie: She's talking about being at work, when the need to focus creates a difference between that context and informal contexts.

4A Give Ss time to make notes alone. Encourage them to ask for any vocabulary at this stage. Arrange Ss into pairs to discuss their answers. Ss then share their answers with the class.

B Read the rubric to the class. Play Part 3 of the DVD. Remind them that they are listening for adjectives used to describe using English – not the other languages mentioned.

Answers: bureaucratic, direct, distanced, formal, precise, professional, reserved

DVD 6 Differences – Part 3

M = Michael HU = Hubert H = Hamza E = Ewan
 S = Sami PR = Priscilla

- M:** Do you ever behave differently depending on which language you're speaking?
HU: I think I'm much more emotional and an expressive person in Polish which is my native language and much more like raw and an, an, an, a distanced person in English, I guess.
H: I would say, er, Yes! So in Arabic, because I speak Arabic, Dutch and English, Arabic being my first language, so in Arabic there's more of a ... What's the word? There's more of an affectionate kind of nature in the way you speak to other human beings so when I'm around Arab people I tend to say 'habibi' more often, which means my beloved, my dear and it's a bit more loving a bit more warm I would say in that sense. When I'm in, um, when I'm speaking English or I'm around English people I tend to be a bit more professional in that sense; 'How are you, are you ok? How's things, everything alright?' sort of thing. Whereas in Arabic I tend to be a bit more warm in the way I approach people and how I speak to them, but it's, it's not necessarily the people that I'm chatting with I think it's the language itself. The way you've been brought up to speak a certain way, you know in Arabic, in Dutch, in English, it's all socially constructed differently, I would say.
E: Um, so I speak Spanish and French and I think they definitely do change the way I behave when I speak in these different languages. I feel that Spanish is quite forefront, emotional language where things are expressed wholeheartedly. French I think things are bit more drawn out, you're a bit more, there's a lot more words in between when you're saying things and in English, um, I feel there's a formality there's a reserve but I also think it's hard to disentangle cultural, er, cultural behaviours from the actual language so it's hard to ever be scientific about where one begins and the other ends.
S: Er ... yeah. Er, anger ... anger Arabic, I would say. I think it's more passionate, that's, my dad gets angry that's the only thing I learned. Humorous, Swahili. I think I'm more funnier in Swahili than I am in, in English. Being precise and direct and bureaucratic I would say English. I don't think it's a good thing but it's the language I use for bureaucracy.
PR: So I'm, I'm kind of the same. I kind of let my personality shine through with whatever language I'm speaking. Or at least I try to.

C Give Ss time to read the questions before playing Part 3 again. After watching, Ss compare their answers in pairs. Elicit Ss' answers.

D Ss watch Part 3 again and work alone to replace the underlined words. Ss compare their answers in pairs. Elicit Ss' answers.

Answers: 1 beloved 2 around 3 Whereas 4 necessarily
5 would say 6 wholeheartedly 7 disentangle 8 scientific

Cultural notes

Swahili is spoken widely including in the following countries: Tanzania, Burundi, Congo (Kinshasa), Kenya, Mayotte, Mozambique, Oman, Rwanda, Somalia, South Africa and Uganda. Around five million people speak Swahili as a native language.

speakout examining beliefs

5A Ss read the quotations. Check meanings of any unknown words (*rut* = here associated with being '(stuck) in a rut', *too fixed and unable to move on in something*). Give Ss time to make notes on ideas which support or contradict the ideas in the quotations. Monitor and help with language and ideas. Suggested interpretations of the quotes: *Edith Wharton, while it's necessarily a part of life to have habits, we shouldn't get so obsessed with them that we become like robots (new habits can be formed); Ellen Goodman, we are not even conscious of many of the habits and traditions we live by; Mahatma Gandhi, all cultures must adapt to survive and open up to new ideas; W Somerset Maugham, traditions can be helpful in forming our lives and identities but we shouldn't feel trapped by them.*

B Ss discuss their ideas in groups. Monitor and make a note of good language used as well as errors. Encourage Ss to discuss all the quotations.

C Give Ss 1 min to decide which quotation elicited the most discussion in their groups. Ss share their ideas as a class.

writeback an article

6A Discuss with Ss if they think certain occupations have their own cultural group and norms. Elicit what comes to mind when they think of 'techies' (*people who work in IT*). Focus Ss' attention on the article title and ask Ss to predict what the content will be. Check *blend in* (= *look like one of them*). Read the rubric and give Ss 2–3 mins to read. Ask Ss to underline and guess the meanings of unknown words. Elicit/check meanings of *attire* (*clothing*), *passé* (*gone out of fashion*), *the darknet* (*or the darkweb = a World Wide Web only accessible with special software, user can remain untraceable*). Elicit Ss' answers to the questions.

Answers:

Satirical – It follows the style of 'How do you spot a... (E.g. Trekkie)?' articles, and has a humorous tone throughout, with a lot of irony, e.g. *It's not everyone's goal in life to blend in with techies* and *So be prepared to make a few comments along these lines if you don't want people to notice that you're NOT one of THEM*. In speaking directly to the reader, often with the imperative (*DON'T refer to your laptop as 'a lapper'*), it has a conversational, even chatty tone. There's a serious message near the end, that people are individuals no matter how strongly you may identify them (or they themselves) with their 'group'.

B Ss work alone to choose a group to write about. Monitor and provide feedback on their writing. Ss can finish the writing at home or exchange finished pieces for classmates to comment on.

Alternative approach

Ss work in pairs on a collaborative piece based on a group they don't necessarily identify with, but know enough about. Give Ss some ideas about groups by writing them on the board (e.g. *teenage girls/boys, health fanatics, a certain team's football fans, staff in exclusive restaurants, DJs, taxi drivers, English language teachers, cyclists/runners*). Ask pairs to select an idea or come up with their own idea, but to keep it a secret from the other groups. Encourage Ss to look back at the model text for useful chunks (e.g. *The first thing you should know is ..., the key concept here is ..., be prepared to ... memorise a handful of ...*). Give Ss 15 mins to write their *How to blend in* article. Monitor and correct as they write. Take in the texts and read them out to the class. Ss listen and guess which group is being described. Ss comment on whether they think it is offensive or not.

Homework ideas

- **Ex 6B:** Finish or write another *How to blend in with...* article.

LOOKBACK

Introduction

Ss revise and practise the language of Unit 6. The notes below provide ideas for exploiting the exercises and activities, but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

CITIES

1A Ss work alone to complete the words. Ss check in pairs before feeding back to the class.

Answers: 1 place 2 intimidating 3 sanctuary
4 hustle and bustle 5 no-go 6 doorstep 7 hectic
8 congested 9 alienating 10 buzz

B Ss work in pairs to discuss the questions. Monitor and help out with language. Elicit some of the best tips, in terms of language and ideas, and write them on the board.

CONCESSION CLAUSES

2A Ss work alone then check in pairs. Highlight that in many cases more than one option is possible.

Answers:
1 though/as 2 although/though 3 Nevertheless/However
4 though/although/albeit 5 However 6 if 7 though/that
8 though/however

B Ss work in pairs to discuss whether they agree with the writer. They can then share their opinions with the class.

SUMMARISING VERBS

3A Ss work alone to add the vowels to the verbs. They can then check their answers in pairs before feeding back to the class.

Answers: 1 acknowledge 2 allege 3 call for 4 echo
5 illustrate 6 maintain 7 plead 8 relate 9 reprimand
10 repudiate 11 voice 12 vow

Optional extra activity

If you are in a monolingual setting, arrange Ss into new pairs and ask them to come up with a translation for each of the summarising verbs.

B Ss work alone then check in pairs. Do the first one as an example to make sure Ss know they have to use reported speech. Monitor carefully and let Ss know if they have a correct version as more than one answer is possible in some sentences. Provide answers and check if Ss had other answers which are also possible.

Answers:
1 S/he echoed her opponent (In saying that education is key).
2 S/he maintained her/his position is unchanged.
3 S/he vowed never to betray the public's trust/that s/he would never betray the public's trust.
4 S/he pleaded for/called for the public to remain calm pending an investigation.
5 S/he reprimanded the opposition for their use of immoral tactics.

C Ss work alone to write three sentences in direct speech (e.g. *Maintain: 'I'm still convinced that more people would use public transport if it were more reliable.'* – s/he maintained that more people would use public transport if it were more reliable).

D Ss work in pairs. Monitor and correct errors on the spot.

INDIRECT SPEECH

4A Read the rubric together. Before Ss write A's side of the conversation, decide the context and topic of the conversation. Check the meaning of *footage* (a piece of film). Set a time limit of 5 mins to write A's part. With **weaker classes**, have Ss work in pairs.

Answers:

The police (A) phoning someone at a security company (B) to check a crime/security breach/robbery.

Possible questions in A's part of the conversation:

- 1 Did the security guard see anything?
- 2 How long do you usually keep the footage/videos?
- 3 Can you send me the footage/film/videos?

B Ss write up the police's written report of the conversation. **Stronger students** can do this alone, **weaker students** work in pairs.

Suggested answer:

I wanted to know if the security guard had seen anything. Mrs Jones replied that he hadn't and that he must have fallen asleep during the period in question. She suggested checking the security camera footage. I enquired how long the security footage was kept/they kept the security footage. Mrs Jones answered that they'd usually keep/they usually kept everything for one week before it was deleted. I asked her to send me the footage/film/videos and she agreed/offered to send them straightaway.

TALK ABOUT CUSTOMS

5A Ss work alone then compare answers in pairs. Elicit Ss' answers.

Answers:

1 get accustomed to/acustom myself to 2 was so used to/
had got so used to 3 find the weightlessness completely alien/
alienating 4 correct 5 It's a given 6 the norm is 7 if you can't
get used to

B Ss work in pairs and discuss what the jobs are. Elicit Ss' ideas.

Answers: deep-sea fishing; space station astronaut; oil rig worker

C Read the instructions for the activity together. For **weaker classes**, arrange Ss into pairs and refer them back to lesson 6.3 to help. Monitor and correct any errors.

D Ss work in pairs and see if they can guess each other's jobs. Feedback to the rest of the class.

Alternative approach

Arrange Ss into pairs and whisper a job to each pair: *international spy, tattoo artist, circus trapeze artist, mountain rescue helicopter pilot, refuse collector, wildlife photographer, private detective, firefighter, stylist for a film star*. Give them 3–5 mins to write and remember four sentences. Ss then mingle and work with someone from another pair. Ss guess each other's jobs. If the Ss can't guess, they can ask follow-up questions. Keep swapping Ss so they speak to as many people as possible. In feedback, correct any common errors and ask Ss which job/s they would most/least like to do.

Homework ideas

- **Workbook** Review Units 5–6, p42–45

OVERVIEW

7.1 HAPPY ENDING?

VOCABULARY | film

PRONUNCIATION | word stress

READING | read about how sad endings to films become happy ones

GRAMMAR | subjunctive

SPEAKING | talk about alternative endings to your favourite film or novel

WRITING | a review; learn to edit a complex text

7.2 MORE THAN WORDS

VOCABULARY | relationships

SPEAKING | discuss two poems

LISTENING | listen to two poems and to people saying why they like them

GRAMMAR | adverbials

SPEAKING | talk about song lyrics and poems

VOCABULARY PLUS | adverb-adjective collocations

PRONUNCIATION | stress and intonation

7.3 CLASSIC JOURNEYS

VOCABULARY | travel

FUNCTION | telling anecdotes

LEARN TO | use ellipsis

PRONUNCIATION | connected speech

SPEAKING | tell travel anecdotes in an informal style

7.4 GREAT EXPECTATIONS

DVD | watch an extract from a BBC classic drama:

Great Expectations

speakout | a strange event

writeback | describe a strange event

7.5 LOOKBACK

Communicative revision activities

HAPPY ENDING?

Introduction

Ss revise and practise vocabulary related to films. Ss also learn and practise the use of the subjunctive in formal texts.

SUPPLEMENTARY MATERIALS

Resource bank p158 and 160

Warm up: If using a YouTube clip, watch and check suitability for your group beforehand.

Warm up

On a blank piece of paper and randomly (i.e. not in order but all over the page), Ss write the responses **only** to the following: 1 *An actor you can't stand.* 2 *A hugely popular film/movie you have never seen.* 3 *A film/movie which was based on a book.* 4 *A famous director from your country.* 5 *A kids film/movie you really enjoyed.* 6 *A film/movie you've watched more than once.* 7 *An actor you really like.* Ss exchange papers with a partner and try to work out what the responses on the page refer to, e.g. *A: Is Star Wars a hugely popular film you've never seen? B: No, it's a film I've seen more than once.* Encourage Ss to ask follow-up questions.

Alternative approach

If your classroom has the necessary equipment, show Ss a YouTube clip of something like 'the most famous movie scenes of all time'. Ss watch and make a note of how many of the films they have seen and discuss with their partner after watching.

VOCABULARY FILM

1A Introduce the activity by writing on the board *types of film* and *something a film might have*. Elicit one or two examples for each (e.g. types of film = *comedy, biopic*; something a film might have = *soundtrack, opening titles*). Ss work in pairs to categorise the words. Elicit Ss' answers and write them on the board. In feedback, check Ss understand that '*chick flick*' is a derogatory or ironic term, used to indicate a usually romantic film that probably wouldn't appeal to men.

Answers:

- 1 heist movie, chick flick, indie film, spaghetti western, road movie
- 2 A-list star, plot twist, supporting cast, formulaic plotline, universal appeal, female protagonist, flashback
- 3 chick flick

B Write *A-lister* on the board and elicit how many syllables (*three*) and where the stress is (*first syllable*). Ss listen to the recording and underline the stressed syllables. Elicit Ss' answers and underline the syllables on the board.

Answers:

A-lister
chick flick
 female protagonist
 flashback
 formalic plotline
 heist movie
 indie film
 plot twist
 road movie
 spaghetti western
 supporting cast
 universal appeal

C Give Ss 5 mins to work in pairs to discuss the questions. Monitor and help out with vocabulary. When they have finished, nominate Ss to share their ideas and have a brief class discussion.

READING

2A Ss work in small groups to discuss what they know about the four films.

Optional extra activity

If the Ss know very little about the films, watch their trailers (between 1–2 mins long on YouTube) or provide a short summary of each one: *A serial killer who uses the seven deadly sins as his modus operandi is hunted by two detectives. (Se7en); a southern American waitress and a housewife kill a criminal and then escape in a '66 Thunderbird car, pursued by the law (Thelma and Louise), etc.* As a task, Ss can choose which one most appeals to them.

B Ss work alone to read the article and consider the choices the film creators made about the endings. Elicit Ss' answers.

Answers:

Pretty Woman: the ending changed to a happy one (it was going to end with the female protagonist back on the street and dying).

Return of the Jedi: Han Solo was kept alive instead of dying (as was the original intent).

Thelma and Louise: instead of the audience seeing the car fall into the canyon the final shot is a freeze-frame of the car in mid-air.

Se7en: the creators chose the worst of several endings.

C Ask Ss to read through the T/F questions and use the text to help them decide. Encourage Ss to underline where they find the evidence for their answers in the text. Allow Ss to compare answers before they feed back to the class.

Answers:

- 1 F – It is the studios rather than the director: 'the studios will try to find a way to turn a downbeat ending into an uplifting finale, since it is in their interest that the film be a financial success.'
- 2 T – '... and it was only after much deliberation that the producers went ahead with the happy ending.'
- 3 F – 'Apparently director George Lucas insisted that Han Solo not die, that he be kept alive ...'
- 4 F – 'There is seemingly something about the freeze frame that immortalises whoever is caught in its eternal grip, and it's not surprising that it should now have become something of a cinematic cliché.'
- 5 T – '... the film's creators contemplated a whole range of endings ...'
- 6 F – '... there is an epilogue complete with a quote from Ernest Hemingway ...'

Optional extra activity

Exploit the text further by highlighting vocabulary which may help Ss when they are writing a review. Ask Ss to underline the following words/phrases in the text. They should then work in pairs to guess the meanings and provide a paraphrase/synonym:

A downbeat ending (= unhappy ending); uplifting finale (= happy ending); quintessential (= a perfect example of something); a cinematic cliché (= something (over) commonly seen in films).

D Ss read the two questions and think about their answers. They can then discuss these ideas as a class.

GRAMMAR SUBJUNCTIVE

Watch out!

In some languages the present subjunctive is used to express a whole range of meaning and has high frequency use (e.g. in Spanish, French, Portuguese). Ss may therefore be familiar with the concept of the subjunctive, but not be aware that in English the subjunctive is generally quite formal, and thus used less frequently, as other ways of expressing a similar meaning can be used. Compare: *I suggest he go to the museum* with *I suggest going to the museum early*. At this level, Ss are also likely to have studied conditionals without having ever been made aware that this is a use of the subjunctive (e.g. *If I were you*).

3 Ss read the rules and find examples in the reading text in Ex 2B that match. **Stronger students** could do this alone, **weaker students** can work in pairs. Elicit Ss' answers.

Answers: a) 4 b) 1, 2, 8 c) 6 d) 3, 5, 7

▶ LANGUAGE BANK 7.1 p116–117

Stronger classes can read the notes and do the exercises at home. Otherwise, give Ss time to read the notes and do the first sentences as an example. If completing in class for A, ask Ss to read the corporate memo and remind Ss that the text is not incorrect as is but they want to make it sound more formal. Ss complete the exercises alone then check in pairs. In B, do the first example together.

Answers:

(changed items indicated by underline)

A To maximise commercial viability, we recommend that an editor keep the following in mind:

- It is imperative that total length be cut to 90 minutes.
- While it is understandable that some directors should prefer a slower pace, it's best that the editor omit or greatly curtail overlong scenes.
- It is vital that product placement be taken into consideration and that relevant scenes not be removed.
- Our market segment demands that offensive elements be minimised, thus we advise that the editor cut any scenes containing violence or nudity entirely.
- We ask that commercial breaks be kept under consideration; while currently it might seem odd that an advertisement break up a paid-for-view film, we anticipate that this will change.

B 1 what may 2 need be 3 it may 4 from me 5 to say 6 be it

4A Draw Ss attention to the title of the article and ask them to predict what it might be about. Ss work alone then check in pairs. Monitor and nominate Ss to provide the answers.

Answers: 1 (should) exist 2 be adapted 3 were distributed 4 be cut 5 (should) not see 6 should change 7 were 8 satisfy 9 (should) matter 10 (should) familiarise

B Discuss Ss' answers to the question as a class.

SPEAKING

5A Arrange Ss into small groups. Give Ss 5 mins to complete the task. Monitor and allow Ss to research if necessary.

B Read the rubric together and give groups time to complete the task. Monitor and help out with language and ideas.

C Ss share their ideas with the class. The class can then decide which films have been improved.

WRITING A REVIEW; LEARN TO EDIT A COMPLEX TEXT

6 Elicit from Ss how they decide which films to watch. Ask if anyone reads reviews and, if so, where they read them. Ss read the review of *Paterson* and answer the questions alone. They can then compare their answers in pairs before feeding back to the class.

Answers:

- 1 A fairly serious magazine/paper/website. The tone is neutral and the language is sophisticated with a wide range of vocabulary and some complex sentences (much more than would be expected in a more informal publication).
- 2 Students' own opinions. This will probably depend on whether they like the sound of a non-plot-driven indie movie.
- 3 acting ✓ paragraph 2,3; directing ✓ paragraph 1 (the final sentence) and 3; music X; editing ✓ paragraph 3; casting ✓ paragraph 3; plot ✓ paragraph 2; appeal ✓ paragraph 4.
- 4 a) indie movies, movie-viewers, low budgets, artsy stories, story-line, plot-driven, protagonist, moviegoer
b) masterpiece, impressive body of work, modest yet powerful poems, exquisite Golshifteh Farahani, unhurried, lyrical, seduces us with its stark imagery, tribute to the casting director that ... , each character comes across with a realism that creates a sense of intimacy with the audience, Driver's performance as Paterson is extraordinary, will surprise and reward you, a film for everyone.
c) idle moments, woven through the film, deeply devoted partner, artistic pursuits, each more whimsical than, imposing voice
- 5 Para 1: Jarmusch's background and previous films.
Para 2: A description of the story/plot.
Para 3: The main evaluation of the directing, casting and acting.
Para 4: A summary and recommendation.
The ideas are cohesive. Each paragraph keeps to a single topic and cohesive devices are well used, e.g. Para 1: Linkers: *and yet, Meanwhile, And with*; Para 2: The subject '*Paterson/he*' is maintained as the focal point (sentences 1–4) and the initial focal point (sentence 5) of each sentence; Para 3: Linkers: *While, Like, such that*; use of participle and relative clauses: *world that seduces us, no less entrapped, a realism that, the way he draws us into ...* ; Para 4: Linker: *Even for*.

7A Tell Ss that the review is a draft sent to the editor and they are going to listen to the editor giving feedback. Ss listen and make notes on the three areas. Ss compare answers in pairs. Elicit Ss' answers.

Answers:

- a)
clear sense of film
recommendation
background information
rich language
- b)
too long
too much info/detail in each paragraph
- c)
cut whole sentences
e.g. first long sentence
cut 'meanwhile' start 'relatively few'

Unit 7 Recording 2**Editor**

On the positive side, this review gives a clear sense of what this film is like, and why you'd recommend it, so the message comes across clearly. I like the bit of background information about Jarmusch, since readers might not know him – That's a good bit of content. Your language is rich, some beautiful expressions, so most of it's actually a pleasure to read.

In terms of things you need to change, the main thing is that it's just too long in places, and you've packed too much into each paragraph, all except the last. I found that as good as the writing is, there's too much detail in places, and you need to cut that back.

Now to do this, I *don't* suggest fiddling and cutting words here and there – you risk losing coherence. You can achieve more, and with less work, by cutting a whole sentence from each paragraph. The way I suggest doing this is ... Let's see, here in the first paragraph you start out with this scene-setting about indie films, and that's all that sentence does, it sets the scene. You could just cut this first long sentence and start from here ... Well, cut 'meanwhile' and start with 'relatively few ...' Now in each of the second and third paragraphs there's a sentence you can cut ... (fade out)

B Ss work in pairs to use the advice to improve the first paragraph of the review.

C Ask pairs to look at paragraph two and three and find sentences that can be omitted. Elicit Ss' ideas. (*Possible omissions: the sentence beginning 'He writes on the bus when parked ...' in para 2 and 'His world is populated by characters ...' in para 3.*)

speakout TIP

Read the speakout tip with the class and ask Ss if they use these methods already. Have a brief class discussion on this part.

8A Ss write the first draft of a film review for a film they have seen recently. Allow Ss to do research for details such as director's name, main characters and actors, etc.

B Ss exchange their drafts with another student. Ss then read the review from the other student and give feedback, focusing on cutting down word count. Monitor and guide when necessary.

C Ss work in their pairs and discuss suggestions for improvements on their drafts. Monitor and in feedback, focus on general suggestions for improvements.

Alternative approach

Instead of writing about a film they have seen recently, Ss write a review of a film they think most of the class are unlikely to have seen. They can write the review at home. Once the reviews have been corrected, they could be emailed to all Ss. Ss can discuss which film suggested by classmates most appeals to them.

Homework ideas

- **Ex 8:** Read movie reviews of the same film from two different online sources.
- **Ex 8C:** Write your final draft of a film review.
- **Language bank 7.1** p116–117
- **Workbook Review 1,** p46–47

MORE THAN WORDS

Introduction

Ss learn and practice vocabulary related to relationships as well as revising and practising adverbial phrases.

SUPPLEMENTARY MATERIALS

Resource bank p159 and 161

Ex 2: dictionaries

Warm up: Prepare to write the categories below on the board.

Watch out!

This lesson asks Ss to react emotionally to poetry and while this may greatly appeal to some Ss, you may have others who do not enjoy this type of activity. Judge which parts of the unit you might spend more time/less time on and how you may be able to keep everyone happy.

Warm up

Arrange Ss into teams. Tell them they are going to play 'name five'. Give the first category and teams write five words – when they have written five, they shout 'STOP' and all teams must stop writing. Teams get one point for any correct words and two points for words which no other group has. Then move onto the next category.

Five synonyms for 'friend' (e.g. mate, pal, buddy, ally, bestie, sidekick, BFF)

Five words that can only refer to a female in a relationship (e.g. niece, mother-in-law, girlfriend, grandmother, aunt, wife, stepmother)

Five multi-word verbs that can be used to talk about relationships (e.g. get on with, fall out with, make up, split up with, break up with, hook up with, put up with, hit on someone, fall for someone)

VOCABULARY RELATIONSHIPS

1A Ss work alone before comparing their answers in pairs. Elicit Ss' answers. In feedback, be prepared to give any further examples to clarify the meaning of some of the items and check pronunciation.

Answers: 1 dislike 2 bears a grudge 3 put a strain on
4 meet people halfway 5 am on friendly terms 6 rocky
7 clicked straightaway 8 working

B Give Ss 5–10 mins to work alone to rewrite at least five of the sentences to reflect their personal experience. Draw their attention to the example in the book. Monitor and help out with accuracy. When Ss are ready, arrange Ss into pairs to discuss their ideas. In feedback, correct any common errors.

SPEAKING

Culture notes

Roger McGough (*rhymes with cough*) was born (1937) and brought up in Liverpool, England. A popular poet, playwright, broadcaster and children's author, McGough has twice received the *Signal Poetry Award* for an outstanding work in children's poetry.

William Butler Yeats (1865–1939), was born in a coastal suburb of Dublin, Ireland. Yeats is generally considered one of the twentieth century key English language poets. In 1923, Yeats was awarded the Nobel Prize in Literature.

2A Ask Ss if they have ever read any poetry in their own language and/or in English. Arrange Ss in pairs to look at the extracts from the poems and discuss what they express about the relationships.

Suggested answers:

The first is about how our actions can be misunderstood, or seen differently by our partner. The second expresses the vulnerability that is part of a relationship.

B Arrange Ss into As and Bs. Help out by writing new vocabulary and meanings on the board as needed (e.g. *reel from the impact* = be shocked (almost fall over backwards) from something forceful (e.g. a punch, an insult); *hawk* = a bird of prey, used to represent an aggressive person; *crocodile tears* = fake sympathy or sadness; *enwrought* = (archaic) made of something). Encourage Ss to guess meaning before checking with you or a dictionary. Once Ss have read their poem they should work alone to summarise it in one sentence. Ss work with people who have read the same poem and compare their summaries, choosing the one they think is best. Ss then discuss the three questions.

Suggested answers:

1

McGough poem: *We can no longer communicate because we completely misinterpret every attempt to heal our relationship.*

Yeats poem: *I want to give you the most beautiful thing I can think of but I have nothing but my love and dreams to give you so please don't crush me/these.*

3

McGough a) Likely to be after a few years in a relationship (so 30s/40s?). No reason couldn't be from a woman's perspective.

b) a) The lines are strangely arranged with each one ending with *You* or *I* (this reinforces the idea of conflict and the distance between the two people's point of view) b) the whole poem is written in pairs of contrasting perspectives from the point of view of 'I' and 'you'. There are many opposites to denote the opposing sides in the relationship (dove/hawk, withdraw/impact). c) Some of the opposites portrayed perhaps, black and white images. Depends on Ss' imaginations.

Yeats a) Sounds like young love, beginning of a serious relationship (so 20s?) No reason couldn't be from a woman's perspective.

b) a) There is a lot of repetition, of: *cloths, light, spread, dreams* b) There are some internal rhymes or half-rhymes: *night, light, half-light; spread, tread*. c) The first half of the poem is contrasted with the second half: what the speaker wants to offer (the universe) and what s/he is able to (dreams) c) The night sky, someone giving something precious and fragile to someone else. Depends on Ss' imaginations.

3 Ss read and listen to the recording at the same time. After listening, those Ss who have answered questions on the poem give their ideas from Ex 2 and Ss discuss in A/B pairs whether they agree. In feedback, ask Ss which poem they preferred and why.

LISTENING

4A Ss work alone to decide which ideas are connected to each poem.

B Ss listen to check their ideas. Elicit Ss' answers but do NOT provide the reasons yet, as this is the following task.

Answers B&C:

Yeats

rich imagery – compares love to the sky, universe, stars, beautiful cloth
trust – putting hopes and dreams under her feet
elegant style – the opening two lines
repetition – 'cloths, light, feet, dreams, tread'

McGough

a breakdown in communication – a quiet explanation is perceived as shouting
seeing the relationship from outside – I love the way it is described as if from the outside
direct and simple language – actions are described as seen, no interpretation; conversational language
paradox – we're aware of our foolishness, but can't act differently

Unit 7 Recording 4

Female speaker

I love this poem. Unsurprisingly, it's a classic and often features in people's top ten poems. It's written by Yeats, one of greatest poets of the English language, although he himself was Irish.

It's such a rich poem, rich in Imagery, that's one thing I love about it. The writer is trying to express the depth of his love for a woman. So he compares his love to the sky, the universe and the stars. And he pictures it as a beautifully made and embroidered cloth. I suppose that makes me think of someone helping another person by spreading a cloth under their feet. But his cloth is the whole night sky with the stars. It's a dark, deep, deep, vast thing. There's no compromise. It's absolute.

But then the poet contrasts this with what he can *really* offer her. 'Had I' he means 'If I had such a precious thing', but of course, he doesn't. He has no wealth to share with her. So all he can share with her are his hopes and dreams and he places them under her feet. It's an act of immense ... well, I suppose 'trust' is the word. Yes, incredible trust. I think we can all relate to that, it's a universal theme. We're all painfully aware of how easy it is for a loved one to hurt us. She could walk all over his dreams, she could hurt him terribly, so he begs her to 'tread lightly', to treat his dreams with care. Those last lines really resonate with me. Sad to say, Yeats himself was deeply in love with a woman who did not return his love.

And I love the way the poem is written, the elegance of the language, especially the opening lines... 'Had I the heavens' embroidered cloths, emwrought with golden and silver light ...' For me it's the richness of language which is deeply evocative. It's amazing how words can paint such a beautiful picture. And if you examine it closely, you see it's impossible to read it fast. Because of all those slow words with their slow stress and no rhymes but the repetition: 'cloths, light, feet, dreams, tread.' It moves me deeply every time I hear it.

Male speaker

This is one of my favourite poems and I first read it when I was fairly young, about fifteen. I suppose it's not exactly a 'classic' poem, well, but I think it's a *modern* classic. It's written by Roger McGough. He was one of the Liverpool poets and started about the same time as the Beatles in Liverpool.

Anyway, when I first read the poem, I just instantly loved it. It just so clearly – and sweetly – describes how there can be a breakdown in communication between people in a loving relationship, that for example a quiet explanation is perceived as shouting. There's no sense that they can ever meet halfway. Probably because it is a loving relationship and because such important emotional investment has been made, we react so differently than when we're in a relationship with, say, just a friend. So much is at stake, I guess, and we have such high hopes that the smallest hint of a criticism can put a terrible strain on the relationship and seem utterly devastating.

I love the way it's described as if from the outside. He's not blaming her, he's acting as an observer of their behaviour. We never really have such clear insights into the situation when we're *in* it. If only we *could* have that clarity about ourselves and what's actually happening.

I love the directness. I love the contrasts between what one person thinks they're doing and a very different way this is perceived by the other. But I like the way it's described directly – just the actions are described as seen by each person, with no interpretation. It's quite simple language really – lots of conversational phrases – and I think the simple title is quite perfect too, and also the way each line ends with either 'You' or 'I'.

I like the lightness of touch and almost humour. No, that's not the right word. Showing the contrast, well more like a paradox, really: being aware of our foolishness but unable to act differently.

I guess I like the way there's no attempt to suggest a solution and that's entirely right. This is just how things are. Although I do think that reading this poem is a little bit of enlightenment in itself. As much as we can hope for? I did feel and still do feel a kind of gratitude for this poem.

C Ss listen again to make notes on the phrases used to illustrate the ideas from Ex 4A. Provide an example (e.g. *Yeats poem: rich imagery – compares love to the sky, universe*). After listening, allow Ss to compare their answers. In feedback, elicit briefly if Ss' ideas and feelings about the poems were similar to the speakers'.

GRAMMAR ADVERBIALS

5A Ss work alone to test their knowledge. Encourage Ss to use their instincts and guess if they are not sure, then provide answers.

Answers: 1 fairly 2 utterly 3 quite 4 quite 5 closely
6 painfully 7 Sad to say 8 Unsurprisingly

B Ss work alone to match the rules with examples. Elicit the difference between gradable and ungradable adjectives: gradable adjectives (*young, good, important*) can be measured in degrees and the adverbs *very* and *extremely* can be used, whereas ungradable adjectives describe qualities that are completely present or completely absent (*impossible, excellent, delicious*) – *very* cannot be used to intensify these adjectives. Elicit Ss' answers.

Answers:

1a) Unsurprisingly b) Sad to say
2a) utterly devastating b) intensified = painfully aware; modified = fairly young c) modifies = quite simple; intensifies = quite perfect
3b) examine closely

▶ LANGUAGE BANK 7.2 p116–117

Stronger classes can read the notes and do the exercises at home. Ss complete the exercises alone then check in pairs. Do the first example for each as a class and encourage Ss to refer to the notes when needed.

Answers:

A 1 To his horror 2 Difficult as it is to credit 3 Strange as it sounds 4 Much to my astonishment 5 Sad to say
6 With some embarrassment
B 1 might sound 2 entirely 3 totally 4 utterly 5 fairly
6 remarkably/relatively 7 fully 8 quite 9 deeply
10 completely 11 Inextricably (Intrinsically) 12 hugely

6A Elicit if Ss know who Bob Dylan is. Read the introduction and question. Ss read the comments and mark which are in favour and which against the prize. Ss compare in pairs. Elicit Ss' answers.

Culture notes

Bob Dylan was born in the US and became famous in the 1960s. He is most commonly thought of as a folk singer whose lyrics are rich and meaningful.

Optional extra activity

Play a YouTube video of one of Dylan's famous songs with lyrics (search: 'Blowing in the Wind with lyrics'). Ask Ss to watch and focus on the lyrics. Discuss if they think the lyrics are like poetry.

Answers: 1 ✓ (seems in favour of songwriters receiving the prize) /
X (against being given to Dylan 'contenders with a better claim')
2 X (his writing is linked to his music; not a genuine writer)
3 X (music isn't poetry) 4 ✓ ('poetry is a performance art, just like singing')

B Ss work alone. Alert Ss to the example and that one in each set of adverbials is not needed. Ss compare in pairs. Elicit Ss' answers.

Answers:

- 1 PoetLover22: His lyrics are poetry, though I was *somewhat* surprised by the choice of song-writer; there are contenders with a *far* better claim. I *vaguely* remember reading that (*roughly*) 60 percent of songs are about love and relationships and I think that's (*roughly*) the same in poetry. (*widely* not used)
- 2 Mexikal7: *With some reluctance*, I have to say that actually what we have here is a *quite* brilliant musician but his writing is *inextricably* linked to his music and I think that the award should *exclusively* honour a genuine writer. (*relatively* not used)
- 3 MCStar28: As a rap-artist I sometimes get asked about whether my work is poetry. On balance, I'd say not and so I query the award. Some rap themes are *quite* similar but most are *closely* associated with politics and the backing track *totally* dictates the rhythm. You can *instantly* tell the difference between poetry and rap. (*nearly* not used)
- 4 NoorAlfaaz7: *Obvious as it is*, people don't *fully* realise that poetry is a performance art, just like singing. You only have to think of *truly* great poets like Homer or Faiz or Maya Angelou to realise this. And Poetry Slams are all over YouTube these days. So it's a *perfectly* reasonable choice. (*deeply* not used)

SPEAKING

7 Arrange Ss into small groups to discuss the questions. In feedback, nominate Ss you heard say something interesting.

VOCABULARY PLUS ADVERB-ADJECTIVE COLLOCATIONS

speakout TIP

Read the speakout tip with the class. Have a brief class discussion on whether or not Ss have used a collocations dictionary and how best they can record adverb-adjective collocations.

Watch out!

Collocations vary in strength from weak (e.g. *a good film*, *nicely behaved*) through to very strong: *heavy traffic*, *perfectly balanced* (there are very few ways to describe *traffic* or *strengthen balanced*).

8A Ss cover the adjectives in Ex 8B and work in pairs to brainstorm adjectives which collocate with the adverbs. Give Ss 3–5 mins and monitor to help with meaning and pronunciation. In feedback, nominate Ss who you know have good collocations.

B Ss now match the adverbs and adjectives. Stress they are looking for strong collocations. Provide answers.

Answers:

prohibitively expensive, fundamentally different, vitally important, hopelessly inadequate, bitterly disappointed, infinitely preferable, greatly admired, predominantly female

C Ss listen to the comments and agree using an appropriate collocation. Do the first one as an example.

Unit 7 Recording 5

- 1 **A:** I think poetry and song have very little in common.
B: I agree. They're *fundamentally* different.
- 2 **A:** I won't be going to the Dylan concert. It costs too much.
B: Yes, it's *prohibitively* expensive.
- 3 **A:** Your brother must be upset about missing the festival.
B: Yes, he's *bitterly* disappointed.
- 4 **A:** You look wet. So, your tent isn't all that good?
B: No, it's *hopelessly* inadequate.
- 5 **A:** The speakers at the Slam Poetry session were mostly women, then?
B: Yes, they were *predominantly* female.
- 6 **A:** Pablo Neruda is a *highly* respected poet around the world.
B: Yes, he's *greatly* admired.
- 7 **A:** It's essential that all kids have the opportunity to play a musical instrument.
B: I agree. It's *vitally* important.
- 8 **A:** Students should choose if they want to learn a poem by heart and not be forced to do so.
B: I agree. That's *infinitely* preferable.

D Ss work in pairs to discuss possible contexts for the extracts and to decide which collocation was possibly used. Do the first one as an example.

Answers: (Note: accept any other topics of conversation which seem reasonably possible)

- 1 Discussion by interviewers about a candidate after the interview: *hopelessly inadequate*
- 2 A conversation about two people who are about to meet to discuss something – where they have different opinions e.g. a union representative meeting someone from a company: *fundamentally different*
- 3 People deciding not to spend money on something, e.g. renting an expensive apartment or going on a luxury cruise holiday: *prohibitively expensive*
- 4 A TV or radio programme about a famous person, for example a great rock guitarist or a political leader: *greatly admired*
- 5 Someone listing a number of jobs, perhaps in a discussion on career choice or a radio programme about public sector jobs: *predominantly female*
- 6 A line from a song: *vitally important*
- 7 A sports commentator talking about a defeat. Or a political commentator talking about a defeat and how the person/people feel: *bitterly disappointed*
- 8 Any situation where there's a choice and one thing is outstanding, e.g. deciding who wins an architectural competition: *infinitely preferable*

VOCABULARY BANK 7.2 p126

Stronger classes read the notes and do the exercises at home. Ss complete the exercises alone then check in pairs. Do the first example for each as a class and encourage Ss to refer to the notes.

Answers:

- 1A 1 acclaimed 2 motivated 3 worded 4 deserved
5 needed 6 disturbed 7 controlled 8 held
B a) 4 b) 8 c) 3 d) 6 e) 7 f) 2 g) 5 h) 1

Homework ideas

- **Ex 2:** Select a poem in English and present it to the class, if possible with images in a PPT.
- **In preparation for 7.3:** Prepare and make notes on a travel anecdote for the next lesson.
- **Language bank 7.2** p116–117
- **Vocabulary bank 7.2** p126
- **Workbook Review 2**, p48–49

CLASSIC JOURNEYS

Introduction

Ss learn and practise vocabulary related to travel as well as techniques and language for telling anecdotes.

SUPPLEMENTARY MATERIALS

Resource bank p162

Warm up: Write the two statements below on the board.

Ex 8A: dictionaries

Ex 8A: If doing the optional extra activity, have pictures to illustrate your own travel anecdote.

Warm up

Divide the Ss into two groups. One group has to think of arguments in favour of the two statements below, the other group thinks of arguments against.

- 1 Tourism is good for a country** (examples = *in favour*: brings in income, provides jobs, areas are kept in good condition; *against*: creates pressure on infrastructure, damages the environment).
- 2 Travel is good for you** (example = *in favour*: become more knowledgeable and open-minded, you learn survival life skills; *against*: you can get ill, it can be dangerous).

Give Ss a few minutes in their groups to come up with ideas. Then bring groups together to debate their opposing arguments. Nominate Ss to speak and justify their answers. Finally, ask Ss to discuss in pairs what they really think.

VOCABULARY TRAVEL

1A Focus Ss' attention on the photos. Ss work in pairs to answer the questions. In feedback, briefly elicit Ss' ideas/experiences and add any useful vocabulary to the board.

Optional extra activity

If possible, show the three journeys on a map.

B Ask Ss to read the texts. Encourage them to guess the meaning of unknown words for now as much of the vocabulary will be covered in the following exercises. Briefly discuss which journeys are most/least appealing.

2A Direct Ss to cover the texts. Ss work in pairs to try to remember which adjectives were used to describe the words in the box.

B Ss check their ideas in the text. Check pronunciation of the collocations, drill and add useful phonemes to the board (e.g. *legendary* /dʒ/, *opulent* /jə/, *tranquil* /kwɪl/). If Ss are asking about meaning at this stage, encourage them to guess from the context, as the next exercise focuses on meaning.

Answers: legendary journey, soaring mountains, panoramic views, authentic cuisine, indigenous culture, opulent dining, tranquil lakes, turbulent history

C Ss work alone to replace the underlined expressions with the words from Ex 2B. They can then check their answers in pairs before feeding back to the class.

Answers: 1 panoramic 2 turbulent 3 authentic 4 legendary 5 tranquil 6 indigenous 7 soaring 8 opulent

D Ss work alone to practise using the collocations to describe places they know. Read the example together. Ss then write their sentences. Monitor and when Ss have finished, allow them to read each other's sentences.

VOCABULARY BANK 7.3 p126

Stronger classes can read the notes and do the exercises at home. Ss complete the exercises alone then check in pairs. Do the first example for each as a class and encourage Ss to refer to the notes when needed.

Answers:

1A 1 rambling 2 barren 3 pristine 4 rugged 5 dense 6 well-appointed

B 1 building 2 beach 3 furniture 4 exhibition 5 town 6 coffee

C Suggested answers:

- 1 building: dilapidated, state-of-the-art, imposing, derelict
- 2 beach: windswept, pebbly, deserted, sandy
- 3 furniture: antique, second-hand, solid wood, modern
- 4 exhibition: forthcoming, retrospective, temporary, pop-up
- 5 town: industrial, bustling, sleepy, provincial
- 6 coffee: bitter, fragrant, milky, tepid, scalding hot

FUNCTION TELLING ANECDOTES

3A Arrange Ss into pairs. Each student should look at their set of words and predict how they are connected to the story.

B Instruct Ss to make notes on the four topics they had in Ex 3A. Play the recording. Elicit briefly if their predictions were correct. Ss compare their notes in pairs and work together to reconstruct the story orally.

Answers:

A:

instant noodles – he bought a lot before leaving Beijing and ate them in the mornings

no lingua franca – there wasn't one (not even English!)

drawing pictures – one of the ways they tried to communicate a bunch of kids – on the platform at the first stop, yelling for gum

B:

fellow travellers – a Russian and two young Chinese guys.

roast chicken – the Russian guy shared one on the second day chewing gum – he brought some, because someone told him it's useful to have to either give to kids or sell

a kid on his own – away from the group of kids – he gave the kid all his gum and chocolate

Optional extra activity

Ask Ss if they would like to have this experience themselves or have done anything like this.

Teaching tip

Asking Ss for a personal response to a reading or listening text can help to ensure Ss are fully engaged and has the added benefit of further checking comprehension of the text.

Unit 7 Recording 6

The Trans-Siberian railway is definitely one of those classic journeys that every traveller dreams of taking. I finally got the chance to do so a few years back. Some friends who had done it were like, 'yeah, it's amazing but it's actually quite tedious. A whole week of looking out of the window staring at birch trees going by.' So I wasn't sure about it before I started, but in fact it turned out to be really fun.

I went on the most basic version of the train. No luxuries. So before I left Beijing I stocked up on supplies, just instant noodles and jasmine tea. I knew I'd be able to get hot water on the train but I'd heard that the dining car wasn't always reliable, especially when we crossed Siberia.

Anyway I was in a 4-bed sleeping compartment, and I remember that

when we left Beijing, the other three fellow travellers, let's see, there were two young Chinese guys and this Russian guy, a really nice guy, more on him in a minute. No one spoke any English. Fairly typical situation for a traveller in an exotic context, you know what I mean? You'd think it was awkward, the lack of a lingua franca I mean, but to the contrary, it was really nice, sort of relaxed, like 'we're all in this together and let's just enjoy it'. In fact, we did make many attempts at communicating, especially me and the Russian guy, by drawing pictures of things, maps showing where we were from, writing dates for major events in life, family tree and all that. Funny, I don't remember much about him now but I remember understanding quite a lot about his family, his kids, his house, job, stuff like that. I also remember that he was a really warm-hearted guy and loved to share everything, for example on the second day I think it was, he pulled out a whole roast chicken, still warm, not sure where he got it, and simply split it into four pieces, and gave each of us a piece, me and the two Chinese guys.

Every day on the train was the same really. Got up when I felt like it, went to the loo, made some tea and noodles, and stood at the window staring outside, waiting for the noodles to cool down. Once in a while we'd stop in a station for a bit, and I usually got off to stretch my legs. I had brought stuff with me like chocolate and chewing gum, some guy I met in Beijing told me it's a good idea to have stuff to give to kids or even sell. The first time we got off and there was a bunch of kids around, yelling for gum and whatever, and I really felt awkward, I didn't want to just sprinkle the gum around and watch them wrestle for it. Then I spotted this kid on his own. He was standing by himself outside of the group, and I managed to make my way over to him, and then when no one was looking I gave him all the gum and chocolate I had. Stupid thing to do, maybe, but it was one of those moments when you realise you're so out of your element that you have to just let go of whatever scenario you've written in your head and go with an instinct. I wonder what he did with all that gum.

4A Ss work in the same pairs to complete the gaps. Make sure they understand they have to use the number of words given in brackets. Play the recording to allow Ss to check their answers.

Answers: 1 were like 2 this 3 what I mean 4 sort of
5 stuff like that 6 It was 7 some 8 this 9 It was one of those

Unit 7 Recording 7

- Some friends who had done it were like 'yeah, it's amazing but it's actually quite tedious.'
- There were two young Chinese guys and this Russian guy, a really nice guy, more on him in a minute.
- Fairly typical situation for a traveller in an exotic context, you know what I mean?
- It was really nice, sort of relaxed, like 'we're all in this together and let's just enjoy it'.
- Funny, I don't remember much about him now but I remember understanding quite a lot about his family, his kids, his house, job, stuff like that.
- ... for example on the second day I think it was, he pulled out a whole roast chicken, still warm ...
- I had brought stuff with me like chocolate and chewing gum, some guy I met in Beijing told me it's a good idea to have stuff to give to kids or even sell.
- Then I spotted this kid on his own.
- Stupid thing to do, maybe, but it was one of those moments when you realise you're so out of your element that you have to just let go

B Tell Ss the answers from Ex 4A are typical features of informal anecdotes. Ss work alone to complete the categories. Allow Ss to compare in pairs before eliciting the answers.

Answers: a) am/is/are/was/were like b) this c) some
d) stuff, it was, sort of e) Funny f) I mean, those moments

▶ LANGUAGE BANK 7.3 p116-117

Stronger classes read the notes and do the exercise at home. Otherwise, ask Ss to read the anecdote without filling in the gaps and briefly say how they think they would have reacted in that situation. Ss complete alone. Elicit answers.

Answers: A 1 I think it was (note 'it' refers to the incident, not Robbie) 2 sort of 3 you know what I mean 4 stuff like that
5 was like 6 were like 7 Funny 8 this

5 Arrange Ss into pairs and direct them to their anecdotes. Check any vocabulary. Ss then tell each other their anecdotes using only their notes and trying to incorporate the informal features focused on. Ss can then discuss what they think happens next in each story.

Suggested answers:

Student A

This happened when I was in Algeria with some friends quite a few years back. We had this great idea that we'd buy a donkey and walk along the coast. It seemed like a good idea at the time, sort of romantic and natural. So we bought this donkey from some man we met and started walking along the deserted coast. We saw hardly anyone or any houses. It was fairly typical of the area. So each night we'd camp on a beach and each night the donkey would run back to its village. Funny, I can't remember why but we just walked back to the village each time and when we got there we'd find a group of villagers almost weeping with laughter. They were like, 'What do you expect from a donkey? That's how they are.' On the fourth night, I think it was, the donkey ate its saddle. It was one of those moments where we just all looked at each other and decided enough was enough, you know what I mean?

Student B

This story is sort of depressing. A few years ago my friend Dan and I were hitchhiking from Santiago, Chile to Córdoba in Argentina. We got stuck for a while somewhere, and spent hours standing there with our big cardboard sign that said 'Córdoba'. Finally this car pulled over, a beautiful Mercedes I think it was, driven by this really nice Argentinian guy. He was an architect and on his way to Buenos Aires for an important meeting, some big job that was going to change his life. He was a fast driver too, and we got to Córdoba by late afternoon. He dropped us off in the city centre, we said goodbye. Strange, we didn't exchange numbers or anything, and I wish we had. Anyway, Dan had the sign and found a rubbish bin to throw it into, but then he was like, 'Hey, what's this?' and then 'Oh, no ...' Then he showed me: It was the architect's cardboard portfolio, full of the drawings that he was taking to his meeting. Somehow we had picked it up instead of our sign. It was one of those moments when I just wanted to die.

LEARN TO USE ELLIPSIS

6A Ss work alone to cross out unnecessary words.

B Ss listen to the recording to check. Play twice if needed. Elicit Ss' answers.

Answers:

I got up when I felt like it, I went to the loo, I made some tea and noodles, and I stood at the window staring outside.
(NB: We can't omit 'I' in 'I felt like it' because it's a part of a subordinate clause with an adverbial – so no ellipsis.)
No one spoke any English. It was a fairly typical situation for a traveller in an exotic context.

Unit 7 Recording 8

Got up when I felt like it, went to the loo, made some tea and noodles, and stood at the window staring outside.

No-one spoke any English. Fairly typical situation for a traveller in an exotic context.

speakout TIP

Before reading the speakout tip, ask if Ss can think why ellipsis is commonly used in informal anecdotes and jokes. Read the tip.

7A Ss work in pairs to decide which words have been left out. Note the conversation is not incorrect as is, but is likely to be between people who know each other very well. Elicit Ss' answers.

Answers:

Have you ever been to Turkey?

Yes, I have, several times. There are brilliant beaches and fabulous old ruins.

That sounds great.

Are you thinking of going there?

Yes, I am, maybe next year.

B Ss work alone to identify stressed words and weak forms in the conversation. Do the first line of the conversation together, using the board to mark the features. Note that the circled forms are weak forms and include both the /ɪ/ (been) and the /ə/ to sounds. Play the recording and elicit answers, then play it again for Ss to say the conversation with the speakers.

Answers:

A: Ever been to Turkey?

B: Yes, several times. Brilliant beaches and fabulous old ruins.

A: Sounds great.

B: Thinking of going there?

A: Yeah, maybe next year.

C Arrange Ss into pairs to change the conversations. Nominate a pair to act out their conversation to the class.

SPEAKING

8A Tell Ss it's now their turn to tell a travel anecdote which happened to them or a friend. Give Ss time to make notes on the prompts and prepare their story. Note: If Ss are struggling with ideas, help by giving them more topic options (e.g. a time you were lost, a disaster on holiday, a memorable plane journey, lost luggage, finding an amazing spot). Monitor as Ss prepare and allow Ss to ask for vocabulary and use a dictionary.

Optional extra activity

Tell your own travel anecdote. Write some of the key words from your anecdote on the board (or show three or four pictures which help illustrate the story). Give Ss 2–3 mins in pairs to discuss what they think happened. Tell the story using the features from this unit. Ask Ss to think of a good title for your anecdote.

B Ask Ss to focus on where they can use the new features. Read the rubric together. Give Ss 3–5 mins to do this.

C Arrange Ss into pairs. Ss tell each other their stories using their notes to help them. The listener encourages the speaker by showing interest and asking questions. Set a time limit. Monitor and make a note of good language used as well as errors.

D Arrange Ss into different pairs. Ss tell each other their stories without using any notes to help them.

Homework ideas

- **Ex 8A:** Ask friends/family to tell you a travel anecdote. Make notes and in a follow-up lesson, tell the stories in groups.
- **Language bank** 7.3 p116–117
- **Vocabulary bank** 7.3 p126
- **Workbook** Review 3, p50

GREAT EXPECTATIONS

Introduction

Ss watch an excerpt from the serialised version of the Dickens novel, *Great Expectations*.

SUPPLEMENTARY MATERIALS

Warm up: Write the book titles on the board.

Dictionaries

Warm up

Write the following titles on the board (but not the authors) and elicit what the connection between them is (*all regarded as classics in English literature and all have been adapted for screen*)

The Lord of the Rings

(J.R.R. Tolkien)

Jane Eyre (Charlotte Brontë)

1984 (George Orwell)

Great Expectations

(Charles Dickens)

The Great Gatsby (F Scott Fitzgerald)

Alice's Adventures in Wonderland

(Lewis Carroll)

Ss discuss in pairs what, if anything, they know about these books and if they have ever read or seen any screen adaptations. Elicit/give authors' names. (If Ss know nothing/little about them, for homework set the task of researching them and choosing which one most appeals to them). Tell Ss they are going to watch an excerpt from *Great Expectations* and after watching, they should decide if they would like to read/see more of the novel.

Cultural notes

Charles Dickens (1812–1870) was an English writer who created some of the world's best known fictional characters. His most notable works include: *A Christmas Carol*, *A Tale of Two Cities*, *Oliver Twist*, *David Copperfield* and *Great Expectations* (his 13th novel). He was highly successful and internationally famous within his lifetime and is still a hugely popular author.

DVD PREVIEW

1 Read the programme information together and refer Ss to the photos. Ss discuss in pairs who or what the adjectives in the box might refer to (*the house, Pip, Miss Havisham or Estella*). Check/ elicit meanings or allow Ss to use dictionaries (e.g. *overawed* = *intimidated and silent*; *scornful* = *contemptuous, an attitude of looking down on someone*; *dilapidated* = *a building in a state of ruin/ neglect*). Do the first one together as a class. Elicit some of the Ss' ideas, asking them to justify why (e.g. *eccentric: this could be for the woman Pip meets, Miss Havisham, because she's described as mysterious so she's probably a bit odd*).

DVD VIEW

2 Ss watch the DVD to check their ideas. In feedback, check answers and elicit any other adjectives which could be used.

Answers:

The house: dilapidated, decaying

Miss Havisham: eccentric, cold, wealthy

Pip: poor, naive, overawed

Estella: wealthy, cold, scornful

Suggested further adjectives:

The house: dark, spooky, poorly lit, mysterious, dusty, cobwebby, dirty, hideous, creepy

Miss Havisham: strange, strangely-dressed, mad/insane/crazy, controlling/manipulative, creepy, imposing

Pip: nervous, clumsy, awkward, curious

Estella: pretty, beautiful, well-dressed, snobbish

3A Ss work alone and remember/guess what goes in the spaces. Ss can then check their answers in pairs. Monitor and help with vocabulary when needed.

B Play the DVD for Ss to check their answers.

Answers: 1 reaches, specimen, stuck 2 pursuit, revenge
3 destroyer 4 heartbeat 5 meant, extraordinary

DVD 7 Great Expectations

MH: Miss Haversham P: Pip E: Estella

MH: You are Pip from the forge.

P: Yes, Madam.

MH: I am not madam. I am not married. You call me Miss Havisham.

P: Sorry, Miss. Are your feet not cold, Miss?

MH: All of me is cold. Come. Look closer if you wish. My brother's collection. He went to the furthest reaches of the earth in his quest for the purest specimen of beauty and when he found it he stuck a pin through its heart. He's dead now. Cholera. In the tropics. Struck down in his relentless pursuit of beauty. Perhaps it was beauty's revenge, to stop his heart when he had stopped so many others. Do you think beauty is a destroyer of men, Pip?

P: I can't be sure, Miss.

MH: We must hope so, mustn't we, Estella?

E: Yes, mother.

MH: Estella is my adopted daughter. Estella, this is Pip from the forge. Play. Do you not play cards, Pip?

P: No, Miss.

MH: You will learn. Your people. What do they think of you coming here?

P: They like it, Miss.

MH: Tell me. What do you hope to be in the future?

P: I want to be a blacksmith, Miss, like Joe.

MH: You sound awfully certain.

P: Yes, Miss.

MH: It is wise not to plan the years ahead too completely. Everything that was certain can change in a heartbeat. I am told you are an orphan.

P: I am, Miss.

MH: So am I. So is Estella. Are there sisters and brothers?

P: Well there's my sister what I live with.

E: With whom I live. No-one else?

P: There was five of us, Miss.

MH: So, they are all dead. Have you never wondered why you survived, Pip? Why you were chosen to live?

P: I do Miss.

MH: Perhaps you were meant for something special. Perhaps it is intended that you, like Estella, will be different and extraordinary.

C Discuss as a class what they learn about Miss Havisham's personality through the comments in Ex 3A. Look at each comment in turn.

Suggested answers:

- 1 and 2 are very violent images about beauty, destruction and revenge. This could show that something has happened to Miss Havisham which has stuck a pin through her heart and killed something inside her. It could show that she feels strongly about the theme of revenge. Perhaps there is something or someone she wants revenge against.
- 3 Straight after Miss Havisham says this, we have an image of Estella, the beauty. Could this indicate that Estella is to destroy Pip?
- 4 Another theme – the pivotal moment when everything changes. Did this happen to Miss Havisham? Is this going to happen to Pip? The way he looks at Estella suggests so.
- 5 She seems to be planting an idea in Pip's head and also linking his destiny in some way with Estella's.

D Ss work in pairs to discuss the questions. Monitor and elicit any interesting ideas in feedback.

Optional extra activity

Ss work in small groups to discuss whether or not they'd be interested in reading/watching more of *Great Expectations* and why/why not.

speakout a strange event

4A Read the competition ad together and discuss who the competition is for. Ss then work in pairs to think of three criteria to judge the entries. Elicit ideas and write them on the board. As a class select the best five ideas.

Answers:

It appears to be for the general public or at least anyone who is online, but is likely to be seen by people who frequent writing/literary websites.

Suggested criteria:

Originality

An element of surprise, i.e. it's not obvious what's going to happen

A clear story line

Interesting characters

Attention to detail/description

Strength of Imagery, i.e. the listener/reader 'sees' the events in their head

B Tell Ss they will listen to two entries for the competition and that they need to use their criteria to judge them, deciding which of the two best meets the criteria. Play the recording. After listening, Ss compare their ideas in pairs. In feedback, discuss together which one best fulfils the criteria.

Unit 7 Recording 10

Story 1

Woman: I was on this flight to Argentina – a long haul flight and I'd just settled into my seat. I'd been working quite hard the few days before then so I was quite tired. Anyway, there was this baby in the seat ahead of me and it was crying. I went 'Uh-oh' and braced myself for a bad flight. Then the baby threw up all over its mum and so I went forward to help. The airline staff gave the woman some clothes to change into and I spent the remainder of the eighteen hour journey helping out with the baby and getting to know the woman. You'd think I'd have been annoyed but to the contrary ... This was one of those times where you feel an event connects you with someone. It was as if I was in an altered state of mind, suddenly totally focused on this baby and her mother, totally alert, not thinking about things like a good night's sleep or whatever. The whole thing had an aura of destiny about it.

Anyway where was I? Oh yeah, her name was Martina Martinez and she was Argentinian but married to a French guy. She went back to Argentina once a year to visit her folks. So that was fine and she was able to help me out when we arrived at Buenos Aires airport and I needed some directions. We exchanged business cards and I thought nothing more of it.

Anyway, it's a year later and this time I'm flying to India for a holiday. And I hear two people talking and I think 'that voice sounds familiar' and this guy calls the woman 'Martina'. And there she was. This time two rows in front of me and with her husband and toddler. Different airline, different time of year, different destination. Talk about coincidences!

Story 2

Man: I was staying in this hotel in Scotland, at some sort of conference. I can't remember exactly where it was. And I was at dinner and I realised I didn't have my wallet. I'd had it before dinner so I knew I hadn't had it outside of the hotel and I reckoned it must be in my room. I went back there but I just couldn't find it. I can tell you, I turned that room upside down. I looked through all the drawers, the wardrobe, everywhere. I was staying there with some colleagues and I met one of them on my way down to reception to see if the wallet

had been handed in. I was in a real panic as the wallet had all my cards in it plus quite a bit of money.

Anyway, his name was Rob, and he was like, 'give me two minutes in your room and I guarantee I'll find it for you.' I reckoned I had nothing to lose so I said, 'OK. Go ahead.' I went down to the TV room and began to watch the sport. It seemed like a minute later when he came into the room brandishing my wallet. I was gobsmacked. I was like 'No! Where did you find it?' and he said 'On top of the wardrobe.' And then of course I remembered I'd put it there for safe-keeping, right at the back of the wardrobe. When I'd checked I only checked the front. Rob said it was easy, he does this sort of thing all the time, like he's got some sort of radar for objects or something, or perhaps more like a radar for human behaviour, you know, where would someone hide a wallet ... ?

C Focus Ss' attention on the key phrases in the box and give them time to read through. Play the recording and ask Ss to underline the alternative as they listen. Elicit Ss' answers. Alert Ss to the fact that both alternatives are correct English and would be appropriate to use when telling an anecdote.

Answers: annoyed, times, altered, destiny, where was I, nothing, coincidences

Optional extra activity

Ss work in pairs to add one more possible option to each phrase (except *I thought no/nothing more of it* as there are no other options for this one).

Examples:

You'd think I'd have been *terrified/devastated* but to the contrary ...

This was one of those *instances/moments* where you feel ...

It was as if I was in a(n) *zen/deranged* state of mind.

The whole thing had an aura of *foreboding/doom* about it.

Anyway, *what was I on about?/back to the guy* ...

Talk about *lucky/a bizarre day/a surreal situation!*

5A Ss work in pairs to remember/make up their own entry to the competition. Give Ss 5–10 mins to get their ideas together, make notes and ask for vocabulary. Ss should practise using some of the key phrases. Encourage Ss to also use other features of anecdotes looked at in the unit, such as ellipsis and adverbials. Monitor and correct on the spot at this stage.

B Arrange Ss into new pairs. Refer them back to the criteria from Ex 4A. Ss tell each other their stories and use the criteria to give each other feedback. Monitor and in feedback, elicit if they think the stories fulfilled the criteria and correct any common errors.

writeback describe a strange event

6A Ss work alone to read the written version of the man's story and answer the questions. Ss compare their ideas in pairs. Elicit Ss' ideas.

Alternative approach

To speed this stage up, you could point Ss to where the differences are, by writing on the board:

when he met Rob

what he was doing while waiting for Rob

where Rob found the wallet

how Rob finds objects

Answers:

Some key differences here (students might find/recall others):

1 Spoken version: He met Rob after he'd searched his room
Written version: He was having dinner with Rob and then searched his room

2 Spoken version: While waiting for Rob he went to the TV room and was watching sport

Written version: While waiting he sat (presumably in the dining room) and was reading the hotel brochure

3 Spoken version: the wallet was at the back of the top of the wardrobe

Written version: The wallet was in the secret lining of his suitcase

4 Spoken version: Rob finds things in part because he has a radar for human behaviour.

Written version: Rob finds things without thinking about what he's doing.

Foreshadowing sentences:

I'm not one for believing in mystical powers, but sometimes something happens that makes you wonder.

Looking back now, there was something in the way he listened that gave me a strange feeling.

Optional extra activity

Further exploit the text for rich, descriptive language. Ask Ss to find and underline in the text the following: *sent me into a mild panic, pretty much turned my room upside-down, to no avail, I answered dejectedly, I was gobsmacked*. Ask Ss to work in pairs to paraphrase and replace the underlined words, but keeping the same basic meaning (e.g. *I became worried, I looked everywhere, it was no good, I answered sadly, feeling a bit sorry for myself, I was really surprised*). Elicit why the language the writer selected is more effective (*more descriptive, dramatic*).

B Ss work alone to write the story they told in Ex 5A. Monitor and provide feedback on their writing. Ss can finish the writing at home or exchange finished pieces for classmates to comment on.

Homework ideas

- **Ex 5A:** Finish or write another entry for the competition.

LOOKBACK

Introduction

Ss revise and practise the language of Unit 7. The notes below provide ideas for exploiting the exercises and activities but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

VOCABULARY: FILM

1A Tell Ss there are two errors in each sentence (mostly typos). Ss work in pairs to correct the sentences. Elicit Ss' answers.

Answers: 1 Indie film, A-listers 2 chick flicks, universal appeal
3 heist movie, spaghetti western 4 road movie, supporting cast
5 female protagonists, flashbacks 6 formulaic plotlines, plot twists

B Ss work in pairs. Give Ss 5 mins to discuss the statements. In feedback, briefly elicit Ss' opinions.

GRAMMAR: SUBJUNCTIVE

2A Ss work alone to read and decide where the writer is from. Elicit Ss' answers and the reasons.

Answer:

A city in South Africa, for example Johannesburg. The writer mentions 'the townships' and 'apartheid'.

B **Stronger students** can complete this alone, otherwise Ss should work in pairs to make the text more formal by using the subjunctive. Instruct Ss to ignore the *Italics* for now. **Weaker students** should refer to the Language bank for help. Elicit Ss' answers.

Answers: 1 were to visit 2 read 3 keep 4 should ask 5 show
6 see 7 should go 8 were

C Ss work alone to rewrite the text about a place they know. Provide an example for your hometown or the place you are teaching (e.g. *Darwin, Australia: I suggest she/he read up on the local indigenous history and visit the cultural centres and museums*). Monitor and help out with language. **Fast finishers** can add more sentences. Take in the texts for correction.

Alternative approach

Ask Ss to write the alternative text in groups about the place you are in now, regardless of whether it's the Ss' hometown or not. Give each group a style or perspective to write from which they keep secret from the other groups (e.g. *the comedian, the tourist-hater, the super positive person, the person who hates their hometown*). Monitor and check for accuracy. When Ss have finished, you or they read their text aloud and the others guess what type of person wrote it.

VOCABULARY: RELATIONSHIPS

3A Tell Ss they are going to read about a relationship problem a man is having. Explain that he is writing to ask for advice. Ss work alone to complete the expressions. They can then check their answers in pairs before feeding back to the class.

Alternative approach

Ss work in groups of three to complete. The first group to have all the correct answers is the winner.

Answers: 1 clicked 2 strain 3 meet halfway 4 rocky
5 bearing, grudge 6 dislike 7 friendly terms 8 working

B Ss work in pairs to discuss the advice they would give. Briefly elicit Ss' ideas.

GRAMMAR: ADVERBIALS

4A Direct Ss' attention to the short poem and read it to the Ss. Ss then read the comments alone and select which they most identify with. They can then discuss their ideas in pairs.

B Ss work alone to add the adverbials to the text. Elicit Ss' answers.

Answers:

1 utterly basic, vitally important, feelings perfectly
2 distinctly remember, quite young, inextricably connected
3 instantly evokes; Perhaps unsurprisingly OR Unsurprisingly, perhaps; vaguely resembling
4 Sad to say, I don't OR Sad to say, I've never really travelled; painfully aware; totally ill-equipped

FUNCTION: TELLING ANECDOTES

5A Ss read the short anecdote and work alone to cross out the seven words which are not needed and are incorrect. They can then compare their answers in pairs before feeding back to the class.

Answers:

Friday, *when I think it was*, and I was at the checkout and I *was like* 'Where's my wallet?' Panic stations! And *some of* woman in the queue behind me started *sort of* sighing. So rude, *you know what do I mean?* And *there it was one of those moments* when you really don't need the *stuff like that*. Then *this the* guy comes over waving my wallet! *Funny experience*, how finding something you've lost is the best kind of feeling.

B Arrange Ss into pairs. Ss tell each other anecdotes about something they lost and found, trying to incorporate techniques to make the story informal.

Alternative approach

Ss play *Truth or Lie*. Tell Ss they are going to tell each other stories about a time they lost and found something. Whether or not it is a true story is up to the student, but they must tell it as if it is true. Refer Ss to Language bank 7.3 and give them 5 mins to prepare, monitoring and helping out with language. When ready, put Ss into groups of three to tell their stories. Explain that the two listeners have to decide if the story is true or false. If they guess correctly, they win five points, if they don't, the storyteller wins ten points. After all three have told their stories, they add up their points. In feedback, elicit if they were surprised by any of the stories and who got the most points.

OVERVIEW

8.1 IT'S THE LITTLE THINGS

VOCABULARY | idioms for choices**READING** | read about a book that can change how we make decisions**GRAMMAR** | understanding complex sentences**SPEAKING** | talk about the little choices that change your life**VOCABULARY PLUS** | connotation**PRONUNCIATION** | word stress

8.2 OUT OF PRINT?

VOCABULARY | ways of reading**LISTENING** | listen to a programme about how digital texts change the way we read**GRAMMAR** | prepositional phrases**PRONUNCIATION** | connected speech**SPEAKING** | discuss the impact of digital technology on our reading habits**WRITING** | write a 'for and against' essay; improve your introduction

8.3 THEM OR US?

VOCABULARY | wildlife**FUNCTION** | giving opinions**PRONUNCIATION** | intonation: voice range**LEARN TO** | hedge an opinion**SPEAKING** | discuss wildlife dilemmas8.4 DECISIONS DVD**DVD** | watch people talking about different choices**speakout** | discover what you are like**writeback** | a key for a personality test

8.5 LOOKBACK

Communicative revision activities

IT'S THE LITTLE THINGS

Introduction

Ss revise and practise vocabulary related to choices. Ss also learn about and practise understanding complex sentences.

SUPPLEMENTARY MATERIALS

Resource bank p163–165

Warm up: Be ready to say the pairs below and think of an example for a choice you'd make.

Dictionaries, thesauruses (online or print)

Warm up

Tell Ss you are going to give them sets of pairs to choose from. Ss choose one word from each pair, then briefly discuss with a partner why they made that choice. Give Ss a chance to discuss after reading out each pair:

Book or film?	Tiger or lion?	Checks or stripes?
Breakfast or lunch?	Too hot/too cold?	

Ss work alone to make up their own sets of four pairs to ask their partner. In feedback, elicit which choice was the most difficult.

VOCABULARY IDIOMS FOR CHOICES

1A Ss work in pairs and check what they know. Elicit Ss' answers and check/drill pronunciation of *quandary* /'kwɒndri/.**Answers:** 1e) 2c) 3g) 4a) 5f) or h); d) 6f) or h); b)**B** Ss look again at the sentences and work alone to tick the ones they agree with and mark with an X if they disagree. Once they are ready, arrange the Ss into small groups to discuss their ideas. Provide an example and ask Ss if they agree with you (e.g. *I totally agree that it can be more difficult to make a decision when you are spoilt for choice. I hate long menus, for instance, it takes me ages to decide. Does anyone else find that happens to them?*).

READING

Culture notes

Dr Shad Helmstetter is a well-known US author of more than twenty books in the field of personal development and self-help. He is most renowned for his work on the subject of self-talk and his book, 'What to Say When You Talk to Your Self', is published in over 70 countries.

2A Ask Ss to work in pairs and discuss the question, giving examples to support their opinions. Monitor and elicit whether the pairs had anything in common. Add any useful vocabulary to the board.**B** Before directing Ss to the text, tell Ss they are going to read a book review. Focus their attention on the title of the book. Make it clear that not *all* the statements are accurate summaries of ideas in the text (with *weaker classes*, tell Ss only three of the statements correspond), and that they need to put brackets around the section in the review which supports their answer.**Answers:** 1 X (the number is hardly surprising) 2 ✓ (drawing our attention to the way everyday choices are the ones that have the greatest impact on our lives and indeed on who we are, rather than the 'biggies' such as career/partner/home-related ones.) 3 ✓ (People judged negatively for their reluctance to make simple decisions may find some validation in Helmstetter's book. Since each decision has significance, then it is totally reasonable to approach each one seriously.) 4 ✓ (Perhaps Helmstetter's greatest contribution is the way he empowers readers to create a framework for their decision-making.) 5 X (Choices has stood the test of time, and remains a go-to title for those looking for focus and motivation.)

C Ss read the text and make notes on the questions. Ss can then compare their answers in pairs before feeding back to the class.

Answers:

- 1 Five in paragraph 1; two in paragraph 2; five in paragraph 3. (total 12). (NB. Mention to Ss that this refers to 'specific' decisions)
- 2 Paragraph 3, first two sentences; paragraph 4, 2nd sentence ('Choices has stood the test of time, and remains a go-to title...'), 3rd sentence ('This is all the more remarkable given that it was published in 1990'), and 4th sentence ('Helmstetter's list therefore is (refreshingly, it has to be said) devoid of references to technology...')

D Ss work alone to put the list of choices in order of importance in their life. Give Ss 1–2 mins. Ss compare their answers with a partner and discuss what they think the decisions might say about them.

Optional extra activity

Show the Ss a YouTube clip of Dr Helmstetter talking about his work and beliefs. Ss discuss why he has been so successful.

GRAMMAR UNDERSTANDING COMPLEX SENTENCES

3A Ss work in pairs to discuss the questions. With **weaker groups**, do the first question together and guide Ss to focus on grammar rather than vocabulary (which is what usually stops readers understanding a text). For question 2, do an example together before Ss work in pairs (i.e. write the first whole sentence on the board: *the decisions people have the most difficulty dealing with are often the smaller ones*; underline the subject *the decisions people have the most difficulty dealing with*; circle the verb *are*); add the pronouns *the decisions (which/that) people have the most difficulty dealing with*.) When completed, elicit Ss' answers.

Answers:

- 1 The six numbered sentences could be confusing because they either contain numerous subordinate clauses and examples and/or it's difficult to match the subject and the main verb.
- 2 1 the decisions which/that people have the most difficulty dealing with are often the smaller ones. 2 the immensely successful self-help author and social psychologist Dr. Shad Helmstetter in his book Choices: Discover your 100 Most Important Life Choices invited us to reflect on the decisions which/that we make, drawing our attention to the way that/which everyday choices are the ones that have the greatest impact on our lives and indeed on who we are, rather than the 'biggies' such as career/partner/home-related ones. 3 Helmstetter's list, which ranges from decisions about 'Your posture' to 'Who you spend most of your time with' or 'How you spend your holidays', comes as good news for those who agonise over the decisions which/that they make. 4 People who are judged negatively for their reluctance to make simple decisions may find some validation in Helmstetter's book. 5 By exploring so many disparate examples of everyday decisions which have consequences of greater significance than one might think at the time, he reminds us that in fact we are the ones in control of our destinies. 6 It's not only actions such as what time we go to bed or how often we lie that are under our control, but also how much patience we have, what makes us angry and even how happy we are.

B Draw Ss' attention to the RULES box and ask them to read the information and match the rules with the numbered sentences from the review. Ss work alone then compare in pairs.

Answers:

- a) 1 (decisions people) 2 (the way everyday choices) b) 4 (People judged) c) 1, 2, 3, 4, 6 (see answers to Exercise 3A: 2a/b) d) 3 (Helmstetter's list, which ranges from decisions about 'Your posture' to 'Who you spend most of your time with' or 'How you spend your holidays'); 6 (It's not only actions such as what time we go to bed or how often we lie that are under our control, but also how much patience we have, what makes us angry and even how happy we are.) e) 5 (By exploring so many disparate examples of everyday decisions which have consequences of greater significance than one might think at the time)

4A Ss work alone then compare in pairs. Monitor and nominate Ss who you know have the correct answers.

Answers:

- 1 The choices which you (made when you're in your teens) are the ones that will have the most impact on your life.
- 2 The time of day when/at which (a person makes a decision) matters and morning is considered best for most people because mental energy is highest.
- 3 People who can't make small decisions let alone big ones often leave decisions to others.
- 4 By developing daily routines in connection with predictable activities like eating, working and getting around, good decision-makers preserve mental energy.
- 5 Decisions like which dish to choose at a restaurant or whether to buy the blue or red socks can cause some people greater stress than choosing a partner.
- 6 People who are put into groups to make decisions generally do worse than individuals who work working on their own.

B Ss discuss the two questions in pairs. In feedback, briefly elicit some of the Ss' ideas.

5A Ss read the summary of research alone and then discuss the two questions in pairs. Elicit/check *zeroed in on* (= *focused attention on*). Elicit Ss' ideas.

B Ss work alone to write the information in Ex 5A in one sentence. Encourage Ss to think about where commas would be useful for the reader. Monitor closely and guide/correct Ss when necessary.

Suggested answer:

According to numerous studies looking at what rich and successful people have in common, people equipped with the capacity to make quick and determined decisions without hesitation, regardless of the degree of risk, tend to go further in a range of fields such as business, politics, and even the arts, are more likely to accumulate wealth, and are in a better position to fulfil their dreams.

► LANGUAGE BANK 8.1 p118–119

Stronger classes can read the notes and do the exercises at home. If completing in class, Ss complete the exercises alone then check in pairs. Do an example for each as the exercises are fairly complex and encourage Ss to refer to the notes. If completing in class, for A you could elicit where they might read these sentences (*newspaper*). In B ask the Ss first to read the text and briefly answer the final question before doing some of the exercise together (e.g. underline *charged* as an example of a hidden relative clause, etc.)

Answers:

A

- 1: 2,5,3,6,1,4 A statement reassuring local residents the gas cloud coming off the sea yesterday is likely to be a one-off event, is unlikely to be acceptable.
- 2: 6,4,9,8,1,5,7,3,2 An exhibition exploring the 500-year-old story of humanoid robots, ranging from a robot made in the sixteenth century resembling a monk, to robots created in labs to work with hospital patients, opens next week.
- 3: 7,4,8,1,5,2,6,3 The money owed to the woman who invented the spinner toy, currently making a fortune for manufacturers around the world, never came to her because she couldn't afford to pay for the patent.
- 4: 5,1,3,7,4,6,2 More than a dozen people, rescued after monsoon flooding caused a building to collapse, talked to reporters about their ordeal.

B Four people (who were) charged for their role in toppling a monument (which was) first erected in North Carolina several decades after the American Civil War (who) have turned themselves in to the authorities. Standing outside the court house protesting in support of the people (who were) arrested a crowd of about 200 sympathisers (which included) including people from around the state (who were) not even there when the statue was destroyed (who) demanding that they should also be arrested. Declining to allow any of the 'volunteers' into the courthouse (who) an officer claimed that the reason was a risk of fire with such large numbers. The situation brings into sharp relief the choice (which) facing many societies (face): is it right that we judge history by today's standards?

SPEAKING

6A Give Ss 5 mins to work alone to read the excerpt and make notes on their answers to the questions.

B Arrange Ss into small groups to discuss their ideas. Give a time limit of 10 mins. Monitor and make a note of good language/errors for feedback. In feedback, elicit briefly some Ss' ideas.

VOCABULARY PLUS CONNOTATION

Optional extra activity

Write on the board *skinny/slim*. Ask Ss which of these words is positive (*slim*) and which is more negative (*skinny* = *overly thin*). Write the following pairs on the board. Allow Ss to use a dictionary and decide which word is more positive in each pair (answers are underlined): *spinster/single woman*, *childish/youthful*, *self-assured/cocky*, *thrifty/stingy*, *riots/protests*.

7A Ss work in pairs to complete the sentences with the most appropriate word. Do not allow Ss to use their dictionaries at this stage – they should just decide on instinct. Do not provide answers as yet (so as not to spoil Ex 7B).

Answers:

- 1 d) gave in 2 a) discerning

B Arrange Ss into A/B pairs and direct them to the relevant pages. Ss read the information to check their answers. Then, without looking back at the information, explain the differences in meaning to their partner.

C Ss work in pairs to discuss the speakout tip and how to record the new words from Ex 7A.

speakout TIP

Read the speakout tip with the class and ask Ss if the dictionary they use gives this information. Discuss how they record this information.

8A Ss work alone to complete the questionnaire. Encourage Ss to use dictionaries and to help each other with meanings of unknown words. Write any words which are new to Ss on the board and include information on word class, meaning, pronunciation (add any tricky phonemes, but NOTE that word stress is focused on in Ex 8B), connotation, register (e.g. *garrulous* (adj); *negative*) = *excessively talkative about unimportant matters*).

B Ss work in pairs to mark the stress on each word and decide which words have the stress on the first syllable. Do the first set of three words together (*garrulous* and *chatty* = *first syllable stress*, *articulate* = *second syllable stress*) and tell Ss that one-syllable words are not counted. Play the recording to check answers.

Answers:

Thirteen words have the stress on the first syllable (one-syllable words not counted)

- 1 a) articulate, garrulous, chatty
b) determined, headstrong, resolute
c) proud, self-assured, conceited
- 2 a) intelligent, smart, well-dressed
b) mean, nasty, stingy
c) gifted, excellent, brilliant
- 3 a) meticulous, nit-picking, systematic
b) disabled, special needs, handicapped
c) famous, celebrated, notorious

C Ss work in pairs to discuss their answers. Elicit Ss' answers.

Answers:

- 1 a) garrulous b) headstrong c) conceited
- 2 a) smart (= well-dressed in UK, intelligent in USA)
b) mean (= nasty in USA, stingy in UK)
c) brilliant (= gifted in USA, excellent in UK)
- 3 a) nit-picking b) handicapped c) notorious

▷ **VOCABULARY BANK 8.1** p127

Stronger classes can read the notes and do the exercises at home. **Ss** complete the exercises alone then check in pairs. Do the first example for each as a class.

Answers:

1A

- 1 **lone** – this adjective is normally only used in the attributive position (before the noun) e.g. *the lone survivor*
- 2 **the wrong way round** – this refers to orientation – e.g. a shirt on backwards – not direction/movement
- 3 **taking up** – this means *starting out* and is used with activities, particularly hobbies
- 4 **sees eye to eye** – this means *agree* but is used when the object is a person, not an idea
- 5 **Take-home** – this is used with *pay* but not *deliveries*
- 6 **urchin** – while it refers to a mischievous child, it's not used in everyday speech. It is old-fashioned and would be more appropriate to a classic novel, e.g. a Charles Dickens story.
- 7 **persuasion** – Jack may be *persuasive*, but you can't 'have' persuasion
- 8 **concerned** – the *-ed* ending is incorrect; it would need to be *a concerning problem*

B

- 1 *secluded* has positive connotations of privacy, peace and quiet; *isolated* doesn't convey these characteristics, not without context, at least. If a person is isolated, this can show a negative connotation – they lack communication with others.
- 2 *anti-clockwise* is UK English, *counter-clockwise* is US English
- 3 *embarking upon* is more formal, e.g. you would find it in writing or in formal speech
- 4 *subscribes to* implies that they act according to the belief; *concurs with* implies simple agreement with/support of the belief. Both are formal.
- 5 *Take-out* is US English, *Take-away* is UK English
- 6 *brat* is negative, *devil* can be used endearingly
- 7 *clout* is informal and often refers to political contexts or positions of power at work; *influence* is more general, e.g. not just politics
- 8 *vexing* is old-fashioned and in current usage it usually describes a problem, question or issue rather than a practical problem such as a lack of nursing staff

Homework ideas

- **Ex 2:** Write about three decisions you have made this week, describe how you came to make the decisions and any consequences (200–250 words).
- **Language bank 8.1** p118–119
- **Vocabulary bank 8.1** p127
- **Workbook Review 1**, p51–52

OUT OF PRINT?

Introduction

Ss learn and practise vocabulary related to reading, as well as prepositional phrases.

SUPPLEMENTARY MATERIALS

Resource bank p166

Warm up: Words below written on card/paper, two board pens, and the board divided with a line.

Warm up

Have the set of words listed below on cards. One Ss comes up and looks at the first card. They then draw a representation of the word on the board, without using words. The rest of their class shout out when they think they know the word. The student who guesses correctly has the next turn at drawing.

library / bookshop / fairy-tale / bookshelf / bookworm / cookbook / publisher / paperback / e-reader (or kindle)

VOCABULARY WAYS OF READING

1A Ss work alone to complete the quiz. Encourage Ss to guess the meanings of any new words from the context. Ss check the key on p133. Ss then work in pairs to compare their results and to discuss whether they think the quiz is accurate (i.e. the key describes them accurately). Monitor and in feedback elicit Ss' ideas briefly.

B Ss work in pairs to categorise the ways of reading highlighted in bold. In feedback, you may wish to check the differences in some of the meanings more carefully, (e.g. *pore over* = to read something very carefully for a long time; *peruse* = (formal) to read something, especially in a careful way; *plough through* = to read all of something, even though you think it is boring and takes a long time; *read up on* = to read a lot about something because you will need to know about it; *scrutinise* = to examine something very carefully.)

Answers:

- a) flick through, cast an eye over, dip into
- b) pore over, scrutinise, read up on, plough through (see negative connotation in definition above), peruse

C Ss work in pairs to try to come up with another type of text for each type of reading (see suggestions below).

Suggested answers:

- pore over* – a report, a sports report, a love letter/email, a catalogue, an auction website
- flick through* – a magazine, a book to see if you want to buy it, a photo album
- scrutinise* – a contract, a bank statement, a legal document, a proposed merger
- cast an eye over* – someone's writing to check what they've asked you, a draft document checking quickly for errors, junk mail in case there's anything of interest
- read up on* – the grammar to be covered in the next English class, a tourist site you are going to visit
- dip into* – a book of poems, a book of short stories, a magazine to read one article
- plough through* – a report, a grammar book, revision notes before an exam
- peruse* – a contract, a bank statement, your medical report, a catalogue/auction website

LISTENING

2 Arrange Ss in pairs to discuss their answers to the three questions. Elicit Ss' ideas.

3A Ss work in pairs to discuss and make notes on their ideas about differences between print and e-books. Monitor and in feedback, nominate Ss with any interesting ideas.

B Ss listen and compare their ideas to the speaker's. Briefly elicit any differences between what Ss said and what the professor said.

Answers:

(Professor's ideas)

- 1a) print, because [it] gives us the opportunity to concentrate'
- b) both
- c) print, because of the physical connection

Unit 8 Recording 2

Professor Naomi Baron Michael Rosen Dr Laura Wright

MR: So, having studied all the research, Naomi, what do you think are the differences that you've been able to pinpoint between the actual experience of reading a print book and an e-book in terms of, well, let's say concentration?

NB: I did a lot of work surveying university students in five different countries around the world, more than four hundred of them. And they all said very similar things about their experiences. I asked them, 'What is the one thing you like most about reading in print? What is the one thing you like most about reading electronically?' and then, 'What do you like least about those media?'

And you had an incredible number of eighteen to twenty-four-year-olds, the digital millennials, telling you they liked the 'smell' of a book. I knew about fifty- and sixty-year-olds saying that. I did not know about young adults saying it. They talked about the tactile experience. They said it's 'real reading,' which I found interesting, 'to read in print.' For e-books what they liked most was 'it's very convenient. I can carry lots around without it weighing a lot.'

But when I asked 'What is the medium on which you can best concentrate when you read?' and they had the choice of print or an e-book or a tablet or mobile phone or laptop, 92 percent of all the subjects that I surveyed said 'I concentrate best in print.' Now in a way that's not surprising because the medium of print gives us the opportunity to concentrate, should we choose to. On the other hand, digital media are created more for skimming and scanning and scrolling. They're not designed for concentrated reading and not surprisingly, that's what eighteen- to twenty-four-year-olds are telling us is their experience.

LW: How about comprehension between the two forms? Do readers take in what they read on an e-reader just as well as they take in printed matter?

NB: It's a wonderful question on which we have conflicting research. Most of the research that's been done that gives a passage to read and then questions to ask afterwards shows that there is pretty much the same score that you will get whether you read that text on an e-reader of whatever sort, on a computer screen or you read it in print.

However, a really interesting study done in Israel after doing that version of the study said, 'take as much or as little time as you want for reading the passages and then we'll give you the comprehension test.' Students who could take however much time as they wanted spent less time with the digital version than they did with the print and did worse on the comprehension.

MR: Is there a difference in emotional response?

NB: That's a tricky question because it has been said that no one ever cried reading an e-book. Whether that's true or not remains to be seen because I'd also have to ask, 'How many people today will ever cry over a book?' I've asked a number of my colleagues and they say 'I get emotional reading an e-book,' and I say 'OK let's talk about it.' 'Or reading on my phone.' And they say 'I get involved.' I say, 'What's the difference between getting involved in a plot, you know, not wanting to

be distracted and really being emotionally drawn in, having the rest of the world go away, getting lost in the book? And they often step back and say, 'Yeah, there's a little bit of a difference. If I hold that print book in my hand I'm more emotionally connected because I'm physically connected.' But again we do not have good studies here and I look forward to getting them because my hunch, I'm putting my money on, not getting as involved in reading emotionally when we're reading on screen.

C Give Ss time to read the questions and make notes from their memory. Ss compare what they remember in pairs. Play the recording again for Ss to expand on their notes. Elicit Ss' answers.

Answers:

- 1 Pros: the smell and touch of a book, it's 'real reading'; Cons: heavy/ weigh a lot
- 2 Skimming, scanning and scrolling
- 3 Readers took as much time as they wanted to read a text before a test. Some read print and some read e-readers.
- 4 Students who read the e-book version spent less time reading and did worse in the comprehension test.
- 5 'getting involved in' = not wanting to be distracted; 'being drawn in' = have the rest of the world disappear; getting lost in the book.
- 6 Because they are physically connected to the book.

D Arrange Ss into pairs to discuss the questions. Monitor and in feedback, elicit whether Ss had similar opinions to each other.

GRAMMAR PREPOSITIONAL PHRASES

4A Ss work alone to identify which comments express a preference for print, digital or neither. Elicit Ss' answers and ask whose opinion they most agree with and why.

Answers: Chilled P MikiOg D Rav D Avid N Browse N
Alib N ReeBoot P

B Ss work alone to check their own knowledge of dependent prepositions. Alert Ss to the fact they are expressing the same meaning as in Ex 4A, just in a slightly different way. When Ss are ready, allow them to compare in pairs before eliciting Ss' answers.

Answers:

- 1 of, decline
- 2 of, closing
- 3 for reading
- 4 about, disappearance
- 5 of/about, popularity
- 6 on, charging
- 7 in, ability/capacity
- 8 of, reliance

5A Ss listen to the recording and write down the five sentences. Ss can then compare their answers in pairs. Nominate Ss to come up to the board to write the sentences.

Unit 8 Recording 3

- 1 I'm not aware of any problems.
- 2 There's some likelihood of rain.
- 3 There are many reasons for learning English.
- 4 I haven't got any regrets about the past.
- 5 It's indicative of a new fashion.

B Ss listen again, focusing on marking the sentences to show the features of connected speech. Do the first one on the board.

Answers:

- 1 I'm not aware of any problems.
/ə/ /ə/ /ə/
- 2 There's some likelihood of rain.
/ə/ /ə/ /ə/
- 3 There are many reasons for learning English.
/ə/ /ə/ /ə/
- 4 I haven't got any regrets about the past.
/ə/ /ə/ /ə/
- 5 It's indicative of a new fashion.

C Ss listen again and say the sentences at the same time as the speaker.

LANGUAGEBANK 8.2 p118–119

Stronger classes can read the notes and do the exercises at home. Otherwise Ss complete the exercises alone then check in pairs. Exercise A has an example already completed to show Ss there are no gaps and that they have to decide where the eight prepositions are needed.

Answers:

A In ancient mythologies, such as Indian or Greek, heroes tended to be humans who benefited from the support of gods and goddesses and succeeded in destroying their enemies on an epic scale. These days we are becoming more accustomed to women wielding weapons as well as men. The rise in cinema of the female hero may be indicative of women's changed role in society. And our heroes tend to be people who show courage in the face of adversity and are committed to acting for society's greater good; a charity worker in the field or a first responder at the scene of a terrorist attack. Our modern-day notion of a hero is based on the saving of lives as opposed to a focus on how many enemies or monsters a hero can slay. One thing we can be certain of/about is that humans will always have an innate desire for a hero to look up to.

B

- 1 There's no chance of you getting an interview with her today.
- 2 It's common for pictures in magazines to be manipulated.
- 3 Anyone caught up in the mis-selling scandal is eligible for compensation.
- 4 The landlord is justified in raising rents annually.
- 5 What do you hope to specialise in in your third year?
- 6 (You) Winning the contract depends on you not glossing over the problems.

6A Ss read the blog. Discuss answers to the questions as a class.

Watch out!

The terms *digital native* and *digital immigrant* are used to describe the generational difference between those born at a time when the use of technology was widespread (natives) and those born and raised before this time (immigrants).

B Ss first work alone. Look at the example given together and give Ss 5–10 mins to complete the task. Ss compare their answers in pairs. Elicit Ss' answers, writing the phrase on the board (e.g. *conscious of not being*).

Answers:

I am conscious of not being a digital 'native', and you probably find it ridiculous that I'm amazed at people's addiction to texting in restaurants. Yes, I get deeply upset about people sitting together but reading or watching different things on their tablets and phones. And I love reading, so the thought of the decrease in the number of libraries depresses me. My anger at people downloading pirated books for their e-readers is intense. But even I am not resistant to change. Last year I decided against taking novels on holiday and bought an e-reader instead. It's now normal for me to listen to an audiobook while driving to work. And while I used to get annoyed at my kids being on their computer all the time, now I'm actually convinced of the importance of YouTube/(convinced of YouTube's importance) in encouraging kids' creativity. Still, part of me is terrified of being replaced by an app, which is probably silly because I'm a chef in a five-star restaurant.

SPEAKING

7A Arrange Ss into small groups. Ss read the six statements and together choose just three to discuss.

B Ss take turns to make notes on the answers to share later with the rest of the group. Monitor and make a note of any good language as well as mistakes. Before open class feedback, provide 1 min for Ss to summarise the discussion for the question they made notes on. Nominate Ss to share their ideas. Correct common errors together on the board.

WRITING FOR AND AGAINST ESSAY; LEARN TO WRITE AN INTRODUCTION AND CONCLUSION

Watch out!

The model essay provided approximates the type of essay Ss are asked to produce for some English exams (e.g. IELTS). However, if your Ss are aiming to study at an English speaking university, point out that in academic discursive essays, the writer gives their opinion in the introduction in the form of a thesis statement. Additionally, the conclusion should restate this thesis statement (paraphrased) after summarising the main arguments presented in the essay which support or reject it.

8A Instruct Ss to close their books and dictate the sentence *The only way to get any serious work or study done is to work somewhere with no access to the internet*. Ss compare what they have written in pairs. Give Ss 5 mins to work in pairs to give three reasons to support the sentence and three reasons against it. Elicit Ss' ideas and write them on the board.

B Ss read the essay to identify which of the points they mentioned in Ex 8A are in the text.

C Ss work in pairs to do the tasks. Elicit Ss' answers.

Answers:

- 1 In order: To introduce the topic; to describe points supporting the main thesis; to describe points against the main thesis; to give the writer's opinion in a conclusion.
- 2 At the end, in the conclusion. The writer should not state their opinion earlier in the essay.
- 3 contrastive – on the one hand, yet, but, conversely
additive – also, a third point is that, and, finally
exemplifying – such as
cause-effect – as, thus
other – that
- 4 Answer in endmatter p133

9 Ss work in pairs and analyse the function of each sentence in the introduction and conclusion. Elicit ideas for the first sentence in the introduction before Ss work on the rest of the text. Ss check their ideas on p133.

speakout TIP

Read the speakout tip with the class. Discuss as a class whether Ss ever write essays in the way described (i.e. the body first, then the introduction and conclusion) and what the benefits are.

10A Give Ss 2–3 mins to work in pairs to discuss whether or not they agree with the statements.

B As a class, choose one of the essay topics from Ex 10A. Ss work in pairs to brainstorm content for the two main paragraphs of the essay (one *for* and one *against* the statement). Monitor and help out with ideas when needed. Once Ss have some good ideas, elicit and write them on the board in note form. Ss then select three or four ideas/points for each paragraph.

C Ss work alone to write the introductory paragraph. Set a time limit of 5–8 mins. Refer Ss to the framework in Ex 9. Monitor and check for accuracy.

D Arrange Ss to work in pairs or groups of three to give each other feedback.

11A Ss work alone to draft a conclusion for their essay. Refer Ss to the framework from Ex 9. Give Ss a time limit of 5–8 mins and monitor.

B Arrange Ss to work in new groups of three to give each other feedback. Monitor and provide guidance when needed.

12 Ss work alone to choose one of the other topics in Ex 10A and write a full essay. Ss can plan the essay and write at home if there is no time during the lesson. Monitor and provide feedback on their plans.

Homework ideas

- **Ex 12:** Write a final draft of a 'for and against' essay.
- **Language bank** 8.2 p118–119
- **Workbook** Review 2, p53–54

THEM OR US?

Introduction

Ss learn and practise vocabulary related to wildlife as well as revising and practising useful language for giving opinions.

SUPPLEMENTARY MATERIALS

Resource bank p167

Dictionaries

Warm up: Picture of a saltwater crocodile.

Warm up

Show Ss a picture of a saltwater crocodile (or write it on the board). Instruct Ss to write three words they associate with crocodiles. Elicit some of the words they have and write them on the board. Tell Ss the following information. *In 1971 saltwater crocodiles were on the brink of extinction in Western Australia and were declared a protected species. Since 1987, surveys have been carried out in the major waterways and in the early years, the surveyors would count between 20–40 crocodiles in a 40 km stretch of the river. Ask Ss the following question: How many saltwater crocodiles do you think are in the same waterway today? Elicit Ss' answers (answer = 150). Ask Ss if they think this is a success story? Ss discuss in pairs (from an ecological point of view, it has been seen as a success but, with an increase in numbers, public safety has been an issue with people being killed by these large predators).*

VOCABULARY WILDLIFE

1A Focus Ss' attention on the photos. Ss work in pairs to answer the questions. Check *cull* (= to kill animals in a controlled way in order to reduce their numbers). In feedback, briefly elicit Ss' ideas and add any useful vocabulary to the board.

Optional extra activity

Ask Ss if they have dangerous animals near where they live/are from and how they and other members of the public feel about it.

3 Focus Ss' attention on the title of the article and elicit what they expect to find out. Ss read the article to check their answers to question 3 in Ex 1A and decide who they most agree with. Ss can compare their answers in pairs before feeding back to the class.

3 Ss check their knowledge of vocabulary by considering the similarities/differences in meaning between the pairs of words. Ss compare their ideas in small groups. Elicit Ss' answers.

Answers:

- Both are related to killing animals; hunting can have many purposes (sport, food), while culling is specifically for controlling the animal population in cases where it has grown too big in the eyes of decision-makers.
- Both are related to the number of animals in a group; lone wolf is a single, isolated wolf (and the expression is often used to describe a person), while 'pack' is a group of wolves or other animals that move together. 'Pack' can also be used to describe people, especially whom you disapprove of.
- Both are related to movement; roaming is less direct or deliberate, though a search for food (in the case of animals) may determine its direction, while migration refers to a (usually regular) movement from one place to another.
- A predator is an animal that kills another; 'prey' is the animal sought by the predator.
- Livestock is specifically animals that are kept on a farm, e.g. cows or sheep, as opposed to animals more generally.
- A conservationist works to protect animals (or something, e.g. old buildings); an animal lover loves all animals.

▷ VOCABULARY BANK 8.3 p127

Stronger classes can read the notes and do the exercises at home. Ss complete the exercises alone then check in pairs. Do the first example for each as a class.

Answers:

1A 1 horses 2 wolf, sheep, 3 cows 4 wolf 5 elephant
6 bull 7 lion 8 fly 9 goat 10 cow

B

- a wolf in sheep's clothing
- take the bull by the horns
- a cash cow
- till the cows come home
- gets my goat
- crying wolf
- hold your horses
- wouldn't hurt a fly
- the elephant in the room
- the lion's share

FUNCTION GIVING OPINIONS

2A Instruct Ss to listen and consider whose opinion (the man's or woman's) is most similar to Camila Soto's, as well as whose arguments are most convincing. Play the recording and then Ss compare their ideas in pairs. Elicit Ss' answers.

Answers:

The woman's opinion is similar to Camila Soto's.

The woman: thinks wolves have a bad name, exaggerated by the media, need to get the balance back, hates hunting; also thinks that wolves bring in tourism and overall everything's been blown out of proportion and there are other options.

Unit 8 Recording 4

- M:** So what's your take on this article about the numbers of wolves in Europe increasing? I mean it seems very worrying to me that, that there's no control around this, that that ...
- F:** Mmm ...
- M:** wolves just seem to be naturally increasing their numbers within, you know, within tens or hundreds of kilometres of, of large urban populations.
- F:** Well I feel like wolves just have a bad name to be honest, you know, you look at any, any film or story depicting a wolf, it's never positive.
- M:** Er, no, but there's a good reason for that which is they're dangerous wild animals and ...
- F:** Mmm ...
- M:** they've got no place, erm, next to populations of humans that's just, that's just asking for trouble, isn't it?
- F:** Well, maybe it's just me but it feels like the danger is always exaggerated to me, you know, certainly, erm, in the media they'll blow up any story even if one person has a really minor injury, suddenly all wolves are bad. You know, I think it's time to get the balance back and give nature a chance to fight back. I don't think it's fair.
- M:** Well, I'm no expert but, but I think it's important that the risk is properly assessed and I think if you, if you look at where, er, if you look at the statistics of, of human-wolf interaction, erm, obviously wolves often come off worse because they end up being shot by, by hunters and the like but where you ...
- F:** Well I'm really against any form of hunting, in fact any form of culling them at all. I just don't think that's an answer, is that what you are saying?
- M:** And would you feel the same if, if those populations of wolves were not in remote wildernesses but were on the doorstep of large cities and potentially taking people's livestock, pets, children?
- F:** It's not a cut and dried question. I just don't think it's that simple. I don't think all of a sudden they're in the city, you know, when they were always ... I just don't think it's that simple.

- M:** I don't think there's evidence that they're in the city, the evidence is they are close to the cities and therefore if you look at what's happened with foxes for example which were previously traditionally rural animals, they, we now talk about urban foxes, they are they're a part of our lives but they, they can be dangerous, they do take, erm, people's pets. There are stories about them attacking children, and that's a fox! If you've got a wolf in the same sort of situation, um, I'm guessing that could cause you a real problem.
- F:** Erm, I'm, there are some things that I agree with, but I just think that tourists, for example, erm, bring money to places and it's actually a plus to have wolves because people are actually going to the country to see them, did you ever think of it that way?
- M:** Yeah. Actually in that respect I'm with you. I, I think this probably eco tourist benefits that could come from having a population of wolves nearby but they'd need to be controlled in some way or ...
- F:** Erm ...
- M:** ... penned in to a particular reserve ...
- F:** No one would disagree with that. Obviously you've got to have some sort of controls but I just think we've taken it out of all proportion, recently.
- M:** Er well, no I would be surprised if that was the case I, I don't think we we've, we've got it out of proportion. I think that we need to ensure that if we want to live, erm, alongside animals like that we need to take necessary precautions and potentially, erm, think about culling to keep the numbers, erm, within reason.
- M:** Do you not agree with me?
- F:** On the face of it, it seems like the only way to stop this problem is to kill animals, but actually I think there are lots of other things you can do. I just I think that's really, really inhumane and too simple. It's not the right answer.

B Ss work in pairs to complete each gap, trying to come up with two options for each. Do the first one as an example (e.g. *opinion, view*). Elicit Ss' answers.

Suggested answers: 1 view, opinion, idea, judgement 2 kind, type, manner 3 sense, regard, case 4 will, can/could (possibly), is likely to 5 truth, way things are, reality, (true) situation 6 surface, face

C Ss listen to the recording again and complete the gaps with the words the speakers use. Elicit Ss' answers.

Answers: 1 take 2 form 3 respect 4 would 5 case 6 face

D Ss work in pairs to underline the main stressed words in Ex 2B. Do the first one together (*What's your take on this?*). Once Ss have identified the stressed word, say the first sentence, exaggerating the high pitch on the stressed word. Instruct Ss to do the same with the rest of the sentences. Ss listen again to the recording, saying each expression with the speaker.

Answers:

What's your take on this?

How do you see this?

I'm really against any form of ...

Why should it be any different with ... ?

In that respect I'm with you.

No one would disagree with that.

I'd be surprised if that's the case.

That doesn't surprise me in the least.

On the face of it, it seems ...

Well supposedly so, but look at the facts.

▶ **LANGUAGE BANK 8.3** p118-119

Stronger classes can read the notes and do the exercise at home. Otherwise, ask Ss to work in pairs to correct one word in each sentence. Elicit Ss' answers.

Answers:

A 1 What's your mistake on this?

2 On the fate face of it, ...

3 In that prespect respect I'm with you.

4 And, I'm really against any forum form of coercion, ...

5 No one might would/could disagree with that.

6 How can do you see this?

7 Why should it be all any different with this?

8 I'd be surprised if that was the base case.

9 Well supposedly so, but look at the facters facts.

10 That doesn't surprise me in the last least.

3A Ss work in pairs to discuss the headline and their opinions of whether closing zoos is a good idea or not. Ss must make a list of at least three reasons for and against the idea. (some ideas might be: **Against the bill:** zoos can help to conserve endangered species, zoos have improved immensely and animals are treated well, it may be the only way for some people to see these animals. **In favour of the bill:** animal conservation can take place in the wild, people can now watch documentaries to learn about these animals, cruel to animals.)

B Ss role play the situation using the expressions from Ex 2B and the flow chart. Arrange Ss into pairs and assign the roles. Give Ss time to read the chart and consider the language they can use. Give Ss 5 mins to perform the role-play. Monitor and correct common errors in feedback.

Optional extra activity

Ss answer the following questions in pairs:

- 1 Have you ever been to a zoo or aquarium? If so, what's your abiding memory of it? If not, why not?
- 2 Do you think attitudes towards zoos have changed in the last 20 years?

LEARN TO HEDGE AN OPINION

4A Before starting this exercise, give Ss' an example of this type of hedging. Write on the board *The danger is always exaggerated*. Ask Ss to identify which parts of the sentence make this phrase sound direct and absolute (*is always*). Elicit why using categorical sentences like this one makes an argument less convincing (*easy to disprove/argue against*). Change the sentence to, *I think that the danger is often exaggerated*. Elicit which parts of the sentence make the sentence less direct (*I think/is often*). Tell Ss there are various ways of being less direct in English and this section explores how to do this. Ss work in pairs to make the phrases sound less direct.

B Ss listen to the recording to write the phrases the speakers use. Play twice if necessary. Ss compare in pairs. Elicit Ss' answers and whether their ideas from Ex 4A were the same.

Answers:

1 Maybe it's just me but it feels like the danger is always exaggerated.

2 Well, I'm no expert but I think it's important that the risk is properly assessed.

3 If you've got a wolf in the same sort of situation, I'm guessing that could cause you a real problem.

4 There are some things that I agree with but I just think that tourists bring money to places and it's actually a plus to have wolves.

speakout TIP

Read the speakout tip with the class and discuss answers to the question about cultural contexts. In Britain and Australia, for example, it is common to be less direct and use hedging, as this is seen as more polite and modest. However, in other countries, such as parts of Northern Europe (e.g. Germany, Netherlands, Scandinavia), people are generally more direct and are not offended when others are also direct.

C Direct Ss to cover the phrases they wrote for Ex 4B and use the prompts to remember the whole phrase, adding it to a sentence in Ex 4A.

SPEAKING

SA Direct Ss to read the statements and decide which they would approve of being made into law and why/why not. Provide an example of what the Ss need to do. (E.g. *I agree that plastic bags should be banned by law - consequences: less pollution, particularly of oceans, and therefore sea-life suffering less/companies which make plastic bags may go out of business/companies which make eco-friendly reusable bags grow.* Ss work alone to make notes on their opinion and the consequences.

B Arrange Ss into small groups to discuss their opinions on the topics. Provide an example of the language Ss need to use (e.g. *Maybe it's just me but I really think plastic bags should be banned because thousands of species really suffer when plastic bags end up in the sea. What's your take on this?*). Monitor and make a note of good language used as well as common errors to go over in feedback in Ex 5C.

C Nominate Ss to report back to the class the group's consensus and who in their group made the best arguments against the majority point of view. Correct any common errors together and highlight any good language used.

Homework ideas

- **Ex 1:** Research news related to the topic of endangered species and make notes to report back to the class.
- **Ex 5:** Write an opinion piece based on one of the topics debated in this section.
- **Language bank** 8.3 p118–119
- **Vocabulary bank** 8.3 p127
- **Workbook** Review 3, p55

DECISIONS

Introduction

Ss watch and listen to short interviews with people on the streets of London talking about changes they would make to their lives if they could.

SUPPLEMENTARY MATERIALS

Warm up: Write the quote on the board.

DVD view: (optional) Visuals of some of the animals mentioned (octopus, otter, bumble bee, whale).

Warm up

Write this quote on the board:

Embrace the glorious mess that you are. (Elizabeth Gilbert)

Ss discuss the following questions in pairs:

- 1 What do you understand by the quote?
- 2 Is the advice an achievable goal or is it human nature to want to be different/better?
- 3 How do you feel about these sort of 'inspirational' quotes?

DVD PREVIEW

1A Give Ss 3–5 mins to work alone to note their answers to the two questions. Monitor and write any useful vocabulary Ss ask for on the board.

B Arrange Ss into small groups to discuss their answers, focusing on the three questions. Monitor and nominate Ss to briefly share their group's ideas.

DVD VIEW

2A Ss watch Part 1 of the DVD and write down the name of the country each person chooses. Ask Ss to include the presenter. Tell Ss that if no specific country is mentioned, they should write the general place the speaker mentions. Ss compare in pairs after watching. Elicit Ss' answers.

Answers:

Michael, the presenter: India; **Agnes:** the Middle East (she mentions she's been to Lebanon but doesn't specify whether this is the country she wants to revisit); **Ewan:** Spain; **Mila:** Ethiopia; **Tricia:** Portugal; **Praneet:** the UK; **Simon:** Germany; **Michael:** somewhere warmer than Britain

DVD 8 Decisions – Part 1

M = Michael A = Agnes E = Ewan MI = Mila
T = Tricia P = Praneet S = Simon

- M:** Hi, I'd say that I'm pretty satisfied with my current lifestyle, but I do sometimes get this niggling feeling that I could do with a change and that I'd like to push myself to try some alternatives and experience something new. Now, one of my dreams has always been to go travelling and experience a culture that's quite different, different to my own and somewhere that would challenge my personal values, maybe India. What about you? If you could live in a different country, where would it be?
- A:** Well, I don't know for like my entire life but I would definitely like to live a while in the Middle East because I study Arabic and I would very much like to live that language in practice and also it's just, I've visited Lebanon before so I'm kind of, well I got a touch, a flavour of the culture and it's, yeah, and the food, which was also great. Um, but yeah, I think that would be really pretty good.
- E:** Having just coming back from Spain, I love Spain, I think out my, definitely out of European countries it's right up there. People are friendly, things are cheap, it's the best.
- MI:** I think for me it would be Ethiopia, Ethiopian food is pretty

awesome, and yeah, I've just been to South Africa so I don't really know a lot about the continent, and so Ethiopia sounds like a good place, and they have a really interesting history since they were never really colonised. So, I think that would be really cool to see.

- T:** Well, I want to go and live in Portugal anyway, so it's not really a 'would' 'cos I'm going to do it. Um, one of the reasons I want to do it is because I, I just really like, like the culture and so on, but I've always wanted to live somewhere where I have to speak another language and I've always got to a certain point and never quite to fluency and the only way to do it, is go and live somewhere else, right?
- P:** Oh it'll be here, definitely in UK, like this is the first time I've come out of India and I'm loving it here. It's ... it's beautiful, it's so relaxing. I mean when, when I go around I see art everywhere and I feel that it, I'm in the spirit of London, I'm in love with it, and I just don't want to go back!
- S:** Germany because my wife comes from Germany, and we spent many years living in Germany, and Berlin is probably my favourite city on the planet. So, and I love speaking German and I love Germany as a country and the culture. It's a very grown up place.
- M:** It would be a warmer country than Britain because as I get older, the, the weather in the winter is not so favourable for me.

B Ss work in pairs to try to remember the reasons each speaker chose that place. Play Part 1 of the DVD for Ss to check their answers. Elicit Ss' answers.

Answers:

Michael, the presenter: India has a culture quite different from his own and the country would challenge his cultural values.

Agnes: she studies Arabic and would like to 'live that language in practice'. She's already had a flavour of the culture when she visited Lebanon and the food was great.

Ewan: one of the best European countries: friendly people, cheap things, 'the best'.

Mila: Ethiopian food is 'awesome.' It has an interesting history as it was never really colonised.

Tricia: She likes Portuguese culture and wants to become fluent in the language, which means going and living there.

Praneet: She's loving the UK - it's beautiful, relaxing, there's art everywhere and she's in love with the 'spirit of London.'

Simon: His wife is German; he's spent many years living there; Berlin's his favourite city on the planet; he loves speaking German, the country and the culture; it's a very 'grown-up place.'

Michael: As he gets older, he doesn't like the winter weather in Britain.

3A Tell Ss that the next question in the interview asks, *If you could be an animal, what would you be?* Focus Ss' attention on the excerpts and elicit which animal the person might be talking about in 1 (*suggested answer = probably a bird*). Ss discuss in pairs the other excerpts and which animals they think they might be referring to. Elicit some of the Ss' ideas, asking them to justify why. Check *herbivore* (animal which feeds on plants), *nectar* (the sugary liquid made by flowers) and *bounce back* (recover after something bad).

B Watch Part 2 for Ss to check their ideas.

Alternative approach

Before watching Part 2, show Ss the visuals of an octopus, an otter, a bumble bee and a whale. Elicit the names of the animals and ask Ss which of the excerpts could apply to these animals.

Answers: 1 bird 2 elephant 3 bumble bee 4 otter 5 octopus 6 dog (her own dog) 7 dog 8 elephant or whale

DVD 8 Decisions - Part 2

M = Michael A = Agnes E = Ewan S = Sami MA = Matt
SO = Sofia P = Praneet SI = Simon

- M:** If you could be an animal, what would you be?
- A:** I think I'd like to be a bird, and just fly in the sky. But, yeah, somewhere warm though, not in the cold parts of the world.
- E:** I'm a lifelong fan of elephants, so I do ... I would, they would be high up there but I'm not entirely sure if an elephant's life is the best. Like generally all herbivores there's a lot of just eating the same thing over and over again, um, but yeah, let's go for elephants they, they have nice sociable lives.
- S:** I would say, er, bumble bee, fly flower to flower, chill out, have nectar, go to the next flower, chill out, have another nectar, go out, party. Bumblebee. That's the best animal.
- MA:** Either an octopus or an otter. An, an octopus because, imagine having eight arms and they can fit through the smallest gaps and they're very intelligent, and otters because they are incredibly cute and just seem to have fun all the time.
- SO:** Yeah, octopus, don't they have like three brains and seven hearts, something like this?
- MA:** I don't know,
- SO:** Yeah, they do.
- P:** OK, I will be my own dog, you know. Because he gets all the attention in the family, he doesn't have to do any work, he just lies there, plays, eats all day and he gets all the love from the family, and no one expects him to be anything and do anything and no one expects him to get up on time early and I hate that. So, I'm going to be my dog.
- SI:** Dogs have a lot of fun, and dogs seem to be relentlessly optimistic and very loyal to their owners, to the other members of their pack and dogs have an innocence and a naivety and an enthusiasm which is very attractive and they seem to bounce back after pretty much any experience of adversity, a dog stays loyal to its owner regardless and has an enthusiasm for life which is enviable.
- M:** Oh, well you really got me there I can't think of what sort of animal I'd want to be, I'd want to be an animal that lived a long time so it would have to be an elephant or whale, something like that yeah.

C Ss watch Part 2 again to add the missing words to the excerpts. With *weaker classes*, pause after the first example and elicit the answer before continuing. Elicit Ss' answers.

Answers:

Missing words are italicised:

- ... just fly in the sky. *But yeah*, somewhere warm ...
- Like generally all herbivores there's a lot of just eating *the same thing* over and over again.
- ... have a nectar, go to the next flower, chill out, *have another nectar*, go out, party.
- ... they are incredibly cute and *just seem to* have fun all the time.
- Don't they have, *like*, three brains and seven hearts ... ?
- ... he doesn't have to do any work, he *just lies there*, plays, eats all day
- ... they seem to bounce back after *pretty much* any experience of adversity
- ... an animal that lived a long time so it would *have to be* a ...

4A Ss work alone to change the adjectives in the box into noun form. Do the first example together (*attractive*-*attraction*/*attractiveness*). Check answers and drill pronunciation.

Answers: attraction/attractiveness, enthusiasm, innocence, naivety, optimism, loyalty

B Ss work alone to decide which words and in which form best fit the gaps. Ss compare in pairs. Play the short excerpt from 01:37 for Ss to check their answers.

Answers: optimistic, loyal, innocence, naivety, enthusiasm, attractive

5A Tell Ss that in Part 3 they will listen to interviewees answering the question *If you could change your present lifestyle, how would it be?* Ss watch Part 3 of the DVD and match a speaker to each question. After watching, allow Ss to quickly check in pairs before eliciting the answers.

Answers:

- 1 Sami (I'm tired of sitting here across a computer)
- 2 Jack (I think my current lifestyle is a bit transient)
- 3 Peter (smoking)
- 4 Ewan (if I could be stricter with myself), Praneet (I'd like to be more disciplined)

DVD 3 Decisions – Part 3

M = Michael E = Ewan J = James A = Alex S = Sami JC = Jack
P = Praneet PT = Peter

- M:** If you could change your present lifestyle, how would it be?
E: Less procrastination, the bane of every student's life. I think I could be stricter with myself I would be a lot happier.
J: More sleep for me, for sure.
A: Less sleep for me, for sure.
J: Aaah, OK, we have a good balance there.
A: Yeah.
S: Present lifestyle, stop working on a desk, working outdoors, gardening, that kind of stuff. I think I'm tired of sitting here across a computer, so that's my lifestyle. To find a job that I love.
JC: I think my current lifestyle is a bit transient, so I think I would probably change that. I think it's nice to stay a bit more stationary and, you know, grow solid roots in a place.
P: So I'd like to be more disciplined and I'd like to be more, yeah, disciplined basically, waking up on time, and doing things right on time, active all day. So yeah, because, because when I don't do that I really lose on a lot of things, so yeah.
PT: I would stop smoking, I don't think I need to tell you why. I've been smoking, God, since I was, well for thirty-four years, so I think I should quit, but it's difficult, so don't smoke.

B Ss work in pairs to guess who said the excerpts which were cut from the DVD. Do the first one together. Give Ss 5 mins for this task.

C Ss watch Part 3 again to check. Ss compare in pairs then elicit Ss' Ideas and justifications.

Answers:

The clues are in brackets:

- 1 Jack (grow solid roots in a place)
- 2 Peter (I don't think I need to tell you why/I think I should quit/don't smoke)
- 3 Sami (I'm tired of sitting here across a computer)
- 4 James and Alex (OK, we have a good balance there)
- 5 Ewan (Less procrastination, the bane of every student's life)
- 6 Praneet (I really lose on a lot of things)

speakout a personality quiz

5A Arrange Ss into pairs and allow 3–5 mins for them to choose one of the categories and write the items plus two adjectives each. With **weaker classes**, do an example together (e.g. *furniture: dining table (solid, practical), lamp (bright, illuminating), sofa (comfortable, cosy), chair (designed, essential), rug (soft, warm)*).

B Arrange Ss into new pairs. Ss take turns to ask the relevant question to their partner and list the five choices. The partner selects the one they think best represents them. Make clear they must explain why they chose it. Give Ss 5 mins to complete the activity, ensuring at this stage they do not show each other their papers with the adjectives written on.

C In the same pairs, Ss tell each other the adjectives which correspond to what they chose and discuss whether this relates at all to the reasons the person gave for choosing.

writeback a quiz key

7A Write on the board the title *appliances* and underneath write *fridge, microwave, kettle, electric toothbrush, and sewing machine*. Ss choose which one they think most resembles them or which they most identify with, then tell their partner, explaining why they chose it.

Alternative approach

If your Ss have a good relationship with each other, arrange Ss into pairs and ask them to choose an appliance for their partner instead of for themselves.

B Ss read the key alone, then discuss the questions in pairs. Monitor and when Ss are ready, elicit Ss' Ideas.

C Ss write the key to their own quiz, choosing one of the categories from Ex 6A or one of their own (e.g. *characters from films or a popular TV series, colours, etc*). Encourage Ss to look at the example key to guide them on how much to write and the type of language. Set a time limit of 15 mins. Monitor and help out with language.

D Ss do each other's quizzes and discuss how accurate they are at describing their personalities. Monitor and correct any common errors. To round up the lesson, briefly elicit their thoughts on the quizzes.

Homework ideas

- **Writing:** Write another personality quiz or write an article about which animal they would like to be and why (200 words).

LOOKBACK

Ss revise and practise the language of Unit 8. The notes below provide ideas for exploiting the exercises and activities but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

IDIOMS FOR CHOICES

1A Ss work alone to complete the idioms before comparing in pairs. Elicit Ss' answers.

Answers: 1 lesser, evils 2 path, resistance 3 one, dozen
4 sitting, fence 5 quandary 6 torn 7 sleep 8 spoilt, choice

B Ss work in pairs to discuss the questions. In feedback, briefly elicit Ss' opinions (*suggested answer: humour used in 4 and 7*).

UNDERSTANDING COMPLEX SENTENCES

2A Ss work alone to read and decide the context and country. Elicit answers.

Answer:

Local newspaper because of the style – a single-sentence lead summarising the story, with an emphasis on the physical appearance of the girl – and that it's a typical 'small' newspaper human interest story. And the USA, because of words like 'vacationing', 'patrolman', which are used in US English.

B Ss work in pairs to make a list in note form (focus their attention on the examples). Set a time limit of 2 mins for this.

Answers:

Lucy Reed story notes

- 36 hour search
- 150 volunteers
- family panicking
- Lucy had blonde hair and blue eyes
- went missing early Saturday morning
- found by a patrolman
- he found her at the water's edge
- Lucy was fine (safe and sound)
- found yesterday
- patrolman was off-duty
- he was on vacation in Rye Beach
- at the moment he found her, he was out for a morning jog

C Once Ss have their notes, instruct Ss to close their books and use the notes to write the information into ONE sentence. Remind them to use commas where necessary. Monitor and when Ss are ready, get them to check their sentences against the one in the book.

Alternative approach

Divide the class into three teams. Provide a board pen each and designate a section of the board to each group. Ss work in their teams to write their sentences. When finished, Ss' read each other's completed sentences to check all the information is present and that the sentence is grammatically correct, giving it a mark out of ten. Ss then look at the original and decide which sentence is most similar.

WAYS OF READING

3A Ss work in pairs to add the vowels. Elicit answers then direct Ss to answer the completed questions.

Answers: a) pore b) peruse c) plough d) dip e) read up
f) cast an eye g) scrutinise h) flick through

(Suggested answers:)

- a) to get to know the particular area
- b) out of interest or boredom, while waiting in an office somewhere
- c) because you have an exam and need to learn the material
- d) to pick up on a few points of interest that catch your eye
- e) because you're going to Australia or to a party where there will be a lot of Australians and you want to be aware of a few things about their country/culture
- f) to check whether there's anything of major significance
- g) to make sure everything is exactly as you want, before signing it; or, if you're a lawyer, because it's your job to make sure everything is exactly right before the client signs it.
- h) to check where they've been; if you're a border official, to make sure they have the right stamps or visa.

B Ss work in pairs to discuss the question. With *weaker classes*, provide an example first (e.g. *you might scrutinise an email from your boss if you were in conflict with them at the time*).

PREPOSITIONAL PHRASES

4A Ss work alone to write the prepositions. With *weaker classes*, encourage Ss to use their notebooks/a dictionary and allow Ss to work in pairs. Elicit Ss' answers.

Answers: 1 of 2 to 3 for 4 in 5 with 6 of 7 in/on 8 for

B Ss work in pairs to complete the sentences with an idea they agree on. Provide an example (e.g. *There's no chance of my country running on purely renewable energies in the next 20 years*). Nominate Ss to give their ideas in feedback.

GIVING OPINIONS

5A Ss add the missing words to the expressions. Check answers, then direct Ss to find the pairs which have a similar meaning/function.

Answers:

(the missing word is underlined)

- 1 I'd be surprised if that was the case.
- 2 I'm really against any form of exploitation, but ...
- 3 In that respect I'm with you.
- 4 No one would disagree with that.
- 5 On the face of it, it seems ... but actually ...
- 6 That doesn't surprise me in the least.
- 7 How do you see this/it?
- 8 Well supposedly so, but look at the facts.
- 9 What's your take on this?
- 10 Why should (would) it be any different with ...?

Pairs according to function: 1–6, 2–10, 3–4, 5–8, 7–9

B Arrange Ss into small groups. Ss discuss their opinions while practising the expressions from Ex 5A. Give Ss 1–2 mins to read the three statements and consider their opinion and reasons to support their opinions. With *weaker classes*, provide an example (e.g. *1. Human beings' use of animals as objects of entertainment is cruel because often these animals are kept in places which are not big enough for them to lead a healthy life. Orcas in places like Sea World in the USA, for example are kept in pools which I don't think give them enough room to swim and their fins can end up damaged*).

Homework ideas

- Workbook Review Units 7–8, p56–59

The activities on the Lead-In page are designed to provide revision and communicative practice of language that advanced Ss should be familiar with. Use the Lead-in page to assess your Ss' existing knowledge and revise/teach the target language in each activity.

PARTS OF SPEECH

1A Before Ss read the article and complete the questionnaire, ask them to discuss with a partner what their reasons are for studying English and whether they have any specific goals. Ask them to think about whether these reasons are the same as the ones they had when they first started learning English. Refer Ss to the article and ask them to complete the questionnaire on their own. In class feedback, try to elicit a range of different answers for each question.

B Ss add up their scores and then work in pairs to read and discuss the interpretation of their results in the key at the bottom of the page. In feedback, ask Ss to explain why they agree or disagree with their results.

C Ss work to match the underlined sections in the article and questionnaire with the grammatical terms. They can then check their answers in pairs before feeding back to the class.

Answers: a 4 b 3 c 7 d 12 e 13 f 10 g 2 h 11 i 1 j 6 k 5 l 8 m 14 n 9

MULTI-WORD VERBS

2A Ss work alone to replace the words in bold with the multi-word verbs made from the words in brackets. Check answers with the class.

Answers: 1 jazz up 2 stand up for 3 going down with
4 coming up with, carrying out 5 switch off, carry on
6 put up with 7 look up to 8 mull over

B Ss work in pairs to decide which of the multi-word verbs are separable and to replace any object of the multi-word verbs with a pronoun. Encourage them to use dictionaries if necessary. Check answers with the whole class.

Answers:

- 2 Inseparable: stand up for them
- 3 Inseparable: going down with it
- 4 Inseparable: coming up with them
Separable: carrying them out
- 5 No object: switch off
No object: carry on
- 6 Inseparable: put up with it
- 7 Inseparable: look up to them
- 8 Separable: mull them over

C Ss work in pairs to ask and answer the questions. Monitor and correct errors. When Ss have finished, elicit some answers from different pairs.

PRONUNCIATION

3A Focus attention on the example sentence. Say it out loud and ask Ss to match the blue markings on the sentence to the features of connected speech which are referred to in the instruction. The sentence is a good example because it has elision of /t/, intrusive /w/ and intrusive /r/, assimilated /n/ to /m/, linking of /l/ and /a/, weak form 'and', and elision of /d/. Ss work in pairs to say the rest of the sentences and mark the features of connected speech.

Answers:

2 I don't know this shop.

3 Would you like to eat mine?
/dʒ/ /w/ /ʒ/

4 My email address is on our website.
/j/

5 Could you remind me about the party?
/dʒ/ /j/ /ʒ/

B Play the recording and ask Ss to check and correct their answers from Ex 3A. Write the sentences on the board and mark the connected speech as you elicit answers from the whole class.

C Ss work in pairs to practise saying the sentences with the features of connected speech from Ex 3A.

PAGE	UNIT	PHOTOCOPIABLE	LANGUAGE POINT	TIME
127	1	Speaking of change	Vocabulary: transformation • review vocabulary of transformation • practise speaking skills by talking about change	30-40
128	1	Tell me about it	Vocabulary plus: prepositional phrases after nouns • review prepositional phrases after nouns • practise speaking skills by discussing sentences	25-30
129	1	Verb pattern pick up	Grammar: verb patterns • practise using verb patterns • practise speaking skills by building narratives from word prompts	25-40
130	1	What are they doing?	Grammar: continuous and perfect aspect • practise the continuous and perfect aspects • practise speaking skills by asking and answering questions	25-30
132	1	Changing times	Functional language: presenting survey results • practise functional language for presenting survey results	30-40
133	2	Learning lessons	Vocabulary: learning and education • review vocabulary of learning and education • practise speaking skills by discussing ideas	25-30
134	2	Feeling good	Vocabulary plus: idioms: feelings • review idioms related to feelings • practise speaking skills by guessing idioms	25-30
135	2	Is it a mistake to ...?	Grammar: if and related expressions • practise using if and related expressions • practise speaking skills by discussing hypothetical situations	25-40
136	2	Find out about	Grammar: nominal relative clauses • practise using nominal relative clauses • practise speaking skills by asking and answering questions	25-30
137	2	Keep on track	Functional language: leading a discussion and managing interaction • practise functional language for leading a discussion and managing interaction	30-40
138	3	You're hired!	Vocabulary: job hunting and honesty • review vocabulary of job hunting and honesty • practise speaking skills by discussing job-related situations	30-40
139	3	Metaphor draw	Vocabulary plus: metaphors • practise using metaphors • practise speaking skills by playing a game	25-30
140	3	Ideal candidates	Grammar: expressing modality • practise expressing modality • practise speaking skills by matching candidates to jobs	30-40
141	3	Job search – true or false?	Grammar: passives • use passive forms • practise speaking skills by discussing statements about job hunting	25-40
142	3	Could you just answer the question?	Functional language: evading a question • practise functional language for evading questions in a role-play situation	30-40
143	4	Influencers	Vocabulary: Influence and social media • review vocabulary of influence and social media • practise speaking skills in the context of a game	30-40
144	4	Match up	Vocabulary plus: three-part multi-word verbs • review three-part multi-word verbs • practise speaking skills by discussing statements	25-30
145	4	Having said that	Grammar: participle clauses • practise participle clauses • practise writing skills by creating short stories	30-40
146	4	Big statements	Grammar: introductory it and there • use introductory it and there • practise speaking skills by discussing statements	25-30
147	4	Go on, buy one!	Functional language: persuasive techniques in presentations • practise functional language for persuasive techniques in presentations by preparing a sales pitch	30-40

RESOURCE BANK

Index of photocopiables

PAGE	UNIT	PHOTOCOPIABLE	LANGUAGE POINT	TIME
148	5	On trend?	Vocabulary: fashion and looks • review vocabulary of fashion and looks in the context of a crossword puzzle	25-30
149	5	Compound dominoes	Vocabulary plus: compounds • review compounds • practise speaking skills in the context of a game	25-30
150	5	Descriptions	Grammar: noun phrases • practise using noun phrases • practise speaking skills by describing people, places and things	30-40
151	5	In your own words	Grammar: fronting, headers and tails • practise fronting, headers and tails • practise writing and speaking skills by rewriting and acting out conversations	25-30
152	5	The great debate	Functional language: informal turn-taking • practise functional language for informal turn-taking in the context of short debates	30-40
153	6	A question of where to live	Vocabulary: cities • review vocabulary of cities • practise speaking skills by asking and answering questions	25-30
154	6	Binomial match up	Vocabulary plus: binomials • review binomials	20-25
155	6	Even though	Grammar: concession clauses • use concession clauses • practise speaking skills by discussing preferences	25-40
156	6	What did they say?	Grammar: indirect speech • use indirect speech • practise speaking skills by discussing quotes about cities	25-30
157	6	Is that customary here?	Functional language: talking about customs • practise functional language for talking about customs	30-40
158	7	Film pitch	Vocabulary: film • review vocabulary of films • practise speaking skills by pitching ideas for films	20-30
159	7	Snap!	Vocabulary plus: adverb-adjective collocations • review adverb-adjective collocations in the context of a game	20-25
160	7	Subjunctive suggestions	Grammar: subjunctive • use subjunctive forms • practise speaking skills by discussing moral dilemmas	30-40
161	7	Surprisingly enough	Grammar: adverbials • use adverbials • practise speaking skills by discussing personalised sentences	25-30
162	7	I was like ...	Functional language: telling anecdotes • practise functional language for telling anecdotes	30-40
163	8	Did I have a choice?	Vocabulary: idioms for choices • review idioms for choices • practise speaking skills by talking about choices you have made	30-40
164	8	Do you mean?	Vocabulary plus: connotation • review connotations • practise speaking skills in the context of a guessing game	20-30
165	8	Out of order	Grammar: complex sentences • use complex sentences • practise writing skills by writing complex sentences	25-30
166	8	On or of?	Grammar: prepositional phrases • use prepositional phrases	25-30
167	8	In that case ...	Functional language: giving opinions • practise functional language for giving opinions in the context of a game	30-40

A social movement that initiated positive change globally. →	Events that are in their initial stages, but could change the world. →	A piece of common understanding which has changed in your lifetime. →	A pioneer from your country who is important. →	Someone who has transformed how we live. →	The most significant changes to the environment in your lifetime.
↑ Something which caused you to experience a fundamental change in thinking.	A transformative event for a friend or family member. ←	An area where pilot studies are revealing interesting findings. ←	A major breakthrough that will impact on your life. ←	An event or invention which has created a significant step forward for humanity. ←	A discovery which led to a paradigm shift in thinking. ←
START A personal event that had a profound impact on you. →	A situation that set in motion an important chain of events in your country. →	A world event that significantly changed how we live. →	A game changer in the field of culture, science or politics. →	An Idea or innovation that challenges conventional wisdom. →	↑ A trailblazer who you admire.

TELL ME ABOUT IT

Vocabulary *plus*: prepositional phrases after nouns

1 Complete the sentences using a prepositional phrase and your own ideas.

1 You might not know it, but I have a **talent**

_____.

2 I would have no **hesitation**

_____.

3 I think that it's important that people **take part**

_____.

4 I'm of the opinion that too few people see the **risk**

_____.

5 You can't underestimate the **necessity**

_____.

6 I'm planning to _____
with the aim _____.

7 As far as I'm concerned, it's important to celebrate **success**

_____.

8 My **motivation** _____
is _____.

9 I have a **passion**

_____.

10 Not many people understand the **implications**

_____.

11 I think that there's little **hope**

_____.

12 In the **course** _____
one day I _____.



allow	blame	bring	come up with
continue	develop	devote	do
fund	gather	get	go
construct	detest	let	make
postpone	recall	tolerate	hesitate
order	persuade	claim	challenge
anticipate	threaten	refuse	remind
instruct	inspire	admit	decide
feel like	learn	deny	wish
appreciate	transform	urge	consider
seem	fail	intend	warn
afford	avoid	finish	train

WHAT ARE THEY DOING?

Grammar: continuous and perfect aspect

Worksheet A



Alan Huxley has been working on smartphone camera technology since 2014. What makes his camera different to those currently on the market is that it records parts of the spectrum of light that can't be seen. Huxley has been exploring the use of variable wavelengths to create apps that harness hyperspectral imaging. He is hoping that his innovation can be used by individual consumers for a whole range of purposes, from checking how ripe fruit is as it grows on trees, to quality controlling medication. The technology has been used in non-consumer versions for several years by surveillance companies. Huxley's version has taken that technology and reduced it in scale. He has also added a liquid crystal cell to sharpen the image. In the last few years he has developed software, which connects to a tablet, to process the images.

As Huxley points out, consumers don't have to know anything about the wavelengths that they are recording. By using the tool they can take pictures which will be analysed by the system. The software will have been calibrated to determine whether the image photographed meets criteria. Therefore, for example, your phone can tell you if the medication you are taking is real or counterfeit.



Since ¹ _____, Kirsten Wu has been working on commercially available flexible, printable batteries. Her start-up is using ² _____ to make energy sources which don't need to be sealed within devices. The aim of this is to allow wearable technology to be much more simplistic and thinner. Another reason they've been working with zinc is that it is extremely ³ _____.

Wu and her team have been experimenting with ⁴ _____ to make the batteries. At the early stage of their project they were ⁵ _____ when they realised that they could remove the corrosive electrolytes from a conventional battery design. This meant that they could create a solid film that could make contact with skin.

The team are hoping that the battery which they have designed will ⁶ _____. They've been experimenting with their batteries in ⁷ _____. The thinner and more flexible forms mean that these can be easily and comfortably applied to patients of all ages. Wu feels that if this application is successful, she will ⁸ _____.

Worksheet B



Alan Huxley has been working on smartphone camera technology since ¹ _____. What makes his camera different to those currently on the market is that it records parts of the spectrum of light that can't be seen. Huxley has been exploring the ² _____ to create apps that harness hyperspectral imaging. He is hoping that ³ _____ for a whole range of purposes, from checking how ripe fruit is as it grows on trees, to quality controlling medication. The technology has been used ⁴ _____ by surveillance companies. Huxley's version has taken ⁵ _____. He has also added a liquid crystal cell to sharpen the image. In the last few years he has ⁶ _____, which connects to a tablet, to process the images.

As Huxley points out, consumers don't have to know anything about the wavelengths that they are recording. By using the tool they can take pictures which will be analysed by the system. The software will have been calibrated to determine whether ⁷ _____. Therefore, for example, your phone can tell you if the medication you are taking ⁸ _____.



Since early 2016, Kirsten Wu has been working on commercially available flexible, printable batteries. Her start-up is using stable forms of zinc to make energy sources which don't need to be sealed within devices. The aim of this is to allow wearable technology to be much more simplistic and thinner. Another reason they've been working with zinc is that it is extremely cost effective, easy to acquire, and non-toxic.

Wu and her team have been experimenting with a range of different chemical compositions to make the batteries. At the early stage of their project they were testing different formats when they realised that they could remove the corrosive electrolytes from a conventional battery design. This meant that they could create a solid film that could make contact with skin.

The team are hoping that the battery which they have designed will allow greater design freedom for future wearables. They've been experimenting with their batteries in health-monitoring devices that are used in hospitals. The thinner and more flexible forms mean that these can be easily and comfortably applied to patients of all ages. Wu feels that if this application is successful, she will have fulfilled her original design brief.

CHANGING TIMES

Functional language: presenting survey results



THE ENVIRONMENT	TECHNOLOGY	SPORT AND EXERCISE
ENTERTAINMENT	EDUCATION	TRAVEL AND TRANSPORT

Question	Student A	Student B	Student C	Student D
1 _____				
2 _____				
3 _____				
4 _____				
5 _____				
6 _____				
7 _____				
8 _____				
9 _____				
10 _____				

My list	My partner's list	Final list
1 _____	1 _____	1 _____
2 _____	2 _____	
3 _____	3 _____	2 _____
4 _____	4 _____	
5 _____	5 _____	3 _____

'Better funding is a **crucial element** in improving education.'

'**Praise** and rewards motivate learners of all ages.'

'Too many people **deride** a culture of assessment. Ongoing progress tests are important.'

'Group work and collaborative learning is **highly beneficial** in school.'

'The only way to keep students **engaged** is to make lessons fun.'

'Teachers should **steer clear** of using technology in class.'

'Making an **educated guess** isn't enough. Students need to be accurate and informed.'

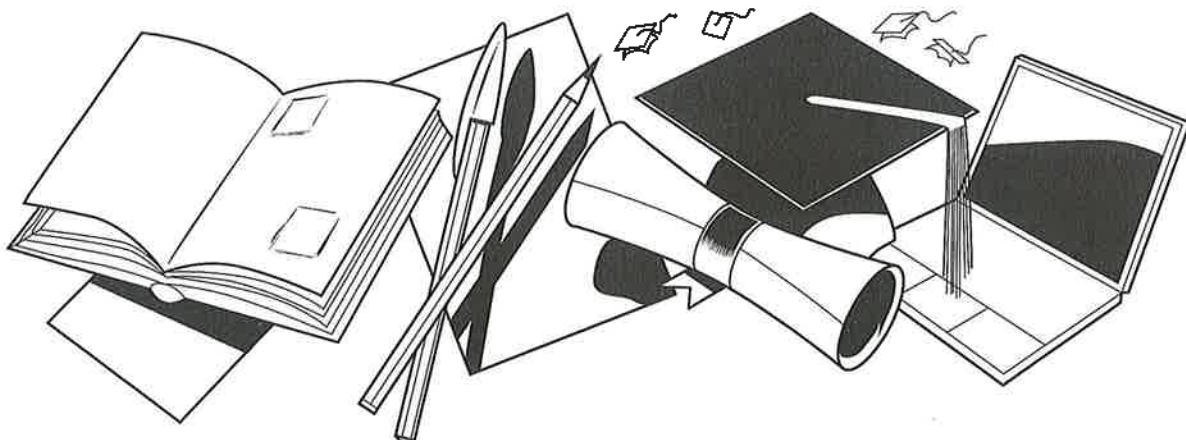
A **curriculum** based on life-skills is more important than literacy and numeracy.'

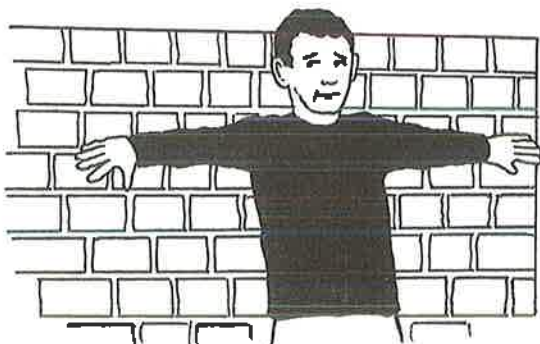
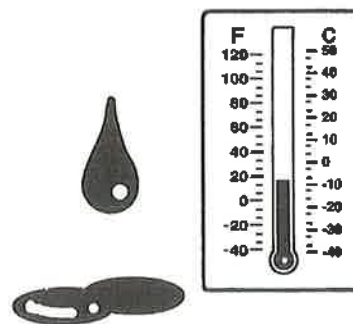
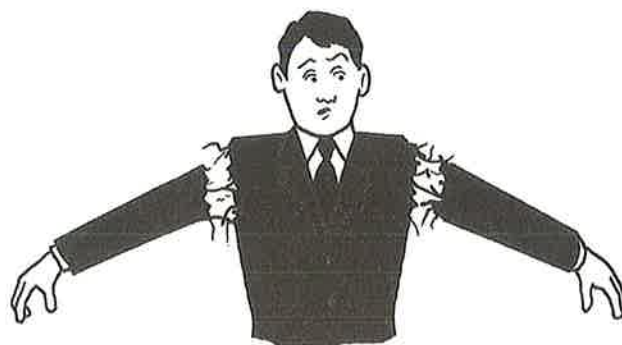
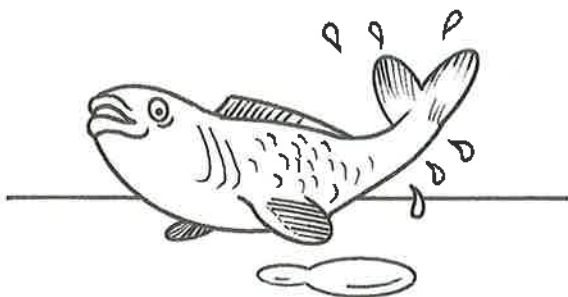
School should always be a **nurturing environment**, with as much support as possible.'

Rigorous standards are essential. Students who are failing should be allowed to leave school.'

'A good school will always focus on **individuality**.'

'The best way to **fulfil your potential** is to self-study online.'







An old friend who is an accountant gets in touch with you and tells you that he has a scheme that could help you avoid paying any tax. You are currently in financial difficulties. What do you do? What do you say?	You have ordered a new home cinema system online, at a bargain price. Shortly afterwards you read an article outlining the terrible working conditions in both the factory that makes the products and the distribution centre of the company you are buying through. What do you do? What do you say?	At a formal social gathering, a friend introduces you to some guests. In the introduction, they exaggerate a bit, and say many things which aren't exactly true about you, but sound very impressive. What do you do? What do you say?
During a taxi journey to the airport the driver insists on telling you his political views, which are of an extreme nature and totally the opposite of your own. What do you do? What do you say?	Your best friend has just bought some new clothes which they are planning to wear to an important interview. You think they look ridiculous. You are asked your opinion. What do you do? What do you say?	You run a language school. You recently took on a new employee, who is doing very well, and is popular with the students. Then you discover that they have a criminal record. This wasn't mentioned in the interview or application process. What do you do? What do you say?
You are in a coffee shop and have been kept waiting for some time. When a member of staff finally appears they start to serve someone who arrived after you. What do you do? What do you say?	You are socializing with a group of friends. One friend starts talking about doing a sponsored event for a charity. Everyone else offers to sponsor him/her straight away. But the charity isn't one which you agree with. What do you do? What do you say?	Your teacher praises you for great ideas in your last assignment, and gives you a class prize. In fact, most of the ideas came from an online forum. What do you do? What do you say?
You are almost at a cash machine when someone rudely pushes ahead of you. As they finish making their withdrawal you notice that they've left €50 sticking out of the cash dispenser. What do you do? What do you say?	You are at a concert watching your favourite band. During the performance the person in front of you starts taking videos on their smartphone, blocking your view of the stage. What do you do? What do you say?	You are out shopping when a small child excitedly approaches you. They have mistaken you for an actor in a children's TV programme and would like your autograph and a photo. What do you do? What do you say?

whatever	whoever	how	however	whenever	whichever	wherever	when	why	what	who	where
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Topic	My Question	My Answer	Classmate 1	Classmate 2
A learning challenge	1			
A subject that interests me	2			
A language app	3			
A time I learn best	4			
A person I learn from	5			
A place I learned a lot	6			
A learning tip	7			
The reason I study	8			
A method of learning I like	9			
A future study goal	10			
A suggestion to improve education	11			
A big change in the way we learn	12			

Checklist



Who'd like to kick this one off?	Could you elaborate on that?	Can I just check where you are coming from?	That's an interesting perspective.	Could you explore that further?
Correct me if I'm wrong, but ...	That's certainly worth considering.	Did you want to add anything?	Let's stay focused.	Can I make a comment about that?
I think we might be digressing.	Can I just wrap up what I was saying?	Can we just hear what ... wanted to say?	If I can just come in here ...	We're pressed for time. / Let's move on.

Topics

Should the school leaving age be set at eighteen year's old?
Should there be more vocational classes in school to prepare students for future work life?
Should secondary school students study less hours at school with a more flexible timetable?
Should private companies be encouraged to take over the management of schools?
Should the sexes be educated separately?
Should the minimum age for starting school be raised to seven?
Should traditional literacy lessons of handwriting and spelling be removed from the curriculum?
Should smartphones be banned from educational institutions?

END Congratulations! You got that dream job! Tell everyone about it.	22 You faked your previous experience. Lose face. And miss a turn.	21 We embrace innovation. Tell everyone your best idea for a business start-up.	20 Communication skills are a must. Tell everyone a joke. If they laugh, take another turn.	19 Tell everyone three steps you're making to progress down the career path.	18 Oh-oh! Looks like you were a bit too candid at a job interview. Miss a turn. Think of three sensible questions to ask at an interview.
12 Name three hard skills you can offer an employer.	13 What are your strengths? Tell everyone in one minute.	14 What are your weaknesses? Tell everyone in one minute.	15 How would you describe yourself in three words?	16 Tell everyone about your previous work experiences.	17 Present an accurate picture of what you want from an employer.
11 Where do you see yourself in five years' time? Tell everyone in one minute.	10 A friend comes clean about posting your CV on a social network. Move on two spaces.	9 Tell everyone about a mistake you've made at work. Don't gloss over any details.	8 Caught red-handed 'borrowing' stationery. Go back two spaces. What will you say to your line manager?	7 An internship is available. You have one minute to sell yourself.	6 Appearance is everything. Tell everyone what you would wear to interviews.
START Give three reasons why you stand out from other candidates.	1 Soft skills are important for this role. Name three of yours.	2 Tell everyone your track record in the industry you want to work in.	3 It's time to deep dive into business buzzwords. Tell everyone three you know.	4 Oh-oh! Seems like your digital footprint is dodgy. Miss a turn. Confess to everyone what you got up to.	5 Digital literacy is important here. Tell everyone about three apps you use.



A job that I've had	A successful product
A person that I've worked with	The worst places to work
A business that I know	The best places to work
A business that I admire	Job interview experiences



keep head above water	the creativity flows
information trickles down	pour out frustrations
water down opinions	flood with information
some people are wet blankets	discussion bore fruit
tackle thorny issues	branch out
sprout up	relationship blossomed
reap rewards	grass-roots support
drown out	plough back
stem the flow	flourish

Grammar: expressing modality

Name: Angus Jones Age: 25 Education: English Literature, Trinity University, Dublin Current role: voluntary work for animal conservation charity Previous experience: editor of the student newspaper; developed apps for online gaming firm Additional information: speaks beginner Spanish; plays rugby semi-professionally	Name: Sofia Mendes Age: 28 Education: Politics, University of Valencia Current role: part-time teaching in a language school Previous experience: worked abroad for a development charity after graduating; internship with E-marketing company Additional information: interested in travel and current affairs	Name: Stan Tolkachev Age: 32 Education: Computing, Moscow State University Current role: Systems Analyst, GloboBank Previous experience: 8 years working within IT as a freelance consultant Additional information: fluent English speaker; interested in humanitarian aid	Name: Karl Atkins Age: 22 Education: High school qualifications Current role: part-time clerical work with a firm of architects Previous experience: internship with a local charity; working for his parents in their shop Additional information: self-taught in a range of coding languages; keen musician in a band	Name: Daniela Ponti Age: 24 Education: Architecture, Polytechnic University of Milan Current role: unemployed Previous experience: internship in father's architectural design firm; part-time work with a children's charity Additional information: speaks English to Proficiency level; Interested in fashion
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Leading children's charity seeks dynamic employees to coordinate digital fundraising project • sound working knowledge of current IT • good organisational skills • excellent communication skills	Media startup seeks creative candidates for entry-level marketing role • innovation and initiative • ability to improvise • fluent English plus one other language	Design firm seeks developers to enhance online marketing strategy • excellent IT skills • flexibility • ability to work as part of a team
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Employers still prefer to receive CVs and resumes by post. False – 70% of the top employers rate electronic applications more highly.	Nearly 90% of people don't find their current jobs satisfying. True – 88% of respondents to a life and work survey said they were dissatisfied with their role.	The average person changes their job every 6 to 10 years. True – statistics also show that people change careers between 2 to 4 times, too.	During their working life, men who have lower levels of education have fewer jobs than better educated men. False – men without a high school diploma on average hold 13 jobs between the ages of 18 and 44. Men with a bachelor's degree or higher hold 11.
Over 80% of managers hire people that they like, rather than what the job requires. True – 86% of managers reported that this was the case.	People work better when colleagues interrupt them. False – the average working person is interrupted every 8 minutes, which can waste 3 hours of working time per day.	Companies tend to hire people based on technical ability, but fire them for lack of leadership or people skills. True – 80% of people are hired for their competencies, whereas 85% have contracts terminated for lack of soft skills.	When people are looking for a new role they tend to be focused. False – Approximately 41% of job seekers do their searches from bed.
The majority of people take time to listen to new ideas, proposals or suggestions. False – on average it takes less than 8 seconds before new ideas are criticised.	Employers usually respond to online job applications. False – the average response rate is less than 5%.	When you apply for a job you should follow up with a phone call. True – the first person to place a follow-up call has a 95% chance of getting the job. People calling the next day have a 1% chance.	People shouldn't worry too much about their digital footprint, or Facebook accounts. False – 65% of recruiters use Facebook to check on candidates.
Employers take several minutes looking at each CV or resume they receive. False – the average time spent on a resume is 5 to 7 seconds.	Employers value written accuracy in job applications. True – 43% of managers disqualify applicants because of spelling mistakes.	The majority of people tell the truth on resumes and job applications. False – 53% contain falsifications or exaggerated information.	The first part of an interview is very important. True – the average interview is 40 minutes, but 33% of employers make their decision within 90 seconds.
The email address you use when applying for jobs is important. True – 76% of resumes are discarded due to having an unprofessional email address.	The person interviewing you makes judgements based on your fashion sense. True – applicants are often turned down for being too trendy.	Large companies rarely do background checks on candidates. False – 93% perform checks on education history, 88% verify previous employment.	The biggest reason for not filling a vacant position is that it fails to match salary requirements. True – this accounts for nearly 50% of available posts.

COULD YOU JUST ANSWER THE QUESTION?

Functional language: evading a question

Checklist

But surely that's not the point.	So, what you're saying is that ...	Excuse me for interrupting, but ...	With all due respect ...	Forgive me for interrupting, but ...
I don't wish to be blunt, but ...	This figure has been taken out of context.	Let me put that into perspective.	I'm glad you've brought that up, because ...	Before I answer that, let me add to what I was saying.
All I'm saying is that ...	Well, what we plan to do is ...	Can we just hear what ... wanted to say?	Well, what you have to take into account is ...	What we're seeing is a positive because ...



Role A	Role B	Role C	Role D
You are a government minister. The government recently approved plans to build a high-speed railway linking the capital city with two other large and prosperous cities in the country. Despite making cuts in education and healthcare, your government invested €5 billion into the project. A foreign company will design and build the network, which aims to increase business opportunities and provide inward investment. You are on the radio, discussing the policy. When the interviewer asks you difficult questions, try to avoid giving clear answers.	You are an interviewer on a radio station. You are interviewing a government minister. The government recently approved plans to build a high-speed railway linking the capital city with two other large and prosperous cities in the country. Despite making cuts in education and healthcare, the government invested €5 billion into the project. A foreign company will design and build the network, which aims to increase business opportunities and provide inward investment. Ask about – budgets, schedules, benefits, impact on other parts of the country. Try to get as much detail as possible. When the minister evades questions, interrupt them.	You are a government minister. The government recently announced plans to encourage private companies to take over control of high schools. Despite making cuts in education and healthcare, in recent years, your government is offering €2 billion in support to the project. The private companies will build schools, which they will then rent to local authorities. The companies will also have a say in the materials and approaches used in these schools. You are on the radio, discussing the policy. When the interviewer asks you difficult questions, try to avoid giving clear answers.	You are an interviewer on a radio station. You are interviewing a government minister. The government recently announced plans to encourage private companies to take over control of high schools. Despite making cuts in education and healthcare, in recent years, the government is offering €2 billion in support to the project. The private companies will build schools, which they will then rent to local authorities. The companies will also have a say in the materials and approaches used in these schools. Ask about – budgets, schedules, benefits, impact on teaching and learning. Try to get as much detail as possible. When the minister evades questions, interrupt them.

Team B ↔

Team A ↑

Someone who is highly influential in my country	A role model in the field of sport or entertainment	Which sites do you use to find unbiased opinions?	Do you think that there should be more or less censorship?	When was the last time you tried to influence someone?
A fake news story which influenced people	Should news websites filter stories that users might disagree with?	Do social media trolls serve any purpose?	An inspirational event in your lifetime	Which websites are most influential in your country?
A time when you gave way to someone's opinion and regretted it	Someone that many young people idolise	Has the term 'post-truth' affected the way you are influenced?	A friend or family member whose opinions carry a lot of weight	If you could follow in anyone's footsteps, who would you follow?
Someone that you try to emulate	If you could decisively influence global events what would you do?	What's the best way to challenge someone's opinions online?	A role model in the field of science or politics	Would it concern you if the news you read online was chosen by an algorithm and not a person? Why/Why not?
Someone you know who pulls a lot of strings	Are online forums a useful tool for communicating ideas?	A situation where you can be easily swayed	Someone you used to put on a pedestal, but don't now	Which websites do you think influence you the most?

AGAINST

FOR

IN

OF

ON

TO

WITH

fall back

look up

catch up

feel up

hold off

make up

back out

caught up

come up

get out

come up

live up

face up

make up

**Worksheet A****1 Read your sentences for Student B to complete.**

- 1 I get really angry when I _____ people who are intolerant. (come up against)
- 2 If I'm _____ a good book I can ignore everything that's going on around me. (caught up in)
- 3 If I want to _____ doing something, I'm prepared to lie. (get out of)
- 4 I think that hard-work and determination can _____ a poor education. (make up for)
- 5 I tend to _____ making decisions about things until the last minute. (hold off on)
- 6 If I don't _____ speaking to other people, I can happily spend time on my own. (feel up to)
- 7 I tend to _____ people I know rather than celebrities or public figures. (look up to)

2 Which sentences are true for you? Discuss with your partner.**Worksheet B****1 Read your sentences for Student A to complete.**

- 1 I find it difficult to _____ people after we argue. (make up with)
- 2 I don't like it when other people _____ plans at short notice. (back out of)
- 3 If I find myself in difficulties I can always _____ my family for help. (fall back on)
- 4 I find it really easy to _____ new ideas – I'm a creative person. (come up with)
- 5 I find it hard to _____ other peoples' expectations. (live up to)
- 6 I usually _____ sleep during the week and live life to the full at the weekend. (catch up on)
- 7 I think it's important that businesses _____ their impact on the environment. (face up to)

2 Which sentences are true for you? Discuss with your partner.



STUDY	SENSE	LIVE	ASSUME
WALK	SAY	TELL	ACHIEVE
WAKE	LIE	WATCH	SUSPECT
BE	INFORM	GROW	QUESTION
PUT	RUN	ACCUSE	CONSIDER
JUMP	BE	COOK	BREAK
DELIVER	FIND	LIVE	ATTEMPT
DECIDE	OPEN	SEE	ARRANGE

1 Complete the sentences using *it* or *there*, the correct form of *be*, and your own ideas.

1 _____ impossible to _____.

2 _____ more than likely that _____.

3 _____ a number of reasons why _____.

4 _____ my parents
I have to thank for _____.

5 _____ nothing wrong with _____.

6 _____ a pity that _____.

7 _____ something to be said
for _____.

8 _____ shocks me to _____.

9 _____ a real
shame that so many
_____.

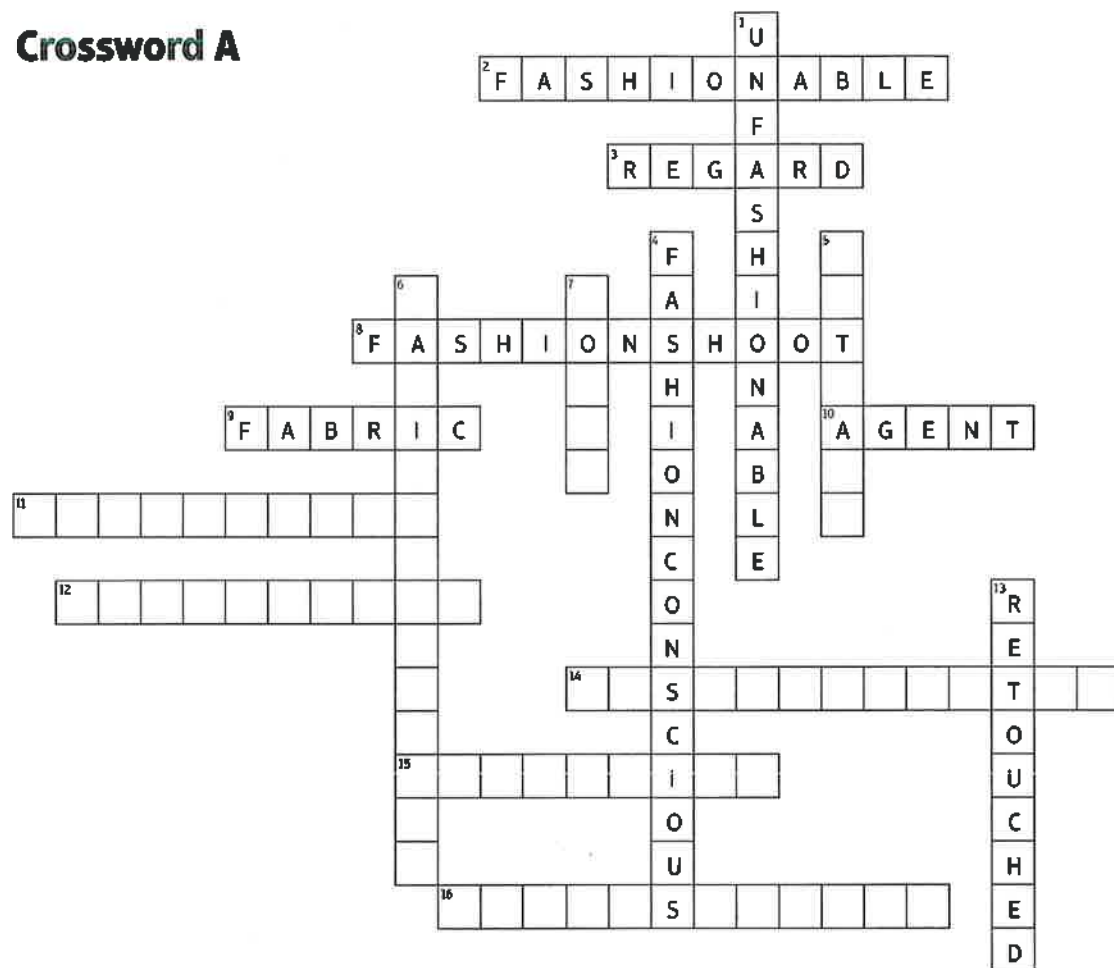
10 _____ seem to be a lot of people who _____.

11 _____ typical of _____.

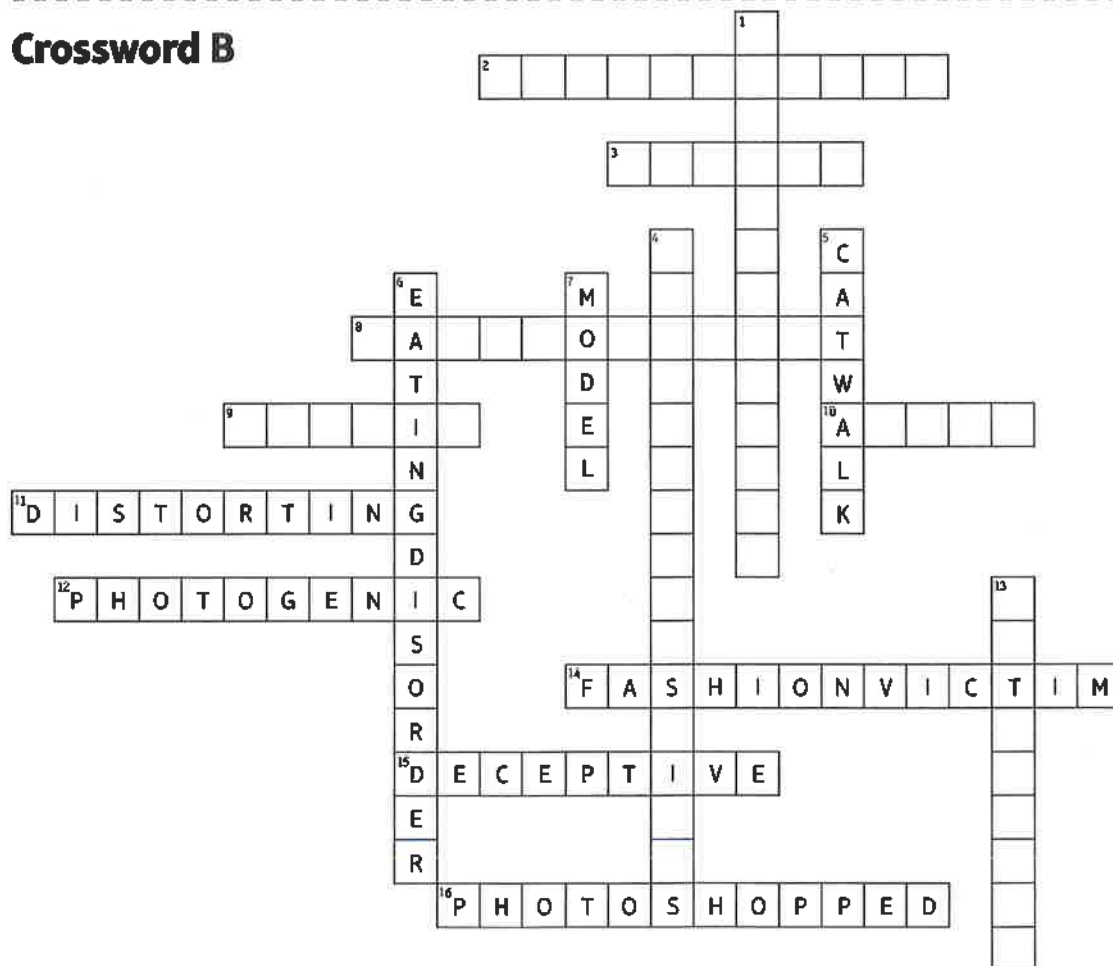
12 _____ an advantage to _____.

PRODUCT BRIEF	
Name of product	
Basic description	
Use	
Unique selling point	
Sales pitch	
direct speech	
negative inversion	
repetition	
rhetorical question	
rule of three	
simile or metaphor	

Crossword A

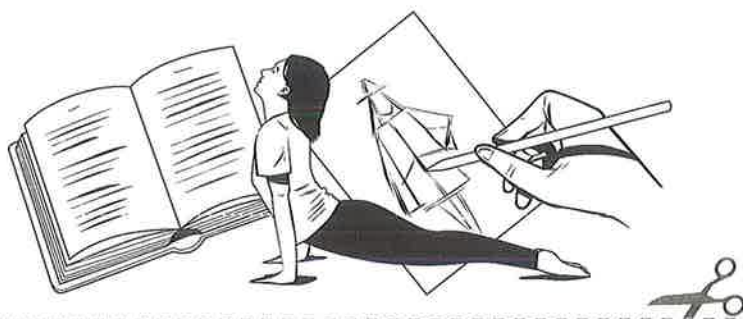


Crossword B

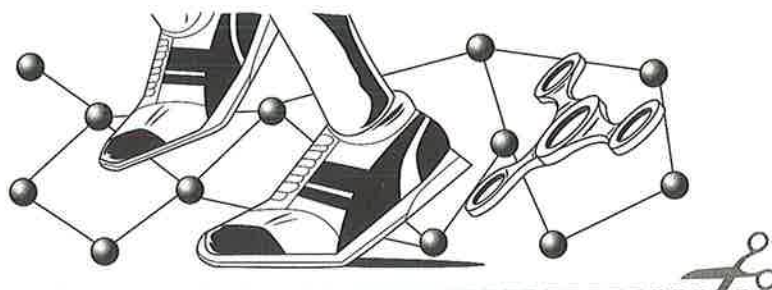




risk pursuit.	So many fashions are short-	lived these days.	You need to work hard regularly for long-	term success.	Sprinting is a good example of high-
intensity exercise.	Save money by buying a low-	cost alternative.	The publishing world is anticipating the long-	awaited sequel to his debut novel.	He's so happy he's been offered a high-
powered role in the company.	She's been ill all week with a low-	grade fever.	I see that he's finally separated from his long-	suffering partner.	Due to a computer error, the shop was short-
staffed throughout the weekend.	Jet-lag can be a real pain on long-	haul flights.	I think that opening a business now is a high-	risk strategy.	I read her last novel which was a bit long-
winded in places.	She's finally been reunited with a long-	lost cousin from New Zealand.	We decided to save money and have a low-	key wedding.	It'll be warm this summer according to long-
range forecasts.	That shop tends to target high-	end customers – it's very expensive.	They are always arguing. They are so short-	tempered these days.	He's one of the industry's most high-
profile fashion designers.	I don't enjoy gardening. I need a low-	maintenance outdoor space.	She's an IT specialist who just loves working on high-	tech equipment.	This activity isn't dangerous at all. It's a low-

**Student A**

high intensity exercise	yoga
a catwalk model	a fashion designer
a role model	<i>To Kill a Mockingbird</i>
a buzzword	Silicon Valley
_____	_____
_____	_____

**Student B**

park run	a fidget spinner
Jen Bricker	an algorithm
an echo chamber	an elevator pitch
SOLE	Boyan Slat
_____	_____
_____	_____



1 Rewrite the text below as a less formal conversation. Use fronting, headers and tails where possible.

- A: Is that house over there where Anna lives?
 B: Anna? I'm not sure who you mean.
 A: Paul's sister, Anna, who works at the café. She has long black hair.
 B: Oh yeah, Anna's a nice girl. She's always friendly.
 A: I've heard that she's really in to writing, too.
 B: Really? I didn't know that. Is she any good?
 A: She mainly writes fantasy stuff.
 B: That's good stuff – things like Tolkien or *Game of Thrones*.
 A: Yes, those are great books, aren't they?
 B: Have you seen the latest series?

A:
 B:
 A:
 B:
 A:
 B:
 A:
 B:
 A:
 B:

2 Now write your own conversation on one of the following themes:

a holiday a new item of clothing a restaurant

A:
 B:
 A:
 B:
 A:
 B:
 A:
 B:
 A:
 B:

3 Now ask your partner(s) to rewrite the conversation in a less formal way, using headers and tails where possible.

1 Rewrite the text below as a less formal conversation. Use fronting, headers and tails where possible.

- A: Is that house over there where Anna lives?
 B: Anna? I'm not sure who you mean.
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 B: Oh yeah, Anna's a nice girl. She's always friendly.
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 B:
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 B:
 A:
 B:
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3 Now ask your partner(s) to rewrite the conversation in a less formal way, using headers and tails where possible.

**Group A**

- 1 Society's obsession with health, fitness and beauty is psychologically damaging.**

FOR

- 2 Recent medical advances mean that we needn't be overly concerned about health risks; we should just eat and drink what we like.**

AGAINST

- 3 There should be greater regulation of the fashion industry, as it has a huge influence on the behaviour of young people.**

FOR

Useful phrases

Anyway ...
 Anyway, what was I saying?
 Anyway, where was I?
 As I was saying, ...
 To get back to (what I was saying before ...)
 Going back to ...
 Like I said, ...
 That reminds me of ...
 Actually, that's like ...
 And speaking/talking of ...
 Funny you should mention that ...
 I feel the same way about ...
 I just want to add ...
 Oh, I meant to add/say ...
 Before I forget ...

Group B

- 1 Society's obsession with health, fitness and beauty is psychologically damaging.**

AGAINST

- 2 Recent medical advances mean that we needn't be overly concerned about health risks; we should just eat and drink what we like.**

FOR

- 3 There should be greater regulation of the fashion industry, as it has a huge influence on the behaviour of young people.**

AGAINST

Useful phrases

Anyway ...
 Anyway, what was I saying?
 Anyway, where was I?
 As I was saying, ...
 To get back to (what I was saying before ...)
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 Like I said, ...
 That reminds me of ...
 Actually, that's like ...
 And speaking/talking of ...
 Funny you should mention that ...
 I feel the same way about ...
 I just want to add ...
 Oh, I meant to add/say ...
 Before I forget ...

- 1 Use a word from the circle to replace the underlined words in questions 1 and 2 below with a synonym. You may need to change the sentence structure.
- 2 Use a word from the circle to form eight more questions.
- 3 Ask your questions to three other students.
- 4 Compare and discuss your answers.

alienating
buzz congested
hectic hustle and bustle
intimidating no-go area
on my doorstep
out of place
sanctuary

	Student 1	Student 2	Student 3
1 What kind of things <u>make you feel most like a stranger</u> when you travel to another city or country? _____			
2 Is there a specific place that you consider <u>non-threatening</u> in your hometown? Why? _____			
3 _____?			
4 _____?			
5 _____?			
6 _____?			
7 _____?			
8 _____?			
9 _____?			
10 _____?			



	As far as I'm concerned, sooner ...
	I'm of the opinion that tit for ...
	When you think about it, all ...
	I reckon that this year it's make ...
	One thing that is just part ...
	In recent years, slowly ...
	To be a success, you first ...
	People where I come from have more ...
	The best place to wine ...
	If you want to stay safe ...
	One way to enjoy the hustle ...
	If you need a bit of peace ...

	My answer	My partner's answer
A city I like		
An unusual food I eat		
A drink that I commonly have		
Music I enjoy listening to		
A film that I've watched on more than one occasion		
Something I do habitually		
A place I like to go to relax		
An ambition I'm harbouring		
An activity that I'd thoroughly recommend		
A book that changed my life		
A holiday destination I recommend		
A public figure who I think is overrated		



A

'Where one city will rise a certain individual to glory, it will destroy another who is not suited to its personality.'

Roman Payne

'There's something about arriving in new cities, wandering empty streets with no destination.'

Charlotte Eriksson

For those who are lost, there will always be cities that feel like home.

Simon Van Booy

'All cities are mad: but the madness is gallant. All cities are beautiful, but the beauty is grim.'

Christopher Morley

'Cities get built out of poet's dreams.'

Marty Rubin

Useful phrases

... alleges that ...

... acknowledges that ...

... voices the opinion that ...

... maintains that ...

It is acknowledged by ... that ...

B

'Cities, like dreams, are made of desires and fears, even if the thread of their discourse is secret, their rules are absurd, their perspectives deceitful.'

Italo Calvino

'Cities are never random. No matter how chaotic they might seem, everything about them grows out of a need to solve a problem.'

Neal Shusterman

'By far the greatest and most admirable form of wisdom is that needed to plan and beautify cities.'

Socrates

'Cities are more than the sum of their infrastructure. They transcend brick and mortar, concrete and steel. They're the vessels into which human knowledge is poured.'

Rick Yancey

'A soulless city creates soulless people!'

Mehmet Murat Ildan

Useful phrases

... alleges that ...

... acknowledges that ...

... voices the opinion that ...

... maintains that ...

It is acknowledged by ... that ...

**Game 1 – Student A****weddings**

- In some parts of Scotland, several days before a couple are married, the bride and groom are 'captured' by friends and family who cover them in food, and then parade them through the streets.
- Brides of the Tujia people in China are required to cry for an hour a day, every day, for the month preceding their wedding.
- In Ireland, the bride's feet must stay on the floor at all times when she and the groom are dancing. This is due to the belief that if they don't, fairies will steal her away.

Game 1 – Student B**arriving**

- In Chile, if the host says that dinner will be served at 8, guests are expected to arrive at 8.30 to ensure they don't look too eager.
- In Poland you should never shake hands in the doorway when you arrive at a friend's house.
- In Slovenia it is common to remove your shoes at the door. Most hosts will offer slippers for guests to wear.

Game 1 – Student C**eating**

- In Japan, eating noodles quietly could suggest that you aren't enjoying the meal. You should slurp as much as possible.
- In Egypt, asking the host for salt during a meal can be considered offensive.
- In South Korea, traditionally nobody at the table eats until the oldest or most senior person takes a bite.

Game 2 – Student A**25 years old**

- In Denmark, if you are unmarried by the age of 25, your friends may throw cinnamon over you all day.
- In France, unmarried 25-year-old women are often given elaborate green and yellow hats to wear on November the 25th.
- In Germany, unmarried 25-year-olds follow a string of socks from their house to the venue of their birthday party.

Game 2 – Student B**gift giving**

- In China, it is considered unlucky to give anyone a watch or clock as a gift.
- In Trinidad, it's customary to place money in the hand of a new-born baby.
- In Thailand, you should treat gifts with care. It's considered rude to rip wrapping paper when opening a gift.

Game 2 – Student C**health and well-being**

- When children's teeth fall out in Mongolia, they are often buried beside a tree so that the new tooth has strong roots.
- In Maori tradition a child's sneeze is interpreted as a sign that a visitor or interesting piece of news is imminent.
- In parts of China it is believed that if a husband carries his pregnant wife over burning coals with bare feet, the wife will have an easy and successful labour.

Film Pitch

Title:

Genre:

Indie movie / Blockbuster:

A-list:

Supporting cast:

Plot synopsis:

Why it will have universal appeal:

Film Pitch

Title:

Genre:

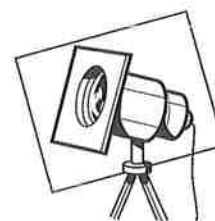
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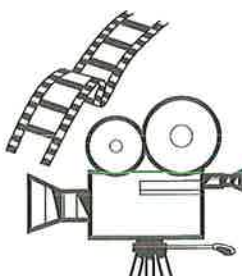
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Adverb
prohibitively
fundamentally
vitaly
hopelessly
bitterly
infinitely
greatly
predominantly

Adjectives		
disappointed	large	devoted
different	wrong	high
admired	necessary	cold
preferable	opposed	reduced
inadequate	ineffective	variable
female	adaptable	psychological
expensive	enhanced	relevant
important	middle-class	meaningless

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inadequate	ineffective	variable
female	adaptable	psychological
expensive	enhanced	relevant
important	middle-class	meaningless



Scenario: You are an aspiring indie film director. A major studio has offered to finance your latest film, but they want to substantially rewrite the ending of the film, and choose their own A-lister as leading actor. You've already promised the role to a supportive long-time collaborator, and your partner wrote the script based on a very personal story. What should be done about it?

Suggestions:

- 1
- 2
- 3

Best suggestion:

Scenario: You are a dedicated student who is in the running for a scholarship at a renowned university in your field. You have been working closely with a fellow student who is also keen to take the scholarship, and who you suspect of falsifying your collective research results. What should be done about it?

Suggestions:

- 1
- 2
- 3

Best suggestion:

Scenario: You are a promising author who has won several literary awards. However, recent sales of physical copies of your books have declined due to piracy. Your publisher is keen to release a new title, but will only do so if you accept substantially reduced royalties, and rewrite the ending of the novel to kill-off a major character. What should be done about it?

Suggestions:

- 1
- 2
- 3

Best suggestion:

Scenario: You are a junior employee of an emergent IT company which has recently developed a series of apps that have attracted interest from bigger firms. Working late one night you find a document in a photocopier which suggests that the company will soon be acquired, meaning its share value will massively increase. The material is marked 'confidential', and you have signed a non-disclosure agreement, but telling a friend might help them out of serious financial difficulties. What should be done about it?

Suggestions:

- 1
- 2
- 3

Best suggestion:

1 Complete the sentences using a suitable adverbial phrase and your own ideas.

1 I find _____ deeply _____.

2 It's entirely _____
that _____.

3 When I was fairly _____ | _____.

4 I'm painfully _____.

5 Sad to _____.

6 Unsurprisingly _____.

7 Difficult as _____.

8 Obvious as _____.

9 On reflection _____.

10 On the face _____.

11 Despite the _____.

12 To my _____.

I WAS LIKE ...

Functional language: telling anecdotes



1 It's funny that you should mention something like that, because it reminds me of a time when I got locked out of a house in Lucca.

2 I suppose you'd describe it as a medieval townhouse.

3 Jess looked at me and said, 'You haven't just locked us out, have you?' And I replied, 'Oh dear, I may have, and I have no phone or money with me, do you?' Then she replied, 'No, I don't.'

4 Anyway, we looked for a locksmith's, which we found after several hours. It was closed. By this time we thought we would have to sleep on the street.

5 Jess and I had just moved into an apartment on the outskirts of the old town.

6 Then Jess said, 'Let's go and see if someone in the Tourist Information Centre can help us.' And I agreed.

7 Just as we were about to go a woman walked in to start her shift. She said, 'What's wrong, girls?'

8 So, the woman, whose name was Marla, phoned his parents to see if he could let us in. And as luck would have it he answered the phone!

9 Anyway, if I recall it correctly it was the weekend of a big festival, so the city was very crowded.

10 I just closed the front door when I thought 'How strange, these don't look like the correct keys.'

11 As we told her she said, 'Which street did you say?' And we replied, 'Villa del Fosso.' She responded 'What number?' And we told her '16.'

12 We were so relieved; it was an occasion I won't forget for some time.

13 We both thought 'Oh dear, what shall we do? Where will we stay?' and other things. We were in a total panic. Do you understand?

14 She said, 'How funny, I used to be in a relationship with someone who lived there. His name was Salvatore Lardleri.' And we said, 'That's our landlord's name.'

15 So, we were in there for about an hour explaining our story to the staff, who all said, 'Sorry, we can't really help you.'

16 Jess said to me 'Let's go and see what's happening in the piazza.' And I said, 'That's a great idea.'

**A**

A time when I ...	
was spoilt for choice.	
took the line of least resistance.	
decided to sleep on something.	
was sitting on the fence.	
found myself torn between two choices.	
was in a quandary.	
chose the lesser of two evils.	
made a decision where it was six of one, half a dozen of the other.	

B

A time when I ...	
was spoilt for choice.	
took the line of least resistance.	
decided to sleep on something.	
was sitting on the fence.	
found myself torn between two choices.	
was in a quandary.	
chose the lesser of two evils.	
made a decision where it was six of one, half a dozen of the other.	

	My ideas	My partner's ideas
1 A person I know who is a) articulate b) garrulous c) chatty	a) b) c)	a) b) c)
2 A public figure who is a) determined b) headstrong c) resolute	a) b) c)	a) b) c)
3 A celebrity who is a) proud b) self-assured c) conceited	a) b) c)	a) b) c)
4 A historical figure who is a) famous b) celebrated c) notorious	a) b) c)	a) b) c)
5 A situation where someone or something a) acquiesced b) buckled c) capitulated	a) b) c)	a) b) c)
6 A situation where I am a) discerning b) fussy c) picky	a) b) c)	a) b) c)

**Sentence 1**

* Arguably	the ultimate goal	in any form of	academic study is	student's achieving a	sense of
autonomy so	they are best	equipped to deal	with the ongoing	demands placed	upon them
by the institutions	they are studying within.				

Sentence 2

* Although	it is understood	that exposure to	literacy strategies at	an early age	
is fundamentally	important to	the development of	young readers	few of us make	
sufficient preparation	by providing exposure	to content-rich narratives.			

Sentence 3

*					

Sentence 4

*					

Sentence 5

*					



AT	ABOUT	AGAINST	BY	FOR	
FROM	IN	OF	ON	TO	WITH
aware	anger	insist	reasons		
reliance	conscious	indicative	likelihood		
terrified	normal	convinced	amazed		
upset	thought	decide	regrets		
confident	believe	decline	annoyed		
interest	frightened	embarrassed	concerned		
concentrate	forgiven	object	rely		
prevent	apologise	plan	certain		
hopeful	allergic	disappointed	fond		
irritated	unlikely	proud	pleased		



Unpaid internships are exploitative and should be banned. →	The customer is always right. Employees who act otherwise should be sacked. →	Advertising is an art form. Businesses shouldn't have to always be truthful in their ads. →	People who don't look after themselves physically and mentally should be refused healthcare. →	The fashion industry needs better regulation to protect young models. →	FINISH As we live in a globalised world, individual cultures are no longer that important.
↑ People never really learn from mistakes. There is no point giving anyone a second chance.	All businesses should donate a minimum of 20% of their profits to charitable concerns. ←	Donating to charity just makes poor people lazy. People should stop doing it. ←	Most young women aren't interested in STEM subjects. There's no point in promoting them. ←	The oceans are already too polluted. We should focus environmental resources on reducing CO₂. ←	There is no such thing as a good role model in the public domain. ←
START Reading is no longer a popular pastime. Local governments should sell off libraries and their books, to save money. →	Hunting endangered species is acceptable if the money raised protects other animals. →	Animal testing is justified when the results of research save human lives. →	Social networking has no real benefits. Its use should be carefully controlled. →	Governments should invest heavily in classroom technology and reduce the number of teachers it employs. →	↑ Too many classic destinations are being ruined by mass tourism. Number of annual visitors should be drastically reduced by law.

UNIT 1

SPEAKING OF CHANGE

Materials: One copy of the worksheet per pair of Ss

Ask Ss to work in pairs. Explain the rules of the game – Ss take it in turns to flip a coin to decide how many squares to move (heads = one square, tails = two squares). When the players land on a square they have 2 mins to talk about the subject on the square. Remind Ss that they can use a range of tenses to do this.

Encourage Ss to give plenty of details when speaking and their partners to ask other questions to elicit more information. Go round and help where necessary. Elicit some interesting answers for feedback.

TELL ME ABOUT IT

Materials: One copy of the worksheet per pair of Ss

Distribute the worksheets and then Ss work alone to complete the sentences. When they have finished, they check that they have used the correct preposition in pairs before checking them altogether as a class. Put Ss into new pairs, and give them a few minutes individually to make some notes, collect their ideas, and prepare what they are going to say about each sentence on the list. When the Ss are ready, the discussion starts and they share their ideas. Encourage Ss to give plenty of details when speaking and to ask other questions to elicit more information. In feedback, highlight some interesting points from discussions.

Answers: 1 for 2 in 3 in 4 in/of 5 of 6 of 7 in 8 for 9 for 10 of 11 of 12 of

VERB PATTERN PICK UP

Materials: One set of cards per group of Ss

Ss work in groups of four. Give each group of Ss a set of cards face down on the table. Ss turn over a card and using the verb given make two sentences of their own. The other Ss in the group should decide if the sentences are accurate or not. If so, the student retains the card. The next student takes a turn, and so on.

When all the verbs have been used, each student should place their pile of cards face-up, and try to build a narrative using new sentences and using each of their verbs. This can either be done orally or in written form, for peer evaluation and checking. While Ss do the activity, go round and help where necessary.

WHAT ARE THEY DOING?

Materials: One worksheet per pair of Ss

Arrange Ss into two groups, A and B. Tell Ss to work with a partner from their group. Distribute the worksheets – Worksheet A to Group A, Worksheet B to Group B. Set a time limit and ask Ss to skim read their texts. Tell them to ignore the gaps for now.

Tell Ss to work with their partner to read the texts in more detail. Explain that they should try to guess what kind of information is missing for each gap, and the associated grammar/language that they need to find out for the missing information. Set a time limit of around 5 mins for question planning. During this time, monitor and help where necessary.

Divide the Ss into new A/B pairs. Set another time limit, and ask them to take turns asking and answering questions to complete the missing information in their texts.

When Ss have finished, tell them to compare their worksheets to check their answers.

Follow up by asking Ss to work in groups and decide which Innovation is the most useful, and why. Ask them to think about practical uses, social and environmental impact, and business opportunities. When Ss have come to a consensus, ask them to share their ideas with the whole class.

CHANGING TIMES

Materials: One copy of the questionnaire worksheet per student

Arrange Ss into pairs. Give each pair a different topic card, and distribute the questionnaire worksheets for each student.

Explain that Ss will prepare a questionnaire of their own, based on the given topic. Explain that the focus is on areas of society that have changed considerably over the past few years, and that their questions should reflect these changes, but provide data that is either quantifiable or can be qualified. Elicit/Provide an example of a potential question for one of the topics, e.g. *How much time do you spend online each day? What are the benefits of using technology to access entertainment?, etc.*

Give Ss several minutes to work together to complete their questionnaire questions. As they do this, monitor, checking for accuracy and helping where required. When the Ss have completed their questionnaire questions, ask them to mingle individually in the class, speaking to four different Ss. Ss should note down their answers on the questionnaire.

Once the questionnaires are completed, ask Ss to regroup, and begin collating the information they have gathered. Ask Ss to draw out the key findings, and summarize these as they will be presenting them to the class.

Remind Ss of the language for presenting survey results using language chunks on the board or refer Ss back to Lesson 1.3 of the coursebook.

Give Ss a couple of minutes to prepare their summary. While Ss are completing the activity go round and help where necessary, encouraging Ss to use the target language if needed.

Once the time is up, ask each pair in turn to present their findings. In feedback, elicit some interesting points from each pair on the topics.

UNIT 2

LEARNING LESSONS

Materials: One copy of the worksheet per student

Explain that Ss are going to consider which factors are most important in ensuring a successful education. Ss have a worksheet each and work alone to read the sentences and then decide which five they agree most closely with. When they have decided, they note down their views/ideas in the first column. Encourage them to think of reasons for these choices.

Ask Ss to then work in pairs and compare lists with their partner, as they do so, encourage them to discuss their reasons. Ss should note down their partner's ideas in the second column. Once Ss have both columns completed, explain that you would like them to reduce their list to a final three important factors. Encourage Ss to give plenty of details when speaking, to justify their position, and to ask questions to elicit information. Set a time limit, and then ask each pair to present their ideas briefly to the class. In feedback, highlight some interesting points from discussions.

FEELING GOOD?

Materials: One copy of the worksheet per pair of Ss

Put Ss in pairs. Give each student five cards, and tell them not to show them to their partner. Explain that they are going to describe a situation where the idiom depicted on their card could be used, and that their partner has to guess the idiom. Provide an example, not from the set, to illustrate, e.g. *You are completely in love with someone, and don't think about anything else.* If Ss don't guess (*head over heels*) draw a picture on the board, e.g. a stick figure upside down.

Explain that in the game, Ss should try to guess the idiom from the spoken context. If they do, then they get the card. If they don't, their partner can show them the card, as a prompt, but they don't get the card. At the end of the game, the person with most cards is the winner. Once the idioms have been guessed, Ss should work together to come up with sentences which accurately use the idioms. Monitor at this stage, helping where required. Once Ss have their sentences complete and are happy with them, they should present them to the class.

As an extension, select a few idioms to discuss as a whole class, e.g. *Have you ever felt on cloud nine? When? Why?* Encourage Ss to give plenty of details when speaking and to ask other questions to elicit more information.

IS IT A MISTAKE TO ... ?

Materials: One set of cards per group of Ss

Before conducting the activity, revise *if* and related expressions from Lesson 2.1, and note examples of these on the board for reference. Ensure that Ss know which structures usually precede and follow them.

Ss work in groups of four. Give each group a set of situation cards face down on the table. Ss take turns picking a card and reading it to the group. Each student has a maximum of 1 min to explain what they would do and/or say in each situation, and why. Encourage Ss to use phrases and expressions from Lesson 2.1, Ex 3 where possible. When each student has spoken on the situation, the group decide whose response is the most original and interesting, and that player keeps the card. The game continues until all the cards have been discussed. The player with the most cards at the end of the game is the winner.

Once each group has completed their discussion, ask them to select the situation which they thought prompted the most interesting answers. As a whole class compare best responses to these. Ss could vote on the best/funniest/most interesting ideas.

FIND OUT ABOUT ...

Materials: One copy of the worksheet per student

Explain to Ss that in this activity they are going to use nominal relative clauses to answer questions about education. Refer Ss back to Lesson 2.2 Ex 6 if necessary. Ask Ss to look at the list of topics, and think of a relevant question which they could write, e.g. *What has been your greatest learning challenge to date? Is there a particular subject that you find more engaging than others?* Set a time limit of around 5 mins, and during this time, monitor, helping with form and vocabulary where necessary.

Ask Ss to first note down their own answer to their question. Then ask Ss to work in pairs and take turns asking and answering their partner's questions. As they do this, encourage them to ask follow-up questions for more detail. Remind them that they should try to use nominal relative clauses in their responses, and direct them to the list at the top of the page to refresh their memories.

When Ss have completed their question sheet, ask them to work with a new partner and compare and discuss their answers, noting differences and similarities in the final column.

KEEP ON TRACK

Materials: One copy of the worksheet per group

Arrange Ss into groups of four. Explain that Ss are going to have several short discussions on the topic of learning. Explain that during each discussion one student in each group will be the chairperson, who will listen to the discussion, and take notes. Once Ss have nominated and agreed on an initial chairperson, give them the topic cards and the list of expressions used for managing interactions.

Explain that the chairperson will select a topic for the other Ss to discuss, and take notes as they talk. The chairperson's role is to note down main points, interesting examples, and which expressions are used during each discussion. The expressions should be cut up and laid out on the table, for ease of reference. Once they have been used in the discussion, the chairperson should turn the cards over.

Set an appropriate time limit for the first discussion, and ask Ss to exchange ideas. Once the time limit is up, ask each chairperson to present the main and interesting points to the class. Another student should now be nominated chairperson, and the next topic discussed.

Continue the same process until all the topics have been discussed or as many as you would like to focus on.

In feedback, elicit which phrases were most commonly used during the discussions.

UNIT 3

YOU'RE HIRED!

Materials: One copy of the worksheet per group of Ss

Ask Ss to work in small groups. Explain the rules of the game – Ss take it in turns to flip a coin to decide how many squares to move (heads = one square, tails = two squares). When players land on a square they have to discuss the topics provided. The first person to reach the end wins.

Encourage Ss to give plenty of details when speaking and their partners to ask other questions to elicit more information. Go round and help where necessary. Elicit some interesting answers for feedback.

METAPHOR DRAW

Materials: One copy of the worksheet per pair of Ss

Arrange Ss in pairs. Give each pair of Ss a pile of topic and metaphor cards. Ask them to place them face down on the table. Explain that Ss will have 2 mins to discuss each topic, trying to incorporate as many metaphors in as natural a way as possible as they do this. Remind Ss that each metaphor should be used in a context which is relevant and meaningful. Give Ss 1 min to gather their thoughts and note down their ideas. When they are ready, or the time limit is up, they should begin speaking. Ask Ss to time one another, to ensure that time limits are being followed.

When a metaphor has been used, the student speaking should take another metaphor from the pile, and continue until the time is up. After each topic has been completed, Ss should return the metaphors to the pile, and draw another topic. Ss take turns discussing the topics. Monitor, checking that the metaphors are being used appropriately. In feedback, highlight some interesting points from discussions.

IDEAL CANDIDATES

Materials: One worksheet per group of Ss

Ss work in groups of four. Give each group of Ss a worksheet. Explain that they are employees of a recruitment agency, given the task of matching candidates to jobs. Ask them to read through the job cards, and think about some of the skills that candidates should possess to do well in this role. Discuss this as a whole class, and elicit useful examples of words and phrases which express modality. Note these on the board for reference. Refer Ss to Lesson 3.1 Grammar section if necessary.

Ask Ss to look at the candidate fact files as a group and set a time limit, approximately 10 mins, for them to discuss and decide who would be the best candidate for each role. As Ss do the activity, go round and help with grammar and vocabulary where necessary. At the end of the time limit, ask each group to present their decision to the class, justifying their choices where possible.

As an extension task you could ask Ss to take turns role-playing the different candidates in interviews for the positions.

JOB SEARCH – TRUE OR FALSE?

Materials: One worksheet per pair of Ss

Arrange Ss into pairs, distribute half the pile of cards to each student. Explain that they are going to play a True/False guessing game based on job searching. Explain that each card has a statement, and answer on it. Explain that Ss have to first make the statement into a passive form, before telling their partner. Give

Ss time to go through their statements, deciding how to use the passive form in each case. During this stage monitor, and assist with grammar/language where required.

Once Ss have changed their statements into passive forms, tell them to begin the game. Ss take turns reading their statements, and their partner guesses whether they are true or false. Each card which is guessed correctly is collected in. The student with most cards at the end of the activity is the winner.

Suggested answers:

- 1 Postal CVs and resumes are preferred by employers.
- 2 It's believed that nearly 90% of people are unsatisfied by their current job.
- 3 For most people, jobs are changed on average every 6 to 10 years.
- 4 Men who are educated to a lower level will have fewer jobs than better educated men during their working life.
- 5 The majority of people are hired because managers like them, rather than thinking they fulfil the job requirements.
- 6 People are more effective workers when they are interrupted by colleagues.
- 7 People are usually hired due to technical ability, but fired for lack of leadership skills.
- 8 Job seekers tend to be focused when looking for a new role.
- 9 It's believed that most people take time to listen to new ideas, proposals or suggestions.
- 10 Online job applications are usually responded to by employers.
- 11 It's recommended that you should follow up a job application with a phone call.
- 12 People shouldn't be too concerned about their digital footprint.
- 13 Most CVs or resumes are looked at for several minutes.
- 14 Written accuracy in job applications is valued by most employers.
- 15 It's believed that the majority of people tell the truth on resumes and job applications.
- 16 It's understood that the first part of any interview is very important.
- 17 It's felt that the email address you use when applying for a job is important.
- 18 You are judged on your fashion sense by most interviewers.
- 19 Candidate's backgrounds are rarely checked by large companies.
- 20 Vacant positions are often not filled as they fail to match salary requirements.

COULD YOU JUST ANSWER THE QUESTION?

Materials: One copy of the worksheet per group

Arrange Ss into groups of four. Explain that Ss are going to take part in short role plays of radio interviews. Explain that during each role play one student in each group will be responsible for listening to the discussion, and taking notes. Once Ss have nominated and agreed on an initial listener/note-taker, give them the list of expressions used for evading questions and managing interaction. Explain that the listener/note-taker will take notes as Ss talk. Their role is to note down main points, interesting examples, and to tick off which expressions are used during each role play.

Distribute role cards to Ss, and set an appropriate time limit, approximately 2 mins, for them to prepare some general notes on the topic which they can use to support them during the discussion. Once the time limit is up, ask the first pair of Ss to role-play the interview. Set a limit for each role-play (with a maximum of 5 mins). Once the time is up, ask each listener/note-taker to identify which expressions were used, and who they think 'won' the discussion. Another student should now be nominated the listener/note-taker role, and the next role play carried out.

In feedback, elicit which phrases were most commonly used during the role plays. You could also ask groups to role play in front of the whole class.

UNIT 4

INFLUENCERS

Materials: One copy of the worksheet per group of Ss

Ask Ss to work in small groups. Explain the rules of the game – Ss work in two teams, and attempt to cross the board either horizontally or vertically, selecting one block at a time. Ss can begin on any block they wish. When Ss select a block they must speak about the topic for about 2 mins. Once they do this, they claim the block, and then the other team takes a turn. Ss can stop each other's progress by choosing blocks which make their opponents answer more questions. The first team to cross the board in a completed continuous line, either vertically or horizontally, is the winner.

Encourage Ss to give plenty of details when speaking. Go round and help where necessary. Elicit some interesting answers for feedback.

Any questions which are unused could be answered by the group as a follow-up task.

MATCH UP

Materials: One copy of the worksheet per group of Ss

Ask Ss to work in small groups. Give each group two piles of cards – preposition cards and phrasal verb cards. Explain that Ss should take turns matching the phrasal verb to the correct preposition to make a three-part multi-word verb. As they do this they need to make a sentence which contextualises the multi-word verb. When the group agree that the sentence is accurate the student should place the phrasal verb below the preposition. When they have finished, check them altogether as a class.

Alternatively, you can play the activity as a whole class. Put Ss into small groups, and distribute the preposition cards only. Explain that you are going to read out the phrasal verbs, and Ss should hold up the preposition which completes the three-part multi-word verb. The first group to hold up the correct preposition, and provide an accurate sentence contextualising the verb wins a point. The team with the most points at the end are the winners.

Once you have checked the multi-word verbs, put Ss into A/B pairs and hand out the worksheets. Ss should take turns reading the sentences to their partner, who has to guess the three-part multi-word verb which completes the sentence. A key is provided on each worksheet.

Once Ss have completed the sentences, ask them to take turns, in groups or pairs, to discuss each of the statements.

Answers:

against – come up
for – make up
in – caught up
of – back out, get out
on – fall back, catch up, hold off
to – look up, feel up, live up, face up
with – come up, make up

HAVING SAID THAT ...

Materials: One set of cards per group of Ss

Explain that in this activity Ss are going to use participle clauses to make sentences which they will then build into a short story. Elicit the different form that participles take, using the verb *wait*,

e.g. *Having waited for ...; Waiting for ...* Refer Ss back to Lesson 4.1 grammar focus section if useful.

Ss work in groups of three. Give each group a set of cards face down on the table. Ss take four cards each. Once they have done this, set a time limit of 8–10 mins and ask Ss to write their own sentences, using either a present or past participle form. Encourage Ss to try to make connections between their sentences, creating a very short story.

Once the time limit is up, ask Ss to take turns reading their story to their group. Ask Ss to vote on the best/funniest story.

Once Ss have decided on their favourite story, ask them to exchange it with another group. Explain that in this stage the focus is on improving the story by finding and correcting any errors, and adding other participle forms. Set a time limit of approximately 10 mins and monitor, helping where needed.

Once the time limit is up, ask each group to hand back the revised story. Ss can compare both versions and decide which is the best and why.

BIG STATEMENTS

Materials: One copy of the worksheet per student

Ss have a worksheet each and work alone to complete the sentences. When they have finished, they check that they have used the form correctly in pairs before checking them altogether as a class.

Then, put Ss in new pairs, and give them a few minutes to make notes, collect their ideas, and prepare what they are going to say about each sentence on the list. When Ss are ready, the discussion starts and they share their ideas. Encourage Ss to give plenty of details when speaking and to ask other questions to elicit more information. In feedback, highlight some interesting points from discussions.

Answers: 1 It's 2 It's 3 There are 4 It's 5 There's 6 It's
7 There's 8 It 9 It's 10 There 11 It's 12 There's

GO ON, BUY ONE!

Materials: One copy of the worksheet per group of Ss

Arrange Ss into groups of four (if it is a small group, in pairs). Give each group a copy of the worksheet and explain that Ss are going to work together as members of an advertising firm to prepare a campaign for a product that they think will sell well.

Explain that Ss first need to think of a product – encourage them to be as imaginative as possible. Encourage Ss to provide sufficient details as they complete the first half of the product brief. Go around as they do this, assisting with ideas and input any language needed.

Once Ss have completed the first part of the brief, ask them to think about how they would promote the product. Refer Ss back to persuasive language features in Lesson 4.3.

Set a time limit of around 10 mins for Ss to prepare their pitch. While Ss are completing the activity go round and help where necessary, encouraging Ss to use the target language if needed. Remind Ss that they will need to divide their presentation among them, so they need to decide on the order and length of speakers' turns.

Once the time is up, ask each group in turn to present their pitch. Set a maximum time limit of 2 mins per pitch to encourage Ss to be as persuasive as possible in a concise fashion.

Have the class decide which product and pitch is best, giving reasons for their choice.

UNIT 5

ON TREND?

Materials: One copy of the worksheet divided per pair of Ss

Arrange Ss into two groups, A and B. Distribute the worksheets. Put Ss in pairs from the same group, and tell them to check the meaning of the words and phrases from their half of the crossword. Refer Ss back to Lesson 5.1 vocabulary section on fashion and looks. If required, you could ask Ss to think of clues to enable other Ss to guess the word.

Divide Ss into new A+B pairs. Tell the Ss to take turns giving each other clues to complete the crossword. Point out that they should tell their partner if an answer requires more than one word.

When Ss have completed the crosswords, ask them to check answers and spelling, and then make sentences using the crossword vocabulary in a clear context.

COMPOUND DOMINOES

Materials: One copy of the worksheet per group of Ss

Distribute a set of dominoes to each group of Ss. Ask them to shuffle the dominoes and distribute them evenly. Ask Ss to look through their dominoes. The student with the card that begins *risk pursuit* places this in the centre of the table to begin the game. Moving clockwise, Ss have a chance to complete the sentence on the right-hand-side of the domino, with a suitable sentence ending from the left-hand-side of one of their own dominoes. Dominoes can be placed to make a horizontal line or to create an L-shaped pattern.

The student who makes the match must read the sentence aloud, and explain the meaning of the compound. Alternatively, ask Ss to provide a follow-up sentence which provides additional context. If no match can be made, the next student takes a turn. The game is over when all the dominoes are used.

DESCRIPTIONS

Materials: One set of cards per pair of Ss

Put Ss into pairs. Give each student an A or B worksheet. Explain that Ss are going to use complex noun phrases to describe a person, place or thing which their partner must guess. Refer Ss to Lesson 5.1 on noun phrases or revise different ways of expressing complex nouns e.g.

Before the noun, use:

- 1 simple adjectives: *quick fixes*
- 2 compound adjectives: *long-term success*
- 3 nouns used as adjectives: *exercise regime*
- 4 past and present participles used as adjectives: *organised classes*

After the noun or pronoun, use:

- 5 prepositional phrases: *ratio of muscle to fat*
- 6 relative clauses: *Another aspect of training that is often ignored,*
- 7 infinitives: *a fun training session to enjoy*
- 8 participle clauses: *someone trying to be healthier*
- 9 certain adjectives which can follow a noun or pronoun: *something effective*

Give an example as a model, e.g. *a loud-mouthed, antagonistic, self-opinionated American business tycoon who went on to use his populism to promote an increasingly tyrannical political career.*

Give Ss time to look through their own words, and prepare complex noun phrases to describe each of the items or people given. Ask Ss to look back over lessons from Units 1–5 to refresh their memory

about each person or object, e.g. *Boyan Slat Unit 1, Lesson 1.1.*

Explain that there are also options for Ss to generate four of their own ideas and they should fill these in on the worksheet.

Assist Ss with ideas, form and vocabulary where necessary. When Ss have their descriptions ready, ask them to work with their partner taking turns to read each description aloud. Ss continue until all the descriptions have been guessed.

IN YOUR OWN WORDS

Materials: One worksheet per pair of Ss

Put Ss in pairs. Explain that Ss are going to rewrite a conversation to make it less formal. Elicit different features that speakers use to do this, e.g. *fronting, headers, tails, ellipsis, etc.*

Distribute the worksheets. Tell Ss to work with their partner to rework the conversation to sound as natural and conversational as possible. Explain that there is no right or wrong answer, but Ss should try to use the features discussed above. Set a feasible time limit. Monitor and help where necessary.

Give Ss time to prepare to act out their conversation. If your class is confident, encourage them to add a minimum of four more lines to the conversation. Select a few pairs to act their conversations out to the whole class.

Once Ss have finished, provide the suggested answer on the board, for reference. Then ask Ss to prepare their own conversation on one of the topics given. Explain that at this stage they don't need to make it informal. Once Ss have completed their conversations, ask them to swap with another pair, and rewrite the conversation informally.

Suggested answer:

A: That house, is it where Anna lives?

B: Anna? Not sure who you mean.

A: Anna, Paul's sister, works at the café. With the long black hair.

B: Oh yeah, nice girl Anna. Always friendly.

A: She's really into writing, too, Anna, I heard.

B: Really? Didn't know that. Any good?

A: Fantasy stuff mainly, she writes.

B: Good stuff that is – Tolkien, *Game of Thrones*.

A: Yeah, great books, those, aren't they?

B: Seen the latest series?

THE GREAT DEBATE

Materials: One worksheet per group of students

Arrange Ss into two groups, A and B. Distribute the worksheets. Put Ss in pairs from the same group. Explain that Ss will informally debate three different topics related to the SB unit. Ask Ss to look at topic 1. Explain that Ss should work with their partner to think of reasons, either *For* or *Against* the statements (as indicated on the worksheet). When Ss have noted their arguments, ask them to work as a larger A or B group, and collate their arguments, deciding which are the strongest, etc. Set a time limit of 5 mins.

Once Ss have collated their arguments, place two chairs facing each other at the front of the class. Ask one student from each group to take the seats, with the rest of their group standing behind them. Explain that in this 'chair debate' they should try to persuade the opposing group that they are wrong, by arguing against them. Explain that anyone can take the chair, by touching the speaker on the shoulder. As they do this, they should try to ensure that the argument continues unbroken. Refer Ss to the list of useful phrases that they can employ to manage their interactions and encourage them to use them in as natural a way as possible.

Set a time limit of approximately 6 mins. Ask Ss to decide which team won. Then proceed to the next topic.

UNIT 6

A QUESTION OF WHERE TO LIVE

Materials: One copy of the worksheet per student

Distribute a copy of the worksheet to each student. Explain that Ss should first look at the vocabulary in the circle, and note down brief definitions. Ask Ss to then look at questions 1 and 2 on the worksheet, and decide which of the words could replace the underlined phrase. Check ideas as a whole class. Once Ss have agreed on the most appropriate words (*alienating* and *sanctuary*), ask them to write questions which paraphrase the original. Once Ss have written the two questions, check as a whole class. After checking the questions, ask Ss to then form their own questions about living in a town or city, using the remaining words from the circle. Monitor, assisting with vocabulary and grammar.

Once Ss have written out their questions, ask them to work in groups of three. Set a time limit of approximately 15 mins, and ask them to take turns asking, answering and discussing their questions. Monitor, assisting where necessary.

Once Ss have discussed all the questions, ask them to feedback any interesting answers to the whole class.

Suggested answers:

- 1 What kind of things do you find the most alienating when you travel to another city or country?
- 2 Is there a specific place you consider a sanctuary in your hometown?

BINOMIAL MATCH UP

Materials: One copy of the worksheet per student + scissors

Explain that Ss are going to complete sentences using binomials. Ask Ss to work in pairs and give each a copy of the worksheet. Explain that Ss should complete each sentence from the right-hand column in one of the left-hand boxes, choosing a box at random. They don't have to go in order.

Go around helping Ss where necessary, ensuring that sentences are accurate and meaningful.

When Ss have completed all of the sentences, give them a pair of scissors and ask them to cut along the dotted lines.

Ask pairs to exchange cards, and try to match the sentence halves. Once Ss have matched the cards, ask them to discuss their sentences.

EVEN THOUGH ...

Materials: One copy of the worksheet per student

Explain that in this activity Ss are going to discuss the differences in their preferences, while using concession clauses. Elicit examples of how to form concession clauses or refer Ss to Lesson 6.1 grammar section. Distribute a copy of the worksheet to each student. Ask Ss to read through the categories, and complete them with an idea of their own, thinking of reasons for their choices.

Once Ss have completed the categories, put them in pairs, and ask them to compare ideas with their partner. Once they have done this, ask Ss to argue for their choice as being the best. Encourage them to use a range of concession clauses as they do this. You could provide a model with a strong student as an example, e.g. *What's your favourite city?*

I like London because it has a vibrant nightlife, great shopping and plenty of cultural sights.

Well, even though London is a great city, Berlin is better because ...

As an alternative version of the task you could ask Ss to argue their case in front of the class. The class then decide whose case is the strongest.

WHAT DID THEY SAY?

Materials: One worksheet per pair of Ss

Arrange Ss into pairs, and distribute the worksheet halves. Explain that in this activity Ss are going to discuss a range of quotes about cities. Highlight that the aim of the quotes is to stimulate discussion, but that you would like Ss to use reporting verbs/patterns to paraphrase the quotes. Provide the following as an example:

'The city is not a concrete jungle, but a human zoo.' Desmond Morris
Desmond Morris has stated that the city is not a concrete jungle, but a human zoo. He seems to be suggesting that people have become trapped in the places that they inhabit.

Refer Ss to Lesson 6.2 grammar section on indirect speech, and highlight the use of summarising verbs, draw attention to the useful phrases on the worksheet.

Once Ss have paraphrased the quotes using reporting verbs/patterns they should discuss whether they agree or disagree with the quote. Explain that they can use any of the other quotes on their sheet to support their views, but as they incorporate these they should also try to use reporting verbs.

Encourage Ss to draw upon their own experiences and to provide reasons for their opinions. Explain that at the end of the discussion they will be expected to report their favourite and least favourite quotes, giving reasons for their choices.

IS THAT CUSTOMARY HERE?

Materials: One copy of the worksheet per group

Arrange Ss into groups of three, A, B and Cs. Explain that the Ss are going to take part in a game where they need to guess customs from different parts of the world.

Distribute the worksheets to each group and ask Ss to silently read through their examples. Explain that Ss need to invent two of their own examples to complete the customs card. Explain that these should both be made-up, false customs. Give Ss a short time limit, approximately 5 mins, to generate their own ideas. Monitor at this point assisting with vocabulary and language where required.

Once the time limit is up, ask each group to take turns describing the customs in their own words. If necessary refer them to the functional language in Lesson 6.3: *the norm is to, accustomed to, used to, it's a given that they, it's completely alien/normal to*. Once each student has read their customs, the other Ss in the group should try to guess which are true, and which are false. The student who gets the most correct wins the game. Repeat the same procedure for game 2.

In feedback, elicit the best examples of made-up customs.

UNIT 7

FILM PITCH

Materials: One copy of the worksheet per eight students

Ask Ss to work in groups. Explain that they are hopeful film directors keen to secure funding for a new project. Ss have to think about what kind of film they want to make, and note down details about it on their film pitch notes. Set a time limit of 10 mins, and monitor, assisting Ss with vocabulary and ideas. Encourage Ss to use the target words and expressions from Lesson 7.1.

Once the time limit is up, ask Ss to prepare their pitch. Remind Ss that as they only have 2 mins they need to be as concise as possible. You could remind Ss of the persuasive language techniques in Lesson 4.3 for revision and extra support. Set a time limit suitable for your group. Once the time limit is up, ask each group to present their pitch to the class. Take a vote on which ideas get the green light.

SNAP!

Materials: One copy of the worksheet per pair of Ss

Distribute a cut up worksheet to each pair of Ss. Ask Ss to divide the cards into two even piles. Explain that the youngest student will place a card face up on the table first. The other student should then place their top card on the pile, also face up. If the cards make an appropriate adverb-adjective collocation, the first student to say 'snap' gets a chance to make a sentence using the collocation. If both Ss agree the sentence is accurate, the student keeps all the cards in the pile. If there is no match, Ss continue to place cards until a collocation arises. Help where required, assisting where there are disagreements over sentence/collocation accuracy.

Answers: prohibitively – expensive, large, high
fundamentally – different, wrong, meaningless
vitality – important, necessary, relevant
hopelessly – inadequate, ineffective, devoted
bitterly – disappointed, opposed, cold
infinitely – preferable, adaptable, variable
greatly – admired, enhanced, reduced
predominantly – female, middle-class, psychological

SUBJUNCTIVE SUGGESTIONS

Materials: One set of cards per group of Ss

Explain that Ss are going to use subjunctives to offer advice and suggestions to their partners regarding moral dilemmas. Refer them to the subjunctive language in Lesson 7.1.

Put Ss in groups of four. Give each student a scenario card, and ask them to take time to read through the situation described. Answer any questions they may have. Explain that Ss should add their own ideas to provide more detail and additional context. Give Ss several minutes to think about who they are, how they might feel, why the issue could cause them problems. Once Ss have prepared their background context, ask them to take turns reading their scenarios. Each scenario should be discussed by the whole group, with at least one suggestion made by each member. If necessary, provide a range of useful phrases on the board to assist Ss, e.g. *it's vital/crucial that ... My advice is that ... It's understandable that you should (say/feel that) because ... We recommend/suggest that ... Supposing that ... ?* Once Ss have exhausted their suggestions, the student holding the scenario card should decide on the best suggestion. Ss then continue to the next scenario. Ss decide as a whole class on the best suggestions, giving reasons why.

SURPRISINGLY ENOUGH

Materials: One worksheet per student

Give Ss a worksheet each and ask them to work alone to complete the sentences. When they have finished, they check that they have used meaningful adverbial phrases in pairs before checking them altogether as a class. Then, put Ss in new pairs, and give them a few minutes to make notes, collect their ideas, and prepare what they are going to say about each sentence on the list. When the Ss are ready, the discussion starts and they share their ideas. Encourage Ss to give plenty of details and to ask questions to elicit more information. In feedback, highlight interesting points from discussions.

Suggested answers: 1 I find it deeply disturbing / upsetting that 2 It's entirely possible that 3 fairly young I believed 4 I'm painfully aware that 5 Sad to say that 6 Students' own answer 7 Difficult as it is 8 Obvious as it is 9 On reflection I think 10 On the face of it 11 Despite the fact that 12 To my surprise / amazement

I WAS LIKE ...

Materials: One copy of the worksheet per pair of Ss

Put Ss in pairs. Distribute a copy of the cut up worksheet to each pair. Explain that first Ss have to read through the anecdote and put it in the correct order. Set a time limit of around 8 mins, and monitor, assisting where necessary.

Once Ss have ordered the anecdote, ask them what is unusual about it. Elicit that it is very formal, and unnatural in places. Ask Ss *what are the usual features of anecdotes?* Elicit *ellipsis, use of adjectives, and informal fixed expressions*. If necessary, refer Ss to Lesson 7.3. Ask Ss to work with their partner to rewrite the anecdote in more informal language. Set a time limit, and again assist where required.

Once the time limit is up, ask Ss to work with another pair, comparing their versions of the anecdotes.

Answer:

1, 5, 2, 9, 16, 10, 3, 13, 4, 6, 15, 7, 11, 14, 8, 12

Suggested answer:

Funny you should mention that, reminds me of when I was locked out in Lucca. Me and Jess had just moved into this apartment just outside the old town. It was sort of like a medieval townhouse. Anyway, I think it was a festival weekend, so the place was packed. Jess was like, 'Let's check out the piazza,' and I was like, 'Good idea.' I just closed the door when I was like, 'Strange, these don't look like the right keys.' Jess looks at me and was like, 'Have you locked us out?' And I was like 'Oh no, I've got no phone or cash on me! Have you?' And she's like, 'No!' So we're both thinking, 'What are we going to do? Where are we going to stay?' We were panicking, you know what I mean? Anyway, we looked for ages for a locksmith's – closed. Now we're thinking we're going to have sleep on the street. Then Jess is like, 'Let's go the Tourist Information Centre, they'll help.' So, we're there for an hour telling everyone what happened, but they are all like, 'Sorry, can't help you.' Then, this woman walks in, just starting her shift. She's like, 'What's wrong, girls?' So we're telling her, and she's like, 'What street? What number?' And we're like '16, Villa del Fosso.' And she's like, 'Funny, I used to date someone who lived there, Salvatore Lardieri.' And we're like, 'That's our landlord!' So the woman, Maria, phones his mum and dad, to see if he could let us in. Lucky for us he answered! We were totally relieved. It's something I won't forget in a hurry!

UNIT 8

DID I HAVE A CHOICE?

Materials: One copy of the worksheet per pair of Ss

Ask Ss to work in pairs. Distribute the worksheet and explain that Ss are going to think about their own experiences of making choices, and what happened as a consequence. Ask Ss to read through the options, and check the meanings where required. Refer Ss back to Lesson 8.1. Explain that Ss should write either a real or made up experience for each box.

Set a time limit appropriate for your group, and go around monitoring, assisting with vocabulary. Once the time limit is up, ask Ss to take turns reading their experiences to one another. Ss can first guess whether the situation described is real or imaginary, and then offer a suggestion about what they would have done in similar circumstances. Ss then discuss what actually happened. In feedback, ask Ss to share their most interesting answers.

DO YOU MEAN ... ?

Materials: One copy of the worksheet per student

Explain that the focus of this activity is on connotation. Elicit from Ss a brief definition of what this means. Refer Ss back to the Lesson 8.1 Vocabulary *Plus* section for ideas if necessary. Distribute a worksheet to each student. Explain that you would like them to first read through the options on their own, and note down the names of different people, or brief descriptions of different situations which match each of the adjectives given (a, b or c). Explain that at this point Ss should keep their choices secret. When Ss have completed their choices, ask them to work in pairs. Ss take turns reading out the three names/situations which they have noted down, e.g. *In section 1 I have X, Y and Z.* Their partner then has to guess/make deductions about which adjective from the list will match each person or situation. Remind Ss to read their list in a random order to make it more challenging. When Ss have taken turns guessing, they should show their partner their list to check, and give reasons for their choices.

OUT OF ORDER

Materials: One worksheet per pair of Ss and scissors

Put Ss in pairs. Explain that Ss will work together to put complex sentences in the correct order, before going on to generate complex sentences of their own. Distribute a cut up set of sentences one and two to Ss. Inform them that the sentences begin with the word with an asterisk. Set a time limit, and ask Ss to work together to put the sentences in the correct order. To increase the level of challenge, mix both sentences together, so Ss have to sort the piles via meaning before ordering the sentences. Once the time limit is up, check the answers as a whole class.

Now ask Ss to work with their partner to write their own complex sentences on any theme or topic from the student's book. For example, both example sentences were related to the theme of learning and education. Monitor, assisting with vocabulary and grammar. Once they have written their sentences, ask them to cut them up, and swap them with another pair. Ss should then work together to re-order these new sentences.

Answers: **1** Arguably, the ultimate goal in any form of academic study is student's achieving a sense of autonomy so they are best equipped to deal with the ongoing demands placed upon them by the institutions they are studying within. **2** Although it is understood that exposure to literacy strategies at an early age is fundamentally important to the development of young readers, few of us make sufficient preparation by providing exposure to content-rich narratives.

ON OR OF?

Materials: One set of cards per group of Ss

Ask Ss to work in small groups. Give each group two piles of cards – the preposition cards and the noun/verb/adjective cards. Ask Ss to place the preposition cards face up on the table, and deal out the noun/verb/adjective cards equally among them. Explain that Ss should take turns matching the words to the correct preposition. As they do this they need to make a sentence which contextualises the prepositional phrase. The activity expands on the target items in the SB section, increasing the level of challenge for Ss in this final unit. When the group agree that the sentence is accurate the student should place the noun/verb/adjective cards below the preposition. When they have finished, check as a class.

Alternatively, you can play the activity as a whole class. Put Ss into small groups, and distribute the preposition cards only. Explain that you are going to read out the noun/verb/adjective, and Ss should hold up the matching preposition. The first group to hold up the correct preposition, and provide an accurate sentence contextualising the noun/verb/adjective wins a point. The team with the most points at the end are the winners.

Suggested answers:

at – amazed, anger, annoyed
about – annoyed, regrets
against – decide
by – amazed, annoyed, concerned, convinced, embarrassed, frightened, irritated, pleased, upset
for – apologise, forgiven, hopeful, normal, plan, reasons
from – prevent
in – believe, confident, decline, disappointed, interest
of – aware, conscious, convinced, fond, frightened, hopeful, indicative, likelihood, proud, terrified, thought
on – concentrate, decide, insist, reliance, rely
to – allergic, apologise, certain, decide, object, plan, proud, unlikely
with – annoyed, concerned, disappointed, pleased, upset

IN THAT CASE ...

Materials: One copy of the worksheet per pair of Ss

Ask Ss to work in pairs. Explain the rules of the game – Ss take it in turns to flip a coin to decide how many squares to move (heads = one square, tails = two squares). When they land on a square the second student tosses the coin again. If they get heads, they have to think of arguments supporting the statement. If they get tails they have to think of arguments opposing the statement. Their partner should also prepare arguments with the opposing view. Give Ss 2 mins to prepare their ideas, and 2 mins to discuss the statements. Remind Ss they can use a range of tenses. Refer Ss to the functional language of giving opinions in Lesson 8.3. Encourage Ss to give plenty of details when speaking and to ask other questions to elicit more information. Go round and help where necessary. Elicit some interesting opinions for feedback.