

OUTCOMES

OUTCOMES UPPER INTERMEDIATE

TEACHER'S BOOK

SAYER DELLAR WALKLEY

NATIONAL
GEOGRAPHIC
LEARNING CENGAGE
Learning

A1	A2	B1	B2	C1	C2
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CEFR correlation:
Outcomes Upper Intermediate is for students who have achieved level B1 and want to achieve B2.



UPPER INTERMEDIATE
TEACHER'S BOOK

MIKE SAYER
HUGH DELLAR ANDREW WALKLEY

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OUTCOMES

Real situations, real language, real outcomes

The second edition of *Outcomes* has been fully revised and updated to provide contemporary, global content and stunning National Geographic photos and videos. Its trademark lexically-rich approach shows students how vocabulary works, and the evenly-paced grammar syllabus provides examples and tasks based on what people actually say and write. With a huge variety of talking points and practice, *Outcomes* teaches students the English they need to communicate *outside* the classroom.

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- Variety of exam layouts and printing options



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Visitors and shoppers in the Rotterdam
Market Hall, The Netherlands.

The unique feature of this hall is the combination of a market and housing.

TEACHER'S BOOK

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HUGH DELLAR ANDREW WALKLEY

UPPER INTERMEDIATE

OUTCOMES



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PASSWORD outcomes!C4#

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CONTENTS

	INTRODUCTION TO <i>OUTCOMES</i> UPPER INTERMEDIATE	4
1	ENTERTAINMENT	8
2	SIGHTSEEING	22
3	THINGS YOU NEED	37
4	SOCIETY	49
5	SPORTS AND INTERESTS	64
6	ACCOMMODATION	76
7	NATURE	90
8	CRIME AND PUNISHMENT	101
9	CAREERS AND STUDYING	115
10	SOCIALISING	127
11	TRANSPORT AND TRAVEL	139
12	HEALTH AND MEDICINE	149
13	LIFE-CHANGING EVENTS	161
14	BANKS AND MONEY	170
15	FOOD	182
16	BUSINESS	191
	AN INTRODUCTION TO WRITING IN <i>OUTCOMES</i>	202
	WRITING LESSONS 1–8	204
	GRAMMAR REFERENCE ANSWER KEY	208
	TESTS	214
	TESTS ANSWER KEY	244
	TESTS AUDIO SCRIPTS	250
	COMMUNICATIVE ACTIVITIES	253
	TEACHERS' NOTES TO COMMUNICATIVE ACTIVITIES	269
	WORKBOOK ANSWER KEY	273



INTRODUCTION TO *OUTCOMES*

UPPER INTERMEDIATE

In this introduction we try to answer these questions:

- What are the goals of language students?
- How did we choose language for students at this level?
- What makes *Outcomes* better for teachers?
- How can we help students learn?

GOALS AND OUTCOMES

The Common European Framework of reference (CEF) states that language learning and teaching overall goals should be:

1.1 to deal with the business of everyday life in another country, and to help foreigners staying in their own country to do so;

1.2 to exchange information and ideas with young people and adults who speak a different language and to communicate their thoughts and feelings to them;

1.3 to achieve a wider and deeper understanding of the way of life and forms of thought of other peoples and of their cultural heritage.

(Council of Europe, 2001, *Common European Framework of Reference for Languages*, p3)

These ideas underpin everything we do in the *Outcomes* series. At Upper Intermediate, we look at can-do statements for B2 level as a guide to what students might want to achieve. On the **opening double-page** of each unit you will see a list of outcomes. The vocabulary, grammar and skills practice that is provided in each unit aim to help students to do these things better.

Business of everyday life

Outcomes has a strong practical thread. For example, students at Upper Intermediate learn the grammar and vocabulary to:

- show people around their town or city, pages 16–17
- rent vehicles and deal with problems, pages 98–99
- be more polite in business contexts, pages 142–143.

For many students passing **exams** is also the business of everyday life, which is why *Outcomes* has a **Grammar reference** with exercises on all the grammar you'd expect. The **Review pages** after every two units also make use of exercise types found in common exams such as **Cambridge First**, such as cloze tests, wordbuilding and transformation exercises.

Writing sections deal with both practical types of writing task (formal and informal emails, pages 164–165) and exam-type writing (arguing your case, pages 162–163).

Communicating thoughts and feelings

Practicalities are important, but just as important, and perhaps more motivating, is the ability to communicate in a way which reflects your personality, feelings and opinions. That's why most of the **Developing conversations** and **Conversation practice** sections work

towards practising typical conversations we have to establish and maintain friendships. For example:

- disagreeing politely, page 9
- feelings about the future, page 81
- passing on messages, page 107.

This is also why we constantly give students the chance to exchange their ideas, through **Speaking**, practice activities in **Vocabulary** and **Grammar**, the lead-ins to **Reading** and **Listening** and discussions about the texts.

Understanding other cultures

Students will best understand other cultures by talking with other students and by having the language to express themselves, which the language input and **Speaking** activities in *Outcomes* always encourage. However, many classrooms may not have people from a large mix of backgrounds, which is why we use texts and **National Geographic videos** with international contexts to reflect cultures throughout the world, both English-speaking and non-English speaking. Students may well realise they share many of the same desires and concerns as others from very different cultures.

You'll watch videos about:

- a chinese artist teaching art to children in Harlem (New York), page 22
- how 'preppers' in the US prepare for a possible collapse of the economy, page 41
- helping disadvantaged young people through Capoeira in Brazil, page 58
- extreme weather around the world and its possible causes, page 76
- some of the difficulties faced by an archaeologist working in the field, page 94
- ways in which animals self-medicate, and what humans can learn from them, page 112
- the rites surrounding a Nubian wedding in Egypt, page 130
- the trade in truffles based in a small town in France, page 148.

Choosing specific outcomes

We want to work towards specific conversations and outcomes. We consulted documents such as the ALTE can-do statements which identify situation and levels for the purposes of writing exams. For example they take the social and tourist situation of sightseeing and give different levels students may be able to achieve. For example B2 levels suggest:

- Can understand what is said in personal letters even where colloquial language is used.
- Can understand most of what is said on most guided tours. Can ask for clarification and further explanation, and is likely to understand the answer.
- Can show visitors round and give a detailed description of a place.

We also make judgements based on the kinds of things we ourselves talk about (as people rather than authors!) and the kinds of conversations we've had with students over the the years.

LANGUAGE AND *OUTCOMES* UPPER INTERMEDIATE

In *Outcomes* it is generally the topic and conversation that comes first. We sometimes write dialogues or texts and work backwards to consider what vocabulary and grammar will help students have those conversations, talk about those topics, or read / listen to those texts. We grade the texts and choose language input in the following ways:

- to reflect CEFR level descriptors
- to meet expectations of grammar input at this level
- to include frequent words students are likely to use and see / hear outside the class.

CEFR level

Upper Intermediate students are aiming to achieve a B2 level, where students are, for example, expected to 'understand most TV news and current affairs programmes ... read articles and reports concerned with contemporary problems ... interact with a degree of fluency that makes regular interaction with native speakers possible ... present clear detailed descriptions ... have a sufficient range of language [to do this]'.

(*Common European Framework of Reference for Languages*, pages 27–28)

Grammar

You will see the same grammar syllabus as you would expect in other books at this level. We know because we've checked! In fact there are not only the 32 **Grammar** sections, but a different kind of grammar is often seen in **Developing conversations**. Where you might find the grammar presentation slightly different to other books, is that texts may only have one or two examples of the key grammar, and the text may not always have an example of all forms (e.g. question, statement, negative). That's because we write the texts for the outcome and to sound natural, and often negatives or questions are much less common. We want to show the grammar as it is really used. However, the Grammar reference and other exercises will normally give examples of how these other forms are used. We sometimes suggest that your students translate the target grammar pattern into their own language in order to identify where the differences and similarities lie; this is an optional activity presented in the Teacher's Book and can be very effective with classes who all have the same L1.

Frequent words

We refer to frequency guides in the British National Corpus (phrasesinenglish.org) and published dictionaries such as Cobuild and Macmillan which provide information on frequency. We try to choose those words with a higher frequency (top 5,000 most common words). This is especially true when we focus on words with **reading** and **listening** texts. In some cases, the word

you really need is not frequent within the whole of the language but might be within a topic (e.g. *asthma*). In this case, we may teach it. All these important words are found in the **Vocabulary Builder**, with phonetics, definitions, collocations (often very frequent words) and examples where relevant.

Other words will appear that are part of a story but aren't otherwise worth teaching and remembering. These words are glossed or ignored and don't appear in the Vocabulary Builder.

BETTER FOR TEACHERS

Most teachers need or want material that:

- is quick and easy to prepare
- motivates students.

Quick and easy to prepare

A Student's Book is easy to use when the relation between input and outcomes is clear, and we hope you already see that this the case with *Outcomes*. However, other aspects of the Student's Book and components should help you just pick up the book and teach:

- **Grammar and Vocabulary** have clear links to texts and/or topics.
- **Clear structured grammar presentations** which get students to do the work:
 - short explanation boxes allow you to introduce grammar points
 - examples from the texts with questions or tasks get students to think about the rules
 - grammar reference provides short clear explanations for students to check their ideas
 - simple to more difficult tasks allow students to check and practise their understanding.
- **Fully integrated pronunciation.** Regular pronunciation work is integrated as part of language input and listening tasks based on simple drills and dictation exercises. The video pages include Understanding fast speech activities, which show how words in spoken English are grouped in chunks, and help students to understand and imitate fast speech.
- **Simple instructions** in the Student's Book fully explain tasks.
- **Straightforward numbering** of exercises and audio on each page helps teachers orient students and manage the class.
- **New design** makes navigation around the pages easy.
- **Regular unit structure** allows you to teach as discrete lessons.
- Every spread has its own identity and **lesson title**, which is usually a fixed expression or collocation, using every opportunity to teach students real English.
- **There is thorough recycling and revision of language** throughout the course.
- **The Teacher's Book** provides background information, additional activities and language support. Audio scripts and full answer keys with additional explanations accompany the activity notes.
- **Tests** in the Teacher's Book allow you to assess students' progress after every unit, and to review and assess what they have learnt so far on the course at regular intervals through the year.

- **Quickly-prepared photocopyables** provide additional practice. They involve limited cutting, are quick to set up and provide full practice and revision of language in the Student's Book.
- **Vocabulary Builder** follows the spreads of the book so you and your students can easily look up words in class. All of the target vocabulary is contained in a database on the website. Students can search for specific words, create their own word lists, add translations and examples, as well as print out pdfs organised by spread.
- **ExamView tests** allow you to make your own revision tests in a matter of minutes.
- **Course website** gives access to all of the additional materials, videos and audio.
- **MyOutcomes online resource.** Teachers can use the online resources practising grammar and vocabulary if they apply for an access code. Go to myelt.heinle.com and request a MyELT instructor's account. This will allow you to set specific work for all your students and then receive their results. You can then store these results through the Grade book, so both you and your student have a record of their marks and progress.
 - 1 Go to MyELT.heinle.com
 - 2 Click Create an Account!
 - 3 Click Instructor and then click Next.
 - 4 Complete the online form and click Submit Request. New accounts will be processed within 72 business hours. You will receive a verification e-mail after submitting your account request. A second e-mail will include instructions for logging in to MyELT once your account has been approved. Please print and/or save these e-mails for your records.

Motivating students

As a teacher, motivating students will be a major part of your job. However, we know a Student's Book can often work against student motivation by having irrelevant or boring content, unclear, unrealistic or unfulfilled outcomes or simply by a dull design. *Outcomes* helps you motivate students by having:

- **outcomes** that reflect many students' wants and needs
- **vocabulary** and **grammar** input and tasks that really help to fulfil those outcomes
- beautiful design which makes the material clear and easy to navigate
- **National Geographic photos** that inspire, including a full double-page spread photo as the starting point for each unit, intended to raise questions and provoke debate
- **National Geographic videos** that bring in real world content and speech
- fun and funny **Conversation practice videos** on the DVD-ROM, which incorporate role plays into the lesson, and include a Karaoke feature!
- **reading** and **listening** texts based on authentic sources that we think you'll find by turns informative, funny, even moving
- a range of **speaking** tasks that allow for play, humour and gossip, as well as serious discussion.

KEY TO LEARNING

There are many ways to learn but it seems there are a few essentials:

- Students need to notice.
- Students need to understand.
- Students need to remember language.
- Students need to practise – spoken, written, receptive.
- Students need to make mistakes.
- Students need to repeat these steps a lot.

Noticing and understanding

Obviously, **Grammar** and **Vocabulary** encourage students to notice and understand language. Grammar has simple explanation boxes, lots of examples and questions and tasks that guide students to notice form and understand meaning. Words in bold help students to notice key words. **Pronunciation** tasks and drills also help students pay attention to form. Explanations in the **Vocabulary Builder** and many additional collocates and examples allow students to see and understand useful vocabulary. Finally, **reading** and **listening** tasks often ask student to notice words and how they are used.

Remember

Students do have to remember the language they have studied if they are going to use it. That's why you will see exercises in the Student's Book which encourage students to study, cover and remember language. Students often will avoid this work! In class they may say things like 'it's impossible'! Don't give in. Give students time to study in class, and encourage them. They won't remember everything – which is why you need to repeat over time (see below) – but they will remember more than they (and perhaps you) think! Regular **Review** units get students to recall language, and additional tests in the Teacher's Book review and assess what students have learnt so far on the course at regular intervals throughout the year. Additionally, **Examview** allows you to create your own tests. Further practice that helps students remember the language they have studied includes photocopyable **communicative activities** in the Teacher's Book, and some of the **reading** and **listening** tasks that provide key words and encourage students to try to remember how they were used.

Practice

There are controlled, written practice tasks for all the **Vocabulary** and **Grammar** sections, in the **Grammar reference**, **Workbook** and **Vocabulary Builder**. However, students also need to try and make language their own and there is also always an opportunity to experiment with the language that's presented and practise real communication. You might model some of these activities to show students how they can make use of the language taught. Encourage students to incorporate some of the new language – but don't expect them to use it all or get it right (see Making mistakes below). **Photocopiable activities** in this Teacher's Book also provide more of this kind of practice.

Making mistakes

Students will make mistakes with new language as part of the process of learning how to use it. See this as a positive thing and use these moments to extend their knowledge. Not all teaching and input can or should be provided by the Student's Book. We all know from experience and research that people learn new language when they are struggling to express something and the 'correct' or better word is given. This is also why we have lots of **Speaking** activities and speaking after **Listening** and **Reading** texts. They are not just opportunities for students to practise what they know; they are chances for them to try to say something new, stretch themselves and make mistakes, which you can then correct.

Repetition

Seeing a word once is not enough! Some say you need to see and understand vocabulary ten times before you have learnt to use it! Maybe grammar takes even longer. Recycling and revision is therefore a key part of the design of *Outcomes*. We try to repeatedly re-use language from **Vocabulary** in **Listening** and **Reading**; in **Grammar** and **Grammar reference**; in **Developing conversations**; in Workbook texts; in exercises and texts in other units of the Student's Book and even in other levels of the series. We also re-use grammar structures in vocabulary exercises. And as we have seen, the **Speaking** and **Conversation practice** exercises also allow students to re-use language they've learnt, because we work backwards from the outcome to the language. You as a teacher can help recycle vocabulary and grammar by correcting students after they speak and asking questions about language as you go through exercises. The **Teacher's Book** gives tips and advice on this.

Grammar and vocabulary is also specifically revised and tested in the **Workbook**, **MyOutcomes** online resource, **Reviews** after every two units, **Grammar reference**, and grammar-focused exercises in the **Vocabulary Builder**. You can help students by using these elements over time rather than in one go. For example you could:

- tell students to study the relevant Vocabulary Builder pages before you teach pages in the Student's Book
- set grammar homework from the reference or MyOutcomes the night after they do it in the Student's Book
- ask students to use the Vocabulary Builder material to create their own word lists, adding their own translations and examples
- ask students to start working through the Workbook exercises after they finish the whole unit
- get students to prepare for the review unit by doing the Vocabulary Builder exercises
- do the review unit in class
- set an ExamView test every four or five unit units.

NATIONAL
GEOGRAPHIC
LEARNING

1 ENTERTAINMENT

SPEAKING

Aim

to set the scene and introduce the theme with a photo;
to get students talking about their reading habits and
how they spend their free time; to preview students'
ability to use present tenses to express habits

Preparation If you wish to do the extra activity suggested below, bring in a pile of well-known books from home or the school library.

1 Start by telling the class that they're going to be getting to know each other, and that in this unit they're going to be learning how to talk about books, films and music better.

- Ask students to look at the photo on pages 6–7. Ask, *What can you see?* Organise the class into pairs. Ask students to discuss the questions. Set a time limit of three or four minutes.
- As students speak, listen for errors, new or difficult language that students try to use, or any interesting ideas or experiences that you could use in feedback.
- After the activity, give some feedback by either sharing ideas you have heard with the whole class or by asking students to correct or fill in gaps in sentences on the board.

Culture notes

The photo was taken in the Torres del Paine National Park, Patagonia, Chile, and shows the Cordillera del Paine mountain range across Lake Pehoe. This national park was named the fifth most beautiful place in the world by *National Geographic*.

Optional extra activity If your class is new and students don't know each other well, ask students to change partners three or four times to maximise interaction and to enable students to get to know different people in the class.

2 Put students in new pairs, or ask each pair to join another pair to make a group of four. This works well in a traditional classroom because one pair of students just needs to turn round to speak to another pair.

- Set a time limit of five minutes. Tell students in pairs or groups to find five things in common. For example, perhaps they both (or all) like watching detective programmes on TV, or go to the cinema on Fridays.
- It is a good idea to model the activity before starting, e.g. *I often watch sport on TV, especially football, and I play a lot of tennis at the weekend. What about you?*
- In feedback, ask a few pairs or groups to tell the class what they have in common. Then provide feedback on language used by students in the speaking activity, or reformulate what they say as necessary, e.g. Student: *We both don't like studying!* Teacher: *OK, right. So neither of you like studying. Well, thanks for being so honest!*

Teacher development:

feedback on language and errors

After any speaking stage, it is good practice to highlight or teach new language based on what students have tried to say. This is especially important at the start of a new level. As a teacher, you want students to feel that they aren't just chatting away, but that the teacher has listened to them and understood them and given them some new language or useful feedback.

Here are three feedback ideas:

- 1 Write up new or difficult words or phrases students used (or tried to use).
- 2 Write up sentences they said (correctly or incorrectly) with two or three words missing. Students must fill in the words.
- 3 Write up incorrect sentences and ask students to correct them in pairs.

Alternative Tell the class to close their eyes and imagine they are in a place they would love to be with a book they would love to read. Give students 30 seconds or so with eyes closed to imagine the scene. Then put them in pairs to tell their partner where they were and what they were reading. In feedback, elicit a few interesting places, books and reasons.

- Do this activity before doing Exercise 1, or as an alternative to it.

Optional extra activities Bring in a pile of well-known books from home or the school library. Ask students in pairs to choose one they would both like to read. Students have to negotiate with each other as to which book to choose then tell the class why they have chosen that particular book.

- Brainstorm a list of varied book titles or book genres and write them on the board e.g. *War and Peace*, *Bridget Jones' Diary*, *The Hound of the Baskervilles*, or, a classic novel, a modern detective story, a graphic novel, a history book. Ask students in pairs where and when they would choose to read each of these novels or types of novel.

Teacher development:

using *Outcomes* pictures

Outcomes aims to start each unit with a large, interesting picture to stimulate interest in the topic and to get students 'on board' with the theme and topics. You can often use the picture to do the following:

- to get students talking and to personalise the topic
- to get students interacting and sharing ideas and opinions
- to introduce key or useful vocabulary
- to preview language structures that will come up in the unit (here, expressing habits), and to find out how well students can already use them.

A QUESTION OF TASTE

Student's Book pages 8–9

Communicative outcomes

In this two-page spread, students will talk about their leisure activities using structures and lexis to express present and past habits; they will describe films, books and music using adverbs and adjectives, and will learn how to politely disagree with opinions about films, books and music.

LISTENING

Aim

to give students practice in listening for general understanding; to introduce structures and lexis used to talk about present and past habits

1  Lead in briefly by asking students a few *Do you ... much?* questions, e.g. *Do you read much? Do you go to the cinema much? Do you go out much? Do you go away much?* Elicit a few responses. Ask students to have a quick guess at what other *Do you ... much?* questions might be answered in the listening.

- Play the recording. Students listen. Tell them to make brief notes about the topic of each response, 1 to 8. After playing the recording, ask students to work in pairs to compare answers, and to complete *Do you ... much?* questions.
- In feedback, elicit answers from the class. Ask students how they reached their decisions. Ask them what they heard on the recording that helped them work out the correct answers.

Answers

- 1 Do you go out much?
- 2 Do you listen to music much?
- 3 Do you go to the theatre much?
- 4 Do you go swimming much?
- 5 Do you watch TV much?
- 6 Do you do sport / exercise much?
- 7 Do you go to the cinema much?
- 8 Do you play computer games / play games online / go online much?

1

- 1 Yeah, at the weekends, of course. I go shopping, go to the cinema, go clubbing sometimes. I don't tend to during the week, though, because I've got to get up early for school and I've got homework, and basically my parents prefer me to stay at home.
- 2 Yeah, all the time. My headphones are glued to my ears! I like all kinds of stuff as well – rock, pop, even some classical.
- 3 Not as much as I'd like to, because I really love it – especially musicals. I mean, I do go now and again, but the seats are so expensive I can't afford to go more than a couple of times a year.
- 4 Very rarely, to be honest. I guess I might in the summer – if it's very hot. I find it a bit boring, just

going up and down the pool. It's not really my kind of thing – and I'm not very good at it either.

- 5 Probably less than I think I do, if you know what I mean. It's always on in the background, you know, but I don't pay much attention to it most of the time. I will watch a big game if there's one on and the occasional film, but apart from that, most of it's rubbish.
- 6 Yeah, I guess so. I usually play football on a Wednesday and I go running now and again. I generally cycle to college as well – unless it's raining.
- 7 No, not as a rule. I tend to watch films on demand through my TV at home. Oh, and I download quite a lot of stuff too.
- 8 Not as much as I used to. I was addicted to this online game for a while until my parents banned me. I'd sometimes play for five hours a day! I play other games now, but my parents control it a bit more.

Teacher development: bottom-up listening

Short listening extracts are an opportunity to take a bottom-up rather than a top-down approach to listening. Here are three ways of developing bottom-up skills:

- 1 After playing the recording once, and doing the general task set in the student's book, brainstorm as many phrases as students can remember from the extracts. Tell them that you want phrases of at least three words. Write up any phrases students give you on the board. Then play the recording a second time. Ask students to correct or add to the phrases on the board. Ask them if this task helped them understand more the second time they listened.
- 2 Before playing the recording the second time, write a few carefully-selected three-word chunks from the recording on the board e.g. *not as much*, *glued to my*, *all kinds of*, *play for five*, etc. Point out how the words are pronounced. Again, play the recording and ask students to see if they can expand the phrases when they hear them.
- 3 Hand out copies of the audio script with short two-, three- or four-word chunks of language blanked out. Ask students to guess (or remember) what words are missing, then listen and fill in gaps.

GRAMMAR Habits

Aim

to check and extend students' knowledge of structures and lexis used to talk about present and past habits, and to practise using the language

2  Read through the information in the grammar box as a class.

- Play the recording. Students listen and fill in the gaps. Let students compare their answers in pairs.
- Elicit the answers, write them on the board and point out any useful phonological features, e.g. linking (*tend to*; *as I'd like to*; *now and again*), and weak stress and contractions (*used to* /ju:stə/). Ask students to listen to and repeat any difficult phrases.

2 and answers

- 1 I don't **tend to** during the week, though.
- 2 Yeah **all the time!** My headphones are glued to my ears.
- 3 Not as much **as I'd like to**, because I really love it.
- 4 **Very rarely**, to be honest. I guess I might in the summer.
- 5 I don't pay much attention to it most of the time.
I will watch a big game, if there's one on.
- 6 Yeah, I guess so. I usually play football on a Wednesday and I go running **now and again**.
- 7 No, **not as a rule**. I tend to watch films on demand through my TV at home.
- 8 Not as much as I **used to**. I was addicted to this online game, until my parents banned me. **I'd** sometimes play for five hours a day!

3 Ask students in pairs to look at the sentences in Exercise 2 again and discuss the questions, then check using the Grammar reference on page 166.

- With some classes you may prefer to elicit answers from the class and clarify any issues, giving further explanations as necessary.

Answers

- 1 using *used to* or *would* (sentence 8)
- 2 *tend to* (sentence 1 and 7)
- 3 the present simple (*play* and *go* in sentence 6) or *will* + infinitive (*will watch* in sentence 5)
- 4 always: *all the time* (sentence 2)
normally: *most of the time* (sentence 5), *usually* (sentence 6), *tend to* (sentence 7)
not normally: *don't tend to* (sentence 1), *not as much as I'd like to* (sentence 3), *not as a rule* (sentence 7), *not as much as I used to* (sentence 8)
sometimes: *now and again* (sentence 6)
almost never: *very rarely* (sentence 4)



Students complete Exercise 1 in the Grammar reference on page 166.

Answers to Exercise 1, Grammar reference

- 1 hardly ever go to the
- 2 to fight all the time
- 3 don't tend to read on
- 4 again I will go
- 5 be fitter because he would
- 6 as much as I used

Background language notes for teachers: habits

The use of the present simple to describe habits, and the use of frequency adverbs such as *usually* and *sometimes*, should be very familiar to students at this level. So, concentrate on showing how other uses are similar or different.

- When we use the present simple (*I watch sport on Saturdays*), the sentence merely expresses a habit, but when we use *will* + infinitive (*I will watch sport if there's a big game on*), the sentence expresses a habit that is typical or characteristic of that person.

- The simple past, *used to* + infinitive and *would* + infinitive can all be used to express past habits. In past narratives, we tend to use *used to* when we wish to emphasise that the habit is no longer true now, and we tend to use *would* to avoid repeating *used to*, and to describe a series of past habits, e.g. *I used to get up really early when I was young. I'd be out of bed and halfway to school before my parents woke up. I'd pick fruit from the fields as I walked along and I'd whistle tunes ...*

Form and pronunciation

- Note that *used to* conjugates like a regular verb, so *Did you use to ... ?* and *I didn't use to ...*
- When describing habit, *would* often contracts to *'d*.
- Point out the silent /d/ in the pronunciation of *used to*: /ju:stə/.

Teacher development: using background language notes for teachers

- *Outcomes Upper Intermediate* encourages the teaching of grammar through a process of 'guided discovery': instead of presenting a set of rules to students, they are encouraged to draw their own conclusions about meaning and form. Questions in the Student's Book help to focus their attention on the key areas and prompt them to formulate the grammar rules themselves. They can then check their ideas using the Grammar reference at the back of the book.
- Alternatively, teachers can elicit ideas from the class and clarify or explain any issues, before students do the practice exercise in the Grammar reference.
- In *Outcomes Upper Intermediate Teacher's Book*, we have provided notes on difficult language explanations and areas of confusion students sometimes have. Note, however, that there is no need to give such detailed explanations to your class. Keep this information up your sleeve in case of query or errors.

4 Elicit a few examples for sentence 1 from the class to get students started. Then ask them to complete the rest of the sentences. Set a time limit of five minutes, and monitor what your students write. Use the monitoring stage to prompt students with ideas or to prompt them to self-correct. Gauge how well students have understood and can apply the rules.

- Ask students to share their ideas with a partner. Have a brief feedback session and find out what students have in common.
- Write up errors on the board and ask students in pairs to correct them.



For further practice, see Exercise 2 in the Grammar reference on page 166.

Answers to Exercise 2, Grammar reference

- 1 I ~~used to~~ **usually / tend to** go and see films when they come out at the cinema because I prefer to see them on the big screen.
- 2 I ~~am~~ **tend to** stay in on Friday nights, as I'm generally too tired to do anything much.
- 3 I don't see her as much ~~how~~ **as** I used to, because we're both so busy.
- 4 My parents never used to go out late at night because we ~~would~~ **lived** in quite a rough area.
- 5 I **used to make** my own comics and films when I was younger.
- 6 By and large I don't ~~use~~ **tend to** watch TV much. There are too many ads, which annoys me.

5 Organise the class into pairs. Tell students to work with their partner to think of and write questions under the headings. Elicit one or two examples to get students started. If you feel students need pronunciation practice, do a brief repetition drill or substitution drill to focus on the weak sounds, stress and intonation in these questions (see Teacher development below).

- Ask students to work with a new partner to ask their questions. Monitor, listen and note errors.
- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Teacher development: using drills

Drills are a good way of getting students to focus on their pronunciation before doing speaking practice. Here are two ways of incorporating a drill:

- 1 **Repetition:** Say the sentence clearly and ask students to repeat, chorally (as a class) then individually. Make sure you point out pronunciation features. Here, for example, show the weak /ə/ sounds in *Do you /dəjə/*, and the stress and rising intonation on *much*.
- 2 **Substitution:** Say prompts and ask students to make and say questions, e.g. Teacher: *watch TV*. Students: *Do you watch TV much?* Teacher: *go swimming*. Students: *Do you go swimming much?* Continue with other prompts and insist on good pronunciation. Nominate individuals around the class to produce sentences. Don't forget to correct or get students to self-correct. Correct or remodel phrases when students could say it better. However, don't be too strict when correcting. Be positive and full of praise. After a student has had two or three attempts at getting it right, move on.

Optional extra activity A class survey is a good way of extending Exercise 5. Divide the class into groups of three or four and give each group a topic. Tell Group A that they want to find out how much sport and what type of sports people in the class do. Group B want to find out how much time they spend online, and what they do there. Group C want to find out about outdoor activities. Group D can find out about holiday destinations and activities.

- Give students five to ten minutes to prepare their survey. Tell them to think of at least five questions, and to think of categories they could use to record the answers (e.g. *never / hardly ever / sometimes / often*).
- When students are ready, tell them to walk round the class and interview three people from different groups, and answer their questions, too. Encourage them to extend each conversation, and not just ask the questions and get short answers.
- Once students have interviewed three people, tell them to sit down in their group and collate their answers, then present their findings to the class.

Communicative activity worksheet

The photocopiable worksheet on page 253 can be used at this point or at the end of the unit for further practice.

VOCABULARY**Describing films, music and books****Aim**

to introduce and check adjectives and adverbs of degree to describe films, music and books

Background language notes for teachers: gradable and ungradable adjectives

- We use adverbs of degree such as *quite*, *very* and *extremely* to modify gradable adjectives. We use adverbs of degree such as *absolutely* and *incredibly* to modify non-gradable or extreme adjectives. *So* and *really* can be used with both types of adjectives.
- Sometimes it is easy to tell when an adjective is gradable or extreme (e.g. *big* is gradable, *enormous* is extreme). However, at other times, students find it confusing. Why should *moving* and *uplifting* be gradable when *hilarious* isn't? Students just have to learn them.
- Note that *quite* is generally used with gradable adjectives and means 'a little'. However, it can be used with extreme adjectives with a different meaning. In the sentence, *It was quite awful*, for example, *quite* is stressed and it means 'completely'.

6 Read the examples and information in the box as a class.

- Tell students they're going to learn how to talk more fluently about films, books and music.
- Ask students to circle any of the words in the box they're not sure of and to then compare what they've circled with a partner. If they know any words their partner doesn't, they should explain them. Alternatively, they could simply look up any new words in the vocabulary builder or in a dictionary.
- Give students a few minutes to complete the exercise. Monitor while they do so in order to get a sense of which words are causing most problems for the class. Prioritise these words when rounding up.
- Put students in pairs to compare answers. Then elicit answers from the whole class and write them on the board. Where you feel it's necessary, explain anything students seem unsure of. Give extra examples of problematic items. Ask extra questions where relevant.

Answers

- 1 dull (Point out the phrase *it does nothing for me* = I get no feelings from it. Explain *dull* means basically the same as *boring*.)
- 2 catchy (Explain that a *catchy* song is one that sticks in your mind – even if you don't really like it. Ask the class to suggest any songs they think are *catchy*, and ask if this is in a good or a bad way!)
- 3 hilarious (= very very funny. Point out it's an extreme adjective, so we say *absolutely* or *really hilarious* but NOT *very hilarious*. Ask for any films or anyone on TV they think is *hilarious*.)
- 4 commercial (= made just to make money, not out of any artistic ambitions. It's often negative.)
- 5 weird (= very strange. Ask what else could be *weird*, e.g. people, things that happen, weather.)
- 6 over the top (Ask what the problem is if a film is *over the top*, or *OTT* as we often say, e.g. there's too much crazy and unbelievable action or the plot is just utterly ridiculous and unbelievable.)
- 7 gripping (Ask how you feel when you watch a *gripping* film – you're gripped, and on the edge of your seat the whole way through.)
- 8 disturbing (A film or book you find *disturbing* might give you nightmares or make you feel anxious and uncomfortable. Ask what kind of things you might find *disturbing*, e.g. horror movies or documentaries about awful things.)
- 9 uplifting (Point out that *uplifting* films *lift* your mood, they make you feel positive and happy. Ask what the opposite is – *disturbing* / *upsetting* / *heavy* / *harrowing* – all possible answers.)
- 10 awful (= really, really bad. Again, point out it's ungradable / extreme, so we say *absolutely* / *really awful*, NOT *very*. Ask what else could be described as *awful*, e.g. weather, places, experiences, people, results, etc.)

song. Make it a race. The team that completes their list first, shouts 'finished'. Everybody stops and the team reads out their list. They win if the rest of the class thinks they have come up with good examples for each category.

PRONUNCIATION

Aim

to practise the stress in adjectives and adverbs of degree

7  **3** Ask students in pairs to find and underline all the adverbs and adjectives in the sentences in Exercise 6.

- Play the recording. Students listen and note which adverbs and adjectives are stressed. Check the answers in feedback. Then ask students to practise saying the sentences in their pairs. Monitor and correct pronunciation.

3 and answers

- 1 It does nothing for me. It's quite **bo**ring, quite **du**ll.
- 2 It's one of those tunes that's **ve**ry easy to remember – **ve**ry **ca**ch**y**.
- 3 It's **hi**larious – just **re**ally, **re**ally **fu**nn**y**.
- 4 It didn't do much for me. It's **typ**ical big-budget Hollywood – **ve**ry **co**mme**rc**ial.
- 5 I can't explain it. It's **re**ally **str**ange – **re**ally **we**ird.
- 6 It's just **too** much for my liking – **re**ally over-the-**top**.
- 7 You can't stop reading. It's **so** **ex**c**i**ting, **so** **gr**ipp**i**ng!
- 8 It's good, but it's quite **up**set**ti**ng – quite **dis**turb**i**ng.
- 9 It's a **re**ally **ins**pir**i**ng story, **re**ally **up**li**ft**ing.
- 10 Don't go and see it! It's **dre**ad**fu**l, **ab**solut**e**ly **aw**ful.

Teacher development: checking words

When you feed back on a vocabulary task, don't assume that students know all the words simply from doing the task. Use or ask for examples, or synonyms and antonyms, to check the words.

Here are suggested ways of checking the words in Exercise 6:

- 1 Which word means 'very bad' (*awful*), 'very funny' (*hilarious*)?
- 2 Which word is the opposite of 'exciting' (*dull*), 'normal' (*weird*)?
- 3 Can you name a gripping book you have read, a catchy song that you know, or a very commercial film you have seen?
- 4 Who is the most hilarious comedian you know? An over-the-top TV presenter? A weird TV programme?

Optional extra activity Use the type of questions in the checking words box above to create a competitive task. Ask students in pairs to write down an awful TV programme, a commercial singer, a dull play, a gripping novel, a disturbing film, a catchy song, an over-the-top celebrity, a weird actor, a hilarious comedian, an uplifting

Background language notes for teachers

Note that we can emphasise adjectives by stressing the adverb (*It's **ve**ry weird*) as well as by repeating it (*It's **ve**ry, **ve**ry weird*). Speakers choose to really emphasise adverbs when they want to *really* make their strong feelings known.

8 and 9 Read through the example as a class. Then ask students to think of words they associate with adjectives. Give them three or four minutes to think of ideas.

- Divide the class into pairs. Students read out their associations. Their partners guess which words.

Teacher development: word association

By getting students to associate words with other words or phrases, we are getting them to personalise the words, play with words, and, ultimately to remember and acquire the words.

- You could extend the task in Exercise 8 by getting students to write the words in their vocabulary books along with their associations, or by getting them to write even more personalised associations (e.g. the name of a dull film they saw, a weird moment in their life, a hilarious joke).

LISTENING

Aim

to give students practice in listening for general understanding and specific information; to introduce expressions for disagreeing politely

10 🎧 4 Play the recording. Students listen and decide which statement is correct.

- Take brief feedback from the class.

Answer

3

4

- A: So what kind of things do you do in your free time?
 B: I guess films are the main thing.
 A: Really? Do you go to the cinema much then?
 B: Oh, all the time. I mean, I go at least once a week, but I'll often go two or three times!
 A: Wow! That is a lot!
 B: Yeah. I mean it depends what's on.
 A: Right.
 B: What about you? Do you go much?
 A: Now and again, if there's something I really want to see, but I'm happy just to watch at home.
 B: Really? But if you're watching an action movie with all the special effects, don't you want to see it on the big screen?
 A: Yeah, I guess, but, to be honest, I'm not that keen on action movies.
 B: Really? I mean, what about *X-Men*? Or *The Hunger Games*, stuff like that?
 A: Yeah, *The Hunger Games* was OK, I suppose, but I'd rather see other things.
 B: Actually there was this great Korean film on TV last night – *Oldboy*.
 A: Oh yeah, I started watching it, but I turned over.
 B: You didn't like it?
 A: Not really. It was so over-the-top. That scene where he eats the live octopus! I don't know. It was all a bit too weird for my liking. Didn't you find it strange?
 B: I guess it is a bit, but that's what I like about it. They actually did an American remake of it, but I prefer the original – I've seen it loads of times.
 A: Really? As I say, it's not really my kind of thing. I prefer a good drama. So what other films are you into?
 B: Oh, all sorts. I mean, I'm really into action films and stuff like that, but I'll watch most things really. As I say, I go most weeks, so you know ...
 A: Have you seen *Long Walk To Freedom*?
 B: Yeah. Have you?
 A: No, but I've heard it's good. I was actually thinking of going to see it.
 B: You should, I was in tears by the end.
 A: Really? I thought it was supposed to be a feel-good movie.
 B: No, it is, it is. It's really inspiring, really uplifting – he's just such an incredible character. Honestly, it's brilliant.
 A: I'll check it out then.

11 🎧 4 Ask students in pairs to discuss the questions briefly. Find out, in a brief class feedback session, what students think they already know.

- Play the recording again. Students listen and check their answers. Let them compare their answers in pairs before discussing as a class.
- In feedback, use the opportunity to ask students how they reached their answers and what they heard on the recording. Write up any phrases that students heard but weren't clear about. Point out the use of *stuff* in the audio script. It has a similar meaning to 'things', but it is uncountable.

Answers

- 1 A no, B yes
- 2 A drama, B action films
- 3 They both started watching a Korean film, *Old Boy*.
- 4 A thought it was too weird and over the top and stopped watching it. B enjoyed it and has seen it lots of times.

DEVELOPING CONVERSATIONS

Disagreeing politely

Aim

to consolidate and practise expressions for disagreeing politely

Background language notes for teachers

Disagreeing politely is all about making sure you do not offend the person you are talking to by expressing an opinion too strongly, or contradicting that person's opinion too forcefully.

- By using phrases to emphasise that it is only your opinion, you avoid saying that someone is wrong. So, *It was too long for my liking* is less strident than *It was too long*.
- Similarly, by using vague, negative phrases such as *I'm not keen on ...* or *I'm not sure about ...*, or by softening strong, negative adjectives with *a bit* or *a little*, we avoid expressing ourselves in a strident, confrontational way.

12 Read the information in the box as a class.

- Ask students to soften the replies with phrases from the box. Elicit a few examples for the first conversation to get students started. Let students compare their answers in pairs before discussing as a class.
- The recording in Exercise 13 (audio script 5) gives examples of 'softened' replies.

Optional extra activity Show the following sentences on the board and ask students to notice the pattern used to give a general opinion with *kind of*. Ask them to translate the sentences into their own language and compare their translations.

It's not the kind of music you can dance to.

It's not the kind of film you'd take your kids to see.

It's not the kind of thing you'd like.

It's the kind of music my dad listens to.

PRONUNCIATION

Aim

to practise the stress and intonation when disagreeing politely

13  **5** Ask students to listen to the dialogues and notice stress and intonation. Tell them to listen to the first dialogue once and underline the words that are very strongly stressed. In feedback, ask where the speakers' voices went up or down. Do the same for the second and third dialogues.

- Play the recording again. Students listen and repeat. Follow up by putting students in pairs to practise reading the dialogues.

5 and answers

- A: I'm **really** into **60s** music. The **Beatles**, The **Stones**, stuff like that.
B: Yeah?, It's not really my kind of **thing**. It's more the kind of stuff my **dad** listens to.
- A: Do you like Tarant**ino**? I **love** his films.
B: He's all right, I **guess**, but I'm not that **keen** on his films. They're a bit over-the-**top** for my liking.
- A: Have you ever read any **Paulo Coeh**lo? His books are fant**astic**.
B: I've read **one**. It was OK, I guess, but it didn't really do **that** much **for** me, to be **honest**.

Background language notes for teachers

Note the following intonation features:

- 1 In a list, a speaker's intonation goes up on each item in the list, then goes down on the last item:

 The **Beatles**, The **Stones**, stuff like that.

- 2 In yes/no questions the intonation always rises:

 Do you like Tarant**ino**?

- 3 The intonation rises sharply to show surprise or to query what's been said:

 Yeah?

14 Ask students in pairs to prepare responses to the sentences. When they are ready, ask them to practise the dialogues, paying attention to the stress and intonation of the phrases they choose.

- In feedback, correct any errors you heard.

Optional extra activity Ask everyone in the class to think of and write a controversial opinion about films, music or books. It should be something that they think is true, but which they think most other people in the class will disagree with. When students are ready, ask them to walk round the class, and share their opinion with as many people as they can in five minutes. Students must agree or disagree politely with their classmates' opinions, and must say why.

- At the end, ask students to say who disagreed most politely with their opinions.

CONVERSATION PRACTICE

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

15 Give students one or two minutes to think of what questions they are going to use in the conversation. Then ask students to practise conversations with their partner, using the prompts.

- Monitor the students and note errors and good uses of language. At the end, ask a couple of students to say what they found out about their partner.
- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Play *Just a minute*. Write the following list of topics on the board:

My favourite films; Things I used to do; Programmes I'll watch on TV at the weekend; The most gripping book I've read; My hobby; Why I love / hate reality TV shows

- Organise the class into groups of four. Tell each group to choose one person to start. That person must try to talk for one minute about the first topic on the list without stopping or repeating information. Say *Start* and make sure you time the students talking. Use the stopwatch on your watch or phone if you can.
- If one of the students talking pauses significantly, or starts repeating information, another student in the group can shout *Stop* or *Repeat*. If the rest of the group agrees, then the person who interrupted must continue talking about the topic.
- After exactly one minute, say *Stop*. The person in each group who is talking at that moment gets one point.
- Move on to the next topic and play the game again. Once students have got the hang of the game, they will be very competitive. It is a good way of developing students' ability to keep talking in English!

 1 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

- 1 as an alternative to the conversation practice
- 2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases or structures in a controlled way before having a go themselves.
- 3 at the end of the unit as a revision exercise.

IN THE PICTURE

Student's Book pages 10–11

Communicative outcomes

In this two-page spread, students will talk about their impressions of and feelings about paintings and art using descriptive adjectives and expressions, and adverbs.

Preparation Optionally, print out and bring in five or six A4 size prints of well-known paintings to help with additional practice activities.

SPEAKING

Aim

to introduce students to the topic (art); to give students practice in expressing opinions in a pairwork discussion

1 Ask students to read through the quotes. Answer any vocabulary queries. Then ask students in pairs to discuss the quotes. Set a time limit of five minutes or this activity may go on for a long time.

- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Background language notes for teachers

You may wish to check the meaning of these words:

- *get away with*: if you *get away with* doing something bad, you are not punished or criticised for it, e.g. *His brother is a policeman, so although he is always getting caught for speeding he gets away with it and doesn't have to pay the fines.*
- *urge* = strong feeling of wanting or needing
- *undergo* = go through; experience

Culture notes

Art is the lie that enables us to realise the truth.

This quote is by Pablo Picasso, the great Spanish artist. He is saying that although a piece of art is not true in itself (it's fabricated by the artist), it conveys a truth about life or humanity (a truth that the artist has found). *Modern art = I could do that + Yeah, but you didn't.*

This tongue-in-cheek quote is by artist Craig Damrauer who, since 2002, has been attempting to quantify the world using words and basic maths. This quote is one of his pieces of art.

Advertising is the greatest art form of the 20th century.

This quote is by Herbert Marshall McLuhan, (21 July, 1911 – 31 December, 1980), who was a Canadian philosopher of communication theory.

Art is what you can get away with.

This quote has been attributed to Marshall McLuhan and Andy Warhol. Cynically, one explanation is that it means that if you say something is art, and people accept it, then it is art.

The urge to destroy is also a creative urge.

This quote is by nineteenth-century anarchist Mikhail Bakunin. He believed that a new, positive society could only be created by destroying the old one. Picasso appropriated the quote, using it to say that we should get rid of accepted views of art in order to create new art.

The more minimal the art, the longer the explanation.

This quote was made by New York art critic Hilton Kramer. Sarcastically, he was saying that minimal art (a cubist painting, for example) needs a long title or explanation because, otherwise, nobody knows what it is supposed to be.

Art never responds to the wish to make it democratic; it is not for everybody; it is only for those who are willing to undergo the effort needed to understand it.

This quote was made by Mary Flannery O'Connor, an American writer. She was criticising superficial responses to art, saying that we should try to understand what a piece of art is trying to do, what influences it, and why the artist produced it, rather than just responding to it in a personal, unsophisticated way.

Optional extra activity You could use the questions below either as a lead-in to the theme at the start of this section or as a personalised follow-up activity. Ask students to discuss the questions in pairs before sharing any interesting information with the class.

What do you think of when you hear the word 'art'? Do you have a favourite artist or a favourite piece of art? Who are the most famous artists from your country? What do you think of their work? Do you ever go to art galleries or exhibitions? What was the last one you went to? What was it like?

VOCABULARY Talking about pictures

Aim

to introduce adjectives and expressions students can use to describe pictures and paintings

2 Ask students in pairs to describe the character and the action in the painting to each other.

- Take brief feedback from the class. Ask students to share their speculations with the class, but don't reveal any answers at this stage.

Culture notes

The painting is called *Wanderer above the sea of fog* and was painted by the German Romantic artist Caspar David Friedrich in 1818. It shows a man standing on a rock high in the mountains, looking down over the foggy scene below. Unusually, he has his back to the viewer, which creates a sense of mystery. He is contemplating the view as if deep in thought.

3 Ask students to read through the definitions and check any new or difficult words with a partner.

- Briefly drill the words, asking students to listen and repeat, paying attention to the strong stress in each word.

- Ask students to work in pairs to decide which adjectives describe the painting best. Listen and note how well they understand the adjectives. You may need to check words they misuse in feedback.
- Take brief feedback from the class, and ask students to say why they selected certain adjectives. Decide as a class which adjectives best describe the painting.

Possible answers

Although open to interpretation, *subtle*, *dramatic*, *atmospheric*, *realistic* and *ambiguous* are perhaps the most appropriate adjectives.

Background language notes for teachers

Notice the strong stress and silent letters in the adjectives: *subtle* /sʌtəl/, *conventional*, *dramatic*, *atmospheric*, *abstract*, *ambiguous*, *intimate*.

- Optional extra activity** If your class is likely to know a little bit about art, check the meaning and use of the adjectives by asking students to match adjectives to the works of the following artists (whose names you could write on the board): *Leonardo*, *Rembrandt*, *Picasso*, *Vermeer*, *Renoir*, *Michelangelo*. Ask students to provide examples and reasons to back up their suggestions.
- Alternatively, ask students to describe a favourite artist or favourite painting using these adjectives.

- 4** Ask students to read through the sentences individually and decide which ones they agree with. Discuss the first sentence as a class first, to get students started.
- Ask students to work in pairs to discuss which ones they agree with. Listen and note how accurately they use the expressions in bold.
 - Have a brief class feedback session, and ask students for their opinions. There are no fixed answers as the work is open to interpretation.
 - Ask students checking questions to make sure they understand the meaning and use of the phrases in bold in the sentences, e.g. *Which words or phrases are used when something is clearly true? (must, obviously) Which words or phrases are used when you aren't sure but it is probably true? (could well be) Which words or phrases are used to say that something is true from what you can see or feel? (appears, seems, looks, get the impression).*

Background language notes for teachers

Notice the use of *look* in the examples:

- *look* + adjective *He looks very proud.*
- *look like* + noun *He looks like a very wealthy man.*
- *look as if* + clause *He looks as if he's thinking about killing himself.*

- 5** Elicit the answer to the first sentence as an example to get students started. Ask students to complete the sentences individually then check their answers with a partner.
- Go through the answers quickly in feedback, checking any that students aren't clear about.

- Provide pronunciation practice by drilling any phrases that are difficult to say. Point out linking (*looks as if*) and the weak stress of *to* (/tə/ *seems to be*).

Answers

- | | | |
|---------|--------------------|--------------|
| 1 well | 3 impression, look | 5 must, like |
| 2 as if | 4 obviously | 6 seems |

Optional extra activity Ask students in pairs to cover the right-hand half of the sentences in Exercise 5, and just leaving the sentence starters (e.g. *I think it could*).

- Ask students in pairs to remember and say the whole sentences. Then ask them to think of a different well-known painting and create more sentences from the sentence starters.

LISTENING

Aim

to practise using adjectives and expressions to describe paintings; to give students practice in listening for key words and specific information; to introduce various uses of adjectives and adverbs

- 6** Focus students on the paintings by asking: *In what ways are the two paintings similar or different?* Elicit a few responses, then ask students to work in pairs to discuss the questions. Listen carefully and note how appropriately and accurately students use the language from Exercises 3 and 4.

- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Culture notes

The two paintings are by Gabriel Metsu, and are known as *Man writing a letter* and *Woman reading a letter*. They were painted around 1665, in Amsterdam, and now hang in the National Gallery of Ireland.

Other interesting features of the first painting (besides those mentioned in the audio script) are the opulent satin and lace clothing of the man, and the silver inkstand, showing him to be a wealthy man.

Features of the second painting include the lively spaniel (possibly a reminder of the lover in the other painting), and the kicked-off shoe (another suggestion of passion and chaos). The gold and ermine trimming on the lady's clothing indicate her wealth. Her forehead is plucked, according to the fashion of the day, leaving only a single curl, which indicates that she is engaged.

- 7**  **6** Preview the listening by asking students which five adjectives from Exercise 3 they would use to describe the paintings.

- Play the recording. Students listen and note the adjectives used. Let students compare their answers in pairs before discussing as a class.

Answers

The guide uses the words **conventional, realistic, open to interpretation, bold, subtle**.

- 8  6 Play the recording again. Students listen and note answers to the questions. Let students compare their answers in pairs before discussing as a class.

Answers

- 1 Leiden (in Holland)
- 2 Yes (*widely admired and reasonably successful*)
- 3 The paintings were intended to be hung together, suggesting that the letter in the first painting was intended for the woman in the second.
- 4 At first the paintings seem calm, but there are various signs of passion and chaos beneath the surface.
- 5 They show that he is well travelled and quite wealthy.
- 6 They have hidden meanings. The landscape shows the man is a man of the world, while the stormy sea is a symbol of the difficult nature of love.

6

Now, if you follow me through into the next room, we come to two paintings by a 17th century Dutch artist who was both widely admired and reasonably successful during his lifetime. Born in Leiden in 1629, Gabriel Metsu moved to Amsterdam around 1655 and produced over forty major works. Sadly, though, he died at the age of 37, at a time when his career was going particularly well, and since then he has been rather forgotten, which seems a bit of a shame, to be honest.

These two pieces were meant to be hung together as companion pieces. In the painting on the left, a young man is writing a letter and on the right, we see a young woman reading a letter. The viewers are supposed to understand that he is composing a love letter to her, and that here she is digesting it. On the surface, these may look like fairly conventional, fairly realistic pieces, but look more carefully and you soon realise they are actually very open to interpretation. The man appears to be a member of the upper middle classes, and his surroundings create the impression that he's well travelled: through the open window, we can see a globe in the room behind him and there's an expensive Turkish rug on his table. To his right, there's an Italian-style landscape hanging on the wall, which suggests he's a man of the world. Meanwhile, the woman, who is also expensively dressed, seems to belong more to the domestic world. Painted in bolder colours, she looks calm and content as she reads. However, not everything is as it first appears. Beneath the surface of the calm domestic world lies trouble. In the foreground of the painting, we see a tiny thimble – the small china cup you wear on your finger to protect it while you are sewing. Obviously, the woman was so excited to receive her letter that she jumped up in the middle of her needlework. To the right of the picture, we see the woman's maid pulling

back a curtain, behind which we see two ships on a stormy sea. This could well be a symbol of the difficult, stormy nature of love, especially when partners are separated. Look carefully and you'll notice too that the servant has another letter to deliver – presumably to the man shown here.

Even he, depicted in darker, more subtle shades, is a victim of the fires of the heart. The rich red of the carpet and the bright light pouring in through the window suggest he has a heated mind. The underlying message now seems painfully clear: passion can lead to chaos!

Background language notes for teachers

Here are definitions for some useful collocations and chunks of language in the listening that you may wish to focus on before the next exercise.

composing a love letter = writing a love letter (*composing* suggests he is writing something poetic)

digesting it = reading it carefully and thinking about it (normally you *digest* food)

a man of the world = a man who has experience of life and society, is sophisticated and well travelled

domestic = relating to the home and the business of running a house

beneath the surface: often used metaphorically to talk about things that are not visible, e.g. feelings

GRAMMAR Adjectives and adverbs

Aim

to check students' understanding of how to form and use adjectives and adverbs, and to practise using the language

- 9 Ask students in pairs to look closely at the example sentences in the box and choose the correct option to complete the rules. They can then check their answers using the Grammar reference on page 166.

- With some classes you may prefer to elicit answers from the class and clarify any issues, giving further explanations as necessary.

Answers

- 1 before nouns; after the verbs *be, look*, etc.
- 2 *-ly*, adjectives

G

Students complete Exercise 1 in the Grammar reference on page 167.

Answers to Exercise 1, Grammar reference

- 1 Initially, traditional
- 2 calm, obviously, hard
- 3 shortly
- 4 widely, reasonably
- 5 Unfortunately
- 6 apparent
- 7 frequent

10 Ask students to complete the sentences. Elicit the answer to the first in open class to get students started. Let students check their answers in pairs before going through the answers quickly in feedback.

Answers

- 1 Famously, severe
- 2 severely, unfortunately
- 3 lovely, Amazingly
- 4 Obviously, weird, hopefully
- 5 Initially, gradually, experimental
- 6 heated, amazing, frankly

Background language notes for teachers

- Be aware that in many languages adjectives go after nouns, so it is worth stressing the position in English.
- Note that adverbs of opinion are often but not always used at the start of sentences. They must be used with commas. The following are all correct:
Sadly, Metsu died at the age of 37.
Metsu, sadly, died at the age of 37.
Metsu died at the age of 37, sadly.
- Some adjectives (*lovely, friendly*, etc.) end with *-ly*, so, to make them adverbs, you need to use the construction *in a ... way*.
- There some adverbs that don't end with *-ly*: *fast, hard, late, straight, well*, etc.

Teacher development: handling feedback

Don't waste classroom time by laboriously going through answers to an accuracy practice exercise of this type. Use the time to focus on genuine areas of difficulty and to appraise students' understanding of rules.

Here are three suggestions:

- 1 As students do this exercise or as they compare answers, monitor quietly and note where students have problems
- 2 Write up the answers on the board quickly in feedback (or reveal them on an OHT or IWB) and ask students to say which were difficult or which they got wrong.
- 3 Discuss problems with the class, and ask students to explain why, for example, it's *weird* not *weirdly* in number 4.

PRONUNCIATION

Aim

to practise the stress on adverbs

11  Ask students in pairs to find and underline all the adverbs that express an opinion in the sentences in Exercise 9. Point out the use of the comma and that this indicates a pause when speaking.

- Play the recording. Students listen and note the stress and the pause. Then play the recording again, pausing after each sentence. Ask students to listen and repeat.

7 and answers

- 1 **Fa**mously, van Gogh sliced his ear off.
- 2 Un**for**tunately, it couldn't be restored.
- 3 In**cre**dibly, he was only nine.
- 4 **Ob**viously, some people will just think it's weird.
- 5 **Hope**fully, some will like it.
- 6 **Ini**tially, Picasso's work was quite realistic.
- 7 **Frank**ly, they were stolen.

Background language notes for teachers

Note that these adverbs need to be strongly stressed. Students whose L1 is not stress-timed need to really exaggerate the stress in order to get it right.

- Note the syllables which are most stressed: **f**amously, un**for**tunately, in**cre**dibly, **ob**viously, **hope**fully, in**iti**ally, **fr**ankly.

Optional extra activity Play the *fortunately / unfortunately* game. Organise the class into groups of four. The first person in the group begins with a sentence, e.g. *One day Amy went for a walk.* The next person tells of something unfortunate that happens, e.g. *Unfortunately, Amy fell into a river.* The third person contributes a fortunate event, e.g. *Fortunately, the river wasn't very cold.* The process continues around the group, with fortunate alternating with unfortunate events until students can't think of anything else to say!

- Listen carefully and make sure students are stressing and pausing correctly.



For further practice, see Exercises 2, 3 and 4 in the Grammar reference on page 167

Answers to Exercise 2, Grammar reference

- | | |
|----------------|------------------------------|
| 1 frequent | 5 Funnily |
| 2 occasionally | 6 catchy |
| 3 hard | 7 recent, disturbingly |
| 4 later | 8 Interestingly, beautifully |

Answers to Exercise 3, Grammar reference

- a I **never** download films from the Internet.
- b I've **hardly** seen him all day.
- c He reacted **fairly** badly to the news.
- d I'm going fishing **later** in the week.
- e To be honest, I haven't even picked up a book **lately**.
- f The car was completely destroyed, but **amazingly** he escaped without a scratch.
- g The special effects are amazing – just **incredibly** realistic.
- h They got married in 2005, but **sadly**, he died **soon** after.

Answers to Exercise 4, Grammar reference

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

SPEAKING

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

12 Organise the class into pairs. Give students one or two minutes to look at the relevant painting. If your students have internet access in class, they could find a picture online.

- Students work individually to make notes about the details in the bullet points. Monitor and help with ideas and vocabulary. Use the opportunity to remind students of useful phrases from the lesson, or to rephrase things they want to say in better English.
- When students are ready, they each describe their picture to their partner.
- Monitor and listen to students as they speak. Note errors and examples of good language use by the students.
- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Tell students that they are in an art gallery. Tell students in pairs to go and look at a painting on the wall and describe it to each other. There are, of course, no paintings on the walls, so students must pretend they can see the painting and use their imagination. Tell students to use words and expressions from the lesson.

- Alternatively, print out and bring in five or six A4 size prints of well-known paintings. Students can then do the same activity as above but with real paintings to describe.

TELLING TALES

Student's Book pages 12–13

READING

Aim and communicative outcomes

to give students practice in reading for specific information; to do a jigsaw reading and to share information with a partner; to listen to somebody telling a story and to practise telling the story of a book or film to a partner

1 Ask students in pairs to discuss the questions about predictable books or films.

2 Ask students to read through the questions briefly first.

- You may need to check the meaning of *fatal flaw* (= the weakness that results in defeat and death) and *trapped* (= caught in a situation where it can't escape).
- Ask students to read the text and find answers to the questions. Let students compare their answers in pairs before having class feedback.

Answers

- 1 '... because ... nearly all stories are based around just seven basic plots and in each plot we see the same character types and the same typical events over and over again.'
- 2 Booker doesn't think it's a problem. He argues that 'we don't bore of these plots because they fulfil a deep psychological need for love and moral order.' He says that 'where stories don't follow these plots, we may find them unsatisfying or they may reveal issues in the author and society that produced them.'
- 3 Students' own answers (see culture notes).

Teacher development:

reading for specific information

When reading, it is important that students read with the task in mind. This governs the way that students approach and read the text.

- In Exercise 2, when reading to find specific information, students should read briskly through the article until they find the section that answers question 1 (at the end of the first paragraph), then read that section very carefully to check it's the right answer. They should then do the same for question 2.

Culture notes

- In Greek mythology, Medusa was a gorgon, (the monster or baddie), with a human female head but with snakes on her head instead of hair. If you looked upon her, you turned to stone. The king of Seriphus commanded the hero Perseus to kill her (the challenge), and Perseus had a shield which acted as a mirror, a gift from the goddess Athena (the special weapon) which he used to cut off Medusa's head. The head is Perseus' prize (his final reward). He uses the head to fight his enemies by turning them to stone.
- Saint George was a fourth-century Christian martyr who, in a legend that became popular long after his death, kills a dragon (a monster) with his special sword to rescue a princess (the challenge) who has been given to the dragon as a sacrificial offering.
- In the Bible, the young David, the future king of Israel, kills the Philistine giant Goliath (the monster). David fires a stone from his sling which hits Goliath on the head and kills him, thus winning the battle.
- *The Seven Basic Plots: Why We Tell Stories* was published in 2004. It is an analysis of stories and their psychological meaning. Christopher Booker (born 1937) is an English journalist who worked on the book for 34 years.

Background language notes for teachers

There are some interesting expressions and collocations in the text that you may wish to point out and check with students:

take the first plot = think about or consider the first plot (storyline)

everything goes according to plan = it happens as expected or planned

face death = know that death is about to happen

fulfil a need = satisfy a need

follow a plot – if a story follows a particular plot it has a particular type of storyline

Optional extra activity Ask students to think of another film or book that they know well which has an 'overcoming the monster' plot. Ask them to describe the plot to a partner, describing the monster, the community threatened, the challenge, the special weapon, the fatal flaw and the final reward.

3 Ask students to look at the names of other types of plots and elicit what students think *Rags to riches* might mean (from poverty to wealth – *rags* refers here to very old, torn clothes).

- Ask students to read through the sentences and check the words in bold in a dictionary. Let students work in pairs to match sentences to types of plot.
- Note that students should continue with Exercises 4 and 5 before checking their answers. Answers are given after Exercise 5.

4 Ask students in their pairs to decide who is A and who is B. Then ask them to read their texts and find the answers to Exercise 3. Set a short time limit of, say, five minutes.

5 Ask students to close their books then tell their partner about the two plot types in their own words. Tell them to work together to think of stories with the types of plot described.

- In feedback, check the answers to Exercise 3 and ask students which stories they thought of.

Answers to Exercise 3

Comedy: 2, 5 (e.g. *Beauty and the Beast*; *Twelfth Night*; *Cyrano de Bergerac*; *You've Got Mail*)

Voyage and Return: 4, 7 (e.g. *Gulliver's Travels*; *Alice in Wonderland*; *Big*; *17 Again*)

Rags to Riches: 3, 6 (e.g. *Cinderella*; *Aladdin*; *The Pursuit of Happyness*; *The Blind Side*)

Tragedy: 1, 8 (e.g. *Macbeth*; *Carmen*; *Breaking Bad*, *Black Swan*)

6 Organise the class into new pairs or small groups to discuss the questions.

- Monitor and listen to students as they speak. Note errors and examples of good language use by the students.
- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Culture notes

Quest

The protagonist heads off to reach a special location or to acquire an important object with some companions. The hero confronts numerous obstacles and temptations along the way.

Examples: *The Odyssey*, *The Wizard of Oz*, *Indiana Jones films*, *The Searchers*, *There Will Be Blood*

Rebirth

The protagonist is a negative character – a criminal, a miser, a villain or a monster – who changes his or her ways over the course of the story and becomes a better person.

Examples: *A Christmas Carol*, *Sleeping Beauty*, *Beauty and the Beast*

LISTENING

7  **8** Tell students that they are going to listen to someone explaining a story. Play the recording. Students listen and decide what type of plot matches the story. Let students compare their answers in pairs. Elicit answers from the class and ask students to explain how they made their decision.

Answer

Rebirth

8

- A: It's basically about this guy who's a weatherman and he has to report on this annual festival. It's a small town, and he's living in LA and is now a city boy so he thinks the place is silly, and he's quite arrogant. On top of that, he's been covering the story for several years and he's bored with it.
- B: Well, it would be boring.
- A: I guess. But he's kind of laughing at them.
- B: At who?
- A: The people in the town and the whole festival.
- B: Right.
- A: Anyway, he does the story and that night he has a date with this woman, but it's a complete disaster and he goes back to his hotel and you know, he can't wait to get back to LA.
- B: Right.
- A: Anyway, the next day he wakes up, and he hears the same song as he'd heard the previous day. And as the day goes on he realises, basically it is exactly the same day.
- B: He's gone back in time?
- A: Well, not exactly because what happens is the next day he wakes up and it's the same day again, and the same the next day and the next.
- B: He's stuck?
- A: Exactly, and when he first realises, he kind of enjoys it, because he, er, he can, can improve each day to avoid, like, the things he didn't like. And so for example his date with the woman improves. And then he realises he'll never actually ever get together with the woman because he always has to start the same day. Then, and then he gets depressed and tries to commit suicide but even when he kills himself he wakes up again repeating the same day and it's like a living hell.
- B: Sounds a bit depressing.
- A: No, it's hilarious, really funny.
- B: OK. So how does he escape? I guess he does.
- A: To be honest, I forget now, but he does and you know they all live happily ever after, but it's great.

Background language notes for teachers

- Notice some of the useful language used in audio script 8 for trying to tell a story. Encourage students to use these phrases when they do Exercise 8. *It's basically about ...; On top of that ...; Anyway, ...; And then ...; To be honest, ...*
- Notice phrases used to respond to a story: *Right. So how ... ? Sounds a bit ...*

8 Ask students individually or in pairs to prepare a story. If they do it in pairs, ask them to agree on a story they both know, and to write brief notes, not whole sentences, in preparation. Set a time limit of five to ten minutes, and monitor to help with ideas, vocabulary and useful expressions. Students can also look at audio script 8 on page 195 of the Student's Book for useful phrases they could use to tell stories.

- Students work with a new partner and take turns to tell their stories and to ask questions and help. Monitor and listen to students as they speak. Note errors and examples of good language use by the students.
- Briefly take feedback, and ask which stories students told each other.
- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Web research activity

- On the board, pair a classic play or story with a modern film. Here are three examples:
Hamlet / Million Dollar Baby
Jason and the Argonauts / Easy Rider
The Ugly Duckling / Rocky
- Ask students to choose one pair and research the plots online. Students make a presentation to the class, describing similarities between the plots of the two stories.
- If your students don't have access to the internet during class, set this for homework, with the presentation in the next class.

Culture notes

This is a description of the hit Hollywood comedy film *Groundhog Day* which was made in 1993 and starred Bill Murray and Andie MacDowell. Bill Murray plays Phil, the bored weatherman who has to report on the annual groundhog day festival.

After living the same day over and over again, Phil has befriended everyone in the town and made Rita, Andie MacDowell's character, fall in love with him. He finally wakes up, it's the next day, and he asks Rita to live with him in the small town he has grown to love.

2 SIGHTSEEING

SPEAKING

Aim

to set the scene and introduce the theme with a photo; to get students talking about famous places they have been to; to preview students' ability to use adjectives to describe buildings and areas

Preparation If you wish to do the extra activity suggested below, you will need to prepare cards with names of places on them.

1 Start by telling the class that they're going to learn how to describe places and festivals in this unit.

- Ask students to look at the picture on pages 14–15.

Ask: *What can you see?* Organise the class into pairs.

Ask students to discuss the questions. Set a time limit of two minutes.

- As students speak, listen for errors, new or difficult language that students try to use, or any interesting descriptions that you could use in feedback.
- Ask for some feedback from students on what surprised them about the photo. Give some feedback on good language that students used, and language students didn't quite use correctly. Show students how to say what they were trying to say better.

Culture notes

The photo shows Giza in Egypt, under the shadow of one of the pyramids of Giza. The pyramids were built as tombs for Egyptian pharaohs over 4,000 years ago. Giza is now part of the Greater Cairo metropolis, and the flats, houses and shops of the city reach right up to the edge of the pyramids.

2 Put students in new pairs, or ask each pair to join another pair to make a group of four.

- Set a time limit of five minutes. Tell students in pairs or groups to interview each other, using the questions. You may need to pre-teach *live up to expectations* (= be as good as you hoped or wanted it to be, e.g. *I had high hopes for the city, but it failed to live up to my expectations. It was a bit of a disappointment.*).
- In feedback, look at good language that students used, and language students didn't quite use correctly.

Optional extra activity Before the lesson, write the names of different famous tourist cities on small cards or pieces of paper (e.g. *Venice, Cape Town, Rio de Janeiro, New York, Sydney, Marrakesh, Rome, Seville, London, Paris*, etc.). Make sure you have one card with a place on it for each member of the class (if your class is big, it's OK to repeat some cities).

- Organise the class into groups of four. Give each student a card and ask them to imagine that they went to this city last year. Tell them to prepare to describe what the place was like, what they saw and did there, what surprised

them about the place, and what did or didn't live up to expectations. Give students one minute to prepare.

- Students describe their trip to the city on their card to their group without saying where they went. Students listen, ask questions and guess the location.

Teacher development: organising pairs

Outcomes aims to encourage lots of spoken interaction between students by means of pairwork and groupwork. However, this can become frustrating for students if they always end up with the same partner. That's why the Student's Book always mixes pairs during the unit opener. Here are some tips for varying pairwork.

- To encourage adult students to speak to different people in the class and get to know them, mix up pairs during the initial warmer or lead-in parts of the lesson. Use instructions like: *find a partner you didn't speak to in the last lesson*, or *find a partner who has been to the same famous place as you*, to empower students to seek out new speaking partners. This builds relationships and class dynamics.
- Adult students often want to sit with a partner they are comfortable with when talking about grammar rules, doing vocabulary exercises, or checking answers to a reading text, for example. However, aim to change pairs when the task is creative or productive, for example, to do a speaking or writing task.
- When preparing to do a speaking or writing activity, ask students to prepare with one partner, then do the activity with another partner.

ABOUT TOWN

Student's Book pages 16–17

Communicative outcomes

In this two-page spread, students will learn how to describe places in more detail, and will practise showing people around their city, using relative clauses, and using synonyms to agree with statements.

VOCABULARY: Buildings and areas

Aim

to extend and practise students' use of verbs and adjectives to describe buildings and areas

Preparation Optionally, you could prepare pictures of places that are *grand*, *hideous*, *high-rise*, *run-down*, etc. to help you explain the meaning of the words in the first vocabulary exercise.

- 1 Lead in briefly by asking students to look at the photograph of Belgrade. Brainstorm all the words students can think of to describe the area in the picture, or, alternatively, ask students in pairs to brainstorm words and phrases for one minute. Take brief feedback from the class.
 - Ask students to discuss the questions. Tell them to a dictionary to check meaning. Elicit ideas from the class.

Possible answers

- 1 large, expensive, often detached houses; good quality roads and street lights, trees and large gardens, high walls and security, big fences; guard dogs; expensive cars; high-end designer boutiques; posh restaurants and cafés
- 2 large, expensive, often old buildings such as palaces and mansions; public buildings such as town halls, 5-star hotels, libraries, cathedrals, etc. which are big and impressive and old and dominate their surroundings
- 3 perhaps knock it down, repaint, renovate or redecorate it, cover it up
- 4 many city centres or financial districts, e.g. New York or Chicago
- 5 They might protect it because it is of interest to locals and tourists and may be under threat from developers; they might also renovate it and maybe charge people to enter it, in order to generate funds for its future care.
- 6 an affluent area
- 7 houses where people live; lots of families and not too much nightlife; maybe some good schools, nurseries, a few local shops and restaurants
- 8 No, because it is unattractive and may have a lot of crime and social problems; they might get mugged or robbed in the street; they might have something stolen or get into some other kind of trouble.
- 9 They might knock it down or improve it by renovating and investing money in it.
- 10 an ordinary, dull, boring building
- 11 It is a fashionable area so it may have very new, modern bars, cafés and clothes boutiques, as

well as lots of art galleries, second-hand or vintage shops, music venues, foreign restaurants, pop-up spaces, street art and street markets. The people there are often young and fashionable (artists, musicians, students, designers, people from the fashion, film or music industry).

- 12 It is improving and becoming more fashionable and, probably, more expensive to live in and buy houses in; crime starts to drop, and new shops and bars and clubs, etc. open up.

- 2 Ask students in their pairs to describe the photo using as many of the words as they can. Monitor closely and note good and inappropriate uses of the language.

- Use the feedback stage to check or explain words students weren't sure of. Use examples, synonyms and antonyms, or other techniques, to check the words if necessary.

Possible answers

affluent, stunning, trendy

Teacher development: using categorisation to check meaning

One way of getting students to show they understand words is to ask them to categorise them. Here, you could ask students to categorise words into *positive* (*affluent, grand, up-and-coming, etc.*) and *negative* (*hideous, deprived, etc.*). You could also ask students to categorise the words according to *money* (*affluent, deprived*), *appearance* (*grand, run-down*), or *age* (*historic*).

- 3 Ask students to complete the sentences individually. Elicit the answer to the first sentence to get them started. Make sure they understand that they may have to modify the verb in the box to use the correct verb form for the sentence.

- Ask students to check in pairs before discussing answers.
- Use the feedback stage to check or explain words students aren't sure of. (See language notes below.)

Answers

- | | |
|----------------|-------------|
| 1 knocked down | 5 soared |
| 2 renovated | 6 houses |
| 3 steer clear | 7 based |
| 4 date back | 8 dominates |

Background language notes for teachers

based = if a company is *based* somewhere, that is where their main building is, e.g. *Dropbox is based in San Francisco*.

date back = goes back in time to

dominate = be much bigger than other buildings

house (verb) = give someone / something a place to live

knock down = destroy / demolish

renovate = improve an old building in a new way

soar = go up very fast

steer clear (of) = avoid

- Make sure that students recognise that *knocked down* and *based* have an *-ed* ending because they are in the passive form. Point out also the passive structure *need + -ing* (*needs renovating*).
- Check that students understand what tense is used in sentence 5, and why (the present perfect, because it is talking about a change that has happened in the past, continuing up to the present).

PRONUNCIATION

Aim

to practise the stress in adjectives and verbs to describe buildings and areas

- 4  Ask students to listen and repeat the words, paying particular attention to the stress. Alternatively, ask them to listen and mark the stress on the words (see underlining in script), then listen again and repeat.

9

affluent, grand, deprived, hideous, high-rise, historic, rough, run-down, stunning, trendy, up-and-coming, be based, date back to, dominate, house, soar, knock down, steer clear of, renovate

Background language notes for teachers

- Note that, in phrasal verbs and compound adjectives, the strong stress is usually on the second part, e.g. *knock down* and *run-down*. There are exceptions, though: *high-rise*, for example.
- Note also the pronunciation of *rough* /rʌf/, *soar* /sɔː/, *steer clear* /stɪə klɪə/, and the verb *house* /haʊz/.

Teacher development: noticing stress

- Get students to notice stress by writing key words and asking them to mark the stress by underlining the stressed syllable or putting a dot over the syllable:

• affluent • hideous

- As you model and drill words, or as students listen and repeat words from a recording, signal the stress by using your fingers. For example, when modelling *affluent*, hold up three fingers of your left hand, and point to the first finger with your right hand to signal the stressed syllable.

Optional extra activity Ask students to match words with the same syllables and stress (e.g. *affluent* / *hideous*, *grand* / *rough*, *deprived* / *run-down*, *dominate* / *renovate*, *high-rise* / *trendy*).

- 5 Organise the class into small groups of three to five students. Ask them to brainstorm ideas and think of different ways of describing places. Elicit a few examples from the class first, or suggest some examples if students need some guidance, e.g. *There is a grand town hall in the centre; It dates back to 1800; Newton to the north of the city is an affluent area.*

- Monitor closely and note interesting and useful language, as well as errors. In feedback, look at good

pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Write the following types of people on the board: *an artist, an ambassador, a princess, a hip hop DJ, an architect, a homeless person, a student, a drug dealer, a teacher.*

- Ask students in pairs or groups to describe where they think these people might live.

LISTENING

Aim

to give students practice in listening for key information and taking notes

- 6  Lead in by asking students to look at the picture of Belgrade. Ask: *What can you see in the picture? What do you think Belgrade is like from the picture?* If any of your students know the city, ask them to share any information or impressions they have.

- Give students a couple of minutes to look through the table and check they understand what they need to do.
- Play the recording. Ask students to listen and take notes. You may wish to ask students to copy the table into their notebooks on a full page to allow plenty of space to write notes.
- Let students compare their answers in pairs before discussing the answers as a class.

Answers

New Belgrade	Lots of high-rise blocks / an up-and-coming area / lots of new businesses are based there
the Arena	Big concerts / sports events held there. One of the biggest entertainment venues in Europe; where they held the Eurovision Song Contest.
the Ada Bridge	It's new / it only opened a few years ago / it looks very impressive / it's lit up at night
Manakova Kuca	'Manak's House' ethnological museum / houses a collection of old national costumes and embroidery
St Mark's Church	Built late 1930s – on site of older church. Contains tomb of a great Serbian emperor.
Kalemegdan Fortress	One of the most historic buildings in the city
the Victor Monument	Erected after First World War / one of the city's most famous monuments
Dedinje	One of the more affluent areas / lots of celebrities and old aristocratic families live there / a lot of embassies and grand houses

10

- M: What a lovely day!
- I: Yeah, it's nice, isn't it? It's been a really warm autumn.
- M: So, where are we?
- I: Well, the bit we've just been through, with all the high-rise blocks, is what we call New Belgrade. It's the big up-and-coming area as all the new businesses are relocating here. And I don't know if you can see it or not, but just behind us, over to the right, is the Arena, which is where all the big concerts and sports events are held. It's one of the biggest entertainment venues in Europe.
- M: Yeah, I think I did catch a glimpse of it.
- I: You might've seen it on TV – it's the place they held the Eurovision Song Contest.
- M: Oh, right. To be honest, I'm not really that keen on Eurovision. It's not really my kind of thing.
- I: No? Well, I guess you never win these days! Anyway, now we're crossing over the River Sava into Old Belgrade.
- M: Wow! The river looks wonderful.
- I: Yeah, it's great. In the summer, we often go out on little boats or have dinner down by the waterside.
- M: Oh, that sounds lovely. And what's that big bridge over there?
- I: That's the Ada Bridge. It's quite new, actually. It only opened a few years ago.
- M: It's very impressive.
- I: It looks even better when it's lit up at night.
- M: Mmmm.
- I: And just down there, there's a little street called Gavril Principa Street, which is where Manakova Kuca – Manak's House – is located. It's an ethnological museum and it houses an amazing collection of old national costumes and embroidery and stuff.
- M: OK. I'll check that out if I have time. What's that building over there?
- I: Oh, that's St Mark's Church.
- M: Wow! That's a stunning building. How old is it?
- I: Not that old, actually. It was built in the late 1930s or something, but it's on the site of a much older church. It contains the tomb of Stefan Dusan, who was perhaps the greatest Serbian emperor ever.
- M: Oh, OK.
- I: And if you want to walk around here later, you're quite close to the Kalemegdan Fortress, one of the most historic buildings in Belgrade. There's the Victor Monument up there as well, which was erected after the First World War. It's one of the city's most famous landmarks.
- M: Right. Well, I'll have to remember to take my camera with me up there, then.
- I: And now we're coming up to Dedinje, which is one of the more affluent parts of the city. It's where all the celebrities and the old aristocratic families live – and a lot of the embassies are based here as well.
- M: The houses certainly do look very grand.
- I: Yeah, they're amazing.

Teacher development: listening and note-taking

- Taking notes while listening is a demanding skill, so you need to prepare students carefully to do this task, and give them lots of support.
- Tell students not to write as they listen the first time. As soon as the recording has finished, put them in pairs to complete the table as fully as they can. Encourage students to write in shorthand, and to leave spaces for information they have missed.
- When you play the recording a second time, pause after the speaker's description of each building or area, allowing students to add to their notes. Let students compare in detail with their partner before checking the answers.

Culture notes

- Belgrade (pronounced /'belɡreɪd/ in English) is the capital of Serbia and is located where the Sava River meets the Danube. Over 1 million people live there.
- The Eurovision Song Contest is an annual song competition held among member countries of the European Broadcasting Union. It began in 1956. Each member submits a song, and people in each country vote for the best song. Serbia has won once, in 2007. The UK has won five times, but its last victory came in 1997.

Communicative activity worksheet The photocopiable worksheet on page 254 can be used at this point or at the end of the unit for further practice.

GRAMMAR Relative clauses

Aim

to check and develop students' understanding and use of relative clauses to add information about nouns or clauses

7 Read through the example sentences, taken from the conversation in Exercise 6, as a class.

- Ask students in pairs to look closely at the example sentences and discuss the questions. They can then check their answers using the Grammar reference on page 167.
- With some classes you may prefer to elicit answers from the class and clarify any issues, giving further explanations as necessary.

Answers

- 1 Sentences a, b and d
- 2 a, b and d
- 3 b (If the sentence already makes sense without the extra information, add a comma.)
- 4 answers might include *that, whose, whom, when, where, why*.
- 5 No. When we're not using commas before the relative clauses – in other words, when we're using defining relative clauses – the relative pronoun can be left out if the pronoun is the object of the relative clause, e.g. *Where's that money (that / which) I lent you yesterday* – I lent you the money, so *that / which* is the object of this clause.

G Students complete Exercise 1 in the Grammar reference on page 167.

Answers to Exercise 1, Grammar reference

- 1 We're meeting Jaime later. You know, the guy whose brother got us the tickets for the match.
- 2 People lived in houses carved out of the rock, most of which have been destroyed.
- 3 Apparently, the hotel where we're staying in Vienna overlooks the river.
- 4 The 19th of July celebrates the day that we gained independence.
- 5 It took us ages to get there, by which time we were starving.
- 6 The first place we will stop at is the Cavern Club, which is where the Beatles started out.
- 7 The monument honours those who died during the war, many of whom came from this city.

Background language notes for teachers:
relative clauses

If students ask or seem confused about any of the following areas you might want to share some of this information with them.

- When adding a relative clause with non-essential information, we must add a comma, and we must use a relative pronoun (*who*, *which*, *where*, etc.). The relative pronoun *that* cannot be used. These are often called *non-defining* clauses in grammar books.
- When adding a relative clause with essential information, we don't use a comma. We must use a subject relative pronoun (*who*, *which*, *where*, etc.) but object relative pronouns are often omitted. *That* can replace *who* or *which*. These are often called *defining* clauses in grammar books.
- Other relative pronouns used include *where* (with places: *I was in the house where I once lived*), *when* (with time: *It was a sunny day when she left*); and *whom* (a formal and slightly old-fashioned use with indirect objects: *To whom am I speaking?*).
- *Pronunciation*: Note that, when speaking, there is a pause at the point where the comma is in a sentence containing a clause with non-essential information.

- 8** Elicit from students how the sentences have been changed in the example (the comma added, and the relative pronoun *who* used instead of the subject pronoun *he*).
- Ask students to rewrite the sentences. Set a time limit of five minutes, and monitor what your students write. Use the monitoring stage to prompt students with ideas or to prompt them to self-correct. You should also use this stage to gauge how well students have understood and can apply rules.
 - Once students have completed their sentences, ask them to check with a partner. Have a brief feedback session and find out what problems students had.

Answers

- 2 We're coming up to Dedinje, which is one of the more affluent parts of the city.
- 3 Just behind us, over to the right, is Santa Catalina Cathedral, which is (actually) where I was (actually) married. (note that *actually* can go in either position. Note also that *Santa Catalina Cathedral, where I was married* is also possible)
- 4 And that building over there is the Courts of Justice, where I got divorced! / which is where I got divorced!
- 5 This shop on the left is run by my friend Zora, whose son plays professional football in Turkey now.
- 6 I started working in that office over there in 2003, at which time the area was already starting to boom.
- 7 They produce tiles in that factory, most of which they export / most of which are exported to northern Europe.

G For further practice see Exercises 2 and 3 in the Grammar reference on page 168

Answers to Exercise 2, Grammar reference

- | | |
|------------------------|----------------------------|
| 1 <i>who</i> | 6 <i>during which time</i> |
| 2 <i>where</i> | 7 <i>which</i> |
| 3 <i>most of whom</i> | 8 <i>at which point</i> |
| 4 <i>by which time</i> | 9 <i>none of which</i> |
| 5 <i>some of which</i> | |

Answers to Exercise 3, Grammar reference

- 1 We saw Big Ben, Buckingham Palace, Tower Bridge and the London Eye, all of which were amazing / which were all amazing.
- 2 There were loads of recommendations on the internet, most of which were really helpful.
- 3 We stayed out dancing until two in the morning, by which time I was completely exhausted!
- 4 We spent a week in Bolivia, during which time the election was on.
- 5 We spent two days in Bergen, where my girlfriend has family, and then drove down to Stavanger.
- 6 Chen's grandfather, who is 97, still lives at home with the rest of the family.

Optional extra activity Write the following sentence on the board:

Peter Smith met a strange girl in a café last week.

- Ask students in pairs to rewrite the sentence in as many different ways as they can by adding a relative clause each time, e.g. *Peter Smith, who went to my school, met a strange girl in a café last week.*
Peter Smith met a strange girl who had orange hair in a café last week.
- In feedback, comment on and correct examples, and find out which pair made the most correct sentences, and which pair came up with the best example.

DEVELOPING CONVERSATIONS

Agreeing using synonyms

Aim

to practise using synonyms to agree with statements

9 Read the example and the information in the box as a class.

- Ask students to brainstorm synonyms they could use with each of the adjectives used in statements 1–6 in the exercise. Build up a list on the board and explain why any suggestions don't work.
- Ask students in pairs to take turns saying and agreeing with the statements. Start by modelling the activity with a reliable student.

Teacher: *That's a really hideous building!*

Student: *Yeah, it's really ugly, isn't it?*

Possible answers

- 1 Yeah, it's really ugly, isn't it?
- 2 Yeah, they're very grand / they're incredible, aren't they?
- 3 Yes, it's amazing / very grand / beautiful, isn't it?
- 4 Yes, it's lovely.
- 5 Yes, it's very deprived / poor.
- 6 Yes, it looks very affluent.

Pronunciation notes

Note that in these exchanges, speakers should stress both the adjectives and words like *very* and *really* strongly.

CONVERSATION PRACTICE

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

10 Start by asking students to decide which city they want to describe, and to think of places and areas within the city. Have a brief feedback session at this stage, and make sure students all have somewhere to talk about.

- Ask students to note down phrases they could use to describe each part, e.g. *city centre: grand mansions, historical bridge; old town area: rundown shops, rough part of town with a lot of crime*. Encourage students to revise language from the unit.

11 Organise the class into pairs. Ask each pair to decide who is to play the visitor and who is to be the driver. Tell them to look through the speaking guide and think about what they might say at each prompt. When students are ready, ask them to roleplay the conversation.

- When students have finished, ask them to swap roles and act out the conversation again.
- Monitor the students and note errors and good uses of language. At the end, ask various students to say what they found out about their partner's city. Then feedback on errors with the class.

- Use the opportunity in feedback to look at good language that students used, and language students didn't quite use correctly. Show students how to say what they were trying to say better. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Tell students that you are going to read out a list and they must write down an example of each thing you say. Read out the following list:

- 1 a city you'd steer clear of
- 2 a building that dominates a major world city
- 3 the grandest building you've ever been in
- 4 a historical building which nobody else in the class has heard of
- 5 a stunning view
- 6 an up-and-coming holiday destination
- 7 a city that dates back to Roman times (not Rome!)
- 8 a European country which has never won the Eurovision Song Contest (Portugal, Poland, Croatia, Czech Republic, Iceland, Slovakia, Slovenia, Lithuania, Bulgaria and Romania, among others, haven't won the Eurovision Song Contest)

Students compare their lists in pairs and discuss their choices.

2 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

- 1 as an alternative to the conversation practice
- 2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
- 3 at the end of the unit as a revision exercise.

Web research activity

- Ask students to find out as much as they can about Belgrade. Ask them to find the ten facts that interest them most about the city. They could research its geography, its history, any other important monuments or areas, its cultural life, its population, traditions, etc.
- In the next lesson, students can compare their facts in class to see who found the most interesting facts about the city.
- Search terms: *Belgrade (+ history / culture / monuments / areas / interesting facts)*

A CARNIVAL ATMOSPHERE

Student's Book pages 18–19

Communicative outcomes

In this two-page spread, students will learn to give more interesting and detailed descriptions of festivals and carnivals and will read and discuss an email about the carnival in Venice.

VOCABULARY Festivals and carnivals

Aim

to introduce students to the topic of festivals and carnivals; to introduce a range of collocations to describe festival activities

1 Ask students in pairs to answer the questions about the photo. Set a time limit of three to five minutes.

- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Answer

The photo shows the Rex parade on Mardi Gras Day (Fat Tuesday or Shrove Tuesday) in New Orleans, Louisiana, USA.

A float is going down the street and people are taking photos.

Mardi Gras celebrates the beginning of Lent.

2 Ask students to match the words to the picture.

- Take some brief feedback. Briefly drill the words, paying attention to the strong stress in each word.

Answers

The photo shows costumes, a float, masks, a parade

Background language notes for teachers

A *float* is a large vehicle that is decorated for a parade. *Confetti* is paper or rice that you throw at people at weddings.

Note the strong stress: *bonfire*, *confetti*, *costume*, *fireworks display*, *parade*, *sound system*.

3 Tell students they're going to use some common collocations for talking about festivals and carnivals. Elicit the missing noun for the first item from the class.

- Let students complete the exercise, then check their answers in pairs before discussing as a class.
- Take brief class feedback, and check the meaning and pronunciation of any unknown words.

Answers

- | | |
|----------------|---------------------|
| 1 mask | 6 band |
| 2 float | 7 fireworks display |
| 3 sound system | 8 parade |
| 4 costume | 9 confetti |
| 5 bonfire | |

Background language notes for teachers

ornate = if something is *ornate* it is highly decorated with a lot of detail, e.g. writers have a very *ornate* style if they use lots of unusual words and complicated sentences.

hold a parade = organise a parade

showered with = if you are showered with something, something falls on you or is thrown at you (usually a liquid or small pieces of something) e.g. *As Ann opened the packet of broken biscuits I was showered with crumbs.*

sweep up = clean with a brush

4 Ask students in pairs to share examples and experiences using the collocations.

- Ask any student with a particularly interesting experience to share it with the class, or reformulate any good examples you have heard.
- Draw out any interesting collocations from the students' stories and write them on the board.

Optional extra activity Describe a festival or carnival that you know well (if you're American, it could be Mardi Gras; if you're British, it could be Bonfire Night). As you tell the story, try to include vocabulary from the lesson but every time you reach a part in your story where you use the new language, pause or say beep, and see if students can tell you which phrase you are about to say.

READING

Aim

to give students practice in reading for specific information; to revise the use of relative clauses; to give students practice in guessing the meaning of words in context

5 Organise the class into small groups of three to five to share what they know about Venice. Monitor carefully as students speak, and note how much they know about the city, and how well they use language from the previous lesson to describe places. If students show interest in the city, you could give them some of the information from the Culture notes below, but it is not necessary for the Student's Book activities.

- In feedback, look at good language that students used, and language students didn't quite use correctly. Show students how to say what they were trying to say better.

Culture notes

Venice (*Venezia* in Italian) is in north-east Italy, located on a group of 118 islands, separated by canals and bridges, between the rivers Po and Piave. Between the 13th and 17th centuries, the city was one of the world's most important and affluent trading cities. Its sights include St Mark's Square and Basilica, the Grand Canal, the Doge's Palace and the Rialto Bridge. Marco Polo, Casanova, Titian and Canaletto all lived in the city. It's also famous for its manufacture of Murano glass, and its gondolas, the boats that carry tourists along the canals. The Carnival of Venice dates from the 12th century and is famous for its masks and costumes.

- 6** Ask students to read through the email briefly first, and ask a few focus questions: *Who wrote the email? Where is she now? Where has she just been?*
- Ask students to add the relative clauses to the email. Let students compare their answers in pairs before going through answers as a class. In feedback, ask students which 'clues' helped them decide where the relative clauses should go.

Answers

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

Background language notes for teachers

Remind students that *who* refers to people (so clauses i and j refer to *Nina* and *doctors*), *where* refers to places (so clause g refers to *main square*), and *during which time* refers to a period of time (so b refers to *Lent, the 40 days before Easter*).

- 7** Ask students to work in pairs. Tell them, first, to discuss together which statements are true, and which are false. Then tell them to refer back to the text quickly to check their answers.
- In feedback, check whether each answer is true or false, and elicit the information from the text that helped students decide.

Answers

- T (*I stayed with Nina, who I'm sure you remember from uni.*)
- F (*prices really **shoot up** – so they're a lot more expensive*)
- F (*my favourite costume is called the Plague Doctor costume, ... it's based on real doctors who used to look after the dying when the plague hit Venice.*)
- F (*Traditionally, the carnival took place in the week **leading up to Lent**, the 40 days before Easter*)
- T (*... Lent, the 40 days before Easter, during which time people fasted.*)
- T (*Mind you, we ended up buying a few cans and joining in ourselves!*)
- F (*People also set off fireworks all the time, which can give you a real shock.*)
- F (*I **was** going to send more, but I didn't want to make your computer crash*)

Teacher development: reading for specific information

When students are asked to find very specific pieces of information in order to check whether a sentence is true or false, encourage them to scan through a text to find the relevant part, and to read that part very closely to check their answer. Explain or model how to do this, and set time limits to make sure that students don't try to read the whole text.

Culture notes

Chiaki (Japanese), *Kyeong Jin* (Korean) and *Nina* (European) are all girls' names.

- 8** Ask students in pairs to read through the words in *italics* first, and try to remember the words used in the email. Then ask them to scan the text to find the words.

Answers

- put me up
- packed (with) (= very, very crowded)
- no wonder
- stick to (You can also *stick to a diet*)
- sinister
- fattening
- transformed
- set off (You can also *set bombs off*)

Background language notes for teachers

put (somebody) up = a separable phrasal verb
It's no wonder that + clause = it's not surprising that
set (something) off = a separable phrasal verb
fasted = didn't eat for a period, for religious reasons
uni – short for university
struggle with = have problems with
and stuff = and other things
fancy = want to

Teacher development: check questions

In feedback to a vocabulary activity of this kind, it is a good idea to ask check questions to make sure that students understand and can use the new words. Here, for example you could ask the following:
What other things can be sinister? (dark, old places; dangerous criminals; secret activities by governments)
What else can be very fattening? (sugar, biscuits, cakes)
What could transform your life? (winning the lottery, having a baby)

- 9** Organise the class into pairs to discuss the questions.
- Use the feedback to ask any individual students with a really interesting experience to share it with the class. Look at good language that students used, and language students didn't quite use correctly, and show students how to say what they were trying to say better.

Web research activity

- Ask students to find out more about a carnival or festival in their own town – or about another carnival / festival they've heard of. They should find out about: the history of the event, how long it lasts, what food / drink is typical there, what there is to see and do there, any problems connected to the carnival, etc.
- In the next lesson, students can report back to the class.
- Search terms: *famous festivals / famous carnivals*

WORTH A VISIT

Student's Book pages 20–21

Communicative outcomes

In this two-page spread students will practise listening skills and develop their ability to use future forms to talk about plans and predictions, timetabled events and arrangements.

SPEAKING

Aim

to revise key words and get students talking about the topic

1 Ask students to quickly read through the places and check they understand them.

- Read out the places, and ask students to repeat them, paying attention to the strong stress (see notes below).
- Students make a list and check their choices with their partner. In feedback, find out the most popular place in the class and ask students to justify their choice.

Background language notes for teachers

- Note the stress: *amusement parks, galleries, historic buildings, monuments, museums, sports stadiums, street markets*.
- *Street markets* usually have lots of small stalls or open shops along a street, selling a variety of things. They often only appear once a week or once a month.

LISTENING

Aim

to practise listening for general and specific information

2  **11** Ask students to listen and match the extracts to the places, then play the recording. Let students compare their answers in pairs before discussing the answers as a class.

- In feedback, ask students what words or phrases helped them to work out the answers.

Answers

- 1 art gallery (*new wing dedicated exclusively to Asian art*)
- 2 street market (*But we don't need it. / ... but where are we going to put it? / How much do they want for it anyway?*)
- 3 museum (*new exhibition of old military vehicles / I'm not sure if it's free to get in or not*)
- 4 amusement park (*You shouldn't have gone on that ride. / ... all that spinning around has made me dizzy.*)
- 5 sports stadium (*the club / 20,000 seats / match days / anti-social behaviour problems / supporters*)

 11**1**

We're proud to announce that this year we're opening a new wing dedicated exclusively to Asian art. It's taken us over a decade and nearly a hundred million euros to put it all together, but we've been extremely lucky in that we've received some very generous donations, without which none of this would've been possible. The extension is perhaps the most significant and innovative architectural addition to the building in our history. Officially, it's due to open in a couple of months, and having overseen the collection, I can tell you with some confidence that it'll be a sensation.

2

A: But we don't need it.

B: Yeah, but it's just such a lovely thing. And anyway, if we only ever bought things we actually really need, we'd hardly ever buy anything. Just think of it as a piece of art for the house.

A: Yeah, maybe, I guess ... but where are we going to put it?

B: I don't know. We'll find somewhere, I'm sure. It could go in the kitchen perhaps. Or the living room?

A: It's just asking for trouble. It's bound to get broken. The kids will smash it or the dog will run past and knock it over.

B: Oh, come on! That's not likely to happen. You're worrying about nothing. And anyway, I like it.

A: Fine. Suit yourself. Get it then. How much do they want for it anyway?

3

They've just opened this new exhibition of old military vehicles, which is supposed to be really good. It opens at ten, so I'm going to go down there tomorrow morning and have a look at that. I'm not sure if it's free to get in or not, though. I guess you might have to pay, but that's OK. I'm sure it'll be worth it. Don't know if tanks are really your thing or not, but if they are then you might fancy coming along. Just thought I'd suggest it anyway. Give me a bell back when you get this and let me know.

4

A: Oh, man! I think I'm gonna faint!

B: You shouldn't have gone on that ride.

A: Well, it looked quite tame, but all that spinning around has made me dizzy. Oh, I need to sit down.

B: Wait there. I'll go and get you a glass of water.

A: Thanks. I'm so embarrassed.

B: Don't worry about it. Just learn your lesson for next time.

5

The club is applying for planning permission to expand the current site by some 20,000 seats – and we're launching a campaign to block this. For many years now, on match days, there have been both transport and anti-social behaviour problems in the area, and we believe that any expansion is bound to worsen the situation. We understand the club's desire to boost its income, but we don't believe that all other alternatives have yet been explored. We've nothing against the club in itself, but we're firmly opposed to any development that'll result in further tensions between supporters and local residents.

3 Give students time to match the situations a to e to the conversations, and to discuss the follow-up questions with their partner.

- Play the recording again. Students listen and note their answers. Let students compare their answers with a partner before discussing as a class.
- In feedback, ask students what helped them to work out the answers.

Answers

- Conversation 5: a local club wants to expand their stadium – they've applied for planning permission and want to add 20,000 seats. There's opposition because there are already transport and anti-social behaviour problems, and any expansion would make it worse.
- Conversation 1: promoting the new wing of the gallery that's due to open this year, which is an important piece of innovative architecture and houses a collection of Asian art.
- Conversation 2: one speaker tries to persuade the other to buy something for the house. They say it is like a piece of art. They suggest that their partner is being over-anxious and unadventurous.
- Conversation 3: to the exhibition of old tanks / old military vehicles, the next morning
- Conversation 4: the ride involved lots of spinning around, which has made the speaker dizzy. They feel like they're going to faint.

Background language notes for teachers

Here are some phrases from the recording that you may wish to check with students:

dedicated exclusively to = it is only used for
having overseen the collection = having organised and prepared the objects

suit yourself = do what you want to do

it'll be worth it = it will be a good thing to do

give me a bell = phone me

it looked quite tame = it didn't look frightening or dangerous

dizzy = faint and sick after going round and round

launch a campaign = start a campaign

boost its income = increase the amount of money it makes

Teaching development: dealing with vocabulary in a listening text

Different teachers have different ideas about how to deal with unknown language in a listening text. Here are your options:

- Ignore unknown words (students don't need to know all the words to do the tasks, and part of the skill of listening is to listen round unknown words and still get the overall meaning)
- Introduce key words and phrases after the first general listening task but before the second, more intensive task. Here, for example, you could write up the phrases in the language notes above on the board, and check their meaning and pronunciation before doing Exercise 3.

- Allow students to read the audio script after doing all the listening tasks, while listening again to the recording. Students often find it comforting to see the text, to confirm their understanding and to find language they didn't quite hear and work out what it means. They can underline phrases they are still not sure of to check.

4 Organise the class into pairs to discuss the questions.

- Use the feedback time to ask any individual students with a really interesting experience to share it with the class, and to look at good language that students used, and language students didn't quite use correctly. Show students how to say what they were trying to say better.

Optional extra activity If your students are from the same city, or studying in the same city, carry out surveys with the class about well-known museums, art galleries, street markets, etc. in the city.

- Start by asking students in pairs to decide which place in their city they would like to carry out a customer satisfaction survey for. When they have selected a place, ask them to think of five questions to ask customers (e.g. *How often do you visit the museum? Which exhibitions are most / least interesting?*).
- When pairs have prepared their questions, ask them to stand up and walk round the class (separately), and interview at least four different people.
- When students have finished, ask them to sit down with their partner, collate their findings, and present them briefly to the class.

GRAMMAR Talking about the future

Aim

to check and develop students' understanding of how to talk about the future, using *going to*, *will*, the present simple and the present continuous, as well as adjectives like *due to* and *bound to*

5  **12** Read through the information box as a class.

- Ask students in pairs to read the sentences in the exercise and see if they can remember the missing words.
- Play the recording. Students listen and complete the sentences. Let them check their answers in pairs.

Answers

- | | |
|---------------|------------------|
| 1 're opening | 4 'm going to go |
| 2 will smash | 5 'm going to |
| 3 opens | 6 'll go |

12

- This year we're opening a new wing dedicated exclusively to Asian art.
- The kids will smash it.
- It opens at ten.
- I'm going to go down there tomorrow morning and have a look at that.
- I think I'm going to faint.
- I'll go and get you a glass of water.

6 Elicit the explanation for the first sentence in open class to get students started, then ask them to match the rest of the sentences to the explanations.

- They can then check their answers using the Grammar reference on page 169.
- With some classes you may prefer to elicit answers from the class and clarify any issues, giving further explanations as necessary.

Answers

- a sentence 3 – *It opens at ten.* (the present simple)
- b sentence 6 – *I'll go and get you a glass of water.*
- c sentence 4 – *I'm going to go down there tomorrow morning and have a look at that.*
- d sentence 2 – *The kids will smash it.*
- e sentence 1 – *This year we're opening a new wing ...* (the present continuous)
- f sentence 5 – *I think I'm going to faint.*

G Students complete Exercise 1 in the Grammar reference on page 169.

Answers to Exercise 1, Grammar reference

- 1 do you finish, 'I'll meet
- 2 'm meeting, 'm going to do
- 3 'm meeting, does ... end, 'I'll text
- 4 is going to be, are you leaving, 'I'll drive
- 5 'm going to be, 'I'll survive

7 Read through the information box as a class.

- Elicit the incorrect options in the first set in open class to get students started.
- Ask students to work in pairs to discuss the sentences. Remind them that speakers can often choose which form to use depending on their point of view (e.g. depending on whether they see a prediction as a personal opinion or based on what they can see or feel).
- Let students check their answers in pairs before going through the answers in feedback.

Answers

- 1 a and c are both correct and both mean basically the same thing. b is wrong. We can't use the present continuous to make predictions about the future.
- 2 a and b are both correct and both mean basically the same thing. c is wrong. We can't use the present simple to talk about future arrangements with other people.
- 3 Only b is correct. For predictions about the immediate future based on present evidence, we don't generally use *will*. The present continuous would be incorrect as fainting would be too sudden to use a continuous form.
- 4 a and c are both correct and both mean basically the same thing. We can't use the present simple to make predictions about the future.
- 5 a and c are both correct and both mean basically the same thing. We don't use *will* to ask about future plans / arrangements.
- 6 Only a is correct. We don't use the present simple or *be going to* + verb to make offers.

Background language notes for teachers: future forms

- Students often have problems with future forms because there are no clear-cut rules. English speakers choose which future form to use based on their understanding and interpretations, e.g. how definite they may consider an event, whether they see it as pre-arranged, or how much evidence there is that it will happen.
- Errors will depend to some extent on speakers' L1. Speakers of romance languages often misuse the present simple to express the future (note the contrast between 6a and 6b in Exercise 7). German speakers, and others, may overuse *will* (see 3a and 3b, and 5a and 5b).
- One problem students have is that choosing the wrong tense rarely affects understanding, so native speakers often let errors go, e.g. *I will go to the theatre tomorrow evening* is wrong because it's probably an arrangement rather than a promise or a decision made at the time of speaking, but the meaning is clear. It's important not just to establish when students should use each form, but also to correct or feedback on their use in fluency activities.
- Note that, in spoken English, *I'll* /aɪl/ and *we'll* /wi:l/ are much more common than *I will* or *we will*, so make sure your students are not pronouncing the full form. Similarly, *going to* is pronounced /'ɡəʊɪŋtə/ or even /'ɡəʊə/ in natural speech. Drill some of the sentences in Exercise 7 if you think your students are mispronouncing these forms.

8 Read through the information box as a class.

- Elicit the example to match the first explanation in open class to get students started, then ask students to match the rest of the sentences to the explanations.
- They can then check their answers using the Grammar reference on page 169.
- With some classes you may prefer to elicit answers from the class and clarify any issues, giving further explanations as necessary.

Answers

- 1 b 2 c 3 a

G For further practice, see Exercise 2 in the Grammar reference on page 169.

Answers to Exercise 2, Grammar reference

- 1 I'm working OR I'm quite likely to, I'll call
- 2 I'm going to go
- 3 is going to burn
- 4 It's going to OR It's bound to
- 5 I don't think he'll OR He's highly unlikely to
- 6 I'll give
- 7 going to OR bound to
- 8 are having
- 9 I'm due to fly OR I'm flying

Background language notes for teachers

- Note that *bound to* is more certain than *likely to*. The first expresses a strong certainty, an inevitability, whereas the second expresses a probability.
- *Due to*, to express an expectation, is quite a formal, impersonal use.

9 Ask students to choose the correct options. Let them compare their answers in pairs before doing Exercise 10.

Answers

- | | |
|------------|-----------------|
| 1 bound to | 5 bound to |
| 2 due to | 6 due to |
| 3 bound to | 7 not likely to |
| 4 due to | |

PRONUNCIATION

Aim

to practise the pronunciation of adjectives for talking about the future

10  **13** Ask students to listen and check their answers to Exercise 9, then play the recording.

- In feedback, point out the pronunciation of *due to*, *bound to* and *likely to*, and briefly drill each phrase in isolation.
- Play the recording again. Ask students to practise saying the sentences.

13

- 1 There are bound to be problems when the new system is introduced.
- 2 I think we're due to arrive at something like twenty to ten.
- 3 If he keeps doing things like that, something bad is bound to happen sooner or later.
- 4 He is due to appear in court on the 31st of the month.
- 5 Your mum's bound to worry about you while you're away. It's only natural.
- 6 She can't travel at the moment as she's due to give birth any day now.
- 7 It is technically possible to get a visa to travel there, but it's not likely to be easy.

Pronunciation notes

Note the /dj/ sound in *due*, the silent /d/ in *bound*, and the weak /ə/ sound in *to*: (*due to* /'djʊ:tə/, *bound to* /'baʊntə/, *likely to* /'laɪkli:tə/).

Optional extra activity 1 Use a prompt drill to practise meaning and pronunciation here. Write the following on the board:

The regular bus / arrive at eight
The bright students / pass their exams
Spain / win the World Cup
Everybody in the world / study English one day

- Point to different prompts and ask individuals to produce sentences with *due to*, *bound to* or *likely to*. Correct use and pronunciation.

Optional extra activity 2 Provide personalised practise by asking students to think of something that is bound to happen, something that is likely to happen, and an event that is due to happen in the next week. Once students have ideas, ask them to share them in pairs or small groups.

- Alternatively, write the following sentences on the board and ask students in small groups to discuss whether they agree with them.

It's bound to rain next weekend.

My country is likely to do well in the next World Cup / Olympics.

The government is bound to raise taxes before Christmas.

My classmates are due to take examinations soon.

SPEAKING

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

11 Organise the class into pairs. Ask if students understand *affordable housing* and elicit possible explanations (= houses that are not too expensive for ordinary people to buy).

- Give students five minutes to discuss the importance of the different factors.

12 Students work in pairs to prepare ideas. You could start students off with one or two ideas (e.g. *It's bound to create jobs for young people; it won't be good for the environment*). Monitor and help with ideas and vocabulary. Use the opportunity to remind students of useful language from the lesson, or to rephrase things they want to say in better English.

- When students are ready, divide the class into groups to discuss their ideas.
- Monitor and listen to students as they speak. Note errors and examples of good language use by the students.
- In feedback, look at good language that students used, and language students didn't quite use correctly. Show them how to say what they were trying to say better.

Optional extra activity Students work in groups of four. Tell them that they are members of the local government. A benefactor has promised to invest \$1 million in their town. Tell them to come up with a five-point plan about what they will spend the money on, bearing in mind the factors they prioritised in Exercise 11.

- Ask groups to present their plans to the class.

VIDEO 1: A CHINESE ARTIST IN HARLEM

Student's Book page 22

Aim

to provide insight into the relationship between art and personal development; to improve students' ability to follow and understand fast speech in a video extract; to practise fast speech using strong stresses and pausing

1 Start by asking students to discuss the questions in pairs.

- In feedback, encourage students to share their ideas, and find out to what extent your students find art a useful subject to study, or a pointless one.

2  **03** Ask students to watch and listen, and remember information rather than taking notes (which can distract students from listening). Play the first part of the video (up to 2.08, *practise in the field that they have been trained for*).

- Let students compare what they understood in pairs. Emphasise that no particular answers are expected. Then elicit ideas from the whole class, accepting or reformulating correct comments and explaining anything that students have misunderstood.

3 Ask students to discuss ideas in pairs. Then elicit ideas from the whole class and list their ideas on the board. Students then watch the second part of the video (from 2.08) and see which of their ideas on the board are mentioned.

- After watching, round up by letting students compare which of their ideas were mentioned with a partner, before checking and clarifying answers with the whole class.

Answers

Ming Liang Lu's current work is important to the children in Harlem because:

- it helps them understand more about Chinese art
- it encourages involvement
- it gives them first-hand experience of someone from a different background and thus (and this is implied) helps them understand their own ethnicity and culture too
- it hopefully makes them more tolerant of others, and less ignorant of what others bring to the city and the country
- it may open up new worlds for them in the future.

4  **03** Ask students to work in pairs to remember what they can of what was said and complete the phrases. Play the whole video again for them to check and complete their answers.

- In feedback, it doesn't matter if students didn't get the whole expression. The aim is just to check that they got the gist and were paying attention and noticed the chunks of language. See what students come up with and then add information or clarify and correct the phrases students heard on the board.

Answers

- Other times positive outcomes result (from the merging of backgrounds and traditions).
- and has continued to paint (through the more difficult times in his life).
- But even for professional artists, drawing on the street is not the easiest way to make a living.
- Through them he brought his skills to Harlem (and the children of Public School 36).
- They have to become involved.
- He just sees students who want to learn how to paint a tiger.
- programmes like the Chinese Cultural Centre's still make a considerable difference.
- make them ignorant to others (and what others can bring).
- In the long run, Ming's art may open the door to a whole different world for these children.

5 Organise the class into small groups to discuss the questions, or have a whole-class discussion.

UNDERSTANDING FAST SPEECH

6 Ask students to read the sentences, noticing the strong stresses and pauses marked. Then ask them to have a go at saying the sentences in pairs.

Optional extra activity After students have finished listening to the extract and practising their second versions, you could select a few students to come to the front of the class and repeat their versions. The class could vote on which version they like best. You could also ask students to discuss if they like the accent of the speaker they heard, and to explain why, or why not.

7  **04** Play the video extract. Encourage students to practice saying the extract lots of times.

Teacher development: understanding fast speech

Students often find it easier to understand listenings they hear in class than they do natural speech used in authentic contexts. This is because coursebook listenings are often written in language students mostly understand, and are also delivered at speeds they can deal with. In the world away from the classroom, spoken English can be heard in an incredibly wide range of accents and is often delivered at far faster speeds. The *Understanding fast speech* feature in the video sections of *Outcomes* aims to provide strategies to help students with this.

In this section, students hear how in spoken English words are grouped in chunks, rather than in sentences. Fluent speakers tend to run all the words in chunks together, which often means unstressed syllables almost disappear. They also include pauses or 'rests' between the phrases.

First, students are shown the transcript of a short extract from the video. They see where the stresses and pauses are and practise saying the extract using this

visual information as a guide. They then watch the video and hear the extract at normal speed, then at a slower speed and finally at normal speed again. The slowed-down version allows them to notice how the words run together, how unstressed syllables sound and so on. Finally, they practise again, this time trying to say the extract as quickly as they can, whilst still following the pausing and stresses.

No explicit correction or focus on any specific aspect of connected speech is required from the teacher during these exercises.

Video script 03

Narrator: With a population of approximately eight million, the huge cosmopolitan city of New York is a melting pot of immigrant communities. Sometimes, this diversity results in clashes between cultures. Other times, positive outcomes result from the merging of backgrounds and traditions.

Artists, in particular, often use their cultural differences to learn from each other. One such artist, Ming Liang Lu, has taken his skills to Harlem, to enable others to learn about and understand Chinese art. Born in Shanghai, Ming has studied Chinese art for the majority of his life. At a very young age, he learned about calligraphy and painting from his father and has continued to paint through the more difficult times in his life.

Ming moved to the US in 1990 and today lives in New York, where he continues to create beautiful landscapes, flowers, animals and even the symbol of the United States, the eagle.

Ming (translation): When I first came to America, my only skills were art. I didn't have other skills. I used my art to make a living.

Narrator: When he first arrived in the US, Ming set up his easel and drew and painted portraits of tourists in order to survive. But even for professional artists, drawing on the street is not the easiest way to make a living.

So Ming eventually stopped painting on the street and began to work for the New York Chinese Cultural Center. Through them, he brought his skills to Harlem and the children of Public School 36.

Ming: What's this?

Children: A circle

Ming: It is a circle, right. OK. I changed the colour. What colour this?

Children: Yellow.

Ming: OK, I just put – you see this – for the ear.

Amy Chin: As we all know, a lot of artists are not employed being artists, so I am hoping that what we do is to provide them this opportunity to really practise in the field that they have been trained for.

Part 2 (2.08)

Ming: OK, this time I take it this way. Little circle one. Yeah, you very good job. Good.

Narrator: Teaching at the public school, though, is more than just an opportunity for Ming. The programme benefits the children as well. Head teacher Cynthia Mullen Simons says the programme is important to her year four pupils.

Cynthia Mullen Simons: You cannot teach solely by the book, paper and pencil. They have to become involved. We need our students to hear, first hand, people from various cultures talk about their ethnicity.

Ming: Too much water, I show you this, not too much water, you see.

Narrator: From time to time, Ming stops to help each child get his or her painting just right.

The kids view Ming as their teacher from China, but Ming sees beyond ethnicity. He just sees pupils who want to learn how to paint a tiger.

Ming (translation): Chinese children, American children, Hispanic children and black children, they are all the same, no difference.

Narrator: Even though New York is already established as a diverse, international city, programmes like the Chinese Cultural Center's still make a considerable difference.

Amy Chin: When we bring these programmes in, the kids get to see real people from another culture and to relate to them on many different levels.

Cynthia Mullen Simons: What we don't want to do to our students is to make them ignorant to others and what others can bring. Our students need to understand that we're all human beings but we all have different backgrounds, different experiences and that's what makes it so interesting.

Narrator: These days, in addition to being an artist, Ming is also serving as a kind of cultural ambassador for his country. In the long run, Ming's art may open the door to a whole different world for these children.

Ming (translation): I feel like I am doing very important work and it makes me really happy to teach calligraphy and painting to the children. I'm introducing them to a wider world of Chinese culture, giving them a greater understanding of Chinese people and the world, and broadening their horizons.

Narrator: Ming is not only good in his role as a teacher; he is also excellent in his role of cultural ambassador. In Harlem, this Chinese artist has found a job that makes more than just a living: it makes a difference.

REVIEW 1

Student's Book page 23

Aim

to consolidate vocabulary and grammar from Units 1 and 2

1

- 1 used
- 2 who
- 3 would
- 4 then / again (both possible)
- 5 on
- 6 Sadly / Unfortunately (both possible)
- 7 have
- 8 I
- 9 time
- 10 will / would (both possible)
- 11 which
- 12 to
- 13 of
- 14 likely
- 15 which

2

- 1 a few of whom
- 2 he might be
- 3 has changed gradually / has gradually changed (both possible)
- 4 are bound to change
- 5 As a rule, I stay

3

- 1 I'll
- 2 Apparently
- 3 painted
- 4 strangely, uncomfortable
- 5 weird
- 6 by which time
- 7 I might
- 8 whose

5

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

6

- catchy – a song
 disturbing – a film
 grand – a building
 gripping – a film
 high-rise – a building
 residential – an area
 up-and-coming – an area
 uplifting – a film OR a song

7

- 1 deprived
- 2 renovated (though, arguably, *redecorated* also possible)
- 3 soared

- 4 parade
- 5 costumes
- 6 floats
- 7 shape
- 8 set

8

- 1 poverty
- 2 dramatic
- 3 interpretation
- 4 upsetting
- 5 amusement
- 6 proposal
- 7 transformation
- 8 fattening

14 and answers to Exercise 4

- 1 It's going to boost the club's income.
- 2 I'd listen to his stuff all the time when I was younger.
- 3 I'm sure it'll be worth it in the end.
- 4 It's likely to present a huge challenge in the coming years.
- 5 It's due to be completed in 2020.
- 6 It might take years to repair the damage.

3 THINGS YOU NEED

SPEAKING

Aim

to set the scene and introduce the theme with a photo; to get students talking about tools and how to fix things; to preview students' ability to describe what things are for and how to use them

1 Start by telling the class that they're going to learn how to describe what things are for.

- Ask students to look at the picture on pages 24–25 and answer the first question. (The photo was taken in Indonesia. The man is a mechanic repairing the tail wheel of a crash-landed Vimy aircraft.) Pre-teach *fix* (= make something good again when it is broken or not working) and *tools* (= things you use to do a job or to make or fix something).
- Brainstorm problems connected with cars, computer, bicycles and homes and write them on the board.
- Organise the class into pairs. Ask students to discuss the questions. Set a time limit of five to ten minutes.
- As students speak, listen for errors, new or difficult language that students try to use, or any interesting ideas or experiences that you could use in feedback.
- After the activity give some feedback by sharing ideas you have heard with the whole class. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity.

Possible answers

Cars: I can change a flat tyre; I can check the oil level and top it up if I need to; I can charge the battery; I can repair a scratch on the paint.

Computers: I can install software; I can reboot the computer.

Bicycles: I can change the inner tube or tyre if I get a puncture; I can change the brake pads / the chain.

House or flat: I can fix a leak; I can change a light bulb; I can change a fuse in a plug.

Teacher development:

brainstorming and using the board

- *Outcomes* aims to encourage students to use what they already know, and to recall and recycle language they have. Brainstorming during a lead-in is a positive way of getting students to recall language.
- To write up language in a memorable diagrammatic form, write up headings in web diagrams, e.g. write *cars*, *computers*, *bicycles* and *homes* on the board, put a circle round each word, and draw short lines from each circle. Then ask students to give you ideas. Encourage lots of different ideas from around the class. Write up anything relevant or interesting, and correct or rephrase inaccurate language.

MAKING DO

Student's Book pages 26–27

Communicative outcomes

In this two-page spread, students will talk about a wide range of objects, and will practise explaining and checking the purpose of common objects.

Preparation Optionally, bring in useful objects from home, e.g. small objects that are on page 188, (a nail, a screw, a peg, etc.), or other small objects that are difficult to describe (e.g. a tin opener, an adjustable spanner, a spirit level, nail clippers, etc.). Use these in extra activities after Exercises 3 and 7 (see below).

VOCABULARY Useful things

Aim

to introduce words for common tools and explanations of their purpose

- 1** Lead in briefly by writing *Useful things* on the board and asking students to tell you the names of as many useful objects as they can that they can see in the room.
- Ask students to look at the pictures on page 188. Organise them into small groups of three to five to discuss the questions.
 - In feedback, ask students which words they didn't know before. Point out the strong stress on the new words.

Background language notes for teachers

- Note that all these nouns have a strong stress on the first syllable.
- Note the difficult pronunciation in the following words: *glue* /glu:/, *scissors* /'sɪzəz/, *iron* /'aɪən/, *saw* /sɔ:/, *cloth* /klɒθ/, *bandage* /'bændɪdʒ/.

- 2** Ask students to categorise the words, working in the same groups. Tell them not to look at the pictures in the file. Point out that some words can go in more than one group.
- Explain that *DIY* stands for *do-it-yourself*. It means work that you do in the house mending and making things, e.g. painting, putting up shelves, etc.
 - As you monitor, if students are struggling to remember some words, use mime to prompt them. In feedback, find out which group remembered the most.

Answers

the office / study: glue, a charger, a lighter, a rubber, Tippex, a stapler, scissors, clips, Sellotape

the kitchen: a torch, a cloth, a dustpan and brush, a mop and bucket, washing powder, a corkscrew, a tin opener, a lighter

clothes: a bucket, a needle and thread, washing powder, an iron, clothes pegs

DIY: a hammer, a drill, a saw, a torch, a stepladder, a nail, a screw, glue, a rope, wire, a cloth, a dustpan and brush, a mop and bucket

first aid: a cloth, a plaster, a bandage, a needle and thread

Optional extra activity Ask students to use their previous knowledge to add as many extra words as they can to each category. Set a five-minute time limit.

3 Start by using mime to pre-teach key words (*tie, put up or hang up, leak, rip, smash*).

- Organise students into pairs to do the practice activity. Model the activity first with a reliable student. Say: *What do you need to tie things together?* Encourage the chosen student to say or guess the answer. Then reveal the answer.
- Monitor closely and notice how well students can recall and use the words.
- Use the feedback stage to check or explain words students weren't sure of.

Answers

Student A: string, sticky tape, clothes pegs, a bucket (and a mop), a needle and thread

Student B: a stapler / clips, a nail / a screw, a drill, a dustpan and brush, a torch

Optional extra activity 1 Play *Pictionary*. Divide the class into groups of four. Tell each group to write a list of ten objects from the lesson, numbered one to ten, on a piece of paper. Once they have written this list, ask one person from each group to swap the list with the other group's list. Tell them not to show the list to the other people in their group.

- Students with the list must mime the words in the order that they are written. It's a race against the clock. Find out which group can guess all ten mimed words in the correct order in the shortest amount of time.

Optional extra activity 2 If you brought in useful objects from home (e.g. a nail, a screw, a peg, etc.) place one of the objects secretly in a non-transparent bag. Organise the class into groups of four. Walk round the class and allow students in each group to feel the object in the bag. Then tell each group to prepare a description of it. The best description wins the object.

- Do the same with the other objects in turn. The winning team is the one that wins most objects.

GRAMMAR

Explaining purpose using *so, if and to*

Aim

to check and develop students' understanding and use of *so, if and to* to explain purpose

4 Ask students in pairs to look closely at the bullet points in Exercise 3 and discuss the questions.

- They can then check their answers using the Grammar reference on page 169.

- With some classes you may prefer to elicit answers from the class and clarify any issues, giving further explanations as necessary.

Answers

to is followed by an infinitive / base form of the verb

so and *if* are followed by a subject + verb

if is followed by the problem you want to solve

a to b so c if



Students complete Exercises 1 and 2 in the Grammar reference on pages 169–170.

Answers to Exercise 1, Grammar reference

1 so	4 if	7 to
2 to	5 to	8 so
3 If	6 if	9 to

Answers to Exercise 2, Grammar reference

1 to light
 2 so (that) it doesn't leak
 3 if you want to cut
 4 so I can change
 5 to tie it together and make a handle so (that) you can carry

Background language notes for teachers: explaining purpose

- Note that, in terms of form, *to* is followed by an infinitive whereas both *so* and *if* are followed by a clause (subject + verb).
- We use the infinitive of purpose, *to*, (or the longer, more formal forms, *in order to* and *so as to*) when we are answering the questions: *Why do we need this?* *What is the reason for this?* or *What is this for?*
- We use *so* (or *so that*) when we are answering the question: *What is the result or consequence of this?*
- We use *if* to answer the question: *In what situations might this be necessary?*
- Watch out for problems which may arise depending on the students' L1, such as misusing *for* or *that* (e.g. *Can I have some tape for putting ... ? Can I have a cloth that I can wipe ... ?*). In a monolingual class, ask students to translate the example sentences, and notice how in English we use different forms from their first language.

5 Read through the example and elicit other ways of using a cloth. Encourage students to correct and rephrase what they say in order to use *so, if* or *to* correctly.

- Once students have got the idea, put them in pairs to think of purposes for the other items. Elicit some suggestions from the class.
- Alternatively, ask students in pairs to brainstorm ideas then write two sentences for each object. This creates a written controlled practice exercise which you can check to see if students can manipulate these forms accurately.

Possible answers

A bandage: You can wrap it round your knee to provide support when you're jogging. You could use it to hold dressings in place if you have a serious cut or wound.

A bucket: You could use it to carry water in. You can use it to hold soapy water if you want to mop the floor.

A lighter: You can use it to light a cigarette. You can use it to start a fire.

A nail: You can hammer it into a wall so that you can hang a picture on it. You can use it to mend a fence. You can use it to fix two pieces of wood together.

A needle: You can use it to sew buttons back on if they come off. You can use it to fix your clothes if you rip them. You can use it to stitch up a wound if you have to!

Optional extra activity Extend this practice into a game.

- In pairs, students prepare as many different uses as they can for *bucket*. Tell them to be imaginative. After one minute, find out which pair has thought of the most uses.
- Answers might include: *to grow plants in, to put out fires, to wash your hands in, so you can catch rainwater, to protect your head in a fight, to use as a drum, if you need to wash your feet, to carry your shopping, if you need a weapon to protect yourself, etc.*
- You can extend the game with the other words.

Teacher development: spoken and written accuracy practice

Make sure your students have an opportunity to use new language both in written and spoken accuracy practice. Monitor and correct their language use really strictly at these stages.

Here, Exercise 5 provides spoken accuracy practice, and the two exercises in the Grammar reference section provide written practice. As a teacher, be flexible about how you use these exercises. If your students have real problems with *to*, *so* and *if*, do both written exercises, go over the answers carefully, then give students lots of time to prepare Exercise 5, and really correct what they say. Conversely, if they find this not so challenging, concentrate on making Exercise 5 more engaging and fluent, limiting your corrections to a feedback stage.

DEVELOPING CONVERSATIONS

Explaining and checking

Aim

to introduce and practise expressions used to describe or explain things when you don't know the words, and expressions used to check that someone understands what you are trying to describe

6  **15** Ask students to listen and match the descriptions they hear to the objects. Let students compare their answers in pairs before checking as a class.

- Ask students to look closely at the example sentences in the tinted box, and point out the different patterns.
- Read out the phrases, asking students to repeat, paying attention to the strong stress in the nouns (*stuff*, *chewing gum*, *clip thing*, *Blu-Tack*) and the weak /ə/ sounds in *a bit* and *a sort of*.

Answers

Conversation 1: Blu-Tack

Conversation 2: the red clip (the correct name is *carabiner*)

15**Conversation 1**

A: What's the name of that stuff you use to put posters up?

B: Can you be a bit more specific?

A: Yeah, sorry, I mean that stuff – it's a bit like chewing gum or something, but it doesn't actually feel that sticky.

B: What? You mean Blu-Tack?

A: Yeah! Is that what they call it?

Conversation 2

C: It's, um ... what do you call those things climbers use? They're made of metal. They're like a hook.

D: What? You mean the thing you use to connect yourself to the rope?

C: Yeah, they have a sort of clip thing that opens and shuts. You see people using the small ones as key rings sometimes.

D: Yeah, yeah. I know exactly what you mean. I don't know! Do they have a special name? Aren't they just clips?

Background language notes for teachers

Stuff = the uncountable version of *things*, used when you don't know or don't want to use the real word, so *glue* or *cream* is *stuff*, and *nails* or *clips* are *things*.

A bit like (= quite similar to) and *a sort of* (= a type of) are examples of *vague* language, used when you aren't sure how to describe something exactly.

You mean here is a way of saying: *Are you trying to describe ... ?*

7 Start students off by modelling the activity. For example, describe a tin opener by saying: *It's a sort of metal thing that you can use to open things like baked bean cans. It has a sort of handle that you turn.* Get students to guess using *you mean*.

- Organise the class into pairs. Ask students to take a minute or two to think of objects to describe. They could use ideas from the artwork on page 27. Once everybody has ideas, give them another minute or two to prepare. Monitor and help with ideas and vocabulary.
- Students take turns to describe and draw objects.
- Monitor closely and note interesting and useful language, as well as errors. Use the opportunity in feedback to point out good language that students used, correct errors, and to provide further accurate examples of good language use.

Optional extra activity 1 Ask students to find a personal object that they don't mind handing over to you for a few minutes. It could be keys, a packet of gum, a memory stick, etc. Collect the objects and put them in a bag.

- Sit at the front of the class, put your hand in the bag, and, without showing the object or saying its name,

describe it. The student whose object it is must claim it when they hear it described.

- Alternatively, ask students in the class to describe their object, and only give it back once they have described it well.

Optional extra activity 2 If you brought in useful objects from home for this lesson, (e.g. a tin opener, nail clippers, etc.), place the objects on a table in front of the class. Divide students into groups of four, and ask each group to prepare descriptions of each object. Groups take turns to describe different objects, and win points if they produce an accurate description.

Communicative activity worksheet The photocopiable worksheet on page 255 can be used at this point or at the end of the unit for further practice.

LISTENING

Aim

to give students practice in listening for key information and key words in continuous speech

8 16 Give students a moment to look through the questions. Ask students to listen and answer the questions, then play the recording.

- Let students compare their answers in pairs before discussing the answers as a class.

Answers

- 1 a corkscrew
- 2 to open a bottle of (Californian) grape juice
- 3 a wooden spoon (he uses the handle to try to push the cork in)
- 4 He needs a cloth because the grape juice goes everywhere (on the floor and on his shirt)! The other speakers suggests that he needs a mop and bucket, and salt to rub into the shirt in order to prevent a stain.

16

- A: I brought you a present.
 B: Wine?
 A: No! I know you don't drink. No, it's Californian grape juice. I had some at a friend's the other day and it was really delicious.
 B: Really?
 A: Apparently, they have all sorts of varieties.
 B: Yeah? Well, thanks! Shall we have some now?
 A: Sure! Have you got a corkscrew?
 B: Ah, that's a point, actually. I'm not sure I have, actually. Let me have a look. There's so much stuff in these drawers. Most of it's rubbish. I really should clear it out. Mmm. I don't think there's one here. Can't you use a knife?
 A: I don't think so.
 B: You need a stick or something to push it down. Would a pencil do?
 A: It wouldn't be strong enough.
 B: What about a wooden spoon? You could use the handle.

- A: Yeah, that should do. Let's see ... Oh no!!
 B: Oh, it's gone everywhere!
 A: Sorry! Have you got a cloth?
 B: Yeah. I think we need a mop and bucket as well.
 A: Sorry.
 B: Don't worry about it. These things happen. You might want to rub some salt into that shirt or it'll leave a stain.
 A: Really?
 B: Well, it works for other things.

9 16 Ask students to work in pairs to complete the sentences.

- Play the recording to allow students to check their answers. It is a good idea to play and pause the recording if your students have problems hearing the missing words.
- Go through the answers as a class. In feedback, model and drill some of the phrases that are difficult to say.

Answers

- | | |
|-----------------|-----------------|
| a Can't you | e You could use |
| b or something | f that should |
| c do | g things happen |
| d strong enough | h leave a stain |

Background language notes for teachers

Point out the meaning of some of the useful language in the dialogue:

Apparently – we use this to introduce information we have heard, when don't know for sure if it is true, e.g. *Apparently Ann has just got a really good job in London. It's a bit surprising because she has hardly any qualifications!*

Would a pencil do? – here, it means: *Would a pencil perform the task?*

handle = the long part that you hold on a spoon, knife, etc.

leave a stain = leave a dirty mark (from wine, oil, paint, etc.)

SPEAKING

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

10 Organise the class into small groups to discuss the questions. Give students a minute or two to prepare things to say first, and monitor to help with ideas and vocabulary. When students are ready, ask them to talk in their groups.

- Monitor and listen carefully to the students' language use. As students speak, listen for errors, new or difficult language that students try to use, or any interesting ideas or experiences that you could use in feedback.
- After the activity, give some feedback by either sharing ideas you have heard with the whole class, or by asking students to correct or fill in gaps in sentences on the board.

Teacher development: error correction on the board

- During a fluency speaking activity, it is a good idea for the teacher to listen for errors. This is not as easy as it sounds as students are concentrating on communication, so it's tempting to listen in to their conversations, focusing on communication yourself, and missing errors.
- Prepare to listen for errors by making sure that you have something to use to write errors in or on (e.g. a notebook or a clipboard), and by making sure that you know exactly what you are listening for. In this lesson, for example, listen for errors connected with describing purpose, or explaining or checking how to do things.
- Monitor groups equally, and signal that you are listening for errors. Listen briefly to the discussion, then pull away and note what you heard. Move on to another group.
- In feedback, write up five or six sentences you heard which include an error. Ask students in pairs to try to correct them before revealing the answers. It is a good idea to write up good examples, too, thus showing that you are listening for positive uses of language as well as errors.

CONVERSATION PRACTICE

Aim

to practise language from the lesson in a communicative roleplay activity

- 11** Organise the class into pairs. Ask each pair to decide who is A and who is B. Tell them to find their information (pages 189 and 191), then look through the speaking guide and think about what they might say at each prompt. When students are ready, ask them to roleplay the conversation.
- When students have finished the first conversation, ask them to swap roles and act out the conversation again.
 - Monitor the students and note errors and good uses of language.
 - Use the opportunity in feedback to look at good language that students used, and language students didn't quite use correctly during the activity. Show them how to say what they were trying to say better. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

 5 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

- 1 as an alternative to the conversation practice
- 2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
- 3 at the end of the unit as a revision exercise.

FULL HOUSE

Student's Book pages 28–29

Communicative outcomes

In this two-page spread, students will talk about collections and will read and discuss a blog post about an old man who couldn't throw anything away.

SPEAKING

Aim

to introduce the topic of collecting; to get students talking about the topic in a personalised way

- 1** Ask students to look at the picture. Ask: *What can you see?* Elicit and pre-teach *collect* and *collection*.
- Ask students to prepare six questions. Elicit one or two to get them started. Alternatively, you could write one-word prompts on the board to help students think of questions (e.g. *long*, *keep*, *start*, *spend*, etc.).

Possible questions

How long have you been collecting cameras?
Where do you keep your collection?
How much do you think you've spent on the collection, in total?
What's the most expensive piece in your collection?
What's your favourite piece in the collection?
What do your friends think about all of this?

Optional extra activity Before doing Exercise 2, ask students to interview you, and tell them about a collection you have or had. This models the activity, provides a live listening, and allows you to correct or improve on students' questions.

- 2** Start by brainstorming typical things that people collect: stamps, coins, postcards, paintings, etc.
- Organise the class into pairs. Tell them to interview each other.
 - As students speak, listen for errors, new or difficult language that students try to use, or any interesting ideas that you could use in feedback.
 - Take brief class feedback about any interesting collections students have. Look at good language that students used, and language students didn't quite use correctly. Show students how to say what they were trying to say better.

READING

Aim

to develop students' skills in reading for specific information and detail; to use word association to extend students' vocabulary

- 3** Ask students to look through the questions briefly.
- Students read the blog post and find the answers to the questions. Let students compare their answers in pairs before discussing the answers as a class.
 - In feedback, find out which students are similar to Mr Trebus, and in what ways.

Answers

- 1 Basically, anything and everything! Vacuum cleaners, old doors, windows, countless Elvis Presley records, old newspapers, kids' toys!
- 2 The writer is similar because the writer also finds it hard to get rid of things and has ended up with a house full of all sorts of stuff he knows, in his heart of hearts, he doesn't really need.
- 3 He suggests that maybe, for Mr Trebus, the roots of his collecting lie in the trauma he suffered during the war: he had to leave his hometown in Poland when the Germans invaded, and he lost everything, so maybe the collecting is a way of compensating for this. The blogger keeps things because they may be useful or valuable at some point in the future, because he / she hasn't got round to throwing them away or can't bear to get rid of them.
- 4 Students' own answers

4 Give students time to read through the sentences first, and check any difficult words (e.g. *veteran* – here, somebody who used to be a soldier in a war; *trauma* = a bad experience that leaves you shocked; *settle* = decide to live permanently in a place; *junk* = old things of no value; *acquire* = find, buy or get; *infestations of cockroaches* = large numbers of a large, black insect).

- Elicit the answer to the first sentence to get students started. Then ask them to correct the other sentences. Let them compare their answers with a partner before discussing as a class.

Answers

- a His house became a health hazard.
- b He was a veteran of the Second World War.
- c He was a tank commander.
- d The trauma of what he lost when he had to leave Poland **may have** caused his obsession.
- e He settled in London after the war.
- f He sorted the junk into piles of similar things.
- g He acquired virtually every Elvis Presley record ever.
- h His neighbours complained about infestations of rats.
- i He resisted eviction by the police.

Background language notes for teachers

Other words you may wish to check the meaning of in the text:

hit the headlines = become big news

mere rubbish = only rubbish

packed with = full of

stacks of = piles of

over-the-top = extreme, excessive

good intentions (albeit unfulfilled) – he is acknowledging that he never did what he intended; *albeit* has a similar meaning to *admittedly*; if wishes, dreams or intentions are *unfulfilled* then they do not become reality

preceding – if something *precedes* something else, it comes before it, e.g. *The preceding paragraph in the text explains the background to the situation.*

Culture notes

Note that this is a true story. Edmund Zygryd Trebus (1918 to 2002) hit the headlines when a BBC documentary series called *A Life of Grime* filmed and interviewed him at his home in north London. After his death, the BBC broadcast a tribute programme to him. He was born in Ostrovo near Danzig (now Gdansk) in what was then Germany, but is now Poland.

5 The aim of this exercise is to get students to use their imagination to recall and recycle language they know, and to respond to the text by showing their understanding and knowledge of what is discussed.

- Ask students to write their words. Make sure they understand that there are no expected answers. Set a short time limit.

6 Let students compare their answers in pairs before eliciting ideas from the class. Write any useful words and phrases on the board.

UNDERSTANDING VOCABULARY**Word families****Aim**

to check and develop students' understanding of how to form and use nouns and verbs with suffixes; to introduce some collocations with noun forms; to practise using different forms within word families

7 Ask students to work in small groups of three to five. Tell them to brainstorm as many words as they can think of first. Set a time limit of five minutes.

- Take brief feedback from the class and find out which group has most words. Then ask students to discuss the questions in their groups.

Answers

- 1 The suffixes *-ion*, *-ness*, *-ity*, *-ism* and *-ment* usually form nouns.
- 2 The suffix *-ise* often forms verbs and the others (*-al*, *-less*, *-y* and *-ious*) often form adjectives.

Background language notes for teachers: suffixes

Note that adding a suffix often involves changing the root word. So, *mean* becomes *meanness*, but *cautious* becomes *caution*, and *pure* becomes *purity*. Students need to notice and practise the way the root word changes.

- Here is a list of the meanings of the suffixes introduced, in case students ask (but note that it is better for students to notice and practise them rather than worrying about their definitions): *-al* = relating to; *-ise* = cause, treat or become; *-ion* = an action or process; *-less* = without; *-ness* = state or quality; *-y* = made up of or characterised by; *-ity* = state, condition or quality; *-ism* = state or quality; *-ment* = action or result; *-ious* = having the qualities of or full of.
- As well as the suffixes mentioned here, there are many others, e.g. *-able*, *-ive*, *-ic*, *-ite* and *-ful* to form adjectives, and *-ist*, *-ian* and *-ance* to form nouns.

Pronunciation

- Suffixes can affect where the stress goes in a word. When suffixes start with *i* or *u* (e.g. *-ion*, *-ity*, *-ious*), the stress comes on the syllable before the suffix (e.g. *eviction*, *obsession*). Other suffixes (e.g. *-al*, *-ment*) don't affect word stress, (e.g. *develop* and *development*).

- 8** Ask students to complete the collocations individually first. Let them compare their answers with a partner before discussing as a class.

Answers

1 obsession	4 fear	7 meanness
2 eviction	5 intentions	8 pessimism
3 caution	6 optimism	

Teacher development: organising and recording words in notebooks

Showing students how suffixes work is a useful way of helping them build their vocabulary. It is also important to show collocations (e.g. *face eviction*, *show caution*). However, in order to remember this language students need to take time to organise words and have useful records that they can refer back to and revise.

Ask students to record words from this page carefully. Here are two suggestions for use after Exercise 8.

- 1 Ask students to record the words from the lesson in a table with four columns headed *verbs*, *nouns*, *adjectives* and *phrases*.
- 2 Ask students to draw spidergrams for any interesting sets of words. So, they might draw a circle with *to evict* in it, and a line going to *face eviction*, another to *resist eviction*, and another line going to *be evicted from*.

- 9** Ask students in pairs to discuss the questions. Elicit a few ideas in feedback. Pay attention to the accuracy and confidence of students in manipulating these words.

Answers

- 1 They're both obsessive, though particularly Mr Trebus as his collecting seems very extreme.
- 2 The writer is optimistic. The writer keeps things because he/she believes they might be worth something in the future.
- 3 The writer is well-intentioned as he/she keeps gym membership leaflets and adverts for sponsoring a child with the intention of doing these things.
- 4 The writer is pessimistic. They kept a guarantee for a chair in case it broke, though chairs hardly ever break.
- 5 Mr Trebus could be seen as cautious. His obsessive collecting could be seen as a way of avoiding problems or danger in the future. The writer is cautious as he/she keeps things which they might need at some future point.
- 6 The writer is mean. He/she keeps assorted nails, screws etc. to avoid buying new ones!

- 10** Organise the class into pairs or small groups to discuss the questions.

- In feedback, ask any individual students with interesting comments to share them with the class. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Ask students in pairs or small groups to think of characters from films, books or plays that show the characteristics covered in this lesson, e.g. Scrooge in Dickens' *Christmas Carol* is mean, Forrest Gump as played by Tom Hanks is optimistic, and the lion in *the Wizard of Oz* is afraid.

SPEAKING

Aim

to give students an opportunity to reflect on and discuss the issues in the text

- 11** Organise the class into pairs or small groups to read the comments and discuss their views.

- In feedback, ask any individual students with interesting comments to share them with the class. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Ask students to write their own blog post in response to the article. Tell students that it could be their opinion of the blog or of the blogger, or it could be an example of Trebus-like behaviour or a comment about one of the other comments.

- Ask students to pass their comments round the class and discuss which comment or comments they like the most and why.
- Alternatively, ask students to write a description of themselves or a family member, showing how certain characteristics affect their behaviour.

Web research activity

Ask students to carry out research into *compulsive hoarding*. Tell them to try to find out as much as they can about compulsive hoarding and what causes it, what its symptoms are, how it can be treated, and how many people it affects. They can also search for stories about famous compulsive hoarders.

FINDING FAULT

Student's Book pages 30–31

Aim and communicative outcomes

This two-page spread aims to practise listening skills; to develop students' understanding and use of language for describing things that go wrong; to develop students' understanding and use of *should* and *should have*.

VOCABULARY How things go wrong

Aim

to introduce and practise key words and phrases to describe how things go wrong

1 Lead in briefly by asking students to think of something that went wrong recently. Give personal examples, e.g. tell students about a fire alarm that went off by mistake in the middle of the night. Elicit stories from students in open class or get them to tell a partner about their experiences.

- Ask students to match the items to the problems. Let students compare their answers in pairs before discussing the answers as a class.
- In feedback, use mime to make sure that students understand all the words (see below), or elicit examples of other things that can be scratched, ripped, etc.

Answers

- | | | |
|------------|--------------|---------|
| 1 a top | 4 face cream | 7 shoes |
| 2 a tablet | 5 a kettle | 8 jeans |
| 3 a desk | 6 a watch | |

Teacher development: using mime to pre-teach and check words

Rather than trying to define or translate words or phrases that can be taught visually, use mime, e.g. for 1, mime trying to pull on a very tight top; for 2, mime a zig-zag mark on a screen and make an appropriate noise; for 3, mime looking confused and looking for the missing part as you put together a desk.

Optional extra activity Ask students in pairs to take turns to mime the situations in sentences 1 to 8, but in a random order, e.g. Student A mimes the situation in 5, and their partner must guess which sentence it is.

PRONUNCIATION

Aim

to understand how sounds are linked in speech, and to practise linking sounds

- 2**  **17** Ask students to listen and pay attention to how sounds are linked (see underlined phrases in the script). Play the recording for students to repeat.
- In feedback, point out how consonants and vowels link.

17

- 1 When it arrived and I put it on, it didn't fit.
- 2 When I took it out of the box, I found the screen was scratched.
- 3 When I tried to put it together, I realised it had a bit missing.
- 4 It was supposed to be for sensitive skin, but it gave me spots.
- 5 When I filled it the first time, I realised it had a leak.
- 6 I only wore it for a week and the strap came off.
- 7 They fell apart after a month. The soles came off!
- 8 When I got home and tried them on I realised the back pocket was ripped.

Pronunciation notes for teachers

When a word ends with a consonant sound, and the next word begins with a vowel sound, linking takes place in continuous speech. So, in effect, the consonant shifts to the start of the next word:

When it arrived > /whe ni tarrivd /we ni tarrivd/

- You could also point out how English avoids trying to say two consonant sounds that are difficult to say together by simply not saying one of them. So, one of the *ts* is unpronounced in *put_it_together* and the *d* is lost in *tried_them_on*.

3 Organise students into pairs to play the guessing game. Start them off with two or three examples.

- Monitor carefully and make sure students understand the words, and are pronouncing them correctly. Deal with any problems in feedback.

Possible answers

- 1 all types of clothes and shoes
- 2 TV, computer, mirror, pictures
- 3 packs of furniture, jigsaws, games
- 4 cream, make-up, vitamin pills
- 5 boat, pipe, bucket, sink, bathtub
- 6 bag, dress, purse
- 7 shoes, boots, bag, backpack
- 8 clothes, curtains, bed sheets, cushions

LISTENING

Aim

to give students practice in listening for general and specific information

4  **18** Lead in by asking students what rights a consumer has if they buy something and it is scratched or ripped, or doesn't work, or has a bit missing. Elicit ideas (e.g. you can usually get your money back, get a replacement, exchange it for another thing of the same value, get an apology, etc.).

- Give students time to read the questions carefully, and check any unknown words (*refund* = money that is paid back to you; *compensation* = money or other goods given as an apology).

- Play the recording. Ask students to listen and answer the questions. Let students compare their answers in pairs before discussing them as a class.
- In feedback, ask students what words or phrases helped them to work out the answers.

Answers

- 1 Fei's problem was that he bought a pair of shoes and they had a bit missing – the insole.
- 2 a They accused him of losing the insole himself (and, by implication, lying about it to get another one).
b They said he should've checked the shoes at the point of sale.
d They eventually gave him a replacement insole but it didn't fit!
e The first time he went back they said they'd need to look at the CCTV. They didn't get back to him, so he had to go back again three days later.
h He talked first to an assistant, and then when he went back to another assistant, and then finally to the manager.
- 3 Perhaps he was more confident writing in English than speaking. Perhaps he was still unhappy with the way he'd been treated and wanted help or advice to aid resolution.

18

Hello. Welcome to *Rights and Reason*. On today's show, we'll be discussing the importance of dealing with customer complaints in the globalised world; the government's proposed new laws on data protection and privacy; and we'll be giving advice on the hazards of buying a second-hand car.

Our first item came out of a post on the *Rights and Reason* web page from a Chinese listener, Fei Han. Fei is a visitor to Britain from China and three weeks ago he bought a pair of shoes in a well-known store. When he opened the box at home, he discovered one of the shoes had an insole missing. Fei says he put off going back to the store because he was worried about his poor English and didn't want the stress. In fact, he says he even thought about keeping and using them, but unsurprisingly found them too uncomfortable to walk in. So eventually he took them back. And this is where the problems really started.

The assistant told him it wasn't company policy to sell insoles separately and that he should have checked the shoes at the point of sale. He was even accused of losing the insole himself! The assistant said he could only prove this wasn't the case by checking the CCTV cameras after the store closed that day. Fei left a contact number, but heard nothing and went back three days later. After explaining the situation again to a different assistant, the store manager was called and Fei was finally offered a new insole. Unfortunately, when he got home he discovered it was the wrong size, at which point he gave up! The incident has clearly left Fei feeling let down and questioning whether this poor treatment was due

to him being a tourist. Now, to discuss this case and the wider implications for customer services, we have John Squire from the Institute of Customer Care.

5 Give students time to read through the questions and consider their answers before putting them in pairs to discuss.

- In feedback, encourage students to share their ideas with the class, and build up a list of advice for the company on the board. (Note that the second part of the radio show in Exercise 6 suggests some possible answers.)

6  **19** Ask students to listen and find out how John Squire would answer the questions. Tell students not to write until the recording has stopped. Play the recording. When it stops, tell them to note down answers. Let them compare their answers in pairs before discussing as a class.

Answers

John Squire's answers would be:

- Yes, Fei did nothing wrong at all. The company and its employees, on the other hand, did the wrong thing. They should've taken Fei's complaint more seriously, they should've provided better customer care and they should've given him an insole at the first time of asking.
- He might have been. There may have been a feeling that he must just be a tourist and so not worth bothering about or taking seriously. But the way he was treated may also have simply been a result of a problem with the company's attitude to customers, e.g. a culture where customers are blamed or seen as being in the wrong.
- Start from the view that the customer has a valid point and recognise that keeping customers happier ensures repeat business. It's easier to keep current customers than get new ones. Remember that brands today have a global reach and a global reputation. Accept complaints as a positive part of the feedback process.

19

P = Presenter JS = John Squire

P: Welcome John. So what do you think of this case?

JS: Yes. Thank you. I mean, clearly Fei shouldn't have been treated like that and given the final outcome, the company hasn't achieved anything by it. It's almost a case study in what NOT to do.

P: And do you think this happened because he was foreign?

JS: Well, possibly, I'm sad to say, but we also know that this can be because of a deeper problem in the company. A culture can develop within companies where it is assumed the customer is at fault or is trying to cheat the company by complaining. That then stops the assistant listening to the issue and thinking about it rationally.

P: OK. So are you saying the customer is always right?

JS: No, no. Not at all. There are instances of serial complainers who try to exploit companies, and of course sometimes the customer *is* at fault. However, you should *start* from the view that they do have a valid point and allow them to speak. Listen. Consider what the customer wants. What's the cost of resolving the situation – even if you *do* have a doubt? I mean, in Fei's case even if he was lying – and who on earth loses *part* of their shoe – how much would replacing that insole cost?

P: Indeed. And there's a bigger cost to poor care, isn't there? Your institute's produced some interesting statistics on this recently – I mean it's cheaper to keep customers.

JS: Absolutely. Estimates suggest the cost of retaining a customer is a fifth of the cost of getting new customers, and customers are actually four times more likely to use or recommend a service again if a problem is sorted out efficiently.

P: Isn't that the issue with tourists, though? They're one-time customers, so why bother?

JS: Yes. Well, I think that's an incredibly narrow view. Many of these stores are global brands and tourists make recommendations at home. They may also have friends who are local to the UK store, but I think even if that wasn't the case, it still shows a wrong attitude. You know, not all cultures share this approach to complaints. In Japan, they are often made in the spirit of improving a service rather than seeking compensation. We say all companies should see complaints in this way – as a gift. For every person who complains, there'll be 25 who are also dissatisfied, but who said nothing. A person who complains has made an effort. They are providing valuable feedback and reveal how you can improve products and services. If that complainant is foreign, think that they may have additionally overcome embarrassment about their language abilities, like Fei. Companies often pay to get feedback and here they're getting it for free! In short, the message is: take customer care seriously whoever the person is, and train your staff to do it well.

P: John Squire, thank you very much.

7  **19** Play the recording again. Ask students to listen and complete the extracts. If students have problems, play and pause the recording.

- Let students compare their answers in pairs before discussing as a class.

Answers

- the final outcome
- deeper problem in
- about it rationally
- some interesting statistics
- incredibly narrow view
- the spirit of
- providing valuable feedback
- overcome embarrassment about

Background language notes for teachers

Point out the following:

Given the final outcome = considering the final outcome
or now we know the final outcome

a narrow view = a view that doesn't think about other possibilities

reveal = show

Notice the collocations: *deep problems*, *provide feedback*, *overcome embarrassment*

8 Ask students to discuss the pronouns in pairs.

Answers

- it = the way the company treated Fei
- this = poor treatment of customers
- That = the development within a company of a culture of blaming customers
- this = the bigger cost resulting from poor customer care
- that = the view that tourists are just one-time customers and so not worth bothering about
- they = complaints about service
- They = people who complain
- they = foreign complainants

Background language notes for teachers

- We use pronouns to refer to people, things, facts, concepts, etc. that have already been mentioned, in order to avoid repeating them. We use *it* to refer to singular things, and *they* or *them* when they are plural.
- This* and *that* are more problematic. We use *this* to refer to something physically, intellectually or emotionally 'close' and *that* to refer to something physically, intellectually or emotionally 'distant'. So, when the speaker on the recording says: *that's an incredibly narrow view*, he chooses *that* not *this* in order to distance himself from the view.

9 Divide the class into new pairs or small groups to discuss the questions.

Optional extra activity Ask students to comment on and discuss the following well-known quotations:

The customer is always right.

It is the customer who pays the wages. (Henry Ford)

The first step to exceeding your customer's expectations is to know those expectations.

GRAMMAR

Should and should have (should've)

Aim

to check students' understanding of how to give advice using **should + base form of the verb**, and express regret or criticism of past actions using **should have + past participle**

10 Read through the sentences as a class, and ask students to discuss the questions in pairs.

- Students can then check their answers using the Grammar reference on page 171.
- With some classes you may prefer to elicit answers from the class and clarify any issues, giving further explanations as necessary.

Answers

- 1 c and d
- 2 a and b
- 3 To give general advice or suggestions, we use *should* or *shouldn't* + base form of the verb.
To show criticism of or regret about past actions, we use *should* or *shouldn't* + *have* + past participle.
Notice that sentence b involves a passive, so the form is *shouldn't* + *have* + *been* + past participle.

G Students complete Exercise 1 in the Grammar reference on page 170.

Answers to Exercise 1, Grammar reference

- 1 should have come
- 2 shouldn't have told
- 3 should go
- 4 should report
- 5 should have come and warned
- 6 shouldn't have been
- 7 should just move
- 8 shouldn't have to

Background language notes for teachers: *should*

Should usually expresses a form of mild obligation, stronger than *might* or *could*, but weaker than *must*. The past form *should have*, however, can express quite a strong criticism or sense of regret.

- In common with other modal auxiliary verbs, *should* is followed by a base form without *to*, so watch out for errors such as *you should to go* or *you should seeing*.

Pronunciation

- It is worth focusing on pronunciation here. Note the difficult pronunciation of *should*, the weak pronunciation of *have*, the way *should* and *have* run together in continuous speech, and the strong stress on the main verb:

/ʃʊdəv/

You *should have* checked the shoes.

- Note that the negative form *shouldn't* is stressed strongly, and is tricky to use in continuous speech:

/ʃʊdəntəv/

They *shouldn't have* left early.

- Note also that, in order to give advice or express regret appropriately students need to be aware of their intonation pattern. They need to practise starting with their intonation quite high, rising over the main verb, before falling.

Optional extra activity Before doing Exercises 10 and 11, use a simple repetition drill to help students say the sentences correctly. Read out the example sentences in

Exercise 10, or some of the sentences in Exercise 1 on page 170, and ask students to repeat after your model, paying attention to the way the words run together in continuous speech.

- Alternatively, use a prompt drill to practise the pronunciation and form (see notes below).

Teacher development: using prompt drills

Prompt drills are more fun, more dynamic, and more challenging than repetition drills. They make students think about meaning in use in context, as well as form and pronunciation.

To do a prompt drill, use pictures, realia or word prompts on the board to prompt students to manipulate the form you are drilling. Here, for example, you could elicit five or six things that Fei should or shouldn't have done, (check the shoes, complain to the manager, keep the shoes, buy a different pair, go back to the shop), and write them at random on the board. Then point to different phrases and ask students to produce meaningful sentences using *he should* or *he shouldn't have* or *he should* or *he shouldn't have*.

11 Ask students in pairs to think of advice. It is a good idea to brainstorm possible advice first and write it on the board first in note form (e.g. *ask to see manager; stop shopping there; compensate him*). In pairs students can then concentrate on how to express the advice using *he should*, *they should*, *they should have* ...

- Monitor students closely, and correct their use of the new language, especially their pronunciation: focus on accuracy is still important at this stage. Use the opportunity in feedback to look at any good language that students used, and to look at errors of form, meaning and pronunciation.

Possible answers

- 1 Fei should've been insistent the first time he went back to the shop. He should've asked to see the manager immediately. He should post negative feedback about the company on their website. He should never shop there again.
- 2 The company should compensate him somehow. They should reprimand the two shop assistants. They should make it clear that this should never have happened in the first place.
- 3 They shouldn't have been so suspicious. They should basically operate on the assumption that the customer is generally honest and right. They should've just given him an insole!

Optional extra activity Support students (especially unimaginative ones) with ideas before they prepare and do Exercise 12, by writing some key verbs for situations 1 to 5 on the board which they could use:

- 1 sell, keep, repair, clean, give away
- 2 move, stay, think about
- 3 save, invest, bring, take ... out, get a job
- 4 work hard, study, stay at home
- 5 vote for, build more, move abroad

12 Give students time individually to prepare ideas before putting them in pairs to share sentences. Again, monitor students closely, and correct their use of the new language. Use the opportunity in feedback to look at any good language that students used, and to look at errors of form, meaning and pronunciation.

- Be flexible at this stage. If your students were confident and accurate in their use in Exercise 11, use this activity as a fluency practice, with an emphasis on thinking of interesting things to say. If students are still making form errors, ask them to prepare written sentences before speaking. If their use and pronunciation is inaccurate, stop and drill students, and insist on correct use.

G For further practice, see Exercises 2 and 3 in the Grammar reference on page 170.

Answers to Exercise 2, Grammar reference

- 1 have tested
- 2 be cutting
- 3 have been working
- 4 been texting

Answers to Exercise 3, Grammar reference

- 1 I should have rung you earlier
- 2 They should have tried to
- 3 You should ask for (remember that we never use *to* after *should*)
- 4 should never have gone
- 5 should be celebrating

Optional extra activity Write the 'famous last words' below on the board:

- 1 *Let's go for a midnight swim.*
- 2 *We don't need a guide – the forest paths are easy to follow.*
- 3 *We'll find a hotel when we get there.*

- Ask students in groups to imagine what happened next in each of these situations and to offer advice, regrets and criticism.

SPEAKING

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

13 Start students off by eliciting examples of each of these situations, or by briefly telling a story of something that happened to you.

- Give students four or five minutes to prepare their notes. Then organise the class into pairs to explain and discuss the situations.
- Monitor and listen to students as they speak. Note errors and examples of good language use by the students.
- In feedback, look at good language that students used, and language students didn't quite use correctly. Show students better ways of saying what they were trying to say.

Optional extra activity Tell a brief story from your own life experience about which students could offer advice, criticism or regrets. Here are two ideas:

- 1 Talk about a job, study or travel opportunity that you turned down.
 - 2 Talk about somebody you met or once knew but lost contact with.
- Follow up by asking students in groups to tell similar stories.

Web research activity

- Ask students to carry out research into consumer rights in their own countries. They could find out how the situation in their country compares to other countries such as the UK. They should find out what they can about the legal protection consumers have, any organisations that exist to fight for consumer rights, any famous news stories on the topic. If they're researching information about their own countries, allow them to research in L1 if they want to, but ensure they report back in English.
- Search terms: *consumer rights / consumer protection / consumer protection organisations*

4 SOCIETY

SPEAKING

Aim

to set the scene and introduce the theme with a photo; to get students talking about society and social issues

- 1 Start by telling the class that they're going to talk about society and social issues.
 - You could lead in by writing *a dole queue* and *a bread queue* on the board, and asking students what the phrases refer to.
 - Ask students to look at the photo on pages 32–33. Organise the class into pairs and ask them to discuss the questions. Set a time limit of five to ten minutes.
 - As students speak, listen for errors and for new or difficult language that students try to use.
 - Take brief feedback from students on their views of society. Give some feedback on good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Possible answers

The photo shows people queuing up outside a bank in Jalpan, Mexico.

It is not clear why the people are queuing, maybe there is a problem with the bank and the people are anxious and want to take their money out.

A situation like this suggests that there might be instability in the economy or the society as a whole, e.g. a recession.

Extra activity Ask students if they have had personal experience of having to queue for something for a long time. Ask: *Why were you in the queue? How did you feel? What did it say about your society?*

THE STATE OF THE NATION

Student's Book pages 34–35

Communicative outcomes

In this two-page spread, students will express their opinions about the economy and bureaucracy in their country, and will talk about elections.

VOCABULARY

The government, economics and society

Aim

to introduce and practise words used to describe government actions and the economy

- 1 Lead in briefly by asking students to tell the class what the big news story is in their country (with regard to government, economics and society).
 - Ask students to read through the sentences and match the words in bold to the meanings. Let students compare their answers in pairs or small groups.
 - In feedback, check that students understand and can use the words (see below).

Answer

- 1 d (Point out phrases that express the opposite: *They've made no difference at all. / They've made no difference whatsoever. / They've done nothing to help the poor.*)
- 2 h (Ask for examples of *too much bureaucracy* in a company, e.g. filling in three forms before you can do anything.)
- 3 i (Ask: *What else happens when there's a recession?* Possible answers: unemployment goes up, companies go bankrupt.)
- 4 a (Ask: *Is there anything else the government could be soft on?* Possible answers: crime, immigration, etc.)
- 5 c (Ask: *What happens to the workers when a company goes bankrupt?* Possible answers: they get laid off, they are made redundant.)
- 6 e (Ask: *What is the opposite?* Possible answer: there's a recession; the economy's failing. Ask: *What happens when the economy is booming?* Possible answers: businesses start up, new shops open, unemployment drops, etc.)
- 7 j (Ask: *What other kinds of shortages might there be?* Possible answers: oil shortages, a shortage of trained staff, etc.)
- 8 g (Ask: *What is the opposite?* Possible answer: damaged / harmed our reputation.)
- 9 f (Ask: *What else can be undermined?* Possible answer: confidence, authority, etc.)
- 10 b (Ask: *What is the opposite?* Possible answer: doing well, feeling well-off.)

Teacher development: managing a vocabulary activity

- The sentences in Exercise 1 provide context to allow students to work out meaning. Encourage them to work out the meaning of words they don't know from this context rather than relying on dictionaries or teacher explanations.
- Students need time to do this activity properly. Let them approach it in stages. Start by asking them to read through sentences 1 to 10 and note which words they know, and which are new. Encourage them to work out what type of word the new words are (e.g. *recession* is a noun, *soft* is an adjective), and guess the meaning before looking at the definitions.
- Give students time to compare and share answers in pairs or small groups before discussing as a class.
- As students do the activity, monitor and note where the problems lie. That way you can spend the feedback time dealing with these areas.
- Don't rely only on the definitions to explain the meanings of the words. In feedback, ask for opposites and examples to make sure students understand the words (see the suggested check questions in the answer key).

Optional extra activity Write the words *government*, *economics* and *society* on the board and ask students in pairs or small groups to brainstorm as many words and phrases as they can think of which have a connection to the three topics.

- Elicit phrases and write up any that are interesting, useful or new.

Background language notes for teachers

- Note the difficult pronunciation in the following words: *bureaucracy* /bjʊə'kræsi/, *shortages* /'tɔːtɪdʒz/.
- Note the strong stress: *difference*, *recession*, *bankrupt*, *undermining*.

2 Ask students in small groups to discuss the sentences in Exercise 1. You may want to allow students to choose, say, six sentences to discuss.

- As you monitor, note how well the students understand and use the new vocabulary. Use the opportunity in feedback to correct the use and pronunciation of any new language students didn't quite use correctly during the activity.

LISTENING

Aim

to give students practice in listening for key information and hearing key words in continuous speech

3  **20** Lead in by asking the class: *What aspects of politics or economics usually interest college students? What aspects of government policy usually affect students?* Elicit ideas, e.g. they are often interested in the environment, foreign policy, issues of social

fairness. They are affected by the cost of tuition fees, job opportunities and the cost of living.

- Play the recording. Ask students to listen and take notes.
- Let students compare their answers in pairs before discussing the answers as a class.
- In feedback, expect to elicit some or all of the information in the answer key below, though it's best to just accept the ideas students offer, correct and reformulate their suggestions, and move on to the next exercise if they don't get 100 per cent of this.

Answers

In the first country discussed, the woman who lives there doesn't like the president – though the man thinks he comes across as well-intentioned.

The woman thinks it's all marketing and that nothing has been for common people. In fact, tuition fees have been increased; the cost of living is high; most students graduate in debt; unemployment has shot up over recent years; the government has placed too much emphasis on green laws to protect the environment – like banning plastic bags – but neglected the economy. The opposition aren't any better: there's too much in-fighting.

In the other country, the government has done some controversial things, but the economy is booming. A lot of multinationals have relocated there who use English, so there is plenty of work and it's easier for foreigners to work there. There's a skills shortage; firms are desperate and pay good money for the right people.

The second speaker's country sounds like it is in a better situation.

20

A: So what do you think of your president?

B: Oh, I can't stand him. He's so arrogant.

A: Really? Whenever I see him on TV, he comes across as being fairly well-intentioned.

B: Ah, it's all marketing. You hear some people say he's boosted our reputation in the world, whatever that's supposed to mean, but he's done nothing for people like me. In fact, he's just put up tuition fees for students.

A: I know. I saw. It's €8000 or something a year now, isn't it?

B: More than that!

A: Really? I don't know how you manage. The cost of living is so high in your country.

B: Tell me about it! I'm going to be so far in debt by the time I graduate, I'll be paying it back for years.

A: Is it easy to find a job there?

B: Well, this is it. Unemployment's shot up recently. It's really worrying. If you ask me, they've been so concerned with supposedly 'green' laws like banning plastic bags, they've totally ignored the economy and now it's a complete mess.

A: So, when's the next election? Can't you vote against them?

- B: It's next year, but I'm not going to vote.
 A: No?
 B: No. They're all as bad as each other. The opposition are so busy fighting among themselves that they're not going to make any difference.
 A: I know what you mean, but there must be someone worth voting for. I mean, like our government has done a few controversial things – stuff I didn't agree with – but, you know, they've done good things as well. I mean, the economy's really booming.
 B: Yeah? Maybe I should think about emigrating there after uni.
 A: You should. Honestly, there's such a skills shortage that companies are paying really good money now. They're desperate for people.
 B: You don't think the language would be a barrier?
 A: Not necessarily. Quite a few multinationals have set up there recently and they all use English. And anyway, you'd pick our language up after a while. They've actually done a lot to cut back on bureaucracy too, so it's much easier for foreigners to get work than it used to be.
 B: Yeah? I'll have to think about it. It'd be nice to escape my debts, anyway!

Answers

1 on	4 with	7 for
2 for	5 against	8 with
3 about, in	6 among	9 on

Background language notes for teachers

- Note that there are a mixture of different phrases used here, including a phrasal-prepositional verb (*cut back on* = reduce), idiomatic expressions (*do nothing for* = not help or support; *be far into debt* = have a lot of debt), and verbs with dependent prepositions (i.e. prepositions that are very often used with the verbs, e.g. *to tell somebody about*; *to be concerned with*; *to vote against* or *for*; *to agree with*). Note that the expression *Tell me about it!* means 'I already know' or 'I agree'. It is said with feeling and often expresses disbelief, frustration or anger.
- Students may find it hard to hear the prepositions because they tend to be weakly stressed (e.g. *for* is pronounced /fə/).
- There are other words in the listening and this exercise that students may have problems with: *comes across as* = gives the impression of being; *put up fees* = raise(d) the amount of money you must pay to go to university; *be desperate for* = really want.

Teacher development: taking notes while listening

- The aim of setting note-taking tasks rather than setting questions, multiple-choice or true-false tasks, is to enable students to show what they have heard rather than testing them on what they may not have heard. As a result, such tasks can be empowering and confidence-building, and lead to questions and discussion.
- The problem with asking students to take notes is that they may miss what's on the recording as they try to write. Show them how to just write down key words or phrases as they hear, which they can expand when the listening has ended. For example, before listening, ask students to make two columns with two headings, with *Man* at the top of one, *Woman* at the top of the other, and the sub-headings *Politics* and *Economics* under each heading. This will help students organise their notes. Then show them how to write key words: *president* – *arrogant* – *put up fees*, etc.
- Alternatively, ask students to write nothing until the recording is over, and then to write down all they can remember.

4  **20** Ask students to complete the sentences. Start them off by eliciting the first answer in open class.

- Play the recording again so that students can check their answers.
- Let students compare their answers in pairs before discussing the answers as a class.
- In feedback, point out the use of phrasal-prepositional verbs and dependent prepositions in these pieces of language (see language notes below), and point out the often weak pronunciation of prepositions.

Optional extra activity Show the following sentences on the board and ask students to notice the pattern used to talk about government policies. Draw their attention to the quantifier words (*a lot*, *a huge amount*, *not ... enough*, *not ... anything*). Ask them to translate the sentences into their own language and compare their translations.

They've done a lot to help the poor.
They're doing a huge amount to fight corruption.
They haven't done enough to boost the economy.
They're not doing anything for young people.

Culture notes

- University tuition fees are a hot and controversial topic in the UK. Before 1998, there were no fees, and students were given a government grant to help them study. Today, however, English universities charge between £6,000 and £9,000 a year, and students often have to take out a loan to pay these fees. In Scotland, by contrast, there are no tuition fees for Scottish-born students.
- Uni* /ju:ni:/ is a common abbreviation of *university*.

- 5** Check *bureaucratic* (= involving lots of unnecessary rules and paperwork) and *controversies* (= disagreements about issues that people feel strongly about) with the class. Then organise students into pairs to discuss the questions.
- You may want to give a few extra ideas to help students with the first question, e.g. *Tell your partner about any recent votes you know about.* (e.g. *elections*, *things at school* / *things on reality TV or talent shows*, etc.) *Who won? Did you vote?*
 - Depending on your students' interest in this topic, open out the feedback stage into a general class discussion, or keep it short, and just elicit summaries of what a few pairs said.
 - In feedback, look at good pieces of language that

students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Write two lists of words and phrases on the board under the headings *positive* and *negative* (or elicit phrases students can remember from the lesson):

Positive

do a lot for
concerned with
make a difference
cut back on (bad things)
boost
booming

Negative

do nothing for
undermine
be soft on
cut back on (good things)
struggling
a recession

- Organise the class into groups of four, and ask half the groups to be the government and half the opposition. Government groups must use positive expressions to say how they have improved the country. Opposition groups must use negative expressions to say how bad the country is.
- Ask different groups to present their views in short speeches or in a class debate.

GRAMMAR *so* and *such*

Aim

to check and develop students' understanding and use of *so* and *such* to link cause and result

- 6** Ask students in pairs to look closely at the example sentences and complete the rules. They can then check their answers using the Grammar reference on page 170.
- With some classes you may prefer to elicit answers from the class and clarify any issues, giving further explanations as necessary.

Answers

1 so 2 such 3 don't have to

G Students complete Exercise 1 in the Grammar reference on page 170.

Answers to Exercise 1, Grammar reference

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

Background language notes for teachers: *so* and *such*

- We use *so* + adjective or adverb, but *such* + noun.
- Students sometimes get confused with more complex forms. Note that when we use a quantifier, *so* is used even though it is followed by a noun (*so many people*), and, when there is an adjective before a noun, we still use *such* (*such interesting people*).

Pronunciation

- Note that both *so* and *such* are usually strongly stressed for emphasis in spoken English. *That* is weakly stressed.

Teacher development: using guided discovery

When studying grammar, guided discovery (i.e. encouraging students to look at examples of language in context and work out rules for themselves from the context) is a proven, cognitive way of learning. It allows students to discover what they know or don't know, and to decide what to concentrate on. If done in pairs or groups, it also allows students to share knowledge and peer teach. As a teacher, approach these sections in one of two ways (but don't do both!):

- 1 Leave it to the students: get students to try to work out the answers, let them compare with a partner, elicit what they think, then refer them to the grammar explanation at the back of the book. You only need to get involved and explain or check if there is a significant confusion.
- 2 Check with the students: elicit answers from the class, check and correct what they say, give your own basic explanation, then move to practice.

Optional extra activity To practise the form and pronunciation of *so* and *such*, use a simple prompt drill. Write the following words and phrases in a list on the board: *poor, few opportunities, depressing, a terrible recession, much unemployment, awful, much corruption*.

- Tell students that they are to produce sentences using the model: *so / such ... that I want to leave the country!* e.g. *I'm so poor that I want to leave the country! There are so few opportunities that I want to leave the country!* Model a few sentences, stressing *so* and *such*. Then ask students to produce sentences of their own from the prompts.

- 7** Ask students to complete the sentences with *so* or *such*. Do the first as a class to get them started. Let students compare their answers in pairs before going through the answers as a class.

Answers

1 so	3 such	5 so
2 so	4 such	6 such

- 8** Ask students to complete the sentence endings in pairs. Do the first as a class to get them started. As students speak, listen for errors, new or difficult language that students try to use, or any interesting ideas that you could use in feedback.

- Let students compare their ideas with another pair, then elicit endings from the class. Elicit two or three ideas for each sentence starter. Correct or suggest improvements to what students say as appropriate.

Possible answers

- 1 they've promised huge tax cuts if they win the next election. / they've started demonising immigrants again. / they've hired some top PR people.
- 2 that people are struggling to afford the basics. / that there'll be riots soon if it goes on like this.
- 3 that they're too tired to have proper relationships. / that they burn out early. / that stress levels and the suicide rate have gone up a lot.
- 4 it's no wonder no-one was prosecuted. / they should hold an enquiry into what went wrong.
- 5 that it was basically uninhabitable. / that all the fish in the rivers started dying.
- 6 that he was forced to resign. / that it brought the government down.

9 Ask students in the class to share any news stories they know. Alternatively, get things rolling by giving an example of a news story you have heard that's similar to one in Exercise 7.

- Ask students to think of and practise telling news stories in pairs or small groups before asking them to share a few with the class.

Optional extra activity Bring in a handful of English language newspaper front pages and hand out one to each group. Ask them to re-tell one of the stories using *so* and *such*.

- Alternatively, copy out three or four headlines from the morning's news, which students could use as a prompt to produce sentences.



For further practice, see Exercise 2 in the Grammar reference on page 171.

Answers to Exercise 2, Grammar reference

- | | | |
|--------|--------|----------|
| 1 much | 3 many | 5 little |
| 2 few | 4 many | |

DEVELOPING CONVERSATIONS**Showing understanding****Aim**

to introduce and practise expressions used to show agreement and understanding

10 Read through the information in the box with the class, and answer any queries from students (see background language notes below).

- Ask students to match the problems to the responses. Let students compare their answers in pairs (answers will be checked in Exercise 11).
- You may wish to pre-teach difficult vocabulary in the sentences (*make ends meet* = have just enough money to buy what you need; *pace of life* = speed at which people live their lives, often used to contrast life in big, busy cities with slower rural life; *get by* = manage to live on your earnings).

Answers

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

Background language notes for teachers

Note that the expressions in the box are not used literally.

I know! = 'I agree with you completely' or 'I already have that opinion'

Tell me about it! doesn't mean 'tell me', it means 'you're telling me what I already know, and I agree with you completely'.

I know what you mean = 'I understand your point of view'

I guess = 'I suppose so' or 'Perhaps you're right'

Mind you = a fixed expression with a similar meaning to *however*; it is used in speech to introduce an opposing idea, or one that explains something that you have already said.

PRONUNCIATION**Aim**

to practise the intonation in expressions used to show agreement and understanding

11 Play the recording. Students listen and check their answers.

- In feedback, elicit what students noticed about the intonation of the phrases used.
- Ask students to practise saying the phrases in pairs. Alternatively, play and pause the recording and ask students to repeat some of the phrases.
- Monitor students closely as they speak, and correct poor or inaccurate intonation.
- Round up in feedback by looking again at one or two big pronunciation problems that students in the group may have had.

21

A: I don't know how people can make ends meet.
B: Tell me about it! I can only just get by and I've got a good job.

A: The job market is so competitive at the moment.
B: I know what you mean, but if you're prepared to be flexible there's plenty of work.

A: The pace of life is so fast here.
B: I know! It's exhausting. I feel like I spend my life just rushing around.

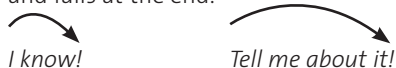
A: There's so much crime, you can't go out at night!
B: Yeah, maybe. Mind you, it's not like that everywhere. If you avoid certain areas, it's perfectly safe.

A: They haven't done anything to boost tourism.
B: Yeah, I know what you mean. Mind you, look what they've done to improve poor areas. That's great.

A: This country is so bureaucratic!
B: Tell me about it! I had to fill in four forms in three different places to get a work permit!

Background language notes for teachers

In order to show strong agreement, and indeed a real strength of feeling, the speaker has a wide intonation pattern. It starts high, then rises over the strong stress and falls at the end:



In practice, encourage students to really exaggerate their intonation patterns. The wider the intonation, the stronger the feeling, and the more authentic it is likely to sound.

Optional extra activity 1 Provide open-class practice of the intonation patterns used here by reading out sentences 1–6 in Exercise 10 and asking students to respond by agreeing (i.e. they must say *I know* or *Tell me about it*) or by disagreeing (i.e. they must say *Yeah, maybe* or *I know what you mean, but*). Make sure students are using an exaggerated intonation pattern when agreeing. You could do this simple drill before putting students in pairs to practise the dialogue.

Optional extra activity 2 Ask students to work in pairs to think of other possible ways of responding to sentences 1–6 in Exercise 10.

Example answers

- 1 Tell me about it! Times are tough! Everyone's struggling.
- 2 Tell me about it! I've applied for 250 jobs and I've not even had an interview!
- 3 Yeah, maybe. Mind you, it's even faster in bigger cities like Tokyo or New York.
- 4 Tell me about it! A friend of mine was mugged in the street last week!
- 5 I know what you mean, but I personally think we are actually getting more tourists than we used to.
- 6 I know what you mean, but I've been to other places that are even worse!

12 Start students off by reading out the first statement and eliciting three or four different responses. Then ask students in pairs to take turns to agree or disagree with the statements.

- Tell students they could give answers in terms of their own country or just invent ideas. In a strong class, ask students to think on the spot, coming up with ideas as they speak. With a weaker class, you could give students a few minutes individually to think of things to say or write answers before doing the activity.
- As you monitor, help out with ideas, and correct and reformulate language.
- In feedback, elicit a few ideas from the class. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. Comment on the use and intonation of the phrases.

Possible answers

- 1 I know! I think what they're doing is a disaster!
- 2 Tell me about it! I couldn't afford to go abroad on holiday this year.
- 3 Yeah, maybe. Mind you, some of them work hard and do some good things.
- 4 Yeah, I guess. But would you want to live in a police state?
- 5 I know what you mean, but there are some really good schools around.
- 6 Tell me about it! It seems like there's one rule for the rich and another for the poor!

Teacher development: correcting stress and intonation

When students are speaking in pairs or groups, it's difficult to prompt or correct intonation without interrupting students too much. Here are three suggestions for correcting:

- 1 Use mime. With a sweeping gesture of your hand, show intonation going up or going down. By holding your hand up high, show that intonation should start high.
- 2 Stop students and model and drill segments they are trying to say. Make sure you really exaggerate the pattern, especially if students are using a flat intonation pattern.
- 3 Hum intonation patterns, e.g. change *Tell me about it!* to DA-da-da-DA-da, thus reducing a phrase to its syllables, strong stresses and intonation pattern. Once students have repeated the pattern, they should be able to say the phrase better.

CONVERSATION PRACTICE

Aim

to practise language from the lesson in a communicative roleplay speaking activity

13 Organise the class into pairs. Ask each pair to decide who is Student A and who is Student B. Tell students to read their cards carefully and to decide which of the two roles to play – a government supporter or someone who opposes the government.

- Give students a few minutes to prepare things to say (see preparation ideas below). Then tell students to roleplay their conversations.
- Start students off by modelling the activity briefly with a reliable student, e.g. *So what do you think of the government?* Pick up on whatever the student says by saying *I know* or *Tell me about it* and then expressing another opinion. Students will catch on to what you want them to say much more quickly if you show them.
- Monitor the students and note errors and good uses of language.
- In feedback, use the opportunity to look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Teacher development: preparation

The more focused preparation time you give your students, the more accurate and creative their performance will be. Here are some suggestions for helping students prepare for Exercise 13.

- 1 Tell students to decide not just whether they are pro- or anti-government, but how angry or upset with the government they are, or how supportive they are. That way, when they do the roleplay, they will really get into their roles, and should express themselves forcefully and with strong intonation.
- 2 Include time for students to think of ideas. You could brainstorm things students might say as a class, or give students time to think of things to say individually, and compare ideas with a partner, before doing the roleplay.
- 3 Ask students to make a list of brief one- to three-word notes which summarise what they want to say in the roleplay. They can refer to these as simple prompts as they speak.
- 4 Ask students to look back at the lesson and/or the audio script in Exercise 3 and tell them to find five or six phrases they would like to use as they speak in the roleplay. At the end, feed back on whether the students used these chosen phrases.

Optional extra activity Write the following phrases on the board in two columns:

A

I know what you mean.

They're all as bad as each other.

I'm so worried about ...

B

Tell me about it.

It's such a hopeless situation that ...

He doesn't come across well.

- Tell Student As that they must use the three phrases in their column in the roleplay. Tell Student Bs they must use their three phrases. At the end, find out which students managed to use all three of their phrases appropriately.
- Write different phrases up, if you prefer, depending on which pieces of language you wish to revise.

6 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

- 1 as an alternative to the conversation practice
- 2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
- 3 at the end of the unit as a revision exercise.

BIG ISSUES

Student's Book pages 36–37

Communicative outcomes

In this two-page spread, students will discuss social issues; they will listen to news extracts and comment on news stories.

SPEAKING

Aim

to get students thinking and talking about which social issues are important in their society

1 Start by checking any words in the list that students may not know (*gender discrimination* = unfair treatment of someone because they are male or – more likely – female; *domestic violence* = violent attacks committed in the home by people in the family; *dropout rates* = numbers of young people leaving school before the end of the school year).

- Ask students to rank the issues individually. Set a time limit of four or five minutes.

2 Organise the class into pairs to discuss and explain their choices.

- In feedback, find out which social issues students ranked highest.

Optional extra activity If your class are all from the same society, or comparable societies, you could turn this activity into a pyramid discussion.

- First, in pairs, students discuss and agree on a top five list. Then put pairs together to form groups of four. They must discuss and compromise to agree a top five list. Finally, as a class, discuss and decide which five issues are most important.

LISTENING

Aim

to give students practice in listening for general understanding

Optional extra activity Before playing the recording for Exercise 3, ask students in pairs to brainstorm words and phrases they would expect to hear in news extracts about the social issues in Exercise 1. This will help them focus on what information to listen for.

3  **22** Play the recording. Ask students to listen and tick or note down which news extracts are mentioned. Let students compare their answers in pairs before discussing as a class.

- In feedback, ask students what words or phrases helped them decide which type of story each one is.

Answers

- 1 homelessness (*getting vulnerable young people off the streets and into hostels; teenagers sleeping rough on the streets*)
- 2 gender discrimination (*she was denied promotion after telling colleagues she was pregnant*)
- 3 racism (*a young Asian student was attacked by a gang of white youths; it may well have been racially motivated*)
- 4 the destruction of the environment (*had been planning to build a hotel and leisure complex; protests by local residents; the group Save Our Seaside ...; 'vandalism on a huge scale'*)
- 5 family size (*as she is already bringing up five children, one more will make little difference*)

22**1**

The government will today launch a new initiative aimed at getting vulnerable young people off the streets and into hostels. The move is a response to growing concern about the number of teenagers sleeping rough on the streets of the capital, many of whom, it is feared, are in danger of becoming involved in drugs and other criminal activity.

2

A senior executive at one of the country's leading law firms is today almost half a million euros richer after winning her case against her employers, McIntock and Rice. Judith Fenton had claimed she was denied promotion as a direct result of telling colleagues she was pregnant. The court ruled in her favour and she was awarded compensation of €487,000.

3

Police are today conducting investigations after a young Asian student was attacked near the city centre by a group of white youths late last night. The attack was captured on CCTV and a senior policeman has announced he believes it may well have been racially motivated. The nineteen-year-old victim is still being treated in hospital and is believed to have suffered several broken bones.

4

A tiny pressure group has claimed victory over one of the country's richest men. Multi-millionaire Ronald Stamp had been planning to build a hotel and entertainment complex on a privately owned beach on the north-east coast. However, following protests by local residents, the group Save Our Seaside took legal action to prevent what they claimed would amount to 'vandalism on a huge scale' – a claim that was yesterday upheld in court.

5

A woman from East Sussex last week became the country's youngest grandmother. At the age of 29, Tracy Bell is now the proud granny of a baby boy, Kevin. Bell's daughter, Caroline, aged fourteen, said she had initially been too scared to break the news to her mother, and had waited until a doctor had confirmed she was indeed pregnant. Mrs Bell, however, seems

resigned to the situation, stating that as she is already bringing up five children, one more will make little difference.

- 4** Check any difficult vocabulary in a–e (*assaulted* = physically attacked; *at risk* = in danger; *win damages* – if you *win damages* in a court case you are given money in compensation).

- Ask students in pairs to discuss the extracts. Find out whether they can remember which extracts mentioned the issues a–e. Play the recording again (if necessary) so that students can check and amend their answers.
- When checking answers in feedback, again it is a good idea to ask students how they reached their decisions.

Answers

- Extract 3 (*a young Asian student was attacked; The 19-year-old victim is still being treated in hospital*)
- Extract 5 (the woman is described as the *proud granny*, which suggests she's happy about it)
- Extract 1 (homeless teenagers are *vulnerable* and *in danger of becoming involved in drugs and other criminal activity*)
- Extract 2 (*she was awarded compensation of €487,000*)
- Extract 4 (*A tiny pressure group has claimed victory; Ronald Stamp had been planning to build a hotel and entertainment complex*)

- 5** Ask students to work individually first before comparing answers with a partner.

- In feedback, check understanding by asking students which story each collocation comes from and why it was originally used (see teacher development below).

Answers

- | | | | |
|----------|-------------|----------|----------|
| 1 launch | 3 be denied | 5 suffer | 7 uphold |
| 2 win | 4 conduct | 6 claim | 8 become |

Teacher development: clarifying by referring to context

By asking students to refer pieces of language back to the context from which they came, you allow students to work out meaning using other words in the context (see words in *italics*). In this case, ask students which story each collocation is from.

- 1 launch a new initiative (extract 1: the government is launching a new initiative *aimed at* getting kids off the streets)
- 2 win her case (extract 2: Judith Fenton won her case *in court against* her employers)
- 3 be denied promotion (extract 2: Judith *told* her employers she was *pregnant*, and then was denied (=didn't get) promotion)
- 4 conduct investigations (extract 3: police conduct (=carry out) investigations *after a student was attacked*)
- 5 suffer several broken bones (extract 3: a *victim* is in *hospital* and has suffered several broken bones)
- 6 claim victory (extract 4: a *pressure group* has claimed victory *over* a rich man)

- 7 uphold a claim (extract 4: the claim was upheld *in court* after the pressure group *took legal action*)
 8 become a grandmother (extract 5: a woman became the country's youngest grandmother at 29)

6 Organise the class into pairs or small groups to read and discuss the questions.

- In feedback, ask any individual students with interesting comments to share them with the class. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Teacher development: organising and managing personalised speaking activities

Pairwork or groupwork speaking activities in which students express opinions or describe personal experiences can sometimes feel like 'just a chat' to students in class. Here are some ways of giving aim and focus to these tasks.

- 1 Provide preparation time. So, in the activity above, allow students to read the questions and prepare ideas, including making notes if they wish, before they speak.
- 2 Organise pairs or groups. So, here, students could work individually in preparation and then be given a new partner, perhaps one they haven't worked with before in the lesson, to do the discussion.
- 3 Allocate roles. Here, for example, you could divide the class into groups of four, with one person nominated as 'group leader'. That student must ask the questions, make sure everybody else contributes, and must summarise the discussion for the class in feedback.
- 4 Set realistic time limits (here, perhaps, three minutes to prepare, and ten minutes to discuss) and set goals (here finding out interesting information to report to the class).
- 5 Monitor, support, prompt and feed back on error and language use. It is important for the teacher to monitor pairs or groups equally. Show that you are listening and engaged in the discussions, and ready to correct and improve language.

Optional extra activity Write the following headlines on the board:

Top football teams launch initiative

Spy wins case

Refugee denied promotion

Adventurer breaks several bones

Man becomes grandmother

Ask students in pairs or small groups to choose one headline and make up a short radio news bulletin to expand the story. Students present their bulletins to the class.

- 7**  **23** Ask students to read the questions carefully. Then play the recording. Students listen and note answers. Let students compare their answers in pairs before discussing as a class.

Answers

- 1 They talk about story 2 – the one about a woman suing her employers for gender discrimination.
- 2 Not much, to be honest, but they seem to more or less agree that what happened to her was shocking and an example of double standards.
- 3 They disagree about whether or not a woman should have to choose between having a family and having a career.
- 4 Students' own opinions

23

A: Did you see that thing on the news about that woman who's been suing the firm she works for?

B: I was just reading about that, actually. She won, didn't she?

A: Absolutely. It was shocking what happened to her. It was such typical double standards!

B: Well, maybe. But it was a lot of money. I'm not so sure about it all, to be honest. If you ask me, if you're in that kind of situation, you have to decide what you want. Either you try and get promoted or you focus on having kids. You can't have everything in life, can you?

A: That's such rubbish! You can't really believe that. This is the twenty-first century! Surely a woman's allowed to have children and a career!

DEVELOPING CONVERSATIONS

Commenting on news stories

Aim

to introduce and practise expressions used to comment on news stories

- 8**  **23** Read the information in the box about the use of fixed phrases with the class. Elicit examples of other fixed phrases students could use to comment on news (e.g. *I know what you mean*, *Tell me about it*, *How interesting*, etc).

- Ask students to read the phrases and say which were used on the recording. If necessary, play the recording a second time. Let students compare their answers in pairs before discussing as a class.
- In feedback, deal with any new words, and discuss which phrases students think are most useful for commenting on the news.

Answers

The sentences used were:

- 1 It was shocking what happened to her.
- 5 It was such typical double standards.
- 9 You can't have everything in life, can you?

Optional extra activity There are quite a few difficult phrases used on the recording and in Exercise 8. You could write the definitions below on the board, and ask students to match them to fixed phrases from the lesson.

sue the firm = take legal action against the company

double standards = applying different rules or standards to two different groups of people, so they are not treated equally (often used of unequal treatment of men and women)

a bit excessive = more than is reasonable or necessary

caught on film = filmed or photographed

PRONUNCIATION

Aim

to practise recognising stress in fixed phrases

9  **24** Play the recording. Students listen and mark the main stress. Ask students to underline the stressed syllables as they listen, or write down the stressed words.

24 and answers (stressed syllables underlined)

- 1 It was shocking what happened to her.
- 2 It just seems a bit excessive.
- 3 Mind you, it was a lot of money.
- 4 It makes you wonder what's gone wrong with the world.
- 5 It was such typical double standards!
- 6 That's good news for a change!
- 7 I don't know how they manage.
- 8 At least they're doing something about it at last!
- 9 You can't have everything in life, can you?
- 10 It's a bit of a worry.
- 11 It's lucky it was caught on film.
- 12 That kind of thing shouldn't be tolerated.

10 Discuss the question as a class. Students may have creative or witty ideas here, but the most logical responses are suggested in the answer key.

Possible answers

Story 1: sentences 6; 7, 8

Story 3: sentences 4, 11, 12

Story 4: sentence 6

Story 5: sentence 7

Optional extra activity Revise using *mind you* by getting students to write a response to each of the comments in Exercise 8, starting with *Yeah, maybe. Mind you ...*, e.g. 'It was shocking what happened to her.' 'Yeah, maybe. Mind you, she got a lot of money as compensation.' Then get students to work in pairs to take turns saying the comments and adding their own responses.

SPEAKING

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

11 Organise the class into pairs and ask them to choose one of the stories. Give students four or five minutes to prepare their notes. Monitor and help with ideas and language.

12 Ask students to look at the guide. Model a possible conversation with a reliable student, and elicit other things students could say as you model. When students have got the idea, let them practise the conversation in pairs.

- Monitor students as they speak. Note errors and examples of good language use by the students.
- Ask fast finishers to change roles, or change pairs, and act out the conversation again.
- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity An alternative way of doing Exercise 12 is to ask students to write the dialogue first. Monitor and help with ideas, and make sure students are using some of the new fixed phrases.

- When students have finished, ask them to practise reading out the conversation in pairs. Once they are familiar with the dialogue, ask them to cover it up and to try to reproduce the dialogue without looking at it.

Web research activity

Ask students to choose one of the eight social issues mentioned in Exercise 1 and research it in more detail. Is the social issue they chose a particularly big problem in any places they know about? Where does it not seem to be a problem? What different theories about the roots of the problem can they find? What different ways of tackling the problem can they find? Can they find any famous news stories connected to the issue?

Search terms:

[social issue] + around the world / causes / ways of tackling / news stories

MAKE A DIFFERENCE

Student's Book pages 38–39

Communicative outcomes

In this two-page spread, students will practise reading skills and practise describing change using comparatives with *the ...*, *the ...*.

READING SKILLS

Aim

to introduce the topic and get students expressing personal opinions about global problems and solutions; to give students practice in reading for general and specific understanding

1 Start by checking the meaning of the words in the questions (*bleak* = negative and pessimistic, without hope; *bright* = positive and optimistic, hopeful; *conflict* = fighting between countries or groups; *child mortality* = number of deaths of children).

- Organise the class into pairs to discuss the questions. In feedback, elicit ideas from different pairs. Use the opportunity to gauge interest and opinion.

Optional extra activity Ask students to give examples of places in the world where there is hunger, conflict, etc.

2 Ask students to look at the title, pictures and caption on page 39. Ask: *What can you predict about the article? What would you like to find out by reading the article?*

- Students read the article and note answers to the questions in Exercise 1.
- Let students compare their answers in pairs before discussing as a class.

Answers

- 1 He thinks the future is bright. Even though he may sometimes paint a bleak picture of the state of the world, he nevertheless believes the solutions are simple and achievable and that we can make things better.
- 2 Sachs thinks all of these are pressing global problems.
- 3 The simplest solution to global child mortality is to provide an anti-mosquito net for each child. In turn, this would reduce the rising population as the main reason parents have lots of kids is because they're scared kids will die. A lower birth rate means less of a strain is placed on natural resources as less food is required. Children don't have to be put to work on farms, but can study. Better education will then help improve farming techniques. Other measures such as free school meals and better birth control would also help. The title of the report – *Only connect* – shows the need for all these approaches to be interconnected.

3 Ask students in pairs to discuss the questions. Discuss the first one as a class to get students started.

- Monitor and help with ideas and vocabulary, making a note of problems with comprehension or language.
- In feedback, focus on the use of collocations (*extreme poverty*; *meet a target*) and the meaning of new words (*downward spiral* = situation where things get worse and worse) as well as on students' comprehension of the arguments in the text.

Answers

- 1 having an income of less than \$1.25 a day at 2005 prices
- 2 overcoming the problems facing the world
- 3 the root causes of all the problems – and the solutions to them
- 4 tackling the high child mortality rate
- 5 combining all the solutions to the problems at the same time
- 6 better farming techniques; supplying fertilisers; better seeds
- 7 A combination of different measures to tackle problems – free school meals, supplying fertilisers and better seeds, offering better family planning – has been implemented in over 100 African villages in deprived areas.
- 8 donating 0.7% of their national income to the most deprived countries
- 9 the amount the US has spent on the military in some years; he compares it to the \$24 billion aid donated

4 Organise students into groups of four or five to discuss the questions.

- Monitor carefully and note interesting comments and examples of good language use to focus on in feedback.

Optional extra activity Ask students to find and underline the following adjective-noun collocations in the text: *bleak picture*, *root causes*, *booming population*, *scarce resources*, *lethal diseases*, *unprecedented opportunity*.

- In pairs, students explain their meaning and explain what they are discussing or referring to in the text.

Cultural information

- Jeffrey Sachs /'sæks/, who was born in 1954, became an economics professor at Harvard University at the age of 28. He is well known for his work as an advisor to Eastern European governments during their transition from communism to capitalism, as well as for his work on globalisation and poverty alleviation in developing countries.
- Sach's best-selling books include *The End of Poverty* (2005), *Common Wealth* (2008) and *The Price of Civilisation* (2011).
- In recent years, Sachs has been a special advisor to Ban Ki-moon, secretary-general of the United Nations (UN).
- The Earth Institute was established at Colombia University in 1995 to address issues of sustainable development and poverty alleviation in the world.
- Colombia, which was founded in Upper Manhattan in New York City in 1754, is one of the most prestigious universities in the US.

GRAMMAR

Comparatives with *the ... , the ...*

Aim

to check and develop students' understanding and use of the structure *the ..., the ...* to show how two or more things change

- 5 Read through the sentence examples in the grammar box as a class. Elicit meaning and form from the students (see below).
- Ask students in pairs to match the sentences to the graphs and then answer question 2. They can then check their answers using the Grammar reference on page 171.
 - With some classes you may prefer to elicit answers from the class and clarify any issues, giving further explanations as necessary. Point out that *the..., the...* is used to show an increase or a decrease.

Answers

- Sentences a and c go with the graph that shows the diagonal line starting bottom left and going up (so the data is at 0 on the x axis when it is at 0 on the y axis), sentence b goes with the graph going down.
- The* + comparative adjective + subject (+ verb), *the* + comparative adjective + subject (+ verb)

G Students complete Exercise 1 in the Grammar reference on page 171.

Answers to Exercise 1, Grammar reference

- The, the
- are, more
- the, less
- more, and, there
- fewer, get / have

Background language notes for teachers

- Comparison and contrast are expressed by the use of *the ... , the ...* with comparative adjectives in parallel clauses. It is used to show proportionate increase or decrease in two different things.
- Note that in this structure the comparative adjective is followed by a clause, so we say *The more interesting it is, ...* NOT *The more it is interesting, ...*
- Note that the verb can be omitted in the second clause to avoid repetition. (*The higher the mortality rate is, the higher the birth rate.*) It can be omitted in both clauses if redundant because meaning is already clear. (*The higher the mortality rate, the higher the birth rate.*) Similarly, the structure can sometimes be reduced to just comparatives (*the faster, the better*).
- We can also use just *more* or *less* with clauses. (*The more I study, the less I understand.*)

Pronunciation

The stress is on *more*, or *less*, or on the comparative form, not on the word *the*.

- 6 Elicit a few possible completions to sentence 1 to get students started. Then give students five or six minutes to think of ways to complete three other sentences.
- Let students compare their answers in pairs before discussing as a class. Note that there are no fixed answers, answers will depend on what students want to say. Some possibilities are suggested in the answer key.

Possible answers

- the less independent they are. / the more their economies improve.
- the more dependent it becomes on multinationals.
- the more we can spend on reducing poverty.
- the unhealthier you become. / the more bad-tempered you become.
- the less I relax. / the more money I earn.

- 7 Ask students to work in pairs to produce a chain of effects, as in the example in the Student's Book. Monitor and help with ideas and vocabulary.

- In feedback, elicit some examples from the class, paying attention to the stress on *more*, *less* or the comparative form.

Optional extra activity Turn this into a class game, in teams of six. Ask students to sit in a circle. Student 1 says a sentence from Exercise 6, e.g. *The more I work, the less free time I have*. Student 2 (to their left) must create a new sentence, beginning *The less free time I have, ...* Students continue until someone can't think of a sentence, or makes an error they can't correct. That person is out. The game continues until only one person is left.

G For further practice, see Exercise 2 in the Grammar reference on page 171.

Possible answers to Exercise 2, Grammar reference

- The bigger / smaller, the better.
- The cheaper, the better. OR The more sophisticated, the better. OR The bigger the memory, the better.
- The sooner, the better.
- The stronger / weaker / sweeter, the better.
- The fewer, the better. OR The more, the better / merrier.

Optional extra activity This structure is often used in famous quotes. Write the following on the board, and ask students to comment on their meaning and relevance: *The harder the conflict, the more glorious the triumph* (Thomas Paine – philosopher). *The harder I work, the luckier I get* (Samuel Goldwyn – film producer). *The bigger they come, the harder they fall* (Robert Fitzsimmons – early twentieth century boxer).

- Ask students to make up their own clever quote using the structure.

Communicative activity worksheet The photocopyable worksheet on page 256 can be used at this point or at the end of the unit for further practice.

SPEAKING

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

8 Start students off by checking any unknown words (*skip a meal* = miss a meal) and by eliciting any other ideas for raising money students might think of.

- Give students three or four minutes individually to prepare opinions and notes. Then organise the class into pairs to talk about the events.
- Monitor and listen to students as they speak. Note errors and examples of good language use by the students.
- In feedback, look at good pieces of language that students used, and/or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Ask students to think of an original way of raising money, and to prepare a brief presentation about what their idea is.

- The class votes on the best idea and the one most likely to raise a lot of money.
- You could start students off by suggesting one or two of these ideas: *wear-a-moustache month* (sponsoring men to grow a moustache – the longer you have it, the more money people pay); *wear-a-bad-shirt Friday* (sponsoring people to wear an out-dated or flowery item of clothing at school or work); *no-chocolate month* (sponsor people not to eat chocolate).

Web research activity

Ask students to do more research into the problems connected to the rising global population. They should find out how much the population has increased over the last 200 years, what the projections for the future are, what challenges this means the world now faces, what problems are being caused – and could be caused in the future – by population growth, and what solutions have been put forward to tackle the problem. Which solutions do they like best?

Search terms:

Human overpopulation / Population growth
World population from 1800 to now
Predictions + world population
Tackling growing global population

VIDEO 2: WOOD-POWERED CAR

Student's Book page 40

Aim

to provide insight into some of the issues surrounding self-sufficiency and our dependence on existing economic structures; to improve students' ability to follow and understand fast speech in a video extract; to practise fast speech using strong stresses and pausing

- 1** Organise students into pairs to discuss the questions. In feedback, encourage students with personal examples or ideas to share them with the class.

Answers

The picture was taken in a town called Bodie, in the Sierra Nevada mountains of California, in the USA. In the 1870's it was a busy gold mining town, but the mining soon declined and by 1915 it was already described as a *ghost town*.

- 2**  Ask students to make brief guesses about why the items in the list might be mentioned in a video about the collapse of the economy.

- Play the first part of the video (up to 2.30, *in four hours we'll be eating jerky*). Students watch and make notes.

- 3** Let students compare their notes in pairs before discussing as a class.

Answers

- 1 David believes supermarkets could not stay stocked in the event of an economic collapse. He thinks they might run out of food.
- 2 He has about six or seven thousand dollars in food stored away.
- 3 He started with canned goods.
- 4 He's got a two-year stock of toilet paper.

- 4** Ask students to make predictions in pairs. You could elicit a few suggestions before playing the video.

- 5**  Give students a moment to read through the sentences, and check any difficult vocabulary (*grind* = break into small pieces; *pump* = make liquid or gas move using some sort of machine; *power* = a verb that means to use gas, electricity, wood, water, etc. to make a machine work).

- Play the second part of the video (from 2.30). Students watch and decide if the sentences are true or false.
- Let students compare their notes in pairs before discussing as a class.

Answers

- 1 False (he's been working on this for several years)
- 2 True (in ten minutes, she can grind enough flour for the day's bread)
- 3 False (he doesn't use an old oven; he uses an old fridge)
- 4 True (he says it gives his children a sense of security)
- 5 False (they can only stay alive for a week without water)
- 6 True (he uses solar panels to pump water out of a well)
- 7 True

6 Organise the class into pairs to discuss the questions.

- In feedback, open this out into a class discussion, and encourage students to share opinions and stories.

Possible answers

They could both be described as excessive, extreme, obsessive, creative, inventive, eccentric.

UNDERSTANDING FAST SPEECH**7** Give students time to practise saying the comment.

You could point out that while the words in capitals are very strongly stressed in English, the other words are often very weakly stressed, with weak schwa sounds in words like *a*, *to*, *of*, *from* and *gonna*.

8 **08** Play the extract. In feedback, ask students to say which words they heard most clearly, and to comment on the contrast between the strong and weak stresses.

- Give students time to practise saying the extract again in pairs.

Video script **07**

Narrator: David believes American supermarkets could not stay stocked, and people could not afford food, if the economy collapsed. So he's taken just a few precautionary measures to prepare for this eventuality.

David: I probably have about six or seven thousand dollars in food. I am probably not an overboard prepper.

It has taken me about two years to get to this point of having this amount of food.

I started just with canned goods that you normally buy at the grocery store, whatever you eat, and it worked out from there to now I'm stocking long-term storage food, dehydrated food.

A big thing that you need to make sure you stock is toilet paper.

It's used by everyone in the world. We stock a two-year supply of toilet paper.

David: More toilet paper.

Scott: Yeah, that's a good idea.

Scott: Dave's food supply is over the top, but that's been a good thing because it's motivated me to catch up to him.

Our plans for food range from long-term food storage to – what I've been working on for several years is growing our own food.

We're able to grow everything from wheat to corn to all sorts of vegetables.

Narrator: In anticipation of commodities prices skyrocketing, they raise cows for milk, chickens for eggs and can slaughter either for their meat. Scott grows twelve hundred pounds of wheat a year and to make up for any shortfall of available flour, he puts his ten-year-old daughter Sarah and her much older bicycle to work.

Scott: OK, Mummy'll need about four cups.

My daughter's now grinding this wheat on our bicycle wheat grinder I've built. It's a lot of work to hand-grind and it's a lot easier to um, peddle it with a bicycle, and so we're grinding this today and we're going to make bread from it tomorrow.

Narrator: Of course, preppers don't live on bread alone.

So with a fan, a broken refrigerator, plenty of duct tape and some ingenuity, Scott has built a contraption to make the ultimate survival food.

Scott: I'm looking forward to this batch.

Narrator: Beef jerky.

Scott: I take hot water from my wood boiler outside and bring water in here, about a hundred and eighty degrees, into the heat exchanger. The fan blows across the heat exchanger and the hot air travels into an old refrigerator, and so all the hot air blows across and then we just close it up, and we allow a little bit of air to escape, and in four hours we'll be eating jerky.

Part 2 (2.30)

We don't do this out of fear; this is a lifestyle for us. We enjoy having a year's supply of food. It gives my children a sense of security.

Narrator: A human being can only stay alive for a week without water. Scott understands that access to it is crucial for their survival.

Scott: We have three different sources of water and five different ways to pump the water up the hill. Without good water you're not going to survive long. We have the hydraulic ram pumps to pump water up on the hill; we have springs.

Here's a solar panel that I use to pump water out of a spring, and then a drilled well and then I can get drinking water out of that with a hand pump, and so I know that I can get water out of the ground for my family.

Narrator: If our economy totally collapses, oil, gas and electricity could become prohibitively expensive. Or even ... no longer available.

Scott and David are already preparing to make use of a once traditional, but now quite unusual, alternative, of which they have a seemingly massive supply.

Scott: We do just about everything we can off of wood: from cooking, to heating our home, to heating our water.

Narrator: Including driving his truck.

Scott: Here I have my gasifier. The gasifier extracts the gases out of wood and then we take the gases and run them directly into an engine. The gas comes up the right side of the engine and then I hook it into an existing carburettor. And then the wood gas carburettor mixes air and the wood gas in about a fifty-fifty ratio. That's pretty much it – it's pretty simple; it's a process that's been around since the, uh World War Two.

It's making good gas right now so we can start the truck. All right, we're running on wood. We're good to go.

Narrator: Being able to go for an afternoon joyride is nice, but if their fears materialise, this retooled 1962 Ford pickup has been customised to hook up to their generator, so it can power up the entire compound.

Scott: And this amount of wood, about three pounds of wood, works out to be about one kilowatt per hour of electricity.

And with the wood, I feel I have an indefinite supply in this area. Our goal here is to have enough fuel to run a year, about four hours a day, keep the freezers cold, and to run any tools, machines, welders, whatever we need to run.

REVIEW 2

Student's Book page 43

Aim

to consolidate vocabulary and grammar from Units 3 and 4

Answers

1

- | | | | |
|---------|--------|--------|---------|
| 1 the | 3 so | 5 to | 7 spend |
| 2 fewer | 4 have | 6 such | 8 so |

2

- 1 you should use / you should try using
- 2 to remove stains from
- 3 made such a mess
- 4 the more jobs there
- 5 should have invested so
- 6 practice, the better

3

Possible answers:

- 1 to clear up the mess I've made / to wipe the table
- 2 I can screw this into the wall / I can put this together
- 3 that most people live at home until they get married / prices are going crazy
- 4 have studied English harder / never have started smoking!
- 5 more money I spend / the happier I am
- 6 less I remember / more confident I become

5

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

6

- | | |
|--------------|--------------|
| 1 recession | 7 ladder |
| 2 struggling | 8 drill |
| 3 ripped | 9 donate |
| 4 needle | 10 scratched |
| 5 fallen | 11 missing |
| 6 apart | 12 launching |

7

- | | |
|--------------|-----------------|
| 1 obsessed | 5 cautious |
| 2 optimistic | 6 embarrassment |
| 3 collector | 7 investigation |
| 4 intentions | 8 successfully |

25 and answers to Exercise 4

- 1 It was so bad it really undermined his reputation.
- 2 You use a sort of brush thing to clean it.
- 3 When I switched it on I found it had a fault.
- 4 You should've asked them to fix it.
- 5 The lower child mortality is, the lower the birth rate.
- 6 It was such typical double standards.

5 SPORTS AND INTERESTS

SPEAKING

Aim

to set the scene and introduce the theme with a photo;
to get students talking about sports and interests

- 1 Start by telling the class that in this unit they're going to be learning how to talk about sports and interests.
 - Ask students to look at the picture on pages 42–43 and discuss the questions. Take some feedback from the class.

Answers

The photo shows a climber falling into the sea while deepwater soloing. This is a sport where climbers 'free climb' without ropes, relying on the water below to catch them if they fall. The photo was taken in Oman.

- 2 Organise the class into groups of four or five. Allow each group to read the sentences first and to ask about any new vocabulary before starting, e.g. *a bit of a risk* = some danger; *take part in* = do (a sport or activity with other people); *wander around* = walk round slowly, looking at things; *flea markets and junk shops* sell old, second-hand things; *chill out* = relax.
 - Ask students to discuss the statements in their groups. Set a time limit of three or four minutes.
 - As students speak, listen for errors, new or difficult language that students try to use, or any interesting ideas or experiences that you could use in feedback.
 - In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Teacher development: providing a task and a goal

Outcomes aims to encourage a lot of personalised speaking, in which students find out about each other, their interests and their opinions. The groupwork activity on this spread is an example of this. However, you may wish to vary this task type to make it more fun or more goal-orientated. Here are three ideas.

- Once students have discussed the statements, ask them to choose and order the top five types of activities which are important for people in the group.
- Get students to do a class survey or questionnaire: in small groups they first turn the statements in Exercise 1 into questions, then they each interview four students from the rest of the class. They then collate the answers and present what they found out to the class.
- Get students to stand up and mill round the class. Tell them to interview a number of students and find one with very similar interests. Once they have found someone tell them to sit down and discuss the statements at greater length.

TIME OUT

Student's Book pages 44–45

Communicative outcomes

In this two-page spread, students will talk about their free-time activities and how fit they are; they will practise using language to check they have heard things correctly.

LISTENING

Aim

to give students practice in listening for general and specific understanding

- 1  26 Lead in briefly by asking students to look at the photo. Ask: *What activity can you see? (yoga)* *What qualities do you need to have to do this? (flexibility, balance)* *What sort of people take up this activity? (all sorts of people of different ages)* *Would you like to do this? Why? Why not?* Elicit a few responses.
 - Give students a moment to read the questions carefully. Play the recording. Students listen and make brief notes. After playing the recording, ask students to work in pairs to compare answers.
 - In feedback, elicit answers from the class. Ask students what they heard on the recording that helped them work out the correct answers.

Answers

- 1 Conversation 1: a belly dancing class
Conversation 2: a fencing workshop
Conversation 3: a knitting group
- 2 Conversation 1: today is the first time / class.
Conversation 2: they've been doing it since school.
Conversation 3: he's been doing it for about six months now.
- 3 Conversation 1: they've never really liked sport, but they saw an advert for belly dancing, and thought it might be fun.
Conversation 2: did it at school in PE, then got really into it and joined a club and started competing more seriously.
Conversation 3: he was trying to give up smoking and wanted something to do with his hands! A friend suggested it and said the knitting needles would be something to fiddle with.
- 4 Conversation 1: not really. They're worried they'd be too self-conscious to enjoy it.
Conversation 2: no, it sounds too much like hard work.
Conversation 3: not really. They imagine the class must be full of old ladies.

Conversation 1

- A: What are you up to later?
 B: Oh, I'm going to a belly dancing class.
 A: You're doing what?
 B: Belly dancing. You know, like ...
 A: Yeah, I know what it is. I just had no idea that you did that.
 B: Well, I don't really. It's actually the first class.
 A: Oh OK. So why belly dancing?
 B: I've been thinking about doing something to get a bit fitter and I've never liked sport particularly. I find jogging and swimming and stuff like that a bit boring, you know – and then I saw this class advertised and I thought it'd be fun.
 A: Yeah, I guess so. I should really do something as well. I've put on five kilos since January.
 B: Really? It doesn't look it. You've got a lovely figure.
 A: Well, I don't feel like I have! And I'm really unfit. I had to run for the bus this morning and it took me about ten minutes to get my breath back!
 B: Well, why don't you come with me?
 A: I don't know. I think I'd feel a bit self-conscious.
 B: Come on! You can't be worse than me. I'm totally uncoordinated! It'll be a laugh.
 A: Well, maybe.

Conversation 2

- C: Are you around this weekend at all?
 D: No, I'm going to a fencing workshop all day Saturday.
 C: You're going where?
 D: This fencing workshop. It's like a master class with this top Russian fencer.
 C: Wow! I didn't even know you did fencing. How did you get into that?
 D: Oh, we actually used to do it at school. In PE, we had the option to try out all kinds of sports and I just really got into it, and then I joined a club, and then I started competing a bit more seriously, you know.
 C: I had no idea. Well, what about Sunday? I'm going to have a wander round the flea market in the morning.
 D: To be honest, I think I'm just going to have a lie-in and chill out at home. I'll be exhausted after Saturday.
 C: Fair enough. Just the thought of doing that kind of exercise makes me sweat!

Conversation 3

- E: What're you doing this evening? Do you fancy meeting later?
 F: No, I can't. I've got my ... um ... my, um, knitting group tonight.
 E: You've got what?
 F: My knitting group.
 E: Since when?

- F: I've been doing it for about six months now. I took it up because I was giving up smoking and a friend suggested doing it. She said it'd give me something to fiddle with instead of cigarettes, so I joined this group and it's been really good. I feel so much healthier now and I actually really like the knitting. I just find it very, very relaxing.
 E: OK, but isn't it just full of old women, this group?
 F: No, not at all. Well, I mean, I am the only man, but most of the women are quite young.
 E: Ah.
 F: What? What's 'Ah' supposed to mean?
 E: Nothing.

2 Give students a moment to read through the sentences and think about which words are correct. Play the recording. Students listen and choose the correct words. After playing the recording, ask students to work in pairs to compare answers.

- Elicit answers and write them on the board. Check that students understand the meaning by providing definitions or examples, or using mime (see suggestions in the answers below). Drill each sentence so that students know how to say them. Note that *up to* is commonly used to ask people about their life, e.g. *What've you been up to recently? What did you get up to at the weekend?*

Answers

- up to (*what're you up to tonight?* means *what're you doing tonight?* It's slightly more informal.)
- figure (*you've got a lovely figure* = your body is nice and slim and in good condition)
- breath (*I was out of breath, so I needed to get my breath back* = get breathing back to normal – act it out!)
- master (a class led by a master / an expert)
- flea (*a flea market* is street market where people sell old stuff, antiques, etc.)
- lie-in (if you have a *lie-in*, you stay in bed in the morning longer than you usually do)
- Fair enough (= 'if you have that opinion, that's fine. I can understand why you have it. But I don't share it!')
- it up (if you *take up* a sport or a hobby, you start doing it)
- fiddle with (act out 'fiddling' with something with your fingers)
- Isn't it? (we often ask negative questions to confirm our own opinions. Here, it means 'I think it must be full of old women. Am I right?!')

3 Organise students into pairs to discuss the questions. It is a good idea to start them off by briefly telling them about an unusual hobby that one of your friends may have.

- As students speak, listen for errors, new or difficult language that students try to use, or any interesting ideas or experiences that you could use in feedback.
- After the activity, give some feedback by either sharing ideas you have heard with the whole class or by asking students to correct or fill in gaps in sentences on the board.

Optional extra activity Why not vary interaction in your classroom by turning this into a milling activity? Give students two or three minutes to prepare a story of their friend's unusual hobby. On the board, write: *What? Where? Why? How? When?* and *How long?* Tell students to stand up, walk round, and begin conversations with the question: *Have you heard about my friend's unusual hobby?* Students must ask each other questions using the question words on the board. Students must meet as many people as they can in five minutes. Join in and prompt students. At the end, take brief feedback on what students found out.

Teacher development: varying interaction

Outcomes *Upper Intermediate* encourages lots of personalised pairwork and groupwork speaking activities. This works best if students get an opportunity to speak to lots of different students in their class, rather than constantly chatting to the same one or two people. Think about the following.

- 1 Encourage students to prepare with one student, then change partner to do the activity.
- 2 Match one pair with another pair to form groups of four in pyramid discussions.
- 3 Now and then, turn pairwork or groupwork into a milling activity or a mingle.

VOCABULARY Health and fitness

Aim

to introduce and practise words and expressions to describe how fit you are

4 Read through the fitness words 1–6, modelling stress and pronunciation.

- Tell students to match the words to the sentences, then compare answers with a partner. In feedback, check answers, and model and drill the words for pronunciation.

Answers

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

Background language notes for teachers

- Note that the strong stress is on the first syllable of all these words except for *flexibility* and *coordination*.
- Note the weak schwa sound at the end of *stamina* and the difficult consonant cluster at the end of *strength*.

5 Start students off by eliciting the first answer in open class. Then ask students to work individually to complete the sentences.

- Let students compare their answers in pairs before discussing the answers as a class.
- In feedback, elicit answers from the class. Point out collocations and aspects of stress and pronunciation in the words (see answers below).

Answers

- 1 sweat (point out the collocation *work up a sweat*: here, *work up* means 'develop'. It can be used positively, e.g. *People go to a gym to work up a sweat because it's a way of losing weight or getting fit.*)
- 2 breath (point out the collocation *get out of breath*, meaning that you start breathing heavily after exercise. Contrast it with *get my breath back* from the listening text.)
- 3 shape (*really out of shape* = very unfit – contrast with the opposite *in shape*)
- 4 demanding (= difficult to do)
- 5 junk (examples of *junk food* are burgers, pizza etc. – *flab* means extra fat on your body)
- 6 uncoordinated (if you are *uncoordinated*, you don't control your legs and arms well, you knock things over, and are bad at dancing: drill the word for stress (*uncoordinated*))

6 Organise the class into pairs to discuss the questions.

- As students speak, listen for errors, new or difficult language that students try to use, or any interesting ideas or experiences that you could use in feedback.
- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers

Here are some suggestions for question 2:

coordination: playing video games, making models, doing boxing in a gym, doing racket sports

flexibility: stretching exercises, yoga

stamina: jogging, using a running machine in a gym, doing sit-ups

speed: doing sprint training in a gym, reducing weight and body fat

strength: eating a lot of protein, doing weights

general health: eating a balanced diet, avoiding junk food, alcohol and cigarettes, going to the gym, reducing stress and relaxing

DEVELOPING CONVERSATIONS

Checking what you heard

Aim

to consolidate and practise ways of checking what you heard

7 Read the examples and information in the box as a whole class.

- Elicit the first question from the class to get students started. Ask students to complete the rest of the dialogues individually, then compare their answers with a partner.

Answers

- 1 You run how far?
- 2 You do what (on Wednesday night)?
- 3 You went to a what? / You went where?
- 4 She's really into what?
- 5 You didn't get up till when?

Background language notes for teachers: checking questions

Since English speakers use this way of checking when they are surprised by what they have heard, a rising intonation is very important in order to express that surprise, so make sure that you encourage students to really emphasise this. In the feedback to Exercise 7, or when explaining Exercise 8, draw a rising arrow on the board to show that rising intonation is essential. When correcting spoken production, use an upward sweeping motion of your hand to signal the intonation.

- In terms of form, we change *I* to *you*, *my mum* to *your mum*, *Peter* to *he*, etc., we repeat part of the statement including the verb, and we add a question word. Note that it is possible to replace the main verb with *do* in some cases, implying that the speaker is surprised by the action as well as the *what* or the *when*. For example: 'I'm climbing Mount Kilimanjaro.' 'You're doing what?' 'I bought an island.' 'You did what?'

PRONUNCIATION

Aim

to practise the rising intonation to express surprise when asking question to check what you heard

8  **27** Play the recording. Students listen, check their answers to Exercise 7, and note the intonation. Check the answers in feedback.

- Play the recording again. Ask students to listen and repeat. Use an upward sweeping hand gesture to encourage students to emphasise the intonation.

Answers

- 1 and 5 sound more surprised

27

- 1 You run how far?
- 2 You do what?
- 3 You went where?
- 4 She's into what?
- 5 You got up when?

9 Organise the class into pairs to practise reading the conversations.

- Monitor and listen carefully, taking time to stop students, correct them, and insist on good intonation.

Optional extra activity Once students have practised the conversations two or three times, ask them to close their books and try to remember and reproduce the conversations. You could write a list of prompts on the board to help them remember the topics and improvise

dialogue around them: *ten km; capoeira; comic fair; Spiderman comics; embroidery.*

CONVERSATION PRACTICE

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

10 Give students one or two minutes to think of a hobby, and prepare some notes about it. It is a good idea to model this part of the activity first by describing your plans to do a surprising hobby. You could also introduce the activity by eliciting and writing on the board a lexical set of unusual hobbies that students might select from if short of inspiration (*kite flying, embroidery, collecting things, kayaking, tree climbing, etc.*).

- Once students have ideas, organise the class into pairs, and ask them to prepare and practise conversations based on the prompts in the guide. Monitor the students and help them with ideas and vocabulary when preparing.
- As students speak, note errors and good uses of language. At the end, ask various students to say what they found out about their partner.
- In feedback, look at good pieces of language that students used; and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity This works well as a milling activity. Once students have practised one conversation with a partner, ask them to stand up, walk round, and talk to as many people as they can in five minutes. Tell them to find at least one student who would like to try their unusual hobby.

 **9 Refer students to the video and activities on the DVD-ROM.**

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

- 1 as an alternative to the conversation practice
- 2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases or structures in a controlled way before having a go themselves.
- 3 at the end of the unit as a revision exercise.

Communicative activity worksheet The photocopyable worksheet on page 257 can be used at this point or at the end of the unit for further practice.

YOU SHOULD'VE BEEN THERE

Student's Book pages 46–47

Communicative outcomes

In this two-page spread, students will talk about sport, and will express regrets and add comments about the result of past actions using the structures *should have done*, *shouldn't have done*, *could have done* and *would have done*.

SPEAKING

Aim

to introduce students to the topic (sport); to give students an opportunity to express their interest in and knowledge of sport in a group discussion

1 Ask students to read through the questions and think of what they want to say. Then organise the class into groups of four or five. Ask students to discuss the questions. Set a time limit of five minutes or this activity may go on for a long time.

- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Write the following sports on the board in a list: *football, tennis, golf, ice skating, rugby, boxing*. Ask students in pairs or groups to think of three adjectives to describe each sport. They can be any words they like. In feedback, ask different groups to read out one list of three words. Other groups must guess which sports they are describing.

VOCABULARY Sport

Aim

to introduce words that relate to specific sports

2 Organise the class into pairs to discuss which sports are being described, and the meaning of the words in bold.

- Take brief feedback from the class. Ask students how they were able to guess which sports were being described, and check the understanding of any words students weren't sure of. Incorporate providing answers and checking difficult words (e.g. *So, number 1? Right. Golf: How do you know – yeah, a hole in one. When you hit the ball and it goes straight into the hole with your first shot. And what's a powerful drive? Right. Like a very strong, long shot.*).

Answers

- golf (*drive* = strong, long shot, often the first shot you take at a hole)
- Formula 1 / motor racing (*track* = the road or circuit that cars go round; *overtake* = go past a slower car)
- football – also, perhaps, hockey, ice hockey, handball (the *goal* in football is made up of two *posts* at the side and a *bar* or *crossbar* across the top, and a *net* that stops the ball when it goes into it)

- basketball – also, other American sports such as ice hockey and baseball, as well as volleyball, water polo and handball (a *time-out* is a short break in play which a coach of a team may call for when he or she wants to stop play and talk to players; *tactics* = a plan of how to play a game)
- football – also other team sports such as baseball, handball, ice hockey, basketball, rugby, cricket, and even tennis (team sports often have leagues, divided into *divisions*, and the top team in, say, division 2, is *promoted* to division 1 for the next season)
- tennis (in tennis, at the start of a point, the server gets two opportunities to *serve* the ball (i.e. hit it into play), a first serve, and a second serve – if the server misses both serves, it's a *double fault*)
- football (if you *tackle* someone, you use your foot to take the ball off your opponent; if you *shoot*, you hit the ball towards the goal with your boot)
- rugby (when a player goes over the line and puts the ball down on the ground, he or she gets a *try* and five points – it is similar to a *touchdown* in American football)
- football / rugby / basketball – most team sports (a *substitute* is a player who replaces another player during a match)
- football / rugby (in football, a referee will show a *red card* to a player for dangerous play, and the player has to leave the pitch)
- tennis and other individual sports and racket sports (a *coach* is a person who trains and guides a player – if you *sack* him or her, you tell the person that you don't want them to do the job any longer)
- boxing / wrestling / judo and other martial arts (in these sports, a group of *judges* score points and decide which fighter has won – if a match is *fixed*, the result is decided in advance, e.g. a boxer is paid to deliberately lose)

- 3** Elicit other ideas for 'drive' to get students started. Then organise the class into pairs to discuss the words.
- In feedback, discuss and accept or discard words.

Possible answers

- drive* could be for cricket – when a batsman hits the ball straight. With a different meaning, some students may argue it could also be for Formula 1, e.g. *Hamilton had another excellent drive*.
- track* – can also be for athletics, especially running like 400 m, 800 m etc. It's also for horse / dog racing; *overtake* can be for cycling too.
- post* and *bar* can also be for rugby and other team sports with a goal (hockey, ice hockey, etc.)
- A number of team sports can call for a *time-out*, (see answers to Exercise 2), and in sports like tennis, players can call for a medical time-out. *Tactics* are used in almost every sport, especially team sports.
- Teams can be *promoted* in any sport that has different *divisions*. They can also suffer the opposite – *relegated*.
- You *serve* in other rackets sports such as squash, table tennis and badminton, and it is called

a *fault* when you miss a serve. However, only tennis has *double faults*.

- 7 You can be *tackled* in other team sports, with arms in rugby and American football, and with sticks in hockey and ice hockey. You can *shoot* in any sport with a goal or net, such as netball, basketball, hockey, ice hockey, handball, etc.
- 8 Only rugby has *tries*, (meaning a way of scoring points) but you can say, 'Oh! Nice try!' (meaning 'attempt')
- 9 *substitute* – any team sport
- 10 *red card* – football and rugby
- 11 *sacking coaches* – pretty much any sport, team or solo
- 12 *fixed* – pretty much any sport. There've been allegations for most sorts. There are *judges* in combat sports, but also in sports like ice skating, diving and extreme sports where competitors perform tricks (*referees* in football and rugby, *umpires* in tennis and cricket).

4 Mix pairs so that students have someone new to talk to. Naturally the success of this activity will depend on how interested your students are in sport. If you think there may be very little knowledge out there, consider putting students into groups of four.

- As students speak, listen for errors, new or difficult language that students try to use, or any interesting ideas or experiences that you could use in feedback.
- After the activity, give some feedback by either sharing ideas you have heard with the whole class or by asking students to correct or fill in gaps in sentences on the board.

READING

Aim

to practise reading for detail

5 Ask students to prepare ideas and compare them with a partner. Elicit a few ideas from the class, and write up interesting ones on the board.

6 Ask students to read the article and note which of the benefits they thought of are mentioned in the text.

- Let students compare answers in pairs before discussing as a class.

Answers

Benefits mentioned in the article:

keeps you in shape, makes you happier, prepares you for life (winning and losing), gives a sense of achievement, builds relationships, reduces crime, teaches morality, provides memorable occasions

7 Ask students to read the statements very carefully first, and decide whether the writer would agree with them or not. Check any difficult words (*undermines their confidence* = makes them feel less confident; *uplifting* = used to describe an experience that makes you feel positive, happy, proud or inspired). Then ask students to read the article again and underline parts of the text that support their answers.

- Let students compare answers in pairs before discussing as a class. Ask students to support their answers with quotes from the text (see quotes in italics in answers below).

Answers

The writer would agree with 1, 5 and 8:

- 1 *people who are physically fit are, on average, happier. In fact, the British health service has recently experimented with giving people suffering from mild depression a course of exercise ...*
- 5 *It's simply out of boredom – something which sport can often replace ... showing children the importance of rules and moral choices.*
- 8 *what we remember are things like Usain Bolt smashing the world 100-metre record in Beijing*

The writer would disagree with 2–4 and 6–7:

- 2 *– non-competitive games ... are dull and pointless for children ... life is simply not like that. Competitive sport teaches us to cope with losing and disappointments.*
- 3 *these aren't necessarily all bad things – reading in particular brings many benefits*
- 4 *Playing sports helps to build relationships and teaches the importance of supporting each other whether you win or lose.*
- 6 *the rules are the sport and you know if everyone starts cheating, the game falls apart and stops being fun ... cheats are looked down on or excluded.*
- 7 *No-one looks back at the end of their life and says, 'I should've worked more. I could've bought a better car' or 'I'll never forget that time my kids watched TV' ... we're more likely to think 'I should've played with my kids more' and 'I wish I'd done more sport'.*

Teacher development: scanning for detail

Exercise 7 asks students to underline parts of the text to support their answers. This involves a close reading of the text, and can be problematic for some students. One way of approaching such a task is to break it down into stages:

- 1 Read the first statement carefully and make sure you understand exactly what it means.
- 2 Scan the text until you find a phrase or sentence that says the same thing. This doesn't mean reading every word, but quickly glancing through the text until you find that sentence. The sentence may well use different vocabulary and structures to say the same thing.
- 3 Once you find the sentence, read it carefully and look at words and sentences around it to check that it means what you think it does.
- 4 Scan the text again to find other parts of the text to support your answers.

Optional extra activity You may wish to deal with some of the interesting sports phrases in the last paragraph headed *Sport is life*. Ask students to underline any phrases connected with sport, and to say which sports they refer to. Use mime to illustrate the meaning of the phrases:

(from tennis) *serve double faults; hit the ball into the net; hit a great shot down the line* (i.e. very close to the outside line of the court); *serve a clean ace* (i.e. a serve that your opponent can't reach); *the ball flies miles out* (from athletics); *smash the world 100-metre record; beat everyone*

Culture notes

- *Gregory's Girl* (1981) is a romantic comedy set in Scotland. It is about an awkward teenager, Gregory, who falls in love with a girl who replaces him as centre forward in the school football team.
- Jamaican sprinter Usain Bolt broke the world 100 metres record in the final of the Beijing Olympics in 2008 with a time of 9.69 seconds.

GRAMMAR *should(n't) have, could(n't) have, would(n't) have*

Aim

to check students' understanding of how to form and use *should(n't) have, could(n't) have* and *would(n't) have*

- 8 Read through the example sentences as a class.
- Students fill in the gaps with the correct forms to complete the rules. Let students compare their answers in pairs. They can then check their answers using the Grammar reference on page 171.
 - Optionally, use concept check questions to check students understanding (see background language notes below).

Answers

- | | |
|------------------|------------|
| 1 should've | 3 Would've |
| 2 shouldn't have | 4 could've |

G Students complete Exercise 1 in the Grammar reference on page 171.

Answers to Exercise 1, Grammar reference

- 1 should have
- 2 shouldn't have
- 3 should have, wouldn't have
- 4 underestimated, should have
- 5 should have, might not have
- 6 might have been, could have

- 9 Ask students to complete the sentences. Elicit the answer to the first in open class to get them started. Let students check their answers in pairs before going through the answers quickly in feedback.

Answers

- 1 couldn't have tried, should have drawn
- 2 should never have studied, would have been
- 3 should have thought, could have been
- 4 shouldn't have read, wouldn't have found out



For further practice, see Exercise 2 in the Grammar reference on page 171.

Answers to Exercise 2, Grammar reference

- 1 would have got
- 2 would have liked
- 3 wouldn't have minded (arguably, you could also say *I wouldn't mind* – if you want to refer to general rather than past time)
- 4 wouldn't have invited
- 5 could have broken
- 6 could have hurt
- 7 could have had
- 8 could have done

Background language notes for teachers: *should / shouldn't have*

- Concept check questions are a useful way of checking these forms. We use *should have* to show you think something in the past was a good idea, but didn't happen (i.e. to express a *regret*). Check this form with the following questions related to the example in the Student's Book:

I should've worked more.

Did he work more? No.

Does he feel sorry about that? Yes.

- We also use *should have* to show you think something in the past was a bad idea (i.e. to express a *criticism*). You could check this thus:

You shouldn't have been lazy.

Was he lazy? Yes.

Does the speaker think that was a good thing? No.

PRONUNCIATION

Aim

to practise the pronunciation of *should(n't) have, could(n't) have* and *would(n't) have*

- 10  28 Play the first sentence and pause the recording. Allow students time to write what they hear before playing the next sentence. Let students compare their sentences with a partner before checking answers in the audio script on page 198.

- As students practise saying the sentences in pairs, monitor and correct them, making sure students are attempting the weak stress in *have* and the linking between the modal verbs and *have*.

28 and answers

- 1 I shouldn't have said anything.
- 2 We should've gone somewhere else.
- 3 It could've been much worse than it was.
- 4 It couldn't have come at a worse time.
- 5 It wouldn't have made any difference.
- 6 I would've scored that!

Background language notes for teachers

Note that *have* reduces to /əv/ and there is linking between the /d/ or /t/ consonant sounds at the end of *could*, *would*, *should* and *shouldn't*, and the weak /ə/ sound at the start of *have*, e.g. /ʃʊdəv/. Note that it is also possible and common to reduce *would* further to produce /d've /aɪdəv/.

SPEAKING

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

11 Give students a few minutes to prepare their stories, and monitor to help with ideas and vocabulary. Use the opportunity to remind students of useful phrases from the lesson, or to rephrase things they want to say in better English.

- When students are ready, organise them into pairs and ask them to take turns to tell their stories.
- Monitor and listen to students as they speak. Note errors and examples of good language use by the students.
- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Write *What would you have done?* on the board. Then tell some of the short situational stories below and ask students to talk about what they would have done, and to speculate about what the central character should or could have done.

- 1 Penny Smith came home last Friday and found a small wild rabbit sitting on her sofa. She screamed, got back in her car, and drove to her boyfriend's house.
- 2 Tony Hughes went canoeing off the coast of Thailand. His canoe sank and he swam to a small, deserted island. He had to wait 24 hours before he was rescued.
- 3 Susie Jones dropped her mobile phone in the local canal. She jumped into the canal to rescue it but couldn't find it.

Web research activity

- Ask students to research unusual hobbies. They need to find out what the hobby is, someone who does it, how long they've been doing it for, how they got into it, what it involves, and so on. Next class, begin by getting students to mingle and explain what they researched. Find out who has found the most unusual hobby.
- Initial search terms: *unusual / odd / strange hobby*

A BIT EXTREME

Student's Book pages 48–49

Communicative outcomes

In this two-page spread, students will talk about trying to do unusual sports; listen to a story about an unusual uncle, and practise telling the story of an accident to a partner; practise using the present perfect simple and continuous to talk about finished or unfinished activities.

LISTENING

Aim

to give students practice in listening for general and specific understanding

1 Read through the activities in the box with the class, and check any unknown words (*tai chi* is a Chinese martial art which typically involves making very slow, careful movements – it is good for balance and popular with older people in China).

- Organise the class into pairs to discuss the questions. Tell them to use the sentence frames to help them (see teacher development below). Set a time limit of three or four minutes.
- As students speak, listen for errors, new or difficult language that students try to use, or any interesting ideas or experiences that you could use in feedback.
- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Teacher development: using sentence frames

- Sentence frames are useful to give students some support when preparing to talk about a topic, and as support while speaking to help them express what they want to say accurately.
- Before doing the exercise above, ask students to notice the sentence frames and to think of other words they could insert into them, e.g. *I think it'd be frightening. I'm not fit enough.*
- Think about using sentence frames for other speaking activities, even if not provided by the Student's Book. Elicit useful frames from your class and write them on the board before students speak.

2  **29** Check that students understand *health and fitness fanatic* (somebody who is so enthusiastic about keeping fit and healthy that they do lots of sport all the time). Play the recording. Students listen and note the activities the uncle has done. After playing the recording, ask students to work in pairs to compare answers.

- Elicit and write answers on the board in feedback. Ask students what they heard about each activity. Ask what they remember being said about the uncle doing handstands, ice-skating, etc. This helps students to re-construct or re-tell the story, and prepares them for the second listening.

Answers

He's done handstands, ice-skating, hang-gliding, parachuting and windsurfing. (He's also done roller-skating, which isn't in Exercise 1.)

29

C = Chloe, M = Molly, K = Kyle

M: I must go and send my cousin an email in a minute.

C: Oh, OK.

M: I've been meaning to go round and see him, because he's not been well, but Kyle's a bit reluctant to drive me round there because it'd mean spending time with my uncle.

C: Really? What's wrong with him?

K: He's just mad, that's all.

M: He's not, he's just ...

K: Annoying?

M: No!

K: Crazy? Exhausting?

M: Chloe – just ignore him. Kyle – you can be so horrible sometimes.

K: Listen, Chloe, the last time we went to see him he had a thing about handstands. We were sitting outside a café, just having a coffee and chatting, and he suddenly just got up and did a handstand – right next to all the tables! He kept it up for about half an hour!

C: That does sound a bit odd. How old is he?

M: About 50.

C: 50!

K: I told you! He's crazy.

M: He is not! He's just one of these people who can't sit still. I mean, he's always loved sport and when he does something new, he really gets into it. Like he took us ice-skating once. Do you remember?

K: How could I forget?

M: I mean, we were exhausted after about an hour, but he just kept on skating – and we watched him going round and round for another hour.

K: It was like he'd just completely forgotten we were there! And what about the hang-gliding?

C: Hang-gliding?

M: Yeah, he used to go hang-gliding. Obsessed with it, he was. He went practically every weekend for about three years.

K: Until he had an accident. He fell something like 1,000 metres without a parachute.

C: You're joking!

M: No, it's true.

C: So what happened?

M: Well, he'd borrowed someone else's glider for some reason, and they didn't have a parachute, but he went up anyway. And he was caught in really bad weather and the hang-glider broke and he fell.

C: And he wasn't badly injured?

M: Well, he went through some trees, which broke his fall. He had hairline fractures in his shoulder and his neck and some minor cuts and bruises, but basically he was OK. He was incredibly lucky he didn't die.

C: Absolutely!

K: Anyway, then we saw him about three weeks later roller-skating in the park, even though he still had his neck in a brace!

C: But he did give up the hang-gliding after that?

M: Not exactly, no. He tried it once more – to overcome any fear. I mean, he just wanted to prove to himself he could do it, but since then... no. The last few years he's been really into windsurfing. He's actually always liked it – he did it when he was younger – but the last few years, that's been his main obsession. He lives on the coast, so he goes nearly every day.

C: Right. I'm starting to think Kyle might be right!

K: And you haven't heard all of it. For the last few months he's been rubbing lemon juice into his skin and his hair every day! He says it gets rid of dandruff and he was going on and on about how amazingly healthy it is.

M: OK, OK! It's true. He is a little bit mad, but he's a nice guy and he's fun to be with.

K: In small doses!

3 Give students a moment to read through the sentences and think about which ones are true or false. Organise the class into pairs to discuss their answers.

- Play the recording. Students listen and check. After playing the recording, ask students to work in pairs again to compare answers.
- Elicit answers from the class in feedback. Ask students to explain and justify their answers, and to tell you what they can recall from the listening.

Answers

- False (*he suddenly just got up and did a handstand ... He kept it up for about half an hour!*)
- False (*we were exhausted after an hour, but he just kept on skating ...*)
- True (*He went practically every weekend for about three years.*)
- False (*He tried it once more ... to overcome any fear!*)
- False (*The last few years he's been really into windsurfing.*)
- True (*He lives on the coast, ...*)
- False (*he's been rubbing lemon juice into his skin and his hair every day!*)
- True (*he's fun to be with. In small doses!*)

Optional extra activity Show the following sentences on the board and ask students to notice the pattern used to emphasise information by repeating a word. Ask them to translate the sentences into their own language and compare their translations.

We watched him going round and round for another hour. He was going on and on about how amazingly healthy it is. We walked for miles and miles looking for the place. I laughed and laughed when I saw it. It was so funny.

4 Organise students into pairs to discuss the questions. The aim here is to give students an opportunity to reflect on what they picked up from the listening, and to share any personal experiences, anecdotes or views, so keep it short and light-hearted. You may need to explain *OK in small doses* (meaning that someone is OK to be with for short amounts of time, e.g. somebody who is fun but very talkative, which is great for 30 minutes, but terrible for five hours!)

- As students speak, listen for errors, new or difficult language that students try to use, or any interesting ideas or experiences that you could use in feedback.
- After the activity, give some feedback by sharing ideas you have heard with the class or by asking students to fill in gaps in sentences on the board.

Optional extra activity Do a live listening. Write the following question words on the board: *What? When? Where? Who with? How? Why?* Then tell a story of a lucky escape that you have had, or an acquaintance of yours has had. Students listen and note any answers they hear to the questions on the board. At the end of your story, students compare answers in pairs, then tell you what they heard.

VOCABULARY injuries and accidents

Aim

to revise and practise vocabulary to describe problems people have when they are hurt in accidents

5 Organise students into pairs to discuss the problems. Monitor and note which words cause students difficulties, and which ones they already know.

- In feedback, elicit students' answers, and check understanding by using mime or examples.

Answers

- 1 He broke his leg (explain that *bruises* are blue and yellow – you get one if you hit your knee; make a cracking noise to show *break a leg*)
- 2 I tore my knee ligaments (footballers *tear ligaments* – which are on the sides of your knee – when they twist the knee in a tackle)
- 3 She knocked herself out (mime banging your head but staying conscious, and banging your head and knocking yourself out)
- 4 I broke my ankle (show a twisting movement in your ankle and make a cracking noise to show *break* – if footballers *twist* their ankle, they can't play for a month, but if they *break* it, it's the end of the season)
- 5 She drowned (*lose consciousness* = be knocked out; *drowned* means she died in the water)
- 6 He was killed (mime losing an arm)

6 Organise students into pairs to practise the vocabulary. Start them off by modelling the activity in open class with a reliable student. This is a form of pairwork drill, so use the opportunity to listen and correct students' accuracy and pronunciation.

- In feedback, pick out any errors you noticed and point them out to the class.

7 Give students a few minutes to think of and prepare a personal story. You may wish to prompt them first by giving an example story of your own (e.g. *Last week, I fell off my bike and got some cuts and bruises*). Organise students into pairs to tell each other their stories.

- As students speak, listen for errors, new or difficult language that students try to use, or any interesting ideas or experiences that you could use in feedback.
- After the activity, give some feedback by either sharing ideas you have heard with the whole class or by asking students to correct or fill in gaps in sentences on the board.

Optional extra activity Ask students in pairs to imagine they are local newspaper reporters. Tell them to invent a newspaper story based on one of the headlines below.

ACCIDENT AT START OF MARATHON BIKE RACE
SWIMMING POOL ROOF FALLS DOWN
BAD WEATHER AFFECTS OPEN-AIR TALENT SHOW

GRAMMAR

The present perfect continuous and simple

Aim

to check students' understanding of how to form and use the present perfect continuous in contrast with the present perfect simple

- 8** Read through the example sentences as a class.
- Students answer the questions individually. Let students compare their answers in pairs. They can then check their answers using the Grammar reference on page 172.

Answers

- 1
b, e and f are present perfect continuous – the form is *have / has + been + -ing*.
a, c and d are present perfect simple – the form is *have / has + past participle*.
- 2
a and c show something finished before now.
b, d, e and f show something that is possibly unfinished.
Note that d – even though it's present perfect simple – is still unfinished / continuing.

G Students complete Exercise 1 on page 172 of the Grammar reference.

Answers to Exercise 1, Grammar reference

- 1 c Present perfect continuous used to emphasise that the calling has continued repeatedly from the past to the time around now.
- 2 b Present perfect continuous used to emphasise the intention – the meaning to – started in the past and continues to now. It hasn't stopped yet.

- 3 h Present perfect continuous used to emphasise that the putting off started in the past and continues to now. They still haven't been to the dentist.
- 4 f Present perfect continuous used to emphasise that the thinking started in the past and still continues.
- 5 a Present perfect simple used to show that the asking – loads of times – was completed before now, but has a connection to the present because the landlord still hasn't (now) fixed the shower.
- 6 g Present perfect simple used to show that the meeting happened at some point before now and is completed. The connection to now is the fact the person is being discussed now.
- 7 d Present perfect simple used because *fancy* isn't used in the present perfect continuous, despite the fact the never fancying continues from the past to now.
- 8 e Present perfect simple used to show that the hearing of the song – many times – was completed before now. The connection to the present is the fact they're sick of it now.

Background language notes for teachers

- Concept check questions are a useful way of showing the use of the present perfect continuous to talk about actions, intentions or feelings that are still going on, and are regular or continuous.

- Look at the concept check questions below which refer to three example sentences from the grammar reference.

I've been knitting for six months now.

Did this start in the past?

Does he continue to do it now?

Is it a regular activity?

I've been meaning to go round and see him.

Did this start in the past?

Does he still want to see him?

He's not been feeling well.

Is he ill now?

Did he start feeling ill in the past?

- 9 Ask students to complete the sentences. Elicit the answer to the first in open class to get them started. Let students check their answers in pairs before going through the answers in feedback.

Answers

- 1 Have you managed, I've been calling
- 2 Have you seen, I've been meaning, I just haven't had
- 3 has Wayne decided, He's been thinking, he's been looking, he's found
- 4 she's only played, She's always been

PRONUNCIATION

Aim

to practise the pronunciation of the present perfect simple and continuous forms

- 10  30 Play the recording. Allow students time to check their answers to Exercise 9. Let students compare their answers with a partner before checking as a class.

- Play the recording again, pausing after each sentence. Students listen and repeat.

30

- 1 Have you managed to buy the tickets?
- 2 I've been calling all morning.
- 3 I've been meaning to for ages.
- 4 Why has Wayne decided to leave?
- 5 He's been thinking about it for a while.
- 6 She's always been good at sports.

Background language notes for teachers

- Note that the weak form of *have* is pronounced /həv/ or /əv/ and *has* is pronounced /həz/. *Been* is pronounced /bi:n/.
- Note that when unstressed *I've*, *he's* and *she's* also have weak pronunciation, so, in sentence 6, *she's* is pronounced /ʃɪz/ not /ʃi:z/.
- The main verbs (*managed*, *calling*, etc.) carry the main stress.

- 11 Organise the class into pairs to practise the dialogues in Exercise 9. Students should try to keep each conversation going for as long as they can. It is a good idea to model the activity first to get students started (see teacher development below).

- Monitor and listen for errors and examples of good pronunciation.
- In feedback, look at good pieces of language that students used, and correct any persistent errors of use or pronunciation.

Teacher development: providing a teacher model of speaking activities

Providing a teacher model of a speaking activity before students start is good for a number of reasons:

- 1 It avoids giving long, confusing instructions.
 - 2 Students are given the confidence of knowing exactly what they should say.
 - 3 Your model provides a good model of use and pronunciation.
 - 4 It's fun and motivating to hear the teacher show how it's done.
 - 5 You can refer back to what you said if students are saying it wrong or short of things to say in the activity.
- Think about modelling an activity like Exercise 11 by yourself (i.e. take both parts) or with a reliable student who will be quick to respond and catch on. The first conversation could go like this:

A: *Have you managed to buy the tickets for the game yet?*

B: *No. I've been calling all morning, but I can't get through.*

A: Have you tried online?

B: Yeah. There's something wrong with their website.

A: Have you thought of going to the stadium?

B: That's a good idea.

A: Yes. It's only a bus ride and perhaps they're on sale there ...

12 Elicit a few other ideas for the first sentence. Then ask students to complete sentences 2 to 5.

- Organise the class into pairs to share their ideas. Set a time limit of ten minutes or this activity may go on for a long time.
- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Possible answers

- 2 but I've just never really had the chance. / because I've always wanted to feel like I'm flying!
- 3 but I have been to the capital twice! / because I've never had a passport.
- 4 because we've been working together the last few weeks. / but I've still never been to her house.
- 5 but they've still not broken even for a few years. / because they've been making lots of people redundant to cut costs.
- 6 because things haven't been working well. / but they haven't gone far enough if you ask me.
- 7 because it's been worrying me for quite some time now. / but I haven't had time to book an appointment.

Optional extra activity Ask fast finishers to write their own sentences with *but* or *because* and present perfect forms.



For further practice, see Exercise 2 in the Grammar reference on page 172.

Answers to Exercise 2, Grammar reference

- | | |
|---------|-----------------|
| 1 for | 5 yet |
| 2 this | 6 already |
| 3 since | 7 always, since |
| 4 never | |

Web research activity

- Ask students to research unusual or interesting sports. Tell them to find out about the history of the sport, where it's played, what the rules are and what it involves, how popular it is, who the champions are, if it is played in their country, etc.
- Ask students to share their ideas in the next class.
- Search term: *unusual / interesting / weird sports*

6 ACCOMMODATION

SPEAKING

Aim

to set the scene and introduce the theme with a picture; to get students talking about the advantages and disadvantages of staying in different places

1 Start by telling the class that in this unit they're going to be learning how to talk about staying in different places, and about the problems involved in settling in new places.

- Ask students to look at the picture on pages 50–51. Ask: *What can you see?* Elicit a brief description of the picture.
- Organise the class into pairs to discuss the questions very briefly. In feedback, find out how many students would like to stay in the hotel.

Culture note: the Ice Hotel

The photo shows a young woman on a bed in the Ice Hotel in the Lainio snow village in Ylläs, Lapland, northern Finland. Much of the hotel is built of snow and ice, and visitors can stay there overnight. It melts in summer and is rebuilt each year.

2 Organise the class into new pairs or small groups to discuss the advantages and disadvantages. Set a time limit of five or six minutes.

- As students speak, listen for errors, new or difficult language that students try to use, or any interesting ideas or experiences that you could use in feedback.
- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers

A self-catering apartment

It's like a home from home.

You get more privacy than you do in a hotel.

You have to do all the cooking yourself (which could be seen as + or -).

You can't order room service.

You have to do all the shopping and washing-up yourself.

A posh hotel

You get excellent service and the facilities are usually great.

It can be very expensive.

Sometimes it can be overpriced.

A camper van

You're free to travel around.

You can park and sleep in lovely bits of countryside.

It's a bit cramped.

It can get a bit cold in certain climates.

A tent

You're close to nature.

It's great for kids.

If it rains or it's cold, it can be really miserable.

It can be a nightmare to put the tent up on occasion.

A youth hostel

It's great if you're young, don't have much money and don't mind sharing a room.

You have to share. You might worry about people stealing your stuff.

It might have narrow, uncomfortable beds.

A bed and breakfast

It's family run (which can be good or bad, of course).

It's cheaper than a hotel.

The breakfasts are often good.

Because you're basically staying in someone's house, you often have to keep quiet.

There's sometimes a curfew – a time by which you have to be back in the house.

Optional extra activity It is a good idea to start personalised speaking activities of this kind with a true, personalised model from the teacher. So, be prepared to briefly describe two or three advantages and disadvantages of, say, self-catering apartments to the class before doing this speaking exercise.

Teacher development: personalisation

Outcomes aims to encourage personalisation by regularly including questions that encourage students to express their own opinions and describe their own experiences.

The advantages of personalising material include:

- 1 Everybody likes to talk about themselves, so students will have plenty to say.
- 2 Topics become interesting if you can relate it to your own personal experience.
- 3 By sharing opinions and experiences, classmates become more bonded and more interested in what each has to say – it's good for classroom dynamics.

- Think of ways of extending speaking activities or follow-up activities after reading or listening by including personalised tasks. Here, for example, you could think of further questions for students to discuss:

What's the best / most exciting / most unusual place you have stayed in?

Imagine a foreign visitor was coming to stay at your house – show him or her round, and tell him about the house.

- Mix pairs, and use milling activities and group work, in order to make sure students share their personalised experiences and opinions with a variety of different students throughout the course.

GOING PLACES

Student's Book pages 52–53

Communicative outcomes

In this two-page spread, students will talk about places they stayed on trips or holidays; they will practise using modifiers to make adjectives, adverbs, verbs and nouns stronger or weaker.

VOCABULARY Where you stayed

Aim

to introduce and practise words and expressions to describe places to stay

1 Organise the class into pairs to decide whether the statements are positive or negative. It is a good idea to elicit the answer to the first one, and the reasons why, to get students started. The aim here is to allow students to work out words they don't know, and to teach each other.

- Monitor and note how well students understand the vocabulary. In feedback, check answers, and check the meaning of unknown words (see suggestions in the answers below).

Answers

- 1 negative – it was *muddy* (i.e. it had probably rained a lot and the earth was very wet and difficult to walk in), and everything got *filthy* (= very, very dirty)
- 2 positive – a *stunning* view is a really good view
- 3 positive – *service* is the help given by people working in a place; if something is *efficient*, it work(s) in a reliable, professional way
- 4 negative – *unbearably hot* means it was too hot – it was unpleasant and difficult to function in
- 5 negative – it's not the kind of view you want!
- 6 positive – people were very friendly and made you feel at home. *Overwhelming* can be used negatively, but here it means that it affected you in a very positive way.
- 7 negative – if a place is *a bit of a dump*, it's dirty and unpleasant
- 8 positive – the *facilities* (i.e. equipment, gym, spa, swimming pool, etc.) were all really, really good
- 9 could be both – depending on whether you like being away from people or not – *isolated* means far from people and towns
- 10 positive – there was plenty of space and privacy – *deserted* means empty of people

2 In the same pairs, students work together to describe the photos using the vocabulary from the lesson.

- Monitor and note how well students use the vocabulary. In feedback, elicit a few descriptions and correct any misuses or mispronunciations of the new language that you may have heard.

3 Organise the class into new pairs. Give them a few minutes to think of a place to describe, and monitor to

help with ideas and vocabulary. When students are ready, ask them to describe the place to their new partner.

- As students speak, listen for errors, new or difficult language that students try to use, or any interesting ideas or experiences that you could use in feedback.
- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Ask students in pairs or groups to think of as many things as they can in five minutes that can be *filthy*, *stunning*, *efficient*, *isolated* or *deserted*.

Possible answers:

filthy: boots, socks, weather, language

stunning: view, dress, woman, scenery, mountains, lake

efficient: worker, PA or secretary, staff, method, system

isolated: old man, farmhouse, village, beach, island

deserted: beach, island, village, streets

LISTENING

Aim

to give students practice in listening for general and specific understanding

4  **31** Lead in briefly by asking students to look at the questions, and asking: *What information do you expect to hear on the recording?* Elicit a few responses. If you think your students may not know much about Hungary or Turkey, you may wish to tell them that the two people are talking about trips to the two countries, and ask students what they know about the places (see culture notes below).

- Play the recording. Students listen and note answers. After playing the recording, ask students to work in pairs to compare their answers.
- In feedback, elicit answers from the class. Ask students what they heard on the recording that helped them work out the correct answers.

Answers

- 1 Conversation 1: on the festival site, on an island in the middle of the River Danube in Budapest, then with some Hungarians in their home.
Conversation 2: a place on the south coast of Turkey, on cliffs overlooking the sea.
- 2 Conversation 1: they met nice Hungarians who put them up; they had a great time; they hardly slept, there was so much going on.
Conversation 2: it was boiling and they love the heat; it was cheap; the beach was deserted.
- 3 Conversation 1: the tent they were in got flooded because it rained so much; all their stuff got soaked; everything got filthy.
Conversation 2: the place was very remote; the only way in to the nearest town was by minibus that only ran a couple of times a day.

31

Conversation 1

- A: Have you ever been to Hungary?
 B: Yeah, I went to the Sziget Festival a couple of years ago.
 A: You went where?
 B: The Sziget. I don't know if I'm pronouncing it right, but it's an enormous music festival in Budapest. It's held on this island in the middle of the Danube.
 A: Oh right. So where did you stay?
 B: We camped on the festival site. It was a bit of a nightmare, actually, because it absolutely poured down while we were there. The whole place was flooded and we got absolutely soaked – tent, sleeping bags, everything. And it was so muddy, everything got filthy. It was crazy.
 A: Couldn't you stay somewhere else?
 B: Well, we actually did in the end. We met these really nice Hungarians who lived in the city and they put us up for a couple of nights.
 A: Wow, that was generous! So would you go again?
 B: Absolutely. We had a great time, in spite of the weather. I hardly slept the whole time we were there. There was so much going on.

Conversation 2

- A: Did you go away in the holiday at all?
 B: Yeah, I went to Turkey.
 A: In August? Wasn't it a bit hot?
 B: It was absolutely boiling, but then I love the heat – and you get quite dry heat there.
 A: I guess. So did you enjoy it?
 B: Yeah, it was brilliant. We stayed in this absolutely amazing place on the south coast – right on top of the cliffs, overlooking the ocean.
 A: Sounds nice.
 B: It was. Wait, I've got a picture of it somewhere on my mobile.
 A: Let's have a look. Wow! Look at that sunset. That's stunning!
 B: I know. It was like that nearly every night.
 A: That's great. Were there any other places nearby? It looks as if it's in the middle of nowhere.
 B: It was a bit isolated, yeah. It was a few kilometres along this narrow track to the nearest village – well, town – but they had a minibus to take people there in the morning and to bring them back in the evening.
 A: Wasn't that a pain, having to rely on the bus? Didn't they run more often than that?
 B: No. It was a bit annoying, but considering how cheap the place was, you couldn't complain. And there was a little beach near the hotel. There was a little path between the cliffs – and the beach was almost deserted, which was lovely.
 A: I'm not surprised. Sounds like hard work.
 B: It was a bit of a struggle climbing back up, but it was worth doing once.
 A: I guess. It doesn't sound like my kind of thing though.

Culture note: Hungary and Turkey

- Hungary /'hʌŋɡəri/ is a landlocked country in central Europe, east of Austria. Its capital is Budapest which is on the River Danube, one of Europe's most important rivers. The Sziget Festival is one of the ten best music and cultural festivals in Europe. It takes place every August and features top rock bands from all over the world.
- Turkey /'tɜːki/ is a large country which straddles Europe and Asia. Its capital is Ankara, but its largest city is Istanbul. It has many well-established tourist resorts.

5  **31** Give students a moment to read through the sentences and think about which words are missing. Play the recording. Students listen and complete the phrases. Ask students to work in pairs to compare answers.

- Elicit and write answers on the board. Check that students understand the meaning by providing definitions or examples (see the answers). Drill each sentence with students.

Answers

- 1 is held on (if you hold a festival or a party, it means you organise it)
- 2 absolutely poured down (to *pour down* means to rain very heavily)
- 3 put us up (= allowed us to stay in their house overnight)
- 4 in spite of
- 5 Wasn't it
- 6 at that sunset (= the change in colours in the sky when the sun goes down)
- 7 considering how cheap (*considering* = when you consider or think about)
- 8 worth doing once (if something is *worth doing* then it is a good thing to do – so, going to New York is worth doing because it's an exciting city)

Optional extra activity 1 Write up some other interesting and difficult vocabulary from the listening, and ask students to say what the phrases mean:
got absolutely soaked = got very wet
There was so much going on = a lot was happening
in the middle of nowhere = very isolated
a bit of a struggle = quite difficult
it doesn't sound like my kind of thing = it's not something I think I would enjoy

Optional extra activity 2 Show the following sentences on the board and ask students to notice the patterns used with *considering* to express contrast. Ask them to translate the sentences into their own language and compare their translations.
Considering how cheap the place was, you couldn't complain.
Considering how expensive it was, I was disappointed.
It was surprisingly quiet, considering the location.

6 Organise students into pairs to discuss the questions. Start by telling them about a festival you have been to.
 • As students speak, listen for errors, new or difficult language that students try to use, or any interesting ideas or experiences that you could use in feedback.

- After the activity, give some feedback by either sharing ideas you have heard with the whole class or by asking students to correct sentences on the board.

GRAMMAR Modifiers

Aim

to check students' understanding of how to use modifiers to make adjectives, adverbs, verbs or nouns stronger or weaker

7 Ask students to look at the corrections in the sentences below the grammar box, and elicit what changes have been made. Then organise the class into pairs to discuss why the words that are crossed out were wrong.

- Monitor and note how well students can recognise and explain errors. Tell students to concentrate on the errors they weren't sure about when checking their answers using the Grammar reference on page 172.
- Have a brief class feedback session and discussion and find out what students think. Deal with queries and ask for further examples (see the explanations in the answer key).

Answers

- 1 We don't use *very* with extreme / ungradable adjectives like *soaked*, which already means 'very very wet'. Other adjectives that you can't use *very* with include *boiling*, *delicious*, *filthy*, *freezing*, *fantastic*, *terrible*, etc.
- 2 We don't use *absolutely* with normal adjectives – only with extreme / ungradable adjectives like those mentioned above.
- 3 We use *too* to show something is negative – *it was too cold to sit outside*; *it's too spicy for me*; *i can't eat it*, etc. To make extreme / ungradable adjectives like *incredible* stronger, use *really* or *absolutely*.
- 4 If you want to make a positive adjective negative, use the pattern *a bit too ... for my liking*, e.g. *It's a bit too spicy for my liking*; *I just find him a bit too nice for my liking*. If you use *quite*, it means more than 'a bit', less than 'a lot', e.g. *It's quite hot today, isn't it?*
- 5 We don't use *a bit* with positive adjectives like *nice*. We only use it to soften negative adjectives.
- 6 To modify nouns, use *a complete* (or *a bit of / a total / a real*, etc.). *Completely* is usually used with adjectives instead, e.g. *It was completely different to what I expected*. *It's completely wrong*.)
- 7 We use *a bit* before negative adjectives. To soften a negative noun, use *a bit of* ...
- 8 We use *hardly* before verbs – *I could hardly breathe*; *I can hardly talk*. To express the idea of 'almost none', use *hardly any* before a noun. *There were hardly any people there*; *I spent hardly any money*, etc.
- 9 We use *almost* with *nothing*, *no*, etc.

Answers to Exercise 1, Grammar reference

- 1 *a bit* and *quite* are both possible – *quite* is stronger;
absolutely (can't use *very* with extreme / ungradable adjectives)
- 2 *hardly* (or you could say *we had almost no rain*);
a bit of (because *chill* is a noun, not an adjective)
- 3 *absolutely* and *really* are both possible;
almost (or *hardly any vacancies*)
- 4 *A real* (because *tourist trap* is a noun);
very (can't use *absolutely* with normal adjectives)
- 5 *pretty* and *fairly* are both possible and mean the same thing;
no (or *there were hardly any houses nearby*)
- 6 *fairly* (can't use *a bit* with positive adjectives); *a bit* (to soften negative *too*)

8 Ask students to match the modifiers to the groups of words. Elicit the answer to the first in open class to get them started. Let students check their answers in pairs before going through the answers quickly in feedback. Point out that groups 5 and 6 can be used with two modifiers, because *really* can be used with both gradable adjectives (group 5) and ungradable adjectives (group 6). Group 3 can only be used with *really* because it includes both gradable and ungradable adjectives.

Answers

- | | |
|--------------|-----------------------|
| 1 a bit of a | 5 very / really |
| 2 almost | 6 absolutely / really |
| 3 really | 7 hardly |
| 4 a bit | |

Background language notes for teachers: modifiers

- Students need to recognise when an adjective is gradable or not. Sometimes it is clear (e.g. *hot* – *boiling*; *wet* – *soaked*) but sometimes it is confusing (e.g. *deserted* is extreme but *isolated* is gradable). Students simply have to learn them.
- *Complete* and *real* have the same meaning – they both emphasise the noun. Sometimes they can be interchanged: *It was a real / complete waste of time* and *He was a real / complete idiot!* However, sometimes they collocate with different nouns. e.g. *It was a real treat to have a day off* (not *a complete treat*).
- Note that although *a bit*, *quite*, *fairly* and *pretty* are generally used to make an adjective weaker, they are also often used by native speakers to make understatements (*I'm feeling a bit tired* = said after running a marathon), and can be used with extreme adjectives, in which case they have a stronger meaning (*It was pretty amazing! The sunset was quite stunning*).
- Notice how *really* and *absolutely* are used to emphasise verbs in a similar way to how they emphasise adjectives. Compare *It was really raining hard* and *It was absolutely pouring down*.



Students complete Exercise 1 in the Grammar reference on page 173.

PRONUNCIATION

Aim

to recognise and practise the stress on modifiers and adjectives

9 32 Read through the rules with the class. Then ask students to decide which words are stressed. Elicit the answers to 1a and 1b first to get them started. Let students compare their sentences with a partner before playing the recording for them to check.

- In feedback, ask: *Are we emphasising that we are making the adjective weaker? Why?* This way you can make sure that students understand from the context of the sentences why the modifiers are being stressed.

Answers

- | | |
|--------------------------------|-------------------------------|
| 1 a <i>near</i> is stressed | 3 a <i>nice</i> is stressed |
| 1 b <i>quite</i> is stressed | 3 b <i>fairly</i> is stressed |
| 2 a <i>crowded</i> is stressed | 4 a <i>good</i> is stressed |
| 2 b <i>bit</i> is stressed | 4 b <i>pretty</i> is stressed |

10 Give students a minute or two to prepare things to say. Then organise the class into pairs or small groups to talk about their towns or cities.

G For further practice, see Exercise 2 in the Grammar reference on page 173.

Answers to Exercise 2, Grammar reference

- isn't very strong / isn't strong enough
- was absolutely boiling
- was hardly anyone in
- a bit too loud
- was almost nothing

DEVELOPING CONVERSATIONS

Negative questions

Aim

to consolidate and practise ways of using negative questions to express opinion or surprise

11 Read the examples and information in the box as a class.

- Elicit the negative form for the first gap from the class to get students started. Ask students to work individually first then compare their answers with a partner.

Answers

- | | |
|-----------|-----------|
| 1 Wasn't | 4 Weren't |
| 2 Don't | 5 Isn't |
| 3 Haven't | |

Background language notes for teachers

- A negative question can have two different kinds of meanings. Firstly, it can be used to ask for confirmation of something you believe to be true:

Didn't you see Joe yesterday? How is he doing?
(= I believe that you saw Joe yesterday.)

- Secondly, it can be used to ask for confirmation of a negative belief. In this case the speaker is surprised that something has not happened or is not happening.

Hasn't Jennifer called yet?

- You may also express your opinions in a more polite way by changing them into negative questions.
Wouldn't it be nice to invite your aunt over? (More polite than: 'It would be nice to invite your aunt over.')

12 Organise the class into pairs to prepare and practise conversations. Elicit the first question from the class to get students started. When students have prepared the negative questions, ask them to improvise conversations.

- As students speak, note errors and good uses of language. At the end, ask various students to say what they found out about their partner.
- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers

- Wasn't it expensive?
- Won't it be really crowded?
- Isn't it a bit scary, living round there? / Don't you find it a bit scary?
- Didn't you feel quite awkward? / Wasn't that a bit awkward?

Optional extra activity Ask fast finishers to invent further conversations based on the following starters.

We stayed in a small house right on the beach.

We camped in a forest.

I used to live in a house with no heating.

CONVERSATION PRACTICE

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

13 Organise the class into new pairs. Give students one or two minutes to prepare things to say, following the prompts. It is a good idea to model the activity first by acting out the conversation briefly with a reliable student.

- Ask pairs to work together to improvise conversations. You could ask them to write a dialogue first before learning and practising it, or you could ask them to work on it orally until it works well. Monitor the students and help them with ideas and vocabulary.
- As students speak, note errors and good uses of language.

- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity This works well as a milling activity. Once students have practised one conversation with a partner, ask them to stand up, walk round, and talk to as many people as they can in five minutes.

Web research activity Ask students to find out about the Sziget Festival – or any other music festival they're interested in. Ask them to find answers to some or all of the following questions: *When / how did it start? How many people usually go there? How has it changed over the years? What kind of music does it specialise in? Have there ever been any problems associated with it? Would they like to go – and why / why not?* Pool the students' ideas in the next class.

10 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

- 1 as an alternative to the conversation practice
- 2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases or structures in a controlled way before having a go themselves.
- 3 at the end of the unit as a revision exercise.

SORTED!

Student's Book pages 54–55

Communicative outcomes

In this two-page spread, students will talk about accommodation problems, and will talk about things they have had done or need to have done.

LISTENING

Aim

to give students practice in listening for general and specific understanding

1 Lead in by asking students to look at the photo and say whether they would like to stay there.

- Organise the class into pairs to discuss the problems. Set a time limit of three or four minutes.
- As students speak, listen for errors, new or difficult language that students try to use, or any interesting ideas or experiences that you could use in feedback.

2 Ask students which problems they thought were the worst. Give feedback on their discussion. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers

staying in a hotel: it's really noisy / something doesn't work / it's not properly cleaned / things get stolen from your room

renting a room or a house: the landlord increases your rent / doesn't give back the deposit when you leave / doesn't fix things when asked to

sharing a room or a flat or house: your roommate / flatmate has disgusting habits / is noisy / takes things without asking / is always eating your food / never does their washing-up

3 33 Play the recording. Students listen and note the places and problems. After playing the recording, ask students to work in pairs to compare answers.

- Elicit and write answers on the board in feedback.

Answers

Conversation 1: a hotel – Mr Bergen booked a room,

but the hotel has no record of it and no rooms left

Conversation 2: hotel room – it's freezing, and the person wants to turn down the air-conditioning

Conversation 3: a flat or house – the tenants are leaving the place dirty, with a broken washing machine and things missing, so the landlord won't give them their deposit back (£1,000)

Conversation 4: a flat or house – the tenant has had to pay to have boiler repaired

33

Conversation 1

- A: I have a booking under the name of Bergen.
 B: Hmm. I'm sorry sir. We have no record of any reservation.
 A: That can't be right. I spoke to someone just over a week ago.
 B: Well, did you receive a confirmation by email or text?
 A: Should I have?
 B: That's our normal procedure, yes.
 A: No. I haven't had anything.
 B: Well, I'm afraid there's nothing I can do.
 A: Haven't you got any rooms available?
 B: I'm afraid not.
 A: Oh, that's great, that is.

Conversation 2

- C: Hello. I was wondering if you could help. My room's not very warm. Is there any way I can turn down the air-conditioning?
 D: I'm afraid it's all controlled centrally.
 C: Can't you do anything about it? I mean, you seem to have it on full blast. It's absolutely freezing!
 D: I'm sorry, but we haven't had any other complaints about it.

Conversation 3

- E: What do you mean you're not going to give us our deposit back?
 F: Look at the state of the place. It's filthy!
 E: Well, it wasn't particularly clean when we moved in.
 F: And what about the washing machine? That'll need to be replaced.
 E: That's hardly our fault. It's ancient. It was already falling apart – and I hardly think it's worth a whole month's rent.
 F: Well, it's the combination of things. When you take everything into account – the stuff which is broken and missing, the mess – it all adds up.
 E: What? To over a thousand pounds? You're taking the mickey! I can't believe you think we're going to pay that! It's ridiculous!

Conversation 4

- G: I warned the landlord that boiler was a health hazard again and again.
 H: I know. I remember you telling me ages ago.
 G: They promised to fix it, but they just kept putting it off. Honestly, I'm furious about it!
 H: I'm not surprised. Still, you were right to have it checked and to get it repaired. I mean, you could've suffocated while you were sleeping.
 G: Well, you hear about carbon monoxide poisoning all the time, don't you?
 H: It doesn't bear thinking about.
 G: The thing is, though, I'm completely out of pocket now.

- 4** 33 Ask students to read through the eight statements, and to discuss with a partner which conversation they think they go with. Play the recording again. Students listen and match the statements to the conversations. After playing the recording, ask students to work in pairs again to compare answers.

- In feedback, elicit the words students heard on the recording that helped them make their decisions. See the answers below. Note that if students have difficulty answering question 8, *have / get* something done is to be taught or revised in the next section.

Answers

- Conversation 1 (He should've received a confirmation by text or email, but didn't know about this.)
- Conversation 3 (*Look at the state of the place. It's filthy!*)
- Conversation 2 (You can't turn down the air-conditioning in the room. It's all centrally controlled.)
- Conversation 1 (The speaker says: *Oh, that's great, that is!* but means the opposite. We often add *that is!* to mark sarcasm.)
- Conversation 4 (*I warned the landlord it was a health hazard. ... You could've suffocated while sleeping.*)
- Conversation 3 (The landlord isn't going to give the thousand pound deposit back.)
- Conversation 2 (*My room's not very warm.* Then later in the conversation: *It's absolutely freezing!*)
- Conversation 4 (*you were right to have it checked and get it repaired. I'm completely out of pocket now.* So the speaker has had to pay for the repairs.)

Background language notes for teachers

Native speakers often say the opposite of what they mean when they want to show anger or be funny. This is called *sarcasm*.

That's great, that is! (= It's an annoying problem)

Lovely weather! (= It's pouring with rain)

Charming! (= That's a disgusting thing to do)

- 5** Using the example conversation as a model, students discuss the situations with a partner or in small groups. In feedback, elicit interesting ideas.

Possible answers

Conversation 1: I would ... ask to see the manager / check my emails / write a letter of complaint / try to find another hotel

Conversation 2: I would ... change hotel / ask to see the manager / try to turn the air conditioning off myself

Conversation 3: I (the tenant) would ... take the landlord to court / agree to clean the place myself / agree to pay reasonable costs

Conversation 4: I would ... take the landlord to court / move house / refuse to pay rent

Optional extra activity Write some prompts from conversation 1 on the board and ask students in pairs to see how much of the conversation they can remember using the prompts, e.g. *under the name of / no record of / Just over a week / our normal procedure / nothing I can do / available / afraid not / that is!*

SPEAKING

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

6 Organise the class into pairs. Ask students to choose two situations they want to act out.

7 Give students five minutes to prepare their roles and the language they want to use. Monitor and help with ideas and vocabulary.

- If you prefer, or are short of time, go straight from Exercise 6 to the actual roleplay in Exercise 9. Exercise 8 could then be done as homework.

8 Ask pairs to write out the conversations before practising reading them out to each other.

9 After reading them once or twice, ask students to try to act out the conversation again, without looking at what they wrote. The more practice the students have, the better their conversations will be. Monitor and listen for errors and examples of good pronunciation or language use.

- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

GRAMMAR

have/get something done

Aim

to check students' understanding of how to form and use the passive structure *have/get something done*

10 Read through the example sentence and the rules of form and use as a class.

Answers

- passive
- unknown or unimportant
- focuses on both the object of the verb and the person that the object belongs to



Students complete Exercise 1 in the Grammar reference on page 173.

Answers to Exercise 1, Grammar reference

- I'm thinking of getting my hair straightened
- You should get that photo framed.
- I'm going to have to have the tooth taken out
- they had all their money and their passports stolen
- we should have had it checked

Background language notes for teachers:

have/get something done

We use *have/get something done* when we arrange for somebody else to do something for us. It is commonly used to talk about personal treatments you receive (*hair cut, teeth pulled, nose pierced*, etc.) or for jobs involving the house and machines (*house decorated, car cleaned, boiler mended*, etc.).

- We use *get* in place of *have* when we want to be less formal and more colloquial.

- Note that there is a second use of the structure. It is used to describe negative events that happen to us. It describes events that we didn't want to happen, e.g. *I had my passport stolen. They had their wages cut.*

- Students often make errors with this form, saying, for example, *I had cut my hair* or *I cut me my hair*. This is because it is a form that doesn't translate word for word into many other languages, and because the similarity to the present or past perfect form in English confuses students. Make sure you provide good practice in manipulating the form (Exercise 11 and the extra activities).

11 Read through the examples as a class and elicit other ideas from different students. Organise the class into pairs and give them five minutes to come up with as many different sentences as they can. Tell them to write at least two examples for each sentence frame, but to try to think of more. Monitor and help with vocabulary. Creative students may come up with some very interesting and plausible ideas.

- Note that this activity is a very controlled (if creative) accuracy practice, so make sure you correct any errors strictly, and make sure that students have some clear and accurate written examples of the language at the end of the activity.

Possible answers

- to have / get your arm X-rayed / looked at
- have / get that picture framed / restored
- have / get this coat repaired / dry-cleaned
- had / got a tooth taken out / pulled out
- had / got my passport renewed / stolen
- to have / get my computer fixed / replaced
- had / got the house painted / redecorated
- to have / get my hair cut / dyed / shaved off

Optional extra activity To practise pronunciation, drill some of the phrases that students think of. Note that the strong stress is often on the object: *I'm going to have my hair cut*. However, the stress may also shift to the participle if that is new or important information: *I've just had my passport renewed*.

12 It is a good idea to start by eliciting examples of things that people generally have done (see optional activity below), and writing ideas on the board. Give students a couple of minutes to think of things to say about themselves. Organise the class into pairs to discuss their ideas.

- As students speak, listen for errors, new or difficult language that students try to use, or any interesting ideas or experiences that you could use in feedback.
- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Elicit some of the following useful vocabulary (in note form) and write the words on the board before doing Exercise 12: *hair / cut short / dye; ears / nose / tongue / pierce; teeth / clean / check; heart / fitness / check; house / room / paint / redecorate; car / check / repair / service; computer / phone / check / fix*, etc.

G For further practice, see Exercise 2 in the Grammar reference on page 173.

Answers to Exercise 2, Grammar reference

- 1 had our luggage stolen
- 2 have just had / got that gate painted
- 3 am having / getting my car repaired
- 4 get / have the air conditioning (in here) repaired
- 5 have / get it delivered to my house

Teacher development: accuracy and fluency

Outcomes aims to provide a balance of activities that provide accuracy practice of the form, use and pronunciation of new structures, and fluency practice of new structures.

- In accuracy practice (e.g. Exercise 11 above) the aim is to make sure students can manipulate new forms in a clear context that really tests their understanding of rules of use. At this stage, get involved in preparation and practice, answer queries, provide support and correct the language use of individuals very carefully in on-the-spot corrections.
- In fluency practice (e.g. Exercise 12 above) the aim is to allow students to use new structures in a real, often personalised situation. At this stage, support with ideas at preparation stages, but stand back and monitor use from a distance. The emphasis should be on students trying to express themselves naturally, and getting across what they want to say. You can use the opportunity in feedback at the end of the activity to point out any errors that students are still making.

UNDERSTANDING VOCABULARY

Idioms

Aim

to learn and practise some useful idioms

13 Read the example idioms and the information about idioms as a class.

- Ask students what they think the two idioms mean. You could refer students to the audio script on page 200 and ask them to find the idioms and work

out meaning from context (*take the mickey* = tease or laugh at somebody, usually in a friendly way; *out of pocket* = you have lost money because of a bad business deal or because you've been cheated in some way). There is no need to tell students the answers yet as these idioms are checked in the exercise.

- Ask students to replace the idioms in the sentences with definitions from the box. Tell them to work individually then compare their answers with a partner.
- In feedback, elicit answers, and ask students to think of other example sentences for each idiom.

Answers

- 1 short of money
- 2 in an overly optimistic way
- 3 for very short periods of time
- 4 it's his turn to react and do something
- 5 have enough money to pay for everything needed
- 6 been very expensive
- 7 making fun of
- 8 getting used to things

14 It is a good idea to start students off by giving an example of a situation when you were out of pocket, had the mickey taken or bought something that cost an arm and a leg. Organise the class into pairs. Ask students to take turns to describe situations to their partner. Monitor and prompt with ideas and vocabulary.

- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity With a monolingual class, ask students how they express these idioms in their language. Explore the differences between the idioms in English and the students' L1 and ask students to say which expression they like best.

Communicative activity worksheet The photocopiable worksheet on page 258 can be used at this point or at the end of the unit for further practice.

Web research activity Ask students to research tenants' rights in their own countries – and maybe find out how the situation in their country compares to other countries such as the UK. They should find out what they can about the legal protection tenants have, what obligations landlords have to their tenants, any organisations that exist to fight for tenants' rights, any famous news stories on the topic. If they're researching their own countries, allow them to research in L1 if they want to, but ensure they report back in English.

Search terms:

- *tenants rights / tenants' protection / tenants' protection organisations*
- *dealing with difficult landlords*
- *dealing with difficult tenants*

A SHOCK TO THE SYSTEM

Student's Book pages 56–57

Communicative outcomes

In this two-page spread, students will read about culture shock and settling in somewhere; listen to a radio programme about the stages of culture shock; talk about personal experiences of adapting to a new culture; practise using the present perfect simple and continuous.

READING

Aim

to give students practice in reading to confirm predictions and for specific information

Optional extra activity It is a good idea to introduce the speaking activity in Exercise 1 either topically or lexically first before asking students to discuss the questions in pairs. So, you could briefly describe your experience of moving from your home town or native country to where you are now, then answer students' questions on that experience. Alternatively, you could elicit words and phrases students could use to describe the English town and the Asian city in the two photos. Build up sets of vocabulary on the board that students can refer to as they speak.

1 Start by asking students to look at the photos, and establish that Ben has moved from England to Hong Kong.

- Organise the class into pairs to discuss the questions. Depending on your students' interest in and knowledge of this topic, this discussion could last anything from a couple of minutes to half an hour. So decide how long you wish students to speak for, and set a time limit. Five minutes is probably about right. Monitor what students are saying to gauge their interest and knowledge, and their ability to use key forms correctly, such as the hypothetical use of *would* and the form *get used to + ing*.
- In a brief feedback, pick up on any interesting ideas or experiences that students shared with their partners.

Teacher development: setting time limits

Always set a clear and realistic time limit for any task you set in class. This gives students an aim and focus, and helps give your lesson pace and a sense of purpose and direction. It also helps you to time your lessons appropriately. If you are working directly from the course book, always go through the tasks at the start of the lesson, and work out how long each activity will take.

- With speaking tasks, set a realistic time limit at the start, announce 'one more minute' to signal to students that they have to conclude their speaking quickly, and raise your arm to signal that they should stop speaking. If students clearly need more time, you can always be flexible and add an extra minute. Don't let speaking activities drift.

- With listening and reading tasks, set time limits to reflect the task. So, if students are reading for gist, or scanning a text, set a short time limit to reflect the task. If they are reading for detail, set a more generous time limit to reflect the fact that they should concentrate and take their time.

Culture note: Hong Kong

Hong Kong is a city on China's south coast. It has a population of over seven million people, and is one of the world's most densely-populated places. It is a special administrative region of the People's Republic of China, which gives it a significant amount of financial and economic freedom. It is the third largest financial centre in the world, after London and New York. Between 1898 and 1997, it was leased to the UK and administered as a colony. As a result, it still has a lot of links to Britain, both cultural and financial, and many ex-pat Brits still live there or go to work there, especially in the finance industry.

- 2** Ask students to read the first email and note answers to the questions. Let students compare their answers in pairs before discussing as a class.

Possible answers

Answers may include references to the heat (hot and humid, unlike England), the overwhelming nature of a big city, busy city life (people, parties, etc.), and living in a high-rise apartment.

- 3** Ask students to predict possible changes in their pairs. In feedback, round up their predictions, and write them up on the board. Students read the second email and make a note of changes they find, or underline relevant sections of the email. Let students compare their answers in pairs before discussing as a class.

- In feedback at the end, find out as a whole group what predictions were correct, and if anything your students hadn't predicted had happened.

Answers

Ben's life has settled down and he's working long hours. He's made friends with another guy. He's thinking of leaving because of the pace of life, noise and frustrating life in the office. He misses home.

- 4** Organise the class into pairs to discuss the questions. Check the meaning of *homesick* (missing friends and family and wishing you were at home) and *moan* (complain in a negative, annoying way).

- In feedback, elicit a few comments from the class.

- 5** Students read the third email and note answers to the questions. Let students compare their answers in pairs before discussing as a class.

- In feedback at the end, round up the answers.

Answers

- 1 He was planning to go back to the UK, but changed his mind and instead he travelled round mainland China.
- 2 He is very negative about the UK now and is quite rude about it. He criticises the weather, the food, the boring conversations about reality TV and celebrities, the service. At the same time, he's become much more enthusiastic about Hong Kong (and mainland China): the people are more in touch with their culture, the service is incredible, people take pride in what they do, the food is incredible.
- 3 Students' own ideas (the listening in Exercise 8 will discuss this topic).

6 Ask students in pairs to discuss the questions and make predictions first. Then elicit ideas from the class, establishing a consensus of what students think.

- Ask students to read the final email on page 185 and check their predictions. Let them compare their answers in pairs before discussing as a class.

Answers

Ben is married to a woman from Hong Kong and they have a baby. That's why there was such a gap. He's living in Hong Kong and seems to be settled in his life there.

Optional extra activity In feedback, at the end, have a general discussion about the set of emails. Ask students what surprised them, what was comparable to their own experiences or those of people they know, and in what ways Ben's experience was typical or unusual.

7 Ask students to match the verbs to the words they were used with. Do the first as a class to get students started, and tell them to find the verbs in the emails if they aren't sure which words they collocate with. Let students compare their answers in pairs before discussing as a class.

- In feedback, elicit answers, and check the meaning of the phrases (see answers below). You can use mime to check 2, 3, 4, 5 and 7.

Answers

- 1 f (*pick up* = drive to the airport to get someone in the car)
- 2 c (mime gazing for a long time out of the window)
- 3 g (*jet lag* is the tiredness you experience when you go from one time zone to another – mime looking lethargic and sleepy)
- 4 e (mime working hard at your desk, looking tired and stressed)
- 5 a (= tidy up, organise and put things away)
- 6 d (= go very well – everything is on time and there are no problems)
- 7 h sound their horns (use mime)
- 8 b take pride in what they do (= feel positive about what they do, and want to do it well because they feel it is important)

Optional extra activity Other idiomatic expressions to check may include: ... *absolutely mad* (here, very busy); ... *pretty wild* (here, busy but also out of control); *settled down a bit* (become quieter, less busy, more routine); *can't get a straight answer* (nobody tells me honestly what is happening); *have a moan* (complain about things but in a light-hearted, friendly, sociable way); *there's a lot to be said for it* (a way of saying that is very good); *must dash* (I have to go because I'm busy).

LISTENING**Aim**

to give students practice in listening for general and specific understanding

8 Organise the class into pairs to discuss the questions. Set a time limit of three or four minutes. Have a brief class discussion and establish what students think *culture shock* is. Don't define it yet, however, as the listening will answer this question.

9  **34** Play the recording. Students listen and note answers to the questions in Exercise 8. Let students compare their answers before discussing them as a class.

Answers

- 1 Culture shock is the process that people go through when they have to get used to a different situation.
- 2 When you move to a new country, or to other kinds of new environments, e.g. moving house, changing jobs, starting university, etc.
- 3 It is a long and difficult process. It involves excitement at the new situation, missing home and the old life, then becoming more critical of the old life.

34

One often hears that something was a culture shock – most often when people arrive in a new country, but also when they enter other kinds of new environments. However, it is usually described as being similar to jet lag – something which you experience for a couple of days and then get over – all you need is a good night's sleep! The reality is, however, that undergoing any big change – whether it's moving house, changing jobs or going to university – will bring about a 'culture shock'. Far from being a single event which is quickly forgotten, it is a process which may take several months – even years – to fully recover from. Psychologists more commonly call this process 'acculturation' and highlight four distinct phases that nearly everyone goes through. These are elation – the joy and wonder you first have, where everything is so new and different; resistance – when things settle into a routine and you start to see everything which is bad in your new situation. You look back through rose-coloured glasses on your life before the change. This resistance is then followed by the transformation phase, where you swing more to the other extreme and start looking down on your

previous existence and its culture. You may refuse to mix with people you used to know or who speak the same language. You might put them down when you do. Finally, people reach a state of integration, where cultural differences are acknowledged and accepted and people appreciate both their own heritage and their new life.

That's the ideal situation, according to psychologist Perry Graves.

'Everyone goes through the initial stages, but not everyone finishes the complete cycle. This can cause problems because they often don't recognise the phases of acculturation. For example, some people drop out of university in their first year, saying they don't relate to the middle class values or that it has nothing to do with reality and so on. In reality, these opinions are actually a symptom of the resistance stage. In other cases, people get stuck in a transformation phase, which may stop them moving on to new experiences or lead to them cutting themselves off from their roots, from people they've known for years and years. That can lead to a deep sense of unhappiness and to feelings of frustration.'

10  **34** Check that students understand *misconceptions* (things that people believe to be true but aren't). Play the recording. Students listen and note answers. After playing the recording, ask students to work in pairs to compare answers.

- Elicit and write answers on the board in feedback. Ask students what words or phrases they heard to support their answers.

Answers

- That it's only to do with moving to new countries, whereas actually it can happen inside your own country too, when you move from one situation to another. Also, that it's something you can recover from quickly, like an illness or like jet lag, whereas in fact it's a process that can take ages to go through.
- Acculturation* is what psychologists call the process of going through the stages of culture shock.
- elation, resistance, transformation and integration
- elation: positive feelings when everything is new and exciting; resistance: things settle into a routine and people see the negative aspects of the new environment, the old situation seems much better; transformation: they swing to the other extreme and look down on their old situation; integration: where they see pros and cons of both the new world and the old situation.
- You don't finish the cycle. You don't achieve closure. You get stuck in one particular stage. This can cause unhappiness and frustration.

11 Give students a few minutes to find the examples in the text. Find the first one (*wonder and joy*) as a class to get students started. Ask students to work in pairs to compare answers.

- Elicit answers from the class in feedback. Ask students to explain and justify their answers, and to describe the stages of Ben's acculturation.

Answers

- In the first email, when Ben first arrived – he was gazing out of the taxi window with his mouth hanging open. It was overwhelming, but in a good way. He was going out a lot and meeting people and having an amazing time.
- In the second email, things have settled down a bit. He's been working long hours.
- In the second email, Ben details all the things that annoy him about Hong Kong, but by the third email, he's being very critical about life in the UK.
- At the start of the third email, he criticises the food, service, climate and quality of conversation in the UK. He compares it unfavourably to Hong Kong.
- In the second email, Tony puts Ben down by calling him one of the *Moaning Twins*. In his third email Ben puts his friends in the UK down, referring to *dull conversation* and saying: *I don't know how you lot eat the bland rubbish ...*
- In the third email, he's keen to avoid people he knows back home, and, indeed, to avoid the UK as a whole.
- He gets stuck in the transformation stage in that he clearly cuts himself off from his roots and from people he's known for years. It seems to take him a long time to work through this, as he doesn't write to his friend Jane for ages. In fact, by the time he gets round to it, he's got married and had a kid. This seems to have helped him move into the integration phase.

12 End this part of the lesson with a short open-class discussion, encouraging students to reflect on what they have read and listened to. If students have any personal experiences of acculturation, let them share their experience with the class.

SPEAKING

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

13 Start by eliciting situations in which people might experience culture shock, and ways in which it can show itself. Share one or two experiences from your own life.

Then ask students to prepare to talk about their own experience. Monitor and help with ideas and vocabulary.

- When students are ready, organise them into small groups of four or five, and ask them to take turns to talk about their experiences.
- Monitor and listen for errors and examples of good pronunciation or language use.
- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

VIDEO 3: CAPOEIRA – THE FIGHTING DANCE

Student's Book page 58

Aim

to provide insight into ways of helping young people in difficulty; to improve students' ability to follow and understand fast speech in a video extract; to practise fast speech using strong stresses and pausing

- 1 Organise the class into pairs to discuss the questions. In feedback, encourage students with personal examples or ideas to share them with the class.
- 2  11 Students watch the video and answer the questions.

Answers

- 1 They're doing capoeira. It's a Brazilian art form that's half dance, half martial art.
- 2 In Bahia, Brazil. It has African roots, though.
- 3 Slaves developed it as a way of learning to fight against slave owners, but they knew they had to be careful about this, so they disguised it as a dance!
- 4 street kids (as well as lots of other people around the world)
- 5 It's used with lots of troubled young people, people with drug problems, homeless kids, etc. It helps develop both body and mind / soul. Through capoeira, kids learn respect and how to control their feelings. They learn rules and limits.

- 3 Ask students to use the sentence starters to discuss the video with a partner. Model the activity first.
- 4 Ask students to complete the summary. Let them compare their answers in pairs before discussing as a class.

Answers

- | | |
|----------------|-----------------|
| 1 combination | 6 begging |
| 2 slavery | 7 development |
| 3 amusement | 8 strength |
| 4 awareness | 9 norms |
| 5 homelessness | 10 performances |

- 5 Give students a moment to read through the questions, and check any difficult vocabulary. Organise the class into pairs to discuss the questions.

UNDERSTANDING FAST SPEECH

- 6 Give students time to practise saying the extract. You could point out that while the words in capitals are very strongly stressed in English, the other words are often very weakly stressed, with weak schwa sounds in words like *a*, *to*, and *of*.

- 7  12 Play the extract. In feedback, ask students to say which words they heard most clearly, and to comment on the contrast between the strong and weak stresses.

- Give students time to practise saying the extract in pairs.

Video script 11

Narrator: This is capoeira: an usual combination of dance and martial arts. It was first performed by African slaves in Bahia, Brazil in the 1800s. Slavery is long gone, but capoeira is still around. Recently, social workers have started using this unusual sport to help in the education and social development of young people.

An organisation called Project Axe is leading the way. Project Axe operates an educational and social centre in Bahia's capital city, Salvador. Mario Ribeiro de Freitas has been working and teaching capoeira here for ten years. The organisation uses capoeira to help street kids and others who are at risk. Mario has practiced capoeira for twenty-five years. He's a Master – a combination of teacher and mentor.

Mario (translation): For these kids, capoeira is important not just for what it does for the body, but for what it does for the mind and soul.

Narrator: And this capoeira Master knows from experience. Years ago, Mario was just another young boy from a bad neighbourhood, but then capoeira helped him.

Mario (translation): I studied with several capoeira Masters and learned a tremendous amount from them. I took positive aspects from their lives and applied them to mine, not just to my teaching, but to my whole life, to my family.

Narrator: Project Axe helps Salvador's young people who are on the street, in trouble, or have drug problems. Axe workers make contact with many homeless kids out on the streets. Those who are interested must first agree to move home or go to a foster home. Then, at the centre, they can learn music, dance or fashion design, as well as capoeira. They also help the kids with their basic education and make sure that the government knows about them. There are considerable numbers of street kids in parts of Brazil, some of whom have disappeared from official records.

Pause 1 Mario also says that capoeira teaches students to control their behaviour and treat others with respect.

Mario (translation): Basically, I take what they have to offer, their body strength and their energy, and mould it by integrating them into the group. Once they are in the circle, which is the most sacred moment of the capoeira process, I show them that there are norms, rules and limits within yourself, and with others, that need to be followed.

Narrator: Hundreds of years ago, slaves in Brazil first practised capoeira as a way of opposing their owners. They made the fighting actions look like a dance so that their owners wouldn't know what they were doing.

After slavery was abolished in 1888, capoeira became popular for both amusement and sport. It also helped to raise ex-slaves' awareness of themselves as Afro-Brazilians. Today capoeira is helping street kids to give up drugs and crime and create new lives.

Milton Dos Santos (translation): My situation has totally changed. I was living on the street. I was homeless. I did a lot of drugs and I was involved in selling stolen cars. Axe got me off the streets. I'm studying capoeira and I don't do that other stuff anymore. And I have an excellent Master. My life is better.

Jefferson Rodriguez (translation): I was on the street, begging for money. Then I heard about Axe and they offered me a place. I love capoeira, especially the circle, with two people giving respect and getting respect. We perform and learn to respect each other.

Narrator: Mario's students may still be a little unsure of their futures, but there are signs of progress. This class is preparing for a two-week trip to perform in Italy. It'll be a long journey but they've already come a long way. They've made it from the streets of Salvador to a safer, healthier place.

REVIEW 3

Student's Book page 59

Aim

to consolidate vocabulary and grammar from Units 5 and 6

Answers

1

- 1 has been playing golf (for)
- 2 a complete waste of
- 3 could've died
- 4 should've got / had the lock
- 5 would've come with
- 6 are having the house redecorated
- 7 have been thinking
- 8 gained / put on eight kilos since

2

- | | |
|-----------------------|------------------------|
| 1 Absolutely / Really | 5 I've visited |
| 2 Hardly | 6 really |
| 3 a bit / really | 7 should've |
| 4 real / bit of a | 8 we've already talked |

5

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

6

- a boiler – accommodation: used to heat water
 a dump – accommodation: a horrible place
 isolated – accommodation: it's miles from anywhere
 landlord – accommodation: the owner of the place you're renting
 leak – accommodation: if there is a leak, water might be coming in
 overtake – sport: cars overtake when they're racing
 substitute – sport: a player can be substituted for another
 tackle – sport: you tackle another player to try to get the ball from them
 time-out – sport: a coach can call a time-out to talk with the players
 track – sport: runners run round a track

7

- | | | |
|---------------|-------------|---------|
| 1 over | 4 arm, leg | 7 rose |
| 2 sorting out | 5 stunning | 8 swing |
| 3 feet | 6 welcoming | |

8

- | | |
|-----------------|----------------|
| 1 coordination | 5 strength |
| 2 consciousness | 6 resistance |
| 3 boredom | 7 overwhelming |
| 4 flexibility | |

35 and answers to Exercise 3

- 1 I've been meaning to go there for a while.
- 2 She's had her hair done.
- 3 I shouldn't have put it off for so long.
- 4 It was a bit of a nightmare to be honest.
- 5 You should've told me. I could've dealt with it.
- 6 I've been struggling to keep up.

7 NATURE

SPEAKING

Aim

to set the scene and introduce the theme with a picture;
to get students talking about weather experiences

1 Start by telling the class that in this unit they're going to be learning how to tell stories, including stories about weather experiences and natural disasters, as well as talking about issues connected to plants and animals.

- Ask students to look at the picture on pages 60-61. Ask: *What can you see?* Elicit a brief description of the picture.
- Organise the class into pairs to discuss the questions and create the man's story. A model answer is given below. (The photo was taken in Dordrecht, Holland, in January 2012, but there was also severe flooding in south-west England in early 2014.)

2 Ask students to work in pairs to tell their stories and ask follow-up questions.

- In feedback, elicit some stories from the class.

Possible answer

I live in an area of low-lying land near a river, in south-west England. At the beginning of the year the weather was very bad and it poured with rain for about two months. Eventually, the river flooded, and before long the water came in downstairs. It caused a lot of damage. It ruined all the flooring, all the kitchen cupboards got soaked, and the water got into the electrical appliances. So I'll have to replace the whole kitchen. The insurance will cover most of the cost though, so I'm quite lucky.

Optional extra activity You could do the initial planning stage for this activity with the whole class. Elicit and write some of their ideas about what happened to the man on the board. When you have enough ideas, tell students to spend a minute planning their story.

Teacher development: using pictures as story prompts

In this unit, students will read and listen to stories, and will revise and practise narrative tenses to tell stories. Pictures from magazines can be used to prompt students to tell stories, e.g. pictures of extreme weather events. Here are three suggestions of how to exploit the pictures:

- 1 Organise the class into small groups and give each group a picture. Tell them to imagine they experienced the weather event, and to tell the story of how they survived.
- 2 Half the students get a picture. The other half are journalists and interview them to find out their story.
- 3 Organise the class into small groups and give each group a picture of a person, an extreme weather event and another object such as a car, a house, a boat, etc. Tell the groups to prepare a story that links the three pictures.

WEATHER THE STORM

Student's Book pages 62–63

Communicative outcomes

In this two-page spread, students will tell weather stories using weather words; they will practise using narrative tenses to tell stories, and the patterns *as ... as*, *so + adjective (that)* and *something like* to make stories more dramatic.

VOCABULARY *Weather*

Aim

to introduce and practise words and expressions to describe the weather

1 Explain to students that they are going to learn some vocabulary connected to weather to help them tell stories. Ask them to match each of the descriptions in 1 to 10 to one of the different kinds of weather in the box.

- Do the first description with the whole class so that the students understand the task. The answer is *a storm*. Ask which words show it's a storm, e.g. *thunder*, *flashes of lightning*. Explain and draw *lightning* and tell them that the word to describe the noise is *thunder*.
- Tell students to work individually or in pairs and to use a dictionary if they need to.
- Monitor and note how well students understand the vocabulary. In feedback, check answers, and check the meaning of unknown words (see the concept checking questions in the answers).

Answers

- 1 storm (*thunder, lightning*) Ask what adjective describes *thunder* (loud). Explain that *lightning* is uncountable. We say there was *some lightning* or *a flash of lightning*. What else flashes? (*a light, a torch*)
- 2 fog (*thick, you could hardly see*) Ask what verb we use when we suddenly meet fog (*hit fog*). Why might it be dangerous? (*you can't see / might crash*) So what might you do when you hit fog? (*slow down / stop / come off the motorway / wait for it to lift*). What's the opposite of *lift*? (*come down*)
- 3 sun / heat (*boiling, humid*) When it's *humid*, there is water in the air, but no rain. When it's hot and humid, what might happen to you? (*feel thirsty / sweat / feel dizzy / can't breathe*). Explain or mime *pass out* = faint or lose consciousness. What else might be *unbearable*? (*cold / noise*).
- 4 cold (*freeze to death, lips turned blue*) Draw attention to the pattern *I lost the feeling in my fingers / in my toes*. Explain that we use *turn* to show a change in colour. So when might you turn red / white / green?

- 5 rain (*pouring down, umbrella*) Elicit the meaning of *get soaked* = get very wet; *pour down* = rain very heavily.
- 6 wind (*blew down*) Draw or demonstrate tree that has *blown down* (is not standing). What else is often blown down by the wind?
- 7 storm (*pouring down, hail*) Explain *hail* = rain frozen into lumps of ice. If it was pouring with rain and then it became less strong, what do you say? (*it eased off*). If you're driving and *pull over*, you stop at the side of the road. Why might you have to pull over? (to check where you're going / because you can't see, etc.)
- 8 wind / storm (*strong, ferry couldn't sail*) If the wind is very strong, what might it do? (blow things down / do a lot of damage) Why might the ferry not sail when it's so windy? (waves too big / might sink!)
- 9 snow (*settle, skidding*) Explain or translate *the snow settled* = accumulate on the ground. What does it do if it doesn't settle? (melts / turns to water) Explain or translate *skid* = slide or move sideways on the road in a car. Why else might you be stuck in your car? (traffic)
- 10 rain (*flooded*) Explain or translate *flooded* = under water. Why might your kitchen get flooded? Highlight the pattern: *It rained non-stop for days / it snowed non-stop for hours*. Explain or translate *miserable*.

PRONUNCIATION

Aim

to practise the weak pronunciation of *was*

- 2  36 Play the recording. Students listen and note the very weak pronunciation of *was* (/wəz/).
- Play the recording again. Students listen and repeat the phrases.

36

- 1 The thunder was so loud!
- 2 I thought I was going to pass out!
- 3 I thought I was going to freeze to death!
- 4 When we left it was fine.
- 5 It was pouring down.
- 6 because it was so strong.
- 7 I was afraid of skidding.
- 8 The whole place was flooded.

Background language notes for teachers

- Generally, *was* is weakly stressed when it is used in affirmative statements, notably in past continuous or past passive forms. The strong stress is on the main verb and *was* should be reduced considerably so that it is barely pronounced by students: /wəz/.

- 3 Ask students to underline words that are new. Then organise the class into new pairs to compare ideas.

Monitor and note any words that you feel may need checking in feedback.

- 4 Provide some examples yourself to demonstrate the task, e.g. *When I was on the tube in London one summer, it was horrible because it was boiling and humid. There was no air conditioning, and it was also packed. I just couldn't breathe. I actually did pass out!*

- Organise the class into pairs and tell them to try and use some of the new language as they describe their experiences. Monitor the pairs of students and what they are saying. Help with pronunciation if necessary and note any interesting experiences.
- Provide some feedback by re-telling one or two stories you heard. Ask those students some further questions to get more information.

Alternative As more of a challenge, you could ask students to do Exercise 4 without looking at the situations in Exercise 1.

Optional extra activity Ask students to draw a mind map to note and learn the new vocabulary in Exercise 1 (see below).

Teacher development: using mind maps to record vocabulary

To help students note and record new sets of vocabulary, ask them to design mind maps. In a mind map, students should draw a circle with a main heading in it (here, *Weather*), then draw lines to sub-headings in smaller circles (e.g. *storm, wind, sun / heat*, etc). From the sub-headings, other lines should be drawn to new sets of words, so, from *wind*, students might write *blow down*, and *do damage*.

- Allow students to invent their own mind map rather than copy one. You may want to hand out blank sheets of paper for them to use. Get students to do it on their own, and give them a time limit – say five minutes – to do as much as they can.
- Go round and check they are doing it correctly. Notice if they are using single words or phrases.

LISTENING

Aim

to give students practice in listening for general and specific understanding; to provide a model for the conversation at the end of the lesson

- 5  37 Give students a moment to read through the questions. Ask students what they think the listening might be about.
- Play the recording. Students listen and note answers. After playing the recording, ask students to work in pairs to compare answers.
- In feedback, elicit answers from the class and write them on the board. Ask students what they heard on the recording that helped them work out the correct answers. If there are still a lot of uncertainties at this point, refer the students to the audio script and play it through again.

Answers

Speaker A

- 1 on the way to visit friends in Rome
- 2 hail
- 3 scared
- 4 They pulled over and waited until it blew over.

Speaker B

- 1 a village in Sardinia
- 2 boiling hot, humid weather, forked lightning and thunder, and heavy rain
- 3 transfixed – it was amazing
- 4 They ran to the nearest café.

37

A: We got caught in this incredible storm on our way to visit friends in Rome.

B: Yeah?

A: Yeah, it was amazing! One moment we were in sunshine, the next we saw like a line on the road ahead and we drove through it and it was hail! Incredible – these enormous hailstones just started bouncing off the car! They were as big as golf balls. Honestly, they were hitting the car so hard, they nearly broke the windscreen.

B: Really?

A: Well, maybe I'm exaggerating a bit, but they were pretty big and it was pretty scary.

B: I bet.

A: And then the lightning started. It was lighting up the whole sky. In the end, we pulled over to the side of the road till it all blew over.

B: Right.

A: And then it cleared up again – almost as quickly as it'd started.

B: It's amazing, isn't it? It actually reminds me of a time I was in Sardinia. We were visiting this little village somewhere, the name of which escapes me. Actually, I guess we should've realised because it'd been boiling all day – very humid and sticky – and then in the evening we were just taking a walk along the beach – you get this great view across the bay to Alghero.

A: Uh huh.

B: And anyway, suddenly we saw this incredible forked lightning across the bay followed by a faint rumble of thunder, and it just continued. It was so spectacular, we were just like, transfixed watching it because, you know, it was still dry where we were. It was amazing – I could've watched it for hours, but then suddenly it started spitting and then just two seconds later the heavens opened and it started pouring down.

A: Oh no.

B: And of course we hadn't brought an umbrella or anything, so we just ran to the nearest café we could find, and honestly, it can't have been more than a minute but we got absolutely soaked. I must've poured something like a litre of water out of my shoes.

A: Incredible.

B: I swear – sitting there in the café I think it was the wettest I've ever been!

Optional extra activity Write up some interesting and difficult vocabulary from the listening, and ask students to say what the phrases mean:

bouncing = going up and down like a ball

blow over = when the rain is blown away by the wind

clear up = become bright and sunny

forked lightning = lightning that splits into two

a rumble of thunder – a rumble is a deep noise

transfixed = unable to move or stop watching because something is amazing

Background language notes for teachers

Students may ask about the following use of *like* in the listening, or you might want to draw attention to it.

we saw like a line on the road ahead.

I must've poured something like a litre of water out of my shoes.

We use *like* to show that this is not a real line or that the amount of water wasn't actually as much as a litre.

We often use it to signal that something may be an exaggeration or not exact. Some people feel that this use of *like* is over-used by young people.

GRAMMAR Narrative tenses**Aim**

to check students' understanding of how to use narrative tenses to tell stories

6 Read through the information in the box as a class. Then organise the class into pairs to find the examples and discuss the questions.

- Monitor and note how well students can identify the tenses and understand the rules. Tell students to concentrate on the rules they weren't sure about when checking their answers using the Grammar reference on page 174. Take brief class feedback and find out what students think. Deal with queries and ask for further examples. You might wish to check the form at this stage: *was / were(n't) + verb + -ing* and *had (n't / never) + verb + -ed*.

Answers

- 1 past continuous: *were driving*
past perfect: *'d (had) ever seen*
- 2 past continuous
- 3 past perfect



Students complete Exercise 1 on page 174 of the Grammar reference.

- In this Grammar reference exercise, both answers are sometimes possible, so ask students to compare their answers with a partner and justify their choices. You could start students off by eliciting the answer to number 1 (*was raining*) and asking students how they know (It says, *wait till it eased off*, but the rain continues, so the rain hasn't finished when he wanted to leave). Guide students in feedback or during the exercise by asking *How do you know it's unfinished* or *What action did it happen before?*

Answers to Exercise 1, Grammar reference

- 1 couldn't (finished events in past)
- 2 had forgotten (action finished before she went in the sun)
- 3 got (finished event that happened during the walking home – the continuous action)
- 4 was getting (incomplete: still not completely dark)
- 5 had melted (finished the day before)
- 6 got back (one finished event in a series)
- 7 came down (one finished event in a series)
- 8 hadn't dried out (talking about events in the time before their arrival)

Optional extra activity Show example sentences from Exercise 6 on the board (using an IWB or by writing them on the board) and use the examples to highlight form and use on the board.

Background language notes for teachers: narrative tenses

When telling stories, we use the past continuous to set the scene and provide background information (*It was raining ... We were living in France when ...*); we use the past simple to narrate events (*He stood up, reached for the gun, and pointed it at Jones ...*); and we use the past perfect to refer back to earlier events (*He had forgotten his briefcase ...*).

- In grammatical terms, the past continuous is formed with the auxiliary verb *be* in the past form + the present participle form of the main verb (*was(n't) / were(n't) + verb + -ing*). The past perfect is formed with the auxiliary verb *have* in the past form + the past participle form of the main verb (*had(n't) + verb + -ed*).
- Timelines are often used to check the meaning and use of narrative tenses. Note the examples below, which you could incorporate into a check when doing Exercise 6.

They **were driving** to Rome when the hail **started**.



When we **got** to Rome, it **had started** to hail.



7 This provides further controlled practice for those students who need it. You may feel students have done enough and are ready to move on to Exercise 8, which is a little more creative.

- Ask students to complete the summary with past forms. Elicit the answer to the first in open class to get them started. Let students check their answers in pairs before going through the answers quickly in feedback.

Answers

- 1 were visiting
- 2 had been (all day / now evening)
- 3 were taking
- 4 saw
- 5 started
- 6 hadn't brought
- 7 ran
- 8 could

Culture note

Sardinia /sar'dɪniə/ (*Sardegna* in Italian) is an island in the Mediterranean Sea off the west coast of Italy. It is an autonomous region of Italy and has many popular holiday resorts around its coast.

8 Read the rubric with the class. Make sure students understand that they only have to choose one sentence on which to base their story.

- Ask students to work on their own to write down their story. They can use a dictionary or ask you if they need help with vocabulary. Remind them that it's an opportunity to practise narrative tenses. Set a time limit. Ten minutes is probably the maximum, but you might give less.
- As students prepare, monitor by going round the room and checking students are doing the task, and helping if necessary.
- Before students tell their stories, you might note some errors on the board for students to correct, focusing particularly on errors relating to narrative tenses.

9 When students are ready, organise them into pairs or small groups to tell their stories. You could give students a minute to remember their story first before speaking. It's a good idea to make them recall language when they practise, rather than speaking entirely from notes or detailed written prompts.

- Go round the room and note any interesting stories. You might ask fast finishers to change partner once or twice.
- Provide some feedback, either by re-telling one or two stories or by asking one or two students to re-tell their stories.

Communicative activity worksheet The photocopiable worksheet on page 259 can be used at this point or at the end of the unit for further practice.

DEVELOPING CONVERSATIONS

Making stories more dramatic

Aim

to consolidate and practise ways of using the patterns as ... as, so + adjective (that) and something like to make stories more dramatic

Background language notes for teachers

- As + adjective + as is a comparative form that says that two things are the same. The adjective is usually stressed. In dramatic story-telling, it is often used in an exaggerated way (*He was as brave as a lion!*).
- So + adjective + (that) + result is used to emphasise a quality, feeling or amount. The word so is emphasised.
- Something like + number is used to express an approximate, inexact number or amount. Again, it is often used in an exaggerated way. (*There were something like a million people at the party!*)
- You might also wish to draw attention to some other language patterns used to make stories dramatic: *She's super-rich, super-thin; the best book / film I've ever read / seen by miles / by a long way.*

10 Read the examples and information in the box as a class.

- Elicit sentences for the first set of prompts to get students started. Ask students to work individually first, then compare their answers with a partner.

Possible answers

The weather is so hot I can't do anything.
It's as cold as the north pole today!
His flat is so clean you could eat your dinner off the floor.
Her room is as filthy as a pig sty.
He's as tall as a giraffe.
She's so hardworking, she must have worked something like 60 hours this week.
That area is so dangerous I wouldn't ever go there after dark.
The film is so good I'm going to go and see it again.

Optional extra activity Once students have prepared things to say in Exercise 10, ask them in pairs to improvise dialogues. For example:

A: *We got absolutely soaked. I must've emptied something like a litre of water from my shoe!*

B: *Really?*

A: *Well maybe I'm exaggerating a bit but I was really wet.*

CONVERSATION PRACTICE

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

11 This is an opportunity for students to personalise input from the lesson and tell their own weather stories.

- Read out the rubric. Give students up to five minutes planning time. If students write the whole story, make sure they tell it from memory when they exchange stories.

12 Organise the class into new pairs to tell their stories. Read out the rubric, which encourages students to use phrases to respond to stories. Listen for errors, new language or interesting stories to use in feedback. Ask students to change partners two or three times if you want.

- In feedback at the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity This works well as a milling activity. Once students have practised one conversation with a partner, ask them to stand up, walk round, and talk to as many people as they can in five minutes.

13 Refer students to the video and activities on the DVD-ROM.

Teacher development using the video

The video and activities on the DVD-ROM can be used in various ways:

- 1 as an alternative to the conversation practice
- 2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases or structures in a controlled way before having a go themselves.
- 3 at the end of the unit as a revision exercise.

ANIMALS MAKING HEADLINES

Student's Book pages 64–65

Communicative outcomes

In this two-page spread, students will discuss news articles about animal rights issues, and will talk about trends using participle clauses.

SPEAKING

Aim

to generate interest in the topic, and introduce key vocabulary in response to what students say

- 1 Organise the class into pairs to discuss the questions. Give students a moment to read the quotes and check any words they don't know (see teacher development notes below). Set a time limit of five to six minutes.

Monitor what students are saying to gauge their interest and knowledge, and note any words or interesting uses of language that you could focus on during the feedback stage.

Stop the task before everyone finishes, to maintain pace and interest. Then conduct whole-class feedback or a discussion. Here are some suggestions.

- 1 Have a class vote on each topic. After each vote, ask one or two students why they voted as they did.
- 2 Choose one topic which seemed to cause more discussion and ask several students what they thought. Allow other students to give their responses.
- 3 Look through some of the language that came up and which you think might be useful. This might include phrases for agreeing or disagreeing as well as comments students made. Phrases can be written up with gaps for students to complete. Here are some possibilities: (replace the underlined words or other words with gaps):

How civilised a society is has got nothing to do with animals.

There are far more important things in society than the treatment of animals.

I don't get this. Why should I would we be happier?

Being vegetarian is better for your health.

I think it has something to do with the amount of energy you need to rear animals compared to producing vegetables.

Teacher development: pre-teaching key words

Ensure that you check the meaning of key words before students start out on a task. This includes words in a speaking task (like the one above) or in the rubric or questions for a listening, reading or writing task. It also includes key words in a reading or listening task which students simply have to know in order to be able to follow the text (for example, if the text is about hedgehogs, pre-teach *hedgehog*).

When checking words at this pre-task stage, explain any new words yourself, or ask students to use a dictionary. Problem words in the speaking exercise above are likely to be:

civilised – if you describe a country as *civilised*, you think it is advanced, its people are polite and well-educated
long-term – over many years in the future, e.g. *What are your long-term plans?* / *long-term effects* / *cause long-term damage*

fur – thick hair on an animal: *soft fur* / *thick fur* / *a fur coat* / *a fur hat* / *kill animals for their fur*

indefensible – so clearly wrong that you can't defend or justify it. *You're trying to defend the indefensible!*

vivisection – doing experiments on live animals

advance – increase / take forward

READING

Aim

to give students practice in doing a jigsaw reading; to develop detailed reading skills and awareness of lexical cohesion

- 2 Ask students to first read the phrases and look up any words they are not sure of in a dictionary. Give them two minutes. Organise the class into pairs to match the phrases and predict the stories.

- Take brief feedback and elicit students' ideas. However, it's best not to give a definitive answer at this stage. Tell students they are going to read and check if they were right. If students are still unsure about the meaning of some words, wait until after the reading to check them.

Answers

1 c 2 d 3 b 4 a

- 3 Organise the class into groups, and direct them to the correct pages (see teacher development notes below). Set a five-minute time limit for reading. Ask students to discuss what they can remember about the two texts they have read with a partner from their group.

- 4 Organise the class into new pairs. Students take turns to tell each other about what they have read without looking back at the texts. Once students have described their texts, tell them to read their partner's articles and then tell their partner what new information they didn't include in their summaries.

Teacher development: managing a jigsaw reading

Jigsaw readings require carefully-planned management. Start by splitting the class in half. The left-hand side of the class could be As and the right-hand side Bs, or the front As and the back Bs, or simply go round the room and say AA / BB / AA / BB / AA / BB, etc. to pairs around the class.

- Tell the students to read their texts. Give them around five minutes to read.
- Organise the class into AA and BB pairs. One person in each pair should summarise what they understood from one text and see if their partner agrees with their interpretation. Listen and note any problems and help if necessary. Give them around five minutes for this task.

- When most people seem to have finished, stop the task. You could ask if anyone has any questions at this point and answer any that come up.
- Now put students into new AB pairs to exchange summaries of what they have read. Odd numbers can work in a group of three.

5 This exercise provides a further check on comprehension and an opportunity to teach some new vocabulary (or recycle language from previous units).

- Ask students to read 1–8 and to ask about anything they are not sure of. There are some phrases from previous units (*booming* / *nasty* / *struggle to make ends meet*). Other words that might be problematic: *violated*, *long-established*, *taboo*.
- Read out the rubric and do the first topic with the whole class to demonstrate the task. Encourage them to refer to specific language in the texts when answering.
- Tell students to complete the exercise in pairs. Tell them to use their dictionary if they need help.
- When most students have finished, go through the answers. As you go through, make sure the students refer to the specific language in the text.

Answers

- 1 c: *the company involved ... has pulled out of the project*. (If you pull out of a project, you refuse to continue with something you previously agreed to. You might pull out of a contract / pull out of a race / pull out of a competition at the last minute.)
- 2 d: the restaurant has been *almost constantly fully booked* (If something is booming, it's successful / earning more money.) You could ask: *What's the opposite?*
- 3 b: the woman *was shocked to discover*. (Emphasise that this is a common chunk, e.g. *I was shocked to discover someone had stolen and used my ID*.) You could also ask: *Why do we use past perfect here?*
- 4 c: ... *the addresses of university staff were published online*. You could ask: *Are there any other ways privacy could be violated, or any other things that can be violated?*
- 5 a: *the decision to reverse the ban ... sparked a heated debate*. Ask: *Are there any other things that can be sparked?*
- 6 d: *In Germany, maggots are more commonly associated with death and decay* / *Most are disgusted... but the response was overwhelmingly positive*. You probably want to explain *decay* – if something decays it rots or falls apart. Your teeth decay when you don't clean them. An area falls into decay when it's not repaired or looked after.
- 7 b: *His will is now being contested* / *RSPCA ... hopes the matter can be settled 'without the need for legal proceedings'*.
- 8 a: *breeders are finding it increasingly hard to make a profit / only survive thanks to subsidies*. Check meaning of *subsidy*. Ask: *What things get subsidies? What's the difference between a subsidy and a tax break?*

Alternative approach If you are short of time, you could cut Exercise 5 and move directly onto Exercise 6. With weaker groups or where you are short of time, students could prepare the texts at home and you might start the class with Exercise 4.

6 This task gives students the opportunity to exchange their own thoughts and feelings on the texts and provides some further speaking practice, where they will have opportunity to use some of the language that has come up in the texts and in previous tasks.

- Ask students in pairs to rank the stories. Then elicit suggestions and agree on a class list.
- Ask students to prepare stories using the prompts. Then ask students in pairs to take turns to tell the stories. You may wish to change pairs to vary interaction before doing this exercise.

GRAMMAR Participle clauses

Aim

to check students' understanding of how to form and use participle clauses

7 These exercises teach students how to add information about a noun by adding a phrase beginning with either an *-ing* form (present participle) or *-ed* form (past participle). Read through the example sentences and the rules of form and use as a class.

- Ask students to discuss the questions in pairs. They can then check their answers using the Grammar reference on page 174.

Answers

- 1 a active b passive
- 2 a ... dishes *which feature* the insects ...
b ... experiments *which are aimed at* combating illnesses



Students complete Exercise 1 in the Grammar reference on page 174

- As you go through the answers to Exercise 1 in the Grammar reference, you could ask what the full relative clause would be, using *which* or *who*, to check they have grasped this concept.

Answers to Exercise 1, Grammar reference

- 1 caused (suffering which is caused)
- 2 affected (areas which have been worst affected)
- 3 imported (beef which has been imported)
- 4 taking, doing (people who take part in sport or do regular exercise)
- 5 damaged (properties which were damaged)
- 6 funded (project which is funded by)
- 7 freed (animals which were freed from)
- 8 leading, opposing (note the tenses here: *group which is leading* – present continuous because the protests are temporary; *a statement which opposes*: present simple because the statement is generally true)

Background language notes for teachers: participle clauses

Participle clauses are a bit like relative clauses – they give us more information. We use the past participle when the meaning is passive. We use the present participle – the *-ing* form – to form the participle clause when the meaning is active.

8 Start students off by asking the whole class for the first answer (*abandoned*). Ask: *Who does the abandoning, the animals or the people?* (the people) to emphasise it is a passive, which is why *abandoned* is correct.

- Ask students to do the rest individually. Check the answers as a class. Ask different students for their ideas. In each case ask who is doing the action. Ask further questions to check understanding.

Answers

- 1 abandoned (What else can be abandoned? (houses) Why might an animal be abandoned?)
- 2 living
- 3 moving
- 4 suffering (What else can people suffer from? Why might you get depression? What might you do if you suffer from depression?)
- 5 studying
- 6 sold (Why is it amount not number? (food is uncountable) What makes food organic? (no chemicals, etc.))
- 7 donated (What else might you donate to a charity? What do charities do?)
- 8 thrown out (Where do you throw it out?)

9 The aim is to practise using the participle clauses and to show how they're used to discuss trends.

- Read out the rubric and give one or two examples yourself to model the task and encourage students to say the whole sentences and give reasons, e.g.

The number of animals abandoned by their owners has decreased because animals have a chip now, and you can be fined if your pet is abandoned.

- Ask students to discuss their ideas in groups. Make notes on any problems or language they use incorrectly.
- In feedback, you might share some interesting trends you heard about with the rest of the class, and ask students some more questions about it. Alternatively, focus on some errors or on new language that came up.

Optional extra activity You could go back to the first statements in the lesson and either ask students to discuss them with a new partner, or choose one statement for students to conduct a more formal debate about.

Web research activity Ask students to find an interesting story about an animal in the news. *What does the story involve? Where did it take place? Why did it make the news? How did the story end? What do they think of it? Why did they choose it?* In the next class, they share their stories. Search terms: *animals in the news / animals + news stories / animal issues in the news*

PLANT LIFE

Student's Book pages 66–67

Communicative outcomes

This two-page spread aims to help students better understand and use language about plants in daily life; to give students practice in listening for gist and listening for specific items; to develop students' awareness of more metaphorical uses of vocabulary.

LISTENING

Aim

to give students practice in listening for general and detailed understanding

1  **38** Tell students that in a few minutes they are going to hear five conversations about incidents and issues connected to plants, but that first they're going to do some speaking.

- Give students one minute to read through the five questions and to ask about any vocabulary they may not be sure of.
- Organise the class into pairs or small groups to discuss the questions. Give them a five-minute time limit. Monitor students and help with ideas and pronunciation if necessary.
- When most students have finished, you could either just move on to the listening, or else round up by eliciting some answers from the whole class.
- Play the recording and ask students to note the answers to the questions.

Possible answers

- 1 being sprayed with chemicals (insecticides) or burnt down; drought, insects or fungus
- 2 roots may grow under a house, they can take over an area, stop light coming in, blow down and fall on a house; leaves may get on the railway lines (a typical excuse for why trains are late in the UK!)
- 3 as a present when you go to someone's house, when someone's ill, to cheer them up; at a funeral to put on the grave, as a mark of respect
- 4 berries, wild herbs or leaves for salad; mushrooms; hunting animals; charities providing free food, food banks
- 5 in cooking to flavour food; to make tea; as a cure or remedy for an illness

From the recording:

- 1 too much water
- 2 they are invasive; they take over everything and stop local varieties from growing
- 3 to say thank you for having him to stay
- 4 wild mushrooms
- 5 to make herbal tea, as a remedy

38

1

A: Oh dear! Those don't look very healthy.

B: I know. I bought them to cheer up the flat a bit. You know, a bit of colour and greenery, but they just look depressing now! It's strange. I've been watering them every day.

A: Maybe that's it. The soil's probably too wet. I think it rots the roots.

B: You're joking! You mean I'm drowning them?

A: I guess so!

2

C: What are these flowers? They're lovely.

D: They're terrible!

C: Why? What do you mean?

D: They're just so invasive! They take over the whole place. None of the other plants can survive – and they're really difficult to get rid of as well.

C: But they look so nice.

D: Yeah, but they're not native to this country and they're destroying the local varieties.

C: That's too bad. I still like them, though.

3

E: I wanted to take them something to say thank you for having me to stay and so I bought some flowers.

F: Fair enough.

E: Anyway, I handed them over and you know that feeling when you suddenly realise you've accidentally upset someone, yeah? She kind of gave me this tight smile and nodded, but, you know, they were quite a big bouquet.

F: You kind of expect something different, yeah?

E: Exactly. Anyway, she said something to her husband and he took them away and there was a bit of an awkward silence and then we just carried on with the evening.

F: How weird!

E: Yeah. I thought so, but then I was telling someone about it and they told me people there only give those flowers when someone's died!

F: Oh no!

E: It was like I was cursing her or something – hoping she'd have a funeral!

4

G: You're going to do what?

H: Gather mushrooms. Isn't 'gather' right?

G: Yeah, yeah – gather, pick whatever. It's just, I don't know, I've never met anyone who does it.

H: No? Everyone does it here in Poland. Why don't people do it in Britain?

G: Well, it's dangerous, isn't it? Don't you worry about picking the wrong one and poisoning yourself? Some of them are lethal, aren't they?

H: We're brought up doing this. We know from when we're children what's OK and what's not. And it's good – you feel more connected with nature. Last time we went we saw a deer – really close.

G: Yeah? Wow! It sounds great.

5

I: Here, take this. It should help.

J: What's in it?

I: It's just a herbal tea my gran makes. It's basically fennel seeds and leaves with a touch of lemon and honey. She swears by it.

J: I've never had fennel.

I: It's nice. It's got an aniseedy kind of taste. It's great. It'll really settle your stomach.

2 38 Tell students to listen again and match each conversation to one of the statements in a–f. Explain that they won't need one of the statements.

- Give students one minute to read through a–f and to ask about any vocabulary they don't know. Problem words are likely to be: *express concern* (= say that you are worried about something, e.g. *Parents have expressed concern about road safety in the area*); *a cure* (= a medicine or some kind of treatment that makes ill people healthy again, e.g. *there's no cure for the common cold*).
- Play the five conversations. Then stop and organise the class into pairs. Tell them to check their ideas and to discuss how they made their decisions.
- Elicit ideas from the class. If there are different opinions, first ask the student with the wrong answer why they think they're right. Then point out where they've gone wrong before clarifying the correct answer.
- For each question, ensure students are clear not only what the correct answers are, but why they are correct, e.g. *Conversation 2? It's d. How do you know? The speaker complains that the plants are terrible – they're dangerous to other plants. The speaker says they're invasive – they're not native and they're killing local varieties.*

Answers

Conversation 1: c (*The soil's probably too wet. I think it rots the roots.*)

Conversation 2: d (*They're just so invasive! They take over the whole place. None of the other plants can survive.*)

Conversation 3: a (*The speaker didn't know the flowers are only given after someone's died.*)

Conversation 4: b (*Don't you worry about picking the wrong one and poisoning yourself? Some of them are lethal, ...*)

Conversation 5: f (*It's great. It'll really settle your stomach.*)

3 This exercise is simply to check how much students can remember and how much they noticed about how and when each of these words was used. Students aren't expected to remember everything.

- Put students in pairs to see what they can remember. Listen to what the students are saying. You may need to explain some vocabulary as you monitor. It's important to make sure your explanations are of the words in the same contexts as they are used in the conversations. If you do need to explain any words, it's best not to give extra examples yet, as students will see examples in the audio script. Problem words are likely to be: *awkward* (if something is awkward, it's difficult to deal with and can be embarrassing)

gather (if you gather things, you bring them all together in one place)
get rid of (if you get rid of a plant you don't want, you kill it or take it out and throw it away)
lethal (if something is lethal, it's really dangerous and can kill you)
native (if a plant or an animal is native, it's always lived in that place or region)
rots (if something rots, it decays, it breaks down naturally)
settle (if you settle something, you make it calm after it's been upset or excited)
swears by (if you swear by something, you believe that it's very effective)

- Round up by asking the whole class if they can remember which conversation each word was used in – and what exactly was said. You don't yet need to say if students are right or wrong. Just elicit ideas and tell students they'll find out in a minute.

Answers

awkward – conversation 3
 cheer up – conversation 1
 gather – conversation 4
 get rid of – conversation 2
 lethal – conversation 4
 native – conversation 2
 rots – conversation 1
 settle – conversation 5
 swears by – conversation 5
 thank you – conversation 3

4 Tell students to look at the audio script on page 201. Explain that they will hear the conversations again. They should read as they listen, and underline the phrase each word is used in.

- Elicit and check the answers (see underlining in the script above). As you do this, you may want to paraphrase the meaning in each case and maybe add one or two related examples on the board, e.g. *So, get rid of. Which conversation? Right. Number 2. And the phrase? They're really difficult to get rid of. Can you remember what they're talking about here? Yes, OK. The invasive plants that are killing all the local plants. So they're difficult to get rid of, they're hard to kill. In the same way, sometimes maybe you have a cold and you just can't get rid of it. You have it for weeks and weeks.*

Optional extra activity Once you have checked the answers and rounded up, you could tell students to underline any other bits of language they're not sure about. Clarify anything that students remain unsure of.

5 This exercise allows the students to give a personal response to the issues discussed in the conversations.

- Give students a minute to read the questions and to ask about anything they're not sure of. You may want to answer one or two questions yourself before students start, to serve as a model.
- Put students in pairs or small groups and give them five minutes to discuss the questions. Monitor students and what they are saying. Help with pronunciation if necessary.

- When most students have finished, stop the class and give some feedback, either by sharing one or two responses you have heard with the whole class or by asking students to correct or fill in gaps in sentences you've written on the board, based on what you heard students saying.

Optional extra activity If you heard a particularly interesting response, you could ask the student who came up with it to share it with the whole class. Interrupt and rephrase things where necessary, or add your own comments and thoughts.

UNDERSTANDING VOCABULARY

The different meanings of words

Aim

to introduce and practise words with more than one meaning

6 This exercise reminds students that words have multiple meanings, and that sometimes these meanings are connected, though at other times the connections are less easy to see.

- Tell students to read the explanation in the box and to ask if there's anything they're not sure of.
- Tell students to match the boxed words connected with plants and weather in Exercise 6 with the pictures. They could do this in pairs, which would allow them to help each other.
- Elicit ideas from students. Clarify each one by giving a brief paraphrase, e.g. *OK, root? Yes, it's this bit. The roots are the bit of the plant that grows underneath, the part plants get water and food through.*

Answers

a blossom	d stormy	f seed
b plant	e flood	g root
c stem		

7  **39** Before you play the recording, ask the class as a whole if they know any other uses of each of the words in Exercise 6. Elicit ideas from the group and clarify whether they are correct or not.

- Explain that students will now hear seven pairs of sentences and for each sentence, they need to decide which word from Exercise 6 is being used, and whether the meaning is the same as in Exercise 6, or different.
- Play the recording once. Then put students in pairs and tell them to discuss their ideas. They should explain in each case which words helped them decide.
- Elicit answers from the whole class. In each instance, ask students how they decided if the meaning was literal or not, e.g. *So for 1a, literal or not? Yeah, literal. How do you know? OK, yes. Insects attack the roots of the tree, which kills the tree, so real tree, real roots. And 1b? Yeah, it's a different meaning. Here it's talking about the root cause of a problem. Did you hear what they think the root cause of the problems for the country is? Poor education system. So here the root cause is the main reason.*
- Once you have checked what students got from the first listening (and they may not get everything, of course) you can decide if you think it's worth playing the

recording again – or ask the class if they want to hear it again. Generally speaking, if the class as a group has been able to answer all the questions, there's no need to play the recording again.

Answers

- 1a S
 1b D: the root cause of a problem = the basic cause
 2a S
 2b D: *plant* is a verb here. *Plant a bomb* = put it where you want it to explode
 3a D: *blossom* is a verb. If your career *blossoms*, it starts to go well.
 3b S
 4a D: *stem* is a verb; *stem from* means is caused by, is the result of
 4b S
 5a S
 5b D: a *stormy* relationship is one where the couple argue a lot and are angry
 6a D: *floods of complaints* = lots and lots of complaints
 6b S
 7a S
 7b D: *the seed of an idea* = the start of an idea

39

- 1a There's an insect that attacks the roots of the tree, causing it to die.
 1b There are many problems affecting the country, but the root cause is the poor education system.
 2a I have several tomato plants on my balcony, but they're not doing very well.
 2b The film is basically about the police trying to find out where the bad guy has planted a bomb.
 3a She worked as an actress for years without much success, but since winning the Oscar her career is blossoming.
 3b The best time to go is in spring because of all the blossom on the trees.
 4a Most people agree that the economic crisis stemmed from mistakes made by the banks and the high level of private debt.
 4b If you cut the stems of the flowers under water, apparently the flowers last a lot longer.
 5a We've had quite a lot of stormy weather recently, which has kept us indoors most of the time.
 5b I'm not surprised they're breaking up. They had a very stormy relationship – always fighting.
 6a They had floods of complaints when it was first sold because it didn't work properly.
 6b With all this rain, there've been quite a lot of floods.
 7a I bought some seeds to grow some herbs in my kitchen, but I haven't planted them yet.
 7b It's just the seed of an idea at the moment. I haven't really got very far developing it.

Optional extra activity Tell the class to read the audio script on page 201. Play the recording again while students read. You could round up anything that students missed first time around, clarifying how students knew whether uses were literal or not, and pointing out any chunks of language / collocations that may be new for the class, giving extra examples where relevant.

- Items you may wish to explain include:

blossoming: if your career is blossoming, it's going really well. People can blossom too. Sometimes, if you change school after a bad experience, you might blossom in the new environment.

floods of complaints: if you receive floods of complaints, you receive a lot. You can also receive floods of applications for a job, floods of emails, floods of cash, floods of inquiries and so on.

the seed of an idea: this is the beginning of an idea. If you fail at something or have problems doing something, it can plant a seed of doubt. Seeds of hope, fear, peace, desire and so on can also be planted in people.

8 This is a way of ending the spread by getting the students talking. In this instance, it's a chance for them to connect some of the metaphorical plant and weather vocabulary to their own lives.

- Give students a minute to read the questions and to ask about anything they're not sure of. You may want to answer one question yourself before students start, to serve as a model.
- Put students in pairs or small groups and give them three or four minutes to discuss the questions. Monitor students and what they are saying. Help with vocabulary and pronunciation if necessary.
- When most students have finished, stop the class and give some feedback, either by re-telling one or two stories for the whole class or by asking students to correct or fill in gaps in sentences you've written on board, based on what you heard students saying.

Optional extra activity You could finish the class by asking the class to brainstorm things that have increased or decreased in their countries. Then tell the class to research the root causes for homework and begin the next lesson with a brief discussion of their findings. Alternatively, you could ask them to write about (or record themselves talking about) a plant, flower or herb that is important to them in their country.

Web research activity Ask students to find out about an animal or plant that has particular cultural significance somewhere in the world, and answer the following questions: *Why is it so important there? Are there any rituals / ceremonies associated with it? How is it treated / celebrated / used there? In the next class, students pool ideas.*

Search terms: *national animals / plants, sacred animals / plants*

8 CRIME AND PUNISHMENT

SPEAKING

Aim

to set the scene and introduce the theme with a picture; to get students talking about crime

1 Start by telling the class that in this unit they're going to be learning how to talk about crime, prison and punishment, and how to describe trends and statistics.

- Ask students to look at the picture on pages 68–69.

Ask: *What can you see?* Elicit a brief description of the picture.

- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- Take brief feedback from the class about what they thought was taking place. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers

The photo shows counterfeit (fake) perfumes for sale. Counterfeiting occurs because people want to have such luxury goods and well-known brand names, but they prefer not to pay the full price.

Optional extra activity You could brainstorm vocabulary around the topic of *crime* before students start speaking (see below).

Teacher development: brainstorming

Brainstorming is a way of eliciting what students already know. It's a good way of getting them to think of words and phrases that might be useful before doing speaking or other skills activities. Write the topic word on the board (here, *crime*) and ask students to shout out as many words and phrases as they can think of. Write interesting ones up on the board, but don't write everything. Reject phrases that are either too simple or not appropriate.

CAUGHT IN THE ACT

Student's Book pages 70–71

Communicative outcomes

In this two-page spread, students will listen to people talking about crime and will get to talk about crime themselves; they will practise using modal verbs to express degrees of certainty.

VOCABULARY Crimes

Aim

to introduce and practise words and expressions to describe crimes

1 Explain to students that they are going to learn some vocabulary connected to crime. Ask them to read through the pairs of verbs first. You could ask them to recognise parts of speech (e.g. *stolen* is a past participle).

- Tell students to work individually to complete the sentences, and to use a dictionary if they need to.
- Monitor and note how well students understand the vocabulary. In feedback, check answers, and check the meaning of unknown words (see suggestions in the answer key below).

Answers

- 1 gone, got hold of (If you go \$1,000 overdrawn, then your bank account has minus \$1,000. Check *go overdrawn* by asking: *What might happen if you go overdrawn?* Your bank may charge interest, stop your account.)
- 2 caught, doing (highlight patterns: *I was doing 65* = I was driving at 65 kilometres or miles per hour; *pay a \$50 or £200 fine*. Ask: *What might you get a fine for?* Speeding, parking in the wrong place, dropping litter.)
- 3 found, beaten (Ask: *What is the opposite of found dead?* Found alive. Explain that *beaten to death* means killed by being hit with fist, a club, etc. Ask: *How else can you be killed?* You can be stabbed to death, shot dead, poisoned, etc.)
- 4 came back, vanished (Ask: *What's another word for vanished?* Disappeared.)
- 5 smashed, set (Ask: *How might you smash something?* Throw a rock at it, crash into it. Ask: *What follows 'set fire'?* to, e.g. *set fire to the house*.)
- 6 broken into, stolen (Ask: *How can a burglar break in?* They can smash a window, etc.)
- 7 came up to, grabbed (Act out these actions.)
- 8 raided, seized (Ask: *if the police raid a building, how many are there?* A lot. *Is it sudden and violent?* Yes. *Do they arrest people?* Yes, often.)
- 9 went off, killed (Ask: *What else can go off?* An alarm, a bomb.)

2 Ask students to work in pairs to match the crimes to the descriptions in Exercise 1.

- Monitor and note how well students understand the vocabulary. In feedback, check answers, and check the meaning of unknown words (see suggestions in the answer key below). You could drill the words here and in Exercise 1 for pronunciation and stress.

Answers

- 1 fraud (Ask: *What other examples of fraud can you think of?* Tax fraud is when you avoid paying tax; insurance fraud is when you claim on insurance for something that didn't happen.)
- 2 speeding
- 3 murder
- 4 a disappearance
- 5 a riot
- 6 a burglary (Ask: *If you commit a burglary, what do you steal from?* A house – not a person or a bank.)
- 7 a street robbery (this is also called a *mugging*)
- 8 smuggling (= taking something from one country to another illegally. Ask: *What else can you smuggle?* Diamonds, money, animals, alcohol, cigarettes, etc.)
- 9 a bombing

Background language notes for teachers

Generally, the strong stress on all these words is on the first syllable (*bombing*, *riot*, etc.) but note *disappearance*. Note the weak /ə/ sound in the penultimate syllable of *robbery* and *burglary*.

3 Ask students to work in pairs to memorise the language and take turns testing each other. Monitor and note how well students are manipulating the new vocabulary. Prompt students as necessary by saying the correct words.

4 Organise the class into small groups to share their stories. Tell them to think of well-known crime stories from their country, or crimes that have been in the news. Monitor and listen for errors of use and pronunciation.

- Provide some feedback by sharing one or two examples you heard with the class. Ask the students whose examples you use some further questions to get more information.

Optional extra activity Exercise 4 is preparation for the personalised speaking activity in Exercise 10, so you might not want to go into story-telling in too great a depth at this point. However, one way of extending this is to bring in a newspaper with a recent crime story on the front, hold it up and ask students to tell their partner what they know about the story. Alternatively, write some simple news headlines on the board (*\$1M STOLEN*, *CELEBRITY TAKEN*, *EXPLOSION IN LONDON*) and ask students to improvise stories.

LISTENING

Aim

to give students practice in listening for general and specific understanding; the listening provides a model for the conversation at the end of the lesson, and introduces and recycles vocabulary

5  **40** Give students a moment to read through the questions. If necessary, ask students to remind themselves of the crimes in Exercise 2.

- Play the recording. Students listen and note answers. After playing the recording, ask students to work in pairs to compare answers.
- In feedback, elicit answers from the class for questions 1 and 2, and write them on the board. Ask students what they heard on the recording that helped them work out the correct answers.
- In feedback to question 3, accept a general understanding of the story. You may wish to reformulate or get students to repeat words that have been taught (*come up to me, grab* etc.). However, where there is uncertainty, don't make decisions for students. Note some ideas on the board – perhaps with a question mark. Then allow students to listen again and decide what they heard. Note also that the second task may give additional support.

Answers

Conversation 1

- 1 (street) robbery
- 2 It happened to the speaker on holiday
- 3 Students' own answers

Conversation 2

- 1 fraud / identity theft
- 2 The bank phoned because she'd 'spent' \$800 in Manila (in the Philippines)
- 3 Students' own answers

Conversation 3

- 1 smuggling (especially stuffed and live animals)
- 2 They read about it in a newspaper article
- 3 Students' own answers

40

Conversation 1

- A: How was your holiday?
 B: Fine – apart from getting robbed.
 A: Oh, you're joking! What happened?
 B: Well, it was stupid, really. I should've been more careful. I was sitting in a café and these lads came up to me with a map asking for directions. I said I didn't understand and they walked off. Then I suddenly realised my bag was gone.
 A: Oh no!
 B: I'd left it under my chair and one of them must've grabbed it while they were talking to me.
 A: That's terrible! Did it have much in it?
 B: Fortunately not. My purse was in my pocket.

- A: Still, it can't have been very nice.
 B: Yeah, it was a bit upsetting, but I didn't let it spoil the holiday.
 A: Well, that's good.

Conversation 2

- C: Who was that on the phone?
 D: It was the bank. They wanted to know if I'd spent \$800 in Manila.
 C: Manila? That's like 5,000 kilometres away!
 D: I know. I guess someone must've got hold of my card details somehow.
 C: Sure, but how did they manage to get it half way round the world?
 D: Apparently, they have machines which can swipe the card and grab all your details, then they just sell the details to whoever over the web.
 C: Right. So have you got any idea when it happened?
 D: No. I mean, it could've have been when I bought those new trainers on the internet, but then again it might equally have been in the local supermarket.
 C: You reckon? Maybe you should just pay for everything in cash.
 D: Yeah, right! That's not very practical!
 C: I'm just saying. Anyway, what about the money? Will you get it back?
 D: Yeah, they said it's fine.
 C: That must be a relief.
 D: It is.

Conversation 3

- E: Er, what are you reading?
 F: Oh, it's just about all these animals and stuff they've seized this year.
 E: Oh right.
 F: No it's incredible. Look at this picture.
 E: Oh my word – that's awful. There's a whole elephant! Why would you want a whole stuffed elephant?
 F: I don't know, but it says it's worth two hundred thousand, so someone with more money than sense.
 E: ... and a large living room.
 F: Exactly. Get this, though. Apparently, they raided a motel room and they found this guy with two live crocodiles in the bathroom and a lion in the back of a van outside.
 E: No!
 F: Yeah!
 E: Imagine if someone had gone in to clean the room.
 F: It'd be a bit of a shock. Do you think he was transporting them together?
 E: It sounds like it. I suppose he must've drugged them. They'd fight otherwise.
 F: I guess. Who do you think would win?
 E: I'd say the crocodile. Didn't you say there were two of them?

- 6**  **40** Ask students in pairs to discuss which words go with which conversation. Play the recording again. Students listen and check their answers, and note how the words are used. After playing the recording, elicit answers from students and check the meaning of unknown words. If there are still a lot of uncertainties at this point, refer the students to the audio script and play it through again.

Answers

- 1 Conversation 2
they have machines which can swipe the card (here, *swipe* means to pass a plastic card through a piece of equipment that reads the information)
it could've been when I bought those new trainers on the internet
That must be a relief (that = the fact that she'll get the money back)
- 2 Conversation 3
Why would you want a whole stuffed elephant! (stuffed = filled with a material so that the animal is preserved)
It'd be a bit of a shock (it = finding live crocodiles in a bathroom)
I suppose he must've drugged them (them = the crocodiles and lion)
- 3 Conversation 1
these lads came up to me with a map, asking for directions
Fortunately not (= not much in my bag)
I didn't let it spoil the holiday (I just carried on and made sure I enjoyed the holiday)

- 7** End this section with a class discussion, and find out what students think.

Possible answers

- 1 street robbery is violent, could potentially cause physical harm to people, could have an effect on tourism, etc.
- 2 fraud – these criminals are stealing millions, costing governments and banks millions to stop these crimes; fraud is often organised by big criminal gangs; has an effect on the economy and people's confidence in financial institutions
- 3 smuggling – major organised crime, huge amounts of money are involved, can threaten wildlife and conservation

Optional extra activity Find out by a show of hands which students think which crime is most serious, and group them together according to their choice. Ask each group to prepare a list of reasons why they think the crime they have chosen is most serious, then to present their reasons to the class. An alternative idea is to ask students in groups to decide what sentence to give the perpetrator of each of the three crimes.

DEVELOPING CONVERSATIONS

Comments and questions

Aim

to consolidate and practise ways of using comments and follow-up questions when listening to stories

8 Read the examples and information in the box as a class.

- Elicit the correct comment and question for number 2 from the class to get students started. Ask students to work individually first, then compare their answers with a partner. In feedback, check any words or uses students may be unsure of.

Answers

- That's dreadful. Was anyone killed? (Ask: *What's another word for dreadful? Very bad or awful. What's the situation, do you think?* a bombing, a riot, etc.)
- That must've been dreadful. Were you OK? (Ask: *Are we talking about something happening now or finished?* finished – so we say *must've been*)
- Oh no! Did they take anything valuable? (Ask: *What happened?* a robbery, perhaps? *What kind of things might be valuable?* jewellery, a watch, etc.)
- That's dreadful! What were the parents thinking? (Point out that this can mean we think what they did was stupid and they're at fault.)
- What a shame! Were you insured? (Ask: *What happens if you are insured?* You get money to replace the thing that was stolen. *How does that happen?* You make a claim. *Who gives you the money?* the insurance company)
- That's terrible. Did you report it to the police? (Ask: *Did you tell the police? How do you report something to the police?* By phone, or you can go to the police station. *Why might you not report it?* It's too small, it's not worth it, you can't be bothered, it wouldn't make any difference.)
- You're joking! Do they know who did it? (Point out *You're joking* is a way of expressing shock and disbelief. Ask: *Who might they be?* The police.)
- It's awful! What must his family be going through? (*going through* means 'experience' here. Give some examples: *go through a lot of pain / a difficult time / go through a divorce*. Ask what the situation might be here.)

Background language notes for teachers

Native speakers often use expressions beginning *That's*, *You're* and *What a* when responding to news and listening to stories. These responses show interest and encourage the speaker to continue. It is also possible to use *How* (*How awful! How amazing!*). Other things students could say: *I don't believe it. / Would you believe it? / Never. / You're having me on.*

PRONUNCIATION

Aim

to practise the stress and intonation in comments and questions when responding to a story

9 41 Play the recording. Students listen and notice the intonation. In feedback, ask students what they noticed, and if necessary, model sentences yourself so that students get the right intonation.

- Play the recording again. Students listen and repeat the phrases. Encourage them to emphasise the intonation as much as they can. It is up to you and your students how closely you want to mimic the intonation. However, getting students to act 'sounding concerned' can encourage them to get more involved when doing the activity that follows.

41

- That's dreadful. Was anyone killed?
- That must've been awful. Were you OK?
- Oh no! Did they take anything very valuable?
- That's dreadful! What were the parents thinking?
- What a shame! Were you insured?
- That's terrible. Did you report it to the police?
- You're joking! Do they know who did it?
- It's awful! What must his family be going through?

Background language notes for teachers

- Generally, intonation is very pronounced when commenting on stories. The broader the intonation, the more interested, surprised or sympathetic the listener.
- Intonation starts high, rises then falls over the comments. Over *yes / no* questions it tends to rise.

10 This is an opportunity to bring together the different threads of the lesson, and for students to improvise their own crime conversations.

- Organise the class into new pairs to practise conversations. Read out the rubric, and emphasise that students should make comments to respond to their partner's story. Listen for errors, new language or interesting stories to use in feedback. Ask students to change partners two or three times if you want.
- In feedback at the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Answers may vary, but there may be instances in which the A part and the responses don't fit, e.g. A: *Did you read about that guy who was murdered near here?* X: *That's dreadful. Was anyone killed? / Oh no! Did they take anything valuable?* Listen out for similar mistakes, and, in feedback, correct the errors.

Optional extra activity This works well as a milling activity. Once students have practised one conversation with a partner, ask them to stand up, walk round, and talk to as many people as they can in five minutes.

GRAMMAR Showing degrees of certainty with modal verbs

Aim

to check students' understanding of how to use the modal verbs *must*, *can't*, *might* and *could* to express degrees of certainty about the past, present and future

11 Read through the information in the box as a class. Then organise the class into pairs to discuss the questions.

- Monitor and note how well students can identify meaning and understand rules. Tell students to concentrate on the rules they weren't sure about when checking their answers using the Grammar reference on page 174. Take brief class feedback and discuss what students think. Deal with queries and ask for further examples (see answers below).

Answers

- 1 could / might
- 2 must / can't
- 3 add *have* + past participle (*been*, *got*, etc.)



Students complete Exercise 1 in the Grammar reference on page 174.

- Ask students to compare their answers to the Grammar reference exercise with a partner and justify their choices. You could start students off by eliciting the answer to the first gap.

Answers to Exercise 1, Grammar reference

- 1 can't (*cheating on someone* = having an affair with another person when you're married or in a relationship. Ask: *Are we talking generally or about a specific time in the past?* Generally, so we use *can't be*.)
- 2 must (Most people will see travelling as a good experience. Drill *It must be great*.)
- 3 must have (Ask: *Is it now or a time in the past?* The past participle *been* shows that it is the past. You might highlight the pattern *must've been difficult, seeing ... can't be nice, finding ...*)
- 4 must (Ask: *Is it now or a time in the past?* *Be / has been working* show that it is still true now.)
- 5 must have (Ask: *Is it now or a time in the past?* *Earlier* shows that it is talking about the past.)
- 6 must have (Check these phrases: *tore ligaments / tore a muscle* = damaged these parts of the body; *hurt like mad* = hurt very much)
- 7 can't (Ask: *Is it now or a time in the past?* *Be* shows that it is talking about now.)
- 8 must have (Elicit that it is past, because of the past participle *unlocked*, and *must* because they didn't break in.)
- 9 can't have, must have (past participle after both gaps)
- 10 must, can't have (present *be* for the first verb, past participle for the second)

Optional extra activity Show or write example sentences from Exercise 11 on the board. Use the examples to highlight form and use.

Background language notes for teachers

- Many students avoid using modals to express certainty as their use may be unfamiliar in their first language. They say: *It is possible that ...* or similar phrases to express these concepts, but these phrases can become repetitive and will not gain good marks. Provide lots of practice to get students familiar with using the forms.
- In terms of form, the modals *must*, *might*, *could* and *can't* are followed by the base infinitive without *to*, so watch out for the error of adding *to*, e.g. *He might to be embarrassed*, etc. The modals act like auxiliary verbs, switching places with the subject to form questions (*Where might he have gone to?*). However, there is no need to practise question forming, as using questions with these modals is not common. In the past form, we use modal verb + *have* + past participle.
- Note that when expressing certainty, the opposite of *must* is *can't*. The forms *mustn't* and *couldn't* cannot be used to express certainty, but the form *might not* is possible. *May* and *may not* is also a possible use to express possibility. It is best to avoid teaching the use of *can* as its use is different from that of the other modal verbs (*can* be used to express a general possibility, as in, *It can rain a lot in these parts in the autumn*).

12 This provides further controlled practice. Read out the situation and elicit speculations from students before they look at the sentences. Then ask students to complete the sentences. Elicit the answer to the first in open class to get them started. Let students check their answers in pairs before going through the answers quickly in feedback.

Answers

- 1 must have had
- 2 have been (draw attention to pattern *can't have or they would have ...*)
- 3 be (present: he's still missing)
- 4 have gone to ... (and be there now)
- 5 be (present: he is in trouble)
- 6 various possible, e.g. have been murdered, investigate

13 Read out the first situation and elicit one or two speculations from students to get them started. Then organise the class into pairs to think of opinions. You could ask them to write their sentences down, or just do the activity orally, taking it in turns to come up with ideas, depending on what sort of practice you think your students need.

- As students work, monitor by going round the room and checking students are doing the task, and helping if necessary.
- In feedback, ask for different opinions from pairs. You might note some errors on the blackboard for students to correct, especially if the errors relate to narrative tenses.



For further practice, see Exercise 2 in the Grammar reference on page 175.

Answers to Exercise 2, Grammar reference

- 1 might have got in
- 2 must have known someone
- 3 might be waiting for us
- 4 can't be worth
- 5 must have taken ages
- 6 must have found it / thought it was

CONVERSATION PRACTICE

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

14 This is an opportunity for students to tell their own crime stories.

- Read out the first part of the rubric. Give students a few minutes to prepare their five words. Organise the class into new pairs to exchange words and prepare comments and questions. When students are ready, they act out their conversations. Listen for errors, new language or interesting stories to use in feedback. Ask students to change partners two or three times if you want.
- In feedback at the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.



14 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

- 1 as an alternative to the conversation practice
- 2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases or structures in a controlled way before having a go themselves.
- 3 at the end of the unit as a revision exercise.

Optional extra activity Find some interesting headlines from recent news stories and write them on the board. Ask students to think of key words that could be in the stories then improvise conversations using the key words.

Web research activity Ask students to research a recent news story about one kind of crime mentioned in class. They should find answers to these questions: *What does the story involve? Where did it take place? Why did it make the news? How did the story end? What do you think of the story? Why did you choose it?* In the next class, students can share their stories.

Initial search terms: [name of crime] + news stories

Communicative activity worksheet The photocopiable worksheet on page 260 can be used at this point or at the end of the unit for further practice.

BEHIND BARS

Student's Book pages 72–73

Communicative outcomes

In this two-page spread, students will discuss crime and punishment, and will debate issues using nouns and prepositional phrases.

VOCABULARY Crime and punishment

Aim

to introduce and practise words and expressions to describe crime and punishment

- 1** Explain to students that they are going to learn some vocabulary connected to crime and punishment. Ask them to read through the words in the box first. You could read them out and ask students to repeat the words to practise pronunciation.
 - Tell students to work individually or in pairs to complete the sentences, and to use a dictionary if they need to.
 - Monitor and note how well students understand the vocabulary. In feedback, check answers, and check the meaning of unknown words (see suggestions in the answer key below).

Answers

- 1 cells (= rooms for prisoners in a prison)
- 2 convicted (= found guilty. Ask: *What's the opposite of 'he was convicted'?* He was found innocent.)
- 3 released (= set free from prison)
- 4 rehabilitation (= the process of becoming a better person, becoming a normal citizen. How? Through education, work, restorative justice, etc.)
- 5 treated
- 6 got
- 7 served (*serve your sentence* = do your time in prison)
- 8 appeal (when you lose a case but you believe the court made the wrong decision, you can appeal to a higher court, you can appeal to change or overturn the decision)
- 9 offence (= a crime)
- 10 fine (= the money you pay as a punishment when you commit a small crime)

- 2** Once students understand the words, ask them to underline new collocations and uses. Let them discuss their findings with a partner, and, in feedback, ask some questions about collocations and use to focus students on interesting aspects of these pieces of language (see teacher development notes below).

Teacher development: noticing collocations and the grammar of words

When learning new words, it is important that students notice the other words that they go with. There is, for example, no point in learning the adjective *keen* without learning the structure *to be (not) keen on + ing*. In Exercise 2, students are given responsibility to notice how chunks of language work, and to decide which ones to focus on and learn. Support them by asking questions in feedback, such as some of the following:

- 1 What's the opposite of a *tiny* cell? (large) What's the opposite of *being locked in a cell*? (being let out) When do they let prisoners out of the cell? (to do exercise, to eat, to wash, etc.)
- 2 What preposition follows *convict*? (of) What did you do if you were *convicted of assault*? (hit someone, beat them up, etc.)
- 3 What happened if you were *released after an appeal*? (a new judge / court found you innocent, or they overturned the decision – maybe they found new evidence – and you walk free)
- 4 What's another word for *undergo*? (have, go through) You can *undergo an operation, rehabilitation, an investigation* (i.e. you are investigated). What preposition follows *emphasis / approach*? (to)
- 5 What's the opposite of treated *well*? (badly or harshly). In what ways could you be treated *harshly* (be given a longer sentence, be beaten by guards, be locked in the cell all the time).
- 7 Why might you only serve half your sentence? (if you are released for good behaviour / conviction is overturned on appeal)
- 8 When do you launch an appeal? (after you've been convicted / found guilty)
- 9 What's the opposite of a *serious* offence? (a *minor* offence) An example of a *minor* offence? (speeding)

3 Organise the class into pairs. Ask students to look back at the crimes in Exercise 2 on page 70, and decide on and discuss punishments.

- Go round the room and check students are doing the task and prompt them to use vocabulary from the lesson if necessary.
- In feedback, ask different pairs to tell the class what punishments the criminals would get. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Answers

Answers vary from country to country, and mitigating factors mean that the sentence depends on the individual. In the UK, burglars get a minimum three-year sentence when they commit their third burglary, street robbery has a one-year minimum term, four years if a firearm is used. The minimum speeding fine is £100, and murder, kidnap and acts of terrorism have life sentences.

Optional extra activity 1 Ask students to tell you about a crime story they have read about recently. *Who was the criminal? What was the crime? What was the sentence?*

Optional extra activity 2 Ask students to discuss these extra discussion questions (which you could write up on the board):

Do prisoners in your country usually serve the whole of the sentences?

How well do you think prisoners in your country are usually treated?

How much emphasis is placed on rehabilitation in your country? Is it sufficient?

Has anyone you know ever been fined? How much? What for?

SPEAKING

Aim

to generate interest in the topic, and lead in to the listening

4 Organise the class into pairs to discuss the questions. Give students a moment to read the questions and check any words they don't know (see below). Set a time limit of five to six minutes. Monitor what students are saying to gauge their interest and knowledge, and note any words or interesting uses of language that you could focus on during the feedback stage.

- Stop the task before everyone finishes to maintain pace and interest. Then conduct whole-class feedback and elicit the students' predictions based on the poster. The radio programme in Exercise 5 will discuss the film so students can check their predictions.

LISTENING

Aim

to give students practice in listening to take notes and for specific understanding; the listening provides a context for the grammar point to follow

5  **42** Play the recording. Students listen and note answers. After playing the recording, ask students to work in pairs to compare their notes.

- In feedback, elicit ideas from the class. Where there is uncertainty, don't make decisions for students. Note some ideas on the board – perhaps with a question mark – or provide two choices where students have heard different things. Then allow students to listen again and decide what they heard. You might also think about why there was confusion as you all listen a second time. It may be because two words are joined together or because sounds have been dropped in fast speech. Note also that the second task gives additional support. Students don't need to understand everything on a first listening!

42

There's nothing unusual in the idea that a film star should have learned their trade in the theatre. What is remarkable, though, is when that theatre is based in a prison – and the film star is a convicted murderer serving a life sentence, only able to film on day release from jail.

Aniello Arena is not your average film star. He came into the public eye following his leading role in director Matteo Garrone's 2012 film *Reality*. In the film, Arena plays Luciano, a fish seller whose family encourage him to audition for the local version of the reality TV show *Big Brother*. After doing so, his obsession with achieving fame slowly turns into something far darker. He gradually descends into madness and comes to believe that his whole life has become part of some elaborate screen test.

Reality explores how the entertainment industry can offer hope to the hopeless, but also suggests that the new life it seems to promise is ultimately an illusion. Obviously, it is possible to see parallels here with the real-life experience of Aniello Arena, as the world of crime also sells dreams that rarely, if ever, come true. Arena grew up in one of the poorer quarters of Naples and drifted into crime at a young age. He was jailed in the early 1990s for the murder of three members of a rival gang, though to this day, he insists he is innocent of the offences, while freely acknowledging his criminal past.

His initial involvement with acting came about when he first encountered the work of the Fortezza Theatre Company in prison. Established in 1988 by Armando Punzo, the group stage both classic and contemporary plays, with all roles played by prisoners. The company are based in the notorious Volterra prison, where they put on performances, but they have also toured the country. Punzo claims to see potential in the prisoners that maybe they are unaware of themselves. He believes that through drama, inmates have the opportunity to look inside themselves and deal with questions they would not otherwise attempt to address. This drama therapy has proved so successful that it has been exported to the jail of Roumieh, near Beirut in Lebanon.

- 6 42 Play the recording. Students listen and decide if each sentence is true or false. After playing the recording, ask students to work in pairs to compare answers. In feedback, elicit answers from the class, and ask students what they heard on the recording that helped them work out the correct answers.

Answers

- 1 True (*a convicted murderer serving a life sentence, only able to film on day release from jail*)
- 2 False (*serving a life sentence*)
- 3 False (*he sees parallels with the world of crime, but the story is about the entertainment industry*)
- 4 True (*he insists he is innocent of the offences*)
- 5 False (*they've toured the country*)
- 6 False (*the drama is a kind of therapy*)
- 7 True (*it has been exported to the jail of Roumieh*)

- 7 Organise the class into pairs to discuss the questions. You may wish to pre-teach *hard manual labour* (doing jobs like breaking stones in prison), *literacy skills* (reading and writing) and *tend gardens* (look after gardens).

- In a brief feedback session, elicit students' ideas. However, it's best not to give definitive answers at this stage as the statements will be discussed in the second part of the listening.

- 8 43 Play the recording. Students listen and note answers. After playing the recording, ask students to work in pairs to compare their answers.

- In feedback, elicit answers from the class, and ask students what they heard on the recording that helped them work out the correct answers.

Answers

They mention the following ideas:

- 1 hard labour – general public often want it
- 2 literacy skills – being unable to read and write means young people get involved in crime
- 5 learn everything from IT to carpentry – makes them more employable after prison
- 6 able to meet and interact with normal members of society – helps with rehabilitation

43

In many ways, the story of the Fortezza Theatre Company and the drama therapy it offers is in keeping with certain current trends. While public opinion often demands longer sentences and harsher conditions for those inside – hard manual labour and so on – research actually seems to suggest that if reoffending rates are to be cut, then a more enlightened approach gets the best results. Whilst an average of between 70 and 75 per cent of prisoners released across Europe go on to commit crimes again, in Denmark, Sweden and Finland, the average rate is 30 per cent. In Norway it's a mere 20 per cent. So what are the Scandinavians doing differently? Well, from the perspective of many Norwegians, the main problem with prisons is that we place too much emphasis on punishing prisoners and don't pay enough attention to rehabilitation. Norway has no death penalty and a maximum sentence of just 21 years, and as a result embraces the fact that prisoners will one day be released back into society. The Norwegian approach to prison is best exemplified by Bastøy, the nation's only island jail. Here, prisoners are given personal responsibility and meaningful work – and have to deal with all the challenges this involves. As well as developing literacy skills – crucial given that being unable to read or write is often cited as one of the reasons why young people get involved in crime – prisoners are also able to learn everything from IT skills to skills such as carpentry or plumbing. All of this helps to ensure they are employable on their release and thus less likely to fall back into crime. In addition, on Bastøy prisoners are able to meet and interact with normal members of society,

further aiding their rehabilitation. As shocking as such liberal attitudes may seem to many, the results are so incredible that perhaps it is time for wider exploration of their implications.

9  **43** Organise the class into pairs to discuss the words and numbers. Start students off by eliciting the reason why *public opinion* is mentioned on the recording. Students then discuss 2–6 in pairs.

- Play the recording. Students listen and check their ideas. After playing the recording, ask students to work in pairs again to compare answers.
- In feedback, elicit answers from the class.

Answers

- 1 public opinion often wants harsher punishment
- 2 percentages who re-offend in Europe, Denmark / Sweden / Finland, and Norway
- 3 Norway has no death penalty
- 4 21 years is the maximum sentence
- 5 prisoners learn skills such as plumbing in jail
- 6 liberal attitudes may seem shocking to some, but have had positive results in Norway

10 Organise the class into groups of four or five to discuss their views about the Scandinavian approach to prison.

- Go round the room and listen in on the discussions, noting whether students are using language correctly or incorrectly.
- In feedback, ask different groups to summarise their discussions for the class. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Have a class debate. Write on the board: *Prisons should be there to punish, not reform.* Ask students to divide into two groups, depending on whether they support or oppose the notion. Ask each team to prepare five arguments for or against the notion. Teams take turns to present their views.

GRAMMAR

Nouns and prepositional phrases

Aim

to check students' understanding of how to form and use prepositional phrases to define nouns

11 Read through the example sentence and the rule as a class. Point out that *those inside* refers to prisoners.

- Ask students to work in pairs to recall prepositional phrases from the listening and answer the question. They can then check their answers using the Grammar reference on page 175.

Answers

1 with 2 on 3 to

Prepositions are followed by nouns or the *-ing* form of a verb (which is a gerund – technically a noun).

G Students complete Exercise 1 in the Grammar reference on page 175.

Answers to Exercise 1, Grammar reference

- | | |
|------------------|----------------|
| 1 involvement in | 6 anger about |
| 2 addiction to | 7 recipe for |
| 3 ban on | 8 decrease, in |
| 4 access to | 9 awareness of |
| 5 damage to | |

Background language notes for teachers: nouns and prepositional phrases

- Some nouns collocate with specific prepositions (*respect for, interest in*, etc). Prepositions, including *to*, are always followed by *-ing*, e.g. *There's no alternative to paying the full price for tickets.*
- You could also point out the construction *There isn't any point in + noun / -ing* and *There's no point in + noun / -ing*, along with similar constructions such as *a need for* and *no need for*.
- There are many other noun + preposition collocations. Some common ones include: *difficulty with, experience in, influence on, the matter with, opinion about, reaction to, rise in, a solution to, sympathy for, trouble with, use of*.

12 Read through the example sentence. Point out that *respect* is used with *for*. Ask students to complete the sentences individually then compare their answers with a partner. Point out that they may need to reuse the verb from the first sentence to complete the gaps. In feedback, elicit answers, and check that students are using *-ing* forms after prepositions.

Answers

- 1 respect for
- 2 risk of making
- 3 problem with being
- 4 no point (in) worrying
- 5 no hope of escaping
- 6 no experience of dealing
- 7 an increase in the reporting
- 8 proposal to increase

13 Give students a moment to read through the sentences and check any words they aren't sure of.

- Ask students to work in pairs to discuss the sentences. Monitor closely, and make sure students are using the noun + prepositional phrases structure correctly.
- In feedback, elicit some opinions from the class. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity.

14 Give students five minutes to work in pairs to make new sentences. Elicit one or two ideas to get students started, and make sure they are aware that they need to think of controversial or debatable opinions as they will need to discuss them.

15 When students are ready, put pairs together to form groups of four, and ask each group to discuss the new sentences. Monitor and note the students' use of language.

- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Brainstorm other noun + preposition collations from students (see ideas in the Background language notes box above). Ask students to turn the collocations into sentences for debate.

G For further practice, see Exercise 2 in the Grammar reference on page 175.

Answers to Exercise 2, Grammar reference

1a in	1b for
2a to	2b of
3a with	3b about
4a with, about	4b among, towards
5a against	5b of

RISE AND FALL

Student's Book pages 74–75

Communicative outcomes

This two-page spread aims to help students talk about trends and statistics.

READING

Aim

to give students practice in reading and responding to information in a text; to develop students' ability to read text closely in order to put sentences in a text

1 Organise the class into pairs to discuss the questions. Decide how long you wish students to speak for, and set a time limit. Five minutes is probably about right. Monitor what students are saying to gauge their interest and knowledge, and their ability to use key forms correctly such as phrases to describe trends.

- In a brief feedback session, pick up on any interesting ideas or experiences that students may have.

2 Organise this activity by asking students to look at the questions in the first bullet point, and then to read the two paragraphs and discuss the questions. Set a time limit of three or four minutes for students to discuss their ideas in pairs. Feed back on students' responses briefly before discussing the next question.

3 Organise the class into pairs to discuss reasons for the trends mentioned in the first two paragraphs. You may wish to check words such as *distraction* (= something that takes up your attention) and *demographics* (= figures concerning population).

- Answers will vary before students read the latter part of the text, and they don't need to get 'correct' answers. So, focus on opportunities to correct their language rather than 'correcting' the ideas.
- Ask students to read the rest of the text to check answers. Let students compare their answers in pairs.

Answers

Education: people are better educated about drugs and alcohol; more people are going into further education

Distraction: 18–24 year olds don't have time to commit crime as they're studying or playing video games

Demographics and environment: there are fewer young people than 20–30 years ago; banning lead in petrol has reduced violence

Technology: new technology makes it harder to steal cars, for example, though it makes other crimes easier

Prison and policing: people spend longer in jail; police catch more criminals by focusing on 'hotspots'

4 Ask students to put the sentences in the text. Tell them to work individually then check their answers with a partner. Elicit where the first sentence goes from the class first to get students started.

- Give students a realistic time limit of, say, ten minutes to do this task. Monitor closely and supportively as this is quite a difficult task, and some students may be unsure of how to approach it. Point out clues students can use in the main text that will help them work out where the sentences go.
- In feedback, write answers on the board, and ask students what clues helped them work out which sentence goes where.

Answers

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

Teacher development: matching sentences to gaps in a text

This common task is one that students often find difficult. You may wish to give your class some guidance about how to approach the task. First, they should read the text for general understanding, without worrying about the gaps. Secondly, they should read the first sentence and make sure they understand it. Thirdly, they should look at the language used in the paragraph around each gap, and work out whether there are any clues that reveal that the sentence they are concentrating on is the correct one for the gap. Two clues they should look for are:

- 1 Lexis: Are there words with the same or similar meanings to the missing sentence in the paragraph?
- 2 Reference: Are there words like *it* and *this* in the sentence and what do these words refer to in the paragraph?

Optional extra activity Ask students to explain some of the following phrases from the text:

Riga-rous policing brings down crime = this is a humorous play on words – using Riga as part of the adjective *rigorous*; *rigorous* = thorough and strong; *bring down* = reduce; *People are turned off crime* = people aren't interested in crime; *to run in parallel to* = happen at the same time; *crime hotspots* = place where crime is more likely to take place; *causal links* = connections which show why something has happened

Culture notes: Riga and Latvia

Riga /'ri:gə/ is the capital city of Latvia, a country on the Baltic Sea in northern Europe. It is an attractive city of about 700,000 inhabitants, noted for its nineteenth century wooden architecture and Art Nouveau buildings. Its city centre is popular with young tourists from all over Europe, who go to enjoy the lively bars and nightlife.

- 5 Organise the class into pairs to discuss the questions.
 - In feedback, use the opportunity to look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers

Policing: police targeted crime hotspots; police have been given better training; a multilingual section has been set up to work with tourists.
Demographics: Latvia has experienced falling birth rates.
Education: university students have almost tripled.

Optional extra activity Ask students to prepare and present a short report on how crime in their own city has changed for better or worse in recent years. Ask them to include reasons why.

VOCABULARY

Trends and statistics

Aim

to introduce and practise words and phrases used to talk about trends and statistics

- 6 Organise the class into pairs to match words from the box to the words in bold in the sentences. Elicit the answer to the first sentence to get students started. Monitor and note how well students do the activity. In feedback, concentrate on words students weren't sure of.

Answers

1 plunged	5 soared, led to
2 peak	6 drop, stems from
3 coincided	7 played a role, rise
4 correlation	8 ranks, account for

- 7 Organise the class into pairs to think of examples, and possible causes and effects. Monitor and help with vocabulary and ideas. Encourage students to look back at Exercise 6 for help with vocabulary.

- Organise the class into new pairs to share their ideas. Note how well students are using the language from the lesson.
- In feedback, elicit some examples from the class. Look at good pieces of language that students used, and language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Web research activity Ask students to research whether the crime rate where they live has dropped, remained steady or risen over recent years. They could explore which crimes have risen or fallen and what the theories about root causes are. In the next class, ask students to pool their findings and report anything interesting.

VIDEO 4: THE GREENHOUSE EFFECT

Student's Book page 76

Aim

to provide insight into some extreme weather conditions around the world, and their possible causes; to improve students' ability to follow and understand fast speech in a video extract; to practise fast speech using strong stresses and pausing

1 Lead in with the photo. It aims to stimulate interest in the topic of extreme weather and natural disasters. Ask students what they think is happening, what the impact will be on the surrounding area and where the photo was taken. (The photo shows a forest fire, possibly in Australia. It looks as if the inhabitants have been evacuated, the house in the foreground looks closed up. There will be a lot of destruction to property, which will cost a lot of money to repair, and the effects on wildlife are likely to be even more disastrous, e.g. death of animals and loss of habitat.) Feed in new language based on what students come up with.

- Tell students to work on their own and to tick any of the words in the box that they know already.
- Put students in pairs or small groups and ask them to compare their ideas. Tell them to explain anything they know to their partner.
- Check with the whole class that students understand what each word means. Clarify and paraphrase as you're doing so. If you have access to the internet in class, you may want to show pictures of anything students are not sure of.

Answers

a blizzard = a powerful storm with wind and snow (mime fighting through a blizzard)
 a drought = when there is no rain and everything dries up
 an earthquake = when the ground moves and shakes, and buildings fall down
 a famine = when there is no food in an area and people go hungry
 a flood = when it rains and rains, and the water goes up and up. Often people have to leave their houses and sometimes cars are washed away by the water.
 forest fires = when it's really hot and dry, forests start to burn
 a heatwave = a period when it is very, very hot
 a volcanic eruption = when hot lava comes from a volcano and destroys houses and towns

Optional extra activity Once you have checked the words, you can easily expand on this exercise by asking students to think of the effects of each thing, e.g. *People have to evacuate their homes. / People starve to death. / Buildings collapse or are badly damaged. / The roads are closed and people get snowed in. / The crops fail. / The lava destroys nearby towns and villages.*

2  **15** Tell the students they are going to watch a video about extreme weather. Tell them to watch and take notes on what happens in each of the five places mentioned here.

- Play the first part of the video (up to 2.27, *too much water*). Students then compare their notes in pairs before checking answers as a class.
- If your class is quite strong, you could ask if they heard anything else apart from which things happened where. Or you could be more specific, e.g. *So, Queensland? Yes, that's right. The area was hit by floods. Did you hear how bad they were? That's right. The worst in 40 years. And how big was the area affected? Yeah. As big as France and Germany combined!*

Answers

- 1 The area was hit by floods – the worst in 40 years, over an area as large as France and Germany combined.
- 2 There was a drought followed by forest fires, after the hottest summer on record. Over 50,000 dead.
- 3 A heatwave was followed by floods, which covered 20% of the country! Five thousand miles of roads and railways were washed away.
- 4 A record winter with cold and snow following a heatwave – one of the warmest summers on record.
- 5 A blizzard stopped rush hour traffic.

3  **15** Students work in pairs and discuss what they think the root cause of the extreme weather is. It doesn't matter if they have no idea, or some crazy ideas. This is simply to generate interest in what's to come.

- Elicit ideas from the class. Listen to all the different ideas, reformulating and correcting where necessary.
- Play the second part of the video once (from 2.27). Encourage students to take notes about the root cause of the extreme weather.

4 Put students into pairs or small groups and ask them to compare what they understood the root cause to be. As students are talking, go round and listen. Correct pronunciation where relevant and help out with anything students are struggling to say.

- Elicit ideas about the root cause from the class as a whole. Reject any ideas that do not come from the video and fill out any gaps.

Answers

The root cause of the extreme weather is basically water: too much water. The oceans are the main source of the water in the atmosphere, of clouds and rain. The sun causes water from the oceans to evaporate. The water becomes a vapour, a kind of gas, that surrounds the earth. More heat means more evaporation, which in turn means more energy building up in the atmosphere and thus more possibility of extreme weather.

5 This exercise focuses on eight nouns from the video. These are all two-star words in the dictionary, meaning they're among the 5,000 most common words.

- Tell students to complete the sentences using any words from the box that they already know. If there's anything they're not sure about, tell them to ask you or to look the new words up.
- As students are doing the exercise, go round and see how they're getting on. Help with any problem vocabulary. This will help you decide which words are worth spending more time on when checking answers.
- When about half the class look like they've finished, put students in pairs and tell them to compare their ideas.
- After two minutes more, elicit answers from the class as a whole and write the answers on the board. As you're eliciting answers, point out collocations / chunks and clarify meanings.

Answers

- 1 decades (a decade is ten years, so the worst floods in decades are the worst for 30, 40, 50 years. You could also point out that areas are hit by floods, earthquakes, droughts, etc.)
- 2 record (if it was one of the hottest summers on record, it's one of the hottest summers since they started recording temperatures; *on record* is often used (with superlatives) to talk about weather.)
- 3 tracks (if something stops *dead in its tracks*, it stops where it is – suddenly *I stopped dead in my tracks when I heard the scream*.)
- 4 core (*at its core* = at the centre, the heart of the thing; here it means *the main problem* is all about water. The phrase is often used in politics and business, e.g. *The World Bank should put respect for human rights at its core*.)
- 5 source (*the ocean is the main source of all the water* = that's where most of the water comes from. *The Internet is the main source of information for most young adults*.)
- 6 fuel (*water provides the fuel for storms* = water is the main source of energy for storms, water provides the energy for storms to happen. *Food provides the fuel for our bodies*, etc.)
- 7 gallons (a gallon is a measurement of liquid. It's 8 pints – about 4.5 litres.)
- 8 potential (*the potential for extreme weather* = the possibility for extreme weather to develop in the future. *The area has real potential*. = it could be a great area in the future.)

6 This exercise offers students the chance to relate the topic of the video to their own experiences and ideas.

- Give students a minute to read the questions and to ask about anything they're not sure of.
- Put students in pairs or small groups and give them seven or eight minutes to discuss the questions.
- Listen to some pairs / groups of students and what they are saying. Help with pronunciation if necessary.
- When most students have finished, stop the class and give some feedback, either by re-telling one or two stories for the whole class or by asking students to correct or fill in gaps in sentences you've written on board, based on what you heard students saying.

Optional extra activity For homework, you could ask students to research the topic of global warming further, and in particular to find out more about the impact it is having – and might have in the future – on their own countries. If you'd prefer a different angle, students could simply use the internet to find further examples of extreme weather around the world. Begin the next lesson with a brief discussion of their findings.

UNDERSTANDING FAST SPEECH

7 and 8  **16** Tell students to work on their own for a few minutes to practise saying the extract. Then play the recording. Students listen and compare what they said. Allow them to practise saying the extract again.

Video script **15**

Narrator: The past year's weather has been one of the most destructive in history.

Australia: The worst floods in four decades inundate the state of Queensland.

The flood covers an area larger than France and Germany combined.

Russia: The hottest summer on record triggers drought and catastrophic wildfires, killing more than fifty thousand people.

Pakistan: Extreme heat is followed by floods that cover one fifth of the country.

Five thousand miles of roads and railways are washed away.

The United States: Record winter cold and snow follow one of the warmest summers on record.

In Chicago, this blizzard hits so hard and so fast, it stops rush hour traffic – dead in its tracks.

Around the world, extreme weather is testing the limits of our endurance. And the cause of it all could not be more surprising – or more ordinary. At its core, the problem is all about water. Too much water.

Part 2 (2.27)

Doctor Bryan Soden teaches meteorology and oceanography at the University of Miami. He says the source of that heavy precipitation is all around us.

Soden: If you're wondering where all this extreme rainfall comes from, it starts here, at the ocean's surface. The ocean is the source of water in the atmosphere and we can see it in various forms: in clouds, in rain. But it's the water we can't see, in the form of gaseous water vapour, that has the most profound impact on weather and climate. Water vapour provides the source of fuel for storms and it's a process that's occurring constantly, day after day.

Narrator: As the sun rises and warms the planet, billions of gallons of water evaporate from the surface of the oceans. Invisible to the eye, the sun transforms that water into a vapour that envelopes the Earth and nurtures life. More heat means more evaporation. And that means more energy builds up in the atmosphere, increasing the potential for more extreme and more destructive weather events.

REVIEW 4**Student's Book page 77****Aim**

to consolidate vocabulary and grammar from Units 7 and 8

Answers**1**

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

2

- 1 no interest in
- 2 can't have heard
- 3 might be waiting
- 4 aimed at children

3

- 1 was sitting
- 2 opened
- 3 looked
- 4 was
- 5 had caught
- 6 were doing
- 7 ran off
- 8 chased

4

1 for 2 to 3 on 4 to 5 against

5

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

6

- 1 passed
- 2 put
- 3 came
- 4 gone
- 5 pouring, eased

7

- 1 seized
- 2 captive
- 3 release
- 4 suspicion
- 5 disappearance
- 6 custody

**44 and answers for Exercise 8**

- 1 Someone might have got hold of your details.
- 2 They must've broken in through the back door.
- 3 There's no point trying to look for them.
- 4 It was pouring down and then it turned to hail.
- 5 I got soaked because I'd forgotten to bring a coat.
- 6 I was standing there and this guy came up to me and grabbed my bag.

9 CAREERS AND STUDYING

SPEAKING

Aim

to set the scene and introduce the theme with a picture; to get students talking about careers and studying

1 Start by telling the class that in this unit they're going to be learning how to talk about working life, education and future opportunities, and how to give presentations.

- Ask students to look at the picture on pages 78–79.

Ask: *What can you see?* Elicit a brief description of the picture.

- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task, and help with ideas and vocabulary if necessary.
- Take brief feedback from the class. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Possible answers

The photo shows a researcher at Cornell University monitoring genetically modified plant cell growth in specimen dishes. The job probably involves a lot of methodical work and data analysis, and probably requires patience and attention to detail, as well as creativity in understanding results.

Optional extra activity You could brainstorm vocabulary around the topic of jobs before students start speaking. Write *jobs* in the middle of the board with a line going to the word *responsibilities* and another line going to the word *qualities*. Say a type of job, e.g. *a nurse*, and brainstorm responsibilities and qualities for one minute. Only write up interesting and useful words and phrases. After one minute, say another job. Alternatively, ask students to write words and phrases in pairs.

2 Ask students to find a new partner, preferably somebody they don't know well. Ask the new pairs to take turns to ask the questions.

- Take brief class feedback: ask students to report to the class what they found out about their partner. Use the opportunity to correct errors and show students better ways of saying what they were trying to say.

Teacher development: personalisation

The success of a lesson often depends on how relevant the material is to students' personal experiences and interests. Take time to find out how important the topic of careers and education is for your students. As you listen to the discussion in Exercise 2, make a note of what students say so that you can refer back to their personal experiences throughout the teaching of this unit.

THE WORLD OF WORK

Student's Book pages 80–81

Communicative outcomes

In this two-page spread, students will listen to people talking about their working lives; they will practise using conditional forms to talk about their working futures.

VOCABULARY Working life

Aim

to introduce and practise words and expressions to describe aspects of people's working life

1 Explain to students that they are going to learn some vocabulary connected to work. Ask them to read through sentences 1 to 12 individually first and use a pencil to mark the phrases they know with a tick, the phrases they don't know with a cross, and the phrases they think they know with a question mark.

- Organise the class into pairs to discuss the sentences. Read the example first with the class. Tell them to explain words to each other, and to use a dictionary if they need to.
- Monitor and note how well students understand the vocabulary. In feedback, check answers, and check the meaning of unknown words (see suggestions in the answer key below). Note that some sentences may have both negative and positive aspects. Ask students why they said the sentences were positive or negative and use your judgement. Note that in explaining the causes and results there are opportunities to use words from other parts of the exercise. In feedback, encourage students to do this. Don't expect students to use all the language below or feel you have to teach it!

Possible answers

- 1 positive. Cause: you worked hard, did a good job! Result: get more responsibility, more stimulating work; stretch yourself; get a pay rise; have more stress, etc.
- 2 positive or negative depending on circumstances. Cause: old job too menial / new one more stimulating; feeling burnt out / stressed; struggling to cope; no pay rise / chance of promotion; moving. Result: leave your job.
- 3 positive. Cause: you do a good job; got a yearly increment (after working a year); got a new qualification; union negotiated a rise; you met targets (but if it's a temporary 'rise' we usually cause this a bonus). Result: you feel happy; stay in your job; can afford something you have wanted.
- 4 positive. Cause: new job / role. Result: improve skills.

- 5 negative. Cause: recession; company losing money; company restructuring (changing focus); company downsizing (getting smaller); company outsourcing work to another company / country. Result: you lose your job; might get money (redundancy pay); become unemployed; need to look for a new job / set up your own business.
- 6 positive. Cause: you gain experience; work hard. Result: you have less stress; keep your job!
- 7 negative. Cause: too much work; new job or role; problems outside work; difficult work-life balance. Result: you make mistakes; lose your job; hand in your notice; take a step down.
- 8 negative. Cause: they don't trust staff; they're controlling / a control freak. Result: can undermine staff; staff have nothing interesting to do; boss may struggle to cope; make mistakes.
- 9 positive. Cause: you feel you help people; see progress; people are grateful / compliment you. Result: you feel positive about yourself; stay in your job.
- 10 positive. Cause: you do lots of different things; learn new things; test yourself. Result: you feel positive about your job; stay in your job.
- 11 negative. Cause: you see lots of upsetting things (e.g. doctor / nurse); deal with demanding people / people with problems. Result: you feel tired / burnt out; have less emotion and patience for those outside your job; struggle to cope.
- 12 negative. Cause: work is boring, repetitive, easy. Result: it is badly paid; you want to leave; lose confidence (not using your skills); less stress!

2 Ask students to work in pairs to share their personal responses to the sentences in Exercise 1. It is a good idea to start students off by sharing two of three of your own personal responses (see teacher development below).

- Monitor and note how well students use the vocabulary. In feedback, you could re-tell one or two stories you heard, asking students to remind you of the details. Feedback on errors or on good uses of language by students.

Teacher development: live listening and teacher models

- Telling a story of a personal experience to model a speaking activity is a great way of not only showing students what you want them to do, but of motivating them to do it well. In general, it is also true that students enjoy hearing their teacher use English well, are motivated by being able to understand *real* English, and like finding out about you.
- Before doing Exercise 2 above, tell students about your experiences, using vocabulary from the lesson. Make yourself a live listening by setting a simple gist task (e.g. before speaking, write on the board: *Which of the situations in Exercise 1 am I describing?*) and encourage students to ask you questions at the end.

Optional extra activity Ask students to think of a job (e.g. *nurse, doctor, engineer*, etc.). Tell them to imagine they have that job and to prepare to describe how they feel about it using vocabulary from the lesson. Organise

the class into groups of four. Students take turns to describe their imaginary job until other group members correctly guess what their job is.

LISTENING

Aim

to give students practice in listening for general and specific understanding; the listening provides a model for the speaking activity at the end of the lesson, and introduces and recycles vocabulary

3  **45** Give students a moment to read through the questions. Ask students to briefly predict what the speakers might say using vocabulary from the previous section of the lesson.

- Play the first part of the recording. Students listen and note answers. After playing the recording, ask students to work in pairs to compare answers.
- In feedback, elicit answers and write them on the board. Ask students what they heard on the recording that helped them work out the correct answers.

Answers

- 1 He feels bad / depressed; it's menial and he isn't stretching himself or using the skills he has learnt.
- 2 making tea and photocopying
- 3 He's thinking of leaving in the long term, but will stay for now and see if it gets better.
- 4 He'll get lots of offers of work if he does leave.

45

M = Melissa R = Richard

M: So how're you finding your job? Is it going OK?

R: Oh, it's all right, I suppose. It's not what I want to do long term, though.

M: No? How come?

R: Oh, it's just so menial! I'm not using any of the skills I learned at university – and my boss is just dreadful! I seem to spend most of my time running round making him cups of tea and photocopying things and if I ask about doing other stuff, he just tells me to be patient and then starts going on about how he did the same when he started at the company.

M: Well, maybe it's true.

R: Oh, I don't know. I was talking to this girl who joined at the same time as me and she said she was learning loads in her department – being really stretched, apparently. It makes me think it's maybe more about me!

M: Oh, I am sorry! If it's that bad, maybe you should think about handing in your notice?

R: I don't know. I guess it might get better if I just give it a bit more time.

M: Well, you'd think so. I mean, it is a big company, isn't it?

R: Mmm, but maybe that's it, you see. Maybe it's a bit too big. Anyway, I can't see myself staying there long term.

M: No? Well, if you do decide to make a move, you're bound to get lots of offers.
 R: I don't know about that, but it's nice of you to say so!
 M: It's true!

4 **46** Play the second part of the recording. Students listen and make notes for each heading. Let students compare their answers in pairs. Play the recording again if students need more time to make notes.

- After playing the recording, elicit answers from students and check the meaning of unknown words.

Answers

- 1 Melissa has been getting loads of on-the-job **training**.
- 2 She has (got) her first **business trip** coming up next month, to New York.
- 3 She gave her first big **presentation** last week.
- 4 Richard thinks she sounds like their star **employee**.
- 5 She's been meeting **clients**.
- 6 Richard thinks in five years' time she'll be running the entire **firm**.
- 7 They let her go into **college** once a week.
- 8 She's applying for **promotion**.

46

Part 2

M = Melissa R = Richard

R: Well, anyway. What about you? How's your job going?

M: Oh, you probably won't want to hear to this, but it's great, yeah. It's going really well.

R: Well, I'm glad at least one of us is happy, anyway!

M: Yeah, it's amazing. I've been getting loads of on-the-job training – and they've been letting me go into college one day a week as well, to improve my skills. It's been really stimulating. I've also been meeting clients quite a bit. Oh, and I gave my first big presentation last week.

R: Wow! Sounds amazing. Did it go OK?

M: Yeah, it went brilliantly. I've got my first business trip coming up next month – to New York. And I'm applying for promotion at the moment too.

R: Really? Already? Do you think you'll get it?

M: Hopefully, yeah, but you never know, do you?

R: Oh, you're bound to. From the sound of it, you're their star employee. I can just see you in five years' time, running the entire firm.

M: Ha!

R: And if the worst comes to the worst, I'll end up knocking on the door of your office, begging you for a job!

5 Organise the class into pairs to discuss the questions. You could end this section with an open-class discussion, and find out what students' ambitions are.

Optional extra activity Show the following sentences on the board and ask students to notice the patterns using *see*. Ask them to translate the sentences into their own language and compare their translations.

I can't see myself staying there long term.

I can just see you in five years' time, running the firm.

I just can't see him getting the job. He has no qualifications.

GRAMMAR

Conditionals with present tenses

Aim

to check students' understanding of how to use conditional forms with present tenses to talk about real or probable events now or in the future

6 Read through the information in the box as a class. Then organise the class into pairs to discuss the questions.

- Monitor and note how well students can analyse examples and understand rules. Tell students to concentrate on the rules they aren't sure about when checking their answers using the Grammar reference on page 176. Have a brief class feedback session and discussion and deal with queries.

Answers

- 1 present (simple)
- 2 future: c and d; now: b; usually / generally true: a
- 3 d Because it uses 'I'll (I'll end up...)
- 4 b Because it uses *should*
- 5 c Because it uses *might* (It might get better)



Students complete Exercise 1 in the Grammar reference, on page 176.

- Ask students to compare their answers with a partner and justify their choices. You could start students off by eliciting the answer to number 1.

Answers to Exercise 1, Grammar reference

- 1 If you fail three subjects, you have to repeat the whole year / you will have to repeat the whole year.
- 2 If you don't feel well, you should take the day off.
- 3 I could / can / might ask my uncle for a job, if the worst comes to the worst.
- 4 I'll be in big trouble if the report isn't finished by Friday.
- 5 If things don't get better at work, I'm going to hand in my notice.
- 6 If you're struggling, I'll do my best to help.

Optional extra activity Show or write example sentences from Exercise 6 on the board. Use the examples to highlight form and use on the board.

Background language notes for teachers: conditionals with present tenses

Often called the first conditional, this form (*If* + present, *will* / *might* / *should* + infinitive) is used to talk about a possible future situation and its consequence or result.

- In terms of form, students often misapply the rule and use *will* in both clauses (e.g. *I will help him if he will ask me to*, etc). In many languages, a subjunctive form of the verb is used to express conditionals, which is different from present and future forms, so this can confuse students. Note that the *if*-clause can come first or second, and a comma is used if it comes first (*I'll come if I have time*).

if you pay, but If you pay, I'll come). In general usage, *will* and *will not* are always reduced to *'ll* and *won't*. Full forms are only used for emphasis. Consequently, always teach the reduced forms.

- Note that we use *'ll*, *might* and *should* in conditional clauses to express present as well as future possibilities. Students may find it odd that we use *'ll* to talk about the present (e.g. *I'll leave right now if you want*). Again, students may misapply rules and say: *I leave now. Will* (or *'ll*) is a modal verb, not a pure future form, so it has a range of meanings and can be used to express present as well as future ideas.
- Here, these forms are not being compared to the second conditional, but note that these forms are used to express possibility, whereas the second conditional is used to express impossible or unlikely situations.

7 This provides further controlled practice. Read out the first *If* clause and elicit the matching half from students to model the activity. Then ask students to match the remaining sentence halves. Let students check their answers in pairs before going through the answers in feedback. Ask students to note the variety of modal verbs used in clauses a to h (*can*, *don't have to*, *need to*, *should*).

Answers

1 c, f 2 d, g 3 a, h 4 b, e

8 Elicit an example from the class to get students started. Encourage them to use the different structures from Exercise 7, rather than always using *should*. Organise the class into pairs to think of alternative endings. You could ask them to write their sentences down, or just do the activity orally, taking it in turns to come up with ideas, depending on what sort of practice you think your students need.

- As students work, monitor by going round the room and checking students are doing the task, and helping if necessary.
- In feedback, ask for different endings from pairs. You might note some errors on the blackboard for students to correct, especially if the errors relate to conditional forms.

Possible answers

- 1 you should do a film studies course at university. / I'll talk to my brother, who is a director.
- 2 you should resign.
- 3 I'll apply for other jobs. / I might travel round the world.
- 4 I'll go to a really good university.

9 Elicit an example from the class to get students started. You may wish to pre-teach key words (*row /rau/* = argument; *quit* = leave; *passed over* = missed or rejected). Ask students to work individually to think of things to say. Organise the class into pairs to compare, correct and discuss their ideas.

- In feedback, ask a few pairs to share their ideas. You might note some errors on the blackboard for students to correct.

Possible answers

- 1 You'll feel better if you go and talk to your boss. You should resign if you fall out with your boss all the time.
- 2 If you want to retrain, you could look at university courses. If that's what you want to do, you should do it.
- 3 I'll help you, if you like. If you do that, my brother might give you some tips.
- 4 She'll enjoy it if she studies overseas. If she wants to do that, she should apply to a US university.

Optional extra activity Ask students to prepare and act out dialogues based on the situations in Exercise 9, using conditional forms.



For further practice, see Exercise 2 in the Grammar reference on page 176.

Answers to Exercise 2, Grammar reference

- 1 haven't heard
- 2 aren't feeling
- 3 loses
- 4 have been working
- 5 goes

DEVELOPING CONVERSATIONS

Feelings about the future

Aim

to introduce and practise expressions to show how sure we are that something will happen

10 Read through the information in the box as a class. Point out the form and use of the two structures and answer any queries (see Background language notes below).

- Ask students to work individually to choose the correct option in each sentence. Let them compare their answers in pairs. Monitor and note how well students understand these phrases. Students will check their answers in Exercise 11.

Background language notes for teachers: feelings about the future

Note that we say *I doubt (that) + clause* to express that something is almost certain not to happen. Other expressions, such as *I don't think I'll ...*, *I expect she won't ...* and *I bet she won't ...*, have similar uses.

We say *I'm / You're / They're bound to + infinitive* to express that something is almost sure to happen. *I expect you to ...*, *You're likely to ...* and *You're sure to ...* are comparable expressions.

PRONUNCIATION

Aim

to practise the form, use and strong stress in expressions to show how sure we are that something will happen

11  **47** Play the recording. Students listen and check their answers. In feedback, elicit where the strong stress is in the expressions (underlined in the answer key).

- Play the recording again. Students listen and repeat. Make sure that students are stressing the strong syllables (underlined in the audio script) appropriately.

Answers

- 1 I doubt it.
- 2 I might.
- 3 Probably not.
- 4 Hopefully.
- 5 I'm bound to.

47

- 1 I doubt it. I'm not qualified enough.
- 2 I might. Stranger things have happened!
- 3 Probably not – but it's worth a try.
- 4 Hopefully. I really need the money!
- 5 I'm bound to. They're desperate for new staff at the moment.

Background language notes for teachers: feelings about the future

Notice that *definitely*, *probably* and *hopefully* are stressed in the affirmative, but *not* is expressed most strongly in the negative: *probably not*.

Notice that *to* in *bound to* is given its full value /tu:/ in the short form *I'm bound to*. However, it is weakened to /te/ in a full sentence. In *I'm bound to get lots of offers*, we reduce *bound to* to /baunte/.

12 You could introduce this activity by eliciting a few things that students could ask questions about and write them on the board. Questions will depend on the average age of students in your class, of course.

- Organise the class into pairs to prepare questions to ask. Monitor and help with ideas and vocabulary.

Possible questions

Do you think you'll ever ... go to university? / change your course? / do a Master's degree? / get promotion? / change your career? / take a year out? / become a senior manager? / work abroad?

13 When students are ready, ask them to change partner and interview each other. They should answer using the responses in Exercise 10. Mix pairs again and ask them to find out about their new partner.

Teacher development: mixing pairs

It is a good idea to get students to prepare for an activity with a student they know well and are comfortable with, then actually do the activity with a student they know less well, and work with less often. Bear this in mind when organising pairwork.

- In preparation, ask students to work with the partner they are next to. Then mix the class by asking students to stand up, walk round and sit next to someone they don't know well or haven't worked with for a while, or, more randomly, mix students by counting them off and asking them to find the students with the same number. In a class of 20, say, this means counting off the students to the left of the class 1 to 10, then counting off the students to the right 1 to 10, and asking students to find and sit down with the student with the same number.

CONVERSATION PRACTICE

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

14 This is an opportunity to bring together the different threads of the lesson, and for students to talk about working lives in a roleplay.

- Organise the class into new pairs. Ask them to read and prepare their roles.

15 When students are ready, tell them to act out their conversations using the prompts in the diagram. Listen for errors, new language or interesting stories to use in feedback. Ask students to change partners two or three times if you want.

- In feedback at the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Once students have practised a few times in their pairs, ask them to stand up, and mill round the class, remembering and improvising the conversation with other students.



17 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

- 1 as an alternative to the conversation practice
- 2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases or structures in a controlled way before having a go themselves.
- 3 at the end of the unit as a revision exercise.

STARTING OUT

Student's Book pages 82–83

Communicative outcomes

In this two-page spread, students will talk about first jobs, jobs they would and wouldn't do, and events and people that have had an influence on their lives.

SPEAKING

Aim

to lead in to the topic and the skills activities; to talk about young people and employment

- 1 Organise the class into groups. Ask them to discuss the questions. Set a time limit of three or four minutes.
 - Monitor and note students' opinions, ideas and interest.
 - Take brief feedback from the class. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Culture notes: student jobs in the UK

In the UK, the minimum age at which you can do a full-time job is the same as the minimum school leaving age of 15 or 16. However, you can work part-time from the age of 13 in areas like TV, theatre and modelling. Typical part-time jobs include working in bars and restaurants, working as a shop assistant or on the cash register in a supermarket, volunteer work with charities, tutoring jobs, and working on summer or sports camps.

Advantages include: making money to pay tuition fees and living costs; gaining experience of the job market; improving your CV; learning responsibility and workplace skills.

Disadvantages include: tiredness and lack of time to study; missing out on student experience because of having little free time to do student activities.

LISTENING

Aim

to give students practice in listening for specific understanding

- 2  48 Give students time to read the questions. Explain that they will listen to a US news report. Play the recording. Students listen and note answers. After playing the recording, ask students to work in pairs to compare answers.
 - In feedback, elicit answers from the class, and ask students what they heard on the recording that helped them work out the correct answers.

Answers

- 1 paperboy / newspaper delivery; it used to be a popular job for school kids, but now older people are doing it.
- 2 Previously kids did newspaper deliveries in the afternoon after school. Now, people want the papers delivered earlier and adults (especially pensioners) are doing it.
- 3 There was an economic boom so kids didn't need extra money; kids prefer comfort; adults are more reliable.
- 4 It was good experience for kids; it taught responsibility and built character; many young people now lack skills for work.

 48

Over the last half a century or more, delivering newspapers after school has been the first point of entry into the world of work for countless young people. Yet today, the paper boy is fast becoming a dying breed. For the first time, there are more adults delivering newspapers in the United States than young people. The steady shift from youth carriers to adults over the last few years is down to a number of factors: newspapers want deliveries to take place in the mornings rather than afternoons after school hours, and more adults – particularly retired people – are grabbing the opportunity to earn some extra income to supplement their salaries or pensions. There are also those who blame the economic boom of the early noughties – families could afford to buy more things for their kids, and so many kids settled for the comfort of a sofa and PlayStation rather than take to the streets to earn pocket money. Many delivery companies say adults are more reliable and provide a better service, but there are those who are saddened by the changes. Bud Keynes, managing director of the Milwaukee Herald: 'Doing a paper route when I was thirteen was my first experience of business. It taught me responsibility, how to manage my time and communicate with people. More than once, I got soaked or froze to death, or got chased by dogs, but it was character-building. Too many young people these days enter what is a very competitive job market lacking those basic business skills that you get from being a carrier.'

Culture notes

In both the UK and USA, newspaper delivery was (and still is, but to a lesser extent) the most common job for boys and girls of school age. It is also common in Australia, New Zealand, Canada and Japan. The decline is also due to concerns about child safety, the fall in the numbers of newspapers on sale, and changing employment laws.

- Note vocabulary connected to this topic: *a paperboy* or *papergirl*; *do a paper route* (or *paper round* in British English); *paper carriers* (the modern term).
- *The noughties* is a way of referring to the period from 2000 to 2009, so *the early noughties* means 2000 to 2004.

3 Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- Take brief feedback from the class about jobs that have changed. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers

Secretaries and typists used to be mostly women, and their job largely involved taking shorthand and typing, but now they are called *personal assistants* and their job is very different.

Automated telephone systems have replaced living telephone receptionists in many companies.

Many factory jobs are now computerised or done by machines, and many menial jobs around the office no longer exist due to computers, email and the internet.

Optional extra activity Difficult vocabulary from the listening that you could check includes:

countless = here, a very large number (too many to count)

a steady shift = a slow and gradual change

grab the opportunity = take or seize the chance

get soaked = get completely wet

You could check these words by writing them up on the board after students have finished the listening tasks, and asking what they think they mean, or by asking students to find and underline the phrases in the audio script before checking them.

READING

Aim

to give students practice in reading and responding to information in a text; to develop students' ability to scan a text for specific information

4 Ask students to read the texts and decide who they think had the best job. Let students compare and discuss their answers in pairs or groups of four.

- In a brief feedback session, pick up on any interesting ideas that students may have. Ask them to refer to what was written in the texts to back up their reasons. Ask the class if anyone would like to do any of the jobs described, and if so, why.

5 Organise this activity by asking students to look at the questions for a minute or two first, and then discuss their answers with a partner before reading a second time. When students have answered the questions as well as they can, tell them to scan the text and check or improve on their answers.

- Take brief feedback from the class, and ask students to quote or refer to the lines in the text that helped them find the answers.

Answers

- 1 Ela (*a friend ... put in a good word*)
- 2 Eduardo (*worked solidly through ... it was non-stop!*)
- 3 Carla (*people associate the army with war, but nowadays it's more about peacekeeping*)
- 4 Jocelyn (*We'd be collected ... and driven out to the fields*)
- 5 Ela (*the novelty soon wore off. It soon got very repetitive.*)
- 6 Carla (*we get training for things like logistics*)
- 7 Ela (*as I know that some people ... made up their data, I've learnt to be sceptical about statistics*)
- 8 Eduardo (*It sounded ideal – chill out on the beach, get a suntan ... Big mistake!*)
- 9 Jocelyn (*as a teenager, I provided cheap labour, but that didn't bother me*)
- 10 Eduardo (*my boss was a complete control freak*)
- 11 Carla (*solving problems and communication ... women are often better than men in those roles*)
- 12 Jocelyn (*cash-in-hand*)

6 Start by asking students as a class to find the verb and adjective in the text that collocate with *benefits* (*see, practical*). Then ask students to work in pairs to find the other collocations. Elicit the answers and write them on the board. You may need to check the meaning of the more idiomatic phrases.

Answers

see the practical benefits

(*never*) *set foot (on the beach)* = never go near the beach

provide cheap labour

have a laugh

the novelty (soon) wore off = it was exciting at first, but, soon, it became boring and ordinary

achieve a high rank

carry trays

put in a good word (for me) = say something positive to a person in a position of authority (e.g. *I got the promotion because one of my colleagues put in a good word for me with the boss.*)

7 Organise the class into pairs to discuss the statements. Go round the room and check students are doing the task, and help with ideas and vocabulary if necessary. Depending on time and interest, ask students to discuss just one of the statements, or three or four, or all of them. If you want students to discuss all of them, set time limits. Tell them to discuss number one, then, after one minute, say: *Next!* and oblige students to move on to the second topic.

- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity A fun way of managing an activity of this type, and of mixing students and varying interaction, is to use an *onion*. Ask half the class to bring

their chairs to the middle of the class, and to arrange them in a circle, facing outwards. Ask the students to sit on their chairs. Give each student a number from 1 to 6 and tell them to find the discussion topic in Exercise 7 (the topics are not numbered but students can count them). Tell the other half of the class to bring their chairs and place them in an outer circle, facing the students in the first, inner circle. Students are now facing each other in pairs. Tell them to discuss their topic for one minute. Then ask students in the outer circle to move one place in a clockwise direction. Students have new partners and new conversations. Continue like this until students are back with their original partner.

Teacher development: seating arrangements

Think about varying your seating arrangements in class, to make sure students work with different students, to energise and motivate students, and to suit particular tasks, particularly productive skills tasks, which can work better if the seating arrangement suits it.

- In a large class with rigid furniture, with students in rows, your options are limited. Think about getting students to turn round to work with new partners, or to form groups of four, rather than always working with the person next to them. Think about getting students to stand up and go to a part of the classroom away from the desks to do a milling activity, or, if there is room, to bring their chairs away from the desks and form a circle.
- In a smaller class with flexible furniture (e.g. light plastic chairs or even desk chairs), the sky's the limit. As well as the onion, (described above), think about putting students in two rows facing each other or facing away from each other (students at the end of the row can stand up and walk to the other end, while everybody shuffles on one), or think about asking students to sit in a circle with a chair in the middle (the students speaking or presenting sits on the chair in the middle), or think about using the corners of the room (students or groups of students sit in each corner and other students go to them to speak).
- Naturally, it takes a bit of planning to think about when and how to organise this sort of seating, but try out some different arrangements every time there is an extended speaking activity in the book.

GRAMMAR

Conditionals with past tenses

Aim

to check students' understanding of how to form and use conditional with past tense forms

8 Read through the information and the example sentences as a class. Then organise the class into pairs to discuss the questions. Monitor and note how well students already understand the use and the form of these structures.

- Students can check their ideas on page 176 of the Grammar reference.

Answers

- b She wasn't doing it on her own, she was with others.
c It was thanks to her friend that she got the job.
- a
- a: *if*-clause: past simple; result clause: *would* + infinitive
b and c: *if*-clause: past perfect (simple or continuous); result clause: *would* / *might* + perfect infinitive (*have* + past participle)
d: *if*-clause: past simple; result clause: *would* + perfect infinitive (*have* + past participle)
- d She is in the army now. She went to Haiti in the past.
- c Uses *might* to show a possibility (not *would*)



Students complete Exercise 1 in the Grammar reference on page 176.

- As you go through the answers to Exercise 1, you could ask them to label the different forms.

Answers to Exercise 1, Grammar reference

- | | |
|---------------|-----------|
| 1 been | 6 have |
| 2 not / never | 7 would |
| 3 were | 8 had |
| 4 would | 9 be |
| 5 Would | 10 hadn't |

Background language notes for teachers: conditionals with past tenses

Note that these forms are often referred to as:

- the second or unreal conditional (e.g. example sentence a in the box – *If* + past, *would* + infinitive – used to describe an unlikely or impossible present or future situation)
- the third conditional (e.g. example sentences b and c in the box – *If* + *had* + past participle, *would* + *have* + past participle – used to describe the result of a hypothetical situation in the past, i.e. a situation that didn't actually happen)
- the mixed conditional (e.g. example sentence d, a mix of different conditional types).

9 Elicit the missing verbs for the first sentence to get students started. Ask students to complete the rest of the sentences individually, then compare answers with a partner. In feedback, elicit answers, and, if students are having problems, write one or two sentences on the board and point out the form, and elicit whether it is a second, third, or mixed conditional.

Answers

- wouldn't be doing (or *wouldn't do*, but *wouldn't be doing* is the better choice here), had
- hadn't got, I would've left
- hadn't been, wouldn't have become
- hadn't been (or *wasn't*, if person speaking is still at school), I wouldn't be giving
- won, wouldn't give up

G For further practice, see Exercise 2 in the Grammar reference on page 176.

Answers to Exercise 2, Grammar reference

- 1 said, would be
- 2 hadn't been, wouldn't be
- 3 had been, might have got
- 4 knew, wouldn't have said
- 5 didn't find, would hand in

PRONUNCIATION

Aim

to practise the contracted forms of *would* and *had* in spoken English

10  **49** Play the recording. Students listen and write down what they hear. If students want to, let them listen two or three times.

49

- 1 If I was better at maths, I would've studied physics.
- 2 I would never have become a CEO if I hadn't worked hard.
- 3 You might've noticed if you'd been paying more attention.
- 4 If I hadn't met her, I'd probably still be living at home.
- 5 If I'd heard something, I'd tell you.
- 6 I'd go with you if I could, but I can't.

11  **49** Students check in pairs then look at the audio script on page 203. In feedback, find out whether they wrote accurate sentences, and elicit why they made any mistakes. If there were mistakes, establish why, e.g. *have*, *had* and *would* are often reduced and very weakly stressed so they are hard to hear.

- Play the recording again. Students listen and repeat. Make sure that students are reducing but saying *had* and *would* as /d/.

Background language notes for teachers

Note that the main verb is usually stressed in conditional sentences, so the modal and auxiliary verbs are often reduced and stressed very weakly.

In a sentence such as: *I would have come if I had known*, native speakers always reduce *had* and *have*, and it is common also to reduce *would* to /d/.

12 Read through the example with the class, or, better still, provide your own example, telling the class about how events, situations or people have had an impact on you. Then give students three or four minutes to prepare their own ideas. Monitor and help with ideas and vocabulary.

- Organise the class into groups of four or five, and ask them to take turns to share their experiences. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- In feedback, use the opportunity to look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Write *What would you have done?* on the board. Then read out one of the following situations to the class. Ask students in groups to decide what they would have done, and then to tell the class. Situations:

My neighbours were playing loud music at four in the morning.

Someone knocked on my door last week asking for money so they could eat.

On the bus recently, someone trod on my foot and said nothing.

I found a purse on the beach with €200 in it, and an address.

I forgot my best friend's birthday last month.

Our teacher told me I was the worst student in the class!

Communicative activity worksheet The photocopiable worksheet on page 261 can be used at this point or at the end of the unit for further practice.

IN SHORT

Student's Book pages 84–85

Aim and communicative outcomes

This two-page spread aims to help students learn how to make a presentation.

LISTENING

Aim

to give students practice in listening to a presentation and noting its main stages and the language used

1 Organise the class into pairs to discuss the questions. Decide how long you wish students to speak for, and set a time limit. Five minutes is probably about right. Monitor what students are saying to gauge their interest and knowledge.

- In a brief feedback session, pick up on any interesting ideas or experiences that students may have.

Possible answers

bank: an entrepreneur who wants to pitch for investment or present a business plan for a loan

a primary school: pupils 'show and tell'; headteacher to staff

a university: students on what they have read for a seminar or for assessment; researcher presenting research; teacher giving lecture

medical conference: doctor presenting research; a drug company 'selling' a product or presenting research; doctors sharing good practice

a company sales conference: managers presenting a product; sales people reporting on markets; sales forecasts

a film production company: film makers or writers pitching stories to make into a film

Optional extra activity Describe a time when you made a presentation. Ask students to listen and note when and where it took place, what it was about, and how you felt.

2  **50** Give students a moment to read the situation and the task before playing the recording. Students listen and note answers. Let them compare their answers in pairs. Feed back on the students' answers briefly before moving on to Exercise 3.

Answers

- 1 It is about PISA (Programme for International Student Assessment, an assessment for comparing education systems.)
- 2 She will explain how it works, comment on some results and explain why the study should be ignored.

 50

Hello. Welcome everyone. For those who don't know me already, I'm Kimi from Finland, and I'm here studying Economics as part of the student exchange programme. Today I'm going to talk about PISA. So, hands up everyone who has heard of PISA. OK. Lots

of you. Now, hands up everyone who thought I was talking about the Italian city with a leaning tower? OK – well, I'm afraid you're wrong. No – this PISA is the Programme for International Student Assessment, which is used to compare education systems round the world.

So, what I'm going to do today is take a closer look at this project. I'll begin by explaining how PISA works. I'll then move on to look at and comment on some of the results, before going on to conclude that, from a Finnish perspective, the results from PISA are not necessarily the most helpful way of measuring success.

3 Organise the class into pairs to discuss the questions. In feedback, elicit students' ideas and predictions. There is no need to confirm or deny anything that students say at this point. Focus on helping them with new language, and with what they are trying to say.

4  **51** Play the recording again. Students take notes as they listen, then, at the end, compare their notes with a partner. In feedback, ask students what key points they picked out from the presentation, but there is no need to provide definitive answers here. Instead, encourage a discussion about note-taking, and discuss whose notes are most thorough, and whose notes pick out the main points best (see Teacher development notes below).

 51

OK. Basically PISA consists of three tests in Maths, Science and Reading, organised by the Organisation of Economic Co-operation and Development – OECD for short. The tests were first run in 2000 and are set every three years. Currently, around half a million fifteen-year-olds from 65 different countries take part. Each test is marked out of 800 and the average marks for each country's students gives the country's rank. The idea is that to compete economically, you need to improve education.

So, moving on to the results, the table here shows a selection of countries from the last PISA test for Maths. As you can see, China's almost 100 points ahead of my country, Finland. Such a big difference may be down to better education, but it may also be because of the kinds of kids who were tested. Unlike all the other countries, China's students all came from a single city, in this case, Shanghai.

More importantly, focusing on rank is a problem. Finland, for example, has fallen from being best in 2000. I have seen some headlines here saying 'the miracle is over' and 'plunging' standards. But there were only 40 countries taking part in 2000, not 65, and our score has actually dropped by just three percent – not exactly 'plunging'. When you look at percentages instead of points out of 800, you may also note that although we are 22 places and 37 points ahead of Russia that's actually only about four percent.

So should we care about PISA? I guess it's good to have an independent test, but I don't think we should change our education to get better marks in it. These marks don't really tell you what education is like. In

South Korea, kids typically study twelve or more hours a day, and we sometimes do half that! I know where I'd prefer to study. And does it really matter in terms of the economy? Qatar is the richest country in the world, but comes almost bottom of the table. In short, I think we should decide what we as a country want from education and avoid comparisons.

Teacher development: listening and taking notes

If note taking is a new skill for your students, you may wish to prepare them for Exercise 4 by discussing how to take notes first. The key point to be made is: **don't** write whole sentences. Just write key words and use symbols (=, +, -, >, <) and abbreviations (e.g. = for example; i.e. = that is; re = concerning; NB = note; etc. = and so on). So, the first sentence of audio script 51 (*Basically, PISA consists of three tests in Maths, Science and Reading organised by the Organisation of Economic Co-operation and Development – OECD for short.*) would be written as follows:

PISA = 3 tests (Maths, Science, Reading) – org. by OECD

5  **51** Organise the class into pairs and ask them to use their notes to decide whether the statements are true, false or not stated. Play the recording again. Students listen and check their answers.

Answers

- 1 NS (We're only told overall numbers)
- 2 T (*Unlike all the other countries, China's students all came from a single city*)
- 3 F (*dropped by just three percent – not exactly 'plunging'*)
- 4 T (only four percent)
- 5 T (*we sometimes do half that! I know where I'd prefer to study*)
- 6 NS (it's the richest country but we don't know how much they spend)

6 Organise the class into pairs to discuss the questions. Monitor and note how well students have understood the listening and can express their views. In feedback, elicit students' ideas and opinions.

Optional extra activity If you want to have a class debate, you could write the following motion on the board: *The main aim of university education is to get good grades.* Ask the class to prepare arguments for and against the motion, and decide which side they are on. Elicit arguments from one side, then the other, before taking a class vote.

VOCABULARY Presentations

Aim

to learn how to organise a presentation, and to introduce and practise words and phrases used in presentations

7 Start by reading out the information about presentations, and answering any queries. Organise the class into pairs to match the phrases to the different parts of the presentation, and to state their purpose. Monitor and note how well students do the activity. In feedback, concentrate on answers students weren't sure of.

Answers

- 1 conclusion – gives the main point again and thanks audience
- 2 main part – signposting (shows the speaker is moving to the next part)
- 3 introduction – explains what the speaker sets out to prove (sometimes called a *thesis statement*)
- 4 Introduction or main part – engage audience with rhetorical question
- 5 Introduction or main part – to engage the audience and create a sense of expectancy
- 6 main part – introducing and explaining a graphic
- 7 conclusion – summarising main points
- 8 introduction – introducing the general topic of the presentation

8 Organise the class into pairs to discuss the questions. In feedback, build up a list of good practice when giving a presentation, which students can copy from the board.

Possible answers

- by starting with a story or personalised example, by encouraging audience participation (e.g. asking for a show of hands), by starting with a surprising fact or statistic, by starting with a question
- The good thing about stating your conclusion in the introduction is that you get your point across. The bad thing is that you are telling your audience what to think, and not allowing them to make their own conclusion.
- Plan carefully, be ready to respond to audience questions, be clear by keeping language simple, sentences short, and using markers such as *First of all, Now, Secondly* to help people follow.

9 Ask students to complete the sentences individually before checking in pairs. They should then decide which sentences link together to form an introduction. Each introduction should have one sentence from each part (1, 2 and 3). Elicit the answers in feedback.

Answers

- 1 a take
b tell (*tell* is the only verb here that can be followed by *you*)
c talk
d summarise (+ noun, *the main ways / the key points*, etc.)
- 2 e giving
f reviewing (*outlining* is possible, but more common to *review* literature – means also you summarise and comment)
g commenting (the only verb followed by *on*)
h outlining (*review* is possible here, see above, but *outline the trends* is more likely – both *outline* and *trend* refer to a general overview)
- 3 i focus (the only verb followed by *on*)
j consider
k make
l highlight

The sentences that link together are:

- 1 a, g, k
- 2 b, e, i
- 3 c, h, j
- 4 d, f, l

PRONUNCIATION**Aim**

to practise the way that grouping words together and stressing only key words makes a speech clearer and more fluent

10 52 Ask students to find the audio script on page 204 of the Student's Book. Play the recording. Students listen and notice the pauses between each group of words, and the strong stresses. You could ask them to use a slash symbol to mark pauses, and to underline stressed syllables in the audio script. In feedback, elicit pauses and stresses (underlined in audio script below). You could write the sentence on the board and mark pauses and stresses so students can see an example of how to do it.

52 and answers

What I'm going to try and do today // is take a look at McDonald's recent performance. // I'll begin / by commenting on their sales figures / for the last five years. I'll then move on to some recommendations // about how the company could improve things / in the years to come.

11 Organise the class into pairs to choose one of the introductions from those in Exercise 9. They should write the sentences as one paragraph, and then mark the stresses and pauses. Monitor, prompt and help. When students are ready, ask them to practise saying the introduction with their partner. You could ask a few students to stand up and read out their introductions, asking the rest of the class to comment on how they paused and stressed.

SPEAKING**Aim**

to practise language from the lesson in a free, communicative, personalised speaking activity

12 This is an opportunity to bring together the different threads of the lesson, and for students to prepare and give their own presentations.

- Organise the class into pairs to prepare, but make sure that each student knows that they must produce their own presentation. Go round the room and check students are doing the task, and help with ideas and vocabulary if necessary.
- When students are ready, organise the class into groups of four or five, making sure that pairs who worked together are split up.

13 In their groups, students take turns to make a presentation. If possible ask students to sit in a circle, and ask the speaker to stand up to make the presentation. After each speaker has finished their presentation, the rest of the group should ask follow-up questions about the topic. Monitor each group and use the opportunity to note down errors as you listen. As students are all speaking separately, it is an easy opportunity to hear and note errors.

- In feedback, ask different groups to comment on which presentations were most effective and why. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Note down all the errors you heard during the presentations on a piece of paper. Photocopy the piece of paper and ask students to correct the errors for homework or in the next class.

Web research activity Ask students to find out more about PISA. Ask them to answer the following questions.

- *Did your country take part in the assessment? What did it score?*
- *If it's in the table, what did it score in other tests and other years? Is it getting better or worse?*
- *What other things does PISA do research into? How does your country fare?*
- *Do you think it's a true assessment?*

Search terms: PISA + country name

10 SOCIALISING

SPEAKING

Aim

to set the scene and introduce the theme with a picture; to get students talking about celebrations

- 1 Start by telling the class that in this unit they're going to be learning how to talk about celebrations and parties, and how to suggest times and places to meet.
 - Ask students to look at the picture on pages 86–87. Ask: *What can you see?* Elicit a brief description of the picture.
 - Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
 - Take brief feedback from the class. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers

The photo shows young people in India celebrating the Holi Festival, or festival of colour. It is a Hindu festival where people throw paints. They also visit friends and family to share food and drink.

- 2 Ask students to find a new partner, preferably somebody they don't know well. Ask the new pairs to take turns to ask the questions.
 - In feedback, ask different students to report to the class what they found out about their partner. Use the opportunity to correct errors and show students better ways of saying what they were trying to say.

Culture note

Carnival: Carnival is a festive season that happens just before Lent, the Christian period of fasting, usually during February. The celebration involves parades, costumes and wearing masks, and is common in Catholic countries. The carnivals in Venice, Rio and Trinidad and Tobago are particularly famous.

Christmas: This is the most important date in the Christian calendar – it is on 25 December and celebrates the birth of Jesus. In the UK, the day before Christmas is called *Christmas Eve*, and the day after is called *Boxing Day*.

Eid al-Fitr (usually abbreviated to *Eid* /i:d/): This is the Muslim holiday marking the end of Ramadan, the Islamic holy month of fasting. It falls on the first day of the month of Shawwal. Its date varies on the Gregorian calendar. Eid is also called *Feast of Breaking the Fast*, and is celebrated for one, two or three days. At Eid, Muslims

are encouraged to forgive and forget any differences with others that may have occurred during the year. People also give special presents to children.

Mother's Day: This is a largely secular celebration of motherhood, and a time when people visit their mothers and buy gifts. Its date varies in countries round the world.

New Year: 1 January – but the Chinese (or lunar) New Year takes place later, somewhere between 20 January and 20 February.

Valentine's Day: This is on 14 February and today it is a largely secular day when people in love buy each other gifts. It began as a celebration of the Feast of Saint Valentine.

Workers' Day: International Workers' Day is a celebration of the working classes and takes place on 1 May.

CELEBRATE GOOD TIMES

Student's Book pages 88–89

Communicative outcomes

In this two-page spread, students will listen to friends planning a celebration and will practise making arrangements; they will practise using the future perfect.

VOCABULARY Celebrating

Aim

to introduce and practise words and expressions to describe celebrations

1 Explain to students that they are going to learn some vocabulary connected to celebrating special events. Ask them to read through the phrases individually first. You could ask them to use a pencil to mark the phrases they know with a tick, the phrases they don't know with a cross, and the phrases they think they know with a question mark.

- Organise the class into pairs to discuss the questions together. Tell them to explain words to each other, and to use a dictionary if they need to.
- Monitor and note how well students understand the vocabulary. In feedback, check answers, and check the meaning of unknown words (see suggestions in the answer key below).

Answers

If you have *a small get-together*, you meet a small group of friends / people you know for an informal social occasion, often at your house or in a bar.

If you *go clubbing*, you go out to a disco / nightclub to dance and have fun.

A bunch of friends is another way of saying *a group of friends*.

If you *treat yourself to something*, you do or buy something special for yourself, e.g. an early birthday present or a new coat, etc.

If you *have*, or *go on a weekend break*, you go away somewhere nice for the weekend to relax and get away from your normal life.

If you *go mad*, you act in a crazy and irresponsible way. If you *go mad with your dad's credit card*, you buy loads of things and spend more than you were probably supposed to. You might also, for example, *go completely mad* when you first leave home, or when you go somewhere with friends for the weekend!

If you *weren't really up for* going out, you didn't really feel like doing it; you didn't want to do it. Point out that you can also say the opposite: *I'd be* (or *I'm*) *up for going out, if you fancy it*.

A *karaoke booth* is a small room in which a group of people can sing karaoke together. If you rent it, you pay to use it for a short period of time.

A *romantic dinner* usually involves a lovely restaurant or place to eat, candlelight, a long slow meal, lots of conversation, etc.

A *posh restaurant* is one which is smart, and usually expensive. *Posh* can also be used of clothes, people, houses, etc.

A *big do* is a big party (other types of 'do' include *the office do* at the end of the year; *a little do* to celebrate your birthday, etc.).

If you *throw a surprise party* for someone, you organise a party for them without telling them that is what you're doing. Everyone has to keep it secret and when the person arrives, you might shout 'Surprise!'

Other ways of celebrating (and expressions): *have a fancy dress party*, *have a night out*, *go to see a show or a concert with friends*, *have people round for dinner*, *go on a hen party or a stag do*.

Optional extra activity Before students look at the sentences, brainstorm words and phrases students already know around the topic of parties and celebrating.

LISTENING

Aim

to give students practice in listening for general and specific understanding; the listening provides a model for the grammar point that follows, and introduces and recycles vocabulary

2  **53** Give students a moment to read about the situation and read through the questions. Ask students to briefly predict what the speakers might say using vocabulary from the previous section of the lesson.

- Play the recording. Students listen and note answers. After playing the recording, ask students to work in pairs to compare answers.
- In feedback, elicit answers from the class, and write them on the board. Ask students what they heard on the recording that helped them work out the correct answers.

Answers

- 1 Friday is the last day of their exams.
- 2 Equinox is a big disco on the main square in town. One person thinks it's great. Another person hates it: they don't like the music and say it's full of horrible guys. Rico's is suggested as a place to go, but one person thinks it's a rip-off (i.e. too expensive). Guanabara is where they decide to go. It's a Brazilian place near the station. They have music on there later on in the evening – they do salsa after ten.
- 3 They agree to meet at eight. One person suggests seven or seven thirty, but another person is working till six and wants to go home first and get changed and freshen up a bit before going out.

53

N = Nina, L = Linda, V = Vita

N: So how much longer have you got?

L: Three more days. By four o'clock Friday we'll have finished every single one. I can't wait!

V: Me neither. The Physics one yesterday was a nightmare.

L: I know! I'm sure I failed it.

N: You must be sick of it all.

V: I am. If I revise much more my head's going to explode!

L: Just keep telling yourself: three more days, three more days.

N: So shall we go out and celebrate on Friday, then?

V: That sounds like an excellent idea.

L: Yeah, I'd be up for that as well. Do you have anywhere in mind?

N: I thought that Equinox might be fun.

L: Where's that?

N: Oh, don't you know it? It's the big disco on the main square in town. It's great.

V: If you like that kind of place! I have to say, it's not my kind of thing. I can't stand the music down there and besides – it's full of horrible guys.

N: Oh! I thought it was OK when I went there, but if you'd rather go somewhere else, that's fine by me.

L: Well, personally, I'd quite like to get something to eat at some point, if that's all right with you.

V: Yeah, that sounds good. Any thoughts on where?

L: Well, Rico's is always a good bet.

V: Oh, it's such a rip-off, that place. Last time I went there, I spent something like €60. Can't we go somewhere cheaper?

N: How about that Brazilian place near the station?

V: Guanabara? Yeah, that'd be fine with me, Linda?

L: Yeah, whatever. I'm easy. They have music later on down there, don't they?

N: Yeah, they do salsa after ten.

V: It sounds ideal. So what time do you want to meet? Seven? Seven thirty?

N: I'm working till six and it'd be nice if I could go home first, so could we make it eight? I'll have had time to get changed and freshen up a bit by then.

V: Yeah, fine.

N: And I'll phone and book a table – just to be on the safe side.

L: OK. I'll ring a few other people and see if anyone else is up for it – and see you down there.

N: OK. Brilliant. Bye.

V: Bye.

3  **53** Organise the class into pairs to complete the sentences. Elicit the words for the first gap to get students started.

- Play the recording again so that students can check their answers. After playing the recording, elicit answers from students and check the meaning of unknown words. If there are still a lot of uncertainties at this point, refer the students to the audio script and play it through again. Alternatively, you could play the recording a final time and stop after each sentence and elicit the answers. Write the answers up on the board, and drill any useful or problematic chunks.

- You may need to check the meaning of some of the more idiomatic language used (see language notes below).

Answers

- | | |
|------------------------|-------------------------|
| 1 shall we | 5 quite like, all right |
| 2 up for, in mind | 6 good bet |
| 3 be fun | 7 I'm easy |
| 4 can't stand, full of | 8 make it |

Background language notes for teachers

Check the meaning of the following expressions:

You must be sick of it all = you must be bored with it or feel that it is taking too long to do

My head's going to explode = used when you've been working so hard, or learning so much information, that you feel as if your brain has too much to cope with; can also be used if you are trying to understand something difficult

It's not my kind of thing = I don't like doing it – it's not something I'm interested in doing

(It's) always a good bet = it's a fairly safe choice; here, it's a place that is always good to go to

It's such a rip-off = over-priced and not worth the money

Yeah, whatever. I'm easy = an example of teenage speak – *whatever* means that you really don't care what decision is made, and *I'm easy* means that you are relaxed about doing what other people want to do.

Freshen up a bit = wash your face, put on make-up, etc.

Just to be on the safe side = to make sure that nothing goes wrong

Optional extra activity Ask students in pairs to write or improvise their own conversation using four of the phrases in Exercise 3. Ask some pairs to act out their conversations for the class.

GRAMMAR The future perfect

Aim

to check students' understanding of how to form and use the future perfect

4 Read through the information in the box as a class. Then organise the class into pairs to discuss the questions.

- Monitor and note how well students can understand the grammar information and identify forms. Tell students to concentrate on the rules they aren't sure about when checking their answers using the Grammar reference on page 177. Have a brief class feedback session and discussion and deal with queries.

Answers

- 1 a and c
- 2 *will have* + past participle
- 3 a *by four o'clock Friday*; c *by then* (= by eight o'clock)
- 4 before that time; in these sentences, *by* means 'before'

G Students complete Exercise 1 in the Grammar reference on page 177.

Answers to Exercise 1, Grammar reference

- 1 I'll have lived
- 2 I'm going
- 3 ease off
- 4 will probably have started (because of *by the time we get there*)
- 5 I'm helping (= already arranged), should've finished (*by five*)
- 6 you will have spent (*by the time you're 60*)

Optional extra activity Write or show example sentences a and c from Exercise 4 on the board. Use the examples to highlight form and use.

Background language notes for teachers: the future perfect

The future perfect form (*will / won't + have + past participle*) tells you what will be completely finished before a specific time in the future. One way of getting your students to think about this is to ask them to think of a time later today (e.g. 8pm) and to ask them to think of three things they plan to do later (e.g. do homework, pick up the kids, cook dinner). Then ask them to make future perfect sentences using *will* and *won't* depending on whether these plans will be completed before 8pm.

- It is also a good idea to draw a timeline on the board to show how this form works. Copy the example below, which illustrates the example in sentence a in the grammar box in the Student's Book.

Past Now 4pm Friday Future
Time → ————— X — X — X —————→

By four o'clock Friday, we'll have finished every single one.

- 5** This provides further controlled practice. Read out the first sentence and elicit the answer to get students started. Ask students to work individually to complete the sentences, and remind them that they may need to use negative and/or passive forms. Let students check their answers in pairs. In feedback, elicit and write the forms on the board.

Answers

- 1 will have been
- 2 won't have eaten
- 3 will have left
- 4 won't have been processed
- 5 will have passed
- 6 will have cooked
- 7 will have lost
- 8 will have found

- 6** This provides personalised fluency practice. Elicit an example of how things will be different from the class to get students started. Ask students to work individually before sharing ideas in pairs. You could ask them to write their sentences down, or just do the activity orally, taking it in turns to come up with ideas, depending on what sort of practice you think your students need.

- As students work, monitor by going round the room and checking students are doing the task, and helping if necessary.
- In feedback, ask for different ideas from pairs. You might note some errors on the blackboard for students to correct, especially if the errors relate to the future perfect.

Possible answers

Perhaps I'll have had children / got married / gone to live abroad / retired / written a novel.

Perhaps they'll have cured cancer / Hopefully, my country will have won the World Cup / The economy will have improved.

- Optional extra activity** Ask students in groups of four to produce a list of five things they think will have happened by 2050, e.g. *They'll have built a space station on Mars / cured cancer / invented a robot that acts like a human*. Tell students to exchange their list with another group. Groups must talk together to decide how likely or unlikely they think each prediction is.

DEVELOPING CONVERSATIONS

Arranging to meet

Aim

to introduce and practise expressions used when making arrangements

- 7** Read through the information in the box as a class. Point out the form of the phrase. Explain that *can* and *could* are interchangeable, but that *could* is slightly more tentative, and therefore politer. Explain that when we say *make it* we are referring to making the arrangement.

- Ask students to work individually to complete the dialogues. Let them compare their answers in pairs. Monitor and notice how well students understand these phrases. In feedback, you might want to check *What time would suit you?* (= What time is good for you?) and *It's awkward to get to* (= It's difficult to get to, perhaps because it is not on a bus route, or it's a long way from the main road).

Answers

1 e 2 b 3 d 4 a 5 c

- 8** Elicit possible responses to the questions in the box using *could we make it* ... Then ask students to practise conversations in pairs. They should give reasons for their alternative suggestions. Monitor and correct errors at this stage, encouraging students to practise their conversations three or four times.

CONVERSATION PRACTICE

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

9 This is an opportunity to bring together the different threads of the lesson, and for students to roleplay making arrangements.

- Organise the class into groups of three. Ask students in each group to work individually to prepare ideas. When students are ready, tell them to act out their conversations using the prompts in the diagram. Listen for errors, new language or interesting stories to use in feedback. Ask students to change partners two or three times if you want.
- In feedback at the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

 **18 Refer students to the video and activities on the DVD-ROM**

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

- 1 as an alternative to the conversation practice
- 2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases or structures in a controlled way before having a go themselves.
- 3 at the end of the unit as a revision exercise.

Communicative activity worksheet The photocopyable worksheet on page 262 can be used at this point or at the end of the unit for further practice.

Web research activity Ask students to research an important celebration in their country. They should find out when it is, what people do, what people wear, and why it is celebrated. Alternatively, ask students to research celebrations in the English-speaking world: Thanksgiving, Bonfire Night, Pancake Day, Halloween.

PUTTING YOUR FOOT IN IT

Student's Book pages 90–91

Communicative outcomes

In this two-page spread, students will read about the *faux pas* of famous people, and will talk about making mistakes.

READING

Aim

to give students practice in reading to confirm predictions, and in inferring from a text, and responding to information in a text

- 1** Start by asking students to read the definition. Point out that that *faux pas* is originally a French word (meaning 'false step'). Organise the class into pairs to discuss and speculate on the situations. In feedback, elicit a few ideas from students, but don't confirm or deny at this stage.
- 2** Ask students to read the article and check their predictions. Let them compare their answers with a partner. In feedback, ask students to describe what happened in their own words.

Answers

- 1** The writer says this to a woman who was with a colleague of his. Unfortunately, she wasn't his wife! Tim must have been seeing her without telling her he was married. She got very angry and slapped him across the face.
- 2** The writer was moaning about a tutor to some friends in the canteen, and hadn't realised the tutor's daughter was there listening!
- 3** Gerald Ratner joked about the poor quality of some of the products his firm sold. When customers heard about these jokes, they were unforgiving. The share price of the firm dropped, Ratner had to resign and the firm ended up being taken over by a rival.
- 4** They hadn't realised the Facebook page was open to the public and 13 of them ended up getting sacked for comments they made online.
- 5** The American actor Richard Gere kissed Indian actress Shilpa Shetty on the cheek. In the US, this is normal, but in more culturally conservative India it caused outrage. Gere was threatened with arrest!

3 Organise the class into pairs to discuss the questions (you may wish to mix the pairs again). Go round the room and check students are doing the task and prompt them if necessary. Encourage students to refer back to the text during their discussion to find or confirm answers

- In feedback, elicit a few different opinions and answers. Use the opportunity in feedback to look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the discussion.

Answers

- 1 Students' own answers
- 2 Because Ratner was making the joke in private to fellow businesspeople that he knew well. Unfortunately, a journalist was also present and broadcast the jokes, which created a media storm, which led to his downfall!
- 3 The airline attendants and Charlie Sheen also all thought they were talking in private, and didn't realise they were actually communicating with a broader public.
- 4 According to the author, the impact of 24-hour news has been a desperate need for news to fill the time. Even a minor faux pas can become big news, as every follow-up reaction is reported, and drags the story out.
- 5 Presumably, the writer is glad he's not famous because he's probably said or done things in the past that could have proved very embarrassing or damaging to him if they'd become more widely known about.

Optional extra activity 1 Ask students to write on a piece of paper one sentence (similar to those in Exercise 1) to suggest a faux pas they have made in their life. Organise the class into groups of four or five and ask students to place their pieces of paper face down in a pile. Each group turns over a piece of paper and speculates what the faux pas was. The person who wrote the sentence confirms or denies their guesses.

Optional extra activity 2 Show the following sentences on the board and ask students to notice the common patterns with *even*. Ask them to translate the sentences into their own language and compare their translations. Ask if *even* can be translated with one word in each sentence.

Even a minor faux pas can become big news.
It was awful! I couldn't even remember his name.
He's a really good cook, but his brother's even better!
I felt really foolish, but even I had to laugh.

Teacher development: reading to confirm predictions

Asking students to predict the content of a text, and then read it to check whether they predicted correctly, is an engaging and motivating way of getting students interested in the text, and of creating a meaningful and focused task. In Exercise 1 above, students have to predict content from a summarising sentence, but other ideas include using pictures to encourage students to predict, writing key words or phrases from the text on the board, and asking students to predict content from them, asking students to predict from the headline or opening sentence, asking them to predict from what they already know about a story or topic, or asking them to predict answers to comprehension questions before reading.

VOCABULARY Making mistakes

Aim

to introduce expressions used to talk about making mistakes

- 4 Give students a moment to read through the words, and look at the example as a class. Ask students to work individually then compare their answers in pairs. Monitor and note how well students already understand these phrases.

- In feedback, elicit answers, check any unknown words, and drill words that are difficult to say for pronunciation.

Answers

- 1 due, pregnant (*When is the baby due?* = When do you expect the baby to be born?)
- 2 burst out, realised (*burst out crying* = suddenly started crying; *split up* = stop a relationship, stop going out together)
- 3 send, copying in
- 4 turned up, dressed (*turn up* = arrive)
- 5 meant, see
- 6 foot, surprise (*put your foot in it* = say or do something that upsets or embarrasses someone)
- 7 politician, clue (*I don't have a clue* = I have no idea)
- 8 stupid, live (*live on air* = being broadcast live on radio or TV)

Optional extra activity Point out other phrases used in the text connected with making a faux pas:

say the wrong thing = say something inappropriate

to be met by a stony silence = an angry or embarrassed silence

to (not) see the funny side = not think that it is funny at all

cause outrage = upset or anger a large group of people

- 5 Organise the class into pairs to discuss the mistakes and decide on the most serious. A range of answers are possible. Let students come up with their own ideas, and, in feedback, encourage them to justify them. You could end this activity with a class vote on the most serious mistake.

Optional extra activity Ask students in the class to share stories in which politicians, celebrities or TV personalities have made faux pas on air in their countries.

SPEAKING

Aim

to allow students to reflect on and discuss the topic of the lesson in a personalised free speaking activity

- 6 Organise the class into pairs or small groups. Ask them to discuss the questions. Set a time limit of five to ten minutes. Monitor and note students' opinions and ideas.

- In feedback, ask any student with a particularly interesting faux pas story to share it with the class. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

SMALL TALK

Student's Book pages 92–93

Communicative outcomes

In this two-page spread, students will practise making small talk and practise using question tags to ask questions and make comments and requests.

SPEAKING

Aim

to introduce the theme and get students to express their feelings and reactions in a free speaking activity

1 Organise the class into pairs or small groups. Give students time to read the situations first, and check any unknown words (*sneak out* = leave quietly without telling anyone; *get stuck talking* – if you get stuck talking to someone, e.g. at a party, it's difficult to leave to go and talk to someone else). Ask pairs or groups to discuss the questions. Set a time limit of five to ten minutes. Monitor and note students' opinions and ideas.

- In feedback, use the opportunity to look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Write some sentence frames on the board, which students could use to help them do the activity in Exercise 1, e.g. *I'd probably feel... I'd be too shy / embarrassed / frustrated to ... I think I'd ... I don't suppose I'd ... I might ...*

LISTENING

Aim

to give students practice in listening to small talk and recognising the situation; to listen for specific words and phrases

2  54 Play the recording. Students listen and match the conversations to the situations. Let them compare their answers in pairs. If necessary, play the recording again to help students decide on and confirm their answers. In feedback, ask students which words or phrases helped them reach their answers. You could re-create some of the dialogues using ideas that come back from the class.

Answers

- Conversation 1 = situations 3 and 4
- Conversation 2 = situation 1
- Conversation 3 = situation 2
- Conversation 4 = situation 5
- Conversation 5 = situation 6

54

Conversation 1

- A: Sorry, but you couldn't pass me the salt, could you? Thank you. They look nice.
- B: They are. they're lovely. Have you tried that aubergine dip? It's delicious.
- A: Hmm. I have to say, I'm not that keen on aubergines. There's something wrong with them as a vegetable.
- B: You're joking! Aubergines – they're the king of vegetables! Although strictly speaking, of course, they're technically a fruit.
- A: Mmm.
- B: They're so versatile. You can fry them, grill them, have them mashed, stuffed, barbecued ...
- A: Right.
- B: Did you know that they used to use the skin as a dye? The Chinese apparently used to polish their teeth with it!
- A: Fascinating. I can see I've not given aubergines a proper chance. Anyway, listen. Sorry, but I've just seen my friend Mercedes. I must just go and grab her. I've been meaning to talk to her all evening. Bye!

Conversation 2

- C: So how do you know Niall?
- D: Who?
- C: Er ... the person whose party this is.
- D: Oh right. Well, he's like the friend of a friend of my flatmate. I don't know why I'm here, really. I feel a bit left out. My flatmate dragged me here because she thought she wouldn't know anyone – and now she's met someone. Oh – that's her over there, with that blond guy. I think I might just go. How do you know Niall anyway?
- C: I'm his fiancée! You did know this is a party to celebrate our engagement, didn't you?
- D: No, actually I didn't. Congratulations, though! It's a great party.

Conversation 3

- E: I'm glad I'm not the only person who couldn't stand it any more.
- F: Tell me about it! It was so stuffy in there, wasn't it? You could hardly breathe.
- E: Yeah. They need some air conditioning or something.
- F: The speaker wasn't exactly helping either, was he? I thought I was going to fall asleep at one point there.
- E: Yeah, he's very dull, isn't he? I think I might just go and grab a coffee instead of going back in.
- F: That sounds like a good idea. Do you mind if I join you?

Conversation 4

- G: Is this the queue for the toilet?
- H: I'm afraid so.
- G: I love your top.
- H: Oh, thanks.
- G: It's quite unusual. Where did you get it?
- H: I actually picked it up in a second-hand clothes stall. It was only five pounds.

G: Really? That's fantastic! I never bother looking in places like that. I mean, there's a second-hand place near me, but the stuff in there always looks in pretty poor condition. That looks brand new, though.

H: I think it's quite old actually, but the stall I got it from is just fantastic – just really nice stuff.

G: Mind you, it's so difficult getting stuff in my size.

H: I can imagine. It must be hard. I've got a friend who's maybe your height and she's always moaning about it as well. That dress is lovely, though.

G: It's great, isn't it? I actually just found this place online. Oh look – it's your turn.

Conversation 5

I: Sorry, but I couldn't help overhearing. Did you say you've just come back from Accra?

J: Yeah. Why? Do you know it?

I: Yes, quite well, actually. I spent two years there back in the 90s.

J: Wow! What were you doing there?

I: My husband was based at the embassy there, so ...

J: Really? It must've been quite different back then. It's a real boom town at the moment.

I: So I've read, yes. It was relatively quiet when we were there and the infrastructure was still very much a work in progress, but we loved it. We met some wonderful people there and were able to see a bit of the countryside as well. I'm sure it's changed a lot, though.

J: For sure. It's attracting a huge amount of inward investment. In fact, my firm is planning to open an office there, so I was over there sorting that out.

I: Oh, that's great. I'm really pleased to hear it. Anyway, sorry. I didn't want to stop you chatting.

3  **54** Organise the class into pairs to discuss and decide where the sentences come from. Play the recording again. Students note the answers then check in pairs.

- In feedback, elicit what students think any difficult words in the sentences mean, and explain words they aren't sure of.

Answers

- 1 Conversation 3
- 2 Conversation 1 (*versatile* = can be used in many different ways)
- 3 Conversation 3 (*grab a coffee* = get or buy a coffee quickly)
- 4 Conversation 5 (*boom town* = a town that is growing very quickly)
- 5 Conversation 1 (*I've been meaning to* = I've wanted to / I've intended to)
- 6 Conversation 2 (*dragged me here* = brought me here even though I didn't want to come)
- 7 Conversation 4
- 8 Conversation 2 (*fiancée* = the woman he intends to marry)
- 9 Conversation 4
- 10 Conversation 5

4 Organise the class into pairs to discuss the questions. Monitor and note how well students have understood the listening and can express their views. In feedback, elicit students' ideas and opinions.

Optional extra activity Play the *Small Talk* game. Ask the class to stand up and go to a classroom space that allows them to mill around. Tell them that they are at a party. Put on some music quietly. Tell students to walk around slowly. Tell them that when the music stops they must ask the person nearest to them how they know the party host and why they are at the party. Stop the music. Students must start chatting to the nearest person. After a minute, start the music again and tell students to walk round again. Now that students have the idea, announce different things for students to talk about before stopping the music, e.g. talk about the weather, ask about jobs, ask about families, comment on each other's clothes, etc. Continue until students run out of interest, or the bell goes!

GRAMMAR Question tags

Aim

to check students' understanding of how to form and use question tags to ask for agreement or to ask for confirmation of an idea

5 Read through the information in the box as a class. Then organise the class into pairs to discuss the questions.

- Monitor and note how well students can understand the information and analyse the examples. Tell students to concentrate on the rules they aren't sure about when checking their answers using the Grammar reference on page 177. Have a brief class feedback session and discussion and deal with queries.

Answers

- 1 If the main part of the sentence is positive, the question tag is negative; if the main part of the sentence is negative, the question tag is positive. The question tag uses the same verb as the main part of the sentence. If this is an auxiliary verb (*have, be*) or a modal verb, then the question tag is made with the same verb. If the main part of the sentence doesn't have an auxiliary verb, the question tag uses an appropriate form of *do*.
- 2 c *The speaker wasn't exactly helping either, was he?*
- 3 a *They have music later on down there, don't they?*
- 4 b *You couldn't pass me the salt, could you?*

G Students complete Exercise 1 in the Grammar reference on page 177.

Answers to Exercise 1, Grammar reference

Sentences 3 and 5 are correct

- 1 Would you like a coffee? (no tag needed as we don't add tags to questions)
- 2 You knew him quite well, didn't you? (*knew* is past simple verb, so use *didn't* as the tag)
- 4 You weren't at the last class, were you? (wrong word order)
- 6 Haven't you heard of One Direction? (no tag needed as we don't add tags to questions)

Optional extra activity Show or write the example sentences on the board. Use the examples to highlight form and use.

Background language notes for teachers: question tags

Question tags are the short questions that we put on the end of sentences – particularly in spoken English. The rules are not difficult to learn, but not easy for students to bring to mind quickly when speaking, so you need to provide plenty of accuracy practice, not just in writing the forms, but also through drilling, and through getting students to produce tags in speaking exercises.

- If the main part of the sentence is positive, the question tag is negative (*He's a doctor, isn't he?* *You work in a bank, don't you?*), and if the main part of the sentence is negative, the question tag is positive (*She hasn't been there, has she?* *They aren't coming, are they?*)
- The question tag uses the auxiliary verb. Sometimes, this is clear (*He has arrived, hasn't he?*) but sometimes the necessary auxiliary is not so obvious to students. In the present and past simple, for example, when the auxiliary isn't used in the main part of the sentence (*She eats meat, doesn't she?*), or when sentences start *I am* (*I'm the best, aren't I?*).

6 This provides further controlled practice. Read out *Miserable weather* and elicit the question tag to get students started (*Miserable weather, isn't it?*). Point out that *Miserable weather* is an abbreviated form of *It's miserable weather*, so *It's* has been inverted and changed from positive to negative.

- Ask students to work individually to complete the conversations. Let students check their answers in pairs before playing the recording.

7  **55** Play the recording. Students listen and check their answers. In feedback, elicit and write the forms on the board.

55 and Answers

- 1 A: Miserable weather, isn't it?
B: Yeah, awful. It's been like this for weeks now, hasn't it?
A: I know. I can't remember when I last saw the sun.
- 2 A: You don't remember me, do you?
B: It's Yuka, isn't it?
A: No. It's Naomi.
- 3 A: Excuse me. You haven't got a light, have you?
B: Yeah. Here you go.
A: Thanks.

- 4 A: You missed the class on Monday, didn't you?
B: There wasn't one, was there? The school was closed for the holiday, wasn't it?
- A: No. Mind you, you didn't miss much. It was quite boring.
B: Well, to be honest the whole course is a bit disappointing, isn't it?
- 5 A: I love that jacket. It's from Zara, isn't it?
B: No, I got it from a shop called Monsoon.
A: Really? You wouldn't happen to have the address, would you?
B: No. Sorry. I honestly can't remember.

G For further practice, see Exercise 2 in the Grammar reference on page 178.

Answers to Exercise 2, Grammar reference

- 1 You've been to university, haven't you?
- 2 It's a fantastic place to visit, isn't it?
- 3 You know where to go, don't you?
- 4 We're going to meet them later, aren't we?
- 5 He shouldn't be here, should he?
- 6 They can't come tomorrow, can they?

PRONUNCIATION

Aim
to practise falling and rising intonation in tag questions

- 8**  **55** Play the recording. Ask students to listen and note whether the intonation rises or falls on the question tag. You could ask them to look at the audio script on page 205 of the Student's Book and draw the intonation arrow above each tag question in pencil. Let students compare their answers in pairs before checking as a class.
- You may wish to play and record the dialogues more than once to help students hear and note the intonation. However, note that some students may find intonation hard to hear, so don't spend too long on this if students are struggling.
 - Organise the class into pairs to practise reading the dialogues. Go round and monitor, and prompt students to use good intonation.

Background language notes for teachers

Question tags can either be 'real' questions where you want to know the answer, or simply comments when we are asking for agreement, and when we already know the answer.

- If the question tag is a real question we use rising intonation. Our tone of voice rises.
- If we already know the answer we use falling intonation. Our tone of voice falls. Notice that when making a request (e.g. *You couldn't pass me the salt, could you?*), intonation falls at the end, but the overall intonation pattern should be broad – the broader the intonation pattern, the politer the request.

9 This activity provides accuracy practice of using rising intonation to show genuine questions. After students

have prepared some questions, organise them into pairs or small groups to practise asking and answering questions.

10 This activity provides accuracy practice of using falling intonation to show comments. After students have prepared some comments, organise them into new pairs or small groups to practise commenting and replying.

- Use the opportunity in feedback to point out good examples of intonation that you heard during the practice stages of Exercises 9 and 10, and to correct any errors you heard.

Optional extra activity You could use the following as a final 'outro' speaking activity or as a warmer or revision activity elsewhere in the lesson. Read out the instructions below and ask students to make a list of the topics they should prepare:

Imagine you are at a party. You are going to start conversations with some other students about the subjects below. Spend five minutes planning how you will begin each conversation.

- 1 the weather
- 2 what they're wearing
- 3 a queue you're in
- 4 something you overheard
- 5 a recent sports game
- 6 a topic of your choice

Now start conversations with another student using your ideas. After two minutes, think of a reason to stop – and start a different conversation with a new partner someone else.

VOCABULARY Talking about parties

Aim

to learn a set of vocabulary around the topic of talking about parties

11 Start by eliciting the definition of *chat me up* from the class to model the activity. Ask students to match the words and meanings individually then check with a partner.

- In feedback, use the opportunity to ask questions and give further examples (see below) to check that students fully understand the words. Drill some of the words to practise the pronunciation.

Answers

- 1 chat me up = h; get lost = a (point out the difference between *chatting to someone* (= having a conversation) and *trying to chat them up* (= trying to impress someone of the opposite sex, to start a relationship). Ask: *Are there any other times when you might tell someone to get lost?* (if they say something rude to you, for example)
- 2 marquee = b (a big tent where people sit and eat or drink)
fortune = d (*spend a fortune* = pay a lot of money; point out that you can also *make / lose a fortune*)
- 3 break it up = g (stop it); out of hand = f (out of control); point out you can *break up* a party, a fight, an argument. Parties, arguments, situations and people can all get *out of hand*.
- 4 burst into tears = j (point out you can also *burst out laughing*)
- 5 turned up = i; went to waste = e
- 6 left out = c (point out you can *feel a bit left out* = feel ignored)

12 Organise the class into small groups of four or five to discuss the questions. In feedback, elicit any interesting experiences students have had.

Optional extra activity 1 It is a good idea to share one or two of your own experiences of parties with students, either as a model before they speak, or as a live listening afterwards.

Optional extra activity 2 Note down all the errors you heard during the discussion a piece of paper. Photocopy the piece of paper and ask students to correct the errors for homework or in the next class.

VIDEO 5: THE REAL INDIANA JONES

Student's Book page 94

Aim

to give some insight into the life of an archaeologist and some of the difficult situations they have to deal with; to improve students' ability to follow and understand fast speech in a video extract; to practise fast speech using strong stresses and pausing

1 Lead in to the topic by asking students to look at the picture and to read the short introduction. Organise the class into pairs or small groups to discuss the questions. In a brief feedback session, elicit students' ideas and write up interesting language on the board. Encourage student ideas at this stage, information will be given in the video.

Answers

Subjects include geology, physics, chemistry, and history, art and literature

In the photo, the archaeologists are setting up some sort of structure to help them with the dig (in Harappa, Pakistan).

Culture notes

Indiana Jones is a character in a series of Steven Spielberg films, in which he is played by Harrison Ford. He is a university archaeologist who goes off on exciting adventures in search of amazing historical objects.

2  **19** As students watch the video, they should make notes about each topic. Ask them to copy the topic headings into their notebooks first, leaving space to write beneath each heading.

- Organise the class into pairs to compare their answers. In feedback, build up notes on the board under the different headings. Don't expect students to get the exact words; just the ideas is enough.

Answers

Politics

You may be working with governments that are not democratic. They may think you ask too many questions. They may suspect you of trying to steal the artefacts. They may worry you'll end up taking the glory if you discover something interesting.

Environment and climate

You could get snakes, scorpions or centipedes in your sleeping bag! You could be working in extreme weather, either cold and damp or very hot, which can lead to sunstroke, dehydration. You could get injured in a remote location miles away from hospitals and need to be airlifted to hospital by helicopter.

Infrastructure

There could be poor local infrastructure and services, e.g. airplanes that burst into flames, etc.

Preparation

You need loads of data before you go out; you need to do your research. Otherwise, you'll be wasting your time.

3  **19** Organise the class into pairs to discuss the questions and match the words.

- In feedback, check with the whole class that students understand what each word means. Elicit example answers to the other questions.

Answers

1 Politics: democratic, outsider, trafficking

Environment and climate: scorpion, sleet, slippery

Infrastructure: FAA standards, flames, services

Preparation: data set, geological map, research

- To reassure local governments that you're not there to take the glory from their national cultures. Also makes it easier to get permits, etc.
- In case you injure yourself in a remote area and need to be airlifted to hospital.
- As an example of how poor the local infrastructure can be.
- Because you'll waste your time by not understanding the terrain, the culture, the local context, etc. This will all make your work harder.

4 This exercise offers students the chance to relate the topic of the video to their own experiences, ideas and opinions.

- Give students a minute to read the questions and to ask about anything they're not sure of.
- Put students in pairs or small groups and give them seven or eight minutes to discuss the questions.
- Monitor students' discussions, and help with pronunciation if necessary.
- When most students have finished, stop the class and give some feedback, either by retelling one or two stories for the whole class or by asking students to correct or fill in gaps in sentences you've written on board, based on what you heard students saying.

Optional extra activity For homework, you could ask students to research the topic of archaeology further and find out about an important dig in their country or their part of the world. Begin the next lesson with a brief discussion of their findings.

Understanding fast speech

5 and 6  **20** Tell students to work on their own for a few minutes to practise saying the extract. Then play the recording. Students listen and compare what they said. Allow them to practise saying the extract again.

Video script 19

Patrick Hunt: Some of the obstacles that archaeologists encounter, on an often daily basis, include the geopolitics of the places where you're doing the archaeology. You may be working with governments that are not democratic. They may perceive you as asking too many questions. They may, sometimes, uh, wonder if you're taking the objects from their patrimony, their culture and stealing them and maybe trafficking in artefacts.

They may worry that you'll discover something that their archaeologists should discover, because you're an outsider, and maybe they'll think that you'll be taking the glory from their national heritage group. That's why we try to collaborate as often as possible with other archaeologists from those cultures. So we share the work and it makes it easier to get the permits if we collaborate with other archaeologists. And some of the obstacles are not just political, some of them are physical. For example, sometimes you're in a sleeping bag and you don't realise it until you climb in that you're sharing your sleeping bag with other things. It's, you have to check very carefully. I've shaken out many a scorpion, or centipede, or even snakes from sleeping bags, depending on where you are.

Sometimes, the physical challenges of working in a place include very extreme temperatures. In the Alps, it can be snow and sleet and rain, in cold temperature. In the desert it can be high temperature and aridity, so that you can be dehydrated or sunstroke, can hit you. The mountains may be of rock that is so slippery you can fall easily and break bones. You're not close to, you know, you may be in a remote location where there's, there's no ambulance that can come get you. You might have to have helicopter insurance instead. And, you can also, be dealing with local infrastructures in a developing world that may not have the best services. Sometimes, I can tell you from experience, that I've been on planes that have caught on fire where the whole wing is engulfed in flames because it's not maintained by American FAA standards. There are all kinds of obstacles that you can have. But one of the worst obstacles is not being prepared to go on the field. Not doing your prepping, not doing your homework. Someone has said that half of archaeology is done in a library. And certainly it's true that you have to have a huge amassed data set before you ever engage in the field. So the research that goes beforehand is really important.

You can get out in the field and find you can't ask the right questions because you didn't prepare enough, you didn't know enough about the culture, the time, the place. And you can be out in the field and you can see the geology in front of you, but what's underneath you thirty feet? If you haven't looked at a geological map beforehand, to know what the underlying geomorphology is, you're losing some of the data too, so good preparation is a huge asset for field work.

REVIEW 5

Student's Book page 95

Aim

to consolidate vocabulary and grammar from Units 9 and 10

Answers

1

- | | |
|-----------------------|-----------------------|
| 1 I'm going to set up | 5 would've called |
| 2 will have worked | 6 would |
| 3 wasn't | 7 had spoken |
| 4 is going to go | 8 comes, I'll go back |

2

- 1 had turned up
- 2 couldn't drive me
- 3 will have been trained
- 4 wouldn't have got
- 5 it doesn't cost
- 6 isn't very stimulating, is

3

- | | | |
|-------|---------|---------|
| 1 can | 5 goes | 9 shall |
| 2 am | 6 have | 10 up |
| 3 had | 7 doubt | |
| 4 be | 8 bound | |

5

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

6

- | | |
|-------------|----------------|
| 1 Welcome | 6 overview |
| 2 hands | 7 move |
| 3 surprise | 8 review |
| 4 closer | 9 highlighting |
| 5 outlining | 10 conclude |

7

- | | |
|---------------|-------------|
| 1 employees | 5 realising |
| 2 emotionally | 6 solidly |
| 3 rewarding | 7 promotion |
| 4 novelty | |

56 and Answers to Exercise 4

- 1 If you're struggling to cope, maybe you should delegate more.
- 2 I guess things'll improve once I get the hang of the new system.
- 3 If the worst comes to the worst, you'll just have to hand in your notice.
- 4 It was a shame all that food went to waste, wasn't it?
- 5 If it hadn't been for her, I wouldn't be where I am today.
- 6 With anyone else I would've felt awkward, if they'd said that.

11 TRANSPORT AND TRAVEL

SPEAKING

Aim

to set the scene and introduce the theme with a picture; to get students talking about travel

1 Start by telling the class that in this unit they're going to be learning how to talk about travel experiences and driving, and what to say when renting a car; they will express surprise and emphasise feelings.

- Ask students to look at the picture on pages 96–97.

Ask: *What can you see?* Elicit a brief description of the picture.

- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task, and help with ideas and vocabulary if necessary.
- Take brief feedback from the class. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Culture notes

The photo shows a balloon over the Goreme Valley, in Cappadocia, central Turkey. Hot-air ballooning is popular in the area and is a good way to see the spectacular rock formations for which the valley is famous.

Optional extra activity You could brainstorm vocabulary connected to the picture before doing Exercise 1. Ask students in pairs to write down five words or phrases connected to the picture. Elicit suggestions and write good words and phrases on the board. Ask students to use the language when discussing the questions in Exercise 1.

2 Pre-teach key words (*trek* = a long and difficult walk; *to hitchhike* = to get a lift from a stranger). Ask students to find a new partner, preferably somebody they don't know well, and take turns to ask and answer the questions.

- In feedback, ask a few students to report to the class what they found out about their partner. Use the opportunity to correct errors and show students better ways of saying what they were trying to say.

ON THE ROAD

Student's Book pages 98–99

Communicative outcomes

In this two-page spread, students will listen to people renting a car in a car rental office; they will practise conversations about car rental, using appropriate language and ways of expressing surprise.

VOCABULARY Problems when renting

Aim

to introduce and practise words and expressions to discuss problems when renting a car, a boat, or other means of transport

1 Explain to students that they are going to learn some vocabulary connected to renting cars or boats. Ask them to look at the words in the box and read through sentences 1 to 12 individually first. Elicit the correct missing word for sentence 1 to model the activity.

- Once students have completed the exercise, let them compare their answers in pairs before checking in feedback. Tell students to explain words to each other, and to use a dictionary if they need to.

Answers

- 1 deposit
- 2 insurance
- 3 gears
- 4 engine
- 5 leak (= small hole that lets water in)
- 6 safety
- 7 brakes
- 8 dent (= where the metal has been slightly bent and damaged)
- 9 tyre
- 10 small print (= small writing at the bottom of an insurance policy that most people never read)
- 11 chain
- 12 rental

2 Organise the class into pairs to discuss the sentences.

- Monitor and note how well students understand the vocabulary. In feedback, check answers, and discuss which clues helped them decide (in brackets in the answer key).

Answers

- 1 surfboard / snowboard / windsurfer (*board*)
- 2 car, van etc. (*windscreen* and *tyres*)
- 3 car (*gears, stiff* – possibly also bike / motorbike)
- 4 (motor) boat (*engine* / *floating*)
- 5 car (possibly also motorbike, van, etc.)
- 6 canoe (*life jacket* and *helmet*)
- 7 bike (*brakes* and *downhill* – possibly also motorbike / car)
- 8 car / van (*dent in the side* – could be boat)
- 9 bike (maybe car – though not usual to get rental people to collect you!)
- 10 car / van / etc. (but could be other expensive things such as boat / canoe etc. that you pay insurance for)
- 11 bike (*handlebars*)
- 12 windsurfer / sailing boat (*we were a little late ... as there wasn't much wind*)

3 Ask students to work in pairs to share their personal responses to the sentences in Exercise 1. It is a good idea to start students off by sharing two or three of your own personal experiences.

- Monitor and note how well students use the vocabulary. In feedback, you could re-tell one or two stories you heard, asking students to remind you of details, or you could feedback on errors or on good uses of language by students.

Optional extra activity Ask students to categorise words and phrases in the sentences in Exercise 1 under the following headings: parts of a car (*brakes, gears, tyre, tank, engine*); insurance (*pay a deposit, give back a deposit, cover any damage, small print, excess*); problems (*dent, damage, coming off, loose, stiff, scratches, not well maintained*).

LISTENING

Aim

to give students practice in listening for general and specific understanding; to provide a model for the speaking activity at the end of the lesson, and introduce and recycle vocabulary

4 Organise the class into small groups of four or five to discuss the questions. Tell them to read through the features first and check any unknown words (*GPS* = satellite navigation system, which tells you where you are and helps you to get to the place you are going; *unlimited mileage* means that you can drive as far as you want; the *boot* – *trunk* in US English – is the place in a car where you put bags, luggage, etc.).

- In feedback, elicit what's important from different groups. You could turn this into a discussion and write up a list of priorities agreed on by the class.

5  **57** Give students a moment to read through the questions. Ask students to briefly predict what the speakers might say.

- Play the first part of the recording. Students listen and note answers. After playing the recording, ask students to work in pairs to compare answers.

- In feedback, elicit answers from the class, and write them on the board. Ask students what they heard on the recording that helped them work out the correct answers.

Answers

- 1 upgrade (get a better car) for two euros a day
- 2 no – doesn't have much luggage and wants something more fuel-efficient
- 3 GPS
- 4 yes
- 5 it's diesel, there are some scratches and a dent

 57**A = Assistant, C = Customer**

A: Hi. How can I help you today?

C: Hi. I reserved a car online. Here's my voucher and my driving licence.

A: Yep. OK. Let's have a look. Right. We have your car ready, but we're running a special offer this week. You can upgrade to the next range for just two euros a day, so you could have an estate car if you like.

C: It's OK. We don't have much luggage.

A: Are you sure? It's a bit more powerful as well.

C: No, I think something smaller – more fuel-efficient – is OK.

A: Fine. You ordered GPS, yes?

C: That's right.

A: OK. Would you like our additional insurance cover for damage to tyres and windscreen?

C: Isn't that already included in what I paid for online?

A: No. I think it's in the small print – and this is only three euros extra a day.

C: What are the chances of anything going wrong?

A: Well, it's up to you, but better safe than sorry, isn't it?

C: I suppose so. OK, then. It is quite cheap.

A: Fine. Can I just have your credit card? That's for the insurance, the cost of the fuel and also your deposit on the car – which is returnable when you bring the car back.

C: Right, so should I return the tank full?

A: No, there's no need, but it is full now. It's diesel, by the way.

C: OK.

A: So could you just sign where I've marked with a cross? You may want to check the car as well before you leave. There are some scratches here and here, and a small dent in the rear door.

C: OK. Great.

A: Have a good trip!

6  **57** Organise the class into pairs to discuss the missing verbs. Monitor and note how well students know or remember the words.

- Play the recording. Students listen and check their answers. In feedback, elicit and write the words on the board. Alternatively, ask them to find the answers in the audio script on page 205. Point out the phrase *better safe than sorry*, meaning that it's best to act carefully to avoid possible problems later.

Answers

- | | |
|------------|----------|
| 1 reserved | 5 going |
| 2 running | 6 return |
| 3 upgrade | 7 sign |
| 4 ordered | 8 check |

Optional extra activity Elicit other words that can collocate with the verbs in Exercise 6, or ask students to use learners' dictionaries to find and report on other collocations, e.g. *reserve a room / a table; run a company / a shop / an advertising campaign; upgrade to a better room / hotel / to business class; go well / better than planned or expected; sign your name / a cheque / the register; check the house / the bill / for damage.*

7  **58** Give students a moment to read the questions. Elicit words or phrases students can remember to describe problems with a car. Then play the recording. Let students compare their answers in pairs before eliciting them in feedback.

Answers

- 1 a cracked windscreen
- 2 He isn't very happy. (*Is that really the best you can do?*)

58**A = Assistant, C = Customer**

- A: Hello. Right Car Rentals.
 C: Oh hello. I wonder if you can help me. My name's John Farnham. I was in this morning and picked up a car from you.
 A: Oh hello, Mr Farnham. How's it going?
 C: Not that well, to be honest. I'm actually calling because we have a problem with the car. I was driving along the motorway and something flew up at the windscreen and cracked it.
 A: Oh, I am sorry to hear that. How bad is it?
 C: Quite bad. It's a very big crack. I'm uncomfortable driving with it like this.
 A: OK. I totally understand. You'll need to ring our breakdown service. The number's written in the book that came with the car.
 C: Oh, OK. I'll do that now. How long do you think they will be?
 A: We guarantee they'll be with you within four hours.
 C: Four hours? *Is that really the best you can do?*
 A: Well, it's usually less. Still, at least you got insurance!

Optional extra activity Ask students in pairs to practise reading out the two conversations in audio scripts 57 and 58 on page 205 of the Student's Book. Alternatively, ask them to find the audio scripts and to copy five useful expressions which they would like to learn (e.g. *Not that well, to be honest, or Is that really the best you can do?*). Ask students to improvise new dialogues, using the context of renting a car or other means of transport, and using the expressions they found.

Teacher development: using the audio script

The audio script at the back of the book is a useful resource. Here are a number of ways in which you can use it:

- 1 Once students have listened for comprehension, let them check the answers using the audio script.
- 2 If students find a listening task very demanding, play and pause the recording while students follow it in the audio script, or let students read the audio script before playing the recording one more time. Use this technique only in case of problems, however. Let students try to answer the comprehension task without the audio script first.
- 3 After exploiting a listening text for comprehension, ask students to read the audio script to find vocabulary that needs checking, to find functional language to learn, or to analyse pieces of the text for pronunciation, stress or intonation.
- 4 Ask students to practise reading out the audio script, acting parts of it out from prompts, or creating their own texts from sentence frames within the audio script.

DEVELOPING CONVERSATIONS

Expressing surprise or shock

Aim

to introduce and practise ways of expressing surprise by repeating information and adding questions or comments

- 8** Read through the information in the box as a class. Point out that it is the information at the end of the sentence that is repeated.
- Ask students to work individually to write responses. Start them off by eliciting an example or two for sentence 1. Let them compare their answers in pairs. Monitor and note how well students understand how to do the exercise.
 - Elicit answers in feedback. The initial response is fairly fixed but the follow-up comments can vary. Note the suggested possibilities in the answers below (and note the other possible answers in the audio script for Exercise 9).

Possible answers

- 1 €100? Is there a bus I can take?
- 2 \$875? Is that the cheapest ticket? Maybe I'll leave it.
- 3 Five (in the morning)? What time are you going to leave home?
- 4 1500? I wouldn't give you more than 500.
- 5 An hour or two? Can't you get here any quicker?
- 6 €50? I'm only a couple of minutes past the hour!

PRONUNCIATION

Aim

to practise the strong stress and high intonation in questions when responding to surprising or shocking information

- 9  59 Play the recording. Students listen and notice the stress and intonation. In feedback, elicit that the intonation pattern starts high, and rises up at the end, and that the stress patterns are very strong (see underlining in the audio script).
- Play the recording again. Students listen and repeat. Make sure that students are stressing the strong syllable appropriately, and that their intonation is rising.
 - Ask students to practise the conversations in pairs, from the prompts in Exercise 8. Encourage them to improvise and extend each of the conversations. Monitor and prompt, and correct students if they are not exaggerating stress or intonation.

59

- 1 A: The taxi fare to your hotel will be €100.
B: A hundred euros? That's expensive!
- 2 A: The cheapest ticket we have left is \$875.
B: 875 dollars? If that's the cheapest, I dread to think how much the most expensive is!
- 3 A: Our flight leaves at five in the morning.
B: Five in the morning! That's going to be a killer!
- 4 A: It's a bit old, but it's a nice car! I could let you have it for 1500.
B: Fifteen hundred? I was thinking more like a hundred and fifty personally!
- 5 A: If you just wait at the station, I should be able to get there within an hour or two.
B: An hour or two? It'd be quicker for me to walk!
- 6 A: I'm afraid the contract does state that there's a €50 penalty if you return the car more than an hour late.
B: Fifty euros? Where on Earth does it say that?

Background language notes for teachers: expressing surprise

Notice that when responding to surprising or shocking information, the speaker produces a short question, often just a noun or noun phrase, using the key information that they find surprising. The intonation pattern starts high, and rises up at the end, and the strongly stressed syllable is very strongly stressed, even exaggerated for effect.

Optional extra activity Extend this activity with other prompts (relating to the situation of your students in class) that you could read out or write up on the board. Here are some examples, but make up some of your own: *This week I'm setting extra homework. I'd like you to write a one thousand word essay. There is an exam on Tuesday. There will be extra lessons on Sunday afternoon.*

CONVERSATION PRACTICE

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

- 10 This is an opportunity to bring together the different threads of the lesson and for students to practise expressing surprise in a roleplay.

- Organise the class into new pairs. Ask them to read and prepare their roles individually, using audio script 58 on page 205 of the Students' Book as a resource for useful phrases. Monitor and help with ideas and vocabulary.

- 11 When students are ready, tell them to act out their conversations. Listen for errors, new language or interesting uses of language to feed back on at the end of the activity.

- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

- 12 Tell student As to decide what the problem with their car might be. You could elicit some ideas first, if you wish, e.g. a dent, a flat tyre, a cracked windscreen, a broken wing mirror. Tell students to prepare what they want to say, using some of the ideas and expressions in the box. When students are ready, ask them to improvise the dialogue.

- In feedback at the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Once students have practised a few times in their pairs, ask them to stand up, and mill round the class, improvising the conversation with other students.

Web research activity Ask students to research the websites of three well-known car hire companies, and find out how much it costs to rent a comparable type of car for the weekend. They must find out other details to use to compare the websites, such as the insurance costs and the service offered. Ask them to present their findings to the class and to say which hire company they would choose.

 21 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

- 1 as an alternative to the conversation practice
- 2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases or structures in a controlled way before having a go themselves.
- 3 at the end of the unit as a revision exercise.

THE TRIP OF A LIFETIME

Student's Book pages 100–101

Communicative outcomes

In this two-page spread, students will talk about exciting journeys, journeys they have made, and how they plan for holidays.

SPEAKING

Aim

to lead in to the topic and the skills activities; to talk about the appeal of different types of journeys, and the problems with them

1 Organise the class into pairs or small groups. Ask them to discuss the questions. Set a time limit of about five minutes.

- Monitor and note students' opinions, ideas and level of interest.
- In feedback, elicit which journeys appealed to students and why. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers

Good things: all the journeys should offer great views, a chance to meet different people, and the opportunity to see and find out about other cultures; the train and car journeys would be a chance to see a range of landscapes and cover long distances; the walk would help you to keep fit, get a suntan, and be close to nature.

On your own / in a group: some people might prefer to share the experience with people they know, but when you travel on your own you sometimes meet more people.

Problems: the train journey would be long and tiring, and there could be problems with language, food, and at customs. The drive would be tiring, potentially dangerous, depending on road conditions and accidents; there could be problems with the car and getting lost. A long-distance walk is physically demanding, exhausting, you could get lost or have an accident.

Optional extra activity Brainstorm words students associate with long-distance journeys by road, rail or on foot. Build up a list on the board, and ask students to say why they chose particular words. Alternatively, pre-teach the following list of words from the reading by writing them on the board and asking students to match them to one of the types of journey: *hire*, *bumpy* (a drive); *stuck on*, *pass through* (train); *pilgrimage*, *slow pace*, *boots*, *blisters* (a walk).

READING

Aim

to give students practice in reading and responding to information in a text; to develop students' ability to scan a text for specific information

2 Start by asking students to look at the pictures on page 101, and asking: *What sort of journeys can you see?* Elicit ideas. Ask students to read the texts and answer the questions. Let students compare and discuss their answers in pairs or groups of four.

- In a brief feedback session, pick up on any interesting ideas that students may have. Ask them to refer to what was written in the texts to back up their reasons.

Answers

1

Artur: liked the Rolling Stones song – it represented a dream of America.

Felix: studies Chinese and has always loved trains.

Roisin: a friend was doing it and she decided to join her.

2

Artur: Good – they became better friends.

Bad – bumpy / desolate scenery / occasional row.

Felix: Good – met interesting people / guides / amazing countryside. Bad – not much, perhaps being stuck on a train.

Roisin: Good – spiritual journey / incredible scenery / refreshing. Bad – didn't speak Spanish / blisters on her feet.

3 and 4 Students' own answers

3 Ask students to complete the sentences. Elicit the missing word for sentence 1 to get them started. Ask them to compare answers with a partner, and check their ideas by looking at the text together in pairs.

- In feedback, elicit answers from different pairs, and ask them to quote or refer to the lines in the text that helped them.

Answers

1 herd (= group of animals, e.g. cows, elephants, deer, antelope)

2 put (If you *put things into perspective*, you take a realistic, objective view of a situation rather than being emotional about it, and making it more serious than it really is.)

3 scenery (= landscape, natural features of the countryside; if it is *desolate*, it is empty with few features)

4 untouched (if nature is *untouched*, it hasn't been changed by man; if a village is untouched, it hasn't changed for hundreds of years)

5 heart (if you know something *by heart*, it means you can remember every word; you can also say: *to learn something by heart*)

6 bond (a *common bond* is something that joins a group of people together)

7 word (a *word of advice* = a piece of advice)

- 8 fallen (If a building *falls into disrepair*, it is neglected and becomes more and more damaged.)
 9 faith (= belief, trust in humanity)

4 Organise the class into groups of four or five to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Culture notes

- Known as 'the Mother Road' or 'the Main Street of America', Route 66 was opened in 1926, and runs from Chicago in Illinois to Santa Monica in California. It became iconic in the US because of the pop song (*Get your kicks on*) Route 66, and because of a 1960s TV show called the *Route 66 Television Show*. It was replaced as a main highway in the 1980s, and is now a historic route.
- The Trans-Siberian railway is 9,289 km long, making it the longest railway line in the world. There are connecting branch lines into Mongolia, China and North Korea. It has been connecting Moscow with Vladivostok since 1916 and is still being expanded.
- Lake Baikal is the deepest lake in the world, and contains 20% of the world's unfrozen fresh water. It is 25 million years old and lies in southern Siberia.
- The Camino de Santiago, or 'St James' Way' in English, is one of a number of different routes across Europe to the shrine of St James in Santiago de Compostella in the north of Spain. In medieval times, the pilgrimage was one of the three most important in Europe, along with the routes to Rome and Jerusalem. Common starting points these days are from Saint-Jean-Pied-de-Port or Somport on the French side of the Pyrenees, or from Roncesvalles or Jaca on the Spanish side.

GRAMMAR Uncountable nouns

Aim

to check students' understanding of how to use uncountable nouns

5 Read through the example sentences and the rules as a class. Then organise the class into pairs to choose the correct forms. Monitor and note how well students already understand the use and the form of these structures.

- Students can then check their ideas using the Grammar reference on page 178.

Answers

- equipment
- some
- much research



Students complete Exercise 1 in the Grammar reference on page 178.

Answers to Exercise 1, Grammar reference

- a coffee (meaning a cup of coffee)
- understanding
- a really lovely dinner
- a very happy marriage
- an understanding
- dinner
- coffee (in general)
- Marriage (in general)

Background language notes for teachers: uncountable nouns

Students generally make errors with uncountable nouns because, in their first language, there is either no concept of countability or uncountability, or words that are uncountable in English are countable in their language. In Italian, for example, the words for *news*, *information* and *money* are countable, while the word for *people* isn't. This leads to errors such as *an information*, *the news are*, and *the people is*. *News* is particularly confusing as it looks plural.

- Note that we use *much* and *a little* before uncountable nouns, and *many* and *a few* before countable nouns. We can use *some* or *any*, *a lot of*, *lots of*, *plenty of*, *all (of the)* and *a great deal of* before both countable and uncountable nouns.

6 Elicit answers for the gap in sentence 1 to get students started. Ask students to complete the sentences individually then compare answers with a partner. In feedback, elicit answers, and write them on the board.

Answers

- some (a is not possible – uncountable)
- any
- little
- much
- any
- much
- plenty / lots
- deal

7 Organise the class into pairs to discuss the questions. Monitor and note how well and accurately students use uncountable nouns. In feedback, use the opportunity to feedback on any errors you hear.

Optional extra activity 1 Brainstorm uncountable nouns that students know and write them up on the board. Ask students in pairs to choose three of the nouns and write sentences to show their meaning.

Optional extra activity 2 Write a mixed-up set of countable and uncountable nouns randomly on the board: *air, art, beauty, bread, economics, food, fun, litter, luck, music* (uncountable); *number, people, vegetable, sheep, teeth* (countable). Divide the class into two groups, Team A and Team B. Team A wins a point if they can produce an accurate sentence using an uncountable noun on the board. Then it is Team B's turn. Students get no points if they choose a countable noun. Teams take turns until they have used up all the uncountable nouns.

G For further practice, see Exercise 2 in the Grammar reference on page 178.

Answers to Exercise 2, Grammar reference

- 1 My **hair is** getting really long. I need a haircut.
- 2 There **is** lots of **accommodation** in the town.
- 3 (correct)
- 4 There weren't that many **people** in class today.
- 5 The news this week **is** so depressing!
- 6 Sorry I'm late. I had some **trouble** with my car.
- 7 The tourist board gave me some really useful **advice**.
- 8 (correct)

Web research activity Ask students to choose one of the three journeys in the reading, and to find a website that offers the trip. Ask them to find out the cost, length of time it takes to do the journey, places to see on the route, type of accommodation, etc.

WHAT DRIVES ME MAD

Student's Book pages 102–103

Communicative outcomes

In this two-page spread, students will practise talking about driving experiences and using emphatic structures.

VOCABULARY Driving

Aim

to learn a set of words and phrases used to describe driving experiences

1 Start by eliciting the first answer from the class. Then ask students to work individually to match the rest of the verbs to the groups of words. Let students compare their answers in pairs. Monitor and note how well students do the activity. In feedback, concentrate on answers students weren't sure of.

Answers

- 1 c
- 2 d
- 3 e
- 4 b (If you *get cut up by* someone, they drive into or across your lane, forcing you to move or slow down – notice the passive form used here – you can also say *get fined, get lost*, etc.)
- 5 a (If you *go through a red light*, you don't stop.)
- 6 g (You *run over* a person or animal if you hit them with your car – but you *run into* a wall or lamppost.)
- 7 j
- 8 i (In the UK, you get a fine and three points on your licence for speeding. If you have 12 points on your licence – i.e. you have been caught speeding four times – you lose your licence for 12 months.)
- 9 f
- 10 h (If you *swerve*, you move your car suddenly to one side to avoid an obstacle.)

2 Organise the class into pairs to discuss the reasons for the actions in Exercise 1, and the possible results. Elicit a few ideas for the first action to get the class started. Monitor and note how well students do the activity. In feedback, elicit and rephrase some of the best ideas you heard during the activity, and write them on the board. In feedback to item 9, you might teach *caught on camera* as it comes up in the listening. The answer key gives some suggestions for reasons and results. You don't need to focus on both for all the examples.

Possible answers

- 1 c Reason: driver is impatient / an idiot! Result: they make you feel nervous / crash into the back of you / cause an accident.
- 2 d Reason: to warn someone about something / to let someone pull out or turn in front of you / if you want someone to get out of the way. Result: wave thanks / move out of the way.

- 3 e Reason: they're going slowly. Result: pass them and speed ahead.
- 4 b Reason: almost missed the turning / careless driver. Result: you have to brake.
- 5 a Reason: bad driver / not concentrating / an emergency. Result: might cause an accident / kill someone / get a fine or points on licence.
- 6 g Reason: maybe driver was careless, talking on the phone, etc. or man might've stepped out suddenly. Result: guy is killed or injured.
- 7 j Reason: maybe because they cut you up or were driving too close behind you, etc. Result: other driver will swear back if they see you.
- 8 i Reason: driving over the speed limit / going through a red light, etc. Result: pay the fine / change your driving behaviour.
- 9 f Reason: bad driver / an emergency. Result: get fined and get points if caught on camera.
- 10 h Reason: an animal runs in the road / suddenly see something in the road. Result: feel scared / car goes off the road or crashes.

Optional extra activity Ask students to discuss driving laws in their countries with these questions: *What are the speed limits on main roads, on motorways, and in city centres in your country? What happens if you get caught speeding? What annoys you about driving behaviour?*

LISTENING

Aim

to give students practice in listening for specific information

3  **60** Give students a moment to read the situation and the task before playing the recording. Point out that Tehran is the capital of the middle-eastern country of Iran, if necessary. Students listen and note answers to the questions. Let them compare their answers in pairs.

- Feedback on the students' answers briefly, and encourage students to tell you what they heard that helped them answer each question.

Answers

- 1 She parked without paying and broke the speed limit.
- 2 £80 for each and also three points on licence for speeding.
- 3 very scared (it was *terrifying*). People were swerving in and out of lanes, sounding their horns.
- 4 It's very dangerous (*take your life in your hands / go so fast, but really close behind you / don't use their brakes ... just flash their lights / not even safe on a pavement. / People ignore stop signs, go through red lights*)

60

S = Sanjar, L = Lily

S: Lily. What's up? You look really fed up!

L: I just got a parking ticket!

S: Oh no! That's so annoying! Where were you parked?

L: Just round the corner. But what's really irritating is the fact it happened when I'd actually gone to look for change for the machine.

S: You're joking!

L: No! I parked my car and then I suddenly realised I only had notes. There was no-one around, so I went off to a shop to get change and when I got back ...

S: That's terrible. Didn't you see who gave you the ticket?

L: I did look, but they'd vanished. They can't have been there long. I think they must've run away to avoid any arguments.

S: Probably! Couldn't you appeal?

L: It's not worth it. In the end, it's basically my word against theirs.

S: I know. You'd never win that one. How much is the fine?

L: £80! And I got a speeding ticket the other day after I got flashed by a speed camera! That was another 80 – and three points on my licence.

S: Oh Lily! Poor you! They're so strict on these things.

L: But it's so over-the-top. I mean, I was only doing three or four miles over the speed limit. What annoys me is the fact that people who are essentially honest are treated like criminals for these little things.

S: I know! And it's not as though people drive that fast here. You should go to Iran. You take your life in your hands driving there. People, they go so fast, but really close behind you and they don't use their brakes. They just flash their lights!

L: Ooh! It's horrible when people do that. I don't know about Iran, but I have to say, I drove through Paris last year and that was terrifying. There were like six lanes and everyone was swerving in and out of the lanes. I got cut up a couple of times and I had to brake, but then people were sounding their horns at me!

S: You see! That kind of thing doesn't happen so often here. People really are more polite here. The thing that amazed me when I first came here was the fact that people actually stopped for pedestrians at crossings. That hardly ever happens back home! You have to be really careful not to get run over.

L: It can't be that bad, can it? Drivers here can be very inconsiderate and I've had plenty of people swearing at me in London.

S: Believe me! It's nothing compared to Tehran. Sometimes there you're not even safe on the pavement! People ignore stop signs, go through red lights. Honestly, it's anarchy!

4  **60** Ask students to read through the sentences first, and decide whether they are true or false based on their first listening. You could let them compare ideas with a partner.

- Play the recording again. Students listen, check answers, and compare answers with a partner. In feedback, write up any words or phrases that helped students answer the questions.

Answers

- 1 F (she hadn't paid yet because she was looking for change)
- 2 F (*they'd vanished*)
- 3 T (*not worth it / my word against theirs*)
- 4 F (*caught on camera*)
- 5 T (*they're so strict ... And it's not as though people drive that fast here*)
- 6 T (they sounded their horns at her)
- 7 F (He's surprised that people stop for pedestrians / people are so polite)
- 8 F (Lily says drivers can be very inconsiderate)

Optional extra activity Show the following sentences on the board and ask students to notice the patterns with *be careful*. Point out that there are three patterns:

- 1 *to be careful (not) to* + verb; 2 *to be careful + where / when / what*; 3 *be careful + -ing*.

Ask them to translate the sentences into their own language and compare their translations.

You have to be really careful not to get run over.

Be careful not to spill your coffee.

You have to be careful where you park.

Be careful crossing the road!

Teacher development: listening and answering true or false questions

On a second listening task, students are often asked to decide if statements are true or false. This requires them to hear specific words or phrases that confirm or contradict each statement in the task. Here are some ways of preparing and supporting students when they do this task:

- 1 Allow students time to read the statements carefully before the second listening, and to use any information they remember from the first listening to choose an answer. Check the meaning of any unknown words in the statements.
- 2 Ask students to predict language speakers might use to support or contradict the statement. Often the words used on the recording are synonyms or antonyms of the words used in the statement, so you can predict what words to listen for.
- 3 If students have problems on second listening, give them extra help by playing the recording a third time, playing and pausing the recording, pre-teaching key words before playing the recording again, or, in extreme situations, asking students to find the answers in the audio script before playing the recording one last time.

5 Organise the class into pairs or small groups to discuss the questions. In feedback, if your students are from different countries, broaden the discussion into a comparison of driving conditions.

- Use the opportunity in feedback to look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Communicative activity worksheet The photocopiable worksheet on page 263 can be used at this point or at the end of the unit for further practice.

GRAMMAR Emphatic structures

Aim

to check students' understanding of how to change the order of a sentence with *What* and *The thing that* to form emphatic structures

6 Read through the example sentences as a class. Then organise the class into pairs to discuss the questions. Monitor and note how well students already understand the use and the form of these structures.

- You may wish to check and explain the answers with the class; ask them to explain why they have chosen each answer. For question 2, if you do not speak the students' language(s), don't worry. Accept what they say. If students with the same language disagree ask them to explain why.
- Students can then refer to the Grammar reference on page 178 for further information and examples.

Answer

- 1 Sentences 1b and 1c.



Students complete Exercise 1 in the Grammar reference on page 178.

Answers to Exercise 1, Grammar reference

- 1 that worries me is the amount
- 2 I find strange is
- 3 really annoys me is people
- 4 angered people is (the fact / way)
- 5 I love about my job is being

Background language notes for teachers: emphatic structures

Sentences introduced by a clause beginning with *What* or *The thing that* are also used to emphasise a specific subject or object. The clause introduced by *What* is employed as the subject of the sentence and is followed by the verb *to be*. Notice the different forms used:
What **annoys me** is + noun / -ing verb / clause
The thing that **drives me mad** is the long wait (noun) / waiting for a long time (-ing verb) / the fact that we have to wait so long (clause).

7 Organise the class into pairs to complete the sentences. Elicit the answer to the first one from the class to get students started. Monitor and note how well students do the activity. In feedback, concentrate on answers students weren't sure of.

Answers

- 1 's ... parking
- 2 scares ... the way
- 3 find ... sitting
- 4 concerns ... the amount
- 5 gets ... when
- 6 annoys ... the number
- 7 drives ... the whole
- 8 hate ... the fact

8 Ask students to work individually to think of their own responses. It is a good idea, however, to get them started by eliciting possible answers for 1 and 2 first.

- Organise the class into pairs to take turns practising their mini conversations. Model the first one with a reliable student.
- Monitor students as they speak, and note down errors and examples of good language use which you could focus on in feedback.

G For further practice, see Exercise 2 in the Grammar reference on page 179.

Optional extra activity Practise pronunciation by drilling the sentences in Exercise 7 and asking students to repeat before they do the activity in Exercise 8. Alternatively, do a more controlled prompt drill by writing the following prompts on the board: *speed cameras; traffic jams; the way people cut in; bad drivers; slow drivers; waiting at traffic lights; finding a parking place.*

- Ask the students to complain about each thing using *What annoys me is ...* and *What I find annoying is ...*

Background pronunciation notes for teachers: emphatic structures

Emphatic structures need to be emphasised, so students should start with their intonation high, and it should go up and down emphatically over the statements. Notice that the stress is on the key word, so *What annoys me is ...*. *What drives me mad is ...*. *What I find annoying is ...*.

SPEAKING

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

9 This is an opportunity to bring together the different threads of the lesson, and for students to discuss a questionnaire and add their own ideas.

- Ask students to work individually to choose their answers to the questionnaire. You may wish to pre-teach key words or ask students to check words in a dictionary as they do the task.

Background language notes for teachers

Difficult words in this task include:

filthy = very dirty

run-down = in bad condition and not repaired

badly co-ordinated = not well organised

stick to the middle lane = stay in the middle lane

leaping up = jumping up

10 Organise the class into groups of three to discuss their answers to the questions. Encourage students to explain reasons and disagree. Monitor each group and use the opportunity to note down errors as you listen.

- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Note down all the errors you heard during the discussions on a piece of paper. Photocopy the piece of paper and ask students to correct the errors for homework or in the next class.

11 End the speaking activity by asking students to add possible extra answers to the questions in the questionnaire. Organise the class into groups of three to discuss their answers. In feedback, elicit some of the best sentences, write them on the board, and analyse why they work well.

12 HEALTH AND MEDICINE

SPEAKING

Aim

to set the scene and introduce the theme with a picture; to get students talking about herbal medicine and their own experience of being ill

1 Start by telling the class that in this unit they're going to be learning how to talk about health problems and health issues.

- Ask students to look at the picture on pages 104–105. Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- Take brief feedback from the class. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Culture notes

The photo shows Flower H'mong women in traditional dress selling medicinal herbs at Bac Ha Sunday market, Ha Giang, Vietnam.

Optional extra activity You could brainstorm vocabulary connected to the picture before doing Exercise 1.

Ask students in pairs to write down five words or phrases connected to the picture. Brainstorm some of this language and write useful words on the board. Ask students to use the language if they wish when discussing the questions in Exercise 1.

2 Ask students to find a new partner, preferably somebody they don't know well. Ask the new pairs to take turns to ask the questions.

- In feedback, ask a few students to report to the class what they found out about their partner. Use the opportunity to correct errors and show students better ways of saying what they were trying to say.

I FEEL AWFUL

Student's Book pages 106–107

Communicative outcomes

In this two-page spread, students will talk about illnesses, symptoms and cures; they will practise passing on messages in telephone conversations.

VOCABULARY Health problems

Aim

to introduce and practise words and expressions to describe health problems

1 Explain to students that they are going to learn some vocabulary connected to health problems. Start by reading out the problems 1 to 9, and asking students to repeat them, in order to model and practise the pronunciation (see language notes below).

- Ask students to read through the problems and symptoms first. You could ask them to use a pencil to mark the phrases they know with a tick, the phrases they don't know with a cross, and the phrases they think they know with a question mark.
- Organise the class into pairs to match the symptoms to the problems. Tell them to explain words to each other, and to use a dictionary if they need to.
- Monitor and note how well students understand the vocabulary. In feedback, check answers, and check the meaning of unknown words (see suggestions in the answers below).

Answers

- b** Ask what the difference is between *the flu* and *a cold*. (The flu is much worse. You will have to take time off work.) Point out that we can also say *I've got flu*, and that *flu* is short for *influenza*.
- a** Ask what the adjective is (*allergic*). Drill the noun and adjective and point out the different stresses: *allergy* / *allergic*. Ask what kinds of things people are often allergic to (*dust, cats, dogs, seafood, peanuts*, etc.) and what might happen if you eat something you're allergic to (e.g. *you throw up, you can't breathe*).
- c** Check or mime using *crutches*. Ask what you might do if a friend has their leg *in plaster* (write on the plaster).
- i** Ask why this sentence uses the present continuous, but 5 and 6 use the present simple (this one is temporary and will end at some point, but the other two are more permanent, long-term afflictions).
- e** Check or mime being *short of breath* and using *an inhaler*.
- e** Check, draw or mime skin cracking, and mime *scratching* and *itchy*.

- 7 h Ask why you might get an *upset stomach* (e.g. from eating something that was off). Explain that *I threw up* up is the same as *I was sick*, but that *I vomited* sounds too formal. The doctor may ask *Any vomiting?* and you can say *Yeah, I threw up twice last night*.
- 8 g Ask what you need to do if you have a *runny nose* (blow it with a tissue or handkerchief).
- 9 d Ask what happens after *the stitches* come out – you're left with a *scar*. Mime or draw a big *bump* on the head.

Background language notes for teachers

Note the pronunciation of the following words: *asthma* /'æsmə/; *eczema* /'eksɪmə/; *allergy* /'ælədʒɪ/ and *allergic* /ə'lɜːdʒɪk/; *stomach* /'stʌmək/; *bruise* /bruːz/; *sore throat* /sɔː θreɪt/; *cough* /kɒf/ and *rough* /rʌf/; *diarrhoea* /daɪə'riə/ (spelt *diarrhea* in American English).

Optional extra activity 1 Brainstorm other words and phrases students know around the topic of health problems. You could elicit *headache*, *stomach ache*, *backache*, *toothache*, etc.

Optional extra activity 2 For fun, you might want to point out that *cough* and *rough* are part of a set of words ending with *ough* that are spelt the same but pronounced in bizarrely different ways. Write the following on the board and ask students to research the pronunciation in a learners' dictionary: *cough*, *rough*, *through*, *tough*, *though*, *thorough*, *bought*, *bough*, *thought*.

2 Organise the class into new pairs to discuss the questions together. Check *chronic* (= long-lasting and difficult to treat). Note that question 3 leads in to the topic of the next exercise.

- As students speak, monitor and note how well students understand and use the vocabulary from Exercise 1. In feedback, check answers, and check the meaning of any words students misused or were unsure about.

Optional extra activity Model the activity in Exercise 2 by telling students about health problems that people you know have or have had.

LISTENING

Aim

to give students practice in listening for general and specific understanding; to provide a model for the grammar point that follows, and introduce and recycle vocabulary

3  **61** Give students a moment to read through the questions. Play the recording. Students listen and note answers. After playing the recording, ask students to work in pairs to compare answers.

- In feedback, elicit answers from the class, and write them on the board.

Answers

1

Conversation 1: He's phoning to tell his friend he won't be able to come to the restaurant later.

Conversation 2: She's phoning to explain to her friend why she's late and to let her know they won't be able to come to the concert tonight.

2

Conversation 1: His girlfriend had a panic attack earlier. She started breathing heavily and sweating. It might be stress related.

Conversation 2: He had some kind of allergic reaction to something he ate. His lips swelled up while he was eating and he was struggling to breathe.

61

Conversation 1

M = Michelle, J = Joop

M: Hello.

J: Oh, hi Michelle. It's me, Joop. Listen. I'm just ringing to say we're not going to make it to the restaurant later. Kaatie isn't feeling very well.

M: Oh dear. What's up?

J: Well, actually, she had a bit of a panic attack earlier while we were out.

M: You're joking!

J: No. We were in this shop and she suddenly started breathing strangely and sweating and stuff.

M: Oh no! Is she all right now?

J: Yeah, she's OK. She had a little sit down and it passed, but she'd rather stay in tonight. She told me to say how sorry she is.

M: Don't be silly! Tell her there's no need to apologise and I understand.

J: Thanks. I will.

M: What brought it on? Do you know?

J: Well, she's been under a lot of pressure at work recently, so it's probably that. She won't admit it, but it's been affecting her quite badly. She's not been sleeping well for a while, you know.

M: That's quite worrying. Has she been to see anyone about it?

J: No, not yet. Actually, we're supposed to be going away for a few days next week, but now I don't know whether we should stay here and get an appointment or leave it till we come back.

M: Well, maybe all she needs is a break.

J: Mmm. Maybe.

M: I know you're worried, but if it's only a few days Why don't you see how she is when you get back?

J: I guess.

M: Anyway, send her my love and tell her I'm thinking of her.

Conversation 2**C = Caitlin, N = Nina**

N: Hello.

C: Hello. Nina? Hi. It's me, Caitlin.

N: Hi! Where are you? I was expecting you at six.

C: Yeah, sorry, but Lachlan's had some kind of reaction to something he ate. We're in Rome hospital.

N: You're joking! Is he all right?

C: Yes, yes. He's fine now. He's with the nurse and they're running some tests to try and find out exactly what he's reacting to.

N: No! So what actually happened, then?

C: Well, we were in the middle of lunch and he suddenly said he was feeling a bit weird. And then all of a sudden his lips just started swelling up and he was really struggling to breathe.

N: That sounds terrifying. Is he all right now, though?

C: Yes, yes, honestly. We rushed him to the hospital – someone from the restaurant actually took us – and they dealt with him very quickly. He had an injection to reduce the swelling and they gave him oxygen to help him breathe.

N: Oh, Caitlin. You sound so calm. It must've been awful.

C: Well, I was panicking at the time, but everyone here has been so good to us. Anyway, listen, they're going to keep him in overnight – to be on the safe side.

N: Oh, right.

C: Sorry. I know we're supposed to be coming to the concert tonight.

N: Don't be silly! Lachlan's health is much more important than a concert. When do you think you'll get here tomorrow?

C: It shouldn't be too late. The doctor's going to come at nine, so if he says Lachlan's OK to leave, we should get to yours by lunchtime.

N: OK. Well, listen. Give him a hug from me and don't worry about rushing to get here tomorrow.

4 **61** Give students a minute or two to read the sentences and decide whether they think they are true or false according to what they can remember from the first listening. Check the meaning of *insomnia* (= being unable to sleep). At this stage, you could also check other new health problem words in the audio script (use mime to show *swelling up* and *sweating*; *feeling weird* = feeling odd, strange; *What brought it on?* = What caused it to happen?).

• Play the recording again. Let students compare their answers in pairs before discussing as a class. In feedback, write the answers up on the board, and ask students to justify their answers by telling you what they heard on the recording.

Answers

- 1 F (*She had a little sit down and it passed.*)
- 2 T (*She's not been sleeping well for a while.*)
- 3 F (*we're supposed to be going away for a few days, ... I don't know whether we should stay here and get an appointment*)

- 4 T (She says Kaatje might just need a break, and suggests seeing how she is once they get back.)
- 5 T (*they're running some tests to try and find out exactly what he's reacting to*)
- 6 F (Someone from the restaurant took them to the hospital.)
- 7 F (*They're going to keep him in overnight, i.e. one night*)
- 8 F (She's sympathetic and concerned and says Lachlan's health is much more important than a concert.)

5 Organise the class into pairs to discuss the questions. In feedback, elicit students' ideas, and end this stage of the lesson with a class discussion.

GRAMMAR *Supposed to be -ing* and *should* for talking about the future

Aim

to check students' understanding of how to form and use *supposed to be -ing* and *should* for talking about the future

6 Read through the information in the box as a class. Then organise the class into pairs to discuss the questions.

- Monitor and check how well students understand the explanations of meaning. Tell students to concentrate on the information they aren't sure about when checking their answers using the Grammar reference on page 179. Have a brief class feedback session and discussion and deal with queries.

Answers

- 1 a and b
- 2 c and d – they're both being positive about the future (but allowing for the possibility they could be wrong!)



Students complete Exercise 1 in the grammar reference on page 179.

Answers to Exercise 1, Grammar reference

- 1 should
- 2 going
- 3 shouldn't
- 4 is probably going to be (because it's talking about something negative. You can say *it shouldn't be that expensive* though, as this is positive.)
- 5 supposed to be having
- 6 shouldn't have
- 7 I doubt anyone will be
- 8 supposed to be playing

Optional extra activity You might want to write or show example sentences a and c from the grammar box in Exercise 6 on the board, and use the examples to highlight form and use.

Background language notes for teachers: *supposed to be -ing and should*

We use the structure *to be supposed to be + -ing* to talk about something that was arranged for the future, but which you now can't or don't want to do. Note that this is a very specific use in this context, and that there are other uses of this and similar structures which students may get confused with (e.g. *The film is supposed to be good* = People believe or say the film is good; *You're not supposed to smoke* = Smoking is not allowed).

7 This provides further controlled practice. Read out the first sentence and elicit the answer to get students started. Ask students to work individually to complete the sentences, and remind them that they may need to use negative and/or passive forms. Let students check their answers in pairs. In feedback, elicit and write the forms on the board.

Answers

- 1 should be
- 2 am supposed to be meeting
- 3 shouldn't hurt
- 4 is supposed to be having
- 5 shouldn't take
- 6 am supposed to be going, should be

PRONUNCIATION

Aim

to practise the pronunciation of the normal contracted form of *supposed to be*

8  **62** Play the recording. Ask students to listen and write what they hear. It is a good idea to play and pause each sentence, giving students time to write the words. Let students compare their answers in pairs before checking as a class.

- You could ask them to look at the audio script on page 207 of the Student's Book to check answers, or you could ask different pairs to write up one sentence on the board, which you can then analyse and correct.

62

- 1 I'm supposed to be revising for my exams tonight.
- 2 We're supposed to be playing tennis later.
- 3 I'm supposed to be cooking for my family tonight.
- 4 She's supposed to be arriving at around nine this evening.
- 5 We're supposed to be getting married next month.

9 Organise the class into pairs to practise saying the sentences and creating mini-dialogues. Model the activity first with a reliable student so that everybody understands what to do. Go round and monitor, and prompt students to use good intonation.

Possible answers

- 1 but I'd much rather go out. / but I don't really feel like it.
- 2 but I'm too tired. / but I'm actually feeling a bit rough.
- 3 but I haven't had time to do any shopping. / but I've no idea what to do for them all.
- 4 but she's just texted me to say she might be late.
- 5 but if things don't change I might call the whole thing off.

Background pronunciation notes

Note the strong stress and the weak sounds in the structure:

- 1 *I'm supposed to be (/sə'pauztəbi/) revising ...*
- 2 *We're supposed to be (/sə'pauztəbi/) playing ...*

Teacher development: using prompt drills

Using a prompt drill is a useful, fun way of consolidating form and developing students' pronunciation. Since it is a whole-class activity, it allows students to work together and notice each others' use of language. It also allows all students a chance to speak and be heard.

- Elicit and write six to eight prompts in a list on the board: *meet my friends; go for a coffee; watch the football; call my grandparents; go to the cinema; do my homework*. Choose one and produce a sentence: *I'm supposed to be meeting my friends later*. Ask the class then individuals to repeat. Then point to and say another prompt and ask different students to produce a sentence. Correct their pronunciation. Once students have the idea, vary the prompts. For example:

- T: *go for a coffee*
 S: *I'm supposed to be going for a coffee later.*
 T: *We*
 S: *We're supposed to be going for a coffee later.*
 T: *She*
 S: *She's supposed to be going for a coffee later.*
 T: *go to the cinema*
 S: *She's supposed to be going to the cinema later.*
 T: *tomorrow evening*
 S: *She's supposed to be going to the cinema tomorrow evening.*

10 Organise the class into new pairs and give them a few minutes to prepare ideas. Model the activity by giving examples from your own life.

- As students talk, go round the room and check they are doing the task and help with ideas and vocabulary if necessary.
- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

DEVELOPING CONVERSATIONS

Passing on messages

Aim

to introduce and practise using imperatives to ask people to pass on messages

- 11** Read the information in the box as a class. Point out the form (*give / send somebody + noun; tell somebody + clause; tell somebody (not) to + infinitive*).
- Ask students to work individually to order the words. Let them compare their answers in pairs.

Answers

- Give them my best regards.
- Give her a hug from me.
- Give them my apologies for not coming.
- Tell them I'm thinking of them and say hi.
- Tell her not to worry and send her my love.
- Tell him to take it easy and get better soon.
- Tell him there's no need to apologise and to look after himself. / Tell him to look after himself and there's no need to apologise.
- Give them my congratulations and tell them I can't wait to see the baby.

- 12** In feedback, have a whole-class discussion and find out what students feel uncomfortable saying.

CONVERSATION PRACTICE

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

- 13 and 14** This is an opportunity for students to roleplay making arrangements.
- Organise the class into pairs. Ask students to prepare ideas. When students are ready, tell them to act out their conversations using the prompts in the guide.
 - In feedback at the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity.

22 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

- as an alternative to the conversation practice
- instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases or structures in a controlled way before having a go themselves.
- at the end of the unit as a revision exercise.

Web research activity Ask students to research the symptoms of some common childhood illnesses, e.g. whooping cough, measles, chicken pox, mumps. In the next class, ask students to present their findings to the class.

FOREIGN BODIES

Student's Book pages 108–109

Communicative outcomes

In this two-page spread, students will talk about parts of the body and discuss medical tourism; they will use determiners to describe health care in their country.

VOCABULARY

Parts of the body and operations

Aim

to introduce and practise words to describe parts of the body and operations

- 1** Ask students to look at the diagram, and elicit any words they already know. Then read through the words in the box, asking students to repeat them to practise their pronunciation.
- Ask students to work individually to label the picture. Then organise the class into pairs to compare answers. In feedback, elicit the answers, and correct pronunciation.

Answers

- | | | |
|---------|-----------|-----------|
| 1 brain | 6 wrist | 11 elbow |
| 2 skull | 7 toe | 12 finger |
| 3 lung | 8 chest | 13 hip |
| 4 liver | 9 rib | 14 knee |
| 5 spine | 10 kidney | 15 ankle |

Background language notes for teachers

Students are sometimes confused by the silent letters used here (*knee* /ni:/ and *wrist* /rɪst/) as well as the pronunciations of *elbow* /'ɛlbəʊ/ and *ankle* /'æŋkəl/.

- 2** Organise the class into new pairs and ask them to discuss the sentences. Tell them to explain words to each other, and to use a dictionary if they need to.
- Monitor and note how well students understand the vocabulary. In feedback, check answers, and check the meaning of unknown words (see suggestions in the answer key below).

Possible answers

- ankle, hip and wrist (finger / toe also possible but less likely)
- liver, kidney (lung also possible, but less common)
- hip, knee (most common parts of body for replacement)
- brain, chest, kidney, liver (for lungs, they tend to remove a piece of the lung)
- knee, wrist and elbow (less commonly, finger / toe)
- knee, finger, wrist, toe (most likely for minor operations)

- 3** Organise the class into pairs or small groups to share experiences. It is a good idea to model the activity first by describing an operation someone you know has had.

- Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, use the opportunity to look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity 1 As a way of checking students understand the words, ask them to categorise the words in Exercise 1 under two headings: *soft* (*lung, kidney, liver, brain*) and *hard* (*spine, rib, knee, and all the other words*).

Optional extra activity 2 Ask students to add other words to the picture: *hand, shoulder, heel, heart*, etc.

Communicative activity worksheet The photocopyable worksheet on page 264 can be used at this point or at the end of the unit for further practice.

Teacher development: labelling, matching, ordering and categorising

When learning new sets of words, think about using labelling, matching, ordering and categorising to check meaning and practise the words. By setting such tasks, rather than just defining words, students are given the opportunity to show their understanding and learn by playing with the words.

- Labelling: examples of tasks you could use to practise the words in Exercise 1 involve getting students to label a diagram, to label their own body, or to take turns to label each other's bodies (e.g. one student points to their elbow and their partner says, *elbow*).
- Matching: ask students to match the words in Exercise 1 in ways that make sense (e.g. *wrist / ankle, knee / elbow, finger / toe*).
- Ordering: ask students to order the words from the top of the body to the bottom (i.e. from *brain* to *toe*).
- Categorising: ask students to organise the words into *hard* and *soft* (or *bones* and *soft tissues*), or under the headings *torso, head, leg* and *arm*.

LISTENING

Aim

to give students practice in listening and note taking; to talk about medical tourism

4 Ask students to read the fact file quickly first. Then organise them into groups to discuss the facts. Explain *dubious* (seems unlikely to be true).

- In feedback, elicit a few opinions from the class. Find out if any student has a story from their own experience of somebody travelling abroad for medical treatment.

Culture notes

- *Patients Beyond Borders* is a guidebook to medical tourism written by Josef Woodman. It provides information on medical travel destinations and on

comparative costs of medical procedures worldwide. There is also a website.

- The Affordable Healthcare Act or Affordable Care Act (ACA) aimed to make sure that more Americans could get health insurance at affordable rates. It is commonly referred to as Obamacare, and has not been accepted in all states of the US. In states where it has been accepted it has been effective in increasing access to good healthcare for lower-income families.
- Austria and Hungary are neighbouring EU countries, and have a long history of co-operation, having once been part of the same empire. The cost of living in Austria is higher.
- The World Health Organisation ranked the world's health systems in 2000. This is their top six: 1 France, 2 Italy, 3 San Marino, 4 Andorra, 5 Malta, 6 Singapore. The UK was 18th and the USA 37th. The rankings were so controversial that WHO is unlikely to do it again.

5  **63** Give students time to read through the notes and to predict what sort of information might be missing. Check difficult words (*outsource* = give work to companies or hospitals that are not part of their organisation; *boosts* = improves).

- Play the recording. Students listen and write notes. Tell them to write very brief notes – just the odd words and numbers – and to complete them fully after they have finished listening.
- Let students compare their answers in pairs. If necessary, play the recording again to help students complete the notes. In feedback, write up the missing information on the board.

Answers

- 1 X-rays (to developing countries)
- 2 Six million
- 3 prices
- 4 Malaysia
- 5 India
- 6 four billion

63

Presenter: The incredible boom in medical tourism over the last few years has been one of the more interesting side effects of globalisation. For quite some time already, we've been used to the idea of medical staff moving from country to country, while more recently many hospitals have also started outsourcing record keeping, and the reading of X-rays to developing countries in an attempt to cut costs. However, what's remarkably new is the ever-increasing numbers of patients from developed western countries who are opting to go abroad for treatment.

It's estimated that, before too long, over six million Americans and over 100,000 Britons will be travelling overseas for private medical or dental work. All done at knock-down prices. Countries such as Mexico, Jordan, Malaysia, India and Thailand all stand to benefit from a trade expected to soon be generating over four billion dollars a year. The question arises, however, as to whether this is a genuine win-win situation.

6 Organise the class into groups to discuss the negative and positive aspects of medical tourism. Start them off by eliciting one or two examples.

- In feedback, elicit a few ideas from different groups. You could write a few of the more interesting suggestions in note form on the board.

7  **64** Play the recording. Students listen and take notes. Let them compare their answers in pairs.

- In feedback, find out whether they predicted any of the ideas in the recording correctly.

Possible answers

Positive

- can get excellent treatment abroad
- some of the best doctors in the world now in Malaysia
- wide array (or *range*) of ultra-modern hospitals
- very hi-tech operations available, some only available in Malaysia
- all-inclusive packages available, e.g. treatment plus flight, hotel and holiday
- partners get looked after
- special meals available
- profits go towards providing basic health care for poor local people
- waiting lists shorter than in the UK
- private health care in the UK costs a lot

Negative

- you're taking a risk (need to do research and be careful before you book anywhere)
- some claims are fraudulent / untrue
- there are some scams / money-making schemes preying on gullible health tourists
- regulatory environment not as strict in some places as it could or should be
- some treatments are still experimental / haven't been fully developed or tested yet
- no after-care available when patients return to their home countries

64

P = Presenter, DF = Damian Frisch, CL = Cindy Leong, CS = Charlotte Staples

P: Damian Frisch is a German lawyer specialising in medical negligence cases.

DF: I don't want to be accused of causing panic. I myself have had dental work done in Poland and it was excellent. However, anyone thinking of going abroad for treatment needs to know they are taking a risk. You have to be very careful and do extensive research before making a decision. Otherwise, you are gambling with your health as well as your money. Fraudulent claims and dishonest money-making schemes are commonplace and are on the increase – and the regulatory environment in many places is not as rigorous as it should be. In addition to this, many treatments are still experimental and all too often there is no after-care as patients return to their home countries. My advice would be it's better to be safe than sorry – and if something sounds too good to be true, then it probably is.

P: Cindy Leong, the CEO of a hospital in Kuala Lumpur that's particularly popular with foreigners, acknowledges that there are some opportunistic practitioners, but that this should not detract from the reality of the change that is happening.

CL: The old stereotypes of Asia as some kind of impoverished Third World are now very outdated. We boast some of the best doctors in the world and have a wide array of ultra-modern hospitals. On top of that, a few of the operations we offer now are so hi-tech that they are actually only found in Malaysia!

In addition, we offer all-inclusive packages for visitors: we can arrange visas and flights, offer a range of special menus, look after patients' companions, even book holiday resorts for post-surgery recuperation – and all at very reasonable prices. At the same time, of course, 90% of our patients are still local – and they all benefit from our innovations. Furthermore, we ensure that a portion of our profits go towards providing at least a basic level of health care for the poor, so everyone stands to benefit.

P: Certainly, that's how Charlotte Staples, a bank clerk from Rotherham, England, feels.

CS: I had a hip replacement operation in Jordan last year and I can't speak highly enough of the place. I'd been on the waiting list in England for almost a year and I reached the point where I was becoming a very impatient patient! If I'd gone private here, it would've cost me something in the region of ten thousand pounds. As it was, I got my flight, a ten-day stay in hospital, a pioneering new surgical technique *and* a two-week holiday afterwards for just over five thousand. Sun, sand, surgery *and* savings!

8  **64** Organise the class into pairs to discuss the statements first. Check the meaning of *scam* (= a dishonest plan for making money) and *cutting edge* (used to describe new, advanced technology). Then play the recording.

- Let students compare their answers in pairs before going through them as a class.

Answers

- 1 Damian (dental treatment in Poland) and Charlotte (hip replacement operation in Jordan)
- 2 Cindy (portion of profits go towards health care for the poor)
- 3 Damian (warns about fraudulent claims and dishonest money-making schemes) and Cindy (she acknowledges there are some opportunistic practitioners)
- 4 Damian
- 5 Charlotte (was on the waiting list for ages and became 'a very impatient patient')
- 6 Charlotte (had a pioneering new surgical technique) and Cindy (talks a lot about the hi-tech set-up in her hospital)

Optional extra activity Show the following sentences on the board and ask students to notice the patterns using *anyone*. Explain that *anyone* is used to ask a general question to a group of people, or make a statement about a group of people. Ask them to translate the sentences into their own language and compare their translations.

Anyone thinking of going abroad for treatment needs to know they are taking a risk.

Anyone planning on coming should send me an email.

Anyone going to the concert tonight?

Anyone else finding this exercise difficult?

9 Organise the class into groups of four or five to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

In feedback, use the opportunity to look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity 1 Extend the information in this lesson into a class debate. One group (or two groups in a large class) have to prepare and present negative arguments for medical tourism. The other group (or groups) present positive arguments. At the end, vote on whether medical tourism is a good idea.

Optional extra activity 2 Ask students to discuss and explain some of the more interesting, idiomatic expressions from the text. Write the following on the board for discussion:

You are gambling with your health; if something sounds too good to be true, then it probably is; everyone stands to benefit; I can't speak highly enough of the place

GRAMMAR Determiners

Aim

to check students' understanding of how to use determiners before nouns to show which or how many things you are talking about

10 Organise the class into pairs and give them a moment to read through the quotes. Check the meaning of *contagious* (= a contagious disease is one you can catch from other people). Then ask pairs to discuss the questions. Have a brief feedback session and find out what students think.

11 Read through the information box as a class.

- Ask students to discuss the questions in pairs.
- Students can check their answers using the Grammar reference on page 179. Have a brief class feedback session and discussion and deal with queries.

Possible answers

- 1 a your (job), any (doctor), a (healthy attitude), every (rich man)
b no (places), many (people), most (people), all / your (enemies), the (ones), other (people), a few (difficulties)
c the (medicine), (so) much (time), (a) little (knowledge)
- 2 When it's used with another determiner (e.g. *all of your enemies*) or with a pronoun (e.g. *most of them*)
- 3 no (places to be sick)



Students complete Exercise 1 in the Grammar reference on page 179.

Answers to Exercise 1, Grammar reference

- 1 Most of patients are here because of stress.
- 2 There's been a case of meningitis at the school but it hasn't spread to **the other** students.
- 3 Each **of** the three operations lasted about five hours.
- 4 I didn't like **either** of the two treatments, personally.
- 5 Every **doctor** I saw failed to diagnose me properly. (or **None of the doctors** I saw diagnosed me properly.)
- 6 They said they had **no** record of my appointment.

Optional extra activity You might want to show or write example sentences on the board, and use the examples to highlight form and use.

Background language notes for teachers: determiners

Determiners are words, phrases or affixes that go with a noun or noun phrase to indicate what the noun is referring to. Common determiners include definite and indefinite articles, demonstratives, possessive adjectives and quantifiers. It is best to deal with problems at this level in response to errors students make. Common errors include:

- confusing *much* and (*a*) *little*, which are only used with uncountable nouns, with *many* and *a few*, which go with countable nouns
there were much people X *there were many people* ✓
- using plural forms with words like *each* and *every* that always go with singular nouns
every people X *all the people* ✓
- misusing *of*, which can only be used with other determiners such as articles or possessives
all of people X *all the people* ✓
some of friends X *some of our friends* ✓

Note that we say *no people* but *none of the people* and *every person* but *all (of the) people*.

12 Ask students to work individually to choose the correct words. Let them compare their answers in pairs. In feedback, ask students to justify their answers by explaining the grammar rule.

Answers

- 1 Every (all can only be used before uncountable nouns or with plurals)
- 2 All, any (*dental care* is uncountable)
- 3 Many, other (*much* only used before uncountable nouns; *other* because determiners don't have plural forms before plural nouns. Though it would be correct to say *and many others* (= many other nurses) *leave the profession*)
- 4 Most (don't need *of* when *most* is just followed by a noun; could say *most of the people I know*, etc.)
- 5 Both (don't need *of* unless *both* is followed by another determiner or a pronoun)
- 6 many (*many* + plural noun, *much* + uncountable noun)
- 7 less and less (*less* with uncountable – money, *fewer* with plurals)
- 8 A few (can't be *several of* – see 4 and 5 about use of *of*, though you could say *several incidents*)
- 9 cases, no (*most* + plural, not singular, *no* + singular noun to express negative meaning)
- 10 other (because *treatments* is plural)

13 Give students a couple of minutes to go through the sentences and decide which are true. Then organise the class into groups of four or five to discuss the sentences. If your students are from the same country, ask them to discuss and agree on three or four statements that are definitely true. If they are from different countries, encourage students to share opinions and experiences, and learn about each other's countries.

- Monitor and check how well students are using determiners. Make a note of any errors you pick up on.
- In feedback, use the opportunity to look at any errors regarding determiners that students made. You could write some sentences with errors on the board and ask pairs or the whole class to suggest corrections.

Optional extra activity Write a list of sentence starters using determiners on the board. For example: *Most of ... Every ... A few of ... Many ... Both of ...* Ask students to write four true and one untrue sentence about themselves using each of the determiners. Then organise the class into groups of four. Students read out their sentences. Other students must ask questions then guess which sentence is untrue.

A DOSE OF HUMOUR**Student's Book pages 110–111****Communicative outcomes**

In this two-page spread, students will read a text about the use of humour, and practise telling a joke.

READING**Aim**

to give students practice in reading for specific information

1 Start by asking students to look at the photo on page 111. Establish that it shows clowns in a hospital. Organise the class into pairs to discuss the questions. In feedback, elicit a few ideas from students.

Answers

The picture shows two people dressed as clowns talking to a patient in a hospital.

2 Give students time to read through the questions. Then ask them to read the article and answer the questions. Let them compare their answers with a partner. In feedback, ask students to justify their answers by referring back to the text.

Answers

- 1 The article supports clowns in hospitals. (The article begins by saying that many kids don't like seeing clowns' faces on the walls of hospitals. But clowning can make people laugh, which helps them recover more quickly and increases feelings of well-being for all in the hospital.)
- 2 a Not mentioned, but research shows that all 250 kids questioned preferred not to have clown faces on the walls of the hospital.
- b True (*patients who had watched a comedy film of their choice following an operation required substantially less pain medication afterwards than a control group*)
- c True (*a Norwegian study ... showed how a sense of humour reduces mortality up to retirement age*)
- d False (*Norwegian study ... stresses that laughter is not always necessary for humour to work*)
- e False (we don't know that jokes are used in stressful situations: *humour is often used by doctors and nurses to reinforce working relationships ... it enables them to cope with the stress of being surrounded by illness*)
- f Not mentioned, but the focus is too much on technical solutions and the importance of attention and warm, human contact in the healing process is lost
- g False (research actually shows the opposite: *A study that looked at how twins reacted to Gary Larson cartoons showed that a sense of humour wasn't genetic*)
- h Not mentioned in the article.

Optional extra activity You could break Exercise 2 into two activities. Ask students to read the task quickly first to answer question 1. Then ask them to read the text more carefully to answer 2a to 2h.

3 Organise the class into pairs to discuss the questions (you may wish to mix the pairs again). Go round the room and check students are doing the task and prompt them if necessary.

- In feedback, ask a few pairs to give their opinions. Use the opportunity in feedback to look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the discussion.

4 Start by eliciting the first missing word from the class. Ask students to work individually then compare their answers in pairs. Monitor and note how well students already understand these words.

- In feedback, elicit answers, check any unknown words, and drill words that are difficult to say for pronunciation.

Answers

- 1 questioned
- 2 turn (*in turn* means 'it follows that' or 'the result of this is that')
- 3 (some) evidence, impact
- 4 looked at
- 5 showed / revealed
- 6 conducted (*to conduct a survey* means to do or carry out a survey)
- 7 confirm
- 8 the value of

5 Organise the class into pairs to discuss any research they have heard about. Share any ideas with the class to model the activity. You could end this activity by asking students who know of any research to tell the class about it.

PRONUNCIATION

Aim

to practise using the correct stress and pausing when telling a joke

6 You could choose to let students have a go at saying the joke themselves, using the markings as a guide, or you could read it out first and ask students to repeat before letting them have a go.

7 Once students have prepared an ending, ask them to take turns telling jokes with a partner. Monitor and listen for good pronunciation, and for examples of good jokes to highlight later. Use mime to pre-teach *poke* and *ribs*.

8  **65** Play the recording. Students listen and note the ending. Let them compare their answers in pairs before eliciting the answer from the class. Make sure that everybody gets the joke, perhaps by poking yourself and miming a broken finger. Find out who predicted the actual ending.

65

A man goes to a doctor and says 'Doc, I think there's something wrong with me. Every time I poke myself it hurts. Look!' And he starts poking himself. He pokes himself in the leg. 'Ouch!' He pokes himself in the ribs. 'Aagh!' He pokes himself in the head and he literally screams in agony. 'Aaaaagh! You see what I mean, Doc? You see how bad it is? What's happening to me?' And the doctor replies, 'Yes, you seem to have broken your finger!'

SPEAKING

Aim

to practise telling jokes

9 Organise the class into groups of three. Give students time to find and read their jokes first, and check any unknown words.

10 Ask students to prepare and practise their jokes. Monitor and help with pronunciation and ideas for actions.

11 When students are ready, tell them to take turns telling their joke. Monitor and note errors and good uses of intonation, and note how well they pause when speaking.

Optional extra activity Here are some *doctor, doctor* jokes you could share with the students. One idea is to whisper a joke in a student's ear, and ask them to whisper it to the next student, and so on round the class. The last student must tell the joke back to the class. Find out if it still makes sense.

Patient: Doctor, doctor, I think I'm invisible.

Doctor: Well, I'm afraid I can't see you today.

Patient: Doctor, doctor, I've lost my memory.

Doctor: When did this happen?

Patient: When did what happen?

Patient: Doctor, doctor, I've only got 50 seconds to live.

Doctor: I'm busy. I'll see you in a minute.

Patient: Doctor, doctor, there's a strawberry in my ear.

Doctor: I've got some cream to put on that.

Web research activity Ask students to find their own doctor or medical jokes in English online. Tell them to find a favourite, learn the joke by heart, and be ready to tell it in the next class.

VIDEO 6: WILD HEALTH

Student's Book page 112

Aim

to provide insight into animals' ability to keep themselves healthy by selecting the correct foods; to improve students' ability to follow and understand fast speech in a video extract; to practise fast speech using strong stresses and pausing

1 Lead in to the topic by asking students to look at the photo and say what they can see. Organise the class into pairs or small groups to list similarities between animals and people. Elicit students' ideas and write up interesting ideas or pieces of language on the board.

2  **23** As students watch the video, they should note the answer. Let them compare answers in pairs.

Answers

It mentions the fact that both humans and animals seek out medication when ill.

Humans can go to the drug store (US) / chemist's, while animals self-medicate.

3 Organise the class into pairs to discuss the questions.

Answers

Self-medication means taking your own medicine to cure yourself. Animals eat certain foods or herbs depending on how they feel, or lick or wash wounds, or eat things to make them vomit. Humans, similarly, might choose to eat certain foods, use drugs or herbs, or take a hot bath, perhaps.

4  **23** Give students time to read through the notes. Check difficult words (*misconception* = misunderstanding; *curative* = having the ability to cure you or make you feel well).

- In feedback, elicit answers and write them up on the board. Note that there are different ways of expressing some of the ideas. The answer key gives the most likely answers:

Answers

- 1 self-medicate (or find medicine for themselves)
- 2 instinct
- 3 the behaviour of sick animals (or how sick animals behaved)
- 4 six or seven
- 5 Preventative
- 6 Avoidance
- 7 clay
- 8 volcanic ash
- 9 antibiotics / a course of antibiotics
- 10 infection / bladder infection
- 11 grass
- 12 combat / fight parasites
- 13 stomach infections

5 This exercise offers students the chance to relate the topic of the video to their own experiences, ideas and opinions.

- Give students time to read the question then put them in pairs to discuss it. Give them seven or eight minutes for this.
- Monitor and listen to some pairs. Help with pronunciation and ideas if necessary.
- When most students have finished, stop the class and give some feedback, either by sharing some ideas you heard with the whole class or by asking students to correct or fill in gaps in sentences you've written on the board based on what you heard students saying.

Optional extra activity For homework, you could ask students to research the topic of animal self-medication further. Begin the next lesson with a brief discussion of their findings.

Understanding fast speech

6 Tell students to work on their own for a few minutes to practise saying the extract.

7  **24** Play the recording. Students listen and compare what they said. Allow them to practise saying the extract again.

Video script **23**

Narrator: Have the sniffles? Feeling under the weather? Have an ache or a pain? Then generally, our first stop is the drug store. But this luxury is only allowed to humans. It may not surprise you to learn that the rest of the species that inhabit the planet come up with some very interesting ways of self-medication. Deep in the English countryside, animal behaviourist Cindy Engel studies a new form of biology called 'zoopharmacognosy', or animal self-medication. Cindy's dedicated the last few years of her life into compiling all of her research into a new book.

Engel: I often have people asking me whether it's just instinct and the answer is, is no. You know, I mean, the ability to seek out a well-balanced diet is incredibly complicated and they are adjusting it moment to moment.

Narrator: Engel suggests there may be examples where humans, having studied animals self-medicating, have come across benefits ourselves in drugs or chemical uses.

Engel: Early medicine was based on observing the behaviour of sick animals. It's relatively recently that we've stopped looking. Chimpanzees have already shown six or seven new compounds, previously unknown to science, many of which are incredibly important for human medicine.

Narrator: Engel's book has received enormous interest in scientific communities across Europe and North America. She's concentrated on three main areas of animal self-medication. First are curative measures, whereby animals have the ability to cure contracted ailments. Second are preventative measures, whereby animals take positive action to protect themselves from illness or parasites. And lastly are avoidance measures, where animals have the knowledge or insight to avoid toxic plants and select the right food to keep themselves on a healthy diet. Cows, for instance, have certain ways of improving their self-health.

Engel: Cattle have got a special type of stomach. They have to ferment the tough fibrous material in the grass, and fermentation requires a really carefully balanced level of acidity. And clay will, being, being alkaline, will help balance acidity for the fermentation process.

Narrator: And this is not an unconsidered part of the cow's ecology and behaviour. Some species will travel long distances, just to get to the right type of dirt. Wildebeest, in Africa, are probably the best example. They'll migrate to the volcanic ash floor, for it contains these essential minerals for lactation.

Observing wild animals self-medicating is something that's very rarely seen. But during Engel's research, she came across some ground-breaking video footage.

Engel: Well this snow leopard was, um, being treated for a bladder infection. Um, she lives in San Francisco Zoo and she had to go on a course of antibiotics and antibiotics can cause nausea. All the while she was suffering from nausea she was eating grass continuously, and when the course of antibiotics stopped, so did the grass eating.

Narrator: So, in an attempt to combat the effects of this man-made antibiotic, this wild animal has resorted to self-medication by way of a good dose of grass. Whether it is buffalo eating mud to combat parasites, or primates using plants to eliminate stomach infections, animal self-medication, or zoopharmacognosy, is an area of biology that's sure to attract much more attention in years to come.

REVIEW 6

Student's Book pages 113

Aim

to consolidate vocabulary and grammar from Units 11 and 12

Answers

1

- 1 amazes me is (the fact)
- 2 find scary is that
- 3 supposed to be meeting
- 4 You shouldn't have any
- 5 None of my friends are
- 6 they had no idea

2

- | | |
|-----------------------------|---------------|
| 1 was | 5 I bet it'll |
| 2 a long and happy marriage | 6 Most of |
| 3 It | 7 It's |
| 4 research | 8 no |

3

- | | |
|-------------|--------------|
| 1 deal | 5 experience |
| 2 supposed | 6 worries |
| 3 should | 7 number |
| 4 expecting | 8 others |

5

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

6

- automatic – T&T: cars can be manual or automatic
 a dent – T&T: damage to a car
 get cut up – T&T: if you get cut up, someone drives directly in front of
 an inhaler – H&M: you use an inhaler for asthma
 a leak – T&T: petrol might leak from a car
 in plaster – H&M: a broken arm is put in plaster
 swell up – H&M: e.g. if you have an allergic reaction your arm / face, etc. might swell up
 swerve – T&T: to avoid hitting something
 a temperature: H&M – if you're ill you may get a temperature
 a transplant – H&M: if you need a new kidney or liver, you may have a transplant

7

- | | | |
|--------------|-------------|--------------|
| 1 went | 5 swearing | 9 pain |
| 2 hitchhiked | 6 insurance | 10 operation |
| 3 through | 7 trekking | |
| 4 ran | 8 ligament | |

8

- | | | |
|--------------|-------------|--------------|
| 1 questioned | 3 unlimited | 5 returnable |
| 2 findings | 4 apologies | 6 untouched |

66 and answers to Exercise 4

- 1 We've had far fewer problems with it than we were expecting.
- 2 I don't want to cause you any trouble.
- 3 What I found strange was that there were so few people there.
- 4 It shouldn't be that hard to find accommodation.
- 5 I'm supposed to be going out later, but I don't really feel like it.
- 6 I doubt anyone will even notice it's gone.

13 LIFE-CHANGING EVENTS

SPEAKING

Aim

to set the scene and introduce the theme with a picture; to get students talking about major life events

1 Start by telling the class that in this unit they're going to be learning how to describe major life events in detail and to gossip about people and complain about annoying habits.

- Ask students to look at the photo on pages 114–115.

Ask: *What can you see?* Elicit a brief description of the photo.

- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers

The photo looks as if it was taken in the 50's or 60's and shows children on their first day at school. They are probably nervous or anxious, but may also be excited.

Optional extra activity Before doing Exercise 2, you could brainstorm life-changing events with the class. Write up useful or interesting examples and add some vocabulary that you think might be useful.

2 Ask students to find a new partner, preferably somebody they don't know well. Ask the new pairs to prepare a list of events. Monitor and help with ideas and vocabulary.

- Ask students to discuss the events in their list. Set a time limit of five minutes. Monitor and note good examples as well as incorrect examples of language use.
- In feedback, ask students what they found out about their partner. Use the opportunity to correct errors and show students better ways of saying what they were trying to say.

Answers

Life-changing events students may think of include: the first day at school, leaving school, starting university, graduating from university, first day in a new job, passing a driving test, buying a house, getting married, having a baby, getting promotion, moving house, moving abroad.

GOING THROUGH CHANGES

Student's Book pages 116–117

Communicative outcomes

In this two-page spread, students will talk about life-changing events and will practise gossiping and giving news.

VOCABULARY Life-changing events

Aim

to introduce and practise words and expressions to describe life-changing events

1 Explain to students that they are going to learn some vocabulary connected to life-changing events. Ask them to read through descriptions 1 to 10 individually first. Then organise the class into pairs to discuss them. Tell them to explain words to each other, and to use a dictionary if they need to.

- Monitor and note how well students understand the vocabulary. In feedback, check answers, and check the meaning of unknown words. There are different ways of expressing the answers. Don't expect students to use all the language below or feel you have to teach it.

Possible answers

- 1 being convicted of a crime / being found guilty of a crime / getting sent to prison / jail
- 2 dropping out – leaving college / university before graduating
- 3 a birth / giving birth / having a baby
- 4 buying your first property
- 5 dying / fighting cancer / being terminally ill
- 6 quitting a job and retraining / changing careers
- 7 a couple splitting up / breaking up / getting divorced
- 8 a couple getting together / two people starting to date / two people starting to go out with each other / a couple start seeing each other
- 9 someone (a football coach, perhaps) getting fired / sacked from his job
- 10 a wedding / getting married / a wedding ceremony and reception

2 Elicit the first answer from students to get them started. Let students compare their answers in pairs before discussing as a class. In feedback, ask questions and provide examples to check the meaning of the phrases (see comments in the answer key).

Answers

- 1 bribes (ask who else might sometimes take bribes. Ask what you call the social problem when lots of people take bribes – *corruption*. Explain the people who take bribes are *corrupt*.)
- 2 job (ask what you can do if you're offered a job – *accept it or turn it down / reject it*)
- 3 labour (ask how long people are usually in labour – could be two hours, could be 18!)
- 4 mortgage (ask what you have to do after taking out a mortgage – pay it back in *instalments*. Ask what else you have to pay apart from the actual amount borrowed – *interest*.)
- 5 cancer (ask what kind of treatment you get to fight cancer – have a *course of chemotherapy*)
- 6 counsellor (ask what counsellors do – help people with problems, e.g. a marriage guidance counsellor helps married couples who are having problems in their relationship)
- 7 day (explain it means 'decide to end or finish' – can be used to talk about ending a relationship, but also to end a meeting. *Shall we / Let's call it a day*.)
- 8 date (ask where you might go on a date – cinema, restaurant, etc. Ask how many dates before you become boyfriend and girlfriend – depends on culture / nationality.)
- 9 cup (explain you *get knocked out* in the third round / fourth round / fifth round / quarter finals / semi-finals, but you *lose* the final)
- 10 reception (ask what usually happens at wedding receptions – depends on country / culture)

3 Ask students to work individually to think of personal experiences or stories they know to illustrate the new language in Exercises 1 and 2. Provide one or two examples of your own in a live listening.

- Organise the class into pairs to talk about the events. Monitor and note how well students use the vocabulary. In feedback, you could re-tell one or two stories you heard, asking students to remind you of details. Feed back on errors or on good uses of language by students.

Teacher development: personalising new vocabulary

It is a good idea to get students to use and practise new vocabulary in personalised exercises. However, it is also good practice to get them to note down new phrases in their notebook in a personalised way.

- Ask students to choose five words or phrases from Exercise 2 that are new for them, and ask them to write personalised sentences in their notebooks. A football fan might write: *Barcelona got knocked out of the European Cup in the semi-final*. Another might write: *My brother Stepan has taken out a mortgage and bought a new house in the city*. It doesn't matter what they write so long as it is accurate and personal. Students are more likely to remember language that they can instantly use to talk about themselves and their lives.

GRAMMAR The past perfect simple and continuous

Aim

to check students' understanding of how to use the past perfect simple and continuous to emphasise something that happened before another past event that has already been mentioned

4 Read through the information in the box as a class. Then organise the class into pairs to discuss the questions.

- Monitor and note how well students can identify the structures and understand their use and form. Tell students to concentrate on the information they aren't sure about when checking their answers using the Grammar reference on page 180. Have a brief class feedback session and discussion and deal with queries.
- Ask students to compare their answers with a partner and justify their choices. You could start students off by eliciting the answer to number 1. When eliciting answers, ask why, and reiterate the basic grammar rules as you work through the exercise.

Answers

- 1 *He'd had* = past perfect simple;
He'd been struggling = past perfect continuous
- 2 subject + *had* + past participle;
subject + *had been* + -ing
- 3 past perfect simple (just once), past perfect continuous (over a period of time)
- 4 *for a while*



Students complete Exercise 1 in the grammar reference on page 180.

Answers to Exercise 1, Grammar reference

- 1 always been (*be* not really used in the continuous form), always wanted (when we use *always*, we generally use the simple form)
- 2 had been looking (= action over a period of time up to the particular point in the past), had (we use past perfect simple form to talk about *how many*)
- 3 hadn't been getting (= continuing action / feelings over period of time up to a point in the past)
- 4 I'd asked (to talk about *how many*, we use the past perfect simple form), she'd always said (when we use *always*, we usually use the past perfect simple form)
- 5 been talking (= an action over a period of time up to a particular point in the past), he'd never done (when we use *never*, we generally use the simple form)

Optional extra activity write or show example sentences from Exercise 4 on the board and use them to highlight form and use.

Background language notes for teachers:
past perfect simple and continuous

We often use the past perfect simple (*had + past participle*) and the past perfect continuous (*had + been + -ing form*) when telling news or narrating stories. The tense is used to refer back to things that happened before other events in a narrative.

- Depending on their first language, students may confuse the form with a past historic (e.g. *I had lived in Portugal when I was a child*), or they may avoid using the form, relying on and misusing the past simple form.
- Note that when we use a time marker, native speakers often avoid the past perfect because the order of events is already clear (e.g. *I went to bed after I had locked the front door* is correct, but it also correct to say, *I went to bed after I locked the front door*).
- If students have problems with the contrast between the past perfect simple and the past perfect continuous, point out that the rules of use are comparable to those for present perfect uses.
- You may wish to use a simple timeline to differentiate between these uses:

Past _____ missed bus _____ walked _____ now _____
*I **walked** to work because I **had missed** the bus.*

living in New York met June

Past >>>>>>>>>>>>>>>>>>X>>>_____now

I **had been living** in New York for a month when I **met** June.

5 Elicit the answer to the first sentence to get students started. Ask students to work individually. Let them compare their answers in pairs. Play the recording in Exercise 6 to check answers (see below).

G For further practice, see Exercise 2 in the Grammar reference on page 180.

Answers to Exercise 2, Grammar reference

- 1 had been planning, came, had (finally) gone, seemed
2 had been doing, had (never) won, was, heard,
had won
3 were driving, had been going, remembered, had left
4 had been telling, was looking forward to, stopped,
didn't know, started

PRONUNCIATION

Aim

to practise the pronunciation of *had* and *been* when using past perfect forms in continuous speech

- 6**  **67** Play the recording. Students listen and check their answers to Exercise 5. For each answer ask: *Why?* and reiterate basic rules of usage as you do so. In feedback, ask students how the speakers pronounced *had* and *been* (see notes below).
- Play the recording again. Students listen and repeat. Make sure that students are attempting to pronounce the weak sounds correctly.

Answers

- 1 had won (=single action before point in past / before time when *I found out*)
- 2 had been stealing (=stealing again and again, continuing action up to point in past when they discovered this)
- 3 had left (=single action before point in past / before time when *I realised*)
- 4 had been suffering (=suffering continuously over a period of time), hadn't told (=not even once)
- 5 had missed (=single action before point in past), had been going (=continuously, until we realised our mistake)

67

- 1 When I found out I'd won, I was speechless. I just couldn't believe it.
- 2 Apparently, they discovered she'd been stealing money from them for months.
- 3 I suddenly realised I'd left the fire on, and by the time I got back to the house, the whole place was in flames.
- 4 She'd been suffering from the illness for some time, but she hadn't told anyone about it.
- 5 We finally realised we'd missed the turning and we'd been going in the wrong direction for half an hour!

Background language notes for teachers

Had is reduced to /d/ and *been* is reduced to a short /i/ sound: /bɪn/. The strong stress is usually on the main verb.

- 7** Elicit possible responses to question 1 to get students started, then give students four or five minutes to prepare ideas. Monitor, prompt and help.
- Organise the class into pairs to take turns asking and giving responses. Monitor closely and note down any errors. In feedback, comment on good examples of language use and write up errors on the board, which you could discuss as a class.

Possible answers

- 1 He'd put on a lot of weight. / He'd been complaining about how unfit he'd been feeling.
- 2 She'd had her purse stolen. / She'd spent it all. She'd been gambling. / She'd been going out to fancy restaurants and she'd been spending lots of money on clothes.
- 3 They'd always wanted to. / They'd been talking about it for ages and in the end they just decided to give it a go. A friend of theirs had moved there and she'd been telling them how amazing it was.
- 4 He'd just lost interest in the game. / He'd been suffering from injuries far too frequently. / He hadn't been enjoying it for a while.
- 5 I'd not been working much and I'd started defaulting on the mortgage payments. / I'd been thinking about moving somewhere else for a while and in the end I just decided.

Optional extra activity Ask students to write a three-sentence story. Their story must have a beginning, middle and end, but only three sentences, and one of those sentences must be from Exercise 5. For example: *I entered the singing competition to have fun. I felt really nervous as I was singing, and forgot half the words. When I found out I had won, I was speechless.*

LISTENING

Aim

to give students practice in listening for general and specific understanding; to provide a model for the conversation practice at the end of the lesson

8  **68** Lead in briefly by writing the word *gossip* on the board, and asking students: *What celebrity gossip have you heard recently? What is the gossip in your office or college?* Elicit ideas.

- Give students a moment to read through the questions. Play the recording. Students listen and note answers. After playing the recording, ask students to work in pairs to compare answers.
- In feedback, elicit answers from the class, and write them on the board. Ask students what they heard on the recording that helped them work out the correct answers.

Answers

- Conversation 1:** because one speaker has already read the interview with this celebrity (Taylor Fox) in the magazine the other is looking at
Conversation 2: because one speaker went for a drink with the person they discuss (Ollie) last week.
- Conversation 1:** the fact Taylor Fox used to be married to Scott Blake, and the fact that Scott Blake is actually a bit of a ladies' man and has maybe been unfaithful / seeing other women
Conversation 2: the fact Ollie has left his job (at Byflix), the fact he has a new Finnish girlfriend called Leila, and the fact he's thinking of moving to Helsinki to be with her

68

Conversation 1

- A: Have you read that interview with Taylor Fox in there?
B: No. I was just having a quick flick through. Why?
A: Oh, I just thought it was interesting. Did you know she's got two adopted kids from Malawi?
B: I did, yeah. From what I've heard, she couldn't have kids of her own.
A: No, actually, as I understand it, she'd already had a son with Scott Blake.
B: She's married to Scott Blake!
A: Was. They got divorced a while back. She's with Cody Lescott now.
B: Of course! I was going to say. So, how come she split up with Scott Blake? He seems really nice.
A: That's the image, but it turns out he's a bit of a jerk. He'd been leading a bit of a double life. He was very popular with the ladies and she decided she just couldn't trust him! That's why they called it a day.

- B: You're joking! He comes across as so clean-cut and pleasant.
A: Well, apparently not. It seems – how shall I put it – that he likes to spread the love a lot!
B: Well, that's changed my opinion of him! She's better off without him in that case, then.
A: Absolutely. You should read the interview. She had quite an interesting upbringing. She just sounds very down-to-earth.

Conversation 2

- C: Have you seen Ollie recently?
D: No, not for ages. Have you?
C: Yeah, I saw him last week. We went for a drink.
D: Right. How is he?
C: Oh, he's good. Really good, actually. You know he left his job at Byflix?
D: No! Really? I was told he was doing well there.
C: He was, he was, but he'd actually been thinking about leaving for a while – basically ever since he started going out with Leila.
D: Who's Leila?
C: When was the last time you saw him?
D: It must've been about a year ago. As far as I know, he wasn't seeing anyone then.
C: Oh, maybe. Well, anyway, she's Finnish. They met on holiday. She lives in Helsinki. They were commuting between here and there more or less every two weeks, but in the end, he decided to quit his job and move there.
D: You're joking!
C: No. Apparently, she's got a really good job so they can both afford to live off her salary.
D: So he's just going to be a househusband, then!
C: Yeah, well, he said he'd sent CVs to a couple of companies, but if that came to nothing he was going to retrain as an English teacher.
D: Really? Well, that's a change for the better!

9 Organise the class into groups of four or five to discuss the questions. You could end this section with an open-class discussion, and find out what students' opinions are on one of these subjects.

Optional extra activity Ask students to find the following colloquial expressions in the audio script (Student's Book pages 208–209) and elicit what they might mean:

a quick flick through = if you flick through a magazine, it means you look through it quickly without reading anything carefully

How come ... ? = Why?

he's a bit of a jerk (very colloquial) = he's an idiot, or the sort of person you can't trust or admire

leading a double life = having a life that you keep secret – for example, being married to two people but not telling your wives or husbands, or being a postman but also, secretly, a government spy

clean-cut = used to describe somebody who looks clean and tidy or lives in a moderate and 'clean' way

(it) came to nothing = in the end, it was unsuccessful

a change for the better = an improvement

DEVELOPING CONVERSATIONS

Showing uncertainty

Aim

to introduce and practise expressions to show how sure we are that something will happen

10 Read through the information in the box as a class. Elicit other expressions students can think of to show uncertainty.

- Ask students to work individually to complete the phrases. Let them compare their answers in pairs. Monitor and note how well students understand these phrases.

Answers

1 far	4 apparently
2 As	5 told
3 from	6 according

Background language notes for teachers: showing uncertainty

All these expressions are used to suggest that the speaker is reporting what somebody has told them, or what they have read about or listened to in magazines or on the radio. The speaker is taking no responsibility for the accuracy of what is said. However, depending on how the phrases are pronounced, the speaker may imply (with falling intonation) that they broadly believe the gossip, or (with wavering, rising intonation) that they doubt the gossip.

11 Organise the class into pairs. Elicit two or three examples of gossip students could use in their conversation, then, once they have the idea, give them time to think of other ideas and note them down. Monitor and help with ideas and vocabulary.

- Ask students to improvise and practise their conversations. Monitor and ask students to practise three or four times to make sure they get lots of practise in using the new language.

Optional extra activity Ask students to write their dialogue before practising it. Tell them to take turns reading it out, then cover it up and see how much of the dialogue they can remember.

Teacher development: practice makes perfect

It is a good idea to get students to practise conversations like the one in Exercise 11 three or four times. This is because the aim of this activity is to get familiar with using new expressions, and to prepare for the more fluent speaking activity in the conversation practise section to follow.

- Give students lots of time to prepare by writing ideas and notes, or even the whole dialogue.
- Get students to practise their dialogues in pairs without being listened to, and only go over to listen, comment and correct when they are ready.
- Get students to perform their dialogues in front of the class once they have practised enough to be confident in their performance.

CONVERSATION PRACTICE

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

12 This is an opportunity to bring together the different threads of the lesson and for students to share real gossip in a roleplay.

- Organise the class into new pairs. Ask them to read and prepare their roles. When students are ready, tell them to act out their conversations using the prompts in the guide. Listen for errors, new language or interesting stories to use in feedback. Ask students to change partners two or three times if you want.
- In feedback at the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Once students have practised a few times in their pairs, ask them to stand up, and mill round the class, remembering and improvising the conversation with other students.



25 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

- 1 as an alternative to the conversation practice
- 2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases or structures in a controlled way before having a go themselves.
- 3 at the end of the unit as a revision exercise.

WORKING IT OUT

Student's Book pages 118–119

Communicative outcomes

In this two-page spread, students discuss annoying and unusual habits; they read and discuss a text about how to avoid conflict.

SPEAKING

Aim

to lead in to the topic, the grammar point and the skills activities; to discuss what students argue about, who with, and what annoys them

- 1 Organise the class into groups. Ask them to discuss the questions. Set a time limit of three or four minutes.
 - Monitor and note students' opinions, ideas and interest.
 - In feedback, elicit a few ideas from the class. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity.

GRAMMAR

be always / constantly -ing / wish and would

Aim

to check students' understanding of how to form and use present continuous with frequency adverbs and *wish + would* to express habits

- 2 Read through the example sentences and the explanation as a class. Then organise the class into pairs to discuss the questions. Monitor and note how well students already understand the use and the form of these structures.
 - Students can then check their answers using the Grammar reference on page 180.

Answers

- 1 the present continuous with *always/constantly*
- 2 *constantly / always*
- 3 *I wish + person + would / wouldn't + verb*

G Students complete Exercise 1 in the Grammar reference on page 180.

Answers to Exercise 1, Grammar reference

- 1 I wish he would tidy up sometimes (but he never does).
- 2 He never admits he's wrong! (with *never*, use present simple not continuous)
- 3 He's always trying (missing auxiliary verb *be*)
- 4 (correct)
- 5 I wish he was (when we use the verb *be* to talk about how we want someone's character to be different, we say *I wish* someone *was* or *were*)
- 6 She's always smiling (word order)
- 7 (correct)
- 8 I really wish she wouldn't go on about (*I wish* someone *would / wouldn't do something*)

Background language notes for teachers:

be always + -ing / wish and would

We generally use the present simple to talk, in a neutral way, about habits (*John washes his car every Sunday*). Choosing the present continuous with *always* expresses annoyance (*John's always washing his car – the driveway's covered in water.*) or surprise, and suggests that there is something unusual about the habit (*John's always washing his car – I don't know why!*).

- We use *wish + would* to say that you want somebody's current behaviour to be different. We can't use it to talk about ourselves (*I wish I wouldn't smoke*) or to talk about other people's appearance or characteristics (*I wish he would be tall*).

- 3 Elicit a second sentence for the first comment to get students started. Ask students to complete the sentences individually then compare answers with a partner. In feedback, elicit answers, and if students are having problems, write one or two sentences on the board and point out the form.

Answers

- 1 I wish he'd shut up and let others speak sometimes.
- 2 I wish he'd talk about something else apart from his job.
- 3 He's always buying me roses and saying he loves me.
- 4 I wish she'd lighten up a bit and have a laugh a bit more.
- 5 I wish you wouldn't take everything I say as a personal attack. (or You're always taking everything I say as a personal attack.)
- 6 My dad's always letting her get her own way. (or I wish my dad wouldn't always let her get her own way.)

- 4 Elicit a few ideas. Then ask students to prepare their own ideas individually. Let students compare in pairs before eliciting ideas from the class.

Possible answers

- 1 He's very ambitious. He's always planning his next big career move. / He's always studying and reading about how to succeed in business.
- 2 She's very competitive. I wish she'd let her brother win every now and then. / I wish she'd learn how to be a better loser.
- 3 She's very generous. She's always giving us things. / She's always buying things for the kids.
- 4 He's so mean. I wish he would spend a bit more money every now and then, it's not like he can't afford to. / He's always pretending he's got no money, but we all know he has.
- 5 She's very polite. She's always saying *please* and *thank you*. / She's always holding doors open and giving her seat to old people on the bus.
- 6 He's so selfish. I wish he'd learn to share. / I wish he'd think of other people a bit more often.

- 7 He's so stubborn. I wish he'd listen to reason a bit more often. / I wish he'd realise he isn't always right. / He's always insisting his way is the best – even when it's obvious it isn't!
- 8 She's so vain. She's constantly checking that she looks OK. / I wish she wouldn't spend all her time thinking about her appearance.

5 Organise the class into pairs to prepare comments using the structures. Monitor and prompt with ideas and vocabulary. This activity is still very much accuracy practice so be prepared to prompt and correct students, and to make sure they use these new structures correctly.

G For further practice, see Exercise 2 in the Grammar reference on page 181.

Answers to Exercise 2, Grammar reference

- 1 He's constantly interrupting her when she's talking.
- 2 I wish she wouldn't play her music so loud while I'm trying to study.
- 3 I wish he wouldn't speak to me as if I were / was a child.
- 4 I really wish he wasn't so mean and that he wouldn't buy the cheapest things all the time.
- 5 They're always joking and messing around.

READING

Aim

to give students practice in reading and responding to information in a text; to develop students' ability to scan a text for specific information

6 Start by eliciting from students the types of people who are often in conflict (e.g. parents and kids, siblings, classmates, students and teachers, bosses and employees, colleagues, teammates). Ask students to read the questions briefly first before reading the introductory text and noting answers.

- Organise the class into groups of four or five to discuss the questions.
- In a brief feedback session, pick up on any interesting ideas that students may have.

7 Give students a moment to read through the headings. Check any key vocabulary in the questions (*flashpoints* = situations in which conflict may easily and suddenly happen; *mind your language* = be careful about what you say).

- Ask students to read the text and match the headings to the paragraphs. Let students compare their answers with a partner before discussing them as a class.
- In feedback, elicit answers from different pairs, and ask them to quote or refer to the lines in the text that helped them.

Answers

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

8 Start by eliciting the sentence to match sentence 1 from the class. Then ask students to work individually or in pairs to find the other answers. Let students compare their answers in pairs before going through them in a whole-class feedback session.

Answers

- 1 Resorting to personal abuse will then only make matters worse.
- 2 When you get in touch, don't go over old ground again.
- 3 Remember that gestures and facial expressions can provide warning signs that you're rubbing someone up the wrong way, ...
- 4 Don't get stuck defending an unreasonable position just for the sake of not losing face.
- 5 Setting children boundaries or standing up for yourself is sometimes necessary.
- 6 Don't raise your voice.
- 7 ... try to put off sensitive topics of conversation till later on in the day when you will be naturally less tense.
- 8 When it comes down to it, differences in gender, generation, character or nationality may produce a different perspective to yours, and one that is equally valid.

9 Organise the class into pairs to discuss the statements. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Students could also discuss the following personalised topics relating to this topic:

What boundaries did your parents set when you were a child?

Have you ever had to really stand up for yourself? What happened?

How easy is it to 'push your buttons'? What are 'your buttons'?

Have you ever lost face? What happened? How did you feel?

When did you last fall out with someone? Why? How was the situation resolved?

FROM THE CRADLE TO THE GRAVE

Student's Book pages 120–121

Communicative outcomes

In this two-page spread, students will discuss rites and ceremonies, and listen to people talking about ceremonies in different cultures; they will discuss values and concepts.

SPEAKING

Aim

to discuss rites and ceremonies from the students' own personal experiences

- 1 Organise the class into pairs or small groups. Ask them to discuss the questions. Set a time limit of three or four minutes.
 - Monitor and note students' opinions, ideas and interest.
 - In feedback, build up a list of interesting or unusual rites on the board. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

LISTENING

Aim

to give students practice in listening to people describing rites and ceremonies, and to practise listening for specific information

- 2 Organise the class into pairs to discuss the words. Decide how long you wish students to speak for, and set a time limit. Here, five minutes is probably about right. Monitor what students are saying to gauge their knowledge of the words. Answers are checked in Exercise 3.
- 3  69 Play the recording. Students listen and note answers. Let them compare their answers in pairs. Feed back on the students' answers, and check that students have understood the words in Exercise 2.

Answers

- 1 a wedding: there was a lot of singing during the **reception**; Anyone could make a **toast** and speak. And when the **groom** left the room for whatever reason, male guests would leap up and kiss the bride; when the couple exchange **vows**, the person who says 'I do' ...
- 2 a coming-of-age ceremony: Everyone who **turns 20** that year is invited to a big reception; The girls wear **traditional** Japanese **outfits**; there's a lengthy speech by the local **mayor**; Family and friends usually **gather** outside the town hall
- 3 a funeral: the funeral company usually **preserves** the body so it can be displayed in the **coffin**; everybody can pay their **respects**; we also visit the **graves** of loved ones

- 4 a birth: the father brushes a mixture of honey and butter on the babies **lips**; He then whispers special holy words as a **blessing** for his future life; I had quite a difficult **labour**; a priest consults an **astrological chart** to find the position of the stars

69

- 1 I went to a wedding in Sweden last year. It wasn't so different to weddings I've seen, but the odd thing was: firstly, there was a lot of singing during the reception, which I joined in even though I'm tone deaf! Then there were lots of speeches. Anyone could make a toast and speak. And when the groom left the room for whatever reason, male guests would leap up and kiss the bride. Another thing I discovered is that when the couple exchange vows, the person who says 'I do' loudest is supposed to be the one who'll wear the trousers in their marriage.
- 2 Here in Japan, the second Monday in January is called *Seijin No Hi* – Coming-of-Age Day. Everyone who turns twenty that year is invited to a big reception organised by the local authority to mark the fact they're now legally adults. The girls wear traditional Japanese outfits, worth thousands of pounds, which is why most girls just hire them for the day. The guys usually wear suits, but some do dress more traditionally too. At the reception there's a lengthy speech by the local mayor to congratulate them and remind them of their new responsibilities and small gifts are handed out to everyone. Family and friends usually gather outside the town hall to take photos. Then we go out and party the night away.
- 3 People here find death an awkward subject. In Puerto Rico, I think we have a healthier, more open attitude. When someone dies, the funeral company usually preserves the body so it can be displayed in a coffin. However, recently there's been a trend to dress the bodies and place them in a themed setting, such as sitting on their motorbike. The body's on display at least two days so everybody – friends, family, neighbours, children and adults – can pay their respects and take photos with the body before it is buried. This is all part of celebrating their life and the photo is an important record of the event. It's part of a person's history and honouring the dead is very important, which is why we also visit the graves of loved ones every year.
- 4 I have just had my first baby, Aadit. Family is core to the Hindu faith so there are several rites connected to birth and children. Right after the birth, the baby is washed and then the father brushes a mixture of honey and butter on the baby's lips. He then whispers special holy words in the baby's right ear as a blessing for his future life. I had quite a difficult labour but seeing my husband do that was so beautiful, I immediately forgot all the pain and exhaustion. We didn't actually name the baby till ten days

after the birth, because a priest consults an astrological chart to find the position of the stars and choose the initials of the name. Later in the year we'll mark other events like the baby's first trip outside and the first time he has solid food.

- 4**  **69** Play the recording again. Students listen and note whether the answers are true or false. Let students compare their answers with a partner. In feedback, ask students what information in the text helped them reach their answers.

Answers

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

- 5** Organise the class into pairs to discuss the questions. Monitor and note how well students have understood the listening and can express their views. In feedback, elicit students' ideas and opinions.

Optional extra activity Give students a short talk about a rite or celebration in your country, or about an event such as a wedding that you have attended.

VOCABULARY Values and concepts

Aim

to learn how to organise a presentation, and to introduce and practise words and phrases used in presentations

- 6** Read through the information in the box as a class. Then ask students to work individually to complete the quotations. Let students compare their answers in pairs. Monitor and note how well students do the activity. In feedback, concentrate on answers students weren't sure of.

Answers

1 love	5 compromise
2 responsibility	6 justice
3 Honesty	7 integrity
4 ambition	8 courage

- 7** Organise the class into groups of four to prepare their list. In feedback, build up a class list of values and concepts on the board.

Possible answers

diplomacy, tact, cunning, understanding, tolerance, sympathy, wisdom

- 8** Organise the class into pairs to discuss the questions. In feedback, extend this into a class discussion and find out which core values are important to most students in the class.

Possible answers

a doctor: honesty, integrity, responsibility, tact, sympathy
a soldier: courage, responsibility
a school: honesty, wisdom
a business: ambition, honesty, integrity, responsibility

- 9** Ask students to work individually or in pairs to prepare their own quotation. Monitor and help with ideas. When students are ready, ask different individuals or pairs to read out their quotation.

- You could have a class vote to see which quotation is the best, or you could ask students to write out their quotations on card in large letters, so that you can put them on the classroom walls.

Optional extra activity Divide the class into groups. Ask them to design a poster which displays the key values and concepts of your class or your school.

Web research activity Ask students to find out about the rites and rituals connected to births, weddings or funerals in a country of their choice. For example, they might choose weddings in India, or funerals in Brazil. Ask students to present their findings to the class in the next lesson.

Communicative activity worksheet The photocopyable worksheet on page 265 can be used for further practice of the language in the unit.

14 BANKS AND MONEY

SPEAKING

Aim

to set the scene and introduce the theme with a picture; to get students talking about their attitude to money

- 1 Start by telling the class that in this unit they're going to be learning how to describe problems connected to personal finances and banking.
 - Ask students to look at the photo on pages 122–123. Ask: *What can you see?* Elicit a brief description of the photo.
 - Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
 - In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers

The photo shows a traditional Cypriot wedding, where the bride is decorated with money to bring prosperity.

Optional extra activity Before doing Exercise 2, you could write *money* on the board and brainstorm words students know connected with money – make sure you include *invest*, *get into debt* and *earn money* as they are used in Exercise 2.

- 2 Ask students to find a new partner, preferably somebody they don't know well. Ask the new pairs to discuss the questions. Monitor and help with ideas and vocabulary. Set a time limit of five minutes. Monitor and note good examples as well as incorrect examples of language use.
 - In feedback, ask a few students to report to the class what they found out about their partner. Use the opportunity to correct errors and show students better ways of saying what they were trying to say.

MONEY TROUBLES

Student's Book pages 124–125

Communicative outcomes

In this two-page spread, students will talk about money problems and will practise apologising and offering explanations.

VOCABULARY Money problems

Aim

to introduce and practise words and expressions to describe money problems

- 1 Explain to students that they are going to learn some vocabulary connected to money problems. Ask them to read through sentences 1 to 8 individually first. Then organise the class into pairs to match the words to the sentences. Tell them to explain words to each other, and to use a dictionary if they need to.
 - Monitor and note how well students understand the vocabulary. In feedback, check answers, and check the meaning of unknown words.

Answers

- | | |
|-----------------------|----------------------|
| 1 limit, charges | 5 budget, debt |
| 2 currency, inflation | 6 account, insurance |
| 3 cash flow, credit | 7 market, bailout |
| 4 savings, pension | 8 credit card, loan |

- 2 Elicit the first answer from students to get them started. Let students compare their answers in pairs before discussing as a class.

Answers

- 1 have a £250 overdraft limit / go over it (my limit) / pay £80 in charges
- 2 the currency collapsed / inflation rocketed
- 3 have cash flow problems / extend them credit
- 4 economy has collapsed / wipe out their savings / live on the state pension
- 5 manage a budget / get (yourself) into debt
- 6 hacked into my account / took money / claim it (the money / the stolen thing) back on insurance
- 7 write off billions (in bad loans)
- 8 run up huge debts / affected her ability to ... / take out a loan

Optional extra activity Ask students to use a learner dictionary to find and check the collocations. Alternatively, use the following definitions and explanations:

overdraft = an agreement with the bank that allows you to spend more money than you have in your account
go over your overdraft limit = to spend more money than your bank has agreed, after the money in your account has been spent

collapse = fall dramatically; *rocket* = rise dramatically
cash flow problems = not have enough cash to pay suppliers, etc.
wipe out savings = lose all your savings very quickly
hack into an account = go into an account illegally online
write off billions = accept that you have lost billions
run up debts = get into debt over a period of time by constantly borrowing money you can't pay back

Teacher development: using learner dictionaries

- Learner dictionaries are a useful way of empowering students to find out about new words and collocations for themselves. They also reveal aspects of pronunciation and use, part of speech, common collocations, and give sentence examples.
- Find out what dictionaries your students are using, and recommend a good learner dictionary if they haven't got one. Bring in a class set of learner dictionaries for students to use when doing this exercise.
- To check the words and collocations in Exercise 2 above, ask students to decide first what they want to find out about the words, e.g. to find out where the strong stress is in *economy* or *collapse*, to find out the meaning of *rocket* as a verb, or what words collocate with *inflation* or *credit*. Allow them to work in pairs to find the information in learner dictionaries, and to report back to the class.
- Another thing you might do is ask students to find as many uses and collocations as they can for the phrasal verbs in the exercise: *go over*, *wipe out*, *live on*, *get into*, *hack into*, *write off*, *run up*, *take out*.

3 Ask students to work individually to think of personal money problem stories they know. You could show them what to do by providing one or two examples from your own experience in a live listening.

- Organise the class into pairs to discuss the questions. Monitor and note how well students use the vocabulary. In feedback, you could re-tell one or two stories you heard, asking students to remind you of details, or you could feed back on errors or on good uses of language by students.

LISTENING

Aim

to give students practice in listening for general and specific understanding; to provide a context for the grammar point

- 4**  **70** Give students a moment to read through the questions. Play the recording. Students listen and note answers. After playing the recording, ask students to work in pairs to compare answers.
- In feedback, elicit answers from the class.

Answers

Conversation 1

- 1 to open a bank account
- 2 He has no proof of address.
- 3 He opens an account for a trial period.

Conversation 2

- 1 some Venezuelan currency
- 2 The bank doesn't have any Venezuelan currency.
- 3 He buys US dollars.

70

Conversation 1

- A: Hi. I'd like to open a bank account, please.
 B: Certainly. Do you have some form of identification with you?
 A: Yes, I've got my passport here. Is that OK?
 B: Yes, that's fine, but we also need proof of your current address. Do you have a utility bill – a gas bill or electricity bill or anything – with you?
 A: No, I don't, I'm afraid. You see, I'm not directly paying bills at the moment. I'm living in a shared house, a student house, and I just pay a fixed amount every month.
 B: OK. Well, do you have any proof of income or a National Insurance number at all?
 A: No. No, I don't. I told you. I'm a student. I'm not working. I have my passport, my driving licence from back home, three cheques I want to deposit and this letter from my uni.
 B: Oh, can I just have a quick look at that? Ah. OK, I see. Right, well this should be fine. What kind of account were you after?
 A: Just a normal current account.
 B: OK. Well, what we can do is give you a three-month trial period on a current account, which will cost you £10 a month, and if you do decide to stay with us after that, the £30 will be refunded.
 A: OK. Well I guess that's fair enough.
 B: Great, so if you could just fill out these forms ...

Conversation 2

- C: Hi. I'm flying to Caracas and I need to get hold of some Venezuelan currency. I'm not sure what it's called, I'm afraid.
 D: No problem. I'll just check for you. Yes, there we are. It's the bolivar. How much are you looking for?
 C: I'm after about £500 worth, please.
 D: I'm not sure if we actually keep that currency in stock. Let's see. I'm awfully sorry, Madam, but I'm afraid you're out of luck.
 C: Oh, OK, that's a bit annoying.
 D: We do have reserves of the less popular currencies from time to time, but more often we tend to order them in.
 C: Right – yeah, I won't have time.
 D: I'm terribly sorry. Would US dollars do? As I understand it, they're often accepted instead of the local currency. Otherwise, I'm sure you can just change money once you arrive or make a withdrawal from a cashpoint there.
 C: In theory, yes, but I've been caught out before thinking that. Maybe I'll get some dollars just to be on the safe side.
 D: Of course. How much would you like?

- C: I'll take 300, please.
 D: OK. That'll be £206.75.
 C: Really? What's the exchange rate?
 D: We're currently selling at 1.48 to the pound and then there's 2% commission on all transactions.
 C: Right. Well, that's slightly more than I was expecting, I must say. Can I pay by Visa?
 D: Yeah, of course. Just pop the card in there. And just enter your PIN number. Thanks.

- 5**  Give students time to look at the statements first, and to decide whether they are true or false, based on what they can remember from the first listening. Play the recording. Students listen and complete their answers. After playing the recording, ask students to work in pairs to compare answers.
- In feedback, elicit answers from the class. Ask students to justify their answers by referring to what they heard in the listening text.

Answers

- 1 F
- 2 T
- 3 T (three cheques I want to deposit)
- 4 F (pay £10 / month which is later refundable if all is fine)
- 5 T
- 6 F
- 7 F (that's slightly more than I was expecting)
- 8 F (2%)

Teacher development: handling feedback

Handling feedback to a reading or listening exercise is an important part of the lesson. If you take too long, it can make the pace of a lesson drag. If you don't go into enough detail, students may be unclear about answers. Here are some suggestions about how to handle feedback.

- Let students compare answers in pairs before you take feedback. That way, you can monitor and find out what problems they have before doing the feedback, and it gives students confidence to answer.
- Write up answers on the board (as long as they are short) so that students can see and note them.
- Ask students to justify answers by referring to what they heard in the text.

- 6** Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Tell the students about an interesting bank experience you have had – the day you opened your first bank account, for example.

GRAMMAR Passives

Aim

to check students' understanding of how to use different passive forms

- 7** Read through the examples in the box as a class. Then organise the class into pairs to discuss the questions.

- Monitor and note how well students can describe the construction and understand the reasons for use in each case. Tell students to concentrate on the information they aren't sure about when checking their answers using the Grammar reference on page 181. Have a brief class feedback session and deal with queries.

Answers

- 1 a (refund / amount is more important than the person refunding)
 b (we don't know who the doer is, and it's unimportant)
 c (the doer could be anyone and we're more interested in the acceptability of the dollars)
 d (who or what caught him out in each case is unimportant)
- 2 *be* (in different forms) + past participle
- 3 Students' answers (you might want to prompt some ideas – e.g. present tense?)



Students complete Exercise 1 in the Grammar reference on page 181.

- Ask students to compare their answers with a partner and justify their choices. When checking answers, ask *Why?* and reiterate the basic grammar rules as you work through the exercise.

Answers to Exercise 1, Grammar reference

- 1 is being updated (*at the moment* – present continuous)
- 2 is sent (*at the end of every month*, regular routine – present)
- 3 has been repeatedly exceeded (*repeatedly / over recent weeks* – present perfect)
- 4 had already been transferred (*before yesterday* – past perfect)
- 5 was rejected (*three times yesterday*, fixed time in past – past simple)
- 6 hasn't been signed (*yet* – present perfect)
- 7 was being forwarded (*up until last week*, continuing situation – past continuous)
- 8 was sent (*on the 28th of last month*, fixed time in past – past simple)
- 9 will be contacted, has been made (future, and present perfect for completed action in the future following *as soon as*)

Optional extra activity You might want to show or write example sentences from Exercise 6 on the board, and use them to highlight form and use.

Background language notes for teachers

Passives are formed with *to be* + past participle.

- We only use the passive when we are interested in the object or when we do not know who caused the action.
- We can only form a passive sentence from an active sentence when there is an object in the active sentence.
- Common situations when we use passives include formal language when we want to be impersonal (*My CV is enclosed*), historical texts (*Warwick Castle was built in the twelfth century*), news stories (*A Hollywood star has been arrested*), and processes (*The coffee is ground and put in bags*).

8 Elicit the verb form for the first gap to get students started. Ask students to work individually to complete the sentences, then compare answers in pairs.

- In feedback, ask students to justify their answers.

Answers

- 1 had been copied (unknown time before point in the past)
- 2 process
- 3 called
- 4 had been blocked (at unknown time before point in the past)
- 2 1 ran up
- 2 went
- 3 were made
- 4 repossessed
- 5 was left (a series of events at time in the past, *last year, so past simple is used*)
- 3 1 being involved (verb following a preposition)
- 2 transferred
- 3 was arrested
- 4 be sentenced
- 5 denies / denied / has denied / is denying (all possible)

DEVELOPING CONVERSATIONS

Apologising and offering explanations

Aim

to introduce and practise expressions for apologising and offering explanations

9 Read through the information in the box as a class.

- Ask students to work individually to put the words in order. Let them compare their answers in pairs. Monitor and note how well students understand these phrases. Answers are checked in Exercise 10.

PRONUNCIATION

Aim

to practise the strong stresses and weak sounds when offering explanations

10  **71** Play the recording. Students listen and check their answers to Exercise 9. In feedback, ask students where the main stresses are in each sentence.

- Play the recording again. Students listen and repeat. Make sure that students are attempting to stress the main stresses and pronounce the weak sounds correctly.

71 and answers

- 1 I'll look into the matter at once.
- 2 The computers are being very slow today.
- 3 There must've been some kind of mix-up.
- 4 I'm afraid our system is down at the moment.
- 5 I'm afraid there's absolutely nothing we can do.
- 6 I'm afraid I'm not authorised to make that decision.
- 7 I'll have a word with my manager and see what I can do.

Background language notes for teachers

Note that prepositions such as *of* and *at*, articles such as *a* and *the*, and auxiliary verbs such as *are*, *can* and *have* ('ve), are pronounced weakly, using an /ə/ sound.

11 Organise the class into pairs to take turns saying and responding to the sentences. Model the activity with a strong student first so that students get the idea. Monitor closely and note down any errors. In feedback, comment on good examples of language use and write up errors on the board, which you could discuss as a class.

CONVERSATION PRACTICE

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

12 Organise the class into new pairs. Tell them to decide who is A and who is B, and prepare their roles.

13 When students are ready, tell them to act out their conversations. Listen for errors, new language or interesting ideas to use in feedback.

- In feedback at the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity.



26 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

- 1 as an alternative to the conversation practice
- 2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases or structures in a controlled way before having a go themselves.
- 3 at the end of the unit as a revision exercise.

Web research activity Ask students to go to an English banking website, e.g. NatWest, HSBC, Barclays, and find out how to open an online bank account, order a credit card, get a loan, and take out a mortgage.

MADE OF MONEY

Student's Book pages 126–127

Communicative outcomes

In this two-page spread, students discuss annoying and unusual habits; they read and discuss a text about how to avoid conflict.

SPEAKING

Aim

to lead in to the topic, and the reading text; to discuss Chinese sayings

- 1 Ask students to read the sayings first and decide what they mean. You may wish to monitor and help with vocabulary and any explanations if necessary.

Answers

- 1 This warns people who want to change a situation without thinking of the possible negative consequences.
- 2 However long your journey, or however big and impossible the change you want to make, it starts with just one step, or action. This is also often rendered as: *A journey of a thousand miles starts with a single step.*
- 3 Ambitious people forget where they come from in life.
- 4 This reminds us that it is important to pay attention to both the practicalities of life (having food to eat) and the beauty of life (flowers).
- 5 We need the basic things in life (this could be family, home, friends, etc.) before we can enjoy life and make something of life.
- 6 This encourages the idea that we should work together and live in harmony.
- 7 Learning and having a useful skill is more important than being rich.
- 8 We should only take what we need – we shouldn't be greedy.
- 9 This is like saying that money can't buy you a long life or happiness.

- 2 Organise the class into pairs and ask them to discuss the sayings. Set a time limit of five or six minutes.

- Monitor and note students' opinions, ideas and interest.
- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

READING

Aim

to give students practice in reading and responding to information in a text; to develop students' ability to work out the meaning of words in context

- 3 Start by asking students to look at the illustrations on the page with the reading text, and asking: *What sort of story is this? What do you expect it to be about?* Elicit ideas. Ask students to read the folk tale and decide on their answers to the questions. Let students compare and discuss the questions in pairs or small groups.

- In feedback, elicit answers from the class. Ask students to refer to what was written in the text to back up what they say.

Possible answers

- 1 Someone seems to be trying to communicate with and help the woodcutter; it tempts the woodcutter to investigate; it's a plot device!
- 2 The old man wants to teach him the lesson not to be greedy, or that appearances can be deceptive, or that he needs to be disciplined. It prepares him for the rule that will be given.
- 3 It brought them wealth and security, a chance to build a house and do other things, but it also created arguments between the couple, encouraged greed.

- 4 Organise this activity by asking students to look at the sentences for a minute or two first, and then discuss with a partner which literary words match the words in italics. When students have recalled as many words as they can, tell them to scan the text and check or improve on their answers.

- In feedback, elicit answers from different pairs, and check that students understand all the words.

Answers

- 1 vanished
- 2 conceal himself
- 3 descended
- 4 came to a halt, peered
- 5 chuckled (to himself)
- 6 ushered, sparkling
- 7 crammed with
- 8 clinging

- 5  Start by asking students to decide on the ending in pairs. Elicit two or three ideas, but don't confirm or deny at this stage.

- Play the recording. Students listen and compare their ending with the one on the recording. In feedback, ask students to summarise the ending, and to say how their endings were different.

Answers

Basically, the woodcutter breaks the rule and ends up with nothing.

72

The husband bought bricks and hired builders. Before too long, the pile of silver was almost gone, but their mansion remained unfinished. The husband decided to see if the moneybag would produce more silver, so without his wife's knowledge, he opened the bag for a second time that day. Instantly, another lump of silver rolled out. He opened it a third time and received a third lump.

He thought to himself, 'If I go on like this, I can get the house finished in no time!' He completely forgot the old man's warning. However, when he opened the bag a fourth time, it was empty. This time not one bit of silver fell out. It was just an old cloth bag. When he turned to look at his unfinished house, that was gone as well. There before him was his old hut with its leaking roof.

The poor man fell to his knees in despair, crying 'How I wish I'd never opened that bag. Now everything is lost.' His wife came over to comfort him, saying, 'Not all is lost. We still have each other. Let's go back to the mountain and cut firewood like we did before. That's a more reliable way of earning a living.'

And from that day on, that's exactly what they did.

6 Organise the class into groups of four or five to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity.

Possible answers

The story deals with greed (the man takes more than he really needs, and loses nearly everything), poverty (although they have very little, the wife thinks at the end that they will be better off with their old way of life), dignity (although they are poor they are self-reliant and independent, and they have each other; they show more dignity in this situation than when they have more money and argue and worry about what to spend it on).

GRAMMAR wish**Aim**

to check students' understanding of how to use wish to refer to current situations that can't be changed and regrets about past situations

7 Read through the example sentences and organise the class into pairs to complete the rules. Students can then check their answers using the Grammar reference on page 181.

Answers

- 1 past simple
- 2 past perfect (*had* + past participle)

G

Students complete Exercise 1 in the Grammar reference on page 181.

Answers to Exercise 1, Grammar reference

- 1 didn't have to
- 2 had thought
- 3 would cut
- 4 had booked
- 5 could have come

Background language notes for teachers

We use *wish* + past simple to talk about a situation that you want to be different but can't change (*I wish I had a nice house* = I want a nice house, but I don't have one). We use *wish* + *had* + past participle (past perfect) to express regrets about the past (*I wish I had bought a house* = I didn't buy a house and I feel sorry that I didn't do this in the past).

- Students often use the present and past forms incorrectly here, as it seems counter-intuitive to go one tense back. So, *I wish I live in a bigger house* or *I wish I stayed at school when I was sixteen* are common errors.
- Concept check questions are useful ways of checking meaning here. Write this sentence on the board:

I wish I'd never opened the bag.

Ask students these questions:

Did he open the bag in the past? (yes)

How does he feel about it now? (sorry – he regrets it)

8 Elicit the correct form for sentence 1 to get students started. Ask students to complete the sentences individually then compare answers with a partner. In feedback, elicit answers, and, if students are having problems, write one or two sentences on the board and point out the form and use again.

Answers

- 1 I hadn't taken out (*I needed the cash* – past situation)
- 2 didn't have to (*I've got no choice* – present situation)
- 3 I'd stuck (*old job* – past situation)
- 4 was better (needs to be better now to afford to go away in the future)
- 5 could pay (*still waiting* – present situation)
- 6 you'd said (*might not have made* – past situation)
- 7 was (*I know there isn't* – present situation)
- 8 I'd never started (refers to starting something in the past that led to the present situation)

9 Give an example explanation for sentence 1 in Exercise 8 (e.g. *the person took out a loan – possibly with a company that charged a lot of interest. They may well still be paying the loan back now!*). Then ask students to prepare their own ideas individually. Let students discuss what actually happened in pairs and elicit ideas in feedback at the end.

Possible answers

- 1 The person needed the money so urgently they had to use an expensive loan company.
- 2 The speaker has to do something unpleasant – perhaps sell a possession they like because they are short of money, or tell someone that they have lost their job, or give somebody other bad news.
- 3 The speaker is in a new job they don't like, or possibly unemployed, and they think they would be happier or better off in the old job.
- 4 The speaker regrets not being able to manage money better as they would be able to do more.
- 5 The speaker is offering an excuse for not paying a debt. It could be a tenant talking to a landlord.
- 6 The speaker is criticising a friend for not telling her something – perhaps the speaker was complaining about someone without realising that the person (or their husband / wife / best friend) was standing behind them.
- 7 The speaker regrets not having the words in a difficult situation – perhaps she is speaking to someone who has lost their job, ended a relationship, etc.
- 8 The speaker regrets starting something difficult – perhaps a course of studies that is too hard.

10 Ask students to write their wishes individually. Make sure they all have a small sheet of paper that they can easily exchange, and elicit one or two possible wishes to get students started.

11 When students are ready, organise the class into pairs. Tell them to take turns discussing each other's wishes. Monitor and prompt with ideas and vocabulary. This activity is still very much accuracy practice so be prepared to prompt and correct students and to make sure they use these new structures correctly.

Optional extra activity Write on the board: *Ten years ago, I wish I'd known that...* Tell the class three or four things you wish you'd known, e.g. *I wish I'd known that it was important to study*, or *I wish I'd known that I didn't need to try to be cool*. Ask students to prepare and share things that they wish they'd known ten years ago.

Communicative activity worksheet The photocopiable worksheet on page 266 can be used at this point or at the end of the unit for further practice.

THE LUCK OF THE DRAW**Student's Book pages 128–129****Communicative outcomes**

In this two-page spread, students will listen to a debate about lotteries and prepare and take part in a debate; they will practise using metaphors.

SPEAKING**Aim**

to lead in to the topic and the reading text; to discuss lotteries

- 1** Organise the class into pairs to read the facts about lotteries and discuss the questions.

Culture notes

The UK National Lottery was launched on 14 November 1994. The first draw took place on 19 November 1994. Since its launch, the National Lottery has raised over £31 billion for good causes. Seventy per cent of the population play the lottery. National lottery funding contributed £2.2 billion towards the cost of staging the 2012 Olympics.

PRONUNCIATION**Aim**

to practise the pronunciation of numbers

- 2**  **73** Play the recording. Students listen and find the numbers in the fact file. Ask students to practise saying the expressions.

Answers

- 1 28%
- 2 the 17th century
- 3 \$370,900,000

73

- 1 28 pence out of every pound
- 2 the sixteen hundreds
- 3 370.9 million

Background language notes for teachers

Note the strong stress (underlined): *twenty eight pence out of every pound; the sixteen hundreds; three hundred and seventy point nine million.*

- 3**  **74** Organise the class into pairs to discuss the figures and think of different ways of saying them. Monitor and note their ideas, but don't confirm or correct anything at this stage.

- Play the recording. Students listen and repeat. In feedback, write up ways of saying the numbers on the board, and go through any useful rules (see notes below).

74 and answers

- 1 three point seven million
three million seven hundred thousand
- 2 fifteen hundred
one and a half thousand
- 3 nought point nought two
two hundredths
- 4 two thirds
two out of three
- 5 forty percent
two fifths
- 6 minus ten degrees
ten below zero

Background language notes for teachers: numbers and fractions

With long numbers, we only use *and* after the word *hundred*, so 1,237,481 is read as *one million, two hundred AND thirty seven thousand, four hundred AND eighty-one*. We can express fractions in many ways, e.g. $1\frac{1}{2}$ = *one and a half* or *one point five*; $\frac{3}{4}$ = *three quarters*, *three out of four*, or *seventy five per cent*.

- 4**  **75** Play the recording. Students listen and note the numbers. Let them compare their answers in pairs before discussing them in feedback.

Answers

- 1 one in 13,983,816, 49
- 2 (just under) one fifth
- 3 1.4 million, £500
- 4 0.015%
- 5 $\frac{3}{4}$
- 6 1 in 10

75

- 1 The exact odds of winning the lottery are 1 in 13,983,816 when there are 49 numbers to choose from.
- 2 In Italy, food accounts for just under one fifth of a family's budget.
- 3 In the UK last year, 1.4 million people paid over £500 in bank charges – for example, for exceeding overdraft limits.
- 4 On average, families spend just 0.015% of their income on books.
- 5 Over three quarters of all women worry about how they'll pay off credit card bills and loans – far more than men.
- 6 Only about one in ten men know their current level of debt.

- 5** Organise the class into pairs to discuss the questions.

UNDERSTANDING VOCABULARY

Metaphor

Aim

to practise expressions using metaphors

- 6** Start by reading out the information in the box about metaphor, and answering any queries. Ask students to complete the sentences individually. Then let them compare their answers in pairs. Monitor and note how well students do the activity. In feedback, concentrate on answers students weren't sure of.

Answers

- 1 a earn
b earned (If you *earn a break*, it means you deserve a break because you've worked hard.)
- 2 a waste
b waste (If something is *a waste of breath*, it means that there is no point in saying it because nobody is listening to you.)
- 3 a bet
b bet (Here, *I bet* means 'I imagine' or 'I believe'.)
- 4 a gamble
b gambling (If you *gamble with your life* you take too many risks.)
- 5 a odds
b odds (*Against all odds* means 'against all expectations'.)
- 6 a lottery
b lottery (If something is *a bit of a lottery*, it is a situation in which everything depends on luck or chance.)
- 7 a jackpot (A *rollover* is a term used to describe when nobody wins and the money offered as a prize is carried on to the next draw.)
b jackpot (He *hit the jackpot* means he was very lucky, or got the best thing possible.)
- 8 a stake
b stake (*There's a lot at stake* means there are very important issues involved and the outcome could affect people seriously.)

- 7** Organise the class into pairs. Tell them to choose one question and take turns to express their views. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- In feedback, elicit some opinions or experiences from the class. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

LISTENING

Aim

to give students practice in listening to a debate between two opposing views; to practise note-taking

8 Organise the class into group of four or five to make a list of reasons. Monitor and prompt, if necessary. Note, however, that it isn't important that students make a long list of correct answers, they just need to think of some ideas.

- Take brief feedback and find out which group has the most reasons.

9  **76** Play the recording. Students listen and note the reasons Zak gives. Let them compare their answers in pairs. Feedback on the students' answers briefly before moving on to Exercise 10.

Answers

Reasons given: odds on winning are very poor; the profits are not used for 'good causes'; the profits don't benefit those who buy tickets (they are a 'tax on the poor'); the lottery emphasises anti-social values (*anti-educational, money-driven and selfish*); it can lead to gambling problems.

76

Zak:

Here's an offer. If you give me one dollar each week, I promise to give you \$2.6 million at some point in the future. There's just one catch, when I say 'at some point in the future', I mean at any point within the next quarter of a million years! Tempted? I bet you aren't. So why is it that so many people gamble on lotteries when the odds are nearly one in fourteen million? Probably because the whole marketing of lotteries downplays the odds against winning and emphasises the dream, the ease of getting money, and the 'good causes' that are funded by the profits lotteries make. But I don't see subsidising things like opera and Olympic sportsmen as a good cause. And it's not good when profits simply go to the government or the company that runs the lottery. Not only does the advertising of lotteries tend to obscure this tiny chance, it also sends this subtle message – people don't need to work hard or get a good education to become wealthy; all you have to do is choose six numbers and your dreams will come true. And then also consider what those dreams are. Are they for a better society and health care? Peace and understanding? *No!* It's a mansion and a Ferrari for me! These are values – anti-educational, money-driven and selfish – that go against society. No doubt Stacy will argue that in fact it's all innocent fun and that the stakes are small, but not only do lotteries damage society in this way, they also bring pain to individuals. Take these words from John, a gambling addict from Sydney, for example: 'I sometimes gambled away my whole paycheck and had nothing

left with which to pay the mortgage or feed the family. In the end, I'd bet on anything – horse races, rugby, roulette, even what the weather would be like – but it all started with lottery tickets. I wish I'd never seen one.'

There's more at stake than we imagine. Gambling destroys people's lives and nine times out of ten it starts with lotteries. They're a tax on the poor and benefit the rich and they undermine social values. They really should be banned.

10 Organise the class into pairs to discuss Zak's points. In feedback, elicit students' ideas. There is no need to confirm or correct anything that students say at this point. Answers will be checked in Exercise 11.

Answers

- 1 It represents the poor odds of a lottery win.
- 2 It underplays the small odds.
- 3 These are examples of the 'good causes' that receive lottery money, which Zak does not consider to be good causes.
- 4 It suggests that it is easy to gain money, you don't need to work hard or have a good education.
- 5 It encourages a consumerist (money driven) way of thinking.
- 6 The story shows how the lottery can lead to a gambling addiction.

11  **76** Play the recording again. Students listen and check their ideas from Exercise 10. In feedback, ask students to explain Zak's points in their own words.

- Ask students in pairs to discuss the questions.

Possible answers

- 1 Zak's speech is very good, it makes good use of rhetorical devices (particularly rhetorical questions: *Tempted? I bet you aren't. Peace and understanding? No!* but also inversion, pre-empting Stacy's arguments, and the personal story of John). The arguments are clearly structured. The final sentences clearly summarise the main ideas of the speech.
- 2 Students' own ideas
- 3 some of the benefits of the lottery, e.g. good causes that are more convincing than those Zak mentions; the fun aspects of playing the lottery; examples of the people who have won and how they have benefitted

12  **77** Play the recording. Students listen and take notes.

77

Stacy:

Well, that really was a sad story that Zak finished with there, wasn't it? Sad – but, sadly for him, also rather misleading in this particular debate. Of course, compulsive gambling is not something that we should approve of. It not only causes pain to the gambler, but also hurts their family and friends. However, addictive behaviour can take many forms: if it wasn't gambling, it might well be drugs or

shopping or work. Banning lotteries won't reduce addictive behaviour – even if it were true that nine out of ten gambling addictions started with the lottery. By the way, I'd be interested to hear the source of that figure – dubiousstatistics.com, I'd imagine. But just for a moment, say it was true, nine out of ten gambling addicts start with lotteries, should we also consider banning cigarettes on the basis that heroin addicts started by smoking? Or prohibit credit cards because some people go on to be shopaholics and run up huge debts? No. In the end, I actually agree with Zak – we should take responsibility for our future wealth. It's just that where he suggests we do that by banning the lottery and investing in education, I believe that people should do it by learning self-control.

Which brings me to his point that the lottery somehow goes against hard work and education. With the greatest respect – that's complete rubbish! People don't spend money on the lottery instead of studying and working hard – it's on top of it. Similarly, lottery dreams don't replace friendship, they add to it. The real equivalent of spending money on a lottery ticket is buying, say, an ice cream. Neither are necessary for living – they provide pleasure. Let's face it, gambling in one form or another has featured in human society since time began, because it's fun! The only difference is that, unlike ice cream, the lottery ticket, however remote the chance is, might just possibly bring you the additional benefit of riches.

From that standpoint, it's a sound investment. Now Zak may not find lotteries exciting or wish that he had a Ferrari, but I do – and I can't see that there is anything anti-social in that or anything worth banning.

13 Students compare their answers in pairs. Then match each pair to another pair to form a group of four. Ask students to work together to complete their notes of Stacy's arguments in as much detail as they can. Then ask them to check what they wrote with the audio script on page 210 of the Student's Book.

- In feedback, elicit Stacy's arguments and compare them to the points Zak made.

Possible answers

Banning lotteries won't reduce addictive behaviour. People should avoid irresponsible gambling by learning self-control.

People don't spend money on the lottery instead of studying and working hard – they often do both. Lottery dreams don't replace the values of friendship, they add to it.

Gambling in one form or another has featured in human society since time began because it's fun! There is nothing anti-social in wanting to get rich quickly.

Optional extra activity Show the following sentences on the board and ask students to notice the patterns using *not only*. Explain that this is a way of emphasising that something has more than one consequence, disadvantage, benefit, etc. Ask them to translate the sentences into their own language and compare their translations.

Not only does the advertising of lotteries tend to obscure this tiny chance, it also sends a subtle message ...

Not only do lotteries damage society in this way, they also bring pain to individuals.

It not only causes pain to the gambler, but also hurts their family and friends.

They not only gave him food, they gave him money, too.

14 End this section of the class with a group discussion. In feedback, find out which points students didn't like, and who they thought won the debate.

Possible answers

Stacy's speech is also very good, she uses rhetorical devices to be persuasive (e.g. rhetorical questions, comparisons such as the cost of a lottery ticket with the cost of an ice cream; claiming to agree with Zak in order to make a contrasting point). However, she doesn't have many serious points to make in support of the lottery, so her arguments rely on ridiculing and dismissing Zak's points (*Sad – but, sadly for him, also rather misleading ...; I'd be interested to hear the source of that figure – dubiousstatistics.com, I'd imagine. With the greatest respect – that's complete rubbish!*).

SPEAKING

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity; to practise debating skills

15 This is an opportunity to bring together different areas of the lesson and for students to practise their debating skills.

- Ideally, you need to have debating teams of three or four people, so organise the class into groups of six to eight students. Tell each group to decide on a topic for their debate.

16 Organise each group into two teams. Give them five or six minutes to prepare arguments. Monitor and help with ideas and vocabulary.

17 Teams choose a speaker (or perhaps two speakers, who deliver half the argument each). Ask the debating group to come out to the front of the class and perform their debate. The rest of the class must listen and decide on the winner at the end. You could allow the watching students to ask follow-up questions to challenge information used by speakers in the debate.

Optional extra activity Note down all the errors you heard during the debates on a piece of paper. Photocopy the piece of paper and ask students to correct the errors for homework or in the next class.

Web research activity Ask students to research online gambling in their country and to find statistics to support their own personal view that it should or should not be banned. In the next class, ask students to present their findings to the class. If there are a variety of opinions on the subject, encourage a class debate.

VIDEO 7: NUBIAN WEDDING

Student's Book page 130

Aim

to broaden students' awareness of cultures around the world by looking at the Nubian culture and history; to improve students' ability to follow and understand fast speech in a video extract; to practise fast speech using strong stresses and pausing

1 Lead in to the topic by asking students to look at the photo and say what they can see. Organise the class into pairs or small groups to discuss the questions. In a brief feedback session, elicit students' ideas and write up interesting ideas or pieces of language on the board.

Answers

The girls are from Nubia, a region in Egypt and Sudan. They are preparing for a Nubian wedding by painting designs on the hands and feet with henna.

2  **27** As students watch the video, they should take notes. Let them compare their notes in pairs, and complete the sentence frames with their own personal comments.

3 Organise the class into pairs to discuss the film. Note in particular things students didn't understand, elicit explanations from other students in feedback and perhaps play back that section again.

4 Give students time to read through the sentences and complete them. Let them compare their answers in pairs.

Answers

1 ritual	5 mud, means
2 paper	6 noon
3 blood	7 mines
4 land, dam	8 exchange

5 This exercise offers students the chance to relate the topic of the video to their own experiences.

- Give students time to read the questions then put them in groups of four or five and give them seven or eight minutes to discuss them.
- Monitor and listen to each group. Help with pronunciation and ideas if necessary.
- When most students have finished, stop the class and take some feedback, or share some of the stories you have heard.

UNDERSTANDING FAST SPEECH

6 Tell students to work on their own for a few minutes to practise saying the extract.

7  **28** Play the recording. Students listen and practise saying the extract again faster.

Video script 27

Narrator: It is modern, yet has its origin in the past: the Nubian wedding ritual, celebrated by the entire village for seven days and nights. The air is perfumed by incense and filled with the sound of drums and joyful Nubian songs. Two years ago Sherrif's family told him it was time to get married. So he visited every home in the village, looking for the right girl. Then he saw Abeer and he ran home to tell his mother he had found his bride. The two young people were not reunited until just before their Muslim wedding.

Sherrif (translation): The first time I saw her, when the Sheikh came to sign the book, I looked at her picture to make sure it was her.

Narrator: After the legal papers are signed, seven days of celebration begin. Each day, early in the morning, the party begins to fill the nearby streets. The bride is painted all over with henna. One day before the wedding ceremony, the groom's bed is taken outside to be bathed in sweet-smelling incense. The groom himself is also perfumed. The scents, which will last for weeks, are supposed to get his blood moving and give him strength.

Who are the Nubians and where did they come from? They traditionally lived along the banks of the Nile River, in what is now southern Egypt and northern Sudan. But in the 1960's that changed. In Egypt, the Nubian population was removed by the Egyptian government and their ancient lands were flooded when the Aswan Dam was built. Mohammed Nour came here at the age of 12. His family left their simple home, made of mud, and moved into a government house.

Mohammed (translation): Even though there in the old village there was no electricity or means of transportation, like we have here now, still life there was better. There we used to keep our Nubian traditions and Nubian language. Nubian language could be endangered here today.

Narrator: On the final night of the wedding the village is served a celebratory meal of meat and rice in front of the groom's house. Then, gripping a sword and whip in his hands, the groom leaves his parents' home and leads his neighbours through the streets, singing religious songs. Sometime after midnight, the groom picks up the bride and they arrive at the party. They spend all night dancing and singing from early evening until noon the next day.

The word 'Nubia' derives from an ancient word for gold and refers to the gold mines for which the area was once famous. That gold still shines today, as a friend wraps the bride in decorative jewellery. It's now past three o'clock in the morning but the party has just begun. After the exchange of rings, the groom's mother kisses her son and his new bride as they begin their life together, carrying on their ancient customs – Egyptian by nationality, but Nubian by tradition.

REVIEW 7**Student's Book page 131****Aim**

to consolidate vocabulary and grammar from Units 13 and 14

Answers**1**

- | | | | |
|--------|----------|--------|----------|
| 1 been | 3 hadn't | 5 had | 7 didn't |
| 2 had | 4 was | 6 been | 8 be |

2

- | | |
|----------------------|----------------------|
| 1 wish he would help | 4 wish I was |
| 2 is always taking | 5 is being fixed |
| 3 never listens | 6 hasn't been signed |

3

- | | | |
|----------------|-----------------|----------|
| 1 had been | 4 being | 7 wasn't |
| 2 been looking | 5 I'd | 8 was |
| 3 has | 6 hadn't had to | |

5

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

6

- | | | |
|------------------|-----------------|----------|
| 1 responsibility | 3 confrontation | 5 extend |
| 2 friendship | 4 savings | 6 hatred |

7

a bailout – banks: the government sometimes provides banks with a bailout if they're struggling
charges – banks: there are charges every time you go over your overdraft limit; could also be life-changing event, if the police bring charges against you
currency – banks: you can buy or sell currency via banks
the jackpot – gambling: a large sum of money you can win on a game
in labour – life-changing events: women go into labour / are in labour before giving birth
odds – gambling: *the odds* are the chances of a thing happening. If you bet on sport, odds of 10 to 1 mean you bet £1 and win £10.
an overdraft – banks: if you spend more money than you have in your account, you go into overdraft.
retrain – life-changing events: quit your job, decide to retrain and start a new career
stakes – gambling: your stake is the amount you decide to gamble. If you gamble a lot, the stakes are high.
vows – life-changing event: when you get married, you and your husband / wife exchange vows

8

- | | |
|--------------|-----------------------|
| 1 heard | 5 flow |
| 2 time | 6 budget |
| 3 Apparently | 7 difficulties / debt |
| 4 rubbed | 8 integrity |

78 and answers to Exercise 4

- 1 She found out he'd been lying to her for ages.
- 2 I wish he wouldn't shout at me so often.
- 3 He was arrested and charged with murder.
- 4 They said it'd already been delivered, but I haven't received it yet.
- 5 I wish I could've been there to see it.
- 6 I wish I'd never said anything about it now!

15 FOOD

SPEAKING

Aim

to set the scene and introduce the theme with a picture; to get students talking about food and cooking

1 Start by telling the class that in this unit they're going to be learning to explain how to cook things, how to talk about food programmes and tell food stories.

- Ask students to look at the picture on pages 132–133.

Ask: *What can you see?* Elicit a brief description of the picture.

- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- In feedback, ask different pairs to tell the class what they discussed. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers

The people in the photo look like a family: two young girls, probably with their grandparents and parents.

The girl is holding what looks like a dumpling in her hand, and there are several more of them on the table. There are also some bowls with food that looks like filling for the dumplings.

The dumplings might be steamed, or perhaps deep-fried.

Optional extra activity Before doing Exercise 2, you could brainstorm words connected with cooking and food. Don't accept everything students say. Just write up any vocabulary that you think might be useful on the board.

2 Ask students to find a new partner, preferably somebody they don't know well. Ask the new pairs to discuss the questions. Monitor and help with ideas and vocabulary.

- Elicit any interesting things that students found out about their partner. Use the opportunity to correct errors and show students better ways of saying what they were trying to say.

WHAT'S COOKING

Student's Book pages 134–135

Communicative outcomes

In this two-page spread, students will talk about food and cooking, and practise using vague language and linking words to describe a recipe.

VOCABULARY Food and cooking

Aim

to introduce and practise words to describe foods, and verbs for cooking and preparing food

1 Explain to students that they are going to learn some vocabulary connected to food. Ask them to look at the pictures on page 190. Then organise the class into pairs to discuss the questions. Tell them to explain words to each other, and to use a dictionary if they need to.

- Monitor and note how well students understand the vocabulary. In feedback, check answers, and check the meaning of unknown words.

2 Organise the class into small groups. Ask them to complete as much of the table as they can (they are not likely to remember all the items from the pictures). Set a time limit of five minutes. At the end, let students compare their answers with the pictures in the word file. Find out which group got most answers.

Answers

fruits / nuts: almond, tomato, grapes, plum, raisin, hazelnuts, coconut, fig, orange, peach

fish / seafood: octopus, trout, eel, oyster, salmon

vegetables / salads: broccoli, turnip, parsnip, courgette, sweet potato, corn cobs, cabbage, pumpkin, radish, celery, pepper, fennel, spring onion, beetroot

pulses / beans: kidney beans, lentils

herbs / spices: mint, parsley, rosemary, ginger, chilli

3 Ask students to work individually to complete the sentences. Make sure that they know all the food words in the box first (*chocolate, chickpeas, grapefruit* and *mixture* are not included on page 190). Elicit the missing word from sentence 1 as an example to get them started.

- Organise the class into pairs to compare answers. Monitor and note how well students use the vocabulary. In feedback, elicit the answers.

Answers

- | | |
|--------------|-------------|
| 1 peaches | 6 courgette |
| 2 trout | 7 almonds |
| 3 chickpeas | 8 parsley |
| 4 chocolate | 9 coconut |
| 5 grapefruit | 10 mixture |

4 Ask students to work with new partners. Monitor and find out how well students understand the new words. You could ask them to explain words to each other, or use dictionaries to check them. In feedback, however, be ready to check and explain all the verbs (which you can do using mime).

Possible answers

You can:

remove the pips from oranges and apples
steam broccoli / cabbage / fish
soak lentils / kidney beans
boil potatoes / jam / eggs
melt butter / cheese
squeeze oranges / lemons
slice carrots / bread
fry chicken / eggs
crush garlic / biscuits
chop mushrooms / onions
sprinkle sugar / parmesan cheese
blend juices / spices together

Optional extra activity Note that the pronunciation of some of these foods and verbs to describe cooking are difficult. Include a drilling stage to practise stress and pronunciation (see below).

Background language notes for teachers

All the two-syllable words are stressed on the first syllable (except the French import *courgette*). Most three-syllable words are also stressed on the first syllable (but note *potato* /pə'tetəʊ/ and *tomato* /tə'metəʊ/).

• Note the following tricky pronunciations: *almond* /'ɑ:mənd/; *eel* /i:l/; *oyster* /'ɔɪstə/; *ginger* /'dʒɪndʒə/; *cabbage* /'kæbɪdʒ/.

Teacher development: drilling for pronunciation

It is a good idea to do a simple repetition drill to practise the pronunciation of a set of new vocabulary, particularly when the length or unusual spelling of the words is such that students may be unsure about how to say them. Food words are often similar in spelling but very different in pronunciation between European languages. Here are three ideas.

- After students have looked at the pictures of food on page 190, hold up a copy of the Student's Book, point to pictures, elicit the words, then say them clearly for students to repeat. Ask them to say the words chorally, then point to individuals to have a go at saying them. (Even better, make flashcards showing pictures of food which are difficult to say before the lesson, and use these to elicit and drill words.)
- Mime different foods (e.g. peel a potato, eat a chilli and wave your hand in front of your hot mouth) and say the foods as you mime them. Ask students to listen and repeat. Students then take turns to mime the words in pairs. Their partner must guess the food and say it correctly.

- Draw the following stress diagrams on the board: Oo, oO, Ooo. oOo. Ask students in pairs to decide which food words go with which stress diagrams. Then say the words. Students listen, repeat and check their answers.

LISTENING

Aim

to give students practice in listening for specific information; to provide a model for the conversation practice at the end of the lesson

5  **79** Lead in briefly by writing the word *ingredients* on the board, and asking students to give you the ingredients of some well-known food (e.g. a Spanish omelette, a spaghetti bolognese).

- Play the recording. Students listen and note the ingredients. Let them compare their answers with a partner before discussing them as a class.
- In feedback, elicit answers from the class, and write them on the board. Ask students if they know what the dish is.

Answers

The ingredients are: lemongrass, pumpkin (or sweet potato), red lentils, onion, garlic, ginger, a whole chilli (optional), a tin of coconut milk, a litre of so of chicken stock, chopped parsley or basil, a pinch of salt. Cod or chicken are also possibilities if you feel like adding them.

79

- A: Mmmm, this is delicious!
B: Thanks.
A: What's in it? It's got a bit of a lemony taste.
B: Yeah, that's the lemongrass.
A: Lemongrass?
B: Yeah, it's this ... actually I don't know what you call it – a herb or spice. It looks sort of like a spring onion, you know. It's like a greyish-white stick. Anyway, you drop it in the sauce while it's cooking and it gives it a kind of citrusy flavour.
A: You don't eat it then?
B: No. It's got kind of a woody texture – it's pretty tough – so you just pick it out at the end.
A: Right – and the orangey colour ... is that from carrots?
B: No. It's pumpkin and red lentils.
A: Pumpkin?
B: You know, like a big orange squash – like a melon or something – but rounder and the flesh is harder.
A: Oh yes, of course. Pumpkin – I know this word.
B: Yeah, so you use that or sometimes I use sweet potato instead.
A: Right. So how do you make it?
B: Oh, it's dead easy. You get a large onion and a couple of cloves of garlic and ginger and you chop them all really finely. I actually sometimes use a

food processor. Then you put some oil in a pan and heat it up and you just throw everything into the oil, with a couple of bits of lemongrass, and I sometimes put in a whole chilli as well – just to spice things up a bit – you know, like to flavour the oil.

A: Right.

B: And then you cook it quite quickly, but you have to keep stirring 'cos you don't want it to burn. Otherwise, it can be a bit bitter.

A: OK.

B: Then you throw in the pumpkin. Oh, I should've said you have to cut stuff up into cubes.

A: How big?

B: I don't know – about an inch – a couple of centimetres? It doesn't matter that much – you blend it all in the end.

A: I meant how big should the pumpkin be?

B: Oh sorry! Yeah, I don't know – they vary so much in size. Biggish, I guess, but not like the huge ones.

A: OK, and then what? You just add water and boil it?

B: Yeah, more or less. You add lentils – roughly a cupful – and a tin of coconut milk.

A: Oh right. Coconut milk.

B: Yeah, actually I often use less, because I find it a bit much otherwise. And then I add about a litre or so of chicken stock and, as you say, bring it to the boil and then once it's boiling, you reduce the heat and leave it for fifteen minutes or so – till the pumpkin's soft, anyway – and then just blend it till it's smooth.

A: So when do you take out the lemongrass?

B: Oh right, yeah. Sorry. Basically after it's simmered – at the end. It sort of floats to the surface. You just get it out with a spoon.

A: And the green herbs?

B: Well, you can use different things. I usually sprinkle a bit of chopped parsley, but basil's nice as well. And obviously a pinch or two of salt, although personally I got out of the habit of using too much because my dad's got a heart condition and he can't have too much.

A: Right. Well, it's great.

B: Yeah, I like it. Actually I sometimes do it as a sauce – just everything in reduced quantities – and I cook pieces of cod or chicken in it.

A: Mmm. Sounds great.

6  **79** Organise the class into pairs to share any information they can remember. Remind students of the verbs they learnt to describe cooking (*boil, blend*, etc.).

- When students are ready, play the recording again, and ask them to add to their notes. Organise the class into groups of four to compare and complete their notes.
- In feedback, elicit different ideas, and encourage groups to correct or add to each other's information. If necessary, let students compare their notes with the audio script on page 210 of the Student's Book to confirm answers at the end.

Possible answer

(don't expect students to get all of this)

You get a large onion and a couple of cloves of garlic and ginger and you chop them all really finely – or use a food processor. Then you put some oil in a pan and heat it up and throw everything into the oil with a couple of bits of lemongrass and a whole chilli. and then you cook it quite quickly, but you have to keep stirring. Then you throw in the pumpkin cubes. Add lentils – roughly a cupful – and a tin (or less) of coconut milk. Add about a litre or so of chicken stock and bring it to the boil. Then once it's boiling, you reduce the heat and leave it for fifteen minutes or so – till the pumpkin's soft. Take out the lemongrass and blend the soup till it's smooth. Sprinkle a bit of chopped parsley, or basil, and a pinch or two of salt.

7 Organise the class into new pairs to discuss the questions. You could end this section with a whole-class discussion, and find out what students' opinions are on one of these subjects. If students are interested, explain that the recipe is for a Thai-style pumpkin soup.

Optional extra activity Write *The Perfect Pizza* on the board. Organise the class into small groups to agree on the ingredients they would like to put on their perfect pizza. If you wish, you could ask groups to draw their perfect pizzas before presenting them to the class.

DEVELOPING CONVERSATIONS

Vague language

Aim

to introduce and practise ways of using vague language to show you are being inexact when talking

8 Read through the information in the box as a class. Elicit other expressions students can think of to express vague language (see below).

- Ask students to work individually to make the sentences less exact. Let them compare their answers in pairs. Monitor and note how well students understand these uses.

Answers

- 1 You bake it in the oven for **roughly** twenty minutes.
- 2 I generally sprinkle some herbs on top and **about** two teaspoons of crushed pistachios.
- 3 If you add a squeeze of orange, it gives it a **kind of** sweet finish, which is really nice.
- 4 The colour put me off at first. It was **kind of** green-**ish** blue, but it tasted great.
- 5 It has an odd oily texture and a weird eggy smell.
- 6 You need a **largish** pan, because you add two litres **or so** of fish stock.
- 7 If it's a small**ish** chicken and isn't stuffed, then it should only take 40 minutes **or so** to roast.
- 8 It's **like** a potato, but it's rounder and it's got purpl**ish** skin and the flesh is **kind of** orange.

Background language notes for teachers

We can add *-ish* or *-y* to adjectives to make them less exact: *-ish* is more common than *-y*, and is most often used with ages (*fortyish*), sizes (*tallish*) and colours (*brownish*).

- To make numbers approximate and inexact, we use *about*, *roughly* or *approximately*.
- Adding *or so* also means that the number is not exact. Other phrases students might know include *up to*, *more or less* and *over*.
- Using *sort of*, *type of* or *kind of* effectively compares something to something else, saying that it is similar to the other thing, e.g. *It looks sort of like a spring onion*.
- Point out also the use of *dead easy* in audio script 79. In colloquial English people often use *dead* instead of *very*, e.g. *It was dead boring. We left before the end. I'm dead sure it was him. I'd recognise him anywhere*.

9 Organise the class into pairs to describe foods. You could set up the task by describing a food yourself first (e.g. *It has an orangey skin that you can peel, and it's sort of like a thin parsnip. = a carrot*). Alternatively you could brainstorm some foods first and make a list on the board, and get students to suggest some words to use to describe them.

- Ask students to take turns to describe foods. Monitor and note any errors that you could check at the end of the exercise.

Optional extra activity Ask students in groups to describe people and objects in the class using vague language (e.g. *He's tallish with brownish hair. It's a kind of computer*). Other group members must guess what they are describing.

GRAMMAR Linking words

Aim

to revise and check students' understanding of how to use linking words in sentences

10 Read through the information in the box as a class. Elicit other linking words students may remember, and ask them to say which category they go in (e.g. *next, as soon as, until, therefore, consequently, as a result, despite, in spite of, unless*, etc.).

- Ask students to read the text quickly, without worrying about the options, and tell you what the recipe is for (it's actually for Spanish omelette).
- Ask students to choose the correct options individually. Then let them discuss their answers in pairs. Have a brief class feedback and discussion session and deal with queries.
- Ask students to compare their answers with a partner and justify their choices. You could start students off by eliciting the linking words for sentence 1. When eliciting answers, ask *Why?* and reiterate the basic grammar rules as you work through the exercise.

Answers

- 1 and (you could say *and after that*, but not just *after*)
- 2 when (it can't be *then* as there's a connected clause: *when* you put the onion in, it should sizzle)
- 3 Then (you could say *after that*, but not just *after*)
- 4 as (here, *as* means 'because')
- 5 so (this links to the result you want. It shows the reason for cooking the onion slowly.)
- 6 although (*however* usually begins a sentence and is followed by a comma)
- 7 while (*while* is often used with the present or past continuous; *during* is followed by a noun, e.g. *during the war / the lesson*, etc.)
- 8 otherwise (= because if you don't; *unless* = if not)
- 9 Once (*afterwards* is usually followed by a comma and a whole new clause, *once* is followed by a subject + verb, often in the present perfect)
- 10 until (use *until* to show the point to which you want an action to continue)
- 11 provided (= as long as you do something / so long as you do it / if – and only if – you do it)
- 12 if (= *if you can avoid / help* it are fixed chunks; *in case* = in order to be prepared for something that may happen, e.g. *Take an umbrella in case it rains*.)
- 13 Then (starts the sentence, shows time sequence)
- 14 for (*for* + period of time; *during* + noun)
- 15 to (use *to* to show purpose, e.g. *'Why did you do it?' 'To ...'*)



Students complete Exercise 1 in the Grammar reference on page 182.

Answers to Exercise 1, Grammar reference

- 1 as (OR because), Once
- 2 despite (OR in spite of), then
- 3 in case, so
- 4 for, Otherwise
- 5 provided (OR so long as / as long as), until

Background language notes for teachers: linking words

The aim of this section is to revise and extend students' knowledge of and ability to use a range of linking words. Rather than concentrating on teaching rules, allow students to work out use from context, and show what they know. Most of the key rules of use are covered in the Grammar reference in the student's book, and in the answer notes above.

Teacher development: an inductive approach

An inductive approach to learning grammar and vocabulary is prevalent throughout *Outcomes*. It involves allowing students to see patterns of language in a clear context and to work out rules of use for themselves. When doing Exercise 10, encourage students to work out the best answer for themselves, using the context and their previous knowledge.

CONVERSATION PRACTICE

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

11 This is an opportunity to bring together several areas of the lesson, and for students to talk about their favourite recipes.

- Check the meaning of the dishes first (*a stir fry* = food, often Asian food, cooked quickly in oil over a hot flame; *a stew or casserole* = meat and vegetables cooked together in a pot for a long time; *a tart* is like a pie with no top, and is pastry filled with fruit or, sometimes, vegetables).
- Organise the class into pairs. Ask them to discuss the dishes and ingredients. Monitor and help with ideas and vocabulary. It's a good idea to write up words students are trying to say on the board as you listen. You could then briefly focus on these useful words before students to do Exercise 12.

12 Organise the class into new pairs. Students take turns to describe their favourite recipes, using the guide to help them. Listen for errors, new language or interesting recipes to repeat in feedback. Ask students to change partners two or three times if you want.

- In feedback at the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity.

Optional extra activity If you have an imaginative class, make this into a roleplay. Ask half the students to sit in a large circle. Tell them that they are exhibitors at a food fair, and they have brought some dishes with them. Tell the other class to stand up in the middle of the circle. Tell them that they are tasters. Ask 'tasters' to visit four or five different 'exhibitors', to taste and comment on the food, and to ask for the recipe. At the end, ask 'tasters' to say which food they most admired.

29 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

- 1 as an alternative to the conversation practice
- 2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases or structures in a controlled way before having a go themselves.
- 3 at the end of the unit as a revision exercise.

Web research activity Ask students to find the ingredients and recipe for one or more of the following traditional British foods: *welsh rarebit*, *beef wellington*, *cottage pie*, *rag pudding*, *rhubarb crumble*.

Communicative activity worksheet The photocopiable worksheet on page 267 can be used at this point or at the end of the unit for further practice.

THIS TAKES ME BACK

Student's Book pages 136–137

Communicative outcomes

In this two-page spread, students read and discuss a blog about what is important about food.

SPEAKING

Aim

to lead in to the topic of the text

- 1 Organise the class into groups. Ask them to discuss the questions. Set a time limit of three or four minutes.
 - Monitor and note students' opinions, ideas and interest.
 - Take brief feedback from the class about their ideas.
 Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

READING

Aim

to give students practice in reading and responding to information in a text; to develop students' ability to scan a text for specific information

- 2 Start by asking students to look at the title of the text and the pictures on the page, and asking: *What do you know about Ratatouille and Masterchef? What do you think the blog will discuss?* Elicit ideas. Then ask students to read the texts and decide which opinions the writer gives. Check the answers after students have finished Exercise 3.

- 3 Let students compare and discuss their answers in pairs or groups of four, and then decide which is the main argument.
 - In feedback, elicit students' ideas. Ask them to refer to what was written in the texts to back up their reasons.

Answers

- 1 Yes. According to the writer, *Ratatouille* is the best film ever about food. *MasterChef* seems to represent much of what the writer feels is wrong with modern cooking: *it suggests taste is all about expense and fancy technique, so if you don't cook your potato three ways, ... it's essentially inedible.*
- 2 Not really mentioned.
- 3 Yes. The writer says: *subtleties are lost on the vast majority of us. ... research ... showed most people in double-blind tests thought cheap wine tasted better than ridiculously expensive ones ...*
- 4 Yes. *But of course, if you say something's a prize winner or it costs a lot, people do believe it tastes better.*

- 5 Yes. ... *the other day I saw a chef reject one of the competitor's dishes, ... because the tiny spots of sauce around the edge of the plate were unevenly spaced apart. ... he chucked it in the bin. And this in a country where the number of food banks providing free food for the poor has doubled in the last two years!*
- 6 Yes, this is the basic message of both the post and the blog itself, which is titled *Food, friends, family. ... on tasting the first mouthful, the critic is transported back to his childhood. He remembers coming home upset having fallen over. His mother sits him down and places a plate of ratatouille before him. It's fresh, it's tasty, but more than anything, it's comfort and a mother's love. ... we're the memories of the food we eat.*

Culture notes

- *Ratatouille* (pronounced /rə'ta:tʊi:/ by English speakers and /ʁatatuj/ in its original French pronunciation) is a traditional dish that originated in Nice in the south of France. It is a vegetable stew made of tomatoes, garlic, courgettes, aubergines, bell peppers and onions.
- The film *Ratatouille* is a 2007 animated film, made by Pixar. It won an Academy Award for Best Animated Feature at the Oscars. The plot follows Remy, a rat, who dreams of becoming a chef and tries to achieve his goal by becoming friends with a Parisian restaurant's garbage boy.
- *MasterChef* is a BBC programme, which was first broadcast in 1990. In the series amateur chefs compete by cooking different dishes, which are judged by experienced celebrity chefs. Versions are shown in countries as varied as India and Vietnam, Albania and Australia.

4 Organise the class into pairs. Encourage students to discuss and guess the meaning from the context first, before answering the questions together.

- In feedback, elicit answers from different pairs, and check meaning by asking further questions or providing examples (see below).

Answers

- 1 You use a remote / a remote control; you can also flick through a magazine or a newspaper.
- 2 No, you find it by accident – if you come across an old house that you decide to buy, it suggests that you weren't looking for it – you were just walking past it, and there it was.
- 3 No. It's often quite hard to notice. We can also say: *a subtle comment, colour or joke.*
- 4 An expert really knows a lot about things, but if you say someone is a *so-called expert*, you are suggesting they may claim to be an expert but aren't really. It's often used sarcastically or critically.
- 5 No. It happens completely by chance.
- 6 Possibilities include a Maserati, a Porsche, a Bentley, a Lamborghini, etc. So, in the text, a fancy technique is used critically to describe a way of cooking that is over-complicated.

- 7 throw
- 8 Because you don't want to be told the ending – or a crucial part of the plot.
- 9 A diner might *pass judgement* on a restaurant; teachers and students often *pass judgement* on each other – it is a pompous way of saying that they will decide whether something is good or bad.

5 Start by eliciting examples of the sort of things people write under 'comments' after a blog. Give students a few minutes to decide on something to write and to compare their ideas with other students, either in groups or in a whole class feedback.

Optional extra activity Ask students to write their comment on a small piece of paper. Then ask them to stand up and pin their piece of paper to the wall. Ask the class to stand up and walk round and read all the comments. Use the opportunity to go round and correct the comments. In feedback, ask students to say which comments they liked.

UNDERSTANDING VOCABULARY

Prefixes

Aim

to introduce and practise the use of prefixes

6 Read through the information in the box as a class. Ask students to complete the definitions individually. Elicit the prefixes to complete definition 1 first as an example. Monitor and note how well students understand the vocabulary. In feedback, check answers, and check the meaning of unknown words.

Answers

1 multi	4 out	7 dis	10 semi
2 ex	5 over	8 pre	11 pro
3 mis	6 non	9 re	12 super

7 Organise the class into new pairs. Students take turns to challenge each other. Monitor and note down any useful examples that come up which you can focus on in feedback. Some possible words are given below, but students may come up with other valid ideas.

Possible answers

multinational, multi-coloured; ex-wife, ex-boyfriend; misunderstand, mispronounce; outlive, outnumber; overreact, overcook; non-member, non-smoker; dislike, disappear; pre-book, pre-date; re-tell, re-pay; semi-detached, semi-final; pro-war; supernatural

Optional extra activity You could make this a dictionary research activity. Ask students in pairs to use their learner dictionaries to find two useful examples for each prefix. In feedback, ask each pair to present their two favourite new words to the class, or to ask them to challenge the class to guess the meanings of two of the words they found.

FOOD FOR THOUGHT

Student's Book pages 138–139

Communicative outcomes

In this two-page spread students will practise preparing and making a podcast on a food-related subject, and practise patterns after reporting verbs.

VOCABULARY Food in the news

Aim

to introduce and practise expressions used to talk about food-related issues

1 Organise the class into pairs to discuss the headlines. Start them off by eliciting some ideas for the first headline, and check any words students aren't sure of (see language notes below).

- In feedback, elicit a few of the students' ideas. Make sure all the key vocabulary students need to know when reading the text is checked (see notes below). More information about the news stories will be given in the listening in Exercise 4.

Background language notes for teachers

Note that many of the words included here are noun forms of words that are more commonly used as verbs.

protest (n) = a public meeting to show that a group disagree with a policy, law, etc.

riot (n) = a violent protest by a group of people, usually involving large groups of people fighting the police

urged to = strongly recommended to

cut = reduce amount of

call for (n) = a public or formal request that something should happen

ban (n) = the act of making something illegal or of telling people officially to not do, use or sell something

food hygiene = handling food carefully and keeping the environment clean so as to prevent disease, etc.

accusations = claims that someone has done something illegal or wrong

a dirty lie = a terrible lie

big data = all the data / information generated by online activity

food shortages = a crisis when there's not enough food for all those in need of it

bid (n) = an attempt

food fraud = claiming the food you're selling is one thing, when really it's another – to make money!

2 Ask students to match the collocations to the headlines individually first. Start them off by eliciting the first answer. Let students compare their answers in pairs.

- In feedback, elicit the answers and check new words.

Answers

1 c	4 a	7 d	10 c
2 a	5 d	8 f	11 e
3 e	6 b	9 b	12 f

Background language notes for teachers

As with Exercise 1, this exercise introduces dramatic language typically used in newspapers. Point this out and check the following set of newspaper verbs: *tackle* = deal with; *cut* = reduce; *clash with* = fight with; *abandon* = stop doing; *uncover* = find out about.

3 Ask students to think of extra collocations for each story, but reject any that don't work, or ask students why they chose them.

LISTENING

Aim

to give students practice in listening to news stories for gist and specific information

4  Play the recording. Students listen and match the stories to the headlines. Let them compare their answers in pairs. Feedback briefly on the answers.

Answers

1 f 2 d 3 e 4 b

80

1

Consumer groups are today calling for firm action following recent revelations that food sold by supermarkets as beef has on occasion been found to contain traces of horse meat. This has been blamed on organised criminal gangs substituting the cheaper meat at some stage of the complex, multi-national food production cycle. In response, the government is promising to carry out a full investigation in an attempt to uncover any illegal activity in the food chain and to restore public faith in the food industry. Sales of frozen beef burgers have dropped by almost 50% since the initial findings, while sales of frozen ready meals have dropped by over 10%.

2

One of Johannesburg's most persistent – and successful – fraudsters has finally been arrested and is due to appear in court today accused of defrauding restaurants, a charge which carries a maximum penalty of nine months in prison and a 100,000 rand fine. For over a year, Wouter Gunning, aged 54, has been eating out on a regular basis in many of the city's most exclusive restaurants – and all completely free of charge. Gunning is accused of habitually introducing a cockroach into his food as he neared the end of his meals – safe in the knowledge that high-end establishments would be so sensitive to the damage that any negative publicity could cause that they would invariably waive any charge. Remarkably, the scam only came to light following a chance conversation between two waiters from different restaurants. Mr Gunning denies all charges against him and will be pleading not guilty on the basis of temporary insanity.

3

The world's population is expected to reach nine billion by 2050, and it is estimated that food production will have to increase by 70% in the next 35 years to prevent widespread hunger. Many experts recommend using technology and data analysis to help improve the situation. Scientists claim that the analysis of large volumes of data collected from fields, warehouses, trucks and even animals' stomachs may be the key to developing more efficient farming techniques. For example, innovations in the way data is collected from cattle have the potential to transform dairy and beef production. Cows can now be fed an e-pill that will sit in their stomachs and transmit information about the animals, including heart rate, temperature, and so on. It is hoped that this will alert farmers to any animals in need of attention and ensure swift medical treatment, thus helping to reduce the \$60 billion lost each year from animal sickness and death.

4

A new report urges shoppers to abandon weekly supermarket visits and instead to shop little and often, as new findings show that the cost of wasted food to UK households now exceeds £12 billion a year. The average household throws out over £450 worth of good food per year, while the average family with children squanders around £700.

Researchers also found that more than half the good food thrown out has been bought and then simply left unused. Each day 24 million whole slices of bread, 1.5 million sausages and 440,000 ready meals are simply discarded. In response to the report, the environment minister voiced her dismay:

'These findings are shocking – and at a time when global food shortages are in the headlines this kind of wastefulness becomes even more appalling. This is costing consumers three times over. Not only are they paying hard-earned money for food they're not eating, there's also the cost of dealing with the waste this creates. And then there are the climate change costs of growing, processing, packaging, transporting, and refrigerating food – just for it all to end up in the rubbish bin.'

5 Ask students to discuss which collocations they heard, and what they heard about them. Give them five minutes to do this task, and monitor and prompt. It doesn't really matter if students can only remember bits and pieces. Round up answers from the whole class.

Answers

- 1 They've found traces of horse meat in food sold as beef products. This has been blamed on **organised criminal gangs** substituting the cheaper meat at some stage of the food chain.
... the government is promising to carry out a full investigation in an attempt to **uncover any illegal activity**.
- 2 Wouter Gunning had been eating out in many of the city's most **exclusive restaurants** ...
Restaurants were so sensitive to **the damage that any negative publicity could cause** that they would generally waive any charge.

3 Food production will have to increase by 70% in the next 35 years to **prevent widespread hunger**.

Analysis of data may be the key to **developing more efficient farming techniques**.

4 A new report urges shoppers to **abandon weekly supermarket visits** and instead to shop little and often.

At a time when global food shortages are in the headlines this kind of **wastefulness** becomes even more **appalling**.

6  Play the recording again. Students take notes as they listen, then, at the end, compare their notes with a partner. In feedback, ask students for their answers.

Optional extra activity Show the following sentences on the board and ask students to notice the use of the word *basis*. Ask them to translate the sentences into their own language and compare their translations.

He had been eating out on a regular basis.

Her pleaded not guilty on the basis of temporary insanity.

The accusations have no basis in fact.

The menu is changed on a weekly basis.

Answers

- 1a Organised criminal gangs have been substituting horse meat for beef. Supermarkets have been selling it labelled as beef.
- 1b Sales of frozen beef burgers have dropped by almost 50%, while sales of frozen ready meals have dropped by over ten per cent.
- 2a He is accused of sticking a cockroach into his food as he neared the end of his meals – and then complaining, in order to get free meals!
- 2b He denies all charges against him and will be pleading not guilty on the basis of temporary insanity. If convicted, he could get nine months in prison and a 100,000 rand fine.
- 3a The world's population is expected to reach nine billion by 2050, and food production will have to increase by 70% to prevent widespread hunger.
- 3b They will sit in the cows' stomachs and transmit information about the animals, including heart rate, temperature, etc. Animals should get quicker medical attention when they need it.
- 4a The average household throws out food worth over £450 per year, or £700 for the average family with children. This is worth a total of over £12 billion per year.
- 4b Consumers are paying money for food they're not eating. They also have to pay to deal with the waste this creates. And then there are the climate change costs of producing food.

7 Organise the class into pairs to discuss the questions. In feedback, elicit students' ideas and re-tell any interesting stories.

Answer

The story about Wouter Gunning isn't true. It's based on an urban myth (a made-up story that is widely believed).

GRAMMAR

Patterns after reporting verbs

Aim

to revise and practise patterns after reporting verbs

8  Read through the information in the box as a class.

- Ask students to complete the sentences individually. Then let them discuss their answers in pairs.
- Play the recording so that students can check their answers. Have a brief class feedback session and deal with queries.

Answers

- 1 to carry out
- 2 of ... introducing
- 3 using
- 4 to abandon

81

- 1 The government is promising to carry out a full investigation.
- 2 Gunning is accused of habitually introducing a cockroach into his food as he neared the end of his meals.
- 3 Many experts recommend using technology and data analysis to help improve the situation.
- 4 A new report urges shoppers to abandon weekly supermarket visits.

9 Organise the class into pairs to match the sentences and verbs to the patterns. They can check their ideas using the Grammar reference on page 182. In feedback, build up a list of verbs on the board, placing each in the correct category.

Answers

- 1 a: agree, intend, refuse, threaten
- 2 d: apologise (*for -ing*), confess (*to -ing*), insist (*on -ing*), worry (*about -ing*)
- 3 b: consider, deny, imagine, suggest
- 4 c: advise, encourage, remind, warn



Students complete Exercise 1 in the Grammar reference on page 182.

Answers to Exercise 1, Grammar reference

- 1 to give us (offer to do something)
- 2 to try (persuade somebody to do something)
- 3 cutting down (recommend doing something)
- 4 to eat (force someone to do something)
- 5 working (can't imagine -ing)
- 6 to not (*urge people to not ... / urge people not to ... both OK*)
- 7 using (confess to doing something)
- 8 giving (consider + -ing)
- 9 having (miss + -ing)
- 10 not doing (be criticised for not doing something).

10 Ask students to complete the sentences individually. Start them off by eliciting the missing words from the first sentence. Let students compare their answers in pairs before going through the answers in feedback.

- In feedback, reiterate the rules of form here by asking students to say what pattern each verb is using.

Answers

- 1 urge the government to rethink
- 2 (has) agreed to sell
- 3 refuses to eat
- 4 insists on making
- 5 suggested trying
- 6 encouraging customers to try
- 7 apologised for selling
- 8 denied being

11 This activity aims to provide some personalised speaking practice. Organise the class into small groups of three or four to think of and share examples. Monitor each group and use the opportunity to note down errors as you listen.

- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity.

SPEAKING

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

12 and 13 This is an opportunity to bring together several areas of the lesson and for students to prepare and present their own podcasts.

- Organise the class into pairs to prepare their story. Go round the room and check students are doing the task, and help with ideas and vocabulary if necessary.

14 Match each pair with another pair and ask students to sit with one pair facing the other, and take turns to present their podcast. Monitor each group and use the opportunity to note down errors as you listen.

- In feedback, ask different pairs to summarise what they found out from the podcast. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity.

Optional extra activity Note down all the errors you heard during the presentations on a piece of paper. Photocopy the piece of paper and ask students to correct the errors for homework or in the next class.

Web research activity Ask students to find out about urban myths online. Tell them to prepare one in their own words and to be ready to relate it to other students in the class in the next lesson.

16 BUSINESS

SPEAKING

Aim

to set the scene and introduce the theme with a picture; to get students talking about discrimination in the workplace

1 Start by telling the class that in this unit they're going to be learning how to talk about business, be formal in business contexts, and explain the reason for phoning.

- Ask students to look at the photo on pages 140–141. Ask: *What can you see?* Elicit a brief description of the photo.
- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers

The photo shows traders on the New York Mercantile Exchange buying and selling commodities (e.g. crude oil, gold). The man in the foreground is probably talking to clients who wish to buy or sell. This is a very aggressive and predominantly male environment, though no doubt things are changing.

2 Ask students to find a new partner, preferably somebody they don't know well. Ask the new pairs to discuss the personalised questions. Monitor and help with ideas and vocabulary.

- In feedback, ask different students to report to the class what they found out about their partner. Use the opportunity to correct errors and show students better ways of saying what they were trying to say.

I'LL CHASE IT UP

Student's Book pages 142–143

Communicative outcomes

In this two-page spread, students will practise phone calls and giving reasons for calling.

VOCABULARY Reasons for phoning

Aim

to introduce and practise telephone expressions to give reasons for phoning

1 Explain to students that they are going to learn some expressions to give reasons for phoning. Organise the class into pairs to match the sentence starters to the endings.

- Monitor and note how well students understand the vocabulary. In feedback, check answers, and check the form and use of the phrases, and the meaning of unknown words (e.g. *chase up an overdue payment* = find out what is being done about a payment that should have been paid earlier; *stock levels* = the number of products available to sell; *enquire about* = ask for information about; *the mix-up* = the confusion).

Answers

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

Background language notes for teachers: reasons for phoning

Point out the forms here. The speaker uses the present continuous (*I'm phoning / calling*) because it is happening now, and uses *to* (the infinitive of purpose). The patterns after each verb vary (e.g. *remind someone that*, *apologise for* + noun or *-ing*, *enquire about* + noun; *let somebody know* + clause).

2 Ask students in pairs to practise using the expressions by thinking of other endings for the sentence starters in Exercise 1. If many of your students have jobs, ask them to personalise these phrases by remembering and reconstructing phrases that they may have used at work during the last month.

Possible answers

- 1 an order / a bill / a tax return
- 2 that you have a meeting / need to contact Mr Smith
- 3 an appointment / travel insurance
- 4 my congratulations / my best wishes
- 5 (up on) the time of the next meeting

LISTENING

Aim

to give students practice in listening for general and specific understanding; to provide a model for the conversation practice at the end of the lesson

3  **82** Give students a moment to read through the questions. Play the recording. Students listen and note the answers. After playing the recording, ask students to work in pairs to compare answers.

- In feedback, elicit answers from the class, and write them on the board. Ask students what they heard on the recording that helped them work out the correct answers.

Answers

- 1 to arrange a meeting to discuss sales strategy
- 2 He suggests doing it the sooner, the better – next week.
- 3 She wants to delay it till the following week, when she will be in Spain and they can meet.
- 4 They arrange to meet on Tuesday 24th at head office, and to bring Piotr over from Poland for the meeting.

82

I = Ian, C = Claudia

- C: Hello. Claudia Hellmann speaking.
 I: Oh, hi, Claudia. This is Ian calling, from Madrid.
 C: Oh hi, Ian. How're things?
 I: Pretty good, thanks. A bit hectic – as usual for this time of year – but, you know, hectic is good. Anyway, listen, I'm just calling, really, to try to arrange a good time to talk through the sales strategy ahead of the coming season.
 C: Yeah, that sounds good. When were you thinking of?
 I: Well, to be honest, the sooner, the better. Would next week be good for you at all?
 C: Well, if you wouldn't mind, I'd rather wait till the week after. I'll be visiting Spain for a trade fair so I could fit in a day with you then.
 I: Oh, is that the one in Valencia?
 C: Yeah, that's right. Are you going?
 I: No, I'm afraid not.
 C: That's OK, I can easily come to head office. What day would work best for you?
 I: The Tuesday would suit me best. That's the 24th, preferably.
 C: OK, great. I can make any time after ten.
 I: OK. I'll pencil it in. Perhaps I could actually get Piotr from Warsaw to come over too. Face-to-face is always better and it'd be good to have input from another market!

4  **83** Give students a moment to look at the form and work out what sort of information they need to listen for. Play the recording. Students listen and make notes.

5 Let students compare their answers in pairs before eliciting answers and writing them on the board.

Answers

Order no: EIA-290-3969
 Date placed: 29th August
 Client's name: Fabio Baldassari
 Email address: baldassari_f@meccanica.com
 Action: Send out today by special delivery. Send (email) confirmation.

83

C = Customer Services Operato, F = Fabio

- C: Hello, Customer Services.
 F: Hi. I wonder if you can help me. I'm phoning to chase up an order I placed with your company some time ago – and that I still haven't received.
 C: I'm sorry to hear that. Let's see what we can do. Would you happen to have the order number there?
 F: Yeah, I do. It's EIA-290-3969.
 C: Right. I'm just checking that now and I can't actually see any record of the transaction. When was the order placed?
 F: The 29th of August, so that's over a month ago now. It should be under my name – Fabio Baldassari.
 C: Ah, OK. I've got it now. I'm afraid there must've been some kind of mix-up in the system because it doesn't appear to have been sent out yet. I do apologise. I'll get that off to you ASAP.
 F: OK. Well, at least that explains that, then!
 C: Again, I'm really sorry about that again, Mr Baldassari.
 F: It's OK. These things happen.
 C: Thanks for being so understanding. I've just put that through and it'll be going out today by special delivery, so it should be with you first thing tomorrow. That's at no extra charge, of course.
 F: Great. Thanks. Would you mind just emailing me confirmation of that?
 C: No, of course not. Can I just take your email address?
 F: Sure. It's Baldassari – that's B-A-L-D-A-double S-A-R-I underscore f at meccanica dot com. That's meccanica with a double c.
 C: Got it. OK. I'll send that through in a minute.

DEVELOPING CONVERSATIONS

Using *would* to show formality

Aim

to practise using *would* to show formality

6 Read through the information in the box as a class.
 • Ask students to work individually to find examples in audio scripts 82 and 83 on page 211 of the Student's Book. Let them compare their answers in pairs.

Answers

Would next week be good for you at all?
 What day would work best for you?
 The Tuesday would suit me best.
 Would you happen to have the order number there?
 Would you mind just emailing me confirmation of that?

- 7** Ask students to rewrite the sentences individually. Elicit the first sentence to get students started. Let students check their answers in pairs.
- In feedback, elicit the answers and drill them for pronunciation. (Note that the intonation starts high, and rises at the end in polite requests.)

Answers

- 1 Would Friday be good for you at all?
- 2 Would you be able to make the 29th at all?
- 3 Would you happen to have the address there?
- 4 Would you mind spelling the street name?
- 5 I was / We were wondering if you would like to come with us?
- 6 Would it be possible to email me over the details?
- 7 Would any day next week suit you?
- 8 If you wouldn't mind, I'd rather not.

- 8** Divide the class into groups of four or five. Set up the situation by saying: *Later today, you must all get together for an important meeting. Arrange when and where to meet. But you are probably busy sometimes, so reject at least two suggestions.* You could elicit and write up some useful phrases for refusing and accepting, e.g. *I'm afraid I can't because ... , I'm busy then so ... , I can't make it then because ... , That's fine by me, I'll be there.*

- Ask groups to improvise and practise their conversations. Go round and listen. Ask students to practise speaking more than once to make sure they get lots of practise in using the new language.

Optional extra activity An alternative way of doing Exercise 8 is as a mingle. Tell the class that they have to arrange as many meetings as they can with other class members tomorrow between 8 and 12. They will need 20 minutes for their meeting and they can't meet two people at the same time. Tell students to stand up, mill round, and make as many appointments as possible.

PRONUNCIATION Emails and websites

Aim

to practise saying email addresses and websites

- 9** Organise the class into pairs to think about how to say the symbols.

- 10**  **84** Play the recording. Students listen and check their ideas. Note that for 5 you can say *dash* as well as *hyphen*.

- Play the recording again. Students listen and repeat. Make sure students pronounce the symbols correctly.

84 and answers

- | | |
|-----------------|----------|
| 1 at | 4 dot |
| 2 forward slash | 5 hyphen |
| 3 underscore | |

- 11**  **85** Play the recording. Students listen and write the email and website addresses. Let students compare their answers with a partner before writing the answers clearly on the board.

Answers

- 1 postmaster@claesgellerbrink.com
- 2 www.studytefl.co.uk
- 3 zip.098.kd@mail.ru
- 4 doordie_99@seznam.cz
- 5 ucyljedoubleh@ucl.ac.uk
- 6 http://www.xoomer.alice.it/sweetfloralalbion/SFA.htm

85

- 1 postmaster at claes geller brink – that's c-l-a-e-s-g-e-double l-e-r-b-r-i-n-k dot com
- 2 w-w-w dot study tefl – that's t-e-f-l, dot co dot u-k
- 3 zip dot oh nine eight dot k-d at mail dot r-u
- 4 do or die, that's all one word, underscore ninety-nine at sez-nam – that's s-e-z-n-a-m dot c-z
- 5 u-c-y-l-j-e-double h – that's 'double' the word and then h – not double h – at u-c-l dot a-c dot u-k
- 6 h-t-t-p colon and then two forward slashes, w-w-w dot xoomer – that's x-double o-m-e-r, dot alice dot i-t, forward slash, sweet floral albion – that's all one word – forward slash, capital s, capital f, capital a, dot h-t-m

- 12** Organise the class into groups of four or five to exchange emails and recommend websites. Encourage students to describe the websites. Monitor and correct students' pronunciation.

GRAMMAR The future continuous

Aim

to check students' understanding of how to use the future continuous when making arrangements and plans

- 13** Read through the information in the box as a class. Then organise the class into pairs to discuss the questions.

- Monitor and note how well students can identify the verb forms and understand the uses. Tell students to check the information they aren't sure about using the Grammar reference on page 183. Have a brief class feedback session and deal with queries.

Answers

- 1 I'll be visiting / It'll be going out (*will + be + -ing*)
- 2 the first clause in each sentence
- 3 the second clause in each sentence (*I'll be able to / It'll be with you – will + verb*)



Students complete Exercise 1 in the Grammar reference on page 183.

Answers to Exercise 1, Grammar reference

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

Background language notes for teachers

We often use the future continuous (*will + be + -ing* form or present participle) to talk about a continuous action if other actions are likely to take place during that time, e.g. *I'll be visiting Barcelona next week so perhaps we can meet up then*. The present continuous can be used to talk about arrangements in the future when there is less emphasis on the continuous nature of the action, e.g. *I'm going to Barcelona next week, I'm really looking forward to it*.

14 Elicit the first sentence to get students started. Ask students to work individually, then compare their answers in pairs.

Answers

- 1 Will you be visiting (previous plan before new arrangement – *we could ...*)
- 2 'I'll be taking on (previous plan, after new suggestion *it's worth contacting us ...*)
- 3 'I'll be going (previous plan), will try (new promise)
- 4 will be opening (previous plan), will boost (new prediction)
- 5 'I'll be arriving, won't be

Optional extra activity Do a repetition drill to practise the pronunciation of the future continuous form. Point out that the stress is on the main verb and *I'll* and *we'll* are reduced to /aɪl/ and /wi:l/. Read out these sentences and ask students to repeat: *Will you be visiting the head office? We'll be taking on new staff. I'll be going to the Cairo office later.*

CONVERSATION PRACTICE

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

15 Organise the class into new pairs. Ask them to choose their situations and prepare their roles.

16 When students are ready, tell them to act out their conversations. Listen for errors, new language or interesting stories to use in feedback.

- In feedback at the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity.

 **30** Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

- 1 as an alternative to the conversation practice
- 2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases or structures in a controlled way before having a go themselves.
- 3 at the end of the unit as a revision exercise.

STIFF COMPETITION

Student's Book pages 144–145

Communicative outcomes

In this two-page spread, students discuss annoying and unusual habits; they read and discuss a text about how to avoid conflict.

SPEAKING

Aim

to lead in to the topic; to discuss the students' personal experiences of businesses

- 1 Organise the class into groups. Ask them to discuss the questions. Set a time limit of three or four minutes.
 - Monitor and note students' opinions, ideas and interest.
 - Take brief feedback from the class. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps for students to complete.

VOCABULARY Building up a business

Aim

to introduce and practise key language for talking about how companies start and develop

- 2 Ask students to look through the words and decide which ones they think they know. Then ask them to read the text quickly, and answer a gist question: *Who started the company? How successful has it been?*
 - Students complete the story with the missing words. Let students compare their answers in pairs. As you go through the answers, check any words students are still not sure about (see below).

Answers

- 1 set up (*set up a company* = start or launch a company)
- 2 raised (*raise the capital* = collect, perhaps by borrowing from banks, the money needed)
- 3 loss (if a company *runs at a loss*, it continues to trade but is spending more money than it makes)
- 4 broke even (= started making the same amount of money as we were spending)
- 5 expanded (= got larger)
- 6 merge (if two companies *merge*, they join together to form one company)
- 7 turnover (a company's *annual turnover* is the value of the goods sold each year)
- 8 taken over (a *takeover* differs from a *merger* in that one company buys out and owns another company – sometimes it is *hostile*, meaning that the targeted company doesn't want to be taken over)
- 9 competition (*stiff competition* = very strong, aggressive competition in the market, where other companies are trying to be more successful)
- 10 venture (business opportunity)

3 Organise the class into pairs to discuss the questions and practise the vocabulary. Monitor and note how well students use the new words. In feedback, use the opportunity to correct errors and revise words.

Possible answers

You can raise capital by borrowing from a bank or financial lender (good thing is that you get ready money and often financial advice, but the bad thing is that interest rates are high); by borrowing on your mortgage (good thing is that it is easy to get, but the bad thing is that you risk losing your home); by getting start-up financing from the government (good thing is that it is often at low interest rates, but the bad thing is that it is hard or impossible to get). Famous mergers: Disney and Pixar (filmmaking), JP Morgan and Chase (finance), Exxon-Mobil (oil). Famous takeovers: Kraft and Cadbury (food); Telefonica and O2 (phones); Google and YouTube (technology).

Optional extra activity You may wish to check some of the other business words in the text:

make a healthy profit = make a very good profit

plough money back into the business = if you plough money in, you use it to build up the business and make more money

go into a joint venture = work with another company

float the company on the stock exchange = start selling public shares in the company

READING

Aim

to give students practice in reading and responding to information in a text

4 Start by asking students to look at the first characteristic, and eliciting what mark they give themselves for it. This sets up the activity so that students know what to do. You may want to pre-teach key words (*high achievers* = people who get top marks; *moaning* = complaining; *keen observers* = people who are good at noticing things).

- Organise the class into pairs to do the questionnaire together. Monitor and note what students have to say.
- In a brief feedback session, pick up on any interesting ideas that students may have. Correct any errors that you have picked up.

5 Organise this activity by asking students to discuss the questions in pairs. In feedback, elicit answers from different pairs.

Answers

Successful people, here, are people who have earned a lot of money and/or gained positions of power and authority, often in business.

No evidence is given for the characteristics, but many of them sound convincing.

6 Ask students to read the profile and note answers to the questions. Let students compare their answers in pairs. Elicit the answers and write them on the board.

Possible answers

- 1 It's a company providing services to farmers. Their main service is a messaging service providing up-to-date information on market prices of goods and matching buyers and sellers (a bit like ebay).
- 2 1 She believes in working hard; she is involved in hacker and business forums.
2 She went to a top school, won a scholarship, graduated, investigated farmers' difficulties.
3 She put on puppet shows as a child, joined forums, set up business with two friends.
4 They're now looking to expand beyond East Kenya.
6 M-Farm provides a new product / solution to a problem.
7 Change from medicine to computing could be seen as an example of this.
8 She sees the opportunity for a business start-up in the farmers' situation.
10 The fact they had to overcome farmers' scepticism, and also the fact that it was first set up as part of a competition might suggest this.
- 3 She was from a very poor background. She got into computing quite late, and despite a very low tech background. She was successful at a young age, and as a woman had to overcome barriers and prejudice.

7 Elicit the first sentence to get students started. Ask students to work individually to find words to complete the sentences. Let students compare their answers in pairs. Take feedback and write the answers up on the board.

Answers

- | | |
|-----------|---------------|
| 1 talent | 5 secured |
| 2 embark | 6 lack |
| 3 attract | 7 sceptical |
| 4 promote | 8 achievement |

8 Organise the class into pairs to discuss the sentences.

Teacher development: using students' knowledge

Often, in a classroom, especially one where there is a range of nationalities, or ages, or cultural backgrounds, there is also a wide range of knowledge and expertise. Think about tapping into that knowledge. Here are some suggestions:

- In the lead-in to a reading or listening on certain topics, ask individuals with knowledge to share it with the class – here, for example, ask anyone with an IT or small business background, or anyone from an African country, or with experience of living in Africa, to share their knowledge.

- During reading tasks, ask students with business backgrounds to explain terms like *CEO* (chief executive officer) or students who are good with technology to explain *app* or *SMS*. If your students have different first languages, get them to explain words to each other – a word like *negotiation* may be hard to understand for some, but a cognate for others.
- In follow-up speaking activities, allow students to share their knowledge and experience, and even contradict or add to the information in texts.

SPEAKING

Aim

to get students talking about the topic of the reading text

- 9** Organise the class into small groups of four or five to discuss the questions. Go round the room and check students are doing the task, and help with ideas and vocabulary if necessary.
- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Web research activity Ask students to find out about a famous entrepreneur, and to present their findings to the class in the next lesson. Choose some people that you think your students might find interesting, e.g. *Richard Branson, Rupert Murdoch, James Dyson, Lakshmi Mittal, Adenike Ogunlesi*.

THE MOTHER OF INVENTION

Student's Book pages 146–147

Communicative outcomes

In this two-page spread students will find out more about how to make a business presentation.

SPEAKING

Aim

to set the scene and introduce the theme with a short text and discussion; to get students talking about reality TV shows

- 1** You could start by writing *Dragon's Den* on the board and asking students what sort of TV programme it is. They could then read the text to check their predictions. If you suspect your students are already familiar with the programme, ask them to tell you what happens on it then read the text to see if there is any extra information they missed.
- Organise the class into pairs to discuss the questions once they have read the short text. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
 - In feedback, ask students to share comments with the class. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers

- 2** They may look for a good understanding of the market they are going into, good awareness of finances and business sense, creativity and imagination, an eye for an opening in a market or a good product which has a chance of making a profit and selling well.

Culture notes

Dragon's Den is a series of TV programmes which originated on Japanese TV. In Japan it is called *The Money Tigers* and in the US it is called *Shark Tank*. In the UK, it first aired in 2005 and it continues to be very popular. Four well-known business people (the dragons) interrogate a series of would-be entrepreneurs. There are versions in over 25 countries worldwide.

- In the UK, other very popular reality TV programmes include *Pop Idol*, *X Factor*, *Britain's Got Talent* (music or dance), *Big Brother* (living with people) and *I'm a Celebrity Get Me Out of Here* (survival).

LISTENING

Aim

to give students practice in listening to a presentation and noting its main stages and the language used

2 Organise the class into small groups to pool their knowledge about Afghanistan. Decide how long you wish students to speak for, and set a time limit. Here, five minutes is probably about right. Monitor what students are saying to gauge their interest and knowledge.

- Take feedback and pick up on any interesting ideas or pieces of information that students may have.

Optional extra activity Write *Facts* and *Opinions* on the board. Ask students to come up to the board and write information about Afghanistan under these headings. At the end, discuss what is written up on the board as a class before playing the recording.

Culture notes: Afghanistan

You should work with what students know rather than give them lots of facts and about Afghanistan. But here is some key information in case your students (or you) are stuck.

- The Islamic Republic of Afghanistan is a landlocked country in Central Asia, east of Iran, and west of Pakistan. It has a population of 33 million and covers over 650,000 square kilometres.
- The capital is Kabul. The main languages are Pashto and Dari. The people are called Afghans or Pashtuns. The religion is Islam, and the country is very conservative.
- Afghanistan has been troubled by wars throughout its history. It was a border region between the empires of Britain and Russia in the nineteenth century. In the 1980s, a million Afghans lost their lives in a war between American-backed mujahideen forces and the Soviet-backed Afghan government. In the 1990s, a civil war saw the rise of the extremist Taliban government in Afghanistan. In 2001, the USA and its NATO allies toppled the Taliban government and the country continues to be unstable and troubled.

3  Give students a moment to read the questions before playing the recording. Students listen and note answers. Let them compare their answers in pairs. Feed back on the students' answers briefly.

Answers

- 1 *Dragon's Den*
- 2 It provides business education, which is lacking in the country but is important for growth, and entertainment.
- 3 There is a cash prize for the best idea (rather than multiple investments). The kinds of products are different: the UK version tends to have more 'luxury' or leisure goods. The Afghan version has more basic or practical goods. The kind of people involved are also different (e.g. a warlord in the Afghan version).

86

P = Presenter, KT = Kevin Thomas, DE = Damien Evans

P: *Dragon's Den* is soon to enter a new series, with prospective entrepreneurs trying to raise money by pitching their ideas to five self-made millionaires who provide capital and business expertise in return for a stake in their companies. The show, which originates from a Japanese programme called *The Money Tigers*, has become an enormous success, with many other countries adopting similar formats. One of those countries, which may surprise some people, is Afghanistan. Kevin Thomas reports.

KT: In a country which has been devastated by war and where the average income is less than \$500 a year, starting up a company is a risky business. Yet if Afghanistan, which still heavily depends on foreign aid, is ever going to sustain itself, then it's a risk more investors are going to have to take, according to Damien Evans, a development economist:

DE: Small and medium-sized businesses are easily the biggest employers and if employment there is going to rise as it needs to, then it's these kinds of businesses which will have to be encouraged, developed and expanded. The problem at the moment is not just instability, but a lack of skills such as financial planning and marketing strategies among business people. These are still relatively new concepts for many people there.

KT: Which is where *Fikr wa Talash* comes in. 'Dream and Achieve', as the programme is translated in English, is loosely based on business programmes such as *Dragon's Den*. The show aims to provide just that sort of basic business education as struggling entrepreneurs present their businesses and plans for expansion, which then come under scrutiny from local experts. Unlike the British version though, there are just two cash prizes and the proposed businesses also directly reflect the rather different needs of the Afghan economy. Investors in Britain have backed things such as software that allows you to create a personalised doll with the face of your choice, a men's style magazine aimed at the super-rich, and a website that searches the internet and alerts users to special offers for online gambling. In contrast, the Afghan programme included proposals to set up a dairy and a jam-making factory.

The winner of the first series was Faizulhaq Moshkani, a father of nine who had been running a plastic recycling plant in Kandahar until high fuel costs ultimately forced him to close down. The first prize of \$20,000 has enabled him to build a mini-hydroelectric plant to power a new factory. The benefit for the country is that it'll soon be able to produce its own plastic rather than having to import it all from abroad. But 'Dream and Achieve' is not simply about education and development, it's also entertainment. It is one of numerous reality TV shows which have found success in the country, including the hugely popular singing contest *Afghan Star*. TV producer Farzad Amini:

'Reality TV is popular all around the world because it's overwhelmingly positive. It gives ordinary people a chance to succeed and this brings hope to the viewers.'

KT: Second place in 'Dream and Achieve' went to a 25-year-old mother of five. Just two decades ago, as a woman, she wouldn't have been able to work, let alone run a business. Another character featured was an ex-warlord who had rejected violence in favour of milk production. Not the kind of background you'd find people having on the British programme and sure signs of a complex and changing society.

P: That was Kevin Thomas reporting.

- 4 86 Play the recording again. Students decide if the statements are true or false. Let students compare their answers with a partner. In feedback, ask students what they heard which helped them decide on their answers.

Answers

- 1 F (it originates from a Japanese programme called *The Money Tigers*)
- 2 T (*heavily depends on foreign aid*)
- 3 F (*small and medium-sized businesses are easily the biggest employers*)
- 4 T
- 5 F (he needs the hydro-electric plant to run his main business, which is producing plastic)
- 6 T (*The benefit for the country is that it'll soon be able to produce its own plastic rather than having to import it all from abroad.*)
- 7 F (*It is one of numerous reality TV shows ...*)
- 8 T (*Just two decades ago she wouldn't have been able to work, let alone run a business.*)

- 5 Organise the class into small groups to discuss the questions. Monitor and note how well students have understood the report and can express their views. In feedback, elicit students' ideas and opinions.

- 6 87 Ask students to work individually to complete the collocations. Let students compare their answers in pairs. In feedback, check any unknown words.

Answers

- 1 raise
- 2 return
- 3 heavily (here, *heavily* means 'very much')
- 4 businesses
- 5 lack
- 6 scrutiny (if something comes *under scrutiny*, then it is investigated or questioned very carefully)
- 7 fuel
- 8 hugely

87

- 1 *Dragon's Den* is soon to enter a new series, with prospective entrepreneurs trying to raise money
- 2 millionaires who provide capital and business expertise in return for a stake in their companies

- 3 Afghanistan still heavily depends on foreign aid
- 4 Small and medium-sized businesses are easily the biggest employers
- 5 The problem at the moment is a lack of skills such as financial planning
- 6 plans for expansion come under scrutiny from local experts
- 7 high fuel costs ultimately forced him to close down
- 8 the hugely popular singing contest *Afghan Star*

GRAMMAR

Expressing necessity and ability

Aim

to check students' understanding of how to express necessity and ability

- 7 Read through the information in the box as a class. Then organise the class into pairs to discuss the mistakes.

• Monitor and note how well students understand the rules. Tell students to concentrate on the rules they aren't sure about when checking their answers using the Grammar reference on page 183. Have a brief class feedback session and deal with queries.

Answers

- 1 having to (need *-ing* form after a preposition)
- 2 let (*let* is the only possibility as it is not followed by *to*)
- 3 forced (because *made* is followed by infinitive without *to*)
- 4 be able to (*can* can't be used after *will*)
- 5 have been able to (*can* doesn't have a past form – present perfect needed with *over the last few years*)
- 6 to allow us to / to enable us to compete
- 7 were able to (to express 'can' in the past)
- 8 had to, made (*had to* to express 'must' in the past; *made* is followed by the infinitive without *to*)
- 9 have to (infinitive form to express 'must')
- 10 be able to, let (*let* is the only possibility as it is not followed by *to*)

G Students complete Exercise 1 in the Grammar reference on page 183.

Answers to Exercise 1, Grammar reference

- 1 has enabled us to step up
- 2 lets you monitor
- 3 Not having / needing to be
- 4 we won't be able to
- 5 hadn't made me tell
- 6 were forced to

- 8 Organise the class into pairs to discuss the prompts. Students could concentrate on four or five that they have plenty to say about. Start students off by providing your own personal examples.

• Monitor and note how well students use phrases to express necessity and ability. Note down errors you hear, as well as examples of good language use, and feedback on errors on the board at the end.

VOCABULARY Business collocations

Aim

to introduce and practise words and phrases used in business

9 Start by eliciting the word for the first group of collocations from the class. Ask students to work individually to complete the collocations. Let students compare their answers in pairs before checking the answers as a class.

Answers

- 1 market
- 2 stock
- 3 order
- 4 sales
- 5 product
- 6 area
- 7 business (**not** company: *put out of business* is the key collocation here)
- 8 company

10 Organise the class into pairs to discuss the different collocations and their meanings. Use the range of abilities and knowledge in the class to get students to teach other. At the same time, monitor very closely and note which phrases are new and will need to be checked carefully in feedback. The collocations in the answer key are likely to be new.

Possible answers

- 1 niche market (= a market selling specialised products); exploit a gap in the market (= use your knowledge or expertise to make money)
- 3 fulfil orders (= complete orders); be flooded with orders (= get lots of orders)
- 4 sales have shot up (= gone up fast); sales have plunged (= fallen fast)
- 5 develop a revolutionary product (= a very new product that nobody has produced before)
- 6 branch out into other areas (= if you branch out, you move away from your traditional business); an area of concern / area manager (note that *area* changes meaning here – it means regional)
- 7 plough money back into... (= put in or invest a lot of money); put them out of business (= do something to make the business fail)
- 8 a controlling stake in (= if you have a controlling stake, you have enough shares to enable you to decide what happens in the business); float ... (= sell shares in the company)

Teacher development: monitoring

Monitoring is a skill. When students are working in pairs or groups, it is important to both notice what they are saying and to signal that you are noticing and respond to what you hear usefully.

Here are some tips for monitoring students when they are doing pairwork in class:

- If students are in pairs or groups discussing grammar rules, the meaning of words, or the answers to reading and listening texts, your first role as monitor is to go round the class and make sure everybody is on task. Prompt pairs who aren't sure what they should be doing. Stop the class and re-instruct if too many students are unclear. Once students are on task, monitor less obtrusively, making notes of anything students aren't clear about so that you can deal with it in feedback. Note which individuals have most problems, and with what. Decide whether you need to play a recording again, or return to grammar rules, whether your feedback should be long and detailed, or short and sweet (if students have no problems).

SPEAKING

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

11 and 12 This is an opportunity to bring together several areas of the lesson and for students to roleplay business situations.

- Organise the class into groups of four, each divided into two pairs, to prepare. Each pair must find their information and read it carefully. Monitor and help with ideas and vocabulary. Set a time limit of five to six minutes for preparation.
- When students are ready, organise the class into groups of four again, matching A pairs with B pairs.

13 In their groups, students take turns to make their pitch. If possible ask students to sit in a circle, and ask the speakers to stand up to make the pitch. Monitor each group and use the opportunity to note down errors as you listen. As students are all speaking separately, it is an easy opportunity to hear and note errors.

- In feedback, ask different groups to comment on which presentations were most effective and why. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Note down all the errors you heard during the pitches on a piece of paper. Photocopy the piece of paper and ask students to correct the errors for homework or in the next class.

Web research activity Ask students to research business-based reality TV programmes in their country. Tell them to find out who the presenters are, what the format is, how long the show has been running, how popular it is, and what success stories it has produced. Students present their findings in the next lesson.

VIDEO 8: THE BLACK DIAMONDS OF PROVENCE

Student's Book page 148

Aim

to provide insight into France's rural truffle-hunting economy; to improve students' ability to follow and understand fast speech in a video extract; to practise fast speech using strong stresses and pausing

1 Lead in to the topic by asking students to look at the photo and say what they can see. Organise the class into pairs or small groups to discuss the photo. In feedback, make sure students know what truffles are.

Answers

The photo shows two men looking at a selection of truffles (a highly prized edible fungus). Presumably one is selling and one is buying.

2  **31** As students watch the video, they should complete the sentences. Let them compare answers in pairs.

Answers

- 1 truffle harvest
- 2 black diamonds
- 3 one hundred and eighty thousand US dollars
- 4 ancient customs
- 5 hunters
- 6 taxes
- 7 Japan
- 8 one thousand

3 Organise the class into pairs to discuss the questions.

4  **31** Play the video. Students listen and note the answers. Let students compare their answers in pairs before discussing as a class.

Answers

- 1 woods / underground around tree roots
- 2 They use dogs to sniff them out.
- 3 changes in the environment: woods have been destroyed because of farming (lavender and wine production) and the woods that are left are badly kept

5 This exercise offers students the chance to relate the topic of the video to their own experiences, ideas and opinions.

- Give students time to read the questions then put them in pairs and give them seven or eight minutes to discuss them.
- Monitor the pairs. Help with pronunciation and ideas if necessary.
- When most students have finished, stop the class and give some feedback, either by sharing some ideas you have heard with the whole class or by asking students to correct or fill in gaps in sentences you've written on board, based on what you heard students saying.

Optional extra activity For homework, you could ask students to research the topic of truffles further. Begin the next lesson with a brief discussion of their findings.

UNDERSTANDING FAST SPEECH

6 Tell students to work on their own for a few minutes to practise saying the extract.

7  **32** Play the recording. Students listen and compare what they said. Allow them to practise saying the extract again.

Video script **31**

Narrator: In a small village in Provence, France, residents have gathered to give thanks. While they sing and pray to Saint Anthony, these church members are praying for something different: a good truffle harvest. At the annual truffle mass, the collection plate is filling up, and not just with cash. In Richerenches, truffles are sometimes called 'black diamonds'. At a price of up to one thousand US dollars per pound, they're one of the world's most expensive foods. The name Richerenche means 'rich earth', appropriate for this village. Half of France's black truffles are transported through the town's market, up to one hundred and eighty thousand US dollars' worth a day. They're all looking for truffles. And not just any one will do, either.

Pierre-Andre Valayer: It's the most important market of truffles in France, so if you want to buy some truffles you have to be in Richerenches to buy something. So for the sellers, it's the same thing – if you want to sell well, they have to come to Richerenches.

Narrator: Provence generally brings to mind summer holidays, lazy afternoons and ancient customs. In winter though, the small town's pace speeds up considerably. Many of the region's farmers also work as truffle hunters. Most of the business is done discreetly from the backs of the brokers' cars. One small bag of truffles is worth hundreds of US dollars, so the trade is certainly lucrative.

Philippe: I do think they buy apartments and so on, on the Riviera, without, with this money, I know that.

Narrator: The buying and selling of truffles is mainly a cash business. It's usually under the table. This means that the brokers often don't pay any taxes on the money they earn, and neither do the hunters.

Most people presume that truffles are only an expensive luxury for the rich. However, ordinary people who cook at home often spend money on them, too. France's gourmet food companies also buy truffles from the brokers and export them to restaurants in the US, Japan and elsewhere. The demand is high, but unfortunately the supply is decreasing.

Herve Poron: Today, if you find one hundred tonnes it's a very good production. In fact, it's, most of the time it's more like twenty, thirty or fifty tonnes, compared to one thousand, one hundred years ago.

Narrator: The best truffles are deep black, with white veins, but there are fewer and fewer of them available

these days. One major reason for the decrease could be the recent changes in Provence's truffle-growing environment.

Herve Poron: Because to grow truffles you need woods, and the woods have disappeared. And what is left is not often very well taken care of. So we're desperate for woods. That explains lower production today.

Narrator: Truffles grow underground, around tree roots. If there aren't as many trees left, there are fewer places for truffles to grow. Provence is a farm region, where farmers grow lavender and grapes for the famous wines. Now, only a few places remain that allow truffle growth. Truffle hunter, Joel Barthelemy is looking for those places, with the help of his yellow labrador, Jade. Jade is a trained sniffer dog. All dogs have sensitive noses, but sniffer dogs are exceptional. However, there are other factors involved.

Joel: The dog has to pay attention, and he has to love his master. You can do all the training you want, but the dog has to want to please his master.

Narrator: Jade seems to have the capacity for both of these requirements. She's found something, and gets a treat for her effort. As the two hunters continue their search for truffles, it seems that for today, at least, there's no truffle shortage here. Perhaps Saint Anthony has listened to the truffle hunters' prayers after all.

REVIEW 8

Student's Book page 149

Aim

to consolidate vocabulary and grammar from Units 15 and 16

Answers

1

- | | |
|-----------|---------------------|
| 1 of | 5 using |
| 2 for | 6 make |
| 3 However | 7 let |
| 4 will | 8 though / although |

2

- 1 Otherwise, they'll be
- 2 despite widespread opposition
- 3 Unless the management increases
- 4 criticised for not
- 5 I'll be watching
- 6 was forced to do
- 7 haven't been able to visit

3

- | | |
|------------|---------------|
| 1 provided | 4 be able to |
| 2 for | 5 doing |
| 3 should | 6 to stealing |

5

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

6

- | | |
|----------------|------------------|
| 1 disqualified | 4 spoiler |
| 2 mismanaged | 5 multi-cultural |
| 3 excellence | 6 outgrown |

7

commission – business: if you sell things like houses or whatever, you get commission on each sale
 crush – cooking: crush garlic or nuts before cooking
 float – business: float a company on the stock exchange
 hygiene – cooking: you need to maintain proper standards of hygiene if you're running a restaurant
 a mix-up – business: e.g. payments get sent to the wrong place
 niche – business: you find and exploit a niche market
 plunge – business: prices can suddenly plunge
 sprinkle – cooking: sprinkle cheese over pasta or chopped herbs over a dish
 squeeze – cooking: squeeze juice out of a lemon
 subtle – cooking: subtle flavours

8

- | | | |
|-----------|-------------|------------|
| 1 aimed | 4 plough | 7 exploit |
| 2 venture | 5 resources | 8 turnover |
| 3 break | 6 called | |

88 and answers to Exercise 4

- 1 Once you've finished that, come and tell me.
- 2 It'll allow us to check stock levels more efficiently.
- 3 I'll be seeing him later, so I can ask him if you want.
- 4 Would you consider branching out into other areas?
- 5 After the riots, they're threatening to ban public protests.
- 6 I used to be good at it, but I can't really do it anymore.

AN INTRODUCTION TO WRITING IN *OUTCOMES*

In this section we will look at two broad reasons for writing in a foreign language: to practise and play, and for the real world. We explain what we mean by them and how they may differ in teaching, tasks and feedback.

Practice and play The first reason for writing in a foreign language is simply to practise new language, experiment and learn more English. Writing may have significant benefits for students learning English. In contrast to speaking, students have time to plan what they want to say; they can look words up in a dictionary, they can check and re-write grammar and they may be more able to notice how English works. That might then give benefits in terms of their overall competence in English. Writing for the purpose of practice and play does not depend on any particular genre or standard organisation in writing; it could be short sentences, paragraphs, dialogues, etc.; it could be about anything the student wants or it could be on a theme the teacher chooses; it could be random connections of sentences – true or imagined. Some grammar and vocabulary tasks in the Student's Book are of this nature, with students having to complete sentences using their own ideas. Below are some more tasks. The ideas focus on revising language, but it doesn't have to be so. Here are some ideas your students could try:

- Write a diary about your day, trying to include new words or structures that you've learnt.
- Write five to ten lines of English every day about anything you like.
- Write every day / week about a story in the news you saw or read about.
- Write a poem or story using a new word you've learnt.
- Write a conversation based on one you had with someone during the class.
- Write an imagined conversation with someone you know based on a topic you've studied.
- Write an imagined conversation that takes place in a particular place.

As these kinds of writing tasks are unconnected to any particular genre, they require no 'teaching' or preparation, and can be set at any time. In terms of feedback, you may want to simply write a personal response to what the student wrote such as, *This really made me laugh* or *That's interesting*. Alternatively, you could engage in a dialogue with the student by asking them genuine questions, which they answer in writing. You may want to correct aspects of the key structure or words that they practised, or use common errors from different students as a way to re-teach language in class. However, we feel correction should be kept to a minimum with these kinds of texts. The aim is not assessment, it is to encourage students, to engage with them and get them to play with language.

For the real world The second broad reason for writing is that students need to write a specific kind of text for an assessment or for a 'real life' task such as sending an email. These texts are generic in some way. They often have specific vocabulary (including large chunks or expressions) or grammar connected with them. They also have rules about the way they are presented, how they are paragraphed and ordered and other aspects of discourse. The problem for foreign learners of English is that these rules of discourse might be different in their languages. Unlike speaking, where listeners might accept errors because they can see other things to help interpret the message, with writing a reader may misunderstand a message or even be offended when the rules or conventions of a genre are broken. For this reason students need careful preparation for writing such texts, and feedback should be more thorough.

The writing units in the Student's Book aim to provide this careful preparation. They are based on genres commonly tested in international exams such as PET, FCE and IELTS, or on functional writing tasks we may perform at work or when studying in an English-speaking context.

WHAT'S IN *OUTCOMES* WRITING UNITS?

Each double-page spread teaches a different style of writing. You can follow them in any order or do them after every two units in the main Student's Book. The units contain:

Speaking The units aim to be interactive. Speaking activities provide a warmer, relate to the topic, discuss the text types or may be part of planning for writing.

Writing The writing sections present model texts. While there may be some basic comprehension questions around these, the main focus is noticing useful language for the genre and how the texts are organised.

Key words This section focuses on words / expressions which link sentences and clauses and give texts coherence. They follow a similar pattern to grammar exercises, with a short explanation or guided questions and a controlled practice.

Vocabulary and grammar There are often short grammar or vocabulary sections if there is a close relation to the text type. Note there's *no* link to the grammar reference.

Practice This is a task for students to write a similar kind of text to the one they looked at in **Writing** and try to incorporate some of the other language they have learnt in the unit. This section can be set as homework or be done in class. Doing the practice in class can be interactive, particularly if using a 'process writing' approach.

Process writing

Process writing approaches focus on the fact that good writers often go through several stages to produce a good piece of writing. They may:

- brainstorm ideas
- write a plan
- write a draft
- discuss their draft with someone
- write a second draft
- put it through a spell-checker
- have corrections made by someone
- write the final draft.

Obviously, we don't always go through these stages when we write, but in the case of our students, having different stages and allowing for more than one draft gives more opportunity for teaching and learning. In fact, brainstorming and planning stages are often included in **Practice** or at some other stage of the lesson. However, there is no reason why any of the stages above shouldn't be done in pairs in class. Another way you might want to incorporate a process approach is to give the **Practice** task for homework *before* they do the actual writing lesson. They then re-write their work in light of what they learn.

Marking and feedback

There are a number of options available to teachers to mark and give feedback on students' writing.

Using symbols You can mark essays using symbols above the inappropriate word or grammar. Here are some examples:

- t = wrong tense
- wf = wrong word form (e.g. noun not adjective)
- col = wrong collocation (e.g. the noun is the right meaning but doesn't go with the verb)
- voc = you have the wrong word (it makes no sense here)
- prep = you need a different preposition
- pl = plural is wrong or should be plural
- sp = wrong spelling
- wo = the word order is wrong
- art = the article is wrong or absent

The idea of doing this is to make students notice their errors and try to find answers. You could do this as pairwork in class. It may help them to become more aware of their common errors and edit their own work more carefully. The difficulty is that mistakes don't fit neatly into categories and students may still get the language wrong. You should mark the text again.

Re-formulation You may simply want to cross out and re-write things that are 'wrong' in the text. This may have the advantage of teaching students the correct language (though note they may still be unclear *why* it was wrong). It may also be time-consuming for you and demoralising for students if they see lots of crossing out.

In this case – and indeed with all cases of teacher feedback – you need to strike a balance. At Upper-Intermediate, you will expect a reasonable degree of accuracy. Students should also be able to deal with a variety of text types, employing informal and formal registers. Students should also be able to structure their writing and use language appropriate to their readers.

Content and structure When you mark the texts you could ignore 'grammar' and individual vocabulary mistakes and focus only on whether the writing answers the question and is organised well. You simply write comments on the writing or at the end. This is often quicker for you, the teacher.

Marking this way trains students to appreciate the importance of these aspects of writing over basic 'accuracy'. Readers in fact will often ignore mistakes if the overall structure of the text is clear and the content is relevant, logical and / or interesting.

However, students will want to know if their writing is correct unless you clearly warn them beforehand that you'll only deal with content and structure.

Peer correction Students can also give feedback. Get them to read each other's writing and evaluate the texts and / or suggest changes. To do this they really need a 'mark scheme', this could be a list of statements they tick or adapt such as:

- *I enjoyed this.*
- *I wanted to know more about ...*
- *I didn't understand the bit about ...*
- *You used some words / grammar I didn't know how to use.*

Another way is to give them marking criteria from an established source such as the FCE exam. Check they're not too difficult for your students.

The advantage of peer correction is that it's interactive and based on genuine readers' responses. It's also easy on the teacher! However, it is not so good for dealing with language, apart from general statements, as students may not trust each other's judgement – often with good reason! However, it is a useful stage and may save you time by reducing mistakes or inconsistencies before you come to mark the texts.

WRITING AND PORTFOLIOS

Whichever way you choose to correct the students' texts, we suggest you get students to re-write them. This would guarantee that the students focus on their errors and produce an improved text which they could then keep in a portfolio. Portfolios of work are recommended by the Common European Framework of reference (CEF) and can provide evidence of students' progress and level.

WRITING LESSONS 1–8

1 GIVING ADVICE

Student's Book pages 150–151

Possible answers

2

Note that students can use any of the structures in the box; most of the sentence beginnings will work with any structure. These are some suggestions:

- 1 If you've never been here before, you should take a guided tour of the city / visit the ...
- 2 If you're into art or history, I'd go to the ...
- 3 If you like shopping, you should go / you're best going to ... / the area around ...
- 4 If you want to go swimming, I'd go to the lake / river / open-air pool at ...
- 5 If you want to escape the tourists, you could visit ...
- 6 As far as nightlife is concerned, you could try ... but you're better off avoiding ...
- 7 When it comes to getting round the city, you could take a bus, but you're better off taking a tram because ...
- 8 In terms of places to stay, you're best staying in the area around ... / you could try the hotels near ...

5

(The key expressions for introducing a new subject will show students where the new paragraph begins.)

Paragraph 2: As far as places to see are concerned,

Paragraph 3: While you're here, the Thames Festival will be on.

Paragraph 4: Apart from the festival,

Paragraph 5: In terms of eating out, Brick Lane's good for curry.

Paragraph 6: Anyway, if there's anything else you need, let me know.

6 Possible answers

a tourist trap: might be a rip-off, commercial, busy
the suburbs: no activities or attractions, quiet, boring
a rough area: violent, frightening, run-down
a high-rise building: dramatic modern design
a posh area: expensive shops, attractive, smart
a street market: lots of action, interesting things, noisy, fun
a lively area: lots of excitement and noise, tiring
an up-and-coming area: still unfinished, interesting
rebuilding and renovations

7

- | | |
|--------------|-------------------------------|
| 1 Otherwise | 5 Apart from / Other than |
| 2 apart | 6 Otherwise, |
| 3 Other than | 7 Otherwise / Other than that |
| 4 Otherwise | |

2 LETTERS OF COMPLAINT

Student's Book pages 152–153

2

- The writer bought a digital camera.
- The camera arrived very late, and was not as advertised (it didn't have a memory card). Her emails were not answered, and when she spoke to someone they were not very helpful, so the problem was not sorted out.
- Yes, the service was poor and very expensive. She had to wait half an hour and it cost five pounds. She still didn't get any help with the problem.

3

- | | |
|-------------|-------------|
| 1 Following | 6 matters |
| 2 fact | 7 did |
| 3 as | 8 further |
| 4 to | 9 regarding |
| 5 was | 10 charge |

4 Possible answers

I am writing to complain about ... ; I was informed that ... ; I sent a number of emails ... ; When I finally ... ; the advert is misleading; to make matters worse ... ; when I called your helpline ... ; I was told ... ; as compensation for ... I feel that I should be ...

5 Possible answers

The complaint does sound fair (see summary in Exercise 2 answers). The company has not been helpful so they might not agree to compensation.

6

- 1 according to the forecast
- 2 according to the opposition
- 3 according to the flyer
- 4 according to your brochure
- 5 according to my brother
- 6 according to consumer laws

8

- 1 I was informed that delivery would take two weeks.
- 2 I was told that I should have looked more carefully and was then directed to details on the website.
- 3 I was told I would still have to write if I wanted to take the matter further.

9

- | | |
|------------------|-----------------------|
| 2 was promised a | 5 was only offered a |
| 3 was stated on | 6 was asked to arrive |
| 4 was told to | 7 was advertised as |

10 Possible answers

delivery might be late, the puzzle might show the wrong place or someone else's photo, it might be too small or have missing pieces, the tin might be damaged

3 A LEAFLET OR POSTER

Student's Book pages 154–155

2

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

4

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

6

1 whenever 5 Whoever
2 However 6 however
3 whatever 7 Whatever
4 Wherever 8 Whoever, whatever

7

Are you feeling out of shape?

You can always rest and **you can always** chat
I've gone to lunch. **I'll be** back at 2pm. Andrew

8

- Planning to work abroad? This is your chance!
- Worry about speaking in public? Get nervous in front of an audience or forget your words? Our course could help.
- Never been to a gym before? We'll show you how the gym machines work and give you support when training.
- Having a really great time. Wish you were here and hope everything is fine with you. Karen.
- Sara can't come this evening, but will be at the meeting tomorrow.
- Had to go out, won't be back till 8. Dinner in the oven. Love you.

4 STORIES

Student's Book pages 156–157

1

1 a flood 4 a volcano erupting
2 a forest fire 5 a tornado
3 a tsunami

2

- ruined: badly damaged or destroyed
stranded: stuck, unable to move
rescue: take to safety
- spread: move from one area to another
evacuate: get all the people out of a place
went up in flames: set on fire very quickly
- triggered: set off, started
waves: movement of water in the sea, like a wall of water
destroyed: so badly damaged there is nothing of any use left
- tremors: shaking, vibrations, movement of the earth
flee: escape, run away from something
lava: red hot molten rock from a volcano

- 5 path: the route or way that something goes
flattened: made flat, knocked to the ground
blown off: taken off by the force of the wind

5

- On the island of Java, near Mount Semeru.
- They were climbing the volcano when there was a minor earthquake, and then the volcano erupted.
- He felt scared.
- They were very relaxed because they'd seen it all before.

6

1 breeze 5 slopes
2 journey 6 minor
3 delayed 7 blocked
4 active 8 cleared

8

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

5 PERSONAL STATEMENTS

Student's Book pages 158–159

2

Other areas he could include: future plans, extra skills relevant to the course, e.g. computer skills, languages.
Best order:

- reasons for doing the course
 - education and qualifications
 - experience
 - personal qualities
- (extra skills could be included after point 2, and future plans at the end of the personal statement)

3

- competitive edge
- invaluable insight
- solid grounding
- transferable skills
- valuable contribution
- active interest

5

1 a 2 d 3 b 4 e 5 c

6

6 j 7 f 8 g 9 i 10 h

8

- In addition
- Additionally, OR In addition
- too OR as well
- What's more
- In addition to OR As well as, also
- In addition to this, also

6 REPORTS

Student's Book pages 160–161

1

bad news: 75% use the car as the main form of transport; only one tenth felt public transport provision was good or very good

good news: four out of five people had used some alternative; 90% would be willing to use alternative transport

2

- | | |
|---------------|---------------|
| 1 minority | 7 vast |
| 2 respondents | 8 interviewed |
| 3 majority | 9 rated |
| 4 examples | 10 factor |
| 5 mentioned | 11 widely |
| 6 favourably | 12 long |

3

Additional information included what people found inconvenient, and people's perceptions of bus travel and train travel. The recommendations are additional. The summary seems to be fair.

4

- If the government wants to win the next election, they must change their policies now.
- We need to / must / have to improve our marketing if we are to boost sales.
- If we are to reduce crime, we must / need to / have to increase the number of police.
- The company needs to reduce its debts if it doesn't want to go bankrupt.
- The council needs to build more cycle lanes if it is to encourage more people to cycle to work.
- If we are to discourage waste, the government must / has to introduce a tax on the amount of rubbish people throw away.

5

- However
- while, even though, despite
- while, even though (both could be used in either sentence)
- despite
- after the first clause following *while, even though*; before *despite*; after *however*

6

- While / Even though
- even though
- However / despite this
- despite

7

- Even though the government has invested in buses, most people still prefer to travel by car.
- The cost of air travel to passengers has been falling. However, the cost to the environment has increased.
- While most people rated the service as poor, the majority also praised the quality of the food.
- Despite the improvements, we're still struggling.

7 ARGUING YOUR CASE

Student's Book pages 162–163

1 Possible answers

reasons for keeping animals in captivity: research into behaviour etc., education, conserving endangered species
alternatives to zoos: wildlife parks, national parks and reserves to protect endangered species, wildlife films and documentaries

2

- Zoos** protect endangered animals.
- (correct)
- I saw a TV programme the other day about **a** zoo in Singapore and it sounds like **an** amazing place.
- The zoo in my town is home to **a** very rare kind of panda. That's the main attraction.
- The fact that fewer and fewer people are visiting zoos these days does pose **a** big problem.
- Without **funding**, what will happen to all the animals housed in such institutions?
- (correct)

3

The writer agrees with the idea of zoos (paragraphs 1, 2, 3 and 4 all make a strong case for zoos, especially in helping endangered species).

4

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

5

- Paragraph 1 introduces the main arguments on each side.
Paragraph 2 gives details of one side of the argument.
Paragraph 3 gives opposing arguments.
Paragraph 4 gives the author's view and an additional supporting argument.
- Introduction: sentence 1 explains the situation, sentence 2 summarises the argument on one side, sentence 3 summarises the opposing arguments.
- It is often claimed ... ; One argument is ... ; They are seen as ... ; It is believed that ...

6

- They are seen as** being a kind of prison for animals ...
- ... **should supposedly be** left in the wild to roam free.
- It is also believed that** zoos somehow legitimise the idea that ...

7

- | | |
|--------------|-----------|
| 1 sometimes | 4 claimed |
| 2 supposedly | 5 seen |
| 3 believed | 6 common |

9 Possible answers

- 1 However, those lives may not be very happy.
- 2 However, I find it sad to see animals in captivity.
- 3 However, zoos allow people to see animals in a more real way.
- 4 However, this could be done in the animals' native habitat rather than in zoos.
- 5 However, this is just not true, as anybody with a pet knows.
- 6 However, it seems justified if this will help the survival of those animals.

8 FORMAL AND INFORMAL EMAILS

Student's Book pages 164–165

1

- 1 It is formal writing and she doesn't know the person she is writing to.
- 2 Mandarin Chinese
- 3 She has studied it before, but only at beginner level.
- 4 She is hoping to study at elementary level, some time early next year, for three to five weeks. She hopes to review what she learnt before.
- 5 what courses they are offering, the prices, the excursions and cultural activities offered, whether a friend can come along, information about accommodation
- 6 It is a formal ending because she doesn't know the person.

2

ask = enquire
 at the moment = currently
 before = previously
 can you send me = I wonder if it would be possible for you to forward me
 hope to hear = I look forward to hearing
 it'd be great = I would be most grateful
 on top of that = furthermore
 trips = excursions
 want to = would like to

3

- 1 Thank you, matter
- 2 We are looking to, vacancies
- 3 We regret, inform, requested
- 4 Should you require, further assistance, hesitate
- 5 trust, prove, an inconvenience.
- 6 I wonder if it would be possible for you, most recent
- 7 In the event of any delay, contact you, as soon as possible.
- 8 dissatisfied, purchase, would, provide you with
- 9 believe, a number, rectified.
- 10 appreciate, ascertain, receive

4

- | | | |
|---------|----------|-----------|
| 1 Hope | 5 top | 9 let |
| 2 trips | 6 great | 10 find |
| 3 send | 7 pain | 11 sort |
| 4 asked | 8 chance | 12 Thanks |

GRAMMAR REFERENCE

ANSWER KEY

1 ENTERTAINMENT

Student's Book pages 166–167

Habits

Exercise 1

- 1 hardly ever go to the
- 2 fight all the time
- 3 don't tend to read on
- 4 again I will go
- 5 be fitter because he would
- 6 as much as I used

Exercise 2

- 1 I ~~used to~~ **usually / tend to** go and see films when they come out at the cinema because I prefer to see them on the big screen.
- 2 I ~~am~~ **tend to** stay in on Friday nights, as I'm generally too tired to do anything much.
- 3 I don't see her as much ~~how~~ **as** I used to, because we're both so busy.
- 4 My parents never used to go out late at night because we ~~would~~ **lived** in quite a rough area.
- 5 I **used to make** my own comics and films when I was younger.
- 6 By and large I don't ~~use~~ **tend to** watch TV much. There are too many ads, which annoys me.

Adjectives and adverbs

Exercise 1

- 1 Initially, traditional
- 2 calm, obviously, hard
- 3 shortly
- 4 widely, reasonably
- 5 Unfortunately
- 6 apparent
- 7 frequent

Exercise 2

- 1 frequent
- 2 occasionally
- 3 hard
- 4 later
- 5 Funnily
- 6 catchy
- 7 recent, disturbingly
- 8 Interestingly, beautifully

Exercise 3

- a I **never** download films from the Internet.
- b I've **hardly** seen him all day.
- c He reacted **fairly** badly to the news.
- d I'm going fishing **later** in the week.
- e To be honest, I haven't even picked up a book **lately**.
- f The car was completely destroyed, but **amazingly** he escaped without a scratch.
- g The special effects are amazing – just **incredibly** realistic.
- h They got married in 2005, but **sadly**, he died **soon** after.

Exercise 4

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

2 SIGHTSEEING

Student's Book pages 167–169

Relative clauses

Exercise 1

- 1 We're meeting Jaime later. You know – the guy whose brother got us the tickets for the match.
- 2 People lived in houses carved out of the rock, most of which have been destroyed.
- 3 Apparently, the hotel where we're staying in Vienna overlooks the river.
- 4 The 19th of July celebrates the day that we gained independence.
- 5 It took us ages to get there, by which time we were starving.
- 6 The first place we will stop at is the Cavern Club, which is where the Beatles started out.
- 7 The monument honours those who died during the war, many of whom came from this city.

Exercise 2

- | | |
|-----------------|---------------------|
| 1 who | 6 during which time |
| 2 where | 7 which |
| 3 most of whom | 8 at which point |
| 4 by which time | 9 none of which |
| 5 some of which | |

Exercise 3

- 1 We saw Big Ben, Buckingham Palace, Tower Bridge and the London Eye, all of which were amazing / which were all amazing.
- 2 There were loads of recommendations on the internet, most of which were really helpful.
- 3 We stayed out dancing until two in the morning, by which time I was completely exhausted!
- 4 We spent a week in Bolivia, during which time the election was on.
- 5 We spent two days in Bergen, where my girlfriend has family, and then drove down to Stavanger.
- 6 Chen's grandfather, who is 97, still lives at home with the rest of the family.

Talking about the future

Exercise 1

- 1 do you finish, 'I'll meet
- 2 'm meeting, 'm going to do
- 3 'm meeting, does ... end, 'I'll text
- 4 is going to be, are ... leaving, 'I'll drive
- 5 'm going to be, 'I'll survive

Exercise 2

- 1 I'm working OR I'm quite likely to, I'll call
- 2 I'm going to go
- 3 is going to burn
- 4 It's going to OR It's bound to
- 5 I don't think he'll OR He's highly unlikely to
- 6 I'll give
- 7 going to OR bound to
- 8 are having
- 9 I'm due to fly OR I'm flying

3 THINGS YOU NEED**Student's Book pages 169–170****Explaining purpose using *so, if* and *to*****Answers to Exercise 1**

- | | | |
|------|------|------|
| 1 so | 4 if | 7 to |
| 2 to | 5 to | 8 so |
| 3 if | 6 if | 9 to |

Exercise 2

- 1 to light
- 2 so (that) it doesn't leak
- 3 if you want to cut
- 4 so I can change
- 5 to tie it together and make a handle so (that) you can carry

Should and should have (should've)**Exercise 1**

- 1 should have come
- 2 shouldn't have told
- 3 should go
- 4 should report
- 5 should have come and warned
- 6 shouldn't have been
- 7 should just move
- 8 shouldn't have to

Exercise 2

- 1 have tested
- 2 be cutting
- 3 have been working
- 4 have been texting

Exercise 3

- 1 I should have rung you earlier
- 2 They should have tried to
- 3 You should ask for
(remember that we never use *to* after *should*)
- 4 should never have gone
- 5 should be celebrating

4 SOCIETY**Student's Book pages 170–171*****so and such*****Exercise 1**

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

Exercise 2

- | | | |
|--------|--------|----------|
| 1 much | 3 many | 5 little |
| 2 few | 4 many | |

Comparatives with *the ... the ...***Exercise 1**

- | | |
|-------------|---------------------|
| 1 The, the | 4 more, and, there |
| 2 are, more | 5 fewer, get / have |
| 3 the, less | |

Possible answers to Exercise 2

- 1 The bigger / smaller, the better
- 2 The cheaper, the better. OR The more sophisticated, the better. OR The bigger the memory, the better.
- 3 The sooner, the better.
- 4 The stronger / weaker / sweeter, the better.
- 5 The fewer, the better. OR The more, the better / merrier.

5 SPORTS AND INTERESTS**Student's Book pages 171–172*****should(n't) have, could(n't) have, would(n't) have*****Exercise 1**

- 1 should have
- 2 shouldn't have
- 3 should have, wouldn't have
- 4 underestimated, should have
- 5 should have, might not have
- 6 might have been, could have

Exercise 2

- 1 would have got
- 2 would have liked
- 3 wouldn't have minded (arguably, you could also say *I wouldn't mind* – if you want to refer to general rather than past time)
- 4 wouldn't have invited
- 5 could have broken
- 6 could have hurt
- 7 could have had
- 8 could have done

The present perfect continuous and simple

Exercise 1

- 1 c Present perfect continuous used to emphasise that the calling has continued repeatedly from the past to the time around now.
- 2 b Present perfect continuous used to emphasise that the intention – the meaning to – started in the past and continues to now. It hasn't stopped yet.
- 3 h Present perfect continuous used to emphasise that the putting off started in the past and continues to now. They still haven't been to the dentist.
- 4 f Present perfect continuous used to emphasise that the thinking started in the past and still continues.
- 5 a Present perfect simple used to show that the asking – loads of times – was completed before now, but has a connection to the present because the landlord still hasn't (now) fixed the shower.
- 6 g Present perfect simple used to show that the meeting happened at some point before now and is completed. The connection to now is the fact the person is being discussed now.
- 7 d Present perfect simple used because *fancy* isn't used in the present perfect continuous, despite the fact the never fancying continues from the past to now.
- 8 e Present perfect simple used to show that the hearing of the song – many times – was completed before now. The connection to the present is the fact they're sick of it now.

Exercise 2

- | | |
|---------|-----------------|
| 1 for | 5 yet |
| 2 this | 6 already |
| 3 since | 7 always, since |
| 4 never | |

6 ACCOMMODATION

Student's Book page 173

Modifiers

Exercise 1

- 1 *a bit* and *quite* are both possible – *quite* is stronger; *absolutely* (can't use *very* with extreme / ungradable adjectives)
- 2 *hardly* (or you could say we *had almost no* rain); *a bit of* (because *chill* is a noun, not an adjective)
- 3 *absolutely* and *really* are both possible; *almost* (or *hardly any* vacancies)
- 4 *A real* (because *tourist trap* is a noun); *very* (can't use *absolutely* with normal adjectives)
- 5 *pretty* and *fairly* are both possible and mean the same thing; *no* (or *there were hardly any* houses nearby)
- 6 *fairly* (can't use *a bit* with positive adjectives); *a bit* (to soften negative *too*)

Exercise 2

- 1 isn't very strong / isn't strong enough
- 2 was absolutely boiling
- 3 was hardly anyone in
- 4 a bit too loud
- 5 was almost nothing

have / get something done

Exercise 1

- 1 I'm thinking of getting my hair straightened
- 2 You should get that photo framed.
- 3 I'm going to have to have the tooth taken out
- 4 they had all their money and passports stolen
- 5 we should have had it checked

Exercise 2

- 1 had our luggage stolen
- 2 have just had / got that gate painted
- 3 am having / getting my car repaired
- 4 get / have the air conditioning (in here) repaired
- 5 have / get it delivered to my house

7 NATURE

Student's Book page 174

Narrative tenses

Exercise 1

- 1 couldn't (finished events in past)
- 2 had forgotten (action finished before she went in the sun)
- 3 got (finished event that happened during the walking home – the continuous action)
- 4 was getting (incomplete: still not completely dark)
- 5 had melted (finished the day before)
- 6 got back (one finished event in a series)
- 7 came down (one finished event in a series)
- 8 hadn't dried out (talking about events in the time before their arrival)

Participle clauses

Exercise 1

- 1 caused (suffering which is caused)
- 2 affected (areas which have been worst affected)
- 3 imported (beef which has been imported)
- 4 taking, doing (people who take part or do sport)
- 5 damaged (properties which were damaged)
- 6 funded (project which is funded by)
- 7 freed (animals which were freed from)
- 8 leading, opposing (note the tenses here: *group which is leading* – present continuous because the protests are temporary; *a statement which opposes*: present simple because the statement is generally true)

8 CRIME AND PUNISHMENT

Student's Book pages 174–175

Showing degrees of certainty with modal verbs

Exercise 1

- 1 can't (*cheating on* someone = having an affair with another person when you're married or in a relationship. Ask: *Are we talking generally or about a specific time in the past?* Generally, so we use *can't be*.)
- 2 must (Most people will see travelling as a good experience. Drill *It must be great*.)
- 3 must have (Ask: *is it now or a time in the past?* The past participle *been* shows that it is the past. You might highlight the pattern *must've been difficult, seeing ... can't be nice, finding ...*)
- 4 must (Ask: *is it now or a time in the past?* *Be / has been working* show that it is still true now.)
- 5 must have (Ask: *is it now or a time in the past?* *Earlier* shows that it is talking about the past.)
- 6 must have (Check these phrases: *tore ligaments / tore a muscle* = damaged these parts of the body; *hurt like mad* = hurt very much.)
- 7 can't (Ask: *is it now or a time in the past?* *Be* shows that it is talking about now.)
- 8 must have (Elicit that it is past, because of the past participle *unlocked*, and *must* because they didn't break in.)
- 9 can't have, must have (past participle after both gaps)
- 10 must, can't have (present *be* for the first verb, past participle for the second)

Exercise 2

- 1 might have got in
- 2 must have known someone
- 3 might be waiting for us
- 4 can't be worth
- 5 must have taken ages
- 6 must have found it / thought it was

Nouns and prepositional phrases

Exercise 1

- | | |
|------------------|----------------|
| 1 involvement in | 6 anger about |
| 2 addiction to | 7 recipe for |
| 3 ban on | 8 decrease, in |
| 4 access to | 9 awareness of |
| 5 damage to | |

Exercise 2

- | | |
|----------------|-------------------|
| 1a in | 1b for |
| 2a to | 2b of |
| 3a with | 3b about |
| 4a with, about | 4b among, towards |
| 5a against | 5b of |

9 CAREERS AND STUDYING

Student's Book pages 176–177

Conditionals with present tenses

Exercise 1

- 1 If you fail three subjects, you have to repeat the whole year / you will have to repeat the whole year.
- 2 If you don't feel well, you should take the day off.
- 3 I could / can / might ask my uncle for a job, if the worst comes to the worst.
- 4 I'll be in big trouble if the report isn't finished by Friday.
- 5 If things don't get better at work, I'm going to hand in my notice.
- 6 If you're struggling, I'll do my best to help.

Exercise 2

- 1 haven't heard
- 2 aren't feeling
- 3 loses
- 4 have been working
- 5 goes

Conditionals with past tenses

Exercise 1

- | | | |
|---------------|---------|-----------|
| 1 been | 5 Would | 9 be |
| 2 not / never | 6 have | 10 hadn't |
| 3 were | 7 would | |
| 4 would | 8 had | |

Exercise 2

- 1 said, would be
- 2 hadn't been, wouldn't be
- 3 had been, might have got
- 4 knew, wouldn't have said
- 5 didn't find, would hand in

10 SOCIALISING

Student's Book pages 177–178

The future perfect

Exercise 1

- 1 I'll have lived
- 2 I'm going
- 3 ease off
- 4 will probably have started (because of *by the time we get there*)
- 5 I'm helping (= already arranged), should've finished (*by five*)
- 6 you will have spent (*by the time you're 60*)

Question tags

Exercise 1

Sentences 3 and 5 are correct

- 1 Would you like a coffee? (no tag needed as we don't add tags to questions)
- 2 You knew him quite well, didn't you? (*knew* is past simple verb, so use *didn't* as the tag)
- 4 You weren't at the last class, were you? (wrong word order)
- 6 Haven't you heard of One Direction? (no tag needed as we don't add tags to questions)

Exercise 2

- 1 You've been to university, haven't you?
- 2 It's a fantastic place to visit, isn't it?
- 3 You know where to go, don't you?
- 4 We're going to meet them later, aren't we?
- 5 He shouldn't be here, should he?
- 6 They can't come tomorrow, can they?

11 TRANSPORT AND TRAVEL

Student's Book pages 178–179

Uncountable nouns

Exercise 1

- 1 a coffee (meaning a cup of coffee)
- 2 understanding
- 3 a really lovely dinner
- 4 a very happy marriage
- 5 an understanding
- 6 dinner
- 7 coffee (in general)
- 8 Marriage (in general)

Exercise 2

- 1 My **hair is** getting really long. I need a haircut.
- 2 There **is** lots of **accommodation** in the town.
- 3 (correct)
- 4 There weren't that many **people** in class today.
- 5 The news this week **is** so depressing!
- 6 Sorry I'm late. I had some **trouble** with my car.
- 7 The tourist board gave me some really useful **advice**.
- 8 (correct)

Emphatic structures

Exercise 1

- 1 that worries me is the amount
- 2 I find strange is
- 3 really annoys me is people
- 4 angered people is (the fact / way)
- 5 I love about my job is being

12 HEALTH AND MEDICINE

Student's Book page 179

Supposed to be -ing and should for talking about the future

Exercise 1

- 1 should
- 2 going
- 3 shouldn't
- 4 is probably going to be (because it's talking about something negative. You can say *it shouldn't be that expensive* though as this is positive.)
- 5 supposed to be having
- 6 shouldn't have
- 7 I doubt anyone will be
- 8 supposed to be playing

Determiners

Exercise 1

- 1 Most of patients are here because of stress.
- 2 There's been a case of meningitis at the school but it hasn't spread to **the other** students.
- 3 Each **of** the three operations lasted about five hours.
- 4 I didn't like **either** of the two treatments, personally.
- 5 Every **doctor** I saw failed to diagnose me properly. (OR **None of the doctors** I saw diagnosed me properly.)
- 6 They said they had **no** record of my appointment.

13 LIFE-CHANGING EVENTS

Student's Book pages 180–181

The past perfect simple and continuous

Exercise 1

- 1 always been (*be* not really used in the continuous form), always wanted (when we use *always*, we generally use the simple form)
- 2 had been looking (= action over a period of time up to the particular point in the past), had (we use past perfect simple form to talk about *how many*)
- 3 hadn't been getting (= continuing action / feelings over period of time up to a point in the past)
- 4 I'd asked (to talk about *how many*, we use the past perfect simple form), she'd always said (when we use *always*, we usually use the past perfect simple form)
- 5 been talking (= an action over a period of time up to a particular point in the past), he'd never done (when we use *never*, we generally use the simple form)

Exercise 2

- 1 had been planning, came, had (finally) gone, seemed
- 2 had been doing, had (never) won, was, heard, had won
- 3 were driving, had been going, remembered, had left
- 4 had been telling, was looking forward to, stopped, didn't know, started

be always / constantly -ing / wish and would**Exercise 1**

- 1 I wish he would tidy up sometimes (but he never does).
- 2 He never admits he's wrong! (with *never*, use present simple not continuous)
- 3 He's always trying (missing auxiliary verb *be*)
- 4 (correct)
- 5 I wish he was (when we use the verb *be* to talk about how want someone's character to be different, we say *I wish someone was* (or *were*))
- 6 She's always smiling (word order)
- 7 (correct)
- 8 I really wish she wouldn't go on about (*I wish someone would/wouldn't do something*)

Exercise 2

- 1 He's constantly interrupting her when she's talking.
- 2 I wish she wouldn't play her music so loud while I'm trying to study.
- 3 I wish he wouldn't speak to me as if I were / was a child.
- 4 I really wish he wasn't so mean and that he wouldn't buy the cheapest things all the time.
- 5 They're always joking and messing around.

14 BANKS AND MONEY
Student's Book page 181
Passives**Exercise 1**

- 1 is being updated (*at the moment* – present continuous)
- 2 is sent (*at the end of every month*, regular routine – present)
- 3 has been repeatedly exceeded (*repeatedly / over recent weeks* – present perfect)
- 4 had already been transferred (*before yesterday* – past perfect)
- 5 was rejected (*three times yesterday*, fixed time in past – past simple)
- 6 hasn't been signed (*yet* – present perfect)
- 7 was being forwarded (*up until last week*, continuing situation – past continuous)
- 8 was sent (*on the 28th of last month*, fixed time in past – past simple)
- 9 will be contacted, has been made (future, and present perfect for completed action in the future following *as soon as*)

wish**Exercise 1**

- 1 didn't have to
- 2 had thought
- 3 would cut
- 4 had booked
- 5 could have come

15 FOOD**Student's Book page 182**Linking words

- 1 as (OR because), Once
- 2 despite (OR in spite of), then
- 3 in case, so
- 4 for, Otherwise
- 5 provided (OR so long as / as long as), until

Patterns after reporting verbs

- 1 to give us (offer to do something)
- 2 to try (persuade somebody to do something)
- 3 cutting down (recommend doing something)
- 4 to eat (force someone to do something)
- 5 working (can't imagine -ing)
- 6 to not (*urge people to not ...*, OR *urge people not to ...* both OK)
- 7 using (confess to doing something)
- 8 giving (consider + -ing)
- 9 having (miss + -ing)
- 10 not doing (be criticised for not doing something).

16 BUSINESS**Student's Book page 183**The future continuous**Exercise 1**

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

Expressing necessity and ability**Exercise 1**

- 1 has enabled us to step up
- 2 lets you monitor
- 3 Not having / needing to be
- 4 we won't be able to
- 5 hadn't made me tell
- 6 were forced to

TESTS

UNIT 1 TEST

GRAMMAR

1 Complete the sentences with the words in the box.

tend hardly would often rarely used
will constantly

- I _____ to listen to music every morning nowadays.
- Jack doesn't _____ go to the cinema. In fact, he only goes once or twice a month.
- When she was on holiday, Emily _____ get up early and go walking each day.
- Amy _____ criticises me. She never stops!
- These days, my grandfather _____ sit and read his newspaper in the morning.
- We _____ go abroad now. It's too expensive.
- In my youth, I _____ to live in the country.
- I _____ ever see Josie nowadays. In fact, I've only seen her three times in the last year!

/ 8

2 Complete the sentences with two words in each space. Use one word from A and one word from B.

A not rule time very would and much the
B as the whole again a to rarely regularly

- I don't go out as _____ I used to.
- She plays computer games all _____.
- We tend _____ go out much these days.
- Only _____ do we work on Sunday.
- Ten years ago, I _____ practise my tennis skills for hours on end.
- On _____, I find reality TV programmes a bit boring.
- We go clubbing now _____.
- As _____, it only really rains heavily in India during the monsoon.

/ 8

3 Rewrite the sentence. Put the adverb in brackets in the correct place.

- The man in the photograph is smiling at the photographer. (directly)

- It's a well-known portrait of the Queen. (fairly)

- Anna seems to be upset in the painting. (slightly)

- The painter didn't make any money during his lifetime. (unfortunately)

- We'll look at the paintings in the long gallery. (later)

- Art has become more and more popular. (gradually)

- I have been to an art gallery. (never)

- He produced hundreds of painting, but he didn't sell any in his lifetime. (sadly)

- Harry left home after the argument. (soon)

/ 9

VOCABULARY

4 The adjectives in column B are synonyms of the words in column A. Complete the words.

A

B

- | | |
|-------------|---------|
| 1 funny | h _____ |
| 2 strange | w _____ |
| 3 boring | d _____ |
| 4 inspiring | u _____ |
| 5 upsetting | d _____ |
| 6 exciting | g _____ |
| 7 terrible | a _____ |

/ 7

5 Choose the correct options to complete the descriptions of pictures.

- The painting has *bold* / *subtle* colours – bright reds and deep blues!
- The meaning is very *dramatic* / *ambiguous* – it isn't clear what it is about.
- The artist is trying to *create* / *appear* a sense of fear.
- Her work is very *intimate* / *conventional*, which is to say that it is neither new nor different.
- The painting seems to *be* / *being* an example of Turner's early work.

/ 5

6 Complete the sentences with one word in each space.

- The artist's role is _____ to interpretation.
- The woman in the picture looks _____ if she has just heard terrible news.
- I _____ the impression that the artist wants us to share his feelings of amazement.
- It _____ well be the most valuable painting we have in the collection.
- Her paintings are so realistic that they look _____ photos.

/ 5

7 Choose the correct verb to complete each sentence.

- In the story, the central character is *living* / *seeking* in poverty when we first meet him.
- The magician *revealed* / *asserted* a secret which nobody knew before.
- The baddie *presented* / *asserted* his power and forced other people to do what he wanted.
- In order to get into the castle, the young hero *pretends* / *disguises* himself as an old woman.
- The farmer wants to kill the king. He is *revealing* / *seeking* revenge for the death of his father.
- All the characters *gained* / *pretended* insight into the true meaning of trust.
- The evil king hoped to *get* / *gain* away with killing the prince and taking power.
- Our hero *encountered* / *presented* many problems during his journey and overcame them all.

/ 8

/ 50

UNIT 2 TEST

GRAMMAR

1 Circle the relative pronouns which are possible. If it is possible to omit the pronoun, circle –. Sometimes more than one answer is possible.

- We went to a concert *who / that / –* Stefan had organised.
- This is the stadium – */ where / which* the national team play most of their matches.
- Jeston is one of the trendiest suburbs, *that / which / where* is probably why it is such a popular place to live.
- The architect, – */ which / who* I have known since childhood, has transformed this neighbourhood.
- The title of the book *that / – / who* I'm reading is *New Architecture*.
- The college, *who / which / that* was built over 500 years ago, has seen many changes in its time.
- There aren't many people in the world *who / – / which* know as much about the subject as Mark Lewis.
- Did you tell everybody the date – */ which / when* the next meeting is likely to take place?

/ 8

2 Rewrite each of the pairs of sentences below as one sentence using a relative clause.

- A leading architect has just designed a new type of eco-house. She works in the United States.

- We visited the housing estate. My parents were both born there.

- John Robson designed a lot of buildings. Some of them are still standing.

- Simon met one of the architects. Her designs have won a prize.

- The designer spent some time in Africa. During that time he started using bright colours.

/ 10

3 Complete the sentences with a future form of the verb in brackets.

- You look really tired. I _____ (finish) the clearing up. Go and lie down.
- The first train to Southampton _____ (leave) at 7.15am. Shall we get that one?
- I failed my exams last term, so I _____ (work) really hard this term.
- I've arranged to go the museum with Dan later. I _____ him at three near the town hall clock.
- Can I borrow €20? I _____ (give) you the money back tomorrow, I promise.
- I'm looking forward to the weekend. I _____ (put) my feet up and relax.
- Thanks for your help. I _____ (see) you tomorrow.
- In the future, I think we _____ (build) a space station on the moon.

/ 8

VOCABULARY

4 Complete the sentences with the correct words. The first letter(s) are given.

- It was a very r_____ - d_____ part of town. The houses were in bad condition.
- With new wine bars and shops everywhere, this is an u_____ - and - c_____ suburb.
- In the 19th century, this was a very a_____ city. Many people here were very rich.
- The new multi-storey car park is h_____. It's the ugliest building I've ever seen.
- The government are investing in this d_____ region in which many people are jobless.
- This is a r_____ area. There aren't any businesses here – only flats and houses.
- Be careful. That's a r_____ part of town. You could be robbed or attacked.
- The h_____ centre of the city contains buildings from the sixteenth century.

/ 8

5 Complete the sentences with the words in the box.

bonfire parade mask band confetti fireworks
display float costume sound system

- At the fancy dress party, Millie wore a _____ so that nobody would be able to see her face.
- I took part in a _____ which marched through the centre of the town.
- The organisers lit a _____ made of wood.
- As the newly-married couple left the church, they were showered with _____.
- The organisers turned up the volume on the _____. It was really loud!
- Some of the people wore a _____. They dressed as characters from historical times.
- At the end, they set off _____. They were bright in the night sky.
- A _____ marched through the town centre, playing their instruments.
- At the festival, we saw a _____ of flowers arranged to look like a flag.
- There were children singing on the back of the _____ as it was driven through the city.

/ 10

6 Complete the sentences with *due*, *bound* or *not likely*.

- According to my timetable, the next bus is _____ to arrive any minute now.
- Tom is _____ to lose the match. He hasn't practised for weeks and his opponent is really good.
- We're _____ to get lost. We haven't got a map!
- Graham and Lucy are _____ to graduate this year. They haven't done enough work.
- The special guests are _____ to get here in five minutes, so be ready.
- I'm _____ to get into the stadium. I haven't got a ticket and it's sold out.

/ 6 / 50

UNIT 3 TEST

GRAMMAR

1 Complete the sentences with *so*, *if* or *to*.

- 1 Harry used an old box _____ keep his collection of toy soldiers in.
- 2 Put the fish in the fridge _____ it doesn't go off.
- 3 Use tape to hold the pictures in place _____ you don't want to put nails in the wall.
- 4 We repaired the fence _____ make sure that the dog couldn't get out.
- 5 _____ it really hurts, why don't you put some cream on it?
- 6 I always put some herbs in _____ add flavour.
- 7 Penny carries a first-aid kit in her handbag _____ that she can help out in an emergency.
- 8 We have some nails in the shed you could use _____ fix it in place.
- 9 You could always ask Tom to help _____ the instructions aren't clear.
- 10 We put the strawberries in the greenhouse _____ stop the birds eating them.

/ 10

2 Complete the sentences with the correct form of the verb in brackets.

- 1 We should _____ (be) outside. The weather's too nice to stay indoors.
- 2 Patrick should _____ (win) the match yesterday. He was really unlucky.
- 3 Right now, we should _____ (sit) on the beach, not waiting around for the delayed flight.
- 4 You should _____ (give) a ticket by the committee.
- 5 Sally shouldn't _____ (send) that email to her boss. It was a bad mistake.
- 6 Should they _____ (stand) outside in the rain? I don't think so. Let's ask them in.
- 7 Andy shouldn't _____ (believe) everything Katy tells him.
- 8 What should I _____ (say)? I was in a really difficult situation and I didn't know what to do.

/ 8

3 Correct these sentences by crossing out one unnecessary word or by adding one word.

- 1 You shouldn't to walk out of the concert before the interval.
- 2 We shouldn't sitting here when there is so much to do.
- 3 I should told Mary about the show. She's angry with me because she missed it.
- 4 The students should to have listened to their teacher when they were at school.
- 5 You should helping, not sitting around doing nothing.
- 6 You shouldn't have mean to Dan. He was only trying to help.

/ 6

VOCABULARY

4 Circle one word that does not belong in each group.

- 1 **In the workshop**
a hammer b drill c saw d tin opener
- 2 **On the desk**
a rubber b lighter c stapler d ruler
- 3 **In the laundry room**
a washing powder b glue c iron d pegs
- 4 **In the sewing basket**
a needle b scissors c rope d thread
- 5 **In the kitchen**
a torch b washing-up liquid c pan d cloth
- 6 **For cleaning the house**
a brush b clip c dustpan d bucket
- 7 **For fixing things**
a nail b mop c screw d tape
- 8 **Health and safety**
a bandage b plaster c needle d stepladder
- 9 **Used to open things**
a peg b scissors c tin opener d corkscrew
- 10 **Used to tie things**
a rope b thread c charger d string

/ 10

5 Complete the sentences with a noun formed from the verb or adjective in brackets.

- 1 We were all full of _____ as we set out on the trip. (optimistic)
- 2 Hundreds face _____ as a result of the government's decision. (evict)
- 3 The manager's refusal to praise the volunteers' work was pure _____. (mean)
- 4 I'm sure she had good _____, but she has still made things worse. (intend)
- 5 There was an air of _____ in the country about their team's chances in the cup. (pessimist)
- 6 Please show great _____ when you are up on the roof. (cautious)
- 7 Many children have a _____ of the dark (afraid)
- 8 Charlie's _____ with flying began at an early age. (obsess)

/ 8

6 Circle the correct word to complete the sentences.

- 1 The pipe had a *leak* / *spot* / *rip*, so water was coming out slowly and going through the ceiling.
- 2 While I was running for the bus, two of the buttons on my jacket *went* / *made* / *came* off.
- 3 Using poor quality face cream can *make* / *give* / *take* you spots.
- 4 My walking boots *fell* / *gave* / *took* apart after four days hiking in the rain and cold of the mountains.
- 5 We can't put together the model because one of the pieces is *losing* / *going* / *missing*. See if you can find it.
- 6 The side of my car has been *broken* / *scratched* / *ripped*. I think somebody has used a coin to make a long mark.
- 7 We walked through some bushes and Lesley *ripped* / *scratched* / *broke* her jacket. Part of the sleeve has almost come off.
- 8 Unfortunately, the shoes didn't *size* / *fit* / *suit*. They were too small.

/ 8

/ 50

UNIT 4 TEST

GRAMMAR

1 Complete the sentences with *so* or *such*.

- It was _____ dark outside we couldn't see where we were going.
- Sam is _____ a talented dancer that she should go professional.
- There were _____ many people at the concert that we couldn't get anywhere near the front.
- You shouldn't work _____ long hours. You'll make yourself ill.
- _____ much of our time was spent in the studio that we hardly had time to eat.
- The government was _____ corrupt that nobody voted for them.
- It was _____ a wet day that very few people went out to vote.
- The organisers lost money because _____ few people went to the festival.

/ 8

2 Put the words in the correct order to make sentences with *the ...*, *the ...*.

- better, / The / sooner / the

- people / they / The / are, / better / money / educated / the / earn / they / more

- food / eat, / The / fatter / get / people / they / the / junk / more /

- The / appealing / more / becomes / I / it / think / the / about / it,

- garden, / The / in / better / more / it / looks / time / spend / the / I / the

/ 10

VOCABULARY

3 Complete the sentences with the correct form of the verbs in the box.

go struggle make boom undermine boost

- Currently, the job market _____. Every day, there are more and more jobs.
- The magazine _____ bankrupt last year. Sales had fallen to very low levels.
- The scandal _____ public support for the government. Nobody trusted the president.
- Since 2013, investment _____ a significant difference to the lives of ordinary people.
- In recent months, the president's popularity _____ support for the government. People like her so they will vote for her government.
- When electricity prices go up, poorer people _____ to pay their bills.

/ 6

4 Read the definitions and write the missing words.

- when there isn't enough water because of a lack of rain: water s. _____
- a complicated system of government rules and paperwork: annoying b. _____
- when a government or organisation is not strict or strong on an issue: s. _____ on crime
- a period when the economy is bad and there is high unemployment: a r. _____
- the amount of money you pay in bills, etc. on a daily basis: the cost of l. _____
- when a company loses money and stops trading: it is b. _____

/ 6

5 Complete the sentences with the missing prepositions.

- I saw a fascinating programme _____ TV.
- I'd never vote _____ that party. Their policies are awful.
- The local council has cut back _____ unnecessary paperwork.
- Politicians don't seem concerned _____ the things that are important to ordinary people.
- Jeff was so far _____ debt that he was in trouble with the bank.
- The government has done nothing _____ me!
- Politicians spend more time fighting _____ themselves than dealing with important issues.
- I don't agree _____ you at all.

/ 8

6 Complete the sentences with the correct form of the verbs in the box. Use box A for sentences 1–6 and box B for sentences 7–12.

A become deny launch suffer uphold win

- The man next door has just _____ a grandfather. His daughter gave birth yesterday.
- The government has _____ a new initiative to persuade people to drive more carefully.
- A number of passengers _____ broken bones in last week's plane crash.
- The judge _____ the company's claim. He agreed that they had the right to build on the land.
- Penny was _____ promotion because she hadn't worked hard enough during the year.
- The lawyers _____ the case against the government. They are celebrating their victory.

B claim meet see compare reverse conduct

- The police are _____ investigations into the crime.
- It's hard to _____ your achievements to Harry's. They are both significant but very different.
- We want to reduce homelessness by 10%, and we hope to _____ that target in five years.
- Poverty is getting worse. How can we _____ this downward spiral?
- The Green Party _____ victory in the election. They were sure they had won.
- Do you _____ these points of view as interconnected?

/ 12

/ 50

UNIT 5 TEST

GRAMMAR

1 Complete the sentences with *should(n't) have*, *could(n't) have*, or *would(n't) have*, and the correct past form of the verbs in brackets.

- We _____ (lose) the match. We played better and had most of the chances. We were so unlucky!
- I _____ (go) to the match if I had known that five of our best players were injured.
- You had so many different options. You _____ (choose) to play tennis or golf, for example. So, why did you choose boxing?
- That was a really bad decision. You _____ (decide) to give up playing badminton when you did.
- I've been waiting for an hour. You _____ (phone) and told me you were going to be late.
- Patrick _____ (leave) the party early without me. I'm angry with him. Why did he do that?
- Driving so fast without a helmet was a stupid thing to do. You _____ (be killed).
- I'm sorry. I _____ (say) that. I didn't mean to. Sorry.
- What _____ (you / do) if you'd missed the plane?

/ 9

2 Complete the sentences with the present perfect simple or present perfect continuous form of the verbs in brackets. Use the continuous form where possible.

- I _____ (always / be) good at sports.
- Amy _____ (try) to call you all morning. Do you ever answer your phone?
- We _____ (visit) the castle three times so far this year.
- I _____ (not feel) well recently.
- We _____ (attend) art classes since November.
- How long _____ (you / know) Katherine?
- Amy _____ (not help) out in the garden much lately.
- I _____ (break) my arm twice.
- The film _____ (show) in cinemas for several weeks now.
- Jake _____ (win) all three matches in the tournament.

/ 10

VOCABULARY

3 Match the qualities 1–5 to the sports a–e.

- | | |
|-------------------------|--------------------|
| 1 flexibility | a weight-lifting |
| 2 strength | b marathon running |
| 3 stamina | c tennis |
| 4 speed | d gymnastics |
| 5 hand-eye coordination | e sprinting |

/ 5

4 Complete the sentences with the correct words. The first letter is given.

- I shouldn't eat so many burgers and crisps – j_____ food is so bad for me.
- I often work up a s_____ in the aerobics class.
- You're really out of s_____. You should start going to the gym.
- Pat is very u_____. His sense of balance is poor and he can't catch anything!
- Working out every day is difficult and d_____. It's really hard to do.
- I felt out of b_____ by the time we got to the top of the mountain. I was really tired.

/ 6

5 Match the sports 1–7 to the groups of words a–g.

- | | |
|--------------|----------------------------|
| 1 tennis | a shoot, post, bar, |
| 2 boxing | b time-out, coach, tactics |
| 3 football | c hole, club, drive |
| 4 formula 1 | d serve, fault, coach |
| 5 basketball | e judge, fight, fixed |
| 6 rugby | f tackled, try, post |
| 7 golf | g overtake, track, drive |

/ 7

6 Complete the sentences about football with the missing words.

- If a referee shows you a red _____ during a football match, you have to leave the pitch.
- The football club _____ the coach because they lost ten matches in a row. They ended his contract immediately.
- The team play in the top _____ of the football league.
- The player shot and _____ the post. The ball came back into play. I don't know how he didn't score.
- It was a really bad _____ that could have broken the other player's leg.

/ 5

7 Choose the correct verb to complete the sentences.

- Sally fell down the stairs and *banged* / *twisted* / *lost* her head really hard on the steps.
- William *broke* / *bruised* / *tore* his knee ligaments during a rugby match. He couldn't play again for three months.
- Ruth hit her head on the lamppost and *banged* / *knocked* / *cut* herself out. She was unconscious for 20 minutes.
- Have you ever *broken* / *drowned* / *tore* your arm?
- Jerry had a few *twists* / *cuts* / *breaks* and bruises after falling off his bike.
- Sadly, the dog fell in the river, and couldn't get out. She *drowned* / *killed* / *tore*, and we didn't find her body until the next day.
- Penny *gave* / *lost* / *twisted* consciousness for a few minutes because of the high altitude in the mountains.
- Sue *bruised* / *tore* / *broke* her elbow when she hit it on the bottom of stairs. It didn't hurt much, but she had black and blue marks on it.

/ 8

/ 50

UNIT 6 TEST

GRAMMAR

1 Choose the correct modifier to complete the sentences.

- Our trip was *a bit* / *a complete* dull. The weather was bad and there wasn't much to see.
- After walking all day, we were *very* / *really* exhausted.
- I enjoyed the film but it was *quite* / *a bit* too long.
- The old house seemed *very* / *absolutely* strange.
- It was *quite* / *a bit* sunny so we had a picnic.
- The house was *very* / *absolutely* enormous so there was plenty of room for everyone.
- I *fairly* / *hardly* noticed Sheila. She was so quiet.
- The film was *too* / *really* exciting. I loved it!

/ 8

2 Choose the correct modifier to complete the sentences.

- My car's _____ old so I might have to get a new one soon.
a little b pretty c completely
- Everything went wrong. It was a _____ nightmare.
a slight b fairly c real
- There were _____ no people on the beach.
a really b hardly c almost
- Buying that dishwasher was a(n) _____ waste of money!
a complete b bit c absolutely
- The hotel has _____ any facilities to speak of.
a almost b fairly c hardly
- We have _____ of a problem. All the shops are closed today.
a a lot b a bit c a complete
- I've got a _____ cold. I'll be OK in the morning.
a fair b bit c slight
- We _____ didn't get there on time.
a almost b real c complete

/ 8

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

- cut / I / months / my / haven't / for / had / hair
I _____
- You / down / those / should / get / cut / trees
You _____
- cancelled / driving / I've / my / just / had / licence
I've _____
- my / need / fixed / to / I / get / bike
I _____
- the / to / We're / repainted / going / fence / have
We're _____
- ears / Have / pierced / you / had / ever / your / ?
Have _____
- Terry / his / stolen / had / car / has / again
Terry _____
- old / you / taken / get / armchairs / the / Did / away / ?
Did _____

/ 8

VOCABULARY

4 Complete the sentences with one word from the box in each space.

deserted dump efficient filthy isolated
muddy overlooks overwhelming stunning
unbearably

- After three days of rain, the fields were really _____ and we had to wear rubber boots.
- The students' flat was a bit of a _____. Nobody had cleaned it for months.
- She lives in an _____ farmhouse on a small island, far away from any towns or villages.
- From the top of the mountain, the view was _____. We could see the whole valley.
- The island was _____. Nobody lived there during the winter.
- We like the _____ service at the Hotel Grand. The staff do a really good job.
- August in Dubai is _____ hot. You can hardly breathe outside.
- The friendliness of the people was _____. When they gave us gifts, I started to cry.
- The children had fallen into the pond. Their clothes were _____ and it took ages to clean them.
- My bedroom _____ a lovely park. It's such a nice view in the morning.

/ 10

5 Complete the idioms with one word. The first letter is given.

- My sister is always taking the m_____ out of me. She laughs at me all the time.
- Simon is good fun in s_____ doses, but he talks so much that he does get boring after a while.
- Jo and Carl are struggling to make e_____ meet. Neither of them earn very much.
- I've done all I can. The b_____ is now in Anna's c_____. She'll have to decide what to do.
- At first, when I started this job, I didn't know what to do. But now I'm starting to find my f_____.
- I had to pay for everybody's meal at the restaurant. As a result, I'm out of p_____.
- Florian sees life through r_____ -coloured glasses. Things aren't as good as he thinks they are!
- The new sofa cost an a_____ and a l_____, but we really like it.

/ 10

6 Complete the sentences with the missing prepositions.

- Don't forget to pick _____ Jasmine at the airport. Her flight arrives at two.
- All our employees take pride _____ their work. That's why we get good results.
- Stop gazing _____ of the window and do some work!
- I need to sort _____ all my old clothes. I'm sure that a lot needs to be thrown away.
- I've slaved _____ at this course book for months. I really need a holiday.
- It took Julie a week to get _____ the flu. She really felt very unwell.

/ 6 / 50

UNIT 7 TEST

GRAMMAR

1 Complete the extracts with the correct form of the verbs in brackets.

While they ¹_____ (walk) in the mountains, a heavy storm suddenly ²_____ (come) in from the west. Neither of them ³_____ (experience) such a terrible storm before. They ⁴_____ (decide) to hide in a cave until the worst of the storm ⁵_____ (blow) over.

I ⁶_____ (live) in Greece when I first ⁷_____ (meet) Susie. She just ⁸_____ (walk) into the bar where I ⁹_____ (work). She ¹⁰_____ (be) the prettiest girl I ¹¹_____ (ever / see), and I ¹²_____ (fall) in love with her at first sight.

/ 12

2 Complete the sentences with the correct participle form of the verb in brackets.

- All the people _____ (invite) to the party were able to come.
- The number of people _____ (injure) in the explosion has doubled.
- Children _____ (play) near the railway line were warned about the dangers by police.
- A thief _____ (arrest) outside the bank has admitted the crime.
- The huge crowds _____ (wait) outside the stadium were disappointed when the star left early.
- There is some awful weather _____ (move) in from the north.
- An egg _____ (throw) at the politician's head narrowly missed its target.
- The number of holidaymakers _____ (leave) the country this weekend is lower than in recent years.

/ 8

VOCABULARY

3 Match the weather words 1–7 to the groups of words a–g.

- | | |
|---------|------------------------------|
| 1 storm | a humid, boiling, unbearable |
| 2 heat | b thick, sudden, lift |
| 3 wind | c loud, flashes, thunder |
| 4 rain | d freeze, blue, death |
| 5 cold | e clouds, soaked, miserable |
| 6 fog | f skid, settle, fall |
| 7 snow | g strong, sail, damage |

/ 7

4 Complete the sentences with the correct form of the verbs in the box.

hit pour blow stick pull ease turn flood

- It _____ down all week, and there's water everywhere. Now it _____ to hail and I can hear it hammering on the windows.
- Last night's powerful winds _____ down the garage. Fortunately, the winds _____ off now, so we can get outside and start repairs.

- It was snowing so hard we had to _____ over and stop. We couldn't see out of the windscreen and we were worried about getting _____ in the car overnight.
- Heavy rain has resulted in _____ in parts of the south-west. Some homes are under water.
- Suddenly, we _____ the fog. We couldn't see a thing.

/ 8

5 Complete the sentences with so, as or like.

- There were something _____ a thousand people there at the concert!
- Our hotel was _____ magical a place as you could possibly imagine.
- Andy is a great entertainer, but his brother is nothing _____ as good.
- The weather was _____ awful that we stayed indoors all week.
- I had never been to a concert before where the music was _____ loud that I had to put earplugs in.
- The clouds are _____ lovely and white as ice cream.
- Steve drove _____ fast that I thought we were going to crash.

/ 7

6 Complete the sentences with the correct form of the words in the box. Use the same word for each sentence in the pair.

blossom gather plant root settle stem
storm water

- a The falling snow _____ on the rooftops.
b Drink this to _____ your stomach.
- a It took ages to dig out the _____ of the old apple tree after we had chopped it down.
b The investigation hopes to find the _____ of the problem.
- a Could you _____ the plants in the living room for me while I'm away?
b All the _____ in the pools had dried up under the strong sunlight.
- a His writing career didn't begin to _____ until he had completed his fifth novel.
b In the spring, the cherry _____ on the trees is a beautiful sight.
- a A large crowd has begun to _____ in front of the palace to wait for the announcement.
b We have hired some people to help _____ the apple harvest before the bad weather starts.
- a The two brother have always had a _____ relationship. They're always arguing and fighting.
b The weather's looking _____. Close all the windows.
- a The flowers have very long _____ and look beautiful in the garden.
b The fair in our village _____ from an ancient festival hundreds of years ago.
- a Terrorists have _____ a bomb in the building so the police have asked everybody to leave.
b We have hundreds of different _____ in our garden.

/ 8 / 50

UNIT 8 TEST

GRAMMAR

1 Complete the sentences with the verbs in brackets in the correct form and *might, must or can't*.

- You _____ (leave) your bag at school. I know you didn't take it with you this morning.
- Tony _____ (have) a very well-paid job. He lives in a huge house and drives a Ferrari.
- The man on the right in the photo _____ (be) Peter. But, to be honest, I'm just guessing.
- Look how disappointed all the boys look. Oh dear. They _____ (lose) the match.
- The police _____ (find) the missing schoolchildren, but don't get your hopes up yet. This hasn't been confirmed.
- She _____ (be) Susie's sister. Susie's an only child.
- The burglars _____ (escape) through the back window. It's the only way out.
- If we'd entered the competition, we _____ (win). Who knows?

/ 8

2 Complete the sentences with the correct preposition.

- There is a need _____ better policing in this area.
- The council is running the risk _____ losing a lot of money.
- What hope do we have _____ getting a fairer justice system?
- There isn't much point _____ speaking to him about the issue now.
- Sheila really didn't have any excuse _____ being late.
- On the drive north, we didn't have any problem _____ the traffic.
- I think the quality _____ the water is very good in this region.
- The police have put a strong focus _____ tackling vandalism.
- We really don't want a return _____ the days of high unemployment.
- Teenagers today have no respect _____ authority.

/ 10

VOCABULARY

3 Match the verbs 1–6 to the words and phrases a–f to make common collocations.

- | | |
|---------|--|
| 1 go | a over 100 kilometres per hour |
| 2 grab | b a window |
| 3 do | c overdrawn |
| 4 smash | d to death |
| 5 beat | e a building where robbers were hiding |
| 6 raid | f a handbag |

/ 6

4 Complete the sentences with the missing prepositions.

- The burglars were caught _____ camera.
- The thieves got hold _____ the bank details of hundreds of different people.
- When I realised that Polly hadn't come _____ from her walk, I rang the police.
- Thieves must have broken _____ the house through the window at the back of the house.
- A man came _____ to me in the street and threatened me with a knife.
- The bomb went _____ in the middle of a crowded market.
- Some children who set fire _____ a greenhouse have been caught.
- I tried to catch the dog before it caused any more problems, but it just ran _____.

/ 8

5 Complete each sentence with a verb from A and preposition from B. Write the verbs in the correct form.

A convict launch treat place let lock
serve (x2) release (x2)

B of (x2) on in (x2) out after for
with against

- The two prisoners were _____ their cells for three days.
- The business leader was _____ fraud.
- The burglar was _____ early _____ good behaviour.
- These days, prisons _____ a lot of emphasis _____ rehabilitation.
- I'd like to be _____ respect.
- He _____ seven months _____ prison.
- The defendants have _____ an appeal _____ the judge's decision.
- They didn't _____ her _____ of her cell.
- He wasn't _____ until _____ an appeal.
- Andrews _____ three months _____ a six-month sentence.

/ 10

6 Choose the correct word to complete the sentences.

- The crime rates have *soared* / *plunged* / *peaked* by 10%. They are now lower than ever.
- The government's policies have *led* / *resulted* / *accounted* to a rise in unemployment.
- There is a clear *coincided* / *rank* / *correlation* between high unemployment and high rates of crime.
- Sales figures reached a *drop* / *peak* / *rise* in August at a record-breaking 10,000 units.
- As the economy went downhill, there was a *drop* / *soar* / *link* in the value of the currency of 30%.
- What does this level of poverty *result* / *increase* / *stem* from?
- Minor theft *accounts* / *reasons* / *results* for the majority of crimes committed in the last month.
- Violent crime may have been a *role* / *factor* / *result* in the decision to close the resort.

/ 8

/ 50

UNIT 9 TEST

GRAMMAR

1 Circle the correct form to complete the conditional sentences.

- 1 If I *get* / *will get* the job, I'm going to celebrate all night long!
- 2 If you're worried about your current workload, you *talk* / *should talk* to your boss one day next week.
- 3 Things will work out if you *keep* / *will keep* working hard.
- 4 If Jon does really well in the exams, he is *getting* / *might get* a place at the university of his choice.
- 5 I *don't* / *won't* feel like doing much if the weather's horrible tomorrow.
- 6 This is just a word of advice, but maybe you *will* / *should* take more responsibility if that's what your boss keeps telling you.
- 7 If I'm / I *will be* free, I always help out.
- 8 Come on! We *don't* / *won't* earn much if we don't get a move on and start doing some work.

/ 8

VOCABULARY

2 Complete the sentences using the prompts.

- 1 If I were you, I / leave / now
If I were you, _____
- 2 Even if I'd known about the concert, I / not go
Even if I'd known about the concert, _____
- 3 If I had your job, I / feel great
If I had your job, _____
- 4 We probably would have stayed if it / not rain
We probably would have stayed if _____
- 5 If you hadn't reminded me, I / never / remember
If you hadn't reminded me, _____
- 6 If Susie hadn't rescued me, I / not be / here now
If Susie hadn't rescued me, _____

/ 12

3 Complete the sentences with the verbs in the box in the correct form. You can use the verbs more than once.

hand get find struggle feel

- 1 It's difficult to _____ the hang of things when you start a new job.
- 2 Last Tuesday, I _____ in my notice. I don't want to work here anymore.
- 3 I hope to _____ promoted next month.
- 4 I'm _____ the job really hard to do. I'm sure it'll get easier though.
- 5 Ten employees _____ made redundant last week as part of a cost-cutting exercise.
- 6 The job is so demanding that many _____ to cope.
- 7 Do you _____ the work physically draining?
- 8 How do you _____ about working extra hours? Is it something you'd be happy to do?

/ 8

4 Match the descriptions 1–6 to the adjectives a–f.

- | | |
|---|---------------|
| 1 Tim's job gives him personal satisfaction. | a stimulating |
| 2 Joe is sensible, reliable and can be trusted. | b rewarding |
| 3 Amy has a job that's boring and repetitive. | c draining |
| 4 Sara's job is demanding and hard to do. | d stretching |
| 5 Fiona finds her job full of interest and new challenges. | e menial |
| 6 At the end of each day, Ed is absolutely exhausted after work | f responsible |

/ 6

5 Rewrite the second sentence in each pair so that it has a similar meaning to the first. Use the word in brackets.

- 1 Sandra will most probably get a new job in March. (bound)
Sandra _____
- 2 We probably won't get much money for doing all this work. (doubt)
We _____
- 3 All the employees will almost certainly have completed their schedules. (bound)
All the employees _____
- 4 I don't think I'll pass the exam. (probably)
I _____
- 5 We almost definitely won't get a pay rise this morning. (doubt)
We _____

/ 5

6 Complete the sentences with the correct form of a verb.

- 1 I have never _____ foot on a factory floor in my life.
- 2 Students have been _____ cheap labour for cafés and restaurants for many years.
- 3 It was such a good day out. Everybody _____ a laugh, and joined in the fun.
- 4 At first, the job was interesting, but very soon, the novelty _____ off, and I got bored.
- 5 Could you _____ in a good word for me with the boss? Just tell her how hard I'm working.

/ 5

7 Complete the sentences with words in the box.

short conclude hands shows sum moving

- 1 In my talk, I'll go on to _____ that the workplace is a changing environment.
- 2 So, _____ on, I'd next like to discuss the role of technology in the workplace.
- 3 _____ up everyone who agrees with my previous point.
- 4 To _____ up, we need to change, and that change is needed now.
- 5 This chart _____ that sales have improved since the start of the year.
- 6 In _____, we mustn't let this opportunity pass us by.

/ 6

/ 50

UNIT 10 TEST

GRAMMAR

1 Put the words in order to make future perfect sentences.

- 1 have / essay / Sue / written / by / her / will / now
Sue _____
- 2 won't / caught / the / probably / last / have / Darren / train
Darren _____
- 3 you / have / up / When / this / finished / will / cleaning / all / ?
When _____
- 4 time / to / Will / enough / Graham / had / get / have / dressed / ?
Will _____
- 5 will / have / September / My / married / 20 / for / parents / been / years / in
My _____
- 6 taken / the / down / Wednesday / By / have / next / all / been / decorations / will
By _____

/ 6

2 Complete the sentences with the correct future perfect form of the verb in brackets.

- 1 I _____ (finish) this course by the end of May.
- 2 We probably _____ (not have) time to tidy up by then, so can you do it?
- 3 How much _____ (they / spend) on construction by the time the stadium is completed?
- 4 The company _____ (make) a profit for the first time by the end of the year.
- 5 By Friday, we _____ (not be paid).
- 6 All the employees _____ (get) a pay rise by the end of the year.

/ 6

3 Complete the dialogues by adding question tags.

- 1 You don't need this pen, _____?
No. You can take it.
- 2 He enjoys going clubbing, _____?
Oh, yes, he loves it.
- 3 Sharon wouldn't mind if we opened the window, _____?
No, she's fine with that.
- 4 The film was a bit boring, _____?
Yes. I nearly fell asleep.
- 5 We've been here before, _____?
I think so. It's very familiar.
- 6 The students said they'd be late, _____?
Yes. They'll be here in ten minutes.

/ 12

VOCABULARY

4 Complete the sentences with the verbs in the box in the correct form. You can use the verbs more than once.

throw go take treat have rent

- 1 Last month, we _____ a short break at a spa.
- 2 When I was 30, all my friends _____ me a party. It was great fun.
- 3 You can _____ a karaoke booth for only £50.
- 4 I _____ clubbing in the town centre last night.
- 5 For our wedding anniversary, we're going to _____ a big do and invite everybody.
- 6 We didn't _____ out last night. The weather was bad and we were tired.
- 7 When did your boyfriend last _____ you out for dinner?
- 8 We _____ a quiet night in last night and watched TV.
- 9 Enjoy your shopping, but don't _____ mad! You don't have much money in your account!
- 10 Let's _____ a get-together sometime soon.

/ 10

5 Complete the second sentence in each pair so that it has the same meaning as the first sentence.

- 1 a When are you going to have your baby?
b When is your baby d _____?
- 2 a The play was supposed to be funny.
b The play was m _____ to be funny.
- 3 a Upon hearing the bad news, Luisa started crying.
b Upon hearing the bad news, Luisa b _____ out crying.
- 4 a I didn't know that Amy had lost her job.
b I hadn't r _____ that Amy had lost her job.
- 5 a What time did you arrive at the party?
b What time did you t _____ up at the party?
- 6 a Could you include me when you send your email?
b Could you c _____ me in when you send your email?
- 7 a I always try to recognise that there is a funny side to all situations.
b I always try to s _____ the funny side.
- 8 a I really don't know who the president of your country is.
b I don't have a c _____ who the president of your country is.

/ 8

6 Complete the sentences with the missing prepositions.

- 1 My dad spent a fortune _____ the new kitchen.
- 2 The police broke _____ the demonstration before it got violent.
- 3 Tim in Accounts is always trying to chat me _____. I wish he'd find himself a girlfriend.
- 4 At Emily's wedding, her family set _____ a marquee in the garden for all the guests.
- 5 I hate parties. I always feel left _____. Nobody ever wants to talk to me.
- 6 I hope things don't get _____ of hand. There are a lot of people here.
- 7 She's always bursting _____ tears.
- 8 I booked a large hall for the poetry reading but, unfortunately, nobody turned _____.

/ 8 / 50

UNIT 11 TEST

GRAMMAR

1 Correct the sentences. There are two errors in each sentence.

- We don't have as many informations as we need.

- News are very disturbing.

- We made a slow progress through a lunch-time traffic.

- We haven't got very many times to do the work.

- All of knowledges was contained in those ancient libraries.

- I've got hardly much luggages with me.

- We haven't done many researches into the subject yet.

/ 14

2 Rewrite the sentences using **What** and the words in bold.

- The fact that the petrol station closed early today is really surprising.
What _____
- The fact that speeding fines have been raised has upset everybody.
What _____
- The fact that people break the speed limit in city centres drives me mad.
What _____
- The fact that the government make so much money from parking fines concerns me very much.
What _____
- The fact that so many children are killed on our roads is something that I find disturbing.
What _____

/ 10

VOCABULARY

3 Read the definitions and write the missing words.

- You need this to cover the cost of any damage you cause to the car you rent:
i _____
- Most cars have five of these – you start the car in first:
g _____
- A small hole in the petrol tank may cause this:
l _____
- You should always read this before signing a contract:
s _____ p _____
- You need to pump these up when they are flat:
t _____
- Slight damage to the metal side of your car:
d _____
- You use these to stop the car:
b _____
- This is what powers the car: e _____

/ 8

4 Complete the sentences with the missing words.

- The old lady's generosity r _____ Penny's faith in the kindness of people.
- The elderly lecturer gave the new students a w _____ of advice.
- It's not easy to p _____ things into perspective so soon after losing the match so badly.
- The bus stopped because there was a h _____ of sheep in the middle of the road.
- When we were together in the rock band, we f _____ a strong bond.
- I know this song by h _____. Let me sing it for you.
- Many of the old houses in the village had f _____ into disrepair.
- The islanders' traditional way of life is u _____ by the modern world.
- The land was empty and flat. I had no idea that scenery could be so d _____.
- We share a c _____ interest in science. Both of us love the subject.

/ 10

5 Complete the sentences with the correct form of the verbs in the box.

cut run get go swerve flash overtake do

- I had to _____ to avoid a cyclist who fell off his bike right in front of my car.
- The sports car was _____ over 150 kilometres per hour on the motorway.
- It's dangerous to try to _____ slow cars on country roads. You should be patient and wait behind them.
- I got _____ up by a lorry which moved out of the slow lane and almost hit me.
- Unfortunately, we _____ over a cat on the way here. I think we killed it.
- If you get caught speeding in the UK, you _____ a £100 fine.
- I sometimes _____ my lights at other drivers to warn them.
- That car has just _____ through a red light. That's really dangerous.

/ 8

/ 50

UNIT 12 TEST

GRAMMAR

1 Complete the dialogue with *supposed to be* or *should* and the correct form of the verb in brackets.

A: What time ¹_____ (we / arrive) in Paris?

B: At 12. That was the plan, anyway.

A: Do you think we ²_____ (call) Anne and say we're going to be late? The train hasn't moved for 20 minutes.

B: Don't worry. I think we ³_____ (make) it on time. The meeting isn't until three. It ⁴_____ (not take) long to get to the office by taxi once we get to the station.

A: Taxi? ⁵_____ (we / get) our own taxi? Surely, head office could have arranged for somebody to pick us up?

/ 10

2 Choose the correct determiner, a, b or c to complete the sentences.

1 _____ doctors are able to carry out such a difficult operation.

a No b Any c Not any

2 There aren't _____ patients in the hospital at the moment.

a most b much c many

3 I've taken _____ of the medicine that I was given.

a each b all c every

4 There are _____ pills in the cupboard, are those the ones you need?

a little b few c some

5 I think we spend far too _____ on health care.

a many b little c most

6 You should speak to one of _____ other nurses.

a - b a c the

7 _____ the injured were taken straight to the casualty department.

a Several b Several of c A several

8 I haven't got _____ insurance.

a no b any c many

9 Fortunately, the flu bug hasn't been caught by _____ patients.

a other b another c others

10 The doctors had some of the new flu treatment, but there was _____ left when I got there.

a no b any c none

/ 10

VOCABULARY

3 Complete the sentences with the missing words.

- I've got a r_____ nose and a s_____ throat. I've already used two boxes of tissues.
- Fortunately, in the crash, I only s_____ cuts and b_____. My right arm is black and blue.
- I have t_____ sleeping and I get p_____ attacks. I think it's stress.
- I get a b_____ of a cough and my throat s_____ up.
- My skin gets really i_____ because of the allergy. I can't stop s_____ all the time.
- I'm sick. I feel really r_____ and I keep t_____ up.

/ 12

4 Circle one word in each group that is in the wrong list.

- Parts of the head brain, elbow, skull
- Parts of the leg hip, knee, wrist
- Parts of the arm ankle, elbow, wrist
- Organs liver, kidney, spine
- Inside the chest skull, rib, lung
- Bones skull, brain, spine

/ 6

5 Complete the sentences with the correct form of the verbs in the box.

remove have (x2) tear put cause

- Last summer, Wayne _____ a ligament playing football and it took a long time to get better.
- Sally's going into hospital to _____ an operation next week.
- I think they will have to _____ the tumour. Taking it out is the only thing they can do.
- His liver was in bad condition. That's why he _____ a transplant. The operation was successful.
- The doctors have _____ a pin in Dan's arm to help it heal. It was very badly broken.
- I'm glad he has a new hip. The old one was _____ him a lot of pain.

/ 6

6 Complete the sentences with the missing words.

- A survey was conducted a_____ employees at the company.
- Two hundred people were q_____ about their view of the company.
- There is a large amount of e_____ that the economy is improving.
- Rising employment leads to greater confidence in the economy, which in t_____ results in greater spending.
- The researchers set up a control g_____ of patients who weren't given the new medicine.
- Higher costs are largely d_____ to the higher costs of imports.

/ 6 / 50

UNIT 13 TEST

GRAMMAR

1 Put the words in order to make past perfect simple and continuous sentences.

- 1 I / weather / known / such / before / had / never / awful.
I _____
- 2 living / there / hadn't / long / for / been / Simon / .
Simon _____
- 3 I / why / never / had / knew / he / come.
I _____
- 4 they / on / had / doing / What / in / earth / there / been / ?
What _____
- 5 already / The / all / children / had / apples / eaten / the.
The children _____
- 6 an / he / had / for / waiting / We / hour / there / finally / when / been / got .
We _____

/ 6

2 Complete the sentences by putting the verbs in brackets into the past perfect simple or continuous. Use the continuous form whenever possible.

- 1 I had no idea that I _____ (win) the trophy before the organisers announced it.
- 2 Susanna _____ (look) after the children when the storm had started.
- 3 They decided to go to bed early because they _____ (not sleep) well.
- 4 Amy didn't know that Dan _____ (take) up cycling.
- 5 Arthur noticed that his brother _____ (steal) things from his study.
- 6 Fortunately, the thieves _____ (not take) Melanie's jewellery. It was still there.
- 7 Anne couldn't remember where she _____ (leave) her bag.
- 8 I _____ (live) abroad for months at that time. Then, all of a sudden, my life changed.
- 9 I _____ (eat) something undercooked. That was probably why I felt sick.
- 10 John couldn't remember what he _____ (do) that evening.

/ 10

3 Complete the second sentence in each pair, using the words in brackets.

- 1 Jenny talks all the time and I want to concentrate. (wish / she / be quiet)
I _____
- 2 It's just moan, moan, moan all the time with Adam. (constantly / complain / something)
He _____
- 3 The twins are really horrible. (always / laugh / me)
They _____
- 4 It's really untidy in here. (wish / you / do some housework)
I _____
- 5 He's so kind and generous. (always / buy me things)
He _____

- 6 My brother is so childish. (wish / he / more mature)
I _____
- 7 Dan is a terrible liar. (often / wish / not make up stories)
I _____

/ 14

VOCABULARY

4 Complete the sentences with the verbs in the box in the correct form.

knock call take (x2) retrain ask be offer

- 1 The chief executive was found guilty of _____ bribes from a foreign investor.
- 2 I got _____ a new job but I turned it down because I didn't want to leave my current employers.
- 3 France got _____ out of the World Cup in the quarter final.
- 4 I've decided to _____ as a nurse. I'm fed up with my old job.
- 5 Amanda _____ in labour for hours before giving birth last Sunday.
- 6 The only way of getting enough money to buy the house is to _____ out a mortgage.
- 7 I'm retiring in October. I could stay on for another year but I've decided to _____ it a day.
- 8 If you like her so much, why don't you _____ her out on a date?

/ 8

5 Complete the sentences with the correct words. The first letter is given.

- 1 It takes a lot of personal i _____ to remain honest when everybody else is taking bribes.
- 2 Most people feel a r _____ towards their children. They feel they should protect them.
- 3 Andy showed real c _____ when he stood up to make speech despite having a fear of crowds.
- 4 Children have a natural c _____. They're always asking questions to find out about the world.
- 5 At the funeral, Carla showed real d _____. She held her head high and showed no emotion.
- 6 Adam Smith had been executed for a crime he had not committed. His family wanted j _____ and they took the matter to court.
- 7 The deep h _____ between the women was so great that they ended up fighting in the street.
- 8 I have f _____ in the police force. I truly believe that they will bring the criminals to trial.
- 9 The revolutionaries fought for l _____ and independence. They wanted to be free to run their nation as they wished.
- 10 The s _____ of the company is a result of good leadership. We are the leader in our field.
- 11 There was no possibility of c _____ between the two parties. They refused to talk to each other.
- 12 Wendy had a lot of a _____. She wanted to be promoted, and to earn a lot, and one day to be manager of the company.

/ 12

/ 50

UNIT 14 TEST

GRAMMAR

1 Complete the sentences with the correct active or passive form of the verbs in brackets.

- I'm afraid your card _____ (just / cancel) because you have no money in the bank.
- All the money _____ (refund) to your account tomorrow. That's a promise.
- At this very moment, a major music festival _____ (hold) only five miles from here.
- We _____ (lose) your bank account details, I'm afraid. We're very sorry.
- The cash machine _____ (repair) yesterday.
- Last weekend, thieves _____ (take) over £5,000 from a shop in the High Street.
- At this time yesterday, we _____ (tell) that our money was safe. Today, it's a different story.
- From tomorrow, the computer system _____ (update).
- The coach of the football team _____ (resign) yesterday following yet another defeat.
- The relatives of all the passengers on the missing plane _____ (inform).
- Every day, thousands of people _____ (give) the wrong financial advice.
- My mobile phone _____ (damage). That's why it doesn't work.

/ 12

2 Complete the sentences with the correct form of the verb in brackets.

- I wish I _____ (invite) Patrick to the party. He would have really enjoyed it.
- I wish I _____ (not be) so tall. It's annoying having to bend down to talk to people.
- I wish we _____ (not have to) go to the show tonight. You know I hate musicals.
- Graham wishes he _____ (work) harder when he was at school.
- They both wish they _____ (not leave) their coats at home. It was cold up in the hills.
- I wish I _____ (can see) you now! I bet you look great!
- We wish we _____ (not go) out last night. We should have watched that film on TV.
- I wish I _____ (be) like you. You're really cool!
- They wish they _____ (buy) tickets to last night's concert.
- Adam wishes his team _____ (play) better. They might have won.

/ 10

VOCABULARY

3 Complete the sentences with the verbs in the box in the correct form.

go run take wipe extend claim

- The collapse of the economy has _____ out our life savings.
- The company may _____ bankrupt if we can't pay all our bills this month.
- I've asked the bank to _____ us credit so that we have more time to pay our debts.
- The company has _____ up huge debts, which they simply can't pay.
- Can you _____ back the money on your insurance?
- I'd like to _____ out a bank loan, please.

/ 6

4 Complete the sentences with the missing words.

- He's reached his overdraft l_____.
- He had to pay bank c_____.
- He lives on the state p_____.
- I'm worried about the collapse in the housing m_____.
- I have bought some clothes with my new credit c_____.
- Major companies were rescued from financial difficulties by a government b_____.

/ 6

5 Complete the sentences with words that mean the same as the phrase in brackets.

- In the magic trick, the bird v_____. I don't know how that happened. (completely disappeared)
- Amy d_____ the staircase, wearing a beautiful, green dress. (came down)
- I managed to c_____ myself in a cupboard. Nobody knew where I was. (hide)
- The procession c_____ to a h_____ in front of the town hall. (stopped)
- The burglar's bag was c_____ with jewels. (full)
- After the wedding, we were all u_____ into the reception room. (shown)
- Harry p_____ through the window at the scene below. (carefully looked)
- As he watched the cat play with the ball, Andy c_____ to himself. It was quite funny. (laughed)

/ 8

6 Complete the sentences with the missing words.

- He managed to win the match against all o_____. No one expected him to win.
- The chances of getting a good seat are a bit of a l_____. We could be sitting anywhere.
- I haven't had a holiday for two years! I think I've e_____ this long weekend break.
- She's a beautiful girl. You hit the j_____ when you met her. You're so lucky!
- There's a lot at s_____ in this election. The results will affect the economy of the country.
- Don't w_____ your breath. Nobody's listening!
- This show is so boring. I'm sorry I invited you. I b_____ you wish you hadn't come.
- Extreme sports are dangerous. You are g_____ with your lives. It's a risk I wouldn't take.

/ 8 / 50

UNIT 15 TEST

GRAMMAR

1 Complete the recipes with the correct word.

- After / While / Then you're peeling the onions, put a pan of water over the heat to boil.
- Heat some oil in the pan. When / As / Then add the mixture.
- Taste the soup so / too / as you may need to add more salt.
- During / Once / Afterwards the steak is cooked through, serve with a salad.
- Provided / Unless / In case the ingredients are fresh, the casserole will taste absolutely delicious.
- You don't want to burn the cream, for / as / so make sure you cook the dish on a low heat.
- Use a sharp knife to / for / so cut off pieces of fat you don't want.
- Don't add lots of chilli provided / unless / in case you love your curries really hot.
- Take the stones out of the olives first. Otherwise / During / Afterwards your guests will spend the whole evening picking them out.
- Despite / Although / However this recipe looks easy, it is quite difficult to get it right.

/ 10

2 Complete the sentences with the correct form of the verbs in brackets.

- I promise _____ (look) into this issue.
- Personally, I wouldn't recommend _____ (try) to fix it yourself.
- Jerry insisted on _____ (drive) the van all the way across Europe.
- We've been accused of deliberately _____ (prevent) access to the park.
- I encourage you all _____ (take) up a sport.
- I apologise for not _____ (get) here earlier.
- The authorities advised us not _____ (go) near the water.
- In court, she denied _____ (do) anything wrong.
- Could you remind the students _____ (bring) in any books they may have at home?
- I confess to _____ (steal) all the cakes.

/ 10

VOCABULARY

3 Circle one word that doesn't belong in each group.

- | | | | |
|--------------|-------------|------------|------------|
| 1 Fruit | a radish | b plum | c fig |
| 2 Nuts | a hazelnuts | b almonds | c parsnips |
| 3 Herbs | a mint | b oyster | c parsley |
| 4 Vegetables | a lentils | b cabbages | c beetroot |
| 5 Fish | a fennel | b salmon | c trout |
| 6 Seafood | a octopus | b eel | c celery |

/ 6

4 Match the verbs 1–5 to the lists of food a–e.

- | | |
|------------|---------------------------------|
| 1 melt | a oranges, potatoes, bananas |
| 2 crush | b cheese, chocolate, butter |
| 3 peel | c vegetables, fish |
| 4 sprinkle | d icing sugar, chocolate flakes |
| 5 steam | e garlic, pepper |

/ 5

5 Complete the sentences with the correct words. The first letter(s) are given.

- As I was f_____ through the TV channels last night, I c_____ across a really good, old film.
- There is a very s_____ difference between the quality of the two cameras. Few people could spot it.
- Although the s_____ -c_____ experts said that I had no chance in the race, I won. What do they know!?
- A protestor c_____ an egg at the politician as he walked past. It hit him right on top of his head.
- Frank has bought a very f_____ mobile phone. It has got really amazing functions.

/ 6

6 Complete the sentences with the missing prefixes in the box. There are two prefixes you don't need.

pre pro re semi mis ex multi out
over super

- My brother is a _____-professional footballer. He is paid to play every Saturday but he has another job during the week.
- Agnetha is _____-lingual. She speaks five languages.
- My grandfather has _____-lived his brothers. They have all died but he is still fit and healthy.
- The director lost his job because he _____ managed the launch of the new product.
- A group of _____-independence protestors gathered. They wanted immediate independence.
- Jamie is _____-qualified for the job. He has a university degree so why is he selling burgers?
- I don't know why they have _____ made the film. The original film was brilliant.
- I met my _____-wife last weekend. It was the first time I'd seen her since we got divorced.

/ 8

7 Match the sentence starters to the sentence endings.

- | | |
|--------------------------|--------------------------------|
| 1 Supporters have been | a with police officers. |
| 2 Rioters have clashed | b in chaos. |
| 3 The organisation | c for the abolition of |
| 4 The campaign ended | d stop sending abusive emails. |
| 5 Protestors have called | e on violent street protests. |

/ 5 / 50

UNIT 16 TEST

GRAMMAR

1 Complete the sentences with the future simple or future continuous form of the verbs in brackets. Use the continuous whenever possible.

- What time _____ (you / arrive) home?
- I don't know what _____ (happen) in the end.
- Our company _____ (launch) a new range of cosmetics soon.
- I _____ (not join) you in the restaurant tonight. I'm too busy.
- We _____ (not be) able to meet you at the airport, I'm afraid.
- I _____ (work) late. Don't wait up.
- That looks difficult. I _____ (help) you if you like.
- We _____ (drive) north by then so don't call us.
- How long _____ (they / stay) at the hostel?
- Sally's got nothing to do this evening, so she _____ (come) with us.

/ 10

2 Correct each sentence by removing one unnecessary word or by adding one word.

- David must to leave home early tomorrow.
- It got dark so we weren't able finish the match.
- We were happy to get the money because it enabled to buy a new car.
- You can't to leave your bike there.
- One day, we'll able to open our own shop.
- Wendy allowed us use her garden for the party.
- Please don't make me to stay behind.
- The police wouldn't let us to stay open all night.
- I don't want to force you do something you're not comfortable with.
- We weren't able send everybody an invitation.

/ 10

VOCABULARY

3 Complete the sentences with the verbs in the box.

arrange chase remind let enquire
apologise see pass

- I'm calling to _____ you know about the delivery on Tuesday.
- I'm phoning to _____ on a message from Fiona.
- I'm just phoning to _____ for what I said yesterday.
- I'm calling to _____ accommodation for Friday evening.
- I'm phoning to _____ if the meeting is still on.
- I'm calling to _____ you about the conference.
- I'm calling to _____ up the order I made, which is now considerably delayed.
- I'm phoning to _____ about the job you have advertised.

/ 8

4 Write questions and requests from the prompts with would.

- Monday / be / a good day to meet up
_____?
- you / happen / know the time
_____?
- you / mind / open the window
_____?
- you / rather / sit at the front
_____?

/ 8

5 Complete the sentences with the correct words. The first letter is given.

- In 2014, our company finally broke e_____. It made as much money as we spent.
- A major pharmaceuticals company has taken o_____ Dewsbury Medicines.
- When did you set u_____ the company?
- What's the annual t_____ of your company? How much do you spend each year?
- We're running at a l_____ at the moment. We aren't making any money.
- They f_____ the company on the stock exchange. Now anybody can buy shares in it.
- We've ploughed all the money we've made back i_____ our business.
- We face stiff c_____ from other companies in the market who will be trying hard to sell more products than us.

/ 8

6 Choose the correct word to complete the sentences.

- They made bad decisions which put them out of _____.
a business b company c market
- The product was so popular that we were flooded with _____.
a sales b orders c exchanges
- There's only a niche _____ for this sort of product. We don't sell many.
a sale b area c market
- I'm glad you've joined our _____ team. We're going to have a great year.
a market b company c sales
- Have you carried out any _____ research? It's important if you want to start a new business.
a market b order c stock
- We're trying to exploit a _____ in the market.
a stock b part c gap

/ 6 / 50

REVIEW TEST 1 UNITS 1–6

GRAMMAR

1 Complete the sentences with one word.

- I _____ to go to the launderette twice a week these days.
- I don't go to football matches as much as I _____ to when I was a teenager.
- Raymond tried to find the person _____ car was parked in front of the gate.
- My childhood home, _____ was knocked down ten years ago, was a very old building.
- Officially, the new airport terminal is _____ to open on the tenth.
- You can use some of these jars _____ keep your coin collection in.
- You _____ have told me it was Emma's birthday. I would have bought her a card.
- It was _____ a difficult test that none of the students passed it.
- The more demanding the mountain, _____ more likely Tim will want to climb it.
- I've been waiting here _____ an hour.
- There were hardly _____ people at the concert.
- You ought to _____ your mobile phone repaired.

/ 12

2 Complete the text with the correct form of the verbs in brackets.

The Notting Hill Carnival

The Notting Hill Carnival ¹ _____ (take) place every August in London. It ² _____ (be) a familiar event since 1966, the year when it all ³ _____ (begin). Next year's carnival ⁴ _____ (be) held on the August bank holiday weekend, and, currently, participants ⁵ _____ (make) preparations. Over the past month, they ⁶ _____ (build) floats and ⁷ _____ (design) costumes. Hopefully, they ⁸ _____ (be) ready when the carnival begins.

/ 8

VOCABULARY

3 Complete the sentences with the missing words.

- His paintings are so realistic that they look _____ photographs.
- Arthur killed his wife but nobody ever found out. He got _____ with murder.
- Many buildings in the centre date _____ to the 16th century.
- All the children wanted to take _____ in the parade.
- The heel of my shoe came _____ during the party. It was so embarrassing.
- The government is too soft _____ crime.
- Andy really worked _____ a sweat in the gym.
- After buying us all dinner, Don was _____ of pocket.

/ 8

4 Choose the correct word to complete the sentences.

- The film was absolutely _____. I've never laughed so much in my life!
a funny b catchy c hilarious d uplifting
- It's an up-and-_____ area. House prices are definitely rising.
a coming b doing c getting d going
- There is a _____ in that bucket. Use it to clean up the spilt juice.
a clip b screw c mop d peg
- I'd never met anyone who had such an _____ with sport.
a obsess b obsessed c obsessive d obsession
- The company _____ bankrupt because it made so many losses.
a did b got c went d made
- The basketball team was losing, so they called a time-_____ to discuss tactics.
a off b away c over d out
- On match point, Murray served a double _____.
a fault b serve c take d break
- Ben fell off his bike and _____ his ankle.
a sore b twisted c tore d lost
- The students' flat was a _____ of a dump. It was really filthy.
a type b bit c lot d site
- At school, the other students are always _____ the mickey out of me.
a taking b making c doing d getting
- Could you _____ up Judy at the station? Her train arrives at three.
a take b bring c put d pick
- Mike is slaving _____ upstairs. He still has a thousand pages to write.
a out b away c over d after

/ 12

LISTENING

5 Listen to the radio interview and choose the best answer. Only one answer is correct.

- Dan is on the radio show to
 - interview a well-known traveller.
 - talk about the TV series he's just made.
 - discuss his career on *Travel Today*.
 - review last week's travel show.
- Dan believes that travelling nowadays is
 - far less demanding.
 - much more bureaucratic.
 - not as interesting.
 - an absolute nightmare.
- When Dan first visited a Caribbean island in 1986,
 - the place was not at all popular with tourists.
 - there wasn't any development there.
 - there was a lot less development than now.
 - the place had been ruined by development.
- Dan says that in previously isolated areas
 - there are now a lot of tourists.
 - tourists are taking care of the environment.
 - even a few tourists can cause a lot of damage.
 - travel companies still don't organise travel.
- According to Dan, one problem with tourists is that
 - they use up too much water.
 - they eat up all the food produced in that area.
 - they know nothing of the local culture.
 - they don't help the local people to adapt.

/ 15

SPEAKING

6 Talk about one of the following topics.

- the music, films and books you once enjoyed when you were a child
- how to make a model, hang a picture or design a card
- a sport or hobby that you do – explain what it is and how you do it, and say when you took it up, how much time you spend on it, and what you like about it

/ 15

READING

7a Read the text and decide if these sentences are true (T) or false (F).

- Going to university used to cost less. T / F
- The number of students going to university has fallen. T / F
- Travel companies only offer three-month gap trips these days. T / F
- From an employer's perspective, all gap trips are a bad idea. T / F
- The text says that more students spend their gap years closer to home nowadays. T / F
- Earning money has become more important for students on their gap year. T / F

/ 6

7b Write complete sentences to answer the questions.

- Why are an increasing number of students going straight to university without taking a gap year?
- In what way is taking a gap year a good thing when it comes to applying for jobs in your chosen career?
- Why are young people doing courses before taking their gap year?

/ 9

Is the gap year a thing of the past?

A university education has been getting more and more expensive in recent years, and, as a direct result, more and more undergraduates have been getting into debt. At the same time, the competition for places at university has never been greater. This has led to a change in attitude among many potential students, who worry that they had better go to university sooner rather than later as the costs can only get higher. The once popular option of taking a year out – a gap year – to see the world or experience the workplace, is now increasingly out of fashion. For many students, taking a year out no longer seems to be a good idea. Inevitably, a number of travel companies which have been involved in the gap-year industry for many years, have begun to take action to reverse this trend. They are providing a lot more 'mini-gap' trips, for example. These last only three months, thus taking advantage of the short period students have between leaving school in June and starting university in October. They are also offering year-long gap trips which are more vocational than in the past. It continues to be the case that future employers like the idea of a gap year for students. That's because young people who spend a year doing voluntary work or learning a new skill are clearly showing the sort of ambition and initiative that might be valuable in the workplace. However, the emphasis here is on gap years in which students work, study or help. Gone are the days when students could just travel the world for the fun of it. Instead, students are more likely to choose to work with disadvantaged kids in the developing world or on work placements in offices and factories closer to home. The gap-year industry has also become aware that many students now see the gap year as a way of saving up to go to university, as well as a way of doing something meaningful and useful. As a result, there has been a rise in courses which teach students a skill. This allows them to go off abroad to have an adventure, but also allows them to work and make some money while they are there.

WRITING

8 Write one of the following.

- an email to a friend describing your home town
- an essay discussing the pros and cons of being from a large family
- a letter of complaint to a travel agent, complaining about a hotel you stayed in on holiday

/ 15 / 100

REVIEW TEST 2 UNITS 7–12

GRAMMAR

1 Complete the sentences with one word.

- I _____ have left my mobile phone in the supermarket because I didn't have it with me when I was there.
- I have no interest _____ getting promoted.
- The problem _____ leaving work at five is that I end up getting stuck in a traffic jam.
- If people are bullying you at work, you _____ talk to your boss or to the personnel manager.
- What would you have done if Jack _____ asked you to help?
- When will you _____ done all your homework?
- You didn't lose your wallet at the airport, _____ you?
- It's been a bit windy today, _____ it?
- There were _____ many people there that we couldn't see the stage.
- _____ really annoys me is the fact that he never even rang.

/ 10

2 Complete the text with the correct form of the verbs in brackets.

The Storm

The storm suddenly ¹ _____ (blow) in from the east just as we ² _____ (turn) the boat round to head back to the harbour. If we ³ _____ (not be) so far from home, I ⁴ _____ (not feel) so concerned. However, we were miles out at sea. The day's fishing ⁵ _____ (be) poor. We ⁶ _____ (not catch) many fish even though we ⁷ _____ (fish) in one of the richest fishing grounds in the North Atlantic. I noticed that the captain ⁸ _____ (go) white. The number of dark clouds ⁹ _____ (gather) overhead ¹⁰ _____ (begin) to fill me with terror.

/ 10

VOCABULARY

3 Complete each sentence with one missing word.

- The winds were strong earlier, but have now started to ease _____.
- Thieves broke _____ the art gallery and stole a priceless painting.
- Arsonists _____ fire to two cars in the city centre last night.
- We haven't been treated _____ respect by the authorities.
- There's _____ point in going. The match has been cancelled.
- I got _____ redundant last month. Now I'm unemployed.

- My baby is _____ in September. That's only a month away. I can't wait.
- I got _____ up by a sports car that drove right in front of me.

/ 8

4 Choose the correct word to complete the sentences.

- It was _____ down on the way home, and we got absolutely soaked.
a throwing b pouring c raining d falling
- I'm worried about _____ overdrawn. I have very little money in my account.
a doing b making c going d gaining
- By not following procedures, the centre is _____ the risk of a serious accident.
a running b making c riding d having
- Share prices are _____. It's a disaster! They have never fallen as fast as this before.
a soaring b plunging c ranking d peaking
- I'm getting _____ the job training from my company.
a in b for c on d at
- In _____, this product is both inexpensive and extremely useful.
a long b short c large d small
- We're going to _____ a party at the weekend. Can you come?
a gather b treat c throw d gain
- We had a short weekend _____ in the Lake District – three relaxing days away.
a break b snap c travel d leave
- Andy turned _____ at Sarah's house at midnight, looking really angry.
a over b up c across d down
- Sue is so emotional. She's always _____ into tears.
a breaking b crying c bursting d turning
- Always read the _____ print before signing a contract.
a small b short c high d low
- I broke my leg last week, and I've had it _____ plaster since.
a on b through c in d over

/ 12

LISTENING

5a Listen to the radio interview and decide if these sentences are true (T) or false (F).

- Currently, Liz works for Digital 1 and on a science programme. T / F
- Liz thinks that the sound of your voice is an important aspect of being a good radio journalist. T / F
- Liz often interviews well-known people on the radio. T / F
- In Liz's opinion, there is no difference between being a reporter on TV or on the radio. T / F
- In her first job, Liz got paid only a small amount of money. T / F
- Because of the long hours, Liz didn't really enjoy doing her first job very much. T / F

/ 6

5b ▶ Listen to the interview again and write answers to the questions.

1 What makes a good radio reporter, in Liz's opinion?

2 According to Liz, in what ways are TV and radio reporting similar?

3 What did Liz learn in her first job on radio at university?

/ 9

SPEAKING

6 Talk about one of the following topics.

- a time when you experienced really bad weather
- your current job – where you work and what you do
- the trip of a lifetime – describe a memorable trip you have had

/ 15

READING

7 Read the text and choose the correct option (a, b or c) to complete each sentence.

- Historically, the weather worldwide used to be
 - a lot more severe than today.
 - much easier to predict than now.
 - less of a threat than it is now.
- The climate scientists' report argues that
 - every place on the planet is at some risk from extreme weather events.
 - the danger from extreme weather events is the same everywhere.
 - wealthy places are in just as much danger as poorer parts of the world.
- The report has made use of research into the way
 - temperatures are slowly rising around the world.
 - examples of very severe weather have risen.
 - ice-caps are melting and sea levels are rising.
- According to the text, the report
 - suggests that there are few viable solutions to the problems we face.
 - gives reasons why many potential solutions will not be successful.
 - tries to suggest solutions even though that isn't its main purpose.
- The report provides an example of how
 - nations with money and good facilities might prevent extreme weather events.
 - it is possible to reduce the number of casualties in a disaster with good planning.
 - Bangladesh has been unable to find any solution to weather problems.

/ 15

Extreme weather events are here to stay

An international panel of climate scientists has issued one of the strongest warnings yet that global warming is likely to lead to a period of much more severe weather conditions than we have historically been used to. Storms, droughts and heatwaves will be so extreme that countries around the world are being urged to start making costly preparations.

The report warns that although the areas of the world at greatest risk are poor and densely populated, no corner of the globe will escape the threat. It raises concerns about whether it continues to be realistic to inhabit certain coastal regions or low-lying areas where, the report claims, it is only a matter of time before a major event will cause a significant loss of life.

What makes this report different from many others is that it is based on research into the rise in the number of extreme weather events rather than into the gradual rise of world-wide temperatures, the melting of ice-caps and the rise of sea levels. The gradual effects of global warming are disturbing, but, if anything, the danger posed by the increased possibility of occasional natural disasters is an even greater concern.

The major aim of the report is to highlight risk, but it also attempts to offer solutions. If we accept that recent extreme weather events are nature's way of sending an advance warning, then there is no reason why we can't take action now to reduce the horrific loss of life and catastrophic damage to property that currently takes place every time an extreme weather event occurs. Suggested solutions include building better flood defences, designing housing that will not collapse during extreme weather events, and prohibiting further construction on land that it is not safe to build on.

The report, no doubt, paints a worrying picture.

However, its research offers some hope for the future. In highlighting the actions of countries which have already taken measures to limit the damage caused by extreme weather events, the report is optimistic that solutions can be found. According to the report, Bangladesh, a country that is often associated with poverty, has successfully developed measures to resist tropical cyclones to such an extent that the number of people who died in a recent disaster was limited to 4,000. In 1970, a comparable cyclone killed over 300,000. This is a lesson for us all. Extreme weather events are here to stay, and we should be preparing ourselves to resist them.

WRITING

8 Write one of the following.

- a report on trends in your country relating to the number of people learning English or travelling abroad
- an email to a friend describing your study or career plans
- a letter of complaint to a car rental company, complaining about the problems you had when you rented a car from them

/ 15 / 100

REVIEW TEST 3 UNITS 13–16

GRAMMAR

1 Complete each sentence with one word.

- Jack had already _____ sitting there for an hour when everybody else arrived.
- I wish Sally _____ call home sometimes.
- I've brought an umbrella in _____ it rains later.
- You won't pass the course _____ you work a lot harder.
- I bought a small screwdriver _____ repair the switch that's broken.
- I suggest _____ try the new Italian restaurant. You'll love the food.
- Jamie insisted _____ bringing his own sleeping bag.
- Emily apologised _____ leaving the lights on all weekend.
- My mum _____ me do my homework even though I didn't want to do it.
- We won't _____ having a meeting on Tuesday after all.

/ 12

2 Complete the text with the correct forms of the verbs in brackets.

Pop-up shops

The first pop-up shop ¹_____ (open) by a company called Vacant in California in 1999. The shop ²_____ (fill) with inexpensive niche products, and customers, who ³_____ (tell) about the opening on social media, ⁴_____ (turn) up in large numbers. Then, as soon as it ⁵_____ (sell) all its stock, it closed, and moved to a new location. It was so successful that the company wished it ⁶_____ (try) opening pop-up shops before. Since then, pop-up shops ⁷_____ (open) all over the USA, Canada, Australia and the UK. In the future, more and more companies ⁸_____ (try) out the idea.

/ 8

VOCABULARY

3 Complete each sentence with one word or prefix.

- I'm tired. Let's call it a _____. I want to go home.
- Amanda's parents always let her get her _____ way. She's very spoilt.
- The company had to write _____ millions of dollars when the economy collapsed.
- We live in a _____-detached house.
- He was _____ qualified for cheating.
- Katy is _____-fit. She often goes to the gym.
- Government acts in bid _____ save park.
- There has been a call _____ an enquiry into government corruption.
- We set _____ the business in March. That was when we started selling our new products.
- We need to sell _____ all our old stock.

/ 10

4 Choose the correct word to complete the sentences.

- I'm going through a _____ patch at the moment. Everything seems to be going wrong.
a grey b long c rough d dead
- Jo and Jimmy have split _____. I'm surprised. They had been going out together for five years.
a up b out c down d over
- Sharon ran _____ huge debts on her credit card.
a over b up c down d under
- I'd like to _____ out a bank loan. I want to borrow money to buy a car.
a pull b draw c take d bring
- He placed a bet at _____ of ten to one.
a odds b evens c earns d stakes
- _____ the chocolate and pour it over the ice cream.
a Squeeze b Steam c Melt d Peel
- When the supermarket opened, it _____ the small local shops out of business.
a stopped b put c took d brought
- The company has decided to _____ out into different markets.
a branch b push c gather d collect
- We're going to plough all the money _____ into the business.
a away b back c along d beyond
- It isn't easy to keep _____ with new orders.
a out b up c over d after

/ 10

LISTENING

5 Listen to the interview and choose the correct answer.

- Paola Chiellini is known as a cook
a all over the world.
b but only in her own country.
c who prepares international dishes.
d because she's on TV.
- Paolo has written
a her first cookbook.
b a cookbook for student beginners.
c a cookbook that her students asked for.
d more than three cookbooks.
- According to Paola, people who cook at home should
a develop new techniques.
b be good at knowing what to add to food and when.
c try a wide variety of different recipes.
d use traditional ingredients in food.
- In Paola's opinion,
a you should avoid buying salad.
b knowing what fish to buy can be challenging.
c you should take a butcher's advice on meat when you can.
d you should always test vegetables by smelling them.
- Paola says that
a there are different cuts of meat available these days.
b people know more about food than they used to.
c people are better at cooking vegetables these days.
d we have lost the ability to cook food well.

/ 15

SPEAKING

6 Talk about one of the following topics.

- a recent major life event – a marriage, change of job, etc
- give advice to a friend who has lost his or her job and is in debt
- invite a business colleague to a conference that you are planning to attend at the end of this month

/ 15

READING

7a Read the text and decide if the sentences are true (T) or false (F).

- 1 What is different about geniuses is that they think in a unique way. T / F
- 2 Experts in psychology have only recently begun to look into what makes a genius. T / F
- 3 Geniuses are able to learn more information than people with ordinary brains. T / F
- 4 Having an IQ over 200 doesn't mean that an individual is a genius. T / F
- 5 Average people prefer to think about problems in a way they have been taught. T / F
- 6 Geniuses are better than average people at applying what they have studied to solving problems. T / F

/ 6

7b Write complete sentences to answer the questions.

- 1 What examples does the writer give of things that very intelligent people, who aren't geniuses, can do?

- 2 What techniques or resources do average people use to try to work out puzzles or problems?

- 3 In what way are geniuses more creative in the way that they approach problems?

/ 9

What makes a genius?

The thing about geniuses is that they don't think like you and me. They make connections that nobody else had ever thought of, and come up with ideas that are completely original. So, what makes a genius, how do they think, and can the rest of us learn to think just like them?

For decades, psychologists have investigated genius, and they have discovered that it is not the same as having high intelligence or being able to learn more than most. In fact, being a genius is more about being creative in thought than being incredibly smart, about brainstorming ideas, not learning facts. There are clever people in the world who can score over 200 in an IQ test, or solve complicated brain teasers, and there are highly-educated academics who have produced brilliant research into areas of science that are beyond the comprehension of ordinary people. However, none of this makes anyone a genius. It's how they think, not what they know, that sets geniuses apart.

When faced with a puzzle or a problem, what most people of average intelligence all tend to do is attempt to work out the expected conventional response. In a maths class, for example, when asked to work out fractions or equations, average people try to apply what they have learnt to finding the answer. By contrast, geniuses apply their minds to rethinking the problem or working out as many different solutions to the problem as they can. Albert Einstein once explained this way of thinking brilliantly when he said that if asked to find a needle in a haystack, most people would stop when they found the needle, but that he wouldn't stop until he had found all the needles.

Most of us solve problems by relying on past experience and knowledge, and we focus on finding the most obvious and natural solution. Geniuses, though, are creative in their thinking. They are willing to explore all approaches to a problem, and to consider less obvious solutions in new ways. Often this means forgetting about what you think you know, and looking at a problem in an original and unconventional way. So, if you wish you'd been the one to think up the Theory of Relativity, my advice is to start thinking differently from now on.

/ 100

WRITING

8 Write one of the following.

- a formal email to an online book company that has failed to deliver a book you ordered
- an essay with the title: *Things I wish I'd known when I was 15*
- a recipe for your favourite dish

/ 15

MID-YEAR TEST UNITS 1–9

GRAMMAR

1 Choose the correct word to complete the sentences.

- 1 In my teens, I _____ often read three or four books a week.
a used b would c had
- 2 He decided to take a taxi, _____ cost a lot more than he'd expected.
a which b that c what
- 3 Are you hungry? I _____ you something to eat if you like.
a get b am getting c 'll get
- 4 I bought these jars _____ keep our tea and coffee in.
a so b to c as
- 5 It was _____ a hot day that we all went for a swim.
a so b such c too
- 6 The view was _____ amazing!
a very b a bit c absolutely
- 7 He was the strangest-looking person I _____ in my life.
a meet b had met c was meeting
- 8 Use the screws _____ to put up the picture.
a include b including c included
- 9 We don't see the point in _____ everybody watch.
a let b to let c letting
- 10 They were running the risk of _____ a lot of money.
a lose b losing c lost

/ 10

2 Complete the sentences with the correct form of the verbs in brackets.

- 1 The next train to London _____ (leave) at 7 o'clock.
- 2 I'm sorry I'm so late. How long _____ (you / wait) for me? Not too long, I hope.
- 3 We really _____ (shouldn't / lose)! We played so much better than the other team!
- 4 I've just _____ (my bag / steal). Quick! Call the police!
- 5 I realised I _____ (not bring) my purse. I didn't have any money on me.
- 6 While we _____ (walk) home, we suddenly spotted a fox.
- 7 When you first heard the news, you _____ (must / feel) really pleased.
- 8 Dave and Jo _____ (come) to the party, aren't they?
- 9 I _____ (help) you with your homework if you're having problems.
- 10 By this time tomorrow, I _____ (repaint) the walls. Then you can hang the pictures up.
- 11 I wish I _____ (have) a flat nearer to the city centre.
- 12 New York is the most exciting city I _____ (visit) in my life so far.
- 13 I don't mind _____ (tidy) up. Just leave everything.

- 14 Leonard _____ (not tell) anyone about the plans for the party because Susie wanted to keep them secret.
- 15 Sandra regretted _____ (spend) so much on a pair of shoes.
- 16 We went to Oxford _____ (visit) Rachel's parents.
- 17 In the future, fewer cars _____ (manufacture).
- 18 Frankly, it isn't worth _____ (pay) so much for such a boring book.

/ 18

VOCABULARY

3 Complete the sentences with adjectives or nouns formed from the word in brackets.

- 1 The film's message was open to _____. (interpret)
- 2 It was a really _____ scene. I couldn't stop watching. (drama)
- 3 The brilliant stage design was really _____. You believed you were in medieval France. (atmosphere)
- 4 You ought to be more _____ when going down into the cave system. (caution)
- 5 She visited the _____ city centre. (history)
- 6 Gary had an _____ with old toy cars. He loved collecting them. (obsessive)
- 7 The students opposed their _____ from the block of flats in court. (evict)
- 8 Our boss showed an incredible level of _____ when she cancelled the Christmas leave. (mean)
- 9 The murderer was released early for good _____. (behave)
- 10 A good manager delegates _____ to other people. (responsible)

/ 10

4 Add one word from the box to each list of words.

bruise fall mask storm outline stem
mop saw tackle grab promotion leak

- 1 festival, costume, parade, _____
- 2 dustpan, bucket, brush, _____
- 3 hammer, screw, drill, _____
- 4 spot, scratch, rip, _____
- 5 shoot, post, substitute, _____
- 6 bang, twist, break, _____
- 7 thunder, clouds, lightning, _____
- 8 root, plant, seed, _____
- 9 raid, steal, seize, _____
- 10 drop, plunge, decline, _____
- 11 training, pay rise, responsibility, _____
- 12 summarise, comment, highlight, _____

/ 12

LISTENING

5 Listen to the interview and choose the correct answer.

- The presenter mentions dogs which can work
 - as a guide dog for the blind.
 - in airports to stop criminal activity.
 - as rescuers when there is a fire.
 - on farms to control other animals.
- Clive says sheepdogs are good at herding sheep because
 - they are more intelligent than most dogs.
 - it is something that all sheepdogs naturally do.
 - sheep are one of the easier animals to control.
 - they are able to think in a similar way to humans.
- Clive says that
 - it isn't easy to test your dog's intelligence.
 - testing a dog's intelligence can only be done with household objects.
 - there are many ways of testing a dog's intelligence.
 - testing a dog's intelligence can only be done by trained psychologists.
- According to Clive, the cleverer the dog,
 - the quicker it'll get out from under a towel.
 - the less it enjoys having a towel on its head.
 - the less likely it is to escape.
 - the quicker it'll get used to being covered.
- Most dogs improve in intelligence tests
 - if their sense of smell gets better.
 - if they are given a varied and healthy diet.
 - if they get to try them lots of times.
 - if you find a variety of things for them to do.

/ 10

SPEAKING

6 Talk about one of the following topics.

- give advice on places to visit in a city you know well
- outline and comment on a news story that is currently important in your country
- describe your own job or an ideal job

/ 10

READING

7a Read the text and decide if these sentences are true (T) or false (F).

- The writer had a good idea of what Europe was like before heading abroad. T / F
- The writer says that his trip was funny and exciting and he learned a lot. T / F
- He found his small hotel apartment in Paris less attractive than rooms in American hotels. T / F
- European eating habits were not what the writer had expected. T / F
- The writer only visited Paris. T / F
- In Europe, there don't seem to be many large shopping malls. T / F

/ 6

7b Write complete sentences to answer the questions.

- How does the writer compare American and European hotels?

- In the writer's opinion, how do restaurants in Europe differ from those in the States?

- In what ways are shopping in Europe and the US similar or different?

/ 9

Life elsewhere

When I planned my trip to Europe, with a travel agent, I couldn't have imagined the absolutely amazing sights I would see or the interesting people I would get to meet! When you grow up in America, you really have little idea how different life is elsewhere. My trip to Europe was uplifting, and, at times, hilarious. Most of all, however, it was a real eye-opener, which gave me a fascinating insight into how others live.

What struck me first when I got to our hotel in Paris, exhausted but really excited after a long flight, was how small, but elegant, our hotel room was! In the US, everything seems to be so much bigger. The bigger, the better, is what most Americans think. But I realised that in Europe that just isn't the case. In Paris, it seemed, so many things were on a much smaller scale: the rooms, the vehicles, the portions of food! Even the famous painting of the Mona Lisa in the Louvre was a lot smaller than I expected.

It wasn't the amazing architecture or historic buildings but the ordinary, everyday habits of people in streets and cafés that were most surprising. I'll never forget, for example, our first day in Paris and eating out at a pizzeria! Everyone was eating their pizza with a knife and fork! You just don't see that in America!

One of the best things about visiting Paris, and later Rome and Florence in Italy, was the street life. The narrow streets of old cities are perfect for walking around, and we found some wonderful, tiny cafés and restaurants where you could order weird and wonderful food. In my home city, there are great places to eat out but they tend to be larger and more modern, and they belong to a chain. Europeans have the same sort of stores as we do in the States, and many of the names are very familiar, but what's different is that the shopping mall hasn't taken over in the way that it has back home. Sure, there are plenty of huge shopping malls on the outskirts of European cities, but most people still seem to head for the centre to do their shopping.

WRITING

8 Write one of the following.

- an email to a friend describing what you regularly do at the weekend
- a description of a sports event you attended or watched on TV
- an opinion essay about this statement:

The best solution to youth offending is prison. Discuss.

/ 15 / 100

END-OF-YEAR TEST 1 UNITS 1–16

GRAMMAR

1 Choose the correct options (a, b, c or d) to complete the text.

The lives of the rich in Ancient Rome

¹_____ the majority of people in Ancient Rome were poor, it is the lives of its wealthier citizens that fascinate us today. In recent years, many of their villas ²_____ by archaeologists, and they have made a number of fascinating discoveries. Rich Romans had one-storey homes ³_____ of brick, with red roofs, and balconies ⁴_____ inwards towards the attractive courtyard, ⁵_____ often had a fountain or statue at its centre. The wealthier the Roman, ⁶_____ more they spent on protection. Many were ⁷_____ worried about ⁸_____ burgled or killed that they had ⁹_____ thick walls ¹⁰_____ around their villas and employed guards ¹¹_____ keep watch through the night. They had bedrooms, bathrooms and offices. ¹²_____ really amazes me is how similar their homes were to those of rich people in warm countries today.

- | | |
|--------------------------|--------------------|
| 1 a Although | b Despite |
| c In case | d Provided |
| 2 a have been excavating | b have excavated |
| c have been excavated | d have to excavate |
| 3 a make | b was made |
| c making | d made |
| 4 a face | b to face |
| c facing | d faced |
| 5 a which | b where |
| c who | d whose |
| 6 a so | b as |
| c the | d much |
| 7 a so | b enough |
| c such | d too |
| 8 a be | b to be |
| c being | d for being |
| 9 a complete | b really |
| c absolutely | d extreme |
| 10 a build | b built |
| c building | d to build |
| 11 a to | b so |
| c for | d as |
| 12 a It | b What |
| c This | d That |

/ 12

2 Choose the correct option (a, b or c) to complete each sentence.

- Fry the rice _____ a few minutes.
a after b for c until
- We were forced _____ a heavy fine.
a pay b paying c to pay
- I wish I _____ leave, but it's already midnight.
a mustn't b haven't to c didn't have to

- _____ of the students did well in the tests.
a Every b Each c Much
- We were supposed _____ the boat back to the other side, but we missed it.
a take b to take c taking
- We'll take warm coats _____ it gets cold later.
a in case b provided c unless
- Her plan is a recipe _____ disaster. It will undoubtedly go wrong.
a of b from c for
- I've been waiting here _____.
a since 40 b an hour ago c all morning minutes

/ 8

3 Complete the sentences with the correct form of the verbs in brackets.

- She _____ (not see) me, did she?
- May I remind you all _____ (fasten) your seatbelts?
- I really wish you _____ (be) quiet! You never stop talking!
- When they get here, they'll be hungry. They _____ (not eat) all day.
- There's no hope of _____ (find) anyone alive.
- You _____ (should / visit) the castle while you were in Warwick.
- You _____ (must / feel) proud of Graham when he won.
- The food _____ (serve) outside right now. Let's hurry or we won't get any.
- I _____ (not recognise) Paul if I hadn't already seen the photo of him.
- Jenny denied _____ (steal) the money.

/ 10

VOCABULARY

4 Complete each sentence with one word.

- It looks _____ one of Picasso's early works.
- It's one of the most _____-down cities in this region. Many houses need repair.
- Have you ever taken _____ in a parade?
- The company is in danger of _____ bankrupt.
- I worked _____ a sweat on the exercise bike.
- On match point, Hewett served a _____ fault.
- I don't know how the criminals got _____ of my personal details.
- Rising crime rates have run _____ parallel with a fall in tourists.
- So, _____ sum up what I've said, the more you work, the better your prospects.
- I'm not up _____ going out. Let's watch TV.
- Jeffrey got caught by the police after he went _____ a red light.
- Amy has set _____ her own company, selling kitchenware.

/ 12

5 Circle the word that cannot usually be used to describe the topic.

- 1 art
a abstract b runny c traditional
- 2 books
a catchy b atmospheric c gripping
- 3 rich cities
a affluent b grand c deprived
- 4 fitness
a flexible b filthy c uncoordinated
- 5 rain
a pouring b easing c stunning
- 6 crimes
a minor b serious c clumsy
- 7 having and losing jobs
a redundant b sweaty c promoted
- 8 feeling ill
a sore b uplifting c stiff

/ 8

6 Choose the correct verb to complete the sentences.

- 1 In business news, chemical companies Blixo and Furness have _____ to form a new, larger company.
a set up b merged c taken over
- 2 It's really nice if you _____ the chocolate, then pour it over the ice cream.
a melt b peel c steam
- 3 You've _____ a break after working so hard this month.
a bet b staked c earned
- 4 We _____ out a mortgage in order to buy a house.
a took b brought c got
- 5 My throat has _____ up and I've got a rash
a suffered b swollen c thrown
- 6 It was serious. I didn't _____ the funny side of it at all.
a see b watch c look at
- 7 I hate my job. I'm going to _____ in my notice.
a place b hand c move
- 8 Stop _____ the mickey. I hate the way you laugh at me all the time.
a putting b taking c fetching
- 9 Government policies haven't _____ much difference to our standard of living.
a made b given c done
- 10 They _____ a parade through the town centre.
a made b threw c held

/ 10

LISTENING

7 Listen to the interview and choose the correct option for each sentence.

- 1 The presenter says that Andy ...
a works as a zookeeper in North America.
b only works with large mammals like lions.
c works with a range of species including mammals and birds.
d is directly responsible for just a few species.
- 2 Andy says that on a typical day ...
a he might start and finish at different times.
b he always carries out operations in the morning.
c he has no idea how many hours he is going to work.
d he usually doesn't get home until midnight.
- 3 What Andy finds most challenging about his job is ...
a performing difficult operations on some of the larger animals.
b trying to diagnose problems in some of the rarer, stranger animals.
c having to check and compare all the data he is sent by others.
d trying to meet the dietary needs of such a wide range of animals.
- 4 Andy says that if you want to be a vet in a zoo ...
a you should expect the process to be long.
b there is a clear route that everybody has to follow.
c it involves working in a lot of different zoos.
d you don't actually need to take a veterinary degree.
- 5 In his career, Andy has ...
a treated pets and farm animals.
b done some of his studies while working at a zoo.
c taught at a veterinary school.
d had a variety of jobs to pay for his courses.

/ 10

SPEAKING

8 Talk about one of the following topics.

- compare two sports that are popular in your country
- present reasons for against the idea of working part-time while studying full-time
- describe your job or the job you would like to have

/ 10

READING

Lucky László

Homeless and unemployed, László Andraschek was on his way to attend a workshop for recovering alcoholics in Budapest when he decided to buy a lottery ticket at a railway station shop. He picked six numbers at random, and handed over the list to the shop assistant, who handed it back, reminding him that he had to choose seven numbers, not six. Feeling irritated, and wishing that he hadn't bothered to stop and waste his money, Andraschek selected one more number – the number 24. He headed onwards, towards Budapest, his ticket in his pocket, but all thoughts that he might win anything were far from his mind.

A few months later, a large donation was made to a hostel for the homeless in Hungary, and journalists were quick to track down the man responsible for such a generous gift. Against all odds, Andraschek's lottery ticket had contained the luckiest of numbers, and he had won over two million euros. In one of the most sudden rags to riches stories in history, Andraschek had been transformed overnight from being penniless to being fabulously wealthy. To his credit, however, he hadn't forgotten his previous struggles, hence the generous gift to the hostel.

When interviewed, the 55-year-old seemed to still be in shock that he had been so lucky. He revealed that he had spent some of the money on himself and his family, but hadn't really been sure what to buy. As well as buying flats for his three children, he had bought a luxury car. However, as neither he nor his wife had passed their driving test, he had given the car to his children, all of whom had licences. He announced that he was planning a trip to Italy, a country he had always dreamed of visiting, but he still hadn't got round to applying for a passport, something he had never previously possessed.

Having struggled with alcoholism, Andraschek finally gave up drinking five years ago, and now says that he has no excuse for returning to his former habit. He hopes to help others with similar problems by using a part of his winnings to establish a foundation for addicts and for women who have been the victims of domestic abuse.

News of Andraschek's remarkable story has focused attention on the plight of homeless people in Hungary, a country where 30,000 people sleep rough each night. In a bid to clean up the streets, authorities have recently passed a law banning sleeping on the streets, a law which many consider unfair. Activists argue that it is punishing people with nowhere else to go, subjecting them to fines or imprisonment, rather than finding a long-term solution to the problem. Perhaps Andraschek's story will provide hope for people down on their luck, and his generosity will provide some support for those in need.

9 Read the text and decide if each statement is true (T), false (F) or not given (NG).

- 1 At the time he bought the lottery ticket, László Andraschek had neither a job nor a place to live. T / F / NG
- 2 Andraschek bought the winning lottery ticket at a railway station in Budapest. T / F / NG
- 3 At first, the shop assistant refused to accept his list of numbers because he had selected too many. T / F / NG
- 4 Andraschek selected the number 24 because it had a special significance for him. T / F / NG
- 5 Although he kept the lottery ticket, Andraschek never really expected to win anything. T / F / NG
- 6 Andraschek gave money to the Hungarian hostel before the media and public knew he had won the lottery. T / F / NG
- 7 Andraschek spent most of the money on his children. T / F / NG
- 8 Andraschek has planned a return to Italy just as soon as he has his passport. T / F / NG
- 9 Hungarian authorities have recently begun to fine homeless people sleeping rough in their country. T / F / NG
- 10 Andraschek has taken a keen interest in the plight of homeless people in his country. T / F / NG

/ 10

WRITING

10 Write one of the following.

- an email to a friend inviting them to a special event that you have organised
- a short story entitled *The Best Day of my Life*
- an opinion essay about this statement: *The lottery is the best way of raising money to support the arts and sport in my country. Discuss.*

/ 10

/ 100

END-OF-YEAR TEST 2 UNITS 1–16

GRAMMAR

1 Complete the text with the correct option (a, b, c or d).

The lives of the poor in Ancient Rome

When we think of Ancient Rome, we ¹ _____ to think of emperors and gladiators, parades and battles. The city, however, was a place ² _____ a wide variety of people from all walks of life lived. Indeed, two thousand years ago, there were over a million people ³ _____ in Rome, and ⁴ _____ of them were ⁵ _____ poor. In recent years, archaeologists ⁶ _____ research into the lives of ordinary people in Ancient Rome, and they have used new techniques ⁷ _____ analyse the findings from excavations that ⁸ _____ right in the heart of the city. Poorer people often lived in one- or two-storey apartments ⁹ _____ around three sides of a central courtyard. There was ¹⁰ _____ privacy inside the house, and, in the summer, it was ¹¹ _____ hot that people slept on the roofs. ¹² _____ is surprising is that the reality of the lives of the poor in Rome was so different from our traditional view of the imperial city.

- | | |
|----------------------------|--------------------|
| 1 a most | b tend |
| c use | d often |
| 2 a who | b that |
| c which | d where |
| 3 a live | b lived |
| c living | d to live |
| 4 a much | b most |
| c mostly | d each |
| 5 a absolutely | b real |
| c extremely | d complete |
| 6 a have been carrying out | b were carried out |
| c are carrying out | d carry out |
| 7 a so | b for |
| c to | d as |
| 8 a have made | b are making |
| c have been made | d make |
| 9 a building | b were built |
| c built | d to build |
| 10 a no | b neither |
| c none | d nothing |
| 11 a too | b enough |
| c so | d such |
| 12 a What | b It |
| c This | d That |

/ 12

2 Choose the correct option (a, b or c) to complete each sentence.

- Don't throw the water away, _____ you will need it later.
a as b so c for
- Winning the lottery enabled _____ her own house.
a Jan buy b Jan buying c Jan to buy

- I wish I _____ help you.
a could b must c would
- Let's ask the _____ neighbours if they want to pay for a new fence.
a both b other c our
- You shouldn't _____ it difficult.
a find b finding c to find
- We haven't got _____ equipment.
a hardly any b many c much
- There was a lot of damage _____ my car.
a of b from c to
- We've _____ decided where to go on our holidays.
a yet b ever c already

/ 8

3 Complete the sentences with the correct form of the verbs in brackets.

- I wish I _____ (have) a flat nearer to the city centre.
- By this time next week, I _____ (leave) London. I'll be in New York by then.
- There's no point in _____ (tidy) up. I'll do it later.
- You _____ (not tell) Simon about the plans for his birthday party, will you?
- Sandra promised _____ (send) a postcard.
- We really _____ (shouldn't / eat) so much. I feel sleepy now.
- In the future, a lot more mobile phones _____ (manufacture).
- The government urged people _____ (vote) for them at the next election.
- I got wet because I _____ (forget) my umbrella.
- If I _____ (see) Karen later, I'll ask her what time the meeting starts.

/ 10

VOCABULARY

4 Complete each sentence with one word.

- The person in the painting looks _____ if he has been upset by something.
- It's an _____-and-coming area of town, full of theatres and restaurants.
- At the festival, the children dressed _____ in colourful costumes.
- The headteacher is too soft _____ bad behaviour in the school.
- After the race, Clive felt really _____ of breath.
- The coach called a time-_____ because his team was losing.
- Nobody was hurt even though the bomb went _____ in a crowded store.
- The government lost power as a result _____ poor economic figures.
- _____ short, I think things will improve. Thank you for listening.
- How often do you _____ clubbing these days?
- Patrick turned _____ in a clown costume.
- The company has broken _____. We made more than we spent this year.

/ 12

5 Circle the adjective that cannot usually be used to describe the topic.

- 1 films
 - a deprived b gripping c uplifting
- 2 pop songs
 - a catchy b grand c commercial
- 3 colours
 - a bold b subtle c affluent
- 4 paintings
 - a intimate b up-and-coming c conventional
- 5 poor areas of cities
 - a deprived b rough c abstract
- 6 places with no people
 - a overwhelmed b isolated c deserted
- 7 heat
 - a boiling b humid c muddy
- 8 jobs
 - a uncoordinated b menial c rewarding

/ 8

6 Choose the correct verb to complete the sentences.

- 1 I'm calling to _____ about the arrangements for next month's conference.
 - a enquire b confirm c arrange
- 2 The railway company apologised for _____ the public about the new timetables.
 - a uninforming b misinforming c disinforming
- 3 All our money was stolen but we were able to _____ it back on the insurance.
 - a extend b lend c claim
- 4 Jerry has _____ ligaments in his leg and can't play rugby at the moment.
 - a broken b torn c sprained
- 5 While driving abroad, my dad got _____ up by a lorry, which very nearly hit him.
 - a cut b got c turned
- 6 When did you last _____ a party?
 - a catch b twist c throw
- 7 He's always _____ his foot in it – always saying the wrong thing.
 - a bringing b putting c taking
- 8 The police have _____ millions of dollars in drugs during a well-planned raid.
 - a seized b grabbed c caught
- 9 Have you ever _____ on a float?
 - a driven b ridden c carried
- 10 In the picture, she _____ to have been upset by something.
 - a seems b looks c impresses

/ 10

LISTENING

7 Listen to the radio interview and choose the best option for each sentence. Only one option is correct.

- 1 The presenter says that Amy
 - a has always been a driving instructor.
 - b worked in insurance before becoming a driving instructor.
 - c always wanted to be a driving instructor.
 - d became a driving instructor after trying a number of other jobs.
- 2 One reason why Amy became a driving instructor was that
 - a it was the first steady job she found after leaving school.
 - b she was really bored in her current job.
 - c at the age of 38, she felt too old to do her current job.
 - d she wanted to do the advanced driving test.
- 3 To become a driving instructor, you have to
 - a pass three separate tests.
 - b do a course that lasts two years.
 - c take a practical driving test three times.
 - d pass all the tests first time.
- 4 After becoming an approved driving instructor, Amy
 - a joined one of the major driving schools in the UK.
 - b decided to work on her own.
 - c went into business with friends and relatives.
 - d looked for a steady, regularly-paid job.
- 5 What Amy really likes about her job is
 - a working regular hours.
 - b planning what to do in the lessons.
 - c helping people improve.
 - d improving her own skills.

/ 10

SPEAKING

8 Talk about one of the following topics.

- describe and recommend a film you have seen recently
- advise a colleague on ways of getting fit
- talk about what you wish you had known when you were young

/ 10

READING

Student accommodation crisis

In the heart of London's trendy, up-and-coming east end, not far from Brick Lane, which is famous for its Indian restaurants, stands the tallest, largest student accommodation block ever built. Thirty-three storeys high, it provides shared apartments for over a thousand students, and, among other luxuries, offers broadband in every room, chill-out rooms with comfy sofas and huge flat-screen TVs, a gym and a spa! It's a far-cry from the filthy bed-sits in run-down areas that students are supposed to live in – in the public imagination, at least. Indeed, what more could today's modern student want from a flat?

There is a drawback, though, and one that illustrates the growing problem that most students in the UK now face. If a student and two of his or her mates wanted to rent a flat in the block, it would set back each of them over £14,000 a year. That's almost €20,000! It may be an extreme example, but it just goes to show how pricey it is these days for students to pay for somewhere to live, especially in the capital, where house prices have rocketed in recent years.

An organisation that keeps a check on the cost of living for students has noted that rental costs have risen by 25% since 2004, and that, even during the recession, the cost of rentals continued to keep climbing. It seems that students, some of the least well-off members of society, are paying much more than they should for what ought to be a basic need. Many British students choose to study at a university far from home, or at least far enough away that they need to find accommodation well away from mum's cooking, and this adds to the problem. The number of young people seeking accommodation is enormous, and the number of flats very limited. The costs are particularly high in a student's second year at university. Most colleges have enough student accommodation of their own to house first-year students in halls of residences, but they expect almost all their students to move out for their second year leaving them in the cut-throat world of the private rental sector.

Based on an analysis of rental properties in cities across the country, experts argue that second-year students are paying close to £65 a week just to live, a cost which is incredibly difficult to maintain without a job, benefits or generous parents. Effectively, it reduces students from poorer families to poverty, and discourages many from going to university altogether. Even students from average backgrounds are increasingly being forced to face up to huge debts after they finish university. There is an accommodation crisis for students in the UK which is making it harder and harder to pursue a university education.

9 Read the text and decide if each statement is true (T), false (F) or not given (NG).

- 1 The 33-storey student accommodation block houses restaurants as well as a gym and a spa. T / F / NG
- 2 The writer says that most ordinary people expect students to be living in poor quality housing. T / F / NG
- 3 The new block near Brick Lane is the most expensive student accommodation in the UK. T / F / NG
- 4 It is likely to cost students more to rent somewhere to live in London than in any other British city. T / F / NG
- 5 Although rental costs fell for everybody, including students, during the recent recession, they have now started to climb rapidly again. T / F / NG
- 6 In recent years, there has been a rise in the number of British students who choose to leave their parents' home in order to attend university. T / F / NG
- 7 It is likely that students will pay more for accommodation in their second year at university than they will in their first year. T / F / NG
- 8 A majority of British students tend to live in university-owned accommodation throughout their stay at university. T / F / NG
- 9 It is possible that some students are not applying to go to university because of the high accommodation costs. T / F / NG
- 10 The poorer a student's background, the higher the amount they will have to pay back after their studies are over. T / F / NG

/ 10

WRITING

10 Write one of the following.

- 1 a formal letter to your bank manager asking to borrow money for a project
- 2 a description of how your home town has changed in the last ten years
- 3 a for and against essay on this question: *What are the pros and cons of studying arts rather than sciences at university?*

/ 10

/ 100

UNIT 1

1

- | | | |
|---------|--------------|----------|
| 1 tend | 4 constantly | 7 used |
| 2 often | 5 will | 8 hardly |
| 3 would | 6 rarely | |

2

- | | | |
|------------|-------------------|-------------|
| 1 much as | 4 very rarely | 7 and again |
| 2 the time | 5 would regularly | 8 a rule |
| 3 not to | 6 the whole | |

3

- The man in the photograph is smiling directly at the photographer.
- It's a fairly well-known portrait of the Queen.
- Anna seems to be slightly upset in the painting.
- Unfortunately, the painter didn't make any money during his lifetime. / The painter didn't make any money during his lifetime, unfortunately.
- We'll look at the paintings in the long gallery later.
- Art has gradually become more and more popular.
- I have never been to an art gallery.
- He produced hundreds of painting, but sadly, he didn't sell any in his lifetime / but he didn't sell any in his lifetime, sadly.
- Harry left home soon after the argument.

4

- | | | |
|-------------|---------------|---------|
| 1 hilarious | 4 uplifting | 7 awful |
| 2 weird | 5 distressing | |
| 3 dull | 6 gripping | |

5

- | | | |
|-------------|----------------|------|
| 1 bold | 3 create | 5 be |
| 2 ambiguous | 4 conventional | |

6

- | | | |
|--------|---------|--------|
| 1 open | 3 get | 5 like |
| 2 as | 4 could | |

7

- | | | |
|------------|-------------|---------------|
| 1 living | 4 disguises | 7 get |
| 2 revealed | 5 seeking | 8 encountered |
| 3 asserted | 6 gained | |

UNIT 2

1

- | | | |
|------------|------------|----------|
| 1 that / - | 4 who | 7 who |
| 2 where | 5 that / - | 8 / when |
| 3 which | 6 which | |

2

- A leading architect, who works in the United States, has just designed a new type of eco-house.
- We visited the housing estate where my parents were both born.
- John Robson designed a lot of buildings, some of which are still standing.
- Simon met one of the architects, whose designs have won a prize.
- The designer spent some time in Africa, during which time he started using bright colours.

3

- | | |
|--------------------|-------------------|
| 1 will finish | 5 'I'll give |
| 2 leaves | 6 'm going to put |
| 3 am going to work | 7 'I'll see |
| 4 'm meeting | 8 will build |

4

- | | | |
|-----------------|---------------|------------|
| 1 run-down | 4 hideous | 7 rough |
| 2 up-and-coming | 5 deprived | 8 historic |
| 3 affluent | 6 residential | |

5

- | | | |
|------------|----------------|-----------|
| 1 mask | 5 sound system | 9 display |
| 2 parade | 6 costume | 10 float |
| 3 bonfire | 7 fireworks | |
| 4 confetti | 8 band | |

6

- | | | |
|---------|--------------|--------------|
| 1 due | 3 bound | 5 due |
| 2 bound | 4 not likely | 6 not likely |

UNIT 3

1

- | | | | | |
|------|------|------|------|-------|
| 1 to | 3 if | 5 if | 7 so | 9 if |
| 2 so | 4 to | 6 to | 8 to | 10 to |

2

- | | |
|-------------------|---------------|
| 1 be | 5 have sent |
| 2 have won | 6 be standing |
| 3 be sitting | 7 believe |
| 4 have been given | 8 have said |

3

- You shouldn't ~~be~~ walk out of the concert before the interval.
- We shouldn't ~~be~~ sitting here when there is so much to do.
- I should ~~have~~ told Mary about the show. She's angry with me because she missed it.
- The students ~~should~~ have listened to their teacher when they were at school.
- You should ~~be~~ helping, not sitting around doing nothing.
- You shouldn't have ~~been~~ mean to Dan. He was only trying to help.

4

- | | | | | |
|-----|-----|-----|-----|------|
| 1 d | 3 b | 5 a | 7 b | 9 a |
| 2 b | 4 c | 6 b | 8 d | 10 c |

5

- | | | |
|------------|--------------|-------------|
| 1 optimism | 4 intentions | 7 fear |
| 2 eviction | 5 pessimism | 8 obsession |
| 3 meanness | 6 caution | |

6

- | | | | |
|--------|--------|-------------|----------|
| 1 leak | 3 give | 5 missing | 7 ripped |
| 2 came | 4 fell | 6 scratched | 8 fit |

UNIT 4

1

- | | | | |
|--------|--------|------|--------|
| 1 so | 3 so | 5 so | 7 such |
| 2 such | 4 such | 6 so | 8 so |

2

- The sooner the better.
- The better educated people are, the more money they earn.
- The more junk food people eat, the fatter they get.
- The more I think about it, the more appealing it becomes.
- The more time I spend in the garden, the better it looks.

3

- | | | |
|--------------|--------------|---------------|
| 1 is booming | 3 undermined | 5 has boosted |
| 2 went | 4 has made | 6 struggle |

4

- | | | |
|---------------|-------------|------------|
| 1 shortage | 3 soft | 5 living |
| 2 bureaucracy | 4 recession | 6 bankrupt |

5

- | | | | |
|-------|---------|-------|---------|
| 1 on | 3 on | 5 in | 7 among |
| 2 for | 4 about | 6 for | 8 with |

6

- | | | |
|------------|--------------|------------|
| 1 become | 5 denied | 9 meet |
| 2 launched | 6 won | 10 reverse |
| 3 suffered | 7 conducting | 11 claimed |
| 4 upheld | 8 compare | 12 see |

UNIT 5

1

- | | |
|-----------------------------------|-----------------------|
| 1 shouldn't have lost | 6 shouldn't have left |
| 2 wouldn't have gone | 7 could have been |
| 3 could have chosen | 8 shouldn't have said |
| 4 shouldn't have decided | 9 would you have done |
| 5 could have / should have phoned | |

2

- | | |
|-------------------------|------------------------|
| 1 have always been | 6 have you known |
| 2 has been trying | 7 has not been helping |
| 3 have visited | 8 have broken |
| 4 have not been feeling | 9 has been showing |
| 5 have been attending | 10 has won |

3

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 d | 2 a | 3 b | 4 e | 5 c |
|-----|-----|-----|-----|-----|

4

- | | | |
|---------|-----------------|-------------|
| 1 junk | 3 shape | 5 demanding |
| 2 sweat | 4 uncoordinated | 6 breath |

5

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

6

- | | | |
|----------|------------|----------|
| 1 card | 3 division | 5 tackle |
| 2 sacked | 4 hit | |

7

- | | | | |
|----------|-----------|-----------|-----------|
| 1 banged | 3 knocked | 5 cuts | 7 lost |
| 2 tore | 4 broken | 6 drowned | 8 bruised |

UNIT 6

1

- | | | | |
|----------|---------|--------------|----------|
| 1 a bit | 3 a bit | 5 quite | 7 hardly |
| 2 really | 4 very | 6 absolutely | 8 really |

2

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

3

- 1 I haven't had my hair cut for months.
- 2 You should get those trees cut down.
- 3 I've just had my driving licence cancelled.
- 4 I need to get my bike fixed.
- 5 We're going to have the fence repainted.
- 6 Have you ever had your ears pierced?
- 7 Terry has had his car stolen again.
- 8 Did you get the old armchairs taken away?

4

- | | | |
|------------|----------------|--------------|
| 1 muddy | 5 deserted | 9 filthy |
| 2 dump | 6 efficient | 10 overlooks |
| 3 isolated | 7 unbearably | |
| 4 stunning | 8 overwhelming | |

5

- | | | | |
|----------|---------------|----------|------------|
| 1 mickey | 3 ends | 5 feet | 7 rose |
| 2 small | 4 ball, court | 6 pocket | 8 arm, leg |

6

- | | | |
|------|-------|--------|
| 1 up | 3 out | 5 away |
| 2 in | 4 out | 6 over |

UNIT 7

1

- | | | |
|-------------------|--------------|------------------|
| 1 were walking | 5 had blown | 9 was working |
| 2 came | 6 was living | 10 was |
| 3 had experienced | 7 met | 11 had ever seen |
| 4 decided | 8 walked | 12 fell |

2

- | | | |
|-----------|------------|-----------|
| 1 invited | 4 arrested | 7 thrown |
| 2 injured | 5 waiting | 8 leaving |
| 3 playing | 6 moving | |

3

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

4

- | | |
|--------------------------------|------------|
| 1 has been pouring, has turned | 4 flooding |
| 2 blew, have eased | 5 hit |
| 3 pull, stuck | |

5

- | | | | |
|--------|--------|------|------|
| 1 like | 3 like | 5 so | 7 so |
| 2 as | 4 so | 6 as | |

6

- | | | | |
|-------------|-----------|-------------|----------|
| 1 a settled | b settle | 5 a gather | b gather |
| 2 a roots | b root | 6 a stormy | b stormy |
| 3 a water | b water | 7 a stems | b stems |
| 4 a blossom | b blossom | 8 a planted | b plants |

UNIT 8

1

- | | |
|-------------------|---------------------|
| 1 can't have left | 5 might have found |
| 2 must have | 6 can't be |
| 3 might be | 7 must have escaped |
| 4 must have lost | 8 might have won |

2

- | | | | | |
|-------|------|--------|------|--------|
| 1 for | 3 of | 5 for | 7 of | 9 to |
| 2 of | 4 in | 6 with | 8 on | 10 for |

3

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

4

- | | | | |
|------|--------|-------|-------|
| 1 on | 3 back | 5 up | 7 to |
| 2 of | 4 into | 6 off | 8 off |

5

- | | |
|-----------------|---------------------|
| 1 locked in | 6 served, in |
| 2 convicted of | 7 launched, against |
| 3 released, for | 8 let, out |
| 4 place, on | 9 released, after |
| 5 treated with | 10 served, of |

6

- | | | | |
|-----------|---------------|--------|------------|
| 1 plunged | 3 correlation | 5 drop | 7 accounts |
| 2 led | 4 peak | 6 stem | 8 factor |

UNIT 9

1

- | | |
|---------------|----------|
| 1 get | 5 won't |
| 2 should talk | 6 should |
| 3 keep | 7 I'm |
| 4 might get | 8 won't |

2

- 1 I would leave now 4 it hadn't rained.
 2 I wouldn't have gone. 5 I would never have remembered.
 3 I would feel great. 6 I wouldn't be here now.

3

- 1 get 3 get 5 got 7 find
 2 handed 4 finding 6 struggle 8 feel

4

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

5

- 1 Sandra is bound to get a new job in March.
 2 We doubt we will get much money for doing all this work.
 3 All the employees are bound to have completed their schedules.
 4 I probably won't pass the exam.
 5 We doubt we will get a pay rise this morning.

6

- 1 set 2 providing 3 had 4 wore 5 put

7

- 1 conclude 3 Hands 5 shows
 2 moving 4 sum 6 short

UNIT 10

1

- 1 Sue will have written her essay by now.
 2 Darren probably won't have caught the last train.
 3 When will you have finished cleaning all this up?
 4 Will Graham have had enough time to get dressed?
 5 My parents will have been married for 20 years in September.
 6 By next Wednesday all the decorations will have been taken down.

2

- 1 will have finished 4 will have made
 2 won't have had 5 will not have been paid
 3 will they have spent 6 will have got

3

- 1 do you 3 would she 5 haven't we
 2 doesn't he 4 wasn't it 6 didn't they

4

- 1 took 3 rent 5 have 7 take 9 go
 2 threw 4 went 6 go 8 had 10 have

5

- 1 due 3 burst 5 turn 7 see
 2 meant 4 realised 6 copy 8 clue

6

- 1 on 3 up 5 out 7 into
 2 up 4 up 6 out 8 up

UNIT 11

1

- 1 We don't have as **much** informations as we need.
 2 **The** news **is** very disturbing.
 3 We made a slow progress through **the** lunch-time traffic.
 4 We haven't got very **much** times to do the work.
 5 All ~~of~~ knowledges was contained in those ancient libraries.
 6 I've got hardly **any** luggages with me.
 7 We haven't done **much** researches into the subject yet.

2

- 1 What was surprising was the fact that the petrol station closed early today.

- 2 What has upset everybody is the fact that speeding fines have been raised.

- 3 What drives me mad is the fact that people break the speed limit in city centres.

- 4 What concerns me very much is the fact that the government make so much money from parking fines.

- 5 What I find disturbing is the fact that so many children are killed on our roads.

3

- 1 insurance 4 small print 7 brakes
 2 gears 5 tyres 8 engine
 3 leak 6 dent

4

- 1 restored 5 formed 9 desolate
 2 word 6 heart 10 common
 3 put 7 fallen
 4 herd 8 undermined

5

- 1 swerve 3 overtake 5 ran 7 flash
 2 doing 4 cut 6 get 8 gone

UNIT 12

1

- 1 are we supposed to arrive 4 shouldn't take
 2 should call 5 are we supposed to get
 3 should make

2

- 1 a 3 b 5 b 7 b 9 a
 2 c 4 c 6 c 8 b 10 c

3

- 1 runny, sore 4 bit, swells
 2 suffered, bruises 5 itchy, scratching
 3 trouble, panic 6 rough, throwing

4

- 1 elbow 3 ankle 5 skull
 2 wrist 4 spine 6 brain

5

- 1 tore 3 remove 5 put
 2 have 4 had 6 causing

6

- 1 among 3 evidence 5 group
 2 questioned 4 turn 6 due

UNIT 13

1

- 1 I had never known such awful weather before.
 2 Simon hadn't been living there for long.
 3 I never knew why he had come.
 4 What on earth had they been doing in there?
 5 The children had already eaten all the apples.
 6 We had been waiting for an hour when he finally got there.

2

- 1 had won 6 hadn't taken
 2 had been looking 7 had left
 3 hadn't been sleeping 8 had been living
 4 had taken up 9 had eaten
 5 had been stealing 10 had been doing

3

- 1 I wish she'd be quiet.
 2 He is constantly complaining about something.
 3 They are always laughing at me.

- 4 I wish you would do some housework.
 5 He is always buying me things.
 6 I wish he was more mature.
 7 I often wish he wouldn't make up stories.

4

- 1 taking 4 retrain 7 call
 2 offered 5 was 8 ask
 3 knocked 6 take

5

- 1 integrity 5 dignity 9 liberty
 2 responsibility 6 justice 10 success
 3 courage 7 hatred 11 compromise
 4 curiosity 8 faith 12 ambition

UNIT 14

1

- 1 has just been cancelled
 2 will be refunded
 3 is being held
 4 have lost
 5 was being repaired / was repaired
 6 took
 7 were told
 8 will be being updated
 9 resigned
 10 have been informed / were informed
 11 are given
 12 has been damaged

2

- 1 had invited 6 could see
 2 wasn't 7 hadn't gone
 3 didn't have to 8 was / were
 4 had worked 9 had bought
 5 hadn't left 10 had played

3

- 1 wiped 3 extend 5 claim
 2 go 4 run 6 take

4

- 1 limit 3 pension 5 card
 2 charges 4 market 6 bailout

5

- 1 vanished 4 came, halt 7 peered
 2 descended 5 crammed 8 chuckled
 3 conceal 6 ushered

6

- 1 odds 3 earned 5 stake 7 bet
 2 lottery 4 jackpot 6 waste 8 gambling

UNIT 15

1

- 1 While 3 as 5 Provided 7 to 9 Otherwise
 2 Then 4 Once 6 so 8 unless 10 Although

2

- 1 to look 6 getting
 2 trying 7 to go
 3 driving 8 doing
 4 preventing 9 to bring
 5 to take 10 stealing

3

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

4

- 1 b 2 e 3 a 4 d 5 c

5

- 1 flicking, came 3 so-called 5 fancy
 2 slight 4 chuckled

6

- 1 semi 3 out 5 pro 7 re
 2 multi 4 mis 6 over 8 ex

7

- 1 d 2 a 3 e 4 b 5 c

UNIT 16

1

- 1 will you arrive 6 'll / will be working
 2 will happen 7 'll / will help
 3 will be launching 8 'll / will be driving
 4 won't be joining 9 will they be staying
 5 won't be 10 'll / will be coming

2

- 1 David must leave home early tomorrow.
 2 It got dark so we weren't able **to** finish the match.
 3 We were happy to get the money because it enabled **us** to buy a new car.
 4 You can't leave your bike there.
 5 One day, we'll **be** able to open our own shop.
 6 Wendy allowed **us** to use her garden for the party.
 7 Please don't make me **to** stay behind.
 8 The police wouldn't let **us** to stay open all night.
 9 I don't want to force you **to** do something you're not comfortable with.
 10 We weren't able **to** send everybody an invitation.

3

- 1 let 3 apologise 5 see 7 chase
 2 pass 4 arrange 6 remind 8 enquire

4

- 1 Would Monday be a good day to meet up?
 2 Would you happen to know the time?
 3 Would you mind opening the window?
 4 Would you rather sit at the front?

5

- 1 even 3 up 5 loss 7 into
 2 over 4 turnover 6 floated 8 competition

6

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

REVIEW TEST 1 UNITS 1-6

1

- 1 tend 4 which 7 should 10 for
 2 used 5 due 8 such 11 any
 3 whose 6 to 9 the 12 get

2

- 1 takes 5 are making
 2 has been 6 have been building
 3 began 7 designing
 4 will be 8 will be

3

- 1 like 3 back 5 off 7 up
 2 away 4 part 6 on 8 out

4

- 1 c 3 c 5 c 7 a 9 b 11 d
 2 a 4 d 6 d 8 b 10 a 12 b

5

- 1 b 2 a 3 c 4 c 5 a

7a

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

7b Possible answers

- Because the cost of studying is getting higher and higher, so students feel that it might be cheaper to go to university immediately rather than waiting a year.
- Doing something meaningful in a gap year is a way of showing potential employers that you have ambition and initiative. It can also be an opportunity to learn a useful skill.
- If they learn a skill, they can work and earn money while they travel on their gap year.

REVIEW TEST 2 UNITS 7–12

1

- 1 must 5 had 9 so
2 in 6 have 10 What
3 with 7 did
4 should 8 hasn't

2

- 1 blew 6 hadn't caught
2 were turning 7 were fishing
3 hadn't been 8 was going / had gone
4 wouldn't have felt 9 gathering
5 had been 10 was beginning

3

- 1 off 3 set 5 no 7 due
2 into 4 with 6 made 8 cut

4

- 1 b 3 a 5 c 7 c 9 b 11 a
2 c 4 b 6 b 8 a 10 c 12 c

5a

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

5b

- Liz thinks a good reporter sounds confident and authoritative and has a good voice. They also need to be able to get the people they interview to talk and say interesting things.
- The long hours and low pay are similar, and the type of stories are too, but reporters on the radio can't use pictures so they have to bring the stories to life using words.
- She learnt to find and write her own news stories and to operate technical equipment.

7

- 1 c 2 a 3 b 4 c 5 b

REVIEW TEST 3 UNITS 13–16

1

- 1 been 5 to 9 made
2 would 6 you 10 be
3 case 7 on
4 unless 8 for

2

- 1 was opened 5 had sold
2 was filled 6 had tried
3 had been told 7 have been opening
4 turned 8 will be trying

3

- 1 day 5 dis 9 up
2 own 6 super 10 off
3 off 7 to
4 semi 8 for

4

- 1 c 3 b 5 a 7 b 9 b
2 a 4 c 6 c 8 a 10 b

5

- 1 a 2 c 3 b 4 c 5 b

7a

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

7b

- They can score highly in an IQ test, solve difficult puzzles, or produce research into areas of science the rest of us don't understand.
- They use conventional methods, and techniques that they have been taught.
- They rethink the problem and want to find lots of different solutions and approaches rather than just one. They also look at a problem in a different way.

MID-YEAR TEST UNITS 1–9

1

- 1 b 3 c 5 b 7 b 9 c
2 a 4 b 6 c 8 c 10 b

2

- 1 leaves 10 'I'll have repainted
2 have you been waiting 11 had
3 shouldn't have lost 12 have visited
4 had my bag stolen 13 tidying
5 hadn't brought 14 hadn't told
6 were walking 15 spending
7 must have felt 16 to visit
8 are coming 17 will be manufactured
9 'I'll help 18 paying

3

- 1 interpretation 6 obsession
2 dramatic 7 eviction
3 atmospheric 8 meanness
4 cautious 9 behaviour
5 historic 10 responsibility

4

- 1 mask 7 storm
2 mop 8 stem
3 saw 9 grab
4 leak 10 fall
5 tackle 11 promotion
6 bruise 12 outline

5

- 1 b 2 b 3 c 4 a 5 c

7a

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

7b Possible answers

- In Europe the rooms are smaller but more elegant.
- In restaurants he found very small restaurants serving strange, but good, food. They were more individual. American restaurants are usually big and modern and usually part of a chain.
- In Europe people still tend to shop more in the city centre, although there are also shopping centres on the outskirts of town, as in the US.

END-OF-YEAR TEST 1 UNITS 1–16**1**

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 a | 3 d | 5 a | 7 a | 9 b | 11 a |
| 2 c | 4 c | 6 c | 8 c | 10 b | 12 b |

2

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

3

- | | |
|--------------------|----------------------------|
| 1 didn't see | 6 should have visited |
| 2 to fasten | 7 must have felt |
| 3 would be | 8 is being served |
| 4 won't have eaten | 9 wouldn't have recognised |
| 5 finding | 10 stealing |

4

- | | | | |
|--------|----------|--------|------------|
| 1 like | 4 going | 7 hold | 10 to |
| 2 run | 5 up | 8 in | 11 through |
| 3 part | 6 double | 9 to | 12 up |

5

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

6

- | | | | | |
|-----|-----|-----|-----|------|
| 1 b | 3 c | 5 b | 7 b | 9 a |
| 2 a | 4 a | 6 a | 8 b | 10 c |

7

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 c | 2 c | 3 b | 4 a | 5 b |
|-----|-----|-----|-----|-----|

9

- | | | | | |
|-----|------|-----|------|-------|
| 1 T | 3 F | 5 T | 7 NG | 9 T |
| 2 T | 4 NG | 6 T | 8 F | 10 NG |

END-OF-YEAR TEST 2 UNITS 1–16**1**

- | | | | |
|-----|-----|-----|------|
| 1 b | 4 b | 7 c | 10 a |
| 2 d | 5 c | 8 c | 11 c |
| 3 c | 6 a | 9 c | 12 a |

2

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

3

- | | |
|-----------------|------------------------|
| 1 had | 6 shouldn't have eaten |
| 2 'll have left | 7 will be manufactured |
| 3 tidying | 8 to vote |
| 4 won't tell | 9 had forgotten |
| 5 to send | 10 see |

4

- | | | | |
|------|-------|-------|---------|
| 1 as | 4 on | 7 off | 10 go |
| 2 up | 5 out | 8 of | 11 up |
| 3 up | 6 out | 9 in | 12 even |

5

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

6

- | | | | | |
|-----|-----|-----|-----|------|
| 1 a | 3 c | 5 a | 7 b | 9 b |
| 2 b | 4 b | 6 c | 8 a | 10 a |

7

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 b | 2 b | 3 a | 4 b | 5 c |
|-----|-----|-----|-----|-----|

9

- | | | | | |
|-----|------|------|-----|-------|
| 1 F | 3 NG | 5 F | 7 T | 9 T |
| 2 T | 4 T | 6 NG | 8 F | 10 NG |

TESTS AUDIO SCRIPTS

REVIEW TEST 1

P = presenter, D = Dan

P: On today's show, I'm chatting to Dan Clark, who, as many of you will know, used to present *Travel Today* on TV. He's here to talk about his new series, which starts on Saturday. In the series, he's going to look at how the environment of remote parts of the world has been affected by travel.

Welcome to the show, Dan.

D: Hello. It's good to be here.

P: As we all know, the world is getting smaller. Would you say that this has made travelling easier?

D: Well, yes, absolutely. I'd say it is much easier than it was back in the 1980s when I started travelling. Being able to use a laptop or mobile phone allows me to book tickets and hotels with few problems. Twenty years ago, it was an absolute nightmare when you had to sort out everything by phone or in person. Being able to use the internet really saves time.

P: In the opinion of many, the more tourists there are, the more pollution there is in places which were once unspoilt. Do you share that view?

D: Yes, I do. And in my new TV series I go back to places I used to visit when I was a young travel journalist, and find out to what extent they have changed. Back in 1986, when I first visited one of the Caribbean islands that feature in the series, I wouldn't have believed you if you'd told me how much more developed the place was to become. Even back then, it was an up-and-coming tourist destination, and quite built-up, but, remarkably, the number of hotels has doubled since my first visit.

P: I suppose there is an even greater problem with remote parts of the world that were, until recently, isolated, even deserted places.

D: Absolutely. There is a modern trend to offer tours to places that were once hard to get to, and a few adventurous tourists are going further and further from home. The problem is that these regions have such delicate eco-systems that tourists, even well-intentioned tourists who care about the environment, can quickly have a dramatic and negative effect. Tourists eat food that has to be imported into the area, they produce waste that can harm the delicate eco-system, and they use water for drinking and bathing. Often, this results in shortages.

P: I see. It appears to be a real problem. I look forward to finding out more about it when your TV series begins.

REVIEW TEST 2

P = presenter, L = Liz

P: Hello. If you've ever wondered what it would be like to work as a radio reporter, then today's programme is for you. I'm going to interview Liz Jones who has been a reporter for Digital 1 and on the long-running science programme *Innovations*. Nowadays, she works as a freelance reporter in the north of England.

Welcome to the show, Liz.

L: Hello. It's good to be here.

P: So, I'm going to start with an obvious question, I suppose. What makes a good reporter, especially on the radio?

L: Well, I suppose, in many ways, it comes down to what you sound like, as well as what you say, of course. Technically, radio reporters need to learn how to sound clear, confident and authoritative, cutting out all the pauses, and the 'ums' and 'aahs'. Much of my job, now and in the past, has been about interviewing people, ordinary people usually, and getting them to say interesting things on air. As you gain experience, you learn what sort of questions work, and how to encourage people to open up, or, in some cases, shut up.

P: Would you say that being a radio reporter is very different to being a TV reporter?

L: Well, not completely. The long hours and the low pay are certainly comparable! And the stories we cover are often very similar. The main difference is that TV reporting is all about the pictures – you're trying to get great visual images when reporting on a news story, and what you say is often actually trying to explain to the viewer what they are looking at. On radio, of course you need sound to bring stories to life, so the challenge is to describe things so that people can visualise them.

P: Some of our listeners would love to be a radio journalist. Do you have any advice for them?

L: Well, it's a competitive industry. Lots of young people are keen to get into radio journalism because it seems so glamorous. And, at the bottom, you aren't going to earn much, if anything. I started out by volunteering to work for the radio station at my university for free. I had to come up with my own news stories and work out how to operate all the technological equipment by myself. It was hard work but great fun. So, that's my advice. Be prepared to offer your services for free, have a go at anything, keep trying new things, and learn on the job.

P: OK. Thanks Liz. After the break, Liz is going to take some calls, so please ring us now.

REVIEW TEST 3

I = interviewer, P = Paola

I: On today's show, I'm chatting with internationally famous cookbook author, Paola Chiellini. Welcome to the show, Paola.

P: Thank you for inviting me.

I: You have just written a new cookbook, called *Italian Secrets*. It's a wonderful book, with fabulous recipes, if I may so. I was wondering why you decided to write this book.

P: Well, to be honest, it wasn't my decision. I was asked to write it by my students. I have written three cookbooks – this is my third – and I never set out to write any of them. I have been teaching cooking for twenty years, and all my recipes have been inspired by the young cooks I have taught.

I: As you say, you've had a long teaching career, teaching home cooking to two generations of cooks. In your

opinion, what is the most important skill that the home cook should have?

P: Oh, taste, I think. Yes, taste. That is very important. You don't need any complicated techniques, or anything like that, but you do need to be able to tell whether a dish needs more salt, or pepper, or whatever. Oh, and good ingredients are essential, of course.

I: How can people identify the best ingredients?

P: I don't think that is very difficult. Take salad, for example. If all the leaves are very tired and don't stay up, then you know they aren't very good. Meat is more difficult to choose but if you can talk with the butcher, I think you will find what is good and what you have to buy for that particular dish. Fish is very easy because if you have a nose, you can smell it. If it doesn't smell good, then don't buy it.

I: Let's go back to your teaching. What were things like when you began teaching cooking? Did your students know a lot about the subject?

P: It was very challenging. I found out that people simply didn't know very much about food – they didn't know the names of any vegetables other than the most obvious ones, and they didn't know how to cut meat, or, indeed, what parts of the animal different cuts of meat came from.

I: And has a lot changed since you started teaching cooking?

P: It is much, much better now than it was when I started – the knowledge of ingredients, the understanding of different ways of cooking food. To be honest, sometimes I think people undercook food these days. They don't leave vegetables in water long enough. But, in general, it is much better.

I: OK. Let's take a commercial break. After the break, I'll be asking Paola about the early part of her career. So join us again to hear what she says.

MID-YEAR TEST

P = presenter, C = Clive

P: Have you ever wondered why some dogs can learn how to catch drug smugglers at an airport, or rescue mountain climbers, while others can't even be taught to sit still or stop barking, no matter how much time you spend teaching them to perform such basic skills? Well, today I'm talking to dog training expert Clive Barker, and I'm hoping to find out exactly how bright our canine friends are, and how we can test their intelligence.

Welcome to the show, Clive.

C: Hello. Thanks for inviting me.

P: So, are some dogs brighter than others?

C: Well, yes, I suppose they are. But you have to remember, with dogs, as with humans, there are different kinds of intelligence, and different ways of testing that intelligence. It's easy to train a sheepdog to herd sheep, for example, because they have a natural ability to do that. But if you try teaching a small toy dog to do the same thing, well, 'good luck!' is all I can say. There's no point in expecting it to be able to manage such a task.

P: OK. But are there ways of testing the IQ of our own dogs?

C: Yes, of course. Numerous problem-solving tests have been devised by animal psychologists that will give you a good idea as to whether your family pet is clever or not.

P: OK. Great. So, are these tests difficult to set up?

C: No, not at all. One of them involves using an everyday household object – a towel. Gently place a large towel over your dog's head and stand well back. No dog enjoys having its head covered, so it'll try to escape. If your dog gets out from under the towel in fewer than fifteen seconds, then give it a treat. That means it's pretty bright. If it's still stuck under the towel after thirty seconds, well, that isn't a good sign. But give it a treat anyway – it's tried its best.

P: Mmm. I can see my dog failing to find its way out.

C: Well, don't worry if that happens. Remember that there are lots of factors that may affect your dog's ability to do these tests. Some breeds, for example, are good at finding things because they have a great sense of smell, not because they're bright. And practice makes perfect. Encourage your dog to keep working at these tests. You can really develop their learning ability. Dogs, just like humans, can get better at solving problems.

P: OK. I'll remember that. Right. Time for a commercial break. When we come back, we'll...

END-OF-YEAR TEST 1

P = presenter, A = Andy

P: Dr Andy Garcia is no ordinary vet. He works in one of the largest zoos in North America, and lions, giraffes and golden eagles are just a few of the many species that he is responsible for.

I'm pleased to say that Andy is here in the studio today to talk about his career. Welcome to the show, Andy.

A: It's good to be here.

P: So, what's a typical day for you like? I guess it's not your average nine to five job.

A: Well, you could say that. To be honest, I tend to get to the zoo at the same time each morning – and pretty early, too, at seven on the dot, in fact. But then, my day can take me anywhere. Yesterday morning, for example, I started out operating on a camel which had torn some ligaments, then I had to go check on a lion with a sprained ankle which should have got better but hadn't. Then it was off to see about some of the birds. We have a vulture with a sore throat, which is no fun if you have the throat of a vulture, I can tell you. Basically, I'm on the go all day, and how long my day lasts depends on how healthy the animals are. It's not unusual for me to head home at midnight, but then again, some days, I get to go home in the middle of the afternoon.

P: What's the most challenging part of your job?

A: The most challenging part? I suppose performing an operation on huge animals like elephants and rhinos is pretty demanding, but I guess what I find most challenging is working with species that are really unique. There are animals in the zoo which are both rare and weird. Sometimes, we don't even know what they should be eating or whether their behaviour

is normal or not. It means that when they get ill, or show signs of stress, it becomes a really difficult job to find out exactly what's wrong.

P: I guess it must be next to impossible to diagnose an animal if you have no idea how they are supposed to look when they are fit and well.

A: Exactly. We have to do tests, take samples, compare data with lots of other zoos, and, in the end, trust our own judgment and experience, and learn from how the animal responds. It's incredibly rewarding when we get it right.

P: It must be.

A: One thing I love about this job is that we all learn on a daily basis something new about the biology, the anatomy and the physiology of animals that haven't been studied much.

P: Fascinating. One last question, if they wanted to become a zoo vet, how would our listeners go about getting qualified? Are there degrees in your line of work?

A: Well, different people take different career paths to get where I am today. It actually takes a lot of work and it takes some time. When you finish your veterinary degree, you're qualified to treat pets and farm animals, but you're not trained to work with wild or zoo animals. So, after you're done with veterinary school, you have to do a specialised training. It's called residency. I worked at a zoo for five years, learning on the job, and getting a Masters in wild animal health. It's really tough and very competitive. Lots of young people want to work in this area.

P: I guess. Anyway, thanks for coming in, Andy. After the break, we'll be talking to...

END-OF-YEAR TEST 2

P = presenter, A = Amy

P: Welcome to *Jobs On The Line*. Today's guest, Amy Bell, has followed a career path which I suspect is not that unusual in the industry she works in. Her first career in insurance left her feeling largely unfulfilled, so she decided to retrain as a driving instructor. Welcome to the programme, Amy. So, what made you switch to being a driving instructor?

A: Hello. OK. Well, actually, I can't say it's something I've always wanted to do. When I left school, I just went into the first steady office job I found. But, after taking my advanced driving test ten years ago, I became more and more interested in driving as a career. I realised that I found the job I had repetitive and dull, so, at the age of 38, I took a chance, and did ADI training.

P: ADI? That stands for approved driving instructor.

A: That's right. You have to complete the training to become a driving instructor. There's a theory test, a practical driving test that tests your driving skills, and then a further test on instructional ability. They are incredibly demanding tests. I found the practical driving particularly difficult. You can only take it three times, and if you fail, you have to wait two years before you can take it again, so it was such a relief to pass it at my first attempt.

P: So, once you're qualified, how do you go about doing the job? How do you get clients?

A: Well, that depends on you, to some extent. Lots of people join one of the big driving schools, which means that you get regular work and steady pay, but I wanted to set up my own business. Amy's Driving School, I've called it. Not very imaginative, I know, but it's exciting to see your name on the top of a car, and on lots of business cards. I advertised on the local radio, but mostly I got work through word of mouth. You know, friends of my daughter at school, then, after they found out I was good, their friends and relatives came along, and soon I became quite well-known.

P: So, what do you tend to do on a typical day?

A: I avoid booking any lessons before ten in the morning if I can help it. I'm not a morning person, you see, and that's one of the great things about being my own boss. I can choose my hours, and I'd rather work later in the evening than first thing in the morning. I always drive over to pick up my learners. So, I'll meet the learner, go over what we did in the last lesson and set off. It's like a new adventure every time a different learner gets in the car. If I have time in between lessons, I'll grab 'lunch' whatever time that may be. Once each lesson comes to an end I have a chat with the learner and we agree on how things went and plan the next lesson.

P: And what do you enjoy about your job?

A: What I like most is the sense of achievement that I get and my learners get when they pass. Watching people gain confidence in such a difficult skill that could really make a huge difference to their lives is really rewarding. Nothing beats that feeling.

P: OK. Thanks for sharing your experiences with us, Amy. After the break, we'll...

1 HABITS AND MEMORIES

My earliest memory	The place we went to for our holidays
My best friend at primary school	My teenage hobby
My teenage idol	The posters I once had on my wall
My first kiss	My first pet
How I spend Sundays	My annoying habits
My hobby	Christmas day at my house

2 A STRANGE PART OF TOWN

1 You get off the bus in a strange part of town. Describe the neighbourhood in as much detail as you can. *Is it affluent or deprived? What are the buildings like? Are they grand or run-down? How does the neighbourhood make you feel?*

2 The door of one of the houses is open, so you decide to walk in. *How many rooms are there? How large and light are the rooms and what colours are they painted? How are the rooms furnished?*

4 As you come out of the house, you see a parade go past. Describe it in detail. *What sort of parade is it? Are there floats, masks, costumes or bands in the parade? What does it seem to celebrate? How do you feel about it?*

3 You see a cup in one of the rooms. *What does it look like? What do you do with it?*

5 As the parade disappears around the corner, you are alone in the street, except for a bear that you can see across the road. *How big is the bear? How do you respond to it? What does it do? What do you do?*

6 You walk along the road and come to a park that you recognise. You are no longer lost. *How many people are there in the park? How far away from you are they?*

How to interpret your responses

1 The neighbourhood

This is how you currently see your life. So, the rougher the neighbourhood, the more negatively you see things.

2 The house

This is how you see yourself. The larger, lighter and more colourful things are, the more positive you are, and the more optimistic you feel.

3 The cup

This is your attitude to money. The more valuable the cup, the more money is important to you. If you take the cup with you, then you believe you deserve money. If you leave it, then you feel you don't deserve the money.

4 The parade

This is how you see your country. Was your parade positive or negative? Was it militaristic or celebratory, exciting or depressing? You decide.

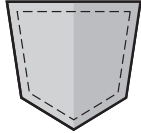
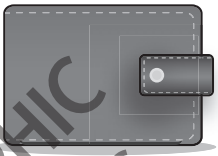
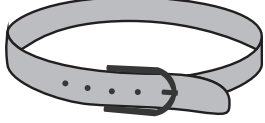
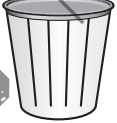
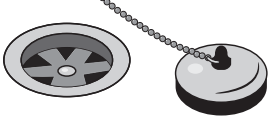
5 The bear

This is your attitude to love. If the bear was small and friendly, then you feel positive about love. If it was big and you ran away, then you are scared of falling in love.

6 The park

This is how you see relationships. The more people, the more sociable you are. The closer the people, the more close friends you have. If you saw one or two people in the distance, it means you prefer being alone.

3 WHAT DO YOU CALL IT?

 LACES  tie shoe knot	BUCKET  carry water mop	POCKET  put jacket full
 SCISSORS  cut paper material	KETTLE  boil put on water	WALLET  open keep notes
 BELT  fasten trousers leather	 JAR  keep lid full	FLIP FLOPS  wear beach comfortable
 TORCH  switch on light dark	BIN  put in paper tidy	PLUG  stop water pull out
 SPADE  dig garden work	SLIPPERS  wear indoors soft	LADLE  serve soup handle
 SAUCER  teacup under teaspoon	MEMORY STICK  keep computer files	GLUE  stick paper broken

4 MAKING A CASE

The more money the government spends ...	The higher our taxes ...	The harder we work ...
The better our health service is ...	The lower our taxes ...	The more educated we are ...
The stronger our economy ...	The more unemployed people there are ...	The lower our salaries ...
The greater the number of homeless on the streets ...	The more we exploit natural resources ...	The greater our national pride ...
The higher the rate of crime ...	The greater our standard of living ...	The less time we spend at work ...
The more free time we have ...	The greater the number of people who leave the country ...	The happier our country is ...

JOIN OUR EXCITING EVENING COURSES!

Mondays 7 to 9pm

Capoeira – the exciting Brazilian martial art that combines dance, acrobatics and music
 Russian for beginners – learn the language of Tolstoy and Pushkin!
 Cake decorating – surprise your friends by learning how to make cakes look fabulous!

Tuesdays 7 to 9pm

Dressmaking – your chance to design and make your own clothes
 Advanced yoga – a great way to feel fit, flexible and stress-free
 Rock climbing – Do you have a head for heights? Learn to climb our rock wall!

Wednesdays 7 to 9pm

Fencing – learn this traditional combat skill and develop your strength, stamina and confidence
 Flower arranging – find out how to make flowers look wonderful around your home
 Tap dancing – a fun way to get fit – Are you fast on your feet?

Thursdays 7 to 9pm

Horse riding – learn how to ride
 Kick-boxing – a great way to get fit and to learn how to defend yourself
 Pottery – make your own bowls, plates and vases

STUDENT A

You work for the community centre. Try to persuade your partner to join your courses. Think of reasons why the courses are worth doing.

Use these phrases to help you:

Have you tried ...?

Have you thought of taking up ...?

I think you'd really enjoy it because ...

It's great for you!

STUDENT B

You want to take up three evening activities, but you are worried about which ones. Think of reasons why you might be worried about doing any of the activities at the community centre.

Use these phrases to help you:

I think it'd be ...

I don't have the ...

I'm not ... enough.

I'd be scared of ...

I'd worry about ...

I wouldn't be able to ...

6 THE PERFECT FLATMATE

1 DAILY ROUTINE Are you an early bird? What time do you get up in the morning? What time do you usually go to bed? If you stay up late, what do you like doing? 	2 MUSIC What sort of music do you like? When and how often do you listen to music in the house? Do you play an instrument?
3 FOOD What's your idea of the perfect meal? If it was your turn to prepare dinner, what would you cook? What's your favourite takeaway? 	4 TIDINESS Are you a tidy person? How do you feel about cleaning and washing up? How regularly do you clean your room?
5 SOCIAL LIFE Are you a sociable person who goes out a lot? How often do you have parties? Do you often invite friends to stay the night? Have you shared a flat before? How was it? 	6 WORK Do you work or study? What do you do? Are you away from home a lot? How much time do you usually spend at home?
7 TV How much TV do you watch? What do you like to watch on TV? What sort of films do you enjoy? 	8 PETS Do you have a pet? What is it? If you had a pet, what sort of animal would it be?
9 MONEY Would you say you were well-off or not? Have you ever had problems paying your bills? 	10 HABITS What personal habits do you have? What annoys you about other people's habits?

Flatmate 1 	Flatmate 2 	Flatmate 3
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7 AN EPIC JOURNEY

1 *It was a hot summer's day when my companions and I boarded the small, old boat ...*

Where did you begin your journey? _____

Where were you heading? _____

Why had you decided to go on such a journey? _____

2 *As we set off on our epic journey, we chatted and laughed ...*

Who were you travelling with? _____

Why were you together on the journey? _____

How well did you know each other? _____

3 *We travelled light, taking few things with us ...*

What things did you take with you? _____

Why had you decided to take these things? _____

4 *After the first few days, the landscape or seascape around us, and the weather, began to change ...*

What had the weather been like when you began your journey? _____

How did the weather and landscape or seascape change as your journey continued? _____

5 *Unexpectedly, we came across strangers ...*

Who did you meet on the way? _____

What did they want and what did they say? _____

What happened as a result of your meeting? _____

6 *We faced great hardship aboard the boat, and had a difficult choice to make ...*

What hardship did you face? _____

What had happened to cause this hardship? _____

What did you choose to do? _____

7 *We continued on as best we could despite everything ...*

Where did you continue on to? _____

What problems were you facing now? _____

How did you feel? _____

8 *In the end, just as were losing hope, something remarkable happened ...*

What happened? _____

How did the story of your epic journey end? _____

8 BRAIN TEASERS

1 A man who lived on the twelfth floor of a high-rise building took the lift to the ground floor each day to go to work. When he returned in the evening, he took the lift to the eighth floor then walked up the stairs to reach his flat. He hated walking, so why did he do it?	2 An old man who lived all alone went to bed with a terrible headache. Waking up in the middle of the night, he got up and took some aspirins, and switched off the light before going back to bed. In the morning, he switched on the radio. A boat had crashed into rocks, and hundreds of people had drowned. The old man held his head in his hands and burst into tears. Why was he so upset?
3 A woman decided to ride to London on her horse. She went on Friday and came back on Friday, but she only spent two days in London. How could she have done that?	4 Napoleon and Josephine are lying dead on the floor in a pool of water in the living room. A small window is open, which is too narrow for a person to climb through, but there are footprints on the white rug. How might Napoleon and Josephine have died?
5 A man and his son were in a terrible car accident. The man died on the way to the hospital, but the boy was rushed into surgery. However, on seeing the boy lying on the operating table, the surgeon broke down in tears, and said, 'I can't operate on this boy – he's my son!' How could this be possible?	6 One day, a man walked into a restaurant that he had never been to before, and sat down at a table. The waiter, who had never seen the man before, walked up to the table, and said, 'Good evening, General.' Why did the waiter call the man 'General'?
7 A thief, dressed all in black, and wearing a black face mask and black gloves, jumped out of a window and ran across a road to escape. There was no moon in the sky, and no streetlights were on, and, at that very moment, a car, with no headlights on, came round the corner at speed, heading straight towards the thief. The driver, however, saw the thief and was able to avoid him quite easily. How was that possible?	8 A plane crashes in the desert on the border between Mexico and the United States. Everybody on board is European. Rescuers race to the scene. When they get there, where do you think they might decide to bury the survivors?

9 ARE YOU A RISK-TAKER AT WORK?

To get on at work, sometimes we have to take risks. Read the situations and decide on your answers to the questions below. Then interview your partner and find out whether they are a risk-taker.

- 1 *Mark knows his CV isn't great, so he exaggerates a little.*

If you really wanted a job, would you lie about your experience or qualifications on your CV or at interview? To what extent would you lie? And why or why not?

- 2 *The boss is looking for volunteers to do a difficult project.*

Would you volunteer for a task or project at work even if you hadn't done it before and weren't sure exactly what to do? Why or why not?

- 3 *Kerry was asked to do a task at work. It was difficult and it wasn't going very well, so she emailed her boss to ask for help.*

What would you have done in that situation?

- 4 *Sara was offered a promotion. It was more money but she didn't feel confident that she could do it well, so she declined the offer.*

What would you have done in Sara's situation? Why?

- 5 *Andy's boss has asked him to make a presentation at a conference.*

What would you do if you were asked to speak in public situations?

- 6 *Jane's doing a job at work with lots of guidelines. If she follows all the guidelines, it'll take ages, and she's done the job many times before, so she decides to do it quickly.*

What would you do? Would you always follow guidelines and be careful when doing a job?

- 7 *Wendy has been asked to complete a long and boring form for work. She takes it home and spends all weekend filling it in carefully.*

What would you have done in that situation? Why?

- 8 *Dan is a sales rep and has just promised his client that his company's product will be delivered in three months. It might be ready in three months, but Dan really isn't sure.*

What would you say if asked to make a promise about something you weren't sure about?

10 WHAT ARE YOU UP TO?

STUDENT A

Monday	<i>You've booked a fancy new restaurant. Where is it? What sort of food does it serve? What's the atmosphere like? Why would you recommend it?</i>
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday / Sunday	<i>You're organising a weekend break away in a foreign city. Where are you planning to go? When are the flights? How much will it cost? What hotel are you going to stay in? What are you planning to do when you get there?</i>

STUDENT B

Monday	
Tuesday	
Wednesday	<i>You're planning a shopping trip. Where are you going to? What shops are you hoping to go to? What clothes or other goods are you planning to buy and why?</i>
Thursday	<i>You're going to treat yourself to a day of luxury in a spa. Where is the spa? What treatments are you going to have? What else can you do there?</i>
Friday	
Saturday / Sunday	

STUDENT C

Monday	
Tuesday	<i>You're hosting a film club evening. What film are you showing? How big is your TV? What food and drink are you going to provide?</i>
Wednesday	
Thursday	
Friday	<i>It's your birthday and you're going to throw a party. Will it be a big do or a small get-together? Will there be music, a band, fancy food, games, dancing? Plan the party!</i>
Saturday / Sunday	

11 WEIRD TRAFFIC LAWS

Read the weird and wonderful traffic laws from around the world. Decide whether you think they are true (T) or false (F).

- 1 In Denmark, the law states that you have to check under the car before starting it to see if there's a child underneath! ☐
- 2 In Cyprus, it's illegal to eat or drink anything while driving, even water. You can be fined over \$80 if you do. ☐
- 3 In Germany, it's illegal to play loud music in your car on the motorway. ☐
- 4 In Alaska, tying a dog to the roof of your car is prohibited. ☐
- 5 In California, it is illegal to shoot an animal from the window of your car unless it is a whale. ☐
- 6 In France, you have to pay higher insurance premiums if you drive a foreign car. ☐
- 7 In Japan, women aren't allowed to drive a car unless there is at least one male passenger in the car. ☐
- 8 In Nevada, there is a law against riding a camel on the highway. ☐
- 9 In Colorado, it is illegal to drive a black car on Sundays. ☐
- 10 In Iran, It is illegal to carry a pet in your car. ☐
- 11 In South Africa, you mustn't drive a car while wearing a hat. ☐
- 12 In Switzerland, you aren't allowed to wash your car on Sundays. ☐
- 13 In Brunei, white cars are not permitted. ☐
- 14 In Costa Rica, you can drink beer while you're driving as long as you don't get drunk. ☐
- 15 In New York, taxis can't stop to pick up passengers on odd-numbered streets. ☐
- 16 In Spain, if you need to wear glasses to drive, you have to carry a spare pair by law. ☐
- 17 In Britain, taxi drivers have to carry an umbrella in the car in case of rain. ☐
- 18 In Slovenia, it's illegal to drive a car in the colours of the national flag. ☐
- 19 In Sweden, you have to drive with your headlights on even if it's the middle of summer. ☐
- 20 In Russia, you'd better keep your car looking clean, as driving a dirty car can get you a fine of up to 2,000 roubles (that's about \$50). ☐

Student A

Tell your partner about a time when you or someone you know well ...

1 ... had food poisoning.

Who was it? You – or someone else? Why did you or they get food poisoning?

What were the symptoms? What did you do or take to get better?

How long did it last?

2 ... needed stitches.

Who was it? You – or someone else? Where did you or they need stitches? Why? How long were the stitches there?

3 ... broke an arm or a leg.

Who was it? You – or someone else? What did you or they break and how? What happened after the arm or leg was broken? How long did it take to get better?

4 ... had an allergic reaction to something.

Who was it? You – or someone else? What did you or they react to and what were the symptoms? What did you or they do about it?

5 ... pretended to be ill.

Who was it? You – or someone else? Why did you or they pretend to be ill? What 'illness' did you or they pretend to have? Were there any consequences?

Did I tell you about the time my sister had a really bad case of food poisoning? She had really bad stomach ache and kept throwing up. She couldn't eat for three days.

Student B

Tell your partner about a time when you or someone you know well...

1 ... got the flu.

Who was it? You – or someone else? What were the symptoms?

What did you do or take to get better? How long did it last?

2 ... had an accident.

Who was it? You – or someone else? What sort of accident was it?

Where did it take place and what happened? How did you or they get over the accident?

3 ... was seasick or travel sick.

Who was it? You – or someone else? Where were you or they when this happened? What were the symptoms and what did you or they do about it?

4 ... fainted.

Who was it? You – or someone else? Where were you or they when this happened? What happened next?

5 ... had an operation.

Who was it? You – or someone else? What sort of operation was it and how did you feel after it? Where did you or they have the operation?

Did I tell you about the time my sister had a really bad case of flu? She had a runny nose and a high temperature, and was in bed for a week.

13 SPECIAL DAYS AND SPECIAL PEOPLE

Student A

Find out about special days in your partner's life. Prepare questions to ask about the topics below.

1 THE DAY YOU WERE BORN

Find out what your partner knows about that day: where and when it happened, and what your partner's family had been doing in the days before this event.

2 THE DAY THAT CHANGED YOUR LIFE

Find out about a day that has special significance: what happened and why it is so important? Find out what your partner had been doing before the event.

3 THE BEST HOLIDAY EVER

Find out about a holiday, trip or journey that was the best ever: the place, the circumstances, the people and events.

4 THE DAY YOU PASSED!

Find out about something your partner has passed: what it was, when it happened, and how they felt about it.

5 A GREAT DAY OUT

Find out about the best event your partner has ever attended, e.g. a wedding, a birthday, etc. Find out why it was so good and how your partner had prepared for this event.



Student B

Find out about special people in your partner's life. Prepare questions to ask about the topics below.

1 LIVING WITH YOUR FAMILY

Find out about people in your partner's family, their personalities and good or bad habits.

2 YOUR FAVOURITE TEACHER

Find out about a teacher who your partner liked and admired: their personality, their style and what made them so good.

3 YOUR BOSS

Find out about your partner's boss – now or in the past – or a person they think of as their boss. Find out about their personality, routine and annoying habits.

4 YOUR COUSINS, FLATMATES OR COLLEAGUES

Find out about your partner's flatmates, colleagues or cousins (if they have neither flatmates nor colleagues). Find out about personalities, good or bad habits and who they get on with.

5 FAMILY VALUES

Find out which values are most important to your partner and why, how they got these values and who from.

14 MONEY AND OTHER REGRETS

Student A

1 Write an answer in each of the six circles below.

In 1, write down something you wish you hadn't bought.

In 2, write down something you wish you could afford to buy.

In 3, write down something you wish you had more of.

In 4, write down a book you wish you had read.

In 5, write down something you wish you had said.

In 6, write down a place you wish you hadn't been to.

1 2 3

4 5 6

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Student B

1 Write an answer in each of the six circles above.

In 1, write down something you wish you had bought when you had the chance.

In 2, write down the name of a tax you wish nobody had to pay in your country.

In 3, write down somewhere you wish you were now.

In 4, write down a band or a performer you wish you had seen in concert.

In 5, write down something precious that you wish you hadn't broken or lost.

In 6, write down something you wish you didn't have to do.

15 CALL MY BLUFF!

 Yorkshire pudding Small, light savoury cakes made from a mixture of eggs, flour and milk. Traditionally eaten on Sunday with roast beef and gravy.	Baked Alaska A dessert made from ice cream covered with meringue and baked quickly in a hot oven so the ice-cream is still frozen!
 Banbury cakes Flat cakes made from pastry with dried fruit and spices, from the town of Banbury in England.	Toad in the hole A dish made of sausages cooked in a mixture of eggs, flour and milk, usually eaten with onion gravy.
 Bubble and squeak A dish made of leftover vegetables, usually including a lot of potatoes, fried up together.	Black pudding A sort of sausage made from blood, flour and fat, traditionally eaten for breakfast with bacon and eggs.
 Cornish pasty A type of pie with a tasty filling of meat and vegetables, originally from the region of Cornwall in south-west England.	Brown Betty A traditional American dessert made with fruit, often apple, baked with sugar and breadcrumbs, usually eaten with cream.
 Lamb cobbler A lamb stew cooked with a topping of a sort of quick bread. A sweet cobbler can also be made with fruit.	Mince Pies Small pies filled with a sweet mixture of dried fruit, fat, sugar and spices, traditionally eaten in the UK at Christmas.
 Shepherd's pie A traditional English dish made of cooked, minced meat covered with mashed potato, sometimes with cheese on top.	Lancashire hot pot A stew of lamb, carrots and onions, with sliced potatoes on the top. From the region of Lancashire in northern England.
 Ploughman's lunch A meal of cheese, bread and pickles (vegetables cooked and preserved in vinegar).	Simnel cake A cake made with dried fruit, and with a topping of marzipan, traditionally eaten before Easter.
 Summer pudding A dessert made from mixed summer fruit, usually red berries, mixed with white bread soaked in the juice of the fruit.	Piccalilly A type of bright yellow pickle made from vegetables cooked in vinegar, mustard and sugar, eaten with cheese.
	

16 WHY SHOULD YOU HAVE IT?

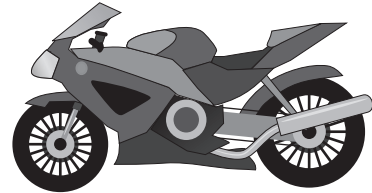
An electric guitar



An abstract painting by Picasso



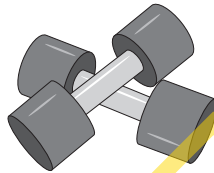
A racing motor bike



A ticket for the World Cup Final



A pair of dumbbells



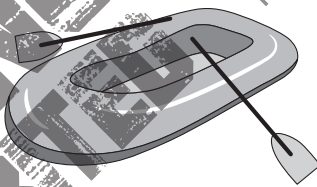
A round-the-world flight ticket



A pair of gardening gloves



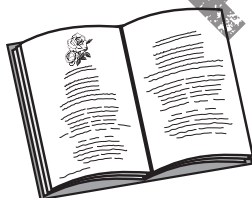
A rubber dinghy



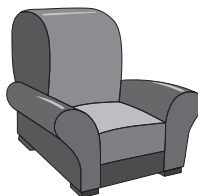
An old wooden tennis racket



A book of love poems



An armchair



A new flat-screen TV



TEACHERS' NOTES TO COMMUNICATIVE ACTIVITIES

1 HABITS AND MEMORIES

Aim: to practise talking about memories, habits and interests

Activity type: personalised groupwork

Before the lesson: Photocopy one worksheet for each group of four or five students in the class. Cut up each worksheet into 12 squares along the cutting lines (or ask students to do this).

Procedure: Organise the class into groups of four or five. Hand out the cards in a pile to each group and ask the students to shuffle the cards and place them face down in front of them. Student 1 turns over the first card and must talk about the topic on that card for one minute. Other students can ask questions to prompt them. Student 2 then turns over the next card and talks about their topic for one minute. Students continue until they have used up all the cards. In feedback, ask different groups what they found out about their fellow students.

Extra

Write some key words on the board before students start and ask students to try to include them as they speak:
tend to used to would will constantly

2 A STRANGE PART OF TOWN

Aim: to revise vocabulary to describe buildings and areas in a psychology test

Activity type: personalised pairwork or groupwork

Before the lesson: Photocopy one worksheet for each student in the class. Cut off the interpretation section along the dotted line before the lesson.

Procedure: Organise the class into pairs or small groups. Hand out the top half of the worksheet (without the interpretation section) to each student. Explain that the worksheet is a sort of psychology test, and that students have to really use their imagination to put themselves in the situation outlined, and imagine what they would do. It might help if they close their eyes and take themselves into the story. Ask them to work individually to read the story and note their answers to the questions. Monitor and help with vocabulary or ideas. After a few minutes, ask students to share their responses with a partner or with other group members.

Give a copy of the interpretation sheet to one student in each pair or group. It is this student's responsibility to read out the information and to interpret the responses of other students in the group. In whole-class feedback, find out which students had positive or negative views of things.

Alternative

You could do this activity without the worksheets. Write the following headings on the board, and ask students to copy them, leaving space below each heading to make notes: *the neighbourhood, the house, the cup, the parade, the bear, the park*. Read out the story on the worksheet, pausing after each question so that students

can make notes under the headings. Ask students to compare notes in pairs or groups. Then read out the interpretations.

3 WHAT DO YOU CALL IT?

Aim: to practise describing the function and purpose of objects (using *so, as and to*)

Activity type: pairwork or groupwork

Before the lesson: Photocopy one worksheet for every pair of students in the class, (or every group of four students, if you prefer). Cut out the cards on each worksheet along the scissor lines.

Procedure: Start by writing the 18 words on the cards on the board in a random order (*bucket, scissors, spade, etc.*). Ask students how many words they know or think they know, but don't teach unknown words at this stage. If you think your students already know all or most of these words, miss out this stage.

- Organise the class into pairs. Hand out a pile of 18 cards to each pair face down, and ask them to deal them out so that each student has nine cards each. Tell one student (Student A) to pick their top card (without letting their partner see) and describe it to their partner (Student B). They must not use the name of the object but they can use the key words provided if they wish. Student B must guess the object being described. When Student A has described all nine cards, students swap roles and Student B must describe his or her cards.
- Add a competitive element by making Student As start their descriptions at exactly the same time. Say GO. Student Bs must guess as quickly as they can. The pair that describes and guesses all nine words the quickest is the winner. In a larger class, divide the class into groups of four, so that a pair of Student As describes their words to a pair of Student Bs, and vice versa.

Extra

You can use these cards to play other games – snap, pelmanism and pictionary, for example. If playing snap or pelmanism, ask students to describe what you use the object for in order to 'win' them.

4 MAKING A CASE

Aim: to practise comparatives with *the ... the*, and debating social issues

Activity type: personalised groupwork

Before the lesson: Photocopy one worksheet for each group of three or four student in the class. Cut up each worksheet into 18 boxes along the cutting lines (or ask students to do this in class).

Procedure: Organise the class into groups of three or four. Hand out the piles of cards, one to each group, and tell them to place the cards face down on a table in easy access to all the students in their group.

Tell the first student (Student A) to turn over a card, and to complete the sentence on the card by adding a second *the* clause. In order to 'win' the sentence, Student A must then speak for 30 seconds, explaining why they believe the statement. For example, if the student creates the sentence, *The higher the rate of crime, the more we have to pay in taxes*, they must construct an argument to say why they think this is true (e.g. we have to pay more in taxes to pay for the cost of repairing criminal damage, the higher cost of policing and running the courts, etc.). It is a good idea to model this first yourself so that students know what to do. If the rest of the group think that Student A has made a good case in support of the statement, Student A wins the cards, and keeps them. It is Student B's turn to turn over a card, make a sentence, and make a case to justify it. If they can't make a good sentence, or fail to justify their argument, students must turn the two cards face down again, and it is the next student's turn.

- Each group continues to take turns until all the cards are used. At the end, find out which student has won the most cards.

5 EXCUSES, EXCUSES

Aim: to practise talking about leisure activities and making excuses

Activity type: personalised pairwork

Before the lesson: Photocopy one worksheet for each student in the class.

Procedure: Organise the class into pairs. Hand out the worksheets. Ask students to read through what's on at the community centre, and explain any words students aren't sure of.

- Tell students to decide who is A and who is B. Student As read their role. Student Bs read theirs. When students are ready, tell As to welcome Bs to their community centre and to suggest different activities and try to persuade them to take them up. Remind Bs that they should express concerns about the activities, but that, in the end, they have to decide on three activities on different evenings.
- In feedback, find out which three activities students eventually selected and why.

6 THE PERFECT FLATMATE

Aim: to practise asking and talking about sharing a flat

Activity type: personalised groupwork and interviewing

Before the lesson: Photocopy one worksheet for every group of three or four students in the class.

Procedure: Organise the class into groups of three, or, if your class is very large, four. Hand out one worksheet, to each group. Tell them that they all live together in a large shared flat, and they are looking for a new flatmate to share with them. Tell them to look at the sheet and choose five or six sets of questions that they think are good questions to ask when interviewing a potential flatmate. For each category they choose, they should write another question of their own, on the same topic. One member of the group can be 'secretary' and make notes on the sheet.

When students are ready, ask one student in each group to stand up. Tell these students that they are looking to move into a new flat. Tell them to move clockwise to the next group in the class and sit down. Each group must now interview their potential flatmate for five minutes, making brief notes of their answers in the section at the bottom of the sheet. After five minutes, ask potential flatmates to move on clockwise to the next group. Students repeat the interview procedure. Then ask students to move on a third time.

- After each group has interviewed three candidates, tell them to discuss which of the three potential flatmates they would like to invite to share their flat. In feedback, ask different groups to reveal who they chose and why.

7 AN EPIC JOURNEY

Aim: to practise telling stories

Activity type: pairwork or groupwork

Before the lesson: Photocopy one worksheet for every pair or group of three or four students in the class.

Procedure: Organise the class into pairs or small groups. Hand out one worksheet to each group. Set the scene by telling them that they are to work together to tell the story of an epic journey they made. Tell them to answer the question prompts on each card using past forms. Tell them to discuss and answer all the questions in each section before moving on to the next section. Monitor and help with ideas and vocabulary.

- In feedback, ask different pairs or groups to tell their story to the class.

Extra

Ask students to write up their stories in class or for homework.

8 BRAIN TEASERS

Aim: to practise speculating about different situations

Activity type: pairwork or groupwork

Before the lesson: Photocopy one worksheet for every pair or group of three or four students in the class.

Procedure: Organise the class into pairs or small groups. Hand out one worksheet to each pair or group. Ask students to take turns to read out a situation. Ask students to speculate about each situation using *must* / *can't* / *might* + infinitive, or *must* / *can't* / *might have* + past participle. They should note down their ideas.

- Once students have worked through each situation, and decided on an explanation, use the feedback stage to elicit ideas from different groups. At the end, read out the solutions (below) and find out if any groups have guessed correctly.

Solutions

- The man is very short. He can only reach up high enough to press the button for the eighth floor.
- The man was a lighthouse keeper. He accidentally switched off the lighthouse light!
- The woman's horse is called Friday.
- Napoleon and Josephine are goldfish in a bowl. A cat has climbed in through the window, and taken them out of the bowl.
- The surgeon is the boy's mother.
- The man was wearing the uniform of a general.
- It was two o'clock on a sunny afternoon.
- Nowhere – you don't bury survivors, only dead people.

9 ARE YOU A RISK-TAKER AT WORK?

Aim: to carry out a questionnaire and to practise conditionals with past forms

Activity type: personalised pairwork or groupwork

Before the lesson: Photocopy one worksheet for every student in the class.

Procedure: Organise the class into pairs or small groups. If you have a class of students who have little experience of work, explain that they will have to use their imaginations and think about what they would do in the situations.

- Ask students to read the questionnaire carefully and note their own personal answers. When students have finished, ask them to interview their partner and compare ideas. Encourage students to ask follow-up questions and to challenge what their partner has said. This activity also works in small groups – students take turns to read out a situation and question, then everybody contributes by saying what they would do or would have done.
- In feedback, find out what interesting answers students gave, and ask students to say whether they think their partners are risk-takers at work or not.

10 WHAT ARE YOU UP TO?

Aim: to practise describing planned events and making arrangements

Activity type: groupwork or whole-class mingle

Before the lesson: Photocopy one worksheet for every three students in the class. Cut the worksheets into three along the cutting lines.

Procedure: Hand out one card to each student in the class. Make sure that (as far as possible) you give out an equal number of A, B and C cards. Give students a few minutes to think about how to describe the two events in their diaries, and to make notes. Tell them to describe the events in as much detail as possible, and make it sound as appealing as they can in order to persuade others to come to their event.

When students are ready, ask them to stand up and mill round the room. They must talk to six students with different cards to their own. For example Student A should talk to three Student Bs and three Student Cs. They have two aims. The first is to persuade people to come to their event by making it sound interesting. The second is to fill their diaries so that they have ONE event to go to on each of the four blank days in their diary. When they have decided, they should write the name of the person whose event they want to go to. They do not have to choose two events organised by the same student. They need to discuss details and come to an agreement with the other person on where to go, what time to meet, etc. Remind them of the language from page 89 (*could we make it ... ? It would be nice if I could ... It's not my kind of thing. It sounds like an excellent idea.*)

- Set a time limit of, say, ten minutes.

11 WEIRD TRAFFIC LAWS

Aim: to practise talking about traffic laws and expressing surprise

Activity type: group discussion

Before the lesson: Photocopy one worksheet for every student in the class.

Procedure: Organise the class into small groups of three to five. Ask students to prepare by reading through the laws and deciding which ones they think are true, and which ones are false. Tell them to think of reasons why. When students are ready, ask them to discuss each of the laws in their groups and to come to common agreement about whether they think they are true or not.

At the end, reveal the answers (see below) and find out which group got most answers correct. You could use the opportunity to practise expressing surprise by asking students to respond to your answers.

Answers

1 T	6 F	11 F	16 T
2 T	7 F	12 T	17 F
3 F	8 T	13 F	18 F
4 T	9 T	14 T	19 T
5 T	10 T	15 F	20 T

12 GOOD HEALTH

Aim: to practise asking and talking about health

Activity type: personalised pairwork or groupwork

Before the lesson: Photocopy one worksheet for every two students in the class. Cut the worksheets along the cutting line.

Procedure: Organise the class into pairs or groups of four. Hand out A and B cards to each pair (or two As and two Bs if students are in groups). Tell students that they are going to describe illnesses and accidents they, or someone close to them, has had or may have had. Tell them that at least two of the stories must be true, and at least two must be false.

Ask students to prepare by writing notes about each illness or accident. Tell them to use the questions to help them prepare.

When students are ready, ask them to take turns to talk about the illnesses and accidents in pairs or groups.

So, Student A might say, *Did I tell you about the time my sister had a really bad case of flu? She had a runny nose and a high temperature, and was in bed for a week.*

Once students have finished their story, their partner or partners can ask other questions to find out more about the story. Then they must guess whether they think the story is true or not. Then it is B's turn to tell a story.

At the end, find out who was the best at guessing whether a story was true or not, and who was best at persuading others to believe his or her stories.

13 SPECIAL DAYS AND SPECIAL PEOPLE

Aim: to practise talking about special days and life-changing events, and special people and annoying habits

Activity type: personalised pairwork

Before the lesson: Photocopy one worksheet for every pair of students in the class. Cut each worksheet in half along the cutting line.

Procedure: Organise the class into A and B pairs. Ask Student As to prepare questions about the five topics on their questionnaire. Ask Bs to do the same with their topics. (If you wish, you could divide the class into A pairs and B pairs to work together to write the questions then mix the pairs to ask and answer the questions.)

Once students have prepared questions, ask them to take turns to ask and answer questions about each topic. In feedback, ask students to tell the class what they found out about special days or special people in their partner's life.

14 MONEY AND OTHER REGRETS

Aim: to practise talking about money regrets using *wish*

Activity type: personalised pairwork

Before the lesson: Photocopy one worksheet for every student in the class. Fold half of them so that only A's part is showing, and fold half of them so that only B's part is showing.

Procedure: Organise the class into pairs or groups of four. Ask students to prepare by writing one or two

words in each circle in response to the six instructions on their card.

- Tell students to fold their worksheets so that only the six circles are showing then exchange them with a partner. Students take it in turns to ask each other what the words in the circles refer to, and to explain and add information about their regrets.
- In feedback, asks students to tell you what they found out about their partner.

15 CALL MY BLUFF!

Aim: to practise describing dishes

Activity type: group game

Before the lesson: Photocopy one worksheet for every group of four students in the class.

Procedure: Give each group of students a copy of the worksheet cut into individual cards. Each student takes one card, without letting the other students see. They should each make up two false descriptions of the dish described on the card, and should also copy the correct description so they have three descriptions, one true and two false. Point out that they should be in random order. Students take turns reading out their descriptions, and the rest of the group have to guess which one is most likely to be correct. Each student then takes a new card and repeats the process.

16 WHY SHOULD YOU HAVE IT?

Aim: to practise expressing necessity and ability

Activity type: groupwork

Before the lesson: Photocopy one worksheet for every four students in the class. Cut along the cutting lines to make a set of 12 cards per group.

Procedure: Organise the class into groups of four or five and hand out a set of cards to each group, face down. Set the scene by reading out the following: *An elderly uncle has died and left 12 items to you, his only surviving relatives. However, he hasn't left a will, so you have to decide between yourselves who gets what. Turn over the first card and look at the item on the card. Each person in the group must say why they should have it. Once everybody has spoken, the group must decide who has made the best case for keeping the object.*

Model the activity by turning over the top card on one of the students' piles, and giving reasons why you should have it. For example, turn over the abstract painting card, and say, *I should have it because I've always loved art, and I have lots of abstract paintings in my house. Having the painting would enable me to improve the appearance of my home...* Encourage students to use phrases like, *I should have it because...; I'll be able to...; It would enable / force me to...*

Students turn over a card, take turns to give reasons why they should have it, decide who deserves it, then move on to the next card. At the end, once students have argued over each card, find out which student was able to claim most items.

WORKBOOK ANSWER KEY

UNIT 1

Workbook pages 5–6

1

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

2

- 1 As **a** rule, I go out once a week, usually on Saturday evenings.
- 2 I don't read for pleasure as much as I **would** like to.
- 3 I tend **to** see my family just on birthdays and at Christmas.
- 4 We used **to** go to the cinema about once a week before they put the prices up.
- 5 I check the BBC website **all the** time, I rarely use any other sites.
- 6 She must be really busy. She **hardly** ever comes to the badminton club anymore.
- 7 I enjoy going to the theatre but we only go once **in** a while.
- 8 We used to go walking every weekend. We **would** get up early and be out on the hills to see the sunrise.

3

- | | | |
|-------------|----------------|--------------|
| 1 uplifting | 3 awful | 5 commercial |
| 2 gripping | 4 over-the-top | |

4

- | | | |
|-------------|--------------|----------|
| 1 hilarious | 3 disturbing | 5 catchy |
| 2 dull | 4 weird | |

5

- 2 It didn't **really** do anything for me, I'm afraid.
- 3 Er, I'm not **that** keen on jazz.
- 4 Thanks, but I'm not very keen on musicals. I prefer something **a bit** more serious, more realistic.
- 5 To be honest, I'm not **really** interested in fiction.
- 6 Really? I'm not **that** fond of action movies.

6

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

7

- 1
I wish they wouldn't do that! /ə/
I just think that they should be true to the original story. /ə/
- 2
People used to go out to have fun. /ə/
People don't socialise like they used to. /u/
- 3
You used to be a really keen theatre-goer. /ə/
Not as much as I'd like to. /u/
- 4
It's the teenagers I feel sorry for. /ə/
I mean, there really isn't much for them to do. /ə/
- 5
I'm not asking you, I'm telling you! /u/
I don't want you to watch any more TV. /ə/

8

When the function word is at the end of the sentence the pronunciation is usually strong.
When the function word is at the beginning of the sentence the pronunciation is usually weak.

Workbook pages 7–8

1

- | | |
|------------------|----------------|
| 1 interpretation | 4 conventional |
| 2 atmospheric | 5 ambiguous |
| 3 dramatic | |

2

- | | | |
|-------------|----------|------------|
| 1 abstract | 3 bold | 5 intimate |
| 2 realistic | 4 subtle | |

3

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

4

- 1 correct
- 2 She said it was an absolutely dreadful film.
- 3 If you arrive lately for work again, you'll be in real trouble.
- 4 Don't forget to check your work really carefully.
- 5 She looks very sadly. Do you think she's been crying?
- 6 Funnily enough, I was thinking exactly the same thing.
- 7 correct
- 8 Look directly at the camera and give a big smile!

5

- | | |
|----------------------|----------------------|
| 1 badly injured | 4 absolutely amazing |
| 2 completely rebuilt | 5 wrongly arrested |
| 3 terribly sad | 6 unusually chilly |

6

Quest – the next big thing? / Triumphant return of Quest

7

Quest – the next big thing?

8

- | | |
|-----------------|-------------|
| 1 expertise | 4 downside |
| 2 singing along | 5 following |
| 3 worth | 6 encores |

9

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

10

Student's own answers.

Workbook pages 9–10

1

c

2

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

3

- 5 who benefits from Secret
- 4 the overall role of Secret
- 1 how Secret works
- 3 who made a good investment from Secret
- 2 who has taken part

4

- | | | |
|---------|------------|-----------|
| 1 heard | 3 viewing | 5 auction |
| 2 snap | 4 captured | 6 raise |

Unit 1 Vocabulary builder

1

- | | | |
|-------------|--------------|-------------|
| 1 inspiring | 4 disturbing | 6 hilarious |
| 2 subtle | 5 gripping | 7 intimate |
| 3 ambiguous | | |

2

- | | |
|-------------|-----------|
| 1 challenge | 3 revenge |
| 2 disguise | 4 reward |

3

- | | |
|----------------|-----------------|
| 1 minimal | 5 psychological |
| 2 experimental | 6 fatal |
| 3 moral | 7 conventional |
| 4 commercial | |

4

- 1 If I pass the exam, it will enable **me** to get a better job.
- 2 The message in the poem is open **to** interpretation.
- 3 I never tire **of** reading this book.
- 4 They are bound **to** get together in the end.
- 5 I used to spend hours online, until my dad banned **me**.
- 6 Do you think they will get away **with** the robbery?
- 7 His reasons for leaving struck me **as** odd.

UNIT 2

Workbook pages 11–12

- 1**
- | | |
|-----------------|-------------|
| 1 up-and-coming | trendy |
| 2 historic | grand |
| 3 rough | run-down |
| 4 affluent | stunning |
| 5 deprived | residential |
| 6 high-rise | hideous |
- 2**
- 1 A: dominates
B: dates back has been renovated
- 2 A: to steer clear
B: knocked down have soared
- 3 B: were based
A: has been cleaned up
- 3**
- 1 We'd walked round the same streets five times, at which point I decided it was time to buy a map.
- 2 The local people, who had at first appeared rather unfriendly, couldn't do enough for us.
- 3 Our hotel turned out to be in a pretty rundown part of town, which really spoils the trip.
- 4 Most of the old town, where my parents had lived for many years, had been knocked down and completely rebuilt.
- 5 We booked several day trips to the surrounding areas, all of which were really good value for money.
- 6 The first day of the festival, when everyone dresses up in amazing costumes, is the one not to miss.
- 4**
- 2 The tour didn't finish until 10pm, by which time we had missed dinner. B
- 3 We spent a week exploring the coastline, which was completely amazing. A
- 4 We couldn't have managed in Beijing without Nicola, who had done a course in Mandarin Chinese. C
- 5 My old boss, whose family is from South Africa, gave us a lot of travel tips about Cape Town. D
- 6 We spent ages planning our visit to different vineyards, none of which were open when we actually got there. F
- 5**
- | | | | |
|-----|-----|-----|-----|
| 1 e | 3 g | 5 c | 7 h |
| 2 a | 4 b | 6 f | 8 d |
- 6** (possible answers)
- 2 Yes, it's quite trendy.
- 3 I agree. It's awful.
- 4 I know. It's a really run-down area.
- 5 You're right. It's strange.
- 6 Yes, it's beautiful, isn't it?
- 7 Yes, they're wonderful old buildings.
- 8 Yes, it does look very wealthy.
- 7**
- the annual parade
the street market
old Merchant's House
- 8**
- 1 the street market
2 old Merchant's House
3 the annual parade
- 9**
- 2 The city museum has one of the best collections of modern and abstract art in the country.
- 3 It's not the kind of place you can see in just a short time.
- 4 Take a trip into the past and soak up the atmosphere at the street market.
- 5 So, we spend the morning at the market and we end up at the parade.
- 6 We need to be up there for the parade anyway.

Workbook pages 12–13

- 1**
- | | | | |
|--------|--------|--------|-----|
| 2 i, e | 3 a, f | 4 b, h | 5 d |
|--------|--------|--------|-----|
- 2**
- | | |
|----------|---------------|
| 2 light | 6 carry local |
| 3 play | 7 sit |
| 4 record | 8 get dressed |
| 5 look | 9 spray |
- 3**
- | | | | | | |
|-----|-----|-----|-----|-----|-----|
| 1 f | 2 b | 3 e | 4 a | 5 d | 6 c |
|-----|-----|-----|-----|-----|-----|
- 4**
- 2, 3, 6, 7
- 5**
- | | | |
|-------|---------|---------|
| 1 go | 3 thing | 5 takes |
| 2 all | 4 odd | 6 treat |

Workbook pages 14–15

- 1**
- | | |
|--------------|------------------|
| 2 do you do | 6 plans to start |
| 3 bound to | 7 hoping to |
| 4 We drive | 8 I take |
| 5 do we meet | |
- 2**
- 1 You're bound to get the job.
- 2 When's your train due?
- 3 The festival is likely to be cancelled.
- 4 The weather is unlikely to improve (at all) this week.
- 5 The taxi is due to get here in about 10 minutes.
- 6 There is bound to be a delay at the airport.
- 3**
- b
- 4**
- Hi Kati,
How are things? I hope all the family are doing OK.
I wanted to drop you a quick line to ask you a favour. As you know, I'm finishing uni at the end of this term and I'm going to do some travelling with a friend over the summer. We're planning to visit Hungary and I was wondering if I could ask you for some local info. We won't have a huge amount of spending money so can you recommend any bargain hotels and places to eat in Budapest? Also, when would be the best time to visit in terms of the weather and things to do? Apart from the capital, where would you recommend we go? A friend of mine suggested Lake Balaton. Do you think it's worth a visit? Any advice you can give us on transport, sightseeing and local customs would be very welcome.
I'm really looking forward to the trip but I've got to get through my finals first! There's no rush for a reply as I know you're really busy, too. Just get back to me when you can.
- | | |
|----------|-------------------------|
| 1 Cheers | 3 drop you a quick line |
| 2 OK | 4 There's no rush |
- 5**
- | | |
|-----------------|------------|
| 1 put us up | 5 eat out |
| 2 picking me up | 6 drop off |
| 3 get around | 7 put on |
| 4 booked up | 8 hang out |
- 6**
- Student's own answers.

Unit 2 Vocabulary builder

- 1**
- | | |
|-----------------|--------------|
| 1 up-and-coming | 4 put ... up |
| 2 shot up | 5 run-down. |
| 3 knocked down | |
- 2**
- | | |
|-----------------|---------------|
| 1 glimpsed | 4 stunning |
| 2 hideous | 5 transformed |
| 3 showered with | 6 soared |
- 3**
- | | |
|--------------|---------------|
| 1 permission | 4 proposal |
| 2 extension | 5 innovative |
| 3 opposition | 6 development |

4

- | | |
|---------|---------------|
| 1 erect | 5 residential |
| 2 grand | 6 spin |
| 3 tombs | 7 expansion |
| 4 steer | 8 sweep. |

UNIT 3

Workbook pages 16–17

1

- | | |
|---------------------|-------------------------|
| 2 needle and thread | 6 charger |
| 3 bandage, plaster | 7 glue, sticky tape |
| 4 dustpan and brush | 8 cloth, mop and bucket |
| 5 step ladder | |

2

- | | |
|------------------|--------------|
| 1 pegs | 7 hammer |
| 2 washing powder | 8 nails |
| 3 iron | 9 tin opener |
| 4 scissors | 10 torch |
| 5 string | 11 bowls |
| 6 an adapter | 12 screws |

3

- 2 I popped round to my neighbour's house to borrow her stepladder.
- 3 I need a plaster to cover this cut.
- 4 I went to the DIY store to get some paint.
- 5 I bought some files to organise all the papers from my course.
- 6 I'm looking for the dustpan and brush to sweep up this broken glass.

4

- 1 This cream is great **if** you need to treat a bite or sunburn.
- 2 I found some really nice paint **to** decorate the bedroom with.
- 3 Wipe up that juice quickly **so** it doesn't stain the table.
- 4 Here's the corkscrew **to** open the bottle with.
- 5 The plasters are in the cupboard **if** your finger's bleeding.
- 6 Please turn off all appliances when leaving **in** order to conserve energy.
- 7 Keep the iron on low **so** you don't burn your silk scarf.
- 8 Here's a needle and thread so you **can** repair the hole in your top.

5

- | | |
|---------|---------|
| 1 What | 6 stuff |
| 2 made | 7 like |
| 3 sort | 8 What |
| 4 thing | 9 use |
| 5 mean | 10 mean |

6

- | | |
|-------------|----------|
| 1 Can't | 5 use |
| 2 something | 6 should |
| 3 do | 7 happen |
| 4 enough | 8 it if |

7

Speaker 1 e
Speaker 2 b
Speaker 3 f
Speaker 4 d
Speaker 5 c

8

- 1 They think they really must have that bigger house, the latest mobile phone, a designer top, or some luxury food.
- 2 We all only really need somewhere to live, food and water, basic health and hygiene products, and clothes for different situations.
- 3 I remember in one weekend I bought six pairs of trousers, eight shirts, around 20 CDs and a new mobile phone.

- 4 In fact, just yesterday I bought a bag, a pair of sandals, a pair of jeans and two white shirts.
- 5 It didn't matter if it was in a shop window, in a magazine or catalogue, on a website, or even in an auction.
- 6 Our economy would suffer, workers in the developing world would lose their jobs, and life would be very dull.

Workbook pages 18–19

1

- | | |
|---------------|--------------|
| 1 optimism | 5 criticise |
| 2 cautious | 6 economical |
| 3 pessimistic | 7 abilities |
| 4 fears | 8 happiness |

Student's own answers

2

- | | |
|----------------|--------------|
| 1 harmless | 6 homeless |
| 2 obsession | 7 advertise |
| 3 achievements | 8 rainy |
| 4 intentions | 9 mysterious |
| 5 eviction | |

3

c to highlight the amount of consumer choice

4

- | | | | |
|-----|-----|-----|-----|
| 1 f | 3 t | 5 t | 7 f |
| 2 f | 4 f | 6 t | 8 f |

5

- 1 styles of jeans
- 2 flavours of jam
- 3 more products every year
- 4 hits to an internet search
- 5 jams to choose from
- 6 time to pick a sofa in IKEA

6

- | | |
|------------------|-----------------|
| 1 popped | 5 got round to |
| 2 range | 6 dissatisfied |
| 3 choose between | 7 choice |
| 4 overwhelming | 8 missed out on |

Workbook pages 20–21

1

- | | |
|--------------|-------------|
| 1 missing | 5 ripped |
| 2 fall apart | 6 fit |
| 3 gave | 7 came off |
| 4 leak | 8 scratched |

2

- 1 We should ~~to~~ try and sell some of the stuff we don't need on eBay.
- 2 You really should've ~~have~~ cleared all this mess up.
- 3 They shouldn't ~~be~~ have been allowed to get away with it!
- 4 You shouldn't ~~not~~ buy things just because they're half price.
- 5 You really should have ~~been~~ asked before borrowing my stuff.
- 6 You ~~do~~ should try and get your camera repaired - don't just buy a new one.

3

- 1 should cut down on
- 2 should have sorted ... out
- 3 should have tried ... on
- 4 shouldn't sign up for
- 5 should ... check out
- 6 should have filled up

4

c to tell a story about something that went wrong

5

- 1 b 2 a 3 b

6

The anecdote:

contains direct speech.

is addressed to a specific person.

includes short sentences to keep the reader interested.

uses a fairly formal style.

describes how different people felt.

uses full forms, rather than contractions.

t
f
t
f
t
f

7

- | | |
|------------|-------------|
| 1 customer | 5 sort out |
| 2 keep | 6 wrong |
| 3 refund | 7 insist on |
| 4 waste of | 8 fall |

8

Student's own answers.

Unit 3 Vocabulary builder

1

- | | |
|----------------|--------------|
| 1 compensation | 4 intentions |
| 2 protection | 5 Admission |
| 3 caution | 6 obsession |

2

- | | |
|-------------|--------------|
| 1 scratched | 5 apart |
| 2 stain | 6 optimistic |
| 3 crack | 7 settled |
| 4 rub | 8 good |

3

- | | |
|-------------|----------|
| 1 handle | 3 hazard |
| 2 guarantee | 4 tie |

4

- | | |
|---------------|----------------|
| 1 evictions | 5 implications |
| 2 cautious | 6 embarrassing |
| 3 practically | 7 admission |
| 4 obsessed | |

UNIT 4

Workbook pages 22–23

1

- | | |
|---------------------|----------------------|
| 1 made a difference | 4 have gone bankrupt |
| 2 recession | 5 struggling |
| 3 booming | 6 too soft on |

2

- | | |
|---------------|---|
| 1 bureaucracy | e |
| 2 shot | d |
| 3 undermine | c |
| 4 shortage | a |
| 5 boost | b |

3

- 2 There were so many demonstrators that the police had to close the road.
- 3 This area has become so run-down that no-one wants to move there.
- 4 The economy is doing so badly that people are struggling to make ends meet.
- 5 Some students are in such serious debt that it will take years to pay it off.
- 6 The government have wasted so much money that no-one will vote for them again.

4

- 1 The factory closing caused **such** lasting damage to the local economy.
- 2 **So** few young people vote nowadays, they are thinking of making it compulsory.
- 3 correct
- 4 There are so **few** green spaces, it's hard to find somewhere to sit and relax.
- 5 The parade was such **a** great success that the city decided to hold one every year.
- 6 correct

7 correct

8 There are **such** a lot of positive things that he's done for the city.

5

- 1 e 2 g 3 a 4 h 5 c 6 d

6

Student's own answers.

7

c

8

- | | | | |
|-----|-----|-----|-----|
| 1 t | 3 f | 5 t | 7 t |
| 2 t | 4 t | 6 f | 8 f |

9

- 1 D 2 S 3 D 4 S 5 D 6 S

Workbook pages 24–25

1

- | | |
|------------------------|--------------------------|
| 1 school dropout rates | 4 racism |
| 2 family breakdown | 5 drug and alcohol abuse |
| 3 family size | |

2

- 1 c 2 e 3 a 4 b 5 d

3

- | | |
|---|---|
| what society gets from learning about citizenship | 3 |
| what you might do in a citizenship class | 4 |
| a definition of citizenship | 1 |
| reasons for teaching citizenship | 2 |

5

- 1 c 2 b 3 a 4 c 5 a

6

- | | |
|---------------|---------------|
| 1 topical | 4 discussions |
| 2 behaviour | 5 knowledge |
| 3 involvement | 6 politics |

Workbook pages 26–27

1

- | | |
|-------------------------|-------------------|
| 1 more, easier | 5 more, less |
| 2 simpler, successful | 6 faster, more |
| 3 aggressive, confident | 7 more, less |
| 4 younger, faster | 8 better, popular |

2

- | | |
|--------------------------|---------------------------|
| 1 the sooner, the better | 4 the simpler, the better |
| 2 the more, the merrier | 5 the smaller, the better |
| 3 the faster, the better | 6 the bigger, the better |

3

The writer agrees with the statement.

4

- | | |
|-----------|----------------|
| 1 this | 5 as |
| 2 not | 6 Furthermore |
| 3 who | 7 for instance |
| 4 Finally | 8 In |

5

- | | |
|----------------|-------------|
| 1 take | 4 introduce |
| 2 consider | 5 share |
| 3 take part in | 6 bring |

6

Student's own answers.

Unit 4 Vocabulary builder

1

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

2

- | | |
|------------------|-----------------|
| 1 homelessness | 4 undermined |
| 2 multinationals | 5 unprecedented |
| 3 shortages | |

3

- 1 They're threatening to put car tax **up** this year. OR They're threatening to put **up** car tax this year.
- 2 Why do you think their marriage broke **down**?
- 3 How long have the police been carrying **out** the investigation?
- 4 He comes **across** as a serious and responsible person.
- 5 That shop only started **up** last year, and now it's closing down.

- 4
- | | |
|---------|---------|
| 1 fear | 3 rule |
| 2 abuse | 4 yield |
- 5
- | | |
|---------------|-------------|
| 1 is too soft | 4 excessive |
| 2 is stable | 5 bleak |
| 3 widespread | |

UNIT 5

Workbook pages 28–29

- 1
- junk, healthy lifestyle
 - flexibility, strength
 - stamina, hand-eye coordination
 - demanding, sweat
 - shape, uncoordinated
 - breath, speed
- 2
- They cost how much?
 - You didn't get home until when?
 - You'll be teaching what class?
 - Your parents are going where?
 - You've just heard from who/whom?
 - It took your sister how long?
 - You ran how far?

- 3
- b
- 4
- Valeria/Helen
 - Marcus
 - Ricardo

- 5
- | | | |
|--------|-------|----------|
| 1 M, R | 4 V+H | 7 R |
| 2 M | 5 R | 8 M, V+H |
| 3 M | 6 R | 9 R |

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

Workbook pages 30–31

- 1
- | | |
|------------|-------------|
| 1 division | 7 judges |
| 2 post | 8 track |
| 3 bar | 9 overtake |
| 4 shoot | 10 time-out |
| 5 card | 11 tactics |
| 6 tries | |
- 2
- | | |
|--------------|----------|
| 1 promoted | 5 sack |
| 2 substitute | 6 close |
| 3 served | 7 fixed |
| 4 scored | 8 tackle |
- 3
- We should have scored in the first half.
 - I shouldn't have missed so many sessions.
 - They should have set off earlier.
 - I shouldn't have given up the gym.
 - We shouldn't have taken on so much work.
 - They should have apologised for swearing at the referee.

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

- 5
- could have, could have
 - would have, should have
 - would have
 - wouldn't have
 - could have, could have
 - wouldn't have

- 6
- passive forms
clear language and layout
headings

numbered points
fairly impersonal style

- 7
- | | |
|-------------|------------------|
| 1 Currently | 7 bring |
| 2 nor | 8 advantages |
| 3 purpose | 9 entertainment |
| 4 benefit | 10 attract |
| 5 allow | 11 to |
| 6 overall | 12 opportunities |

- 8
- The leisure centre will provide the city with more options
 - A state-of-the-art theatre would allow people to see a range of shows.
 - The sports centre will appeal to the majority of people.
 - A theme park is worth building.
 - Building a new library would be an improvement to the area.
 - Conferences can be held at the leisure centre.

- 9
- Student's own answers.

Workbook pages 32–33

- 1
- 1 a 2 b 3 b 4 b 5 a 6 a
- 2
- A: I didn't know you were keen on horse-riding. How long **have you been doing** that?
B: **For** a year on and off. I'm not very good but I enjoy it. I've just **signed up** for classes at the Miller Stables.
A: You're kidding! I've been working there part time since March.
 - A: You're into windsurfing, aren't you? I've never tried it in my life. What's it like?
B: **Amazing**. I've already been **going** to the coast twice this month. Come with me next time if you like.
A: I need to get back in shape first, I think. I've joined the gym and I've **already** lost a few kilos.
 - A: Sorry, have you **been waiting** long? My bus was late.
B: No, don't worry. I've only **just** got here.
A: OK, have you **ever** decided which film you want to see?
 - A: Where have you been? I've been trying to call you **for** all morning.
B: Sorry, I've been at the dentist's **for** hours.
A: Oh, are you OK?
B: Yes, but my tooth has **been hurting** since last night.

- 3
- lost consciousness, could have drowned
 - cuts and bruises, might have broken it/could have broken it
 - had several broken ribs, could have been killed
 - banged her head, might have knocked herself out
 - twisted my ankle, might have broken it/could have broken it

- 4
- | | |
|--------------------|----------------|
| 1 mixed | 8 fitness |
| 2 around the world | 9 stamina |
| 3 Australia | 10 hand-eye |
| 4 warm-up | 11 ages |
| 5 space to play | 12 level |
| 6 opposition | 13 shape |
| 7 Fast | 14 her husband |

- 5
- You can play in men's, women's and **mixed** teams.
 - It's similar to rugby but **without** the tackling.
 - We **get** people of all shapes, sizes, and ages.
 - It's so simple that after two to three games you **get** the basic skills.
 - It's up to you to **keep** playing and develop your game.
 - I **used** to travel a lot for work.
 - I **couldn't** find the time to exercise.
 - I wanted something my husband and I **could** do together

Unit 5 Vocabulary builder

- 1
- knitting, others to do with any hobby
 - shoot, others to do with tennis

- 3 replace, others are people
- 4 sack is a verb, others are things used in sport
- 5 disallowed, others are physical problems

2

- | | |
|-----------|---------|
| 1 breath | 3 shape |
| 2 fitness | 4 fool |

3

- | | |
|------------------|-------------|
| 1 coordination | 4 committed |
| 2 self-conscious | 5 pointless |
| 3 boredom | 6 odd |

4

- | | | | |
|--------|-------|--------|------|
| 1 back | 2 out | 3 into | 4 up |
|--------|-------|--------|------|

5

- | | | |
|-------------|---------|------------|
| 1 sweat | 3 close | 5 sack |
| 2 wandering | 4 fixed | 6 drowning |

UNIT 6

Workbook pages 34–35

1

- 1 facilities, incredible, weather, unbearably hot
- 2 middle, nowhere, a bit of a dump
- 3 overlooked, muddy, filthy
- 4 stunning views, beaches, deserted
- 5 incredibly welcoming, whole, spotless

2

- 1 b 2 c 3 e 4 f 5 a

3

- 1 The room was **quite** spacious, considering the price we paid.
- 2 I've never met him but people say he's **a bit of** a joker.
- 3 The main square was **absolutely** packed with tourists all weekend.
- 4 The tenants left **a bit of** a mess everywhere.
- 5 The food was **a bit too** spicy for my liking.
- 6 Rents in this area are **very** high just now.
- 7 The trip was a **complete** disaster from start to finish.
- 8 I thought the area around the flat was **quite** nice.

4

- 1 What's the matter? You're in a bit of **a** bad mood today.
- 2 There was hardly **anything** to do at the resort. The kids were really bored.
- 3 The place was deserted. There was **hardly** anyone staying at the hotel.
- 4 I'm going to be a **bit** late, but only about five minutes.
- 5 I'm going to send this steak back. It's **not** very nice.
- 6 There are hardly **any** vacancies during the summer.
- 7 Turn the TV down. It's a bit too **loud**.

5

- 2 The hotel was a bit too expensive.
- 3 The campsite was a bit of a nightmare.
- 4 The hotel room was not particularly big.
- 5 The food was absolutely delicious.
- 6 The weather was completely awful.
- 7 The campsite was a complete dump!
- 8 The view was really interesting.

6

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

7

- 1 in a field, tent
- 2 their own home, a TV presenter
- 3 a chambermaid and a manager, posh hotel

8

- | | | |
|-----|-----|-----|
| 1 t | 4 t | 7 f |
| 2 f | 5 f | 8 t |
| 3 t | 6 f | 9 f |

9

- | | | | |
|--------|--------|--------|--------|
| 1 /aɪ/ | 2 /ɔɪ/ | 3 /ɪə/ | 4 /eɪ/ |
|--------|--------|--------|--------|

10

- | | |
|------------|----------|
| 1 nowadays | 3 liar |
| 2 fixed | 4 leader |

Workbook pages 36–37

1

- 1 She's going to have to get her shoe repaired.
- 2 She wants to get her ears pierced.
- 3 They're getting a tattoo done of each other's names.
- 4 He needs to have central heating installed.
- 5 They should have had the roof checked before they bought it.
- 6 He's just had his motorbike stolen.

2

- 1 the ball is in his court
- 2 in small doses
- 3 make ends meet
- 4 through rose-coloured glasses
- 5 costs an arm and a leg
- 6 finding my feet
- 7 taking the mickey
- 8 out of pocket

3

- 1 b 2 e 3 a 4 d 5 c

4

the journey
getting to know people
accommodation
work

5

- | | |
|-----------------|-------------------|
| 1 we get on | 5 locals |
| 2 feel homesick | 6 break the ice |
| 3 hectic | 7 It was a relief |
| 4 missing | 8 find our feet |

6

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

7

Student's own answers.

1

c

2

- | | |
|---------------|---------------|
| 1 doesn't say | 6 f |
| 2 t | 7 t |
| 3 doesn't say | 8 doesn't say |
| 4 f | 9 t |
| 5 doesn't say | |

3

where = East London
which piece = which piece of art
They = the researchers
Her = Dr Kanwal Mand
those = images
there = Bangladesh
them = the children
its = Bangladesh's
those = the people
that = Bangladesh

4

- | | |
|--------|--------|
| 1 with | 4 into |
| 2 up | 5 out |
| 3 in | |

Unit 6 Vocabulary builder

1

- 1 N 2 N 3 N 4 N 5 N 6 P

2

- | | |
|-----------|----------|
| 1 account | 4 pocket |
| 2 enough | 5 lag |
| 3 down | 6 away |

3

- | | |
|--------|---------|
| 1 over | 4 ence |
| 2 mis | 5 ally |
| 3 ists | 6 ation |

4

- | | |
|--------------|--------------------------|
| 1 ridiculous | 4 isolated |
| 2 soaked | 5 gorgeous (OR stunning) |
| 3 enormous | 6 filthy |

UNIT 7

Workbook pages 40–41

1

- 1 storm, loud, flashes, soaked
- 2 froze, lost, turned
- 3 thick, lift
- 4 heat, humid, blowing, strong
- 5 pouring, eased, spitting
- 6 hail, skid, settle
- 7 blown, non-stop
- 8 flooded, stuck

2

- | | |
|-------------------|------------------|
| 1 watched | 8 had worked |
| 2 I'd never seen | 9 didn't believe |
| 3 was filmed | 10 were speeding |
| 4 showed | 11 was moving |
| 5 had formed | 12 was |
| 6 hadn't realised | 13 managed |
| 7 was coming | 14 died |

3

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

4

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

5

c

6

- 1 E 2 J 3 E 4 J 5 J 6 E

Workbook pages 42–43

1

- | | |
|----------------|------------|
| 1 cutting down | 5 invested |
| 2 recycling | 6 polluted |
| 3 reached | 7 affected |
| 4 becoming | 8 living |

2

- | | |
|-----------|------------|
| 1 going | 4 living |
| 2 built | 5 invested |
| 3 created | 6 visiting |

Student's own answers.

3

b

4

- 1 C 2 A 4 D 5 B

5

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

6

- | | |
|----------|--------------|
| 1 look | 4 surrounded |
| 2 boasts | 5 catch |
| 3 take | 6 provide |

Workbook pages 44–45

1

- | | |
|-----------------------|---------------------|
| 1 storms, stormy | 5 planted, planting |
| 2 stems, stems | 6 seed, seeds |
| 3 floods, flooded | 7 roots, root |
| 4 to blossom, blossom | |

2

- | | |
|----------------------------|------------------|
| 1 when | 5 later |
| 2 before | 6 Within seconds |
| 3 On this particular night | 7 suddenly |
| 4 While | 8 just |

3

- | | | |
|----------|---------|--------|
| 1 fright | 3 death | 5 fear |
| 2 scared | 4 panic | |

4

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

5

- 1 had been, appeared, started
- 2 had been walking, realised, had remembered

- 3 had just settled, heard, didn't dare
- 4 turned, seemed, had never needed
- 5 falling, dawned, hadn't told
- 6 was strolling, heard, had ever seen
- 7 became, could, was going to be
- 8 had explored, had never experienced, would never

6

Student's own answers.

Unit 7 Vocabulary builder

1

- 1 hit, others are improvements in weather
- 2 freeze, others are nouns for weather
- 3 extremist, others are things extremists do
- 4 breed, others are parts of plants
- 5 water, others describe plants

2

- | | |
|-------------|---------|
| 1 thunder | 4 lift |
| 2 settle | 5 spark |
| 3 lightning | |

3

- | | |
|--------------|--------------|
| 1 over | 5 dare |
| 2 with | 6 invaluable |
| 3 was deemed | 7 off |
| 4 member | 8 bravery |

4

- | | |
|----------------|--------------|
| 1 exaggeration | 5 resumption |
| 2 aging/ageing | 6 subsidised |
| 3 harassment | 7 violation |
| 4 intimidation | |

UNIT 8

Workbook pages 46–47

1

- | | |
|-----------------|--------------------|
| 1 robberies | 4 speeding, murder |
| 2 disappearance | 5 bombings, riots |
| 3 fraud | 6 raided, seized |

2

- | | |
|---------------------|------------------|
| 1 had set fire | 3 was killed |
| 2 had just gone off | |
| 1 got caught | 3 was only doing |
| 2 've gone | |

3

- | | |
|------------------|------------|
| 1 found murdered | 3 vanished |
| 2 came back | |

4

- 1 'd never been broken into
- 2 'd smashed
- 3 hadn't stolen

5

- | | |
|--------------------|------------------|
| 1 never comes back | 3 'd been beaten |
| 2 's found dead | |

6

- | | |
|--------------|------------|
| 1 came up to | 3 attacked |
| 2 'd grabbed | |

3

- 1 A: We had our car stolen last weekend.
B: What a shame!
- 2 A: My dad has been a victim of identity theft.
B: Oh, you're joking!
- 3 A: We had to come back off holiday early because there were riots in the capital.
B: You must have been a bit scared.
- 4 A: They closed the airport due to a bomb scare.
B: That's very dreadful!
- 5 A: The band's singer was caught speeding on the motorway.
B: That's awful!
- 6 A: Some kids broke into the local sports centre.
B: Oh, not!

4

- 1 f 2 b 3 a 4 h 5 c 6 e

5

- | | |
|---------------|----------------------|
| 1 can't | 5 can't |
| 2 should have | 6 been investigating |
| 3 must | 7 might |
| 4 be feeling | 8 doing |

6

- 2 You must have been shocked by the robbery.
- 3 He might have been at the scene of the crime.
- 4 You should have protected all your personal information.
- 5 She can't be guilty of fraud.
- 6 She might not be living in this area anymore.
- 7 There could have been a nasty accident.
- 8 The burglar couldn't have been more than 15 years old.

7

a

8

- | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|
| 1 f | 2 f | 3 t | 4 t | 5 t | 6 f | 7 f |
|-----|-----|-----|-----|-----|-----|-----|

10

- | | |
|--------|--------|
| 1 /ʊə/ | 3 /aʊ/ |
| 2 /əʊ/ | 4 /eə/ |

11

- | | |
|---------|------------|
| 1 know | 3 sour |
| 2 court | 4 dreadful |

Workbook pages 48–49

1

- | | |
|-----------------------|---------------------|
| 1 from good behaviour | 4 only a small |
| 2 good | 5 are released from |
| 3 underwent | 6 live |

2

- 1 was released
- 2 was convicted of
- 3 launching an appeal
- 4 got a one-thousand-euro
- 5 served 18 months of a two-year

3

- | | |
|---------------|------------------|
| 2 respect for | 6 quality of |
| 3 need for | 7 damage to |
| 4 excuse for | 8 involvement in |
| 5 risk | |

4

- | | |
|----------|--------|
| 1 a with | b for |
| 2 a on | b in |
| 3 a for | b of |
| 4 a on | b of |
| 5 a for | b with |

5

b

6

- | | |
|------------------|-----------|
| 1 to | 6 to |
| 2 being watched. | 7 to |
| 3 about | 8 chance |
| 4 would | 9 freedom |
| 5 truth | 10 done |

7

- | | |
|------------|---------|
| 1 nothing | 5 role |
| 2 Research | 6 go on |
| 3 far | 7 case |
| 4 lack | 8 drop |

8

- | | |
|--------|--------|
| 1 pro | 5 pro |
| 2 anti | 6 anti |
| 3 anti | 7 pro |
| 4 anti | 8 pro |

9

Student's own answers.

Workbook pages 50–51

1

c

2

- 1 Shaun Greenhalgh
- 2 Shaun Greenhalgh's father, George
- 3 expert from the British Museum
- 4 Shaun Greenhalgh's father, George and his mother, Olive
- 5 Shaun Greenhalgh
- 6 Shaun Greenhalgh
- 7 experts from the British Museum and auction house Christie's
- 8 Shaun Greenhalgh

3

- | | |
|----------------|----------------|
| 1 conspiracy | 5 forgeries |
| 2 defraud | 6 imprisonment |
| 3 accomplished | 7 enquiries |
| 4 unassuming | |

Unit 8 Vocabulary builder

1

- | | |
|-----------------|------------------|
| 1 burglary | 5 robbery |
| 2 disappearance | 6 suspiciously |
| 3 fraudulent | 7 appeal |
| 4 addiction | 8 rehabilitation |

2

- | | |
|---------------|-----------------|
| 1 cited | 4 decline |
| 2 correlation | 5 accounted for |
| 3 plunged | 6 literacy |

3

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

4

- 1 The house has **been** broken into three times in a year.
- 2 I don't think he should ever be let **out** of prison.
- 3 I couldn't believe I'd **gone** overdrawn by £500.
- 4 Prisoners are **locked in** their cells 23 hours a day.
- 5 He was convicted **of** fraud earlier this year.

UNIT 9

Workbook pages 52–53

1

- 1 got made redundant
- 2 've got the hang of everything
- 3 don't get a pay rise
- 4 're getting on-the-job training
- 5 haven't been promoted

2

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

3

- 1 If you haven't taken all your holiday by the end of the year, you **can't** carry it over.
- 2 Staff get promotion if they have **achieved** all the goals outlined by their line manager.
- 3 If employees are feeling demotivated, we **give** them on-the-job training.
- 4 The reps get a bonus if they **will** reach their sales targets.
- 5 If you **don't** miss a deadline, you lose ten per cent of your marks.
- 6 Students get better results if they **have** control over their work.

4

- 1 are you going, don't pass
- 2 goes, 'I'll start
- 3 don't get, 'I'll hand
- 4 fails, 'I'll have to
- 5 can give, have
- 6 might look, don't get
- 7 comes, 'I'll be made
- 8 should report, 's been bullying

5

- | | |
|-----------------|----------------|
| 1 Probably not. | 4 Definitely. |
| 2 Definitely. | 5 I'm bound to |
| 3 I doubt it. | |

6

Student's own answers.

7

1 c 2 b 3 a

8

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

9

- 1 I think **PE** and **RE**.
- 2 I'm **not** with **Greg** on **ICT**.
- 3 I would **do away** with **PSHE**.

10

BBC British Broadcasting Company
 UCLA (The) University of California, Los Angeles
 ATM Automated Teller Machine
 VAT Value Added Tax
 UN United Nations
 FBI Federal Bureau of Investigation
 IMF International Monetary Fund
 PC Political Correctness/Personal Computer
 SMS Short Message Service
 ISP Internet Service Provider

Workbook pages 54–55

1

- 1 give up / didn't have to
- 2 was made / wouldn't bother
- 3 'd get / pushed herself
- 4 didn't work / might sign up
- 5 had / would lend
- 6 would make / were
- 7 delegated / 'd get
- 8 could drop / 'd choose

2

- 2 If I'd been good at music, I wouldn't have dropped it when I was 14.
- 3 If I'd worked for them for more than one year, I'd have got some redundancy pay.
- 4 If my parents had had the opportunity, they would have gone to university.
- 5 If I had been able to get a job in my field, I wouldn't be working in a factory.
- 6 If the boss had helped her, she would have got the hang of the job quickly.
- 7 I wouldn't have got ill if I hadn't been working really long hours.
- 8 I would have taken up Spanish if my school had taught modern languages.

3

b

4

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

5

- 1 applicants for the job
- 2 contract for the job
- 3 cost in Australian dollars of marketing campaign
- 4 finalists
- 5 countries the finalists are from
- 6 species of fish that live around the island

6

adventurous fit
 articulate bright
 outgoing

7

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

Workbook pages 56–57

1

- 1 tell, overview, make
- 2 talk to, outlining, consider
- 3 summarise, reviewing, highlight
- 4 take, commenting, focus

2

1 b 2 d 3 a 4 c

3

- 1 What I'm going to try and do today is tell ~~to~~ you about the best ways to look after your collection. I'd like to begin by showing you a short video and then after that I'll move on to the main do's and don'ts.
- 2 What I'm going to try and do today is summarise ~~about~~ the changes in sales patterns in our new markets. I'd like to begin by reviewing ~~of~~ the main trends and then after that I'll move on to make ~~up~~ some recommendations for future growth.
- 3 What I'm going to try and do today is take a looking ~~at~~ the history of the car industry in the area. I'd like to begin by commenting ~~on~~ why this area has always been synonymous with cars, and then after that I'll move on to highlight ~~on~~ some of the most successful models.

4

c

5

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

6

- 1 c, f 4 b, h
- 2 d, i 5 a, g
- 3 e, j

7

Student's own answers.

Unit 9 Vocabulary builder

1

1 c 2 a 3 b 4 e 5 d

2

- 1 draining 4 rewarding
- 2 responsibility 5 novelty
- 3 restless 6 restocking

3

- 1 misunderstood 4 misuses
- 2 misleading 5 misbehaves
- 3 misinformed

4

1 hand 2 role 3 way

5

- 1 hand 3 interfere 5 stock
- 2 exploited 4 rank 6 tray

UNIT 10

Workbook pages 58–59

1

- 1 get-together 7 went clubbing
- 2 bunch 8 rented a Karaoke booth
- 3 really up for 9 treat myself
- 4 a romantic dinner 10 a weekend break
- 5 posh 11 a big do
- 6 gone mad 12 throw me a surprise party

2

- 1 'll have made 5 will have got
- 2 'll have become 6 'll have met
- 3 'll have got 7 won't have set
- 4 'll have found 8 should've been

3

Student's own answers.

4

- 1 Can we make it after lunch? I'm in a meeting until midday.
- 2 Could we make it somewhere nearer the office? I haven't got the car with me today.
- 3 Any chance we can make it the following week? We won't have got back from holiday.
- 4 Can we make it somewhere a bit cheaper? I'm a bit short of cash just now.
- 5 Could we make it something a bit less strenuous? My wrist is still hurting after that accident.

5

c

6

- | | |
|-----------------|-----------|
| 1 shake | 8 turns |
| 2 Making | 9 code |
| 3 uncomfortable | 10 norms |
| 4 unless | 11 round |
| 5 space | 12 be |
| 6 initiate | 13 assume |
| 7 awkward | 14 mind |

7

- 1 Out and about
- 2 The home front
- 3 The art of conversation
- 4 Out and about
- 5 Meet and greet
- 6 Out and about

8

- 1 smoke
- 2 that you will chat during the meal
- 3 taking a gift
- 4 using your chopsticks correctly
- 5 to take off your shoes
- 6 don't drink too much

9

Student's own answers.

Workbook pages 60–61

1

- 1 organising a surprise party
 - 2 sending a private email
 - 3 copying in everyone
- 1 burst out crying
 - 2 hadn't realised
- 1 top politician
 - 2 turned up

3

- 1 is due
 - 2 isn't actually pregnant
- 1 dressed casually

4

- 1 live on air
 - 2 didn't have a clue
- 1 made a stupid joke
 - 2 meant to be a joke
 - 3 didn't see the funny side

5

6

- | | | | |
|-----|-----|-----|-----|
| 1 t | 3 f | 5 f | 7 t |
| 2 f | 4 t | 6 f | 8 t |

7

- 1 Maddie's father and mother
- 2 police
- 3 Maddie's father and mother
- 4 Maddie
- 5 gatecrashers
- 6 neighbours
- 7 Maddie
- 8 police

Workbook pages 62–63

1

- | | |
|----------------|---------------|
| 1 haven't I | 5 didn't they |
| 2 shouldn't it | 6 doesn't he |
| 3 aren't I | 7 isn't she |
| 4 aren't you | 8 have you |

2

- 2 The new CD wasn't worth it, was it?
- 3 We'll meet at 12.30, shall we?
- 4 Your team haven't been playing very well, have they?
- 5 The food isn't very tasty, is it?
- 6 You couldn't close the window, could you?
- 7 They didn't play well, did they?
- 8 Turn the light on, will you?

3

- | | | |
|---------------|---------------|--------------|
| 1 hasn't she? | 3 aren't you? | 5 hasn't it? |
| 2 can't you? | 4 has she? | 6 were they? |

4

- | | |
|-----------------|----------------|
| 1 dragged, left | 3 chat, lost |
| 2 up, host | 4 burst, waste |

5

- 1 throwing a surprise party
- 2 spent a fortune
- 3 setting up a marquee
- 4 went to waste
- 5 got a bit out of hand
- 6 break it up
- 7 burst into tears

6

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

7

- | | |
|------------------|------------------|
| hen do | children's party |
| graduation party | retirement party |
| wedding | |

8

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

9

- 1 She is, and I don't mean to sound horrible. (/j/)
- 2 Modern mums like to organise an event or a function. (/w/)
- 3 It means the parents have to go along too. (/w/)
- 4 Tell me about it! (/j/)
- 5 She's insisting on a fancy dress do, and the whole family has to be there. (/w/)
- 6 Now you're just winding me up. (/j/)

Unit 10 Vocabulary builder

1

- | | |
|---------------|--------------|
| 1 unfortunate | 4 geological |
| 2 versatile | 5 slippery |
| 3 awkward | |

2

- | | |
|------------|-------------------|
| 1 resigned | 4 caught out |
| 2 at ease | 5 frowned on |
| 3 on air | 6 got out of hand |

3

- | | |
|--------------|--------------|
| 1 slapped | 4 publicised |
| 2 moaning | 5 impact |
| 3 taken over | 6 sympathy |

4

- | | |
|---------|-----------|
| 1 bunch | 5 burst |
| 2 get | 6 charity |
| 3 safe | 7 break |
| 4 end | 8 sneak |

UNIT 11

Workbook pages 64–65

1

- | | | |
|----------|---------------|--------------|
| 1 tyre | 5 deposit | 9 chain |
| 2 engine | 6 rental | 10 gears |
| 3 leak | 7 dents | 11 brakes |
| 4 safety | 8 small print | 12 insurance |

2

- 2 At 2.30 in the morning? Isn't there an earlier flight?
- 3 Six weeks? Isn't there another room available sooner?
- 4 An extra €150? Why do we have to pay that?
- 5 160kph? Why was he going so fast?
- 6 An hour and a half? Can't he get here any quicker?

3

Five:

- 1 a flat tyre
- 2 Fitting the spare took over an hour.
- 3 He got filthy and had no time to stop and change.

- 4 He put petrol in a diesel car.
5 He got to the wedding in dirty jeans and a T-shirt.
Putting petrol into a diesel car was his own fault.

4
When I set off I had no idea how difficult a simple trip would become. My best friend had asked me to be the best man and of course I d said yes. I decided to hire a car to get to the wedding, as I wanted to be there nice and early.
After checking I had my suit, the rings and my speech, I picked up the car. The journey through town was fine, but no sooner had I reached the motorway than things started to go wrong.
Suddenly the car felt very bumpy. I pulled off the motorway and realised I d got a flat tyre. Fitting the spare was a nightmare and took over an hour. I also got filthy but had no time to stop and change.
While I was trying to make up time, I suddenly realised I needed fuel. I stopped, filled up the tank, set off again but a few metres up the road the engine just stopped. I had put petrol in a diesel car. I couldn't believe how stupid I d been.
I finally hitched a lift with a lorry driver and got to the wedding in dirty jeans and a T-shirt. I can safely say it was the worst journey I've ever had.

- 5**
2 Not only did we catch the wrong train but we also left our bags on the platform.
3 At no time did they explain that we had to return the car by midday.
4 Hardly had we set off than we ran out of petrol.
5 Little did we know how rough the crossing would be.
6 No sooner had I got to the check-in than I realised I'd left my passport at home.

- 6**
1 get
2 lose
3 damage
4 miss
5 cancel
6 turn up

7
Student's own answers.

Workbook pages 66–67

- 1**
1 less furniture
2 more information
3 great deal of experience
4 hardly any traffic
5 enough money
6 plenty of work
- 2**
1 You've got hardly any luggage.
2 There won't be much cheap accommodation left by now.
3 Have you had any information on the flight delays?
4 The agent gave us loads of advice before we left.
5 There hasn't been much progress up to now.
6 We had a bit of trouble finding our way here.
- 3**
technology or transport
- 4**
1 c 2 b 3 a 4 c
- 5**
1 Nico
2 Zoltan
3 Richie
4 Val
5 Val
6 Val
- 6**
1 commute
2 keeping
3 across
4 grumpy
5 feedback
6 bearable

Workbook pages 68–69

- 1**
1 overtake the car in front
2 doing a hundred and fifty
3 drives really close behind them
4 go through a red light
5 getting cut up by a car coming off the motorway
- 2**
1 d 2 a 3 e 4 c 5 b
- 3**
1 What's good is **the** fact that people are using the trains more.
2 **What** really gets me annoyed is people speeding in residential areas.
3 The thing that irritates me is the **lacking** of staff on the stations.
4 **Flying** everywhere is harmful to the environment.
5 What gets me is the amount **of** empty buses you see on the roads.
6 The thing **that** annoys me about flying is the amount of hanging around.
7 It's dangerous when people **don't** follow the rules of the road.
8 What I hate is **that** people not moving their stuff off the seat on a train.
- 4**
1 It really irritates me when people use their horn for no reason.
2 It's much more tiring driving at night.
3 What I love about travelling around by train is the freedom.
4 What's encouraging is the number of people changing to public transport.
5 What was totally unexpected was the fact that the airline gave us a refund.
6 The thing that really annoyed me was that they didn't explain the delay.
- 5**
Speaker 1 d
Speaker 3 f
Speaker 5 b
Speaker 2 a
Speaker 4 e
- 6**
1 S 2 S 3 D 4 D 5 S 6 D

Unit 11 Vocabulary builder

- 1**
1 fare, others are parts of car
2 pavement, others are to do with fuel
3 diesel, others are to do with insurance
4 appeal, others are thing you do when driving
- 2**
1 c 2 a 3 e 4 b 5 d
- 3**
1 dented
2 appeal
3 rental
4 restrictions
5 flash
6 pulled out
7 pavement
- 4**
1 chain 2 bond 3 spots
- 5**
1 rental
2 spiritual
3 humanity
4 independently
5 mythical
6 remarkable

UNIT 12

Workbook pages 70–71

- 1**
1 suffer from 3 get 5 use
2 feel 4 have got
- 2**
1 faint
2 bump
3 pin
4 high blood pressure
5 bruises
6 scratches

3

- 1 Give, regards
- 2 Give, tell
- 3 apologies, say
- 4 Send, love
- 5 Give, congratulations
- 6 Tell her, take
- 7 Say, we're thinking

4

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

5

- 1 I'm supposed to be having a check-up tomorrow but I've got too much work.
- 2 My knee hurts a bit now but it shouldn't be OK in a few days.
- 3 I shouldn't need to be in hospital for very long.
- 4 She's supposed to be walking with crutches but she just refuses.
- 5 I'm afraid the side effects of the drugs will last a few days.
- 6 They're supposed to be launching a new flu treatment but it's been delayed.

6

- 1 am supposed to be visiting; shouldn't take
- 2 should feel; am supposed to be playing
- 3 should clear up; are supposed to be going
- 4 is supposed to be giving; shouldn't be

7

Kate: stressed, cautious, a control freak

Sam: easy-going, confident, good fun

8

- | | | |
|--------|--------|--------|
| 1 Sam | 4 Kate | 7 Kate |
| 2 Kate | 5 Sam | 8 Kate |
| 3 Kate | 6 Sam | 9 Sam |

9

- | | | |
|-----------|-----------|-----------|
| 1 falling | 4 rising | 7 rising |
| 2 falling | 5 falling | 8 falling |
| 3 rising | 6 rising | |

Workbook pages 72–73

1

- | | | | |
|---------|--------|------------|---------|
| 1 lung | spine | 5 big toes | fingers |
| 2 skull | hip | 6 elbow | knee |
| 3 brain | liver | 7 kidneys | ankles |
| 4 ribs | wrists | | |

2

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

3

- 1 c 2 d 3 a 4 b

4

- 2 t 3 t 6 t 8 t

5

- | | |
|-----------------|-------------------|
| 1 nap | 6 like a baby |
| 2 snore | 5 lying |
| 3 night's sleep | 7 awake |
| 4 insomnia | 8 amount of sleep |

Workbook pages 74–75

6

- | | | |
|-----------|--------|--------|
| 1 another | 3 This | 5 many |
| 2 Half | 4 All | 6 a |

7

- | | |
|-----------------|-----------------|
| 1 some, is | 4 another, none |
| 2 that, None of | 5 any, both |
| 3 other, some | |

8

b

9

- | | |
|-----------------------------|---|
| makes a promise | 6 |
| asks about future treatment | 4 |
| offers help | 5 |
| expresses sympathy | 1 |
| sends a message | 8 |
| makes a joke | 3 |
| asks how Erik is now | 2 |
| tells Erik about a gift | 7 |

10

- 1 e j 2 a i 3 d h 4 c f 5 b g

11

Student's own answers.

Unit 12 Vocabulary builder

1

- | | |
|----------|--------------|
| 1 stitch | 4 transplant |
| 2 pin | 5 plaster |
| 3 gamble | |

2

- | | |
|-----------------|--------------|
| 1 inconvenience | 4 negligence |
| 2 silence | 5 violence |
| 3 independence | |

3

- | | |
|-------------|----------------|
| 1 remove | 4 recuperation |
| 2 regaining | 5 relief |
| 3 revealed | |

4

- | | |
|------------|--------------|
| 1 fumes | 4 itchy |
| 2 ligament | 5 panic |
| 3 swell | 6 outsourced |

5

- 1 pain relief / medication
- 2 crutches
- 3 put leg in plaster / put a pin in it
- 4 surgery / an operation

UNIT 13

Workbook pages 76–77

1

- family life:** a couple getting together / splitting up, getting married, buying a house, giving birth
education and work: changing careers, dropping out of college, being sacked, getting a degree / Masters / PhD
results of bad decisions: being sent to prison, being sacked
difficult events: serious illness, being sacked

2

- 1 a couple getting together
- 2 changing careers
- 3 buying a house
- 4 serious illness
- 5 being sacked
- 6 being sent to prison
- 7 getting a degree / Masters / PhD
- 8 dropping out of college

3

- | | |
|--------------------|-----------------|
| 1 spread | 5 been, knocked |
| 2 rough, retrained | 6 out |
| 3 bribes, get | 7 call |
| 4 labour | |

4

- 2 He gave up the course after he had been studying for only two years.
- 3 Before he started working in catering, he had been unemployed for six months.
- 4 By the time he set up his business, he had been working in catering for five years.
- 5 By the time he married Lucy, they had already known each other for eight years.
- 6 He set up his own business ten years after he had left school.

5

- 1 hadn't seen
- 2 had been
- 3 hadn't been getting on
- 4 had spent
- 5 had nearly given up
- 6 had been living
- 7 hadn't been
- 8 had come down with

6

- | | | |
|-------|--------------|--------|
| 1 far | 3 Apparently | 5 what |
| 2 to | 4 As | 6 told |

7

a

8

was a teacher of French 4
ran an environmental campaign 6
organised a strike 2
did voluntary work in Africa 3
retired 5
set up a writing group 7

9

- | | |
|--------|-----|
| 1 /ə/ | /æ/ |
| 2 /ɒ/ | /ə/ |
| 3 /u:/ | /ə/ |
| 4 /ɜ:/ | /ə/ |
| 5 /ɒ/ | /ə/ |

Workbook pages 78–79

1

- 1 wish, would pay
- 2 's always leaving
- 3 is constantly getting
- 4 wish, wouldn't be
- 5 's always organising
- 6 wish, wouldn't have
- 7 are constantly borrowing
- 8 wish, was

2

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

3

a

4

Facts – 1, 2 Opinions – 3, 4, 5

5

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 b | 2 c | 3 a | 4 c | 5 a |
|-----|-----|-----|-----|-----|

6

- | | | |
|------------|---------|--------|
| 1 faded | 3 of | 5 went |
| 2 constant | 4 earth | 6 fit |

Workbook pages 80–81

1

- | | |
|------------------|--------------|
| 1 courage | 5 honesty |
| 2 integrity | 6 justice |
| 3 responsibility | 7 Ambition |
| 4 love | 8 compromise |

2

- | | | |
|---------|-----------|--------|
| 1 a – | 3 a the | 5 a an |
| b a | b – | b – |
| 2 a the | 4 a a/the | 6 a – |
| b – | b – | b the |

3

b

4

- | | |
|--------------|---------------------|
| 1 incredibly | 7 hurrying |
| 2 demanded | 8 beamed |
| 3 chattered | 9 deafening |
| 4 gulped | 10 identical to |
| 5 weary | 11 enormous |
| 6 endless | 12 burst into tears |

5

- | | |
|------------------|-------------|
| 1 pride | 5 pleasure |
| 2 embarrassment | 6 confusion |
| 3 nerves | 7 sadness |
| 4 disappointment | 8 laughing |

6

Student's own answers.

Unit 13 Vocabulary builder

1

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 b | 2 e | 3 d | 4 c | 5 a |
|-----|-----|-----|-----|-----|

2

- 1 Can we put this discussion **off** till I'm less tired?
- 2 He's too soft, he needs to stand **up** for himself.
- 3 I didn't set **out** to make him angry, it just happened!
- 4 Calm down! Try to step **back** instead of getting annoyed.
- 5 Whatever you do, don't resort **to** personal abuse.

3

- | | |
|--------------|------------|
| 1 boundaries | 5 valid |
| 2 handling | 6 buried |
| 3 courage | 7 respects |
| 4 for | 8 toast |

4

- | | |
|-----------------|--------------|
| 1 bad-tempered | 5 counsellor |
| 2 upbringing | 6 underlying |
| 3 defensive | 7 commuting |
| 4 confrontation | |

UNIT 14

Workbook pages 82–83

1

- | | |
|----------|----------|
| 1 cash | 6 loan |
| 2 gone | 7 extend |
| 3 got | 8 budget |
| 4 paying | 9 borrow |
| 5 up | 10 go |

2

- | | |
|-------|--------|
| 1 up | 5 by |
| 2 by | 6 out |
| 3 on | 7 into |
| 4 off | 8 back |

3

- 1 make good money
- 2 withdraw some money
- 3 get into debt
- 4 take out a loan
- 5 buy, on credit
- 6 run out of money

4

- 1 A: I've been sent the wrong credit card.
B: I do apologise ~~for~~. There must have been some kind of mix-up.
- 2 A: I only need a short-term loan.
B: I'm very sorry. I'm afraid there's absolutely ~~not~~ nothing we can do.
- 3 A: I've been trying to get cash for 20 minutes.
B: I'm ~~have~~ really sorry. I'm afraid the system is down at the moment.
- 4 A: I was told I could withdraw all the money today.
B: I do apologise. I'll have a word with my manager ~~about~~ and see what I can do.
- 5 A: I'd like to extend my overdraft.
B: I'm awfully sorry. I'm afraid I'm not authorised ~~for~~ to make that decision.
- 6 A: Why is each customer taking so long?
B: I'm terribly sorry ~~about~~. The computers are being very slow today.
- 7 A: A thousand pounds has gone missing from my account.
B: I do apologise. I'll ~~take~~ look into the matter at once.

- 5
- 1 I was given a bad credit rating but the debts were run up **by** my girlfriend.
 - 2 When I looked at my bank statement I couldn't believe what **had** happened.
 - 3 Money from organised crime is currently laundered through online businesses.
 - 4 I'll never forget **being** refused credit in a shop. It was so embarrassing.
 - 5 I don't know why my loan application **was** turned down.
 - 6 correct
 - 7 All customer signatures have to **be** checked before any cash is handed over.
 - 8 correct

- 6
- | | |
|----------------------------|------|
| 1 is, made | b |
| 2 are, stored | a |
| 3 be spent | c |
| 4 were, first seen | b |
| 5 were used | a, c |
| 6 was, recently introduced | b |
| 7 were, launched | c |
| 8 is destroyed | b |

- 7
- 1 c 2 b 3 a 4 c 5 a

- 8
- 1 I've been trying to pay for over half an hour.
 - 2 Did Eric tell you he'd applied for a mortgage?
 - 3 He's already up to his eyes in debt.
 - 4 They paid the whole lot off.
 - 5 Come on, support our campaign.
 - 6 I was about to go out and buy some champagne.
 - 7 I was looking at the wrong ticket.
 - 8 I went straight to the bank to sort it out.

Workbook pages 84–85

- 1
- | | | | |
|-----|-----|-----|-----|
| 1 c | 3 a | 5 b | 7 d |
| 2 g | 4 f | 6 h | 8 e |
- 2
- 1 I wish I'd never taken it out.
 - 2 I wish I had better job.
 - 4 I wish I didn't have to go to see my bank manager about my overdraft.
 - 5 I wish we could have sold it two months earlier.
 - 6 I wish we could afford something bigger.
 - 7 I wish my parents would be a bit more understanding about my spending.
 - 8 I wish my flatmate wouldn't chat for so long.
- 3
- 1 f 2 d 3 a 4 c 5 g 6 b
- 4
- 1 t 2 f 3 t 4 f 5 f 6 t
- 5
- | | |
|------------------|------------|
| 1 currency | 5 worth |
| 2 voucher | 6 economic |
| 3 bank notes | 7 stable |
| 4 counterfeiting | |

Workbook pages 86–87

- 1
- 1 gambles **M**, gambling **L**
 - 2 stake **L**, stake **M**
 - 3 lottery **M**, lottery **L**
 - 4 earned **M**, earn **L**
 - 5 waste **L**, waste **M**
 - 6 odds **M**, odds **L**
 - 7 jackpot **L**, jackpot **M**
 - 8 bets **L**, bet **M**
- 2
- 1 a 2 e 3 d 4 b 5 c 6 f

- 3
- 1 e 2 a 3 f 4 c 5 b 6 d
- 4
- | | |
|---------------------|-------------|
| 1 is often included | 5 to haggle |
| 2 included | 6 give |
| 3 fare | 7 less |
| 4 to | 8 lower |
- 5
- Student's own answers.

Unit 14 Vocabulary builder

- 1
- 1 stable, others verbs of movement
 - 2 sentence, the others are verbs to do with money
 - 3 branch, others to do with money
 - 4 mortgage, others to do with gambling
- 2
- | | |
|---------------|--------------|
| 1 hacked | 4 claim |
| 2 suspicious | 5 withdrawal |
| 3 transaction | |
- 3
- | | |
|-------------|------------|
| 1 vanished | 4 peered |
| 2 ushered | 5 chuckle |
| 3 concealed | 6 dissuade |
- 4
- | | |
|-------------|----------|
| 1 branches. | 4 gamble |
| 2 crammed | 5 odds |
| 3 sparkling | |
- 5
- | | |
|--------|---------|
| 1 flow | 4 point |
| 2 out | 5 draft |
| 3 down | |

UNIT 15

Workbook pages 88–89

- 1
- | | |
|-----------|-----------|
| 1 fennel | 4 radish |
| 2 pumpkin | 5 raisins |
| 3 basil | 6 eel |
- 2
- (Sample answers given in brackets)
- 1 chickpeas (lentils, kidney beans)
 - 2 almonds, peaches, coconut, grapefruit (plums, cherries)
 - 3 trout (cod, eel)
 - 4 courgette, parsley (celery, red pepper)
 - 5 chocolate (cake, biscuits)
- 3
- | | | | |
|---------|------------|---------|--------|
| 1 steam | 3 Sprinkle | 5 crush | 7 Chop |
| 2 blend | 4 peel | 6 Soak | |
- 4
- 1 A: What's that smell? It's **kind of** sweet and spicy at the same time.
1: It's a spiced fruit punch. It should be ready in ten minutes **or so**.
 - 2 A: I'm not that hungry so just a smallish portion for me, please.
1: Sure. It's a **sort of** light stew anyway so it shouldn't be that filling.
 - 3 A: I love Thai cooking. All those hot and citrusy flavours.
B: Mm. It's OK if it's mildish but I can't stand too much chilli.
 - 4 A: What's 'mizuna'? Is it **sort of** like spinach?
B: Not really. It's a Japanese vegetable with a mild mustardy flavour.
 - 5 A: I saw this bigish fruit in the market just now. I think it was called a 'pomelo'.
1: Oh, I know. It's **like** a grapefruit but with much thicker skin.
 - 6 A: How much sugar do I need to add?
B: The fruit is sharp so I'd say **roughly** double the amount of berries.
 - 7 A: How's your salad?
B: Very soggy. They must have used **about** a litre of dressing on it.

5

- | | |
|-----------|-------------|
| 1 Despite | 4 in case |
| 2 until | 5 Otherwise |
| 3 Once | 6 Provided |

6

- | | |
|--------|-------------|
| 1 once | 6 However |
| 2 so | 7 unless |
| 3 if | 8 as |
| 4 then | 9 during |
| 5 for | 10 although |

7

salads **food heaven** tofu **food hell**
 fish **food hell** burger and fries **food heaven**
 tea **food hell** garlic **food hell**
 curry and rice **food heaven**
 meatballs and spaghetti **food heaven**

8

1, 2, 4, 6, 7

9

- 2 So, I'd have to say the good old American burger and fries.
 3 My children just think I'm old-fashioned, but it's not for me.
 4 I got the taste for spicy food when I was in the army.
 5 My favourite thing is meatballs and spaghetti in tomato sauce.
 6 That's it from me and the people here in Brighton.

Workbook pages 90–91

1

- | | | |
|---------|---------|---------|
| 1 ex | 5 multi | 9 dis |
| 2 super | 6 out | 10 mis |
| 3 re | 7 pro | 11 semi |
| 4 pre | 8 over | 12 non |

2

- | | | |
|--------|-------|---------|
| 1 over | 3 non | 5 super |
| 2 re | 4 mis | 6 multi |

3

- | | |
|------------------------|------------------------|
| 1 the least appetising | 4 the least accessible |
| 2 the most dangerous | 5 the most valuable |
| 3 the hottest | |

4

- | | | | |
|-----|-----|-----|-----|
| 1 C | 3 E | 5 C | 7 C |
| 2 D | 4 B | 6 A | 8 A |

5

- | | |
|--------------|--------------|
| 1 poisonous | 4 spiciness |
| 2 appetising | 5 scarcity |
| 3 valuable | 6 specialist |

Workbook pages 92–93

1

- fast food advertising
- food shortages
- food fraud
- food waste
- food production

2

- tackle rising rates of obesity
- cut farming subsidies
- abandon weekly supermarket visits
- uncover illegal activity
- prevent widespread hunger
- prohibit commercial sponsorship

3

- | | |
|-------------------|---------------|
| 1 to give | 5 on adding |
| 2 all our friends | 6 trying |
| 3 to get | 7 of stealing |
| 4 to eating | 8 to divide |

4

- Jane denied burning the burgers.
- Mum advised me to send the food back.
- Ellie suggested we order the set menu to be delivered.

4

- Dad promised not to forget to take it out of the oven.
- The managing director denied using any products that had been genetically altered.
- Mark reminded me to ask Meena about her secret ingredient.
- Lili apologised for not making it on Saturday.
- The health minister threatened to close all the affected premises.

5

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

6

- | | |
|-----------|------------|
| 1 trying | 6 chew |
| 2 prepare | 7 cough |
| 3 put | 8 spitting |
| 4 hit | 9 took |
| 5 brought | 10 fade |

7

- | | |
|---------------|----------|
| 1 sinking | positive |
| 2 undercooked | negative |
| 3 smothered | positive |
| 4 smeared | negative |
| 5 mouthful | negative |
| 6 succulent | positive |
| 7 crave | positive |
| 8 wrong | negative |

8

Student's own answers.

Unit 15 Vocabulary builder

1

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 d | 2 c | 3 a | 4 e | 5 b |
|-----|-----|-----|-----|-----|

2

- | | |
|---------|-------|
| 1 dis | 4 in |
| 2 trans | 5 out |
| 3 un | |

3

- | | |
|-------------|-----------|
| 1 lid | 4 chucked |
| 2 subtle | 5 clashes |
| 3 judgement | 6 fancy |

4

- | | |
|-----------|----------|
| 1 squeeze | 3 bid |
| 2 tackle | 4 soaked |

5

- | | |
|-------------|-------------|
| 1 flicked | 4 publicity |
| 2 obesity | 5 alert |
| 3 exclusive | |

UNIT 16

Workbook pages 94–95

1

- | | |
|------------------------|----------------------|
| 1 arrange / time | 6 let / make |
| 2 check / stock levels | 7 see / taking |
| 3 pass on / thanks | 8 confirm / booking |
| 4 remind / appointment | 9 apologise / mix-up |
| 5 chase up / payment | 10 enquire / options |

2

- If you wouldn't mind, I'd rather give it a miss.
- Would you mind spelling your surname?
- Would you be able to make 3.30 tomorrow at all?
- Would you happen to have the figures with you?
- I was wondering if you'd like to come to dinner?
- Any time would suit me.
- Would it be possible to email me directions to your office?

3

- won't make / 'll be working
- 'll be travelling / won't be
- 'll be finishing / 'll deal
- going to be taking / 'll send
- won't manage / 'll be finalising

- 4
- Will you be seeing the new recruits later? d
 - If you'll be popping down to the canteen later e
 - As you won't be coming to the dinner, b
 - When will you be leaving for the conference? f
 - If you won't be using the pool car today, c
 - Will you be doing any photocopying later? a

- 5
- placed 7 Despite
 - in 8 over
 - in order to 9 debited
 - due 10 in
 - me 11 would
 - despatched 12 receipt

- 6
- I am writing to enquire about an order
 - the operator assured me that the package had been despatched and would be with me within 48 hours.
 - Despite repeated calls
 - As both the price of the item and the delivery charges have been paid in full
 - I would be grateful if you could look into the delay and make sure the watch is delivered to me within 48 hours.
 - Please acknowledge receipt of this message. I can be contacted at the above email address.

- 7
- an order I placed online on 14/9/09
Order number: D61290X
 - Marcus Linnemann
 - I can be contacted at the above email address.
 - the item in question is a watch priced £69.99
 - I paid £12.00 for special delivery in order to receive the watch the following day.
 - debited to the sum of £81.99
 - look into the delay and make sure the watch is delivered to me within 48 hours.

- 8
- Student's own answers.

Workbook pages 96–97

- 1
- floated, stock 6 break even
 - taken, rival 7 having, turnover
 - set up, company 8 making, profit
 - raise, capital 9 plough, business
 - run, loss 10 face, competition
- 2
- b
- 3
- f 3 t 5 t 7 t
 - t 4 f 6 f 8 f
- 4
- Levi's grandmother 4 Levi
 - Levi's family 5 Sainsbury's or another outlet
 - one of the Dragon's 6 a fan
- 5
- pitch 5 budding
 - brand 6 struck
 - entrepreneur 7 passion
 - inspiration 8 marketing

Workbook pages 98–99

- 1
- I can't talk now so I'll ~~must~~ call you back later.
 - It will be great not **to** have to commute to work every day.
 - When do you think you'll **be** able to finish the report?
 - This new software will **enable** us to protect the system from viruses.
 - It's unfair to force people **to** take reduced hours at short notice.
 - Why won't my password let **me** access the file?

- What do you need to enable you **to** finish the project on time?
- Sadly we've been forced **d** to make some redundancies.

- 2
- had to buy in
 - wasn't able to offer
 - are not allowing, to bring
 - not being able to park
 - will be forced to look for
 - has made / makes me wonder
 - Don't let, get
 - will be able to keep

- 3
- up 6 in 11 out of
 - up 7 with 12 into
 - to 8 up 13 out into
 - out of 9 up
 - up 10 over

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

- 5
- do a lot of market research
 - exploit a gap in the market
 - launch a product line
 - develop and then 5 market the products
 - fulfil orders
 - improve sales and marketing
 - boost sales
 - expand the business
 - have a controlling stake in the company

- 6
- Speaker 1 b Speaker 4 d
Speaker 2 f Speaker 5 e
Speaker 3 a

- 7
- two 4 two 7 four
 - four 5 two 8 two
 - two 6 two 9 two

Unit 16 Vocabulary builder

- 1
- up 3 up 5 across
 - on 4 off
- 2
- instability 4 security
 - ambiguity 5 opportunity
 - bureaucracy
- 3
- force 3 sight 5 net
 - due 4 turn
- 4
- gap 3 network 5 generated
 - plunged 4 merge
- 5
- remarkable 4 flooded
 - prospective 5 fulfill
 - overwhelmingly