

fourth  
edition

# English File

**Advanced Plus**

Teacher's Guide

WITH TEACHER'S RESOURCE CENTRE

Christina Latham-Koenig  
Clive Oxenden  
Kate Chomacki

with Anna Lowy  
Jon Hird

Includes photocopiable  
Grammar, Communicative,  
and Vocabulary activities

OXFORD  
UNIVERSITY PRESS

fourth  
edition

# English File

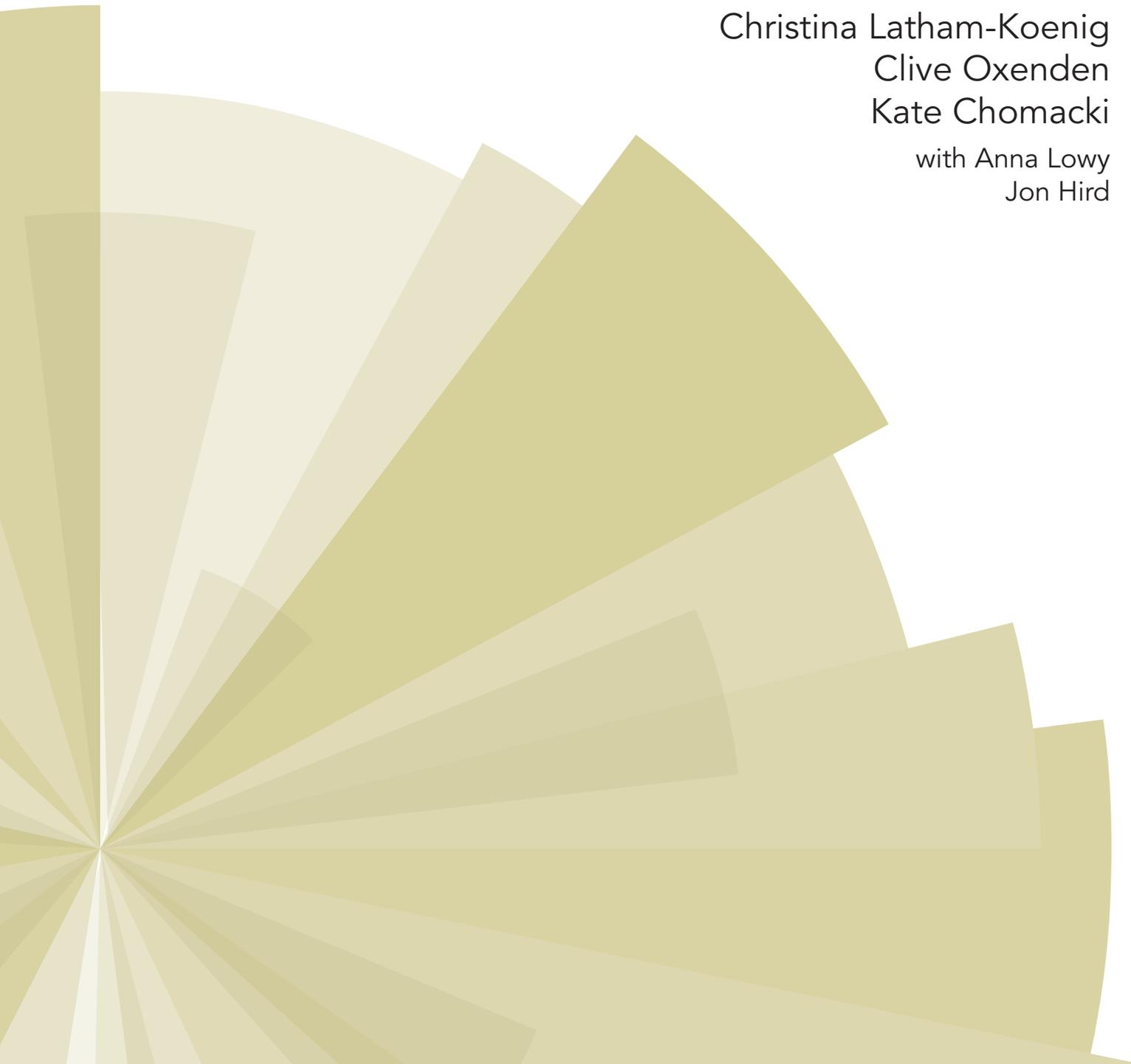
**Advanced Plus**

Teacher's Guide

WITH TEACHER'S RESOURCE CENTRE

Christina Latham-Koenig  
Clive Oxenden  
Kate Chomacki

with Anna Lowy  
Jon Hird



Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2021

The moral rights of the author have been asserted

First published in 2021

2025 2024 2023 2022 2021

10 9 8 7 6 5 4 3 2 1

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not circulate this work in any other form and you must impose this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work

### Photocopying

The Publisher grants permission for the photocopying of those pages marked 'photocopiable' according to the following conditions. Individual purchasers may make copies for their own use or for use by classes that they teach. School purchasers may make copies for use by staff and students, but this permission does not extend to additional schools or branches

Under no circumstances may any part of this book be photocopied for resale

ISBN: 978 0 19 406020 2     Teacher's Guide  
ISBN: 978 0 19 406044 8     Teacher's Resource Centre  
ISBN: 978 0 19 406074 5     Teacher's Access Card

Printed in China

This book is printed on paper from certified and well-managed sources

### ACKNOWLEDGEMENTS

*Back cover photograph:* Oxford University Press building/David Fisher

*The authors would like to thank all the teachers and students round the world whose feedback has helped us to shape English File.*

*The authors would also like to thank: all those at Oxford University Press (both in Oxford and around the world) and the design team who have contributed their skills and ideas to producing this course.*

*The publisher and authors would like to thank Brian Brennan for his work on the Communicative photocopiables and Gabrielle Lambrick for her work on the Vocabulary photocopiables.*

Finally very special thanks from Clive to Maria Angeles, Lucia, and Eric, and from Christina to Cristina, for all their support and encouragement. Christina would also like to thank her children Joaquin, Marco, and Kryisia for their constant inspiration.

*The authors and publisher are grateful to those who have given permission to reproduce the following extracts and adaptations of copyright material:* p.8 Extract from 'There's a perfect age to do everything' by Rachel Carlyle, 10 February 2018, www.thetimes.co.uk, © News, UK/News Licensing, reprinted by permission, p.128 From *A History of the World in 100 Objects* by Neil MacGregor, Copyright the Trustees of the British Museum and the BBC 2010, all rights reserved, published by Penguin Books 2010, Viking Penguin an imprint of Penguin Group USA 2010, title and author name reprinted by permission of Penguin Books Ltd. and extracts reprinted under licence © the Trustees of the British Museum and the BBC 2010 p.165 'These are the Hands' (© Michael Rosen, 2008) is reprinted by permission of United Agents (www.unitedagents.co.uk) on behalf of Michael Rosen; p.165 'Dust if you must' by Rose Milligan © first published in *The Lady* on 15 Sept. 1998, reprinted by permission; p.166 Adapted from 'Quiz: Unconscious bias — do you know the facts?' from Everywoman Ltd., www.everywoman.com, reprinted by permission. p.168 Adapted from 'Ten tips for a better work-life balance' by Stuart Jeffries, 7 November 2014, The Guardian, Copyright Guardian News & Media Ltd 2020, reprinted by permission. Quotations from Melanie Allen are reprinted with permission of Melanie Allen, a Career Coach and Writer living in West Yorkshire <http://www.melanieallen.co.uk>; p.174 Adapted extracts from *Humble Pi* by Matt Parker, © Matt Parker 2019, published by Allen Lane 2019 and Penguin Books 2020, reprinted by permission of Penguin Books Ltd.; p.169 Adapted from 'Managing a good work/life balance at university' 20 May 2017, www.MyTutor.co.uk, reprinted by permission; p.179 From 'My 12 rules of food (warning: contains butter)' by Rachel Cooke, 13 July 2019, The Guardian, Copyright Guardian News & Media Ltd, 2020, reprinted by permission; p.180 Texts adapted from Pitt Rivers Museum, <http://web.prm.ox.ac.uk>, reprinted by permission.

*The publisher would like to thank the following for supplying photographs:* Alamy Stock Photo (B Christopher, Johner Images, Nicemonkey, Paul Quayle, PhotoAlto sas); Oxford University Press (Gareth Boden); Pitt Rivers (Ian R.Cartwright); Shutterstock (aastock, Adam Gregor, AJR\_photo, Andrey Armyagov, Anna Nahabed, Borysovsky, catwalker, Cristina Romero Palma, Dejan Dundjerski, Demkat, Ditty\_about\_summer, F R i M A G E S, Flamingo Images, Fotoluminate LLC, Galushko Sergey, GaudiLab, goodluz, Halfpoint, Iakov Filimonov, Kirill Skorobogatko, Minerva Studio, noBorders – Brayden Howie, pete, pixeldreams.eu, PR Image Factory, rightclickstudios, Ruslan Ieffremov, Slatan, Spalnic, Tischenko Irina, TunedIn by Westend61) Flashpop, Blend Images JGI/Jamie Grill, Nikada, Peter Dazeley (Panchenko Vladimir), Noiel), wk1003mike, Society for Science & the Public Astrid Stawiarz, Theo Wargo/WireImage, Isa Foltin, Mason/John Phillips, Trevor Viner/WWD, Vadim Ghirda/AP, Michael Buckner/Deadline, Canadian Press, Kieran Mcmanus/BPI), Europa Newswire

# Contents

## p.4 Syllabus checklist

## p.8 Course overview

- Introduction
- What do Advanced Plus students need?

- For students

Student's Book

Online Practice

Workbook

- For teachers

Teacher's Guide

Teacher's Resource Centre

Classroom Presentation Tool

Class audio

Video

## p.12 Lesson plans

p.12	File 1 A–B	Revise and Check 1
p.29	File 2 A–B	Revise and Check 2
p.43	File 3 A–B	Revise and Check 3
p.59	File 4 A–B	Revise and Check 4
p.74	File 5 A–B	Revise and Check 5
p.87	File 6 A–B	Revise and Check 6
p.103	File 7 A–B	Revise and Check 7
p.118	File 8 A–B	Revise and Check 8

## p.133 Photocopiable activities

p.133	Introduction
p.134	Grammar activity answers
p.137	Grammar activity masters
p.153	Communicative activity instructions
p.159	Communicative activity masters
p.183	Vocabulary activity instructions
p.187	Vocabulary activity masters

# Syllabus checklist

	GRAMMAR	VOCABULARY	PRONUNCIATION
<b>1</b>			
6 <b>A Motivation and inspiration</b>	modal verbs (1): <i>will, would, should</i>	vague language	contractions
10 <b>B The parent trap</b>	noun phrases	phrasal nouns	short and long vowels
14 <b>Revise and Check 1</b>			
<b>2</b>			
16 <b>A Overcoming adversity</b>	modal verbs (2): <i>can / could / be able to, may / might</i>	prefixes and suffixes	words that can be pronounced in two ways
20 <b>B A big adventure</b>	participle clauses	ways of moving	consonant clusters with s
24 <b>Revise and Check 2</b>			
<b>3</b>			
26 <b>A A Live your age</b>	determiners: articles and quantifiers	research language	verb / noun word stress; stressed and unstressed articles
30 <b>B In love with Shakespeare</b>	word order	idioms from Shakespeare	reading aloud
34 <b>Revise and Check 3</b>			
<b>4</b>			
36 <b>A No more boys and girls</b>	cause and effect	binomials	binomials
40 <b>B Live to work?</b>	aspect: perfect and continuous tenses	acronyms and initialisms	acronyms and initialisms
44 <b>Revise and Check 4</b>			

SPEAKING	LISTENING	READING
presenting a well-structured description	understanding extended speech on abstract and complex topics beyond his / her own field	understanding implicit attitudes and opinions
discussing cultural issues sensitively	understanding and assessing the evidence from research	understanding implicit and explicit meaning in non-literary writing
telling a well-structured anecdote	identifying finer points of details	understanding contemporary literary texts and non-fiction with appreciation of implicit meanings and ideas
discussing and justifying opinions	following most lectures, discussions, and debates with relative ease	explaining the attitude or opinion expressed in a text, supporting inferences with reference to the original
speaking smoothly and fluently	making decisions about what to note down and what to omit	scanning for information
speculating and checking hypotheses	following extended speech on abstract and complex topics	interpreting a character in literature
summarizing a text in speech	identifying finer points of detail in the context of advice	comparing and contrasting the findings of research
starting and maintaining a conversation	recognizing idiomatic expressions and colloquialisms, and appreciating register shifts	understanding humour, irony, and implicit cultural references and nuances of meaning

	GRAMMAR	VOCABULARY	PRONUNCIATION
<b>5</b>			
46 <b>A An emotional roller coaster</b>	prepositions and sentence patterns	more sophisticated emotions	stress in multi-syllable adjectives
50 <b>B Crossing cultures</b>	advanced structures for comparing and contrasting	individuals and populations	contrastive stress
54 <b>Revise and Check 5</b>			
<b>6</b>			
56 <b>A Hi-tech, lo-tech</b>	position of adverbs	common adverb collocations, verbs for making things	sentence intonation with adverbs
60 <b>B It all adds up</b>	singular and plural agreement	numbers and measurements	stress and intonation in long numbers
64 <b>Revise and Check 6</b>			
<b>7</b>			
66 <b>A Whodunnit?</b>	complex passive forms	punishment	understanding an accent
70 <b>B Alone or with friends?</b>	special uses of tenses	connotation	linking
74 <b>Revise and Check 7</b>			
<b>8</b>			
76 <b>A Food of love</b>	expressing conditionality	eating and drinking	vowel sounds and spelling
80 <b>B Seeing things differently</b>	adjective order	ways of seeing	stress and intonation
84 <b>Revise and Check 8</b>			
86 <b>Communication</b>	94 <b>Writing</b>	106 <b>Listening</b>	116 <b>Grammar Bank</b>

SPEAKING	LISTENING	READING
prioritizing and explaining choices	taking detailed and accurate notes during a talk	understanding implicit attitudes and opinions
summarizing a text in speech	identifying finer points of detail including implicit attitudes and relationships between speakers	recognizing attitudes in a factual report
giving detailed instructions	understanding complex technical information	using contextual cues to infer attitude, mood, and intentions
processing and describing data	following unstructured extended speech	understanding complex factual information in a specialized text
a formal debate	understanding an accent	deconstructing an in-depth article
expressing and justifying preferences	understanding humour, irony, and implicit cultural references, and picking up nuances of meaning	understanding implicit attitudes and opinions
developing a conversation	understanding authentic broadcast material with a variety of accents	understanding implicit as well as explicit attitudes, emotions, and opinions
giving an engaging presentation	taking detailed notes	identifying finer points of detail including attitudes and opinions

# Course overview

## Introduction

Advanced Plus is a completely new level of *English File* designed to meet the needs of students who are between C1 and C2 level. Our aim has been to create a course which takes the principles that *English File* is based on and applies them to the needs of higher-level students and which, above all motivates students to take their learning into new territory, while giving teachers the support they need at this challenging level. Don't forget:

- videos that can be used in class in every File.
- photocopiable Grammar and Communicative activities for every A and B lesson, and a Vocabulary activity for every Vocabulary Bank
- Quick Tests and File Tests for every File, as well as Progress Tests, an End-of-course Test, and an Entry Test, which you can use at the beginning of the course

**Online Practice** and the **Workbook** provide review, support, and practice for students outside the class.

The **Teacher's Guide** suggests different ways of exploiting the Student's Book depending on the level of your class. We very much hope you enjoy using *English File fourth edition*.

## What do Advanced Plus students need?

When students reach such an advanced level of English, they are, by definition, successful learners and they feel positive about the language and their classes. However, it can be hard to make them feel they are actually making progress and improving. It is important to challenge students with material that they feel is relevant to their needs and which they can see a purpose to. They want to see and hear material from the real world, which respects their intelligence, but also need support to help them use what they know to overcome new challenges and to set realistic and positive expectations of what they can achieve.

### Grammar

- A range of structures to express precise and subtle concepts
- Fluency and accuracy using more sophisticated structures
- Awareness and control of register

At this level, students will have already studied the common grammatical structures. However, students will still need to work with more complex areas such as inversion and ellipsis, and aspect. For *Advanced Plus*, the Grammar Banks have been expanded to allow for more detailed analysis and exploration of examples of language in use. There is a focus on understanding the shades of meaning behind different grammatical choices, as well as on the register and aspects of spoken and written grammar. Broader grammar areas, such as word order or cause and effect allow students to consolidate and refine their use of more basic structures as well as increasing their range and accuracy. To build fluency, students need to train and trust their own 'ear' and the practice activities encourage them to use their instinct before checking back at the rules and explanations.

### Vocabulary

- A wider range of idioms, synonyms, phrasal verbs, and collocation
- A focus on precision and finer shades of meaning
- Increased awareness of connotation and appropriacy

At this level, it is hard to predict students' vocabulary needs, depending on their experience and interests. In the **Vocabulary Banks** we have focused on expanding students' vocabulary knowledge in different directions, rather than just providing lists of unfamiliar words, focusing on near synonyms, such as ways of moving, word building, acronyms and initials, and idioms. Reading and listening exercises include the **Language in Context** feature, which focuses on naturally-occurring items, such as metaphor, idiomatic language and technical vocabulary.

### Pronunciation

- 'Fine-tuning' of pronunciation of difficult sounds
- Awareness of their impact on the listener
- Developing their own accent

Students are likely to have varying needs and goals at this level. There is a pronunciation focus in each lesson with work on advanced features such as aspects of accent, use of pauses and intonation, as well as revisiting common problem areas such as consonant clusters or short and long vowels.

**Online Practice** contains the Sound Bank videos which show students the mouth positions to make English vowels and consonants. They can also review the pronunciation from the lesson at their own speed. There is more practice of pronunciation in the **Workbook**, with audio, which can be found on **Online Practice**.

### Speaking

- Adapting their spoken English to a variety of situations and registers
- Ability to structure their spoken language smoothly and logically
- To use language skilfully and sensitively across a wide range of complex, academic, or controversial subjects

Whatever the level, students all need a topic which will motivate them to speak, and a reason to communicate. Every lesson has a speaking activity which challenges



students to expand their speaking skills and expand their range of language. Students can use **Online Practice** to develop their speaking skills further.

## Listening

- Meaningful, real-life tasks
- Longer listenings at natural speed, with a wide variety of accents
- Ability to infer the speaker's intention and recognize humour

For most students, listening is still the hardest skill and it is vital that listening material is both interesting and provides the right level of challenge. *English File Advanced Plus* contains a wide range of authentic listening material, including BBC interviews and discussions, drama, and audiobook extracts. These recordings expose students to a variety of language, accent, and speed of speech with achievable but challenging tasks. On **Online Practice**, for each File students can find further listening practice related to the topic. They can also access the listening activities from every lesson, to practise in their own time, and to read the script to check anything that they have found difficult.

## Reading

- Understand the writer's tone and intention and recognize cultural references
- A wide variety of text types including more academic and technical writing
- Challenging tasks which build advanced reading skills

Many students need to read in English for their work or studies. This level contains a variety of authentic reading texts, including media articles, literature and non-fiction book extracts, and academic reports, and have been chosen to stretch students' reading ability, but also for their intrinsic interest and potential to generate a reaction. The opinions expressed in these texts do not necessarily reflect the view of the *English File* authors or of Oxford University Press.

## Writing

- An ability to write longer, complex, well-organized texts
- Control of aspects of genre, style, and register
- An appreciation of the expectations of the reader

Each guided writing activity flows out of a main lesson to ensure that students have plenty of ideas to start with and focuses on key areas of language, style, and organization to help break the writing process down into a series of achievable tasks.

Students can use **Online Practice** to develop their writing skills further. The Discussion board also provides opportunities for informal written interaction.

## Video

- Further exposure to authentic, unscripted colloquial speech
- The ability to deal with different speeds and accents
- Exposure to high-frequency colloquial phrases and idioms
- Techniques and strategies for participating in a conversation

Each File finishes with a video, either The Conversation or a Video Listening. The Conversation features a spontaneous conversation between three people answering a question related to the lesson topic. There is also a language focus on a particular aspect of functional language used by the speaker. On **Online Practice**, students can use the interactive video to record themselves. The **Workbook** provides practice of all the language from The Conversation. Video Listening documentaries focus on aspects of the topic students have worked on and include unscripted interviews with a person who is an expert in the area.

## Revision

- Regular review
- Motivating reference and practice material
- A sense of progress

The higher the level, the harder it is to see your progress. Advanced Plus students need to feel they are increasing their knowledge, improving their skills, and using English more fluently and effectively. At this level, many students are also working towards a high-level exam and require revision in the form of exam practice. After every File there is a two-page Revise and Check section. The left-hand page revises the grammar and vocabulary of each File through Use of English tasks to provide some additional exam training. The right-hand page provides a challenging, longer reading text, accompanied by an exam-style reading task. These

pages are designed to be used flexibly according to the needs of your students. On **Online Practice**, for each File, there are two **Check your progress** activities. The first is a multiple choice activity for students to test themselves on the Grammar and Vocabulary from the File. The second is a **Challenge** activity, which involves a mini-research project based on a topic from the File. After every two Files, the **Workbook** contains a *Can you remember...?* page, which provides a cumulative review of language students have covered in the **Student's Book**.

# Course overview

## For students

### Student's Book

The Student's Book has 8 Files. Each File is organized like this:

#### A and B lessons

Each File contains two four-page lessons which present and practise **Grammar, Vocabulary, and Pronunciation** with a balance of reading and listening activities, and lots of opportunities for speaking. At the end of every File, the B lesson ends with a **Video Listening** section. All lessons have clear references to the **Grammar Bank** and **Vocabulary Bank**.

#### Revise and Check

After every File, there is a two-page section revising the **Grammar** and **Vocabulary** of each File and practising **Reading**. All tasks in this section are designed to give students exposure to international exam task types.



#### The back of the Student's Book

Communication, Writing, Listening, Grammar Bank, Vocabulary Bank, and Sound Bank.

**The Student's Book is also available as an eBook.**

### Online Practice

For students to practise and develop their language and skills or catch up on a class they have missed.

- **Look again:** students can review the language from every lesson.
- **Practice:** students can develop their skills with extra Reading, Writing, Listening, and Speaking practice.
- **Check your progress:** students can test themselves on the main language from the lesson and get instant feedback, and try an extra challenge.
- **Interactive video** to practise the language from the Conversation videos.
- **Sound Bank videos** to learn and practise pronunciation of English sounds.
- **Resources:** All Student's Book audio, video, scripts, wordlists, dyslexia-friendly texts, and CEFR Language Portfolio.



### Workbook

For language practice after class.

- All the Grammar, Vocabulary, and the Conversation language focus
- Pronunciation exercises with audio. The audio can be accessed on **Online Practice**
  - *Can you remember...?* exercises for students to check their progress
  - Available with or without key
- **The Workbook is also available as an eBook.**



#### Say It: English pronunciation app

For students to learn and practise the sounds of English

- Individual sounds
- Sounds in key words
- Speak and record functionality



## For teachers

### Teacher's Guide

Step-by-step procedural notes for all the lessons including:

- an optional 'books-closed' lead-in for every lesson.
- **Extra challenge** suggestions for ways of exploiting the Student's Book material in a more challenging way if you have a stronger class.
- **Extra support** suggestions for ways of adapting activities or exercises to make them work with weaker students.
- **Extra ideas** for optional activities.

All lesson plans include answer keys and audio scripts.

Over 50 pages of photocopiable activities.



### Grammar

see pp. 134–152

- An activity for every Grammar Bank, which can be used in class or for self-study extra practice

### Communicative

see pp. 153–182

- Extra speaking practice for every A and B lesson

### Vocabulary

see pp. 183–200

- An activity for every Vocabulary Bank, which can be used in class or for self-study extra practice

There is more information on page 133 of this Teacher's Guide about the photocopiable worksheets and tips on how best to use them.

### Teacher's Resource Centre



- All the Student's Book audio/video files and scripts
- Detailed lesson plans from the Teacher's Guide
- Answer keys
- All the photocopiable activities from the Teacher's Guide, including customizable versions
- All the Workbook audio files and scripts
- Tests and assessment material, including: an Entry Test; Progress Tests; an End-of-course Test; a Quick Test for every File; and complete test for every File. There are A and B versions of all the main tests and audio files for all the Listening tests
- CEFR documents



### Classroom Presentation Tool



- The complete Student's Book
- Photocopiable activities from the Teacher's Guide
- All class audio and video, with interactive scripts
- Answer keys for exercises in the Student's Book and photocopiable activities
- Dyslexia-friendly texts
- The Workbook is also available as a Classroom Presentation Tool.



### Class audio

All the listening materials for the Student's Book can be found on the **Teacher's Resource Centre**, **Classroom Presentation Tool**, **Online Practice**, and **Student's eBooks**.



### Video

#### Video Listening

- Documentaries and interviews for students at the end of even-numbered B lessons (2B, 4B, 6B, 8B.)

**VIDEO LISTENING**

Watch an interview with mathematician and broadcaster Bobby Seagull about maths anxiety. What three factors does Bobby mention that help young people to enjoy maths?

Watch again. Choose a, b, c, or d.

- After first doing a maths degree, Bobby continued with his studies at...  
a Oxford University.      c London University.  
b Cambridge University.      d Southampton University.
- He became famous after...  
a writing puzzles for BBC Radio 4.  
b publishing articles for the Financial Times.  
c appearing on the quiz show University Challenge.  
d writing a book about maths anxiety.
- Bobby first discovered he was good at maths as a...  
a toddler.      c pre-teen.  
b young child.      d teenager.
- He got hooked on maths as a result of...  
a a wonderful teacher.  
b a football match.  
c a difference of opinion with a friend.  
d a book he read.
- At the end of a class, Bobby sometimes uses a game where pupils have to...  
a choose one of four options.  
b answer questions in pairs.  
c run to the board to write up answers.  
d capture each other's pieces.
- One of the areas Bobby mentions to show how maths is useful is...  
a ensuring you're paying the best price for your car.  
b comparing house prices.  
c calculating the total cost of shopping.  
d measuring distance.
- Bobby thinks that some children have problems with maths because...  
a their parents don't consider maths to be important.  
b they were born that way.  
c they have never had their mistakes corrected.  
d their experience of maths has made them afraid of it.

c Do you agree with Bobby that there is no such thing as a 'maths brain'?

#### The Conversation

- Unscripted group conversations for students at the end of odd-numbered B lessons (1B, 3B, 5B, 7B)

All the video materials for the Student's Book can be found on the **Teacher's Resource Centre**, **Classroom Presentation Tool**, **Online Practice**, and **Student's eBook**.

**G** modal verbs (1): *will, would, should*

**V** vague language

**P** contractions

## Lesson plan

The main topic of the lesson is motivational advice.

The first half of the lesson begins with Sts reading extracts from a book called *If I could tell you just one thing...*, in which the author shares conversations with some inspiring and successful people. Sts read about two of them and the advice that they want to pass on and then identify their personal qualities. They then read six more extracts giving advice, and finally work on phrasal verbs and idioms that come up in the text, and discuss which of the pieces of advice mean something to them. This leads into a lexical focus on vague language, e.g. *kind of thing, stuff, etc.*, followed by Speaking, where Sts think of someone they find inspirational, describe them in small groups, and then agree on what makes a good role model.

The second half starts with the grammar focus, which is the first of two dealing with more advanced uses of modal verbs, here *will, would, and should*. This is followed by a pronunciation focus on how these modals are contracted in spoken English, e.g. *I'll soon've been living here for 20 years*. Sts then listen to a podcast based on a *Guardian* newspaper article about advice and look at collocations with *advice*, e.g. *offer advice, dispense advice, etc.* The lesson ends with Sts discussing in small groups their experience of being given advice and then rating the advice the others were given.

### More materials

#### For teachers

#### Photocopiables

*Grammar* modal verbs (1): *will, would, should* p.137

*Communicative* Motivation p.159 (instructions p.153)

*Vocabulary* Vague language p.187 (instructions p.183)

#### For students

Workbook 1A

Online Practice 1A

### OPTIONAL LEAD-IN – THE QUOTE

Write the quote at the top of p.6 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.

You could tell Sts that Dwight Eisenhower (1890–1969) was president of the USA from 1953 to 1961.

Get Sts to discuss what they think the quote means. Do they agree with it?

## 1 READING & SPEAKING understanding implicit attitudes and opinions

**a** Focus on the task and tell Sts that the extracts come from a book where the author has collected advice he has given over the years. You might want to give Sts some more information about Richard Reed. He is a British entrepreneur, co-founder of Innocent Drinks, a highly successful company producing fresh fruit smoothies and vegetable pots, which he started from a market stall and eventually sold to Coca-Cola. The full title of the book is *If I could tell you just one thing... Encounters with remarkable people and their most valuable advice*.

Give Sts time to read both pieces of advice.

Put Sts in pairs and get them to discuss which one is more meaningful for them at the moment.

Get some feedback from various pairs.

**b** Tell Sts they are going to read an extract from the book *If I could tell you just one thing...* where the author describes the two people who gave the advice in **a**, and Sts must match the advice to the people and then explain how the piece of advice shows the person's life experience. Focus on the two names and find out with a show of hands if Sts have heard of them. You could tell Sts that Annie Lennox was born in Scotland and is now a singer-songwriter, political activist, and philanthropist. Alexander McLean is a British activist, humanitarian, and lawyer. After leaving school, he visited Kampala, Uganda, where he volunteered in a hospital. When he returned to the UK, he went to Nottingham University; he was the first person in his family to get a degree. After graduating, he returned to Kampala, where he created a team of local and international staff and volunteers with the goal of professionalizing the African Prisons Project and increasing its impact.

**EXTRA SUPPORT** In the Annie Lennox extract, you may want to explain the meaning of *tenement* (= a large building divided into flats, especially in a poor area of a city).

Give Sts time to read about Annie Lennox and Alexander McLean and do the task.

Get Sts to compare with a partner, and then check answers.

**1 B** She had a difficult early life, but her one constant thing was singing, and she continued singing and composing her own music until she met someone who shared her passion.

**2 A** His experience in African prisons brought him into contact with many people whose crimes were simply a result of their poverty but who, given the basic healthcare and access to education, have a better chance of making a success of their lives.

**c** Focus on the task and the words in the list, making sure Sts understand them all. Highlight any words your Sts may have problems pronouncing correctly, e.g. *altruism* /'æltrʊɪzəm/, *charisma* /kə'rɪzmə/.

Now give Sts time to read the book extracts again and then, in pairs, to decide which personal qualities in the list apply to each person. You could tell them that they don't have to agree with each other but should be able to justify their opinions.

Elicit answers.

### Suggested answers

Annie Lennox: creativity (composing and singing her own songs), determination (keeping at it despite not having any support), altruism (she supports women's rights and AIDS awareness in Africa).

Alexander McLean: altruism (his work with the African Prisons project), charisma (talking his way into the prisons), determination and energy (he has succeeded in effecting change in a challenging context and has continued this work since), people skills (he's able to get through to people from a very different culture and background)

Deal with any vocabulary that you think might be challenging for your Sts in terms of either meaning or pronunciation.

- d Focus on the task and make sure Sts know the idiom *in the public eye* (= well known to many people through newspapers and television).

Give Sts time to match the people's advice to the summaries.

Get Sts to compare with a partner, and then check answers.

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

! Don't ask Sts their opinions on the pieces of advice as they will be doing this later in f.

### LANGUAGE IN CONTEXT

- e Focus on the task and put Sts in pairs to discuss what they think the highlighted phrasal verbs and idioms in 1–8 mean. Tell them to look for them in the extracts if necessary, as the context will help them work out the meaning.

Check answers. You might want to tell Sts that *hype* is informal, usually used with a negative connotation, and the phrasal verb *screw up* is slang.

- 1 from the beginning
- 2 stopped studying
- 3 to earn just enough money to be able to buy the things you need
- 4 persuaded people to allow him to do something (get into a prison)
- 5 usually, typically
- 6 set apart from, not included in the main social group
- 7 how good people say you are
- 8 fail, make a mistake

Deal with any vocabulary that you think might be challenging for your Sts in terms of either meaning or pronunciation.

- f Give Sts time to read all eight pieces of advice from the book again and decide which they identify with the most. Put Sts in pairs or small groups to discuss their answer. Monitor and help where necessary. Elicit some feedback.

## 2 VOCABULARY

vague language

- a Do this as a whole-class activity, or put Sts in pairs and then check answers.

1 kind of thing 2 my own stuff

Now elicit why Annie Lennox chooses to use vague language.

- 1 Because she doesn't need to give a complete list of all the places where she lived.
- 2 Because she is probably referring to various things such as music, lyrics, etc.

- b Tell Sts to go to **Vocabulary Bank Vague language** on p.140.

### Vocabulary notes

We commonly use vague language in spoken English:

- when we don't need or want to give too much detail.
- when we don't know the precise detail or the exact word.
- when it's not necessary to be exact.

Explain to Sts that incorporating language like this into their speech will make their English sound more fluent and natural.

There are many informal words and phrases that people use when they want to be vague.

- 1 Avoiding unnecessary detail

Other examples with things that you may want to highlight include:

*I threw out old clothes, books, **that kind of thing / things like that.*** (= more things of that kind)

*Bob's dog is a cross between a poodle and a Labrador, **or something.*** (= I don't really know, it's a guess)

A *You help out at school, don't you? Are you a teaching assistant?*

B *Yeah, **something like that.*** (= normally used when you can't be bothered to explain something)

*Jane had a **sort of / kind of** X-ray, **that thing where / what do you call it where** they put you in a tunnel.*

(= used when you don't know the exact word or expression)

- 2 Being imprecise using *-ish*:

You could tell Sts that *ish* when used on its own is an informal modifying adverb.

- 3 Being imprecise about quantity and time:

We can use *around* (or *about*) with a time or time + *-ish*, e.g. *Shall I come (at) **around / about seven / sevenish?***

Other vague expressions for time and quantities you may want to remind Sts of are: *more or less, loads of / a few / a couple, roughly.*

- 4 *whatever, whenever, etc.*

We can also use *whenever, whoever, wherever* as one-word answers to show indifference, but *Whatever!* is probably the most common.

Focus on **1 Avoiding unnecessary detail** and get Sts to do **a** individually or in pairs.

1.2 Now focus on **b**. Play the audio for Sts to listen and check.

Check answers.

### 1.2

#### Vague language

##### 1 Avoiding unnecessary detail

- 1 A Are you getting the train back to uni?  
B No, luckily my parents said they'd drive me. I've got loads of stuff and it'll be much easier to just put it all in the car.
- 2 A What's wrong with your pen?  
B The top bit's dropped off and I can't get it to work.
- 3 A What do you think of the hotel?  
B Well, there's one thing I'm not very keen on.  
A What's that?  
B Well, the bar's nice, but it's really noisy, and you can hear the music from our room.

Now get Sts to match the words to the definitions.

Check answers.

1 thing 2 bit 3 stuff

1.3 Focus on **2 Being imprecise using -ish** and play the audio for Sts to listen and answer the three questions.

Get Sts to compare with a partner, and then check answers.

**EXTRA SUPPORT** Do this as a whole-class activity.

1 kind of 2 roughly 3 a bit, quite

### 1.3

#### 2 Being imprecise using -ish

See conversations in Student's Book on p.140.

Focus on **3 Being imprecise about quantity and time** and get Sts to do **a** individually or in pairs.

1.4 Now focus on **b**. Play the audio for Sts to listen and check.

Check answers.

1 around 2 so 3 odd 4 least 5 most 6 something

### 1.4

#### 3 Being imprecise about quantity and time

- A How many people were there at the demonstration?  
B Oh, around 500.  
There must have been 500 or so.  
Maybe 500-odd?  
At least 450 and at most 525.
- A How old were most of the demonstrators?  
B Oh, 20-something, I'd say.

Now ask the class which expressions mean *maximum* and *minimum*.

maximum = at most, minimum = at least

Focus on **4 Whatever, whenever, etc.** and get Sts to do **a** individually or in pairs.

1.5 Now focus on **b**. Play the audio for Sts to listen and check.

Check answers.

1 Whenever 2 whoever 3 whatever 4 However  
5 Whichever 6 Wherever

### 1.5

#### 4 Whatever, whenever, etc.

- 1 A What time do you want us to be there?  
B Whenever suits you, really. Seven-ish?
- 2 A Is it OK if I ask Sean and Jerry to the party?  
B Ask whoever you like, so long as it's not more than 20-odd people.
- 3 A Nice menu! I really fancy the lobster, or is it too expensive?  
B Have whatever you like! The company's paying.
- 4 A That's it. Checkmate.  
B You're so annoying! However well I play, you always win!
- 5 A Tea or coffee?  
B Whichever's easiest. I'm happy with either.
- 6 A Did you know the dog's chewing your slipper?  
B Not again! Wherever I hide them, he always finds them.

Now ask the class what meaning *ever* adds to a word it is added to.

any thing, time, place, person, object, way

Finally, focus on the **A one-word answer with Whatever** box and go through it with the class. This usage is particularly in response to something said by someone who is senior to us, whom we disrespect.

Tell Sts to go back to the main lesson **1A**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Vocabulary** photocopiable activity at this point.

- c Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Don't be vague!**, **A** on p.86 and **B** on p.90. Here they role-play conversations where one person is being deliberately vague, and the other is trying to push them to give precise details.

Go through the instructions and tell Sts to read their example to make sure they understand what they have to do.

**EXTRA SUPPORT** You could demonstrate by getting a Student **A** to ask you the first question, and try to answer with vague language for as long as possible before finally agreeing details.

Get Sts **A** to start with their first question. Monitor and help where necessary.

When Sts have finished, you could do **d** as a whole-class activity.

Tell Sts to go back to the main lesson **1A**.

## 3 SPEAKING

- a Focus on the task and give Sts time to decide who they want to talk about and to make notes.

**EXTRA IDEA** You could get Sts to do some research using their phones and prepare a presentation either before or during class.

- b Put Sts in small groups of three or four and tell them to take turns to describe the person they chose. They should describe with as much detail about the person as possible, using their notes from **a**.

- c Get Sts to discuss in their groups which of the people they described they think is the best role model and why. Get feedback from different groups about the people they spoke about and the one they thought was the best role model.

**EXTRA SUPPORT** Do this as a whole-class activity.

## 4 GRAMMAR modal verbs (1): *will, would, should*

- a Focus on the task and then give Sts time to circle the sentence in each group giving advice for the future. Get Sts to compare with a partner, and then check answers.

Sts should circle the following sentences:  
will – 1    would – 3    should – 2

- b Now put Sts in pairs and tell them to decide what function the highlighted phrases have in the other sentences. You could do the first one as a class. Check answers.

### **will**

- 2 refusing
- 3 expressing annoyance at typical behaviour
- 4 supposing sth is true

### **would**

- 1 past habit
- 2 hypothesizing about the present
- 4 expressing annoyance at typical behaviour in the past

### **should**

- 1 a desirable or moral duty
- 3 a criticism of a past event
- 4 a formal instruction

**EXTRA SUPPORT** Do this as a whole-class activity.

- c Tell Sts to go to **Grammar Bank 1A** on p.116.

### **Grammar notes**

#### **Uses of will:**

- 1 Remind Sts that *dynamic verbs* = action verbs, as opposed to state or non-action verbs.  
You may want to elicit from Sts alternative forms for describing habits and typical behaviour, e.g.:  
*tend (not) to* + infinitive (e.g. *I **tend not to have** breakfast.*)  
*have a tendency (not) to* + infinitive (e.g. *She **has a tendency to underrate** her abilities.*)  
*be (not) in the habit of* + gerund (e.g. *We're **not in the habit of getting up** early.*)  
Another way to express annoyance about a habit is *wish* + *would(n't)* + infinitive (e.g. *I **wish you'd listen** to me for a change.*)

#### **Uses of would:**

- 2 *be* is not normally used with *would* with its stative meaning, e.g. NOT *I **would be shy** when I was a child*, but it can when it has a dynamic meaning, *In the summer holidays, I **would be** outside all day playing with my friends.*
- 4 Using *would* makes what we say more polite because it sounds less direct and final, and more open to discussion or negotiation.

#### **Uses of should:**

- 1 You may want to elicit from Sts alternative forms for expressing a moral obligation, e.g. *ought to* / *have a duty to* + infinitive (e.g. *We **ought to / have a duty to care** for the planet.*)
- 2 Another way to express an assumption is *I assume* or *presumably* (e.g. *I **assume** you have everything you need?* **Presumably** he's missed the bus.)
- 3 We can omit *should* in structures expressing importance (e.g. *It is imperative (that) you **should** reserve a place.*), or in suggestions (e.g. *I suggest you **should** do nothing.*)

Focus on the example sentences for uses of *will* and go through the rules with the class.

Repeat for uses of *would*, uses of *should*, and structures after modal verbs.

Go through the **will or shall?** box with the class.

Now tell Sts to go to p.132 and get them to do the exercises individually or in pairs. If they do them individually, get them to compare with a partner.

Check answers after each exercise.

### **a**

- 1 I don't know what's wrong with my scanner, but it won't connect to my wi-fi.
- 2 I think I'd / would find it too stressful.
- 3 Ben will leave / shouldn't leave his dirty dishes in the sink...
- 4 I'm assuming everyone will have done the homework...
- 5 When I was at primary school, anyone arriving late would be sent to see the headmistress.
- 6 I should be (shows reasonable expectation) (OR will / shall be – certain prediction) there, although unfortunately I won't / shan't be able to stay long.
- 7 It's no use phoning Mimi now – she'll / will be taking her driving test.
- 8 I find it astonishing that the old theatre should have been demolished.
- 9 It's vital that your password shouldn't / should not be disclosed to anyone else.
- 10 I assumed the rules would have been / would be explained to you when you joined the gym.
- 11 I absolutely won't apologize.
- 12 It would seem that your partner is not very well.
- 13 Most migrating birds will return to the same habitat year after year.

### **b**

- 1 I won't generally get up before ten o'clock at weekends nowadays.
- 2 My teacher suggested (that) I should choose a subject I was passionate about.
- 3 Of course she would deny screwing up.
- 4 Thanks for the offer of a lift, but to be honest, I'd sooner walk.
- 5 I'd have thought / I should think you could afford to buy a car if you start saving up now.

Tell Sts to go back to the main lesson **1A**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

## 5 PRONUNCIATION contractions

### **Pronunciation notes**

Sts will be used to hearing contractions of *will, would, have, had*, etc., but when two are used together (e.g. *I'd've, I'll've*) they may have problems recognizing what was said. The focus here is mainly on understanding multiple contracted forms, but Sts are also encouraged to practise multiple contractions themselves, as this will refine their pronunciation skills and make them sound more natural. Remind Sts that the focus is on multiple contractions in speech (more than one written contraction in a phrase is only likely to occur in, for example, a script for a very informal dialogue).

- a 1.6 Focus on the task and give Sts time to read the sentence and try to work out before they listen which words might be contracted. They could do this individually or in pairs.

Play the audio for Sts to listen and note which word(s) was contracted each time.

Check answers. You could write the three sentences on the board with contractions to show Sts.

- 1 *would* is contracted = 'd
- 2 *have* is contracted = 've
- 3 both *would* and *have* are contracted = 'd've

### 1.6

- 1 I'd have liked to come, but it was impossible.
- 2 I would've liked to come, but it was impossible.
- 3 I'd've liked to come, but it was impossible.

**b** 1.7 Focus on the task and then play the audio, pausing after the first sentence to give Sts time to write.

Now repeat the process for the five other sentences.

Get Sts to compare with a partner, and then play again if necessary.

Check answers by eliciting the full sentences onto the board.

- 1 I will soon have been living here for 20 years.
- 2 If we had set off earlier, we would not have got caught in the rush hour.
- 3 They should have known that it would be a disaster.
- 4 It will be easier to choose the right place if you have already researched online.
- 5 If I were you, I would accept their offer.
- 6 You should not have left so late.

### 1.7

- 1 I'll soon've been living here for 20 years.
- 2 If we'd set off earlier, we wouldn't've got caught in the rush hour.
- 3 They should've known that it'd be a disaster.
- 4 It'll be easier to choose the right place if you've already researched online.
- 5 If I were you, I'd accept their offer.
- 6 You shouldn't've left so late.

**c** Give Sts time, in pairs, to practise saying the sentences, contracting all the auxiliary verbs.

**EXTRA SUPPORT** If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on the Teacher's Resource Centre.

Elicit the sentences from individual Sts.

**EXTRA SUPPORT** Play the audio again and then put Sts in pairs to practise saying the sentences.

**d** Focus on the task and give Sts time to think about the topics.

Put Sts in pairs to tell their partner about some of the topics. Encourage them to use contractions when they introduce the topic, e.g. *I'm going to tell you about some advice I should've listened to.*

Elicit some feedback.

**6 LISTENING** understanding extended speech on abstract and complex topics beyond his / her own field

**a** Focus on the cartoon and ask Sts what point they think it is making.

Then do the questions as a whole-class activity, or put Sts in pairs and then get some feedback. You could tell Sts your answers, too.

**EXTRA IDEA** You could also ask Sts who they normally ask for advice and to what extent this has changed during the different stages of their life.

**b** 1.8 Focus on the task and tell Sts that this is a podcast based on a *Guardian* article. Make sure Sts understand what they have to do and give them time to quickly read 1–7.

Play the audio, pausing after the first extract to give Sts time to circle the correct meaning of *wary*.

Repeat for extracts 2–7.

Get Sts to compare with a partner, and then check answers, eliciting the pronunciation of any tricky words.

- 1 cautious
- 2 wanting the best for you
- 3 don't want to be responsible for it
- 4 different aspect of an idea
- 5 making you feel pleased
- 6 don't have
- 7 do things to make someone like you

### 1.8

- 1 Here's a solid gold piece of advice: be wary of anyone offering you solid gold pieces of advice.
- 2 The friend who advises you to, say, stay in your relationship or leave your job may well be looking out for you, but she's inescapably looking out for herself, too.
- 3 ...people will generally advise you to act more cautiously than they would act themselves in a similar situation – perhaps because they don't want it on their conscience if you take a daring leap and fall flat on your face.
- 4 There's a happy flip side to this, though, for parents, teachers, managers, and anyone else who finds themselves in the position of needing to motivate others.
- 5 This result isn't all that surprising, I suppose, when you consider how flattering it feels to be invited to give advice.
- 6 ...yet the truth, very often, is that we know exactly what we need to do – we just lack the confidence to do it.
- 7 ...to ingratiate yourself with someone, it's better to ask for a favour than to perform one: the favour-doer will come to think of you as the decent and likable sort for whom they do favours.

**c** 1.9 Tell Sts they are now going to listen to the whole podcast and they must complete its message.

Play the audio once the whole way through for Sts to listen and complete the message.

Get Sts to compare with a partner, and then check the answer.

#### Suggested answer

If you need to motivate others, it is better to ask them for advice rather than to give them advice.

### 1.9

(Script in Student's Book on p.106)

Here's a solid gold piece of advice: be wary of anyone offering you solid gold pieces of advice. The friend who advises you to, say, stay in your relationship or leave your job may well be looking out for you, but she's inescapably looking out for herself, too, whether she realizes it or not. Maybe she thinks her own marriage is not perfect, and that you, too, should accept a similar situation. Maybe she adores your company so much she could never recommend a career step that might involve your leaving town.

Moreover, research suggests that people will generally advise you to act more cautiously than they would act themselves in a similar situation – perhaps because they don't want it on their conscience if you take a daring leap and fall flat on your face.

There's a happy flip side to this, though, for parents, teachers, managers, and anyone else who finds themselves in the position of needing to motivate others: far better than giving them advice is to give *them* the opportunity to give advice. That's the conclusion of a new study by psychologists at the Universities of Chicago and Pennsylvania, who found that American middle-school pupils were much more enthusiastic about doing their homework after dispensing advice on the topic to younger children than after receiving advice from teachers. This motivational effect lasted weeks and was also observed among adults who were attempting to lose weight, save money, control their temper, or find a job. Teach a man to fish and he'll know how to fish – but get him to teach others how to fish, and he might actually do some fishing.

This result isn't all that surprising, I suppose, when you consider how flattering it feels to be invited to give advice. Faced with a challenge, we tend to assume we need to seek advice in order to obtain more knowledge about how to proceed; yet the truth, very often, is that we know exactly what we need to do – we just lack the confidence to do it. The act of giving advice reacquaints us with the knowledge we already possess, which instils confidence, which motivates action.

In fact, there are few bigger compliments you can pay another person than to ask, preferably sincerely, for their advice. As Benjamin Franklin, politician and founding father of the USA, famously observed, to ingratiate yourself with someone, it's better to ask for a favour than to perform one: the favour-doer will come to think of you as the decent and likable sort for whom they do favours. The same surely applies to advice: rather than giving it, ask for it.

**d** Tell Sts they are going to listen to the podcast again and this time they need to answer the multiple-choice questions 1–4. Give them time to read the questions and options, and see if they can remember any of the information.

Play the audio again, and then check answers. If there are any differences of opinion, play the audio again, pausing after the relevant bit.

Check answers.

1 b 2 a 3 c 4 a

## LANGUAGE IN CONTEXT

**e** **1.10** Focus on the task and elicit what a collocation is (= a combination of words in a language, that happens very often and more frequently than would happen by chance). Put on the board a gapped sentence containing the collocation *strongly advise*, e.g.:

I \_\_\_\_\_ ADVISE YOU TO LISTEN TO WHAT I HAVE TO TELL YOU.

Elicit that the adverb which collocates here is *strongly*.

Then point out that they are going to look at verbs which collocate with the noun *advice*.

Get Sts to complete the missing verbs, individually or in pairs. You might want to point out that they need to put the verb in the correct form.

Play the audio for Sts to listen and check.

1 offering 2 dispensing 3 receiving 4 give 5 seek  
6 ask, for

### 1.10

- ...be wary of anyone offering you solid gold pieces of advice.
- ...middle-school pupils were much more enthusiastic about doing their homework after dispensing advice on the topic...
- ...than after receiving advice from teachers.
- ...when you consider how flattering it feels to be invited to give advice.
- ...we tend to assume we need to seek advice in order to obtain more knowledge...
- ...there are few bigger compliments you can pay another person than to ask, preferably sincerely, for their advice.

**f** Do this as a whole-class activity, or put Sts in pairs and then get some feedback.

**g** **1.11** Focus on the task and give Sts time to read points 1–3.

Play the audio, pausing after each speaker to give Sts time to make notes.

Get Sts to compare with a partner.

### 1.11

(Script in Student's Book on p.106)

#### 1 Kathy

So, the best advice I've ever been given... Well, in my early career I remember I'd been having – I'd been having trouble with a more junior colleague in our department, and I wasn't particularly senior – important – at that time where I was working, but I did need to get him to do something that he really didn't want to do and he kept avoiding it. And I didn't want to upset him by insisting on it, and I really just couldn't get anywhere with it, and now I think my boss could see what was going on. She was quite a... quite a perceptive person. Anyway, she said one evening she could give me a lift home, and she just asked me point-blank what the matter was, and I was so stressed by that point that I just told her the problem I was having with this colleague, and she said: 'Well, if you're sure you're right about this, and I think you are, then go ahead.' And I said I was just really worried that we wouldn't be able to get on – me and this colleague – anymore. And she said, 'Well, I think you're right about that, but the best advice I can give you is: he's your colleague, and not your friend, and just remember that it's not important that everybody likes you.' I was quite shocked, but in fact it was really good advice and, in difficult situations through my working life, I've remembered and, and followed that advice.

#### 2 Emma

In terms of the best piece of advice I've ever been given, it's not something that was given to me personally, but I've been listening to a lot of podcasts recently, about body positivity, and confidence, and being healthy, and all that kind of stuff, and I'm not sure who it was but one of the podcasters basically said, you know, no one's actually looking at you – everyone's very self-conscious. When you put on swimwear, when you're in your summer clothes, you think you're going to walk out onto a beach and everyone's just going to turn around and stare at you, but the reality is, everyone's just far more concerned about themselves than they are about you. I think that's quite a good thing to live by, and I do try to think like that...

#### 3 Cecile

The only thing I can think of off the top of my head is when I was with my sister shopping and we went into a department store. I think we were looking for a present for someone, and I fell in love with some really expensive shoes, and they weren't even dressy shoes, they were just trainers – very nice ones, I just love them – and my sister said to me, 'I think you should get them. They're so "you" and you'll wear them loads.' Anyway, she convinced me, and I've been wearing them for the last three years, day in, day out. If you use that system of dividing the price of something by how often you wear it, they sort of worked out cheap, I think.

**h** Tell Sts they are going to listen to the three speakers again and they should add more information to their notes.

Play the audio again, pausing after each speaker.

Check answers.

**Kathy**

- 1 She'd been having trouble at work with a junior colleague.
- 2 From her boss: do what you think is right – it's not important for everybody to like you.
- 3 Yes, she thought it was good advice. She has followed the advice throughout her working life.

**Emma**

- 1 She was listening to a podcast about body positivity.
- 2 The podcast: no one is actually looking at you, they're more concerned about themselves.
- 3 She doesn't say whether she has followed it, but she thinks it's a good thing to live by and she tries to think like that.

**Cecile**

- 1 shopping, looking for a present
- 2 Her sister: I think you should get the shoes, you'll wear them loads.
- 3 Yes, because she's worn them lots and they worked out cheap.

Now either do the questions as a whole-class activity, or put Sts in pairs and then get some feedback.

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on *p.106*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

## 7 SPEAKING

**a** Focus on the task and make sure Sts understand what they have to do.

Give them time to think of a situation they are happy to talk about.

**b** Focus on the **Talking about advice you were given** box and go through it with the class.

Now focus on the task and put Sts in small groups of three or four.

Monitor and help if necessary whilst Sts talk about their experiences and rate the advice each person was given.

Elicit some feedback from various groups.

- G** noun phrases  
**V** phrasal nouns  
**P** short and long vowels

## Lesson plan

The main topic of the lesson is upbringing and different styles of parenting, both from young people's perspectives and those of experts.

The first half of the lesson begins with reading an article about differences in upbringing and education between the UK and the Netherlands, in which five Dutch teenagers give their perspectives. This allows Sts to then compare what they say with what goes on in their own country. The reading is followed by a grammar focus on noun phrases, covering compound nouns, using gerunds and infinitives, and using a noun phrase instead of a verb phrase. There is then a speaking activity in which Sts listen to a model and then talk about their own upbringing.

The second half starts with Sts listening to a radio programme in which two people discuss a book about different styles of parenting. This leads to a vocabulary focus on phrasal nouns, such as *outcome*, *downpour*, etc. In Pronunciation, Sts focus on distinguishing between short and long vowels, e.g. *teens* vs *tins*. This is followed by a writing focus on discursive essays, which includes a section on proofreading. The lesson ends with a video listening, **The Conversation**, in which Sts hear three people discussing whether parents are influenced by the way they themselves were brought up. Sts then discuss this question, as well as a couple of other questions related to the topic. (This part of the lesson can be used with the video from the *Teacher's Resource Centre* or the *Classroom Presentation Tool*. Sts can find all the video content on *Online Practice*.)

### More materials

#### For teachers

##### Photocopiables

*Grammar* noun phrases p.138

*Communicative* Parenting styles p.160 (instructions p.153)

*Vocabulary* Phrasal nouns p.188 (instructions p.183)

#### For students

Workbook 1B

Online Practice 1B

### OPTIONAL LEAD-IN – THE QUOTE

Write the quote at the top of p.10 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.

You could tell Sts that Anne Frank (1929–1945) was a Jewish girl whose diary of her family's two years in hiding in Amsterdam during the German occupation of the Netherlands became a classic of war literature.

Get Sts to discuss what they think she is saying in this quote, and whether they agree.

## 1 READING understanding implicit and explicit meaning in non-literary writing

**a** Focus on the task and check Sts know what UNICEF stands for (United Nations Children's Fund) and is an organization within the United Nations that helps to take care of the health and education of children all over the world. Then focus on the list from the UNICEF report and make sure Sts understand all the lexis, e.g. *a fussy eater*.

Put Sts in pairs and get them to decide which three they think would make children happier in their country and then which one is the most important to them.

Elicit ideas from various pairs.

**EXTRA SUPPORT** If your Sts come from the same country, you could do this as a whole-class activity.

**b** Focus on the task and the title of the article.

Give Sts time to read the first paragraph of the article, up to '...socially confident', and answer the question.

Get Sts to compare with a partner, and then check the answer.

British parents are worried about their children having accidents, e.g. falling into canals; Dutch parents worry about their children not being independent and self-confident.

Deal with any vocabulary that you think might be challenging for your Sts in terms of either meaning or pronunciation.

**EXTRA IDEA** You may want to tell Sts that the results of the UNICEF report showed that the top 5 countries for childhood happiness are:

1 The Netherlands, 2 Norway, 3 Iceland, 4 Finland, 5 Sweden

**c** Focus on the task and point out the two sections, **Upbringing** and **Education**. Elicit the difference in meaning between the two (*upbringing* = how their parents brought them up, *education* = their schooling). Tell Sts they must read what each teenager says and then write their name once next to a sentence in each section. Point out the **Glossary**.

Give Sts time to read what the teenagers say and complete the task.

Get them so compare with a partner, and then check answers.

Moya	5 and 8
Zeb	1 and 12
Seegert	4 and 7
Emma	6 and 11
Ben	2 and 10

**EXTRA SUPPORT** You could ask Sts some more comprehension questions about the young people's upbringing and education:

Moya: How did she learn to look out for other people? Why does she think it's good to be able to work at your own speed?

Zeb: What example does he give of using social media responsibly? What has recently motivated him to study American history?

Seegert: What kind of things has he negotiated with his parents? What does he think is the advantage of a school lottery system?

Emma: What example does she give of being allowed to make mistakes? Why does she approve of having different streams at school?

Ben: How does he say he has learned to keep a balanced perspective? What's his attitude to mixed-gender education?

**d** Focus on the task and put Sts in pairs.

Give Sts time to read what the teenagers say again and then discuss with their partner the implied meaning in 1–8.

Elicit answers.

#### Suggested answers

- 1 Your position in society isn't so important
- 2 People don't worry so much about other people knowing what they are doing
- 3 It's a very relaxed way of teaching / teaching style
- 4 think freedom is more important than money / value freedom more than money
- 5 you're not going to have a very rewarding life
- 6 It's not considered a negative thing
- 7 There's a programme to give students help and advice
- 8 learning to see both sides of something

Deal with any vocabulary that you think might be challenging for your Sts in terms of either meaning or pronunciation.

**e** Focus on the task. If your Sts come from the same country, you could do the questions as a whole-class activity. If not, put Sts in pairs, and then get some feedback. Discuss if there would be any difficulties introducing their ideas.

## 2 GRAMMAR noun phrases

**a** Focus on the task and then put Sts in pairs to see if they can remember any of the missing words.

**b** Tell Sts to find the answers to **a** in the text and to then answer questions 1 and 2.

Check answers. Point out that the compound noun *life satisfaction* in 1 is an extension of a more common compound noun, *job satisfaction*.

**EXTRA SUPPORT** You could do extracts 1 and 2 as a class.

**a**  
1 life 2 having 3 Gathering 4 school 5 self 6 learning

**b**  
1 Using the gerund 2 The first noun describes the second.

**c** Tell Sts to go to **Grammar Bank 1B** on p.117.

#### Grammar notes

Noun phrases are a common feature of English. They act like nouns but express a more complex idea.

They are structured in many different ways, but usually consist of a head noun plus extra information such as articles, numbers, determiners, adjectives, relative clauses, etc.

#### Compound nouns

Compound nouns are often used to express an idea in a concise way. Sts should use their dictionaries to check whether compound nouns are one word, two words, or hyphenated. *Smart board* is an example of how a new compound is often initially written as two words, but then may become a single word (like *whiteboard* or *blackboard*) as it becomes more familiar.

Compound nouns may sometimes have three nouns, e.g. *art history class*, *space travel documentary*, *time management skill*. In these, the third noun is the main one.

#### Using gerunds and infinitives

Remind Sts that:

- 1 Gerunds have a present form (*being*, *driving*), a past form (*having studied*), and a passive form (*being driven*).
- 2 We often use a clause beginning *the fact that...* rather than a noun / pronoun + gerund (e.g. *A lot of people commented on **the fact that** you missed the meeting.* **The fact that** *Emma didn't know anyone made her feel uncomfortable.*)
- 4 Infinitives have a present form (*to listen*, *to speak*), a continuous form (*to be lying*), a past form (*to have responded*), and a passive form (*to be heard*, *to have been heard*). Highlight that *Listening is better than speaking* is much more informal than the infinitive, but *To listen is better than to speak* has more gravitas.

#### Using a noun phrase instead of a verb phrase

- 1 You might want to remind Sts that a noun phrase is more formal and impersonal in the same way that a passive verb is often more formal than an active one. A noun phrase also helps you to avoid repetition and focus on a process or a result.
- 3 Common nouns used in noun phrases followed by *on* are *attack*, *report*, *ban*, *decision*, and *agreement* (e.g. *A **decision on** whether or not to sell will be made at next week's meeting.*).

Focus on the example sentences for **compound nouns** and go through the rules with the class.

Repeat for **using gerunds and infinitives** and **using a noun phrase instead of a verb phrase**.

Go through the **Nouns followed by different prepositions** box with the class.

Now tell Sts to go to p.132 and get them to do the exercises individually or in pairs. If they do them individually, get them to compare with a partner.

Check answers after each exercise.

- a**
- 1 ✓ but *my* is more formal
  - 2 flower vase, kitchen cupboard
  - 3 Not knowing
  - 4 ✓ but *The sending of money* is more formal
  - 5 missing
  - 6 ✓
  - 7 ✓ but *Harry's* is more formal
  - 8 the disposal of used plastic cups
  - 9 ✓ but the infinitive is more formal

b

- 1 The introduction of a new system will speed up the process.
- 2 Their inability to understand what people want means that politicians are increasingly out of touch.
- 3 The construction / building of a new library will improve the school's facilities.
- 4 The reduction in entrance fees should attract a younger audience.
- 5 The closure of many small shops will ultimately give consumers less choice.
- 6 The demand for e-magazines has forced many print magazines to disappear.
- 7 The monitoring of the use of social media is aimed at protecting young people.
- 8 The shortage / lack of nurses is resulting in hospital waiting lists getting longer.

Tell Sts to go back to the main lesson **1B**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Grammar photocopiable activity** at this point.

### 3 SPEAKING

a **1.12** Focus on the task and questions.

Play the audio once the whole way through for Sts to listen and answer the questions.

Get Sts to compare with a partner, and then check answers.

- 1 **Strict:** They were very demanding about studying, but didn't help with homework. Her father would be angry if she didn't do well in exams.  
**Liberal:** Her parents were liberal about playing outside and wouldn't know where their children were or wouldn't mind what time they got back as long as they didn't miss meals.
- 2 Her father would be angry if she didn't do well in exams, and her mother would be disappointed. Her father tried to impose his tastes on her in music and sport. He was very controlling.

#### **1.12**

(Script in Student's Book on p. 106)

I'd say my parents were pretty strict. I mean, they were...they were very strict about some things in particular; not so much about, I don't know, playing outside, or things like that. In fact, I remember we used to go off and play all day and they wouldn't know where we were or care what time we came back, so long as we didn't miss a meal or something like that. But they were very strict about studying. They were very demanding: they wanted us to always be top of the class; they'd be very upset if we didn't do well. On the other hand, they didn't use to control how much homework we were doing, they never helped us with our homework, they just assumed we would be getting on with it, and they were very angry if we didn't get – well, when I say 'they', my father much more than my mother – would be very angry if we didn't do well in exams. My mother would be disappointed, but my father would be angry, and I remember with my A levels I got two As and a B, and he didn't say 'Well done', he just said, 'Why did you get that B?' And, er...so, my dad was controlling. I mean, he was pretty authoritarian and he controlled our tastes – well, he tried to control our tastes – in all sorts of things, in the sense that he thought we should agree with everything he liked. So, he didn't approve of football, but he liked tennis, so watching tennis was fine but watching football wasn't. And he adored classical music but loathed pop music, and I remember that, er, if he came in and my sister and I were watching a programme like *Top of the Pops* on television, he would immediately switch it off, and I think he actually broke some records that we'd bought of Beatles songs or something like that.

b Give Sts time to read the questions and think of their answers. Encourage them to aim to consciously try to expand their vocabulary, i.e. to use some of the words and phrases related to the topic which have come up in the lesson so far.

Put Sts in pairs and give them time to discuss their upbringing.

Get some feedback from various pairs. You could do question 3 as a whole-class activity. You could also tell the class about your own upbringing either before or after Sts discuss it themselves.

### 4 LISTENING understanding and assessing the evidence from research

a Focus on the task and the three types of parent. Then put Sts in pairs to discuss how they think each type of parent would bring up their children.

Elicit some feedback but don't tell Sts if they are right or wrong. You may want to tell Sts that *free-range* is often associated with eggs, meaning those which come from hens that are kept in natural conditions and can move around freely.

**EXTRA SUPPORT** Do this as a whole-class activity.

b **1.13** Focus on the task and give Sts time to read the three options.

Now play the audio for Sts to listen, check their answers to a, and choose the summary of what the book is about.

Check answers.

- a **Free-range parents:** children have lots of freedom with not much supervision  
**Helicopter parents:** parents hover over their children and control their every waking moment  
**Tiger parents:** parents are very demanding and put a lot of pressure on children to achieve

b 2

#### **1.13**

(Script in Student's Book on p. 106)

**P = presenter, J = Janice**

**P** Good afternoon, and welcome to the programme. Now, we all know that parents take different approaches to bringing up their kids, and, thinking of our own upbringing, and people we know, we all probably have an idea about which styles of parenting we approve of. We've been hearing a lot in the media recently about different parenting styles – for example, 'free-range' parenting, where children have lots of freedom with not much supervision, or 'tiger' parenting, where parents are very demanding and put a lot of pressure on children to achieve. In particular, there's been a lot of attention given recently to the phenomenon of so-called 'helicopter parents' – the ones who hover over their children and control their every waking moment – and this is generally regarded as a negative thing. Joining us today is an expert on the psychology of parenting, who's going to discuss a new book called *Love, Money and Parenting*, written by economists Mathhias Doepke and Fabrizio Zilibotti. It argues, controversially, that, in fact, in the UK and the USA, the children of helicopter parents do better at school, are more focused and conscientious, and are less likely to take risks with drink and drugs. Hello, Janice, and thank you for coming on the programme.

**J** Hello.

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on p.106, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**c** **1.14** Focus on the task and give Sts time to read the two questions. You could ask Sts who the two people are that they heard in the introduction and will continue to listen to now (the radio presenter and Janice, an expert on the psychology of parenting).

Now play **Part 1** of the interview for Sts to listen and answer the questions.

Get them to compare with a partner, and then check answers.

- 1 academic achievement
- 2 being very engaged with their children and giving them a lot of attention

**1.14**

(Script in Student's Book on p.106)

**P** So, Janice, what's your take on the book?

**J** Thanks, Sam. Well, this is a very interesting book. According to the authors, helicopter parents are a combination of strict and supportive. They have high expectations about what their children should achieve, both academically and in their general lives, but they are also available to talk to them and give them help when they need it. This is very different from authoritarian parents – the so-called tiger parents – who put a big emphasis on obedience.

**P** And what do the authors say is the main benefit of 'helicopter' parenting?

**J** Well, the main benefit of this type of parenting is in academic achievement. There are several studies that prove that children of helicopter parents get the highest exam results – regardless of background, they achieve higher scores in maths, reading, and science – and these children are also very likely to go on to university.

**P** So, how does this compare with other types of parenting? How do *their* children do?

**J** Well, apparently, children of free-range parents get the second-highest results, followed by children of tiger parents.

**P** Which is interesting, because people normally think that children of tiger parents get the top results! So, what kinds of things do helicopter parents do with their children that make such a difference to academic performance?

**J** Well, reading with children, telling them stories, and, when they are older, discussing politics: these are all things which they say push up test scores significantly, and, apparently, doing all three regularly can account for a huge increase in test scores. But, in fact, they do say that it's not so much the specific activity that makes a difference, it's more that these parents are closely engaged with their children. They give them lots of attention – the right sort of attention.

**P** And they're also very keen on extracurricular activities: the music lessons, the sports, and so on. Do they make a difference, too?

**J** Yes. Well, helicopter parents commonly insist that their children learn an instrument or a foreign language, or do a sport. This is significant, the authors say, because certain types of extracurricular activities have an important influence on a child's development. For example, encouraging a child to play the violin or piano is not just for the pleasure of music: it also trains them to focus better on a task.

**d** Give Sts time to read sentences 1–5 and think what the missing words might be.

Play the audio again for Sts to listen and complete the sentences.

Get them to compare with a partner, and then play again if necessary.

Check answers.

- 1 strict, supportive
- 2 obedience
- 3 second-highest
- 4 discussing politics
- 5 focus better

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on p.106, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**e** **1.15** Tell Sts they are going to listen to **Part 2** of the interview and give them time to read statements 1–8. You might want to remind them that Doepke and Zilibotti are the authors of the book on parenting that is being discussed on the radio programme.

Now play the audio for Sts to listen and mark each statement *T* (true) or *F* (false).

Get them to compare with a partner, but don't check answers yet.

**1.15**

(Script in Student's Book on p.107)

**P** Presumably, not everyone is convinced by this research?

**J** No. The book hasn't been well-received by the free-range parent community, who argue that any kind of intensive parenting ruins family life. They say it harms children's happiness and doesn't produce particularly successful or creative offspring.

**P** Yes, they tend to think children are hugely over-supervised these days, that they don't have time to think for themselves and just expect to be entertained...

**J** Yes, but the authors of the book say that the evidence doesn't really support that. They argue that it's about finding a balance. The really clever part about helicopter parenting when it's done well is that these parents use what social scientists call 'soft power'. They are aiming to shape children's values and preferences so that the children appear to be making those choices of their own accord. So, their children tend to acquire a good work ethic and resilience when they are faced with challenges – and these are valuable personal characteristics that will have an effect on their future success. There's also a Swedish study which says that these children are less susceptible to depression, better at concentrating, and generally more self-confident.

**P** Does the book imply, then, that this is the best parenting system regardless of what country you're from or what the education system is?

**J** No, and this is, in a way, the most interesting argument. The authors *don't* say that there is only one possible parenting style. What they explain is that parenting styles are a reflection of the economic situation in a particular country at a certain time. So, in countries where there is considerable economic inequality, such as the UK or the US at the moment, there are more parents who push their children to succeed from a young age, because there's so much to be gained by doing well in life. However, in the UK in the 1970s, when there was less difference between the lives of the most and least successful, parenting styles were generally more relaxed, which was appropriate at that time. And, today, if you look at countries where the average income is higher and they have *less* economic inequality, such as Sweden and Finland, again, parenting can still be more relaxed because there's not so much to lose by not being a high achiever. And, typically, children in Scandinavia and the Netherlands tend to be far less competitive, and qualities such as creativity and independence are more highly prized, because that's what they need to succeed.

**P** So, what kind of parents are the authors? Do they say in the book?

**J** Both authors say they are almost certainly helicopter parents, but, as I was saying, they don't think that this is the only 'right' parenting style.

**P** Just that it produces the best outcomes in unequal societies?

**J** Yes, that's right. And they highlight the importance of having the right parenting style for your circumstances. For example, being an over-controlling parent – a tiger parent – may produce great exam grades, but these children, often those from countries where there is a huge focus on academic achievement, such as Singapore and South Korea, have the most mental health and

youth suicide problems, along with low levels of creativity. These children never have the opportunity to develop their natural talents, and it can make them stressed and unhappy in the short term. And, with free-range parenting, children may develop their creative side and learn to make their own decisions, but they may also make the wrong decisions, or miss opportunities because their parents aren't involved enough.

- P** Well, how fascinating, and how difficult to get that balance right. If you want to read more, the book we've been discussing today is *Love, Money and Parenting: How Economics Explains the Way We Raise Our Kids*, by Matthias Doepke and Fabrizio Zilibotti, published by Princeton University Press. Thank you very much, Janice, for talking to us today... So, what kind of parent are you? I have to say I'm totally free-range...

- f** Tell Sts they are going to listen to **Part 2** again and they need to check exactly what Janice said which either supports the statements in **e**, making them true, or negates them, making them false.

Play the audio again, pausing to give Sts time to write.

Get them to compare with a partner, and then play again if necessary.

Check answers.

- 1 Negates: 'the authors of the book say that the evidence doesn't really support that. ...it's about finding a balance...'
- 2 Supports: They are aiming 'to shape children's values and preferences so that the children appear to be making those choices of their own accord.'
- 3 Supports: 'So their children tend to acquire a good work ethic and resilience when they are faced with challenges...'
- 4 Negates: 'However, in the UK in the 1970s, when there was less difference between the lives of the most and least successful, then, parenting styles were generally more relaxed, which was appropriate at that time.'
- 5 Negates: 'Both authors say they are almost certainly "helicopter" parents.'
- 6 Supports: '...they highlight the importance of having the right parenting style for your circumstances.'
- 7 Supports: '...but these children, often those from countries where there is a huge focus on academic achievement, such as Singapore and South Korea, have the most mental health and youth suicide problems...'
- 8 Supports: '...they may also make the wrong decisions, or miss opportunities because their parents aren't involved enough.'

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on p.107, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- g** Do the questions as a whole-class activity, or put Sts in pairs and then get some feedback. If your Sts come from the same country, you could ask them if they think parents in their country follow a particular style in general. With the last question, if any of your Sts are already parents, you could ask them what kind of parent they are, rather than what they might be in the future.

## 5 VOCABULARY phrasal nouns

- a** Put Sts in pairs and get them to complete the nouns in bold. They should then decide what the nouns mean. Check answers and elicit what each noun means.

- 1 **incomes** (money people earns from work, investing, etc.)
- 2 **upbringing** (the way in which a child is cared for and taught how to behave while it is growing up)
- 3 **outcome** (result or effect)

- b** Do the question as a whole-class activity, or put Sts in pairs and then get some feedback.

- c** Tell Sts to go to **Vocabulary Bank Phrasal nouns** on p.141.

### Vocabulary notes

You may want to highlight to Sts that although some phrasal nouns share their meaning with a corresponding phrasal verb or verb + particle, e.g. *upbringing* / *bring up*, sometimes there is a phrasal noun even though no verb + particle meaning exists, e.g. *aftershock* (phr n) = a small earthquake, BUT NOT *shock after*. In some cases, the meaning of the phrasal noun is unrelated to the phrasal verb, e.g. *intake* (phr n) = the amount of food, drink, etc. that you take into your body BUT *take in* (phr v) can mean to allow sb to stay in your home, to deceive sb, to make a piece of clothing smaller, etc.

When the phrasal noun is verb before particle, it is sometimes hyphenated and Sts will need to check with a dictionary.

Other examples you may want to teach are:

- 1 Particle before verb: *onset, outset, onlooker, underpass*
- 2 Verb before particle: *blackout, break-in, buyout, castaway, castoff, cutback, dropout, handout, hideout, login, playoff, pushover, sit-in, stopover, takeaway, takeover, throwback, walkout, washout*

Focus on the **Form and meaning of phrasal nouns** box and go through it with the class.

Now focus on **1 Particle first** and get Sts to do **a** individually or in pairs. Make sure they write the particle in the **Particle** column, and not in the sentence. You may want to remind Sts that *particle* = a preposition or adverb.

- 1.16** Now focus on **b**. Play the audio for Sts to listen and check.

Check answers and make sure Sts know the meaning of the phrasal nouns.

- 2 in 3 out 4 down 5 after 6 out 7 down  
8 after 9 out 10 in 11 up 12 out 13 after 14 out  
15 out 16 up 17 down 18 up 19 in  
The particle has the main stress.

### 1.16

#### Phrasal nouns

##### 1 Particle first

- 1 His parents were actors, so his upbringing was rather unusual.
- 2 We need to offer more financial support to people on low incomes.
- 3 Both teams are on top form – it's impossible to predict the outcome of the match.
- 4 Just as we left the cinema there was a sudden downpour, and we got soaked.
- 5 I like that brand of sweeteners – they don't leave any nasty aftertaste.
- 6 When changes to immigration policy were announced, there was a public outcry.
- 7 A series of political misjudgements eventually led to the downfall of the president.
- 8 Her bad back is an unfortunate after-effect of her car accident.
- 9 It will be sunny today, but the outlook for the weekend is rain.
- 10 We were supposed to be working as a team, but I had almost no input.
- 11 Could you give us an update on the progress of our house sale?
- 12 After an emotional outburst, she ran into her bedroom, crying.
- 13 People felt the aftershocks many days after the earthquake.

- 14 Our initial outlay was high, but eventually we made a success of the business.
- 15 The documentary is about the events leading up to the outbreak of World War I.
- 16 There has been a very high uptake of the free courses we advertised.
- 17 As a result of a downturn in sales, several stores have been closed.
- 18 The entrance fee helps with the upkeep of the house and gardens.
- 19 Your recommended daily intake of sugar is about six teaspoons.

Focus on **Activation** and get Sts to cover the **Particle** column, look at sentences 1–19, and see if they can remember the phrasal nouns.

Focus on **2 Verb first** and get Sts to do **a** individually or in pairs. Make sure they write the verb in the **Verb** column, and not in the sentence.

🔊 **1.17** Now focus on **b**. Play the audio for Sts to listen and check.

Check answers and make sure Sts know the meaning of the phrasal nouns.

2 climb 3 come 4 break 5 break 6 turn  
 7 mix 8 set 9 let 10 write 11 back 12 give  
 13 hold 14 turn 15 make 16 set 17 break 18 write  
 19 go 20 stand 21 melt  
 The verb has the main stress.

🔊 **1.17**

**2 Verb first**

- 1 £150 for a T-shirt? That's a complete rip-off!
- 2 After insisting he could negotiate a new deal, he was forced into a climbdown.
- 3 After ten years out of the sport, he's made an amazing comeback and reached the final.
- 4 After years of research into a cure for the disease, they have finally had a breakthrough.
- 5 Family break-ups increase the risk of childhood depression.
- 6 I find musicals a bit of a turn-off. They're just not my cup of tea.
- 7 I'm afraid there's been a bit of a mix-up. I think I've got your case and you've got mine.
- 8 I've only been in the job a couple of weeks, so I still don't really know the set-up.
- 9 It was a bit of a let-down when my friends cancelled at the last minute.
- 10 Nobody was hurt in the accident, but my car's a complete write-off.
- 11 The police called for backup when they were unable to cope with the violent crowd.
- 12 She pretended she liked her present, but her expression was a real giveaway.
- 13 Sorry, we're going to be about 20 minutes late. There's a hold-up on the motorway.
- 14 There was a really good turnout for the march – over 50,000 people.
- 15 The shop's had a makeover and it's now much more modern.
- 16 The team suffered a major setback when their captain was injured.
- 17 There has been a breakdown in communication between the government and the unions.
- 18 We chose the restaurant because it had a really good write-up on Tripadvisor.
- 19 We're just waiting to be given the go-ahead before we start working on the new project.
- 20 We're on standby for the evening flight – let's hope there are some free seats.
- 21 When my boss saw the sales figures, she had a complete meltdown and started shouting at us.

Focus on **Activation** and get Sts to cover the **Verb** column, look at sentences 1–21, and see if they can remember the phrasal nouns.

Tell Sts to go back to the main lesson **1B**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Vocabulary** photocopiable activity at this point.

- d Give Sts time to look at the topics and think about what they want to tell their partner.  
Put Sts in pairs and give them time to discuss each topic. Monitor and help if necessary.  
Get some feedback for some of the topics.

## 6 PRONUNCIATION short and long vowels

### Pronunciation notes

Even at this level, minimal pairs, i.e. pairs of words where the only difference is in the vowel sound (often either a short or long sound), can cause problems for some Sts, especially where their L1 does not have equivalent sounds. Although Sts can often guess from the context which word is being used, this is not always the case and it can sometimes cause confusion in understanding, as can not making the exact vowel sound in a word for which there is a minimal pair.

After distinguishing between some minimal pairs and trios, Sts focus on different spellings of these sounds which will help them to predict the pronunciation of new words. Sts who have previously used *English File* will be familiar with the 'sound pictures' used throughout the course to provide them with a clear model of all the sounds of English and to familiarize them with the phonetic symbol for that sound. If your Sts have not used *English File* before, this would be a good moment to introduce them to the Sound Bank on p.159, which provides common sound–spelling rules. Highlight that this resource will help them to check the pronunciation of new words in the dictionary, by using the phonetic transcription, and predict pronunciation from spelling. It will also help them to 'fine-tune' their own pronunciation. There are also Sound Bank videos on *Online Practice*.

- a 🔊 **1.18** Focus on the **Fine-tuning your pronunciation: short and long vowels** box and go through it with the class.  
Now focus on the task and give Sts time to read the words in 1–5.

**EXTRA SUPPORT** Elicit the words from the class.

Play the audio once the whole way through for Sts to listen and circle the words they hear.

Check answers.

1 a 2 b 3 a 4 b 5 b

🔊 **1.18**

- 1 teens
- 2 full
- 3 debt
- 4 march
- 5 cot

Ask Sts what vowel sounds the other words have (*tins* /tɪnz/, *fool* /fu:l/, *dirt* /dɜ:t/, *match* /mætʃ/, *much* /mʌtʃ/, *caught* /kɔ:t/, *cut* /kʌt/).

- b** 1.19 Focus on the task and make sure Sts understand what they have to do. Elicit the ten sounds from the class. Play the audio, pausing after the first group, and elicit the answers (*income*, *system*, *decide*) to make sure Sts understand what they have to do. Now play the rest of the audio, pausing after each group of words to give Sts time to write.

1.19

- 1 /ɪ/ *income*, *system*, *decide*
- 2 /i:/ *obedience*, *achievement*, *stream*
- 3 /ʊ/ *input*, *outlook*, *shouldn't*
- 4 /u:/ *approve*, *assume*, *view*
- 5 /ɒ/ *equality*, *hover*, *knowledge*
- 6 /ɔ:/ *downpour*, *supportive*, *author*
- 7 /ɑ:/ *demand*, *harm*, *laughter*
- 8 /ʌ/ *tough*, *upkeep*, *accompany*
- 9 /e/ *pleasure*, *intensive*, *friendship*
- 10 /ɜ:/ *term*, *turnout*, *learning*

- c** Focus on the task and put Sts in pairs. Give Sts time to compare their answers from **b**, circle the letters that make the same sound, and think of some more words with different spellings that belong to the group.

**EXTRA SUPPORT** You could do the first one together.

Check answers (the letters that Sts have to circle are in bold in the key).

- 1 /ɪ/ *income*, **s**ystem, **d**ecide (no other possible spelling)
- 2 /i:/ *obedience*, **a**chievement, **s**tream; other spelling = ee (e.g. **th**ree)
- 3 /ʊ/ *input*, **o**utlook, **sh**ouldn't (no other possible spelling)
- 4 /u:/ *approve*, **a**ssume, **v**iew; other spelling = oo (e.g. **fo**od)
- 5 /ɒ/ *equality*, **h**over, **k**nowledge (no other possible spelling)
- 6 /ɔ:/ *downpour*, **s**upportive, **a**uthor; other spelling = al (e.g. **ba**ld), ough (e.g. **th**ought), aw (e.g. **dr**aw)
- 7 /ɑ:/ *demand*, **h**arm, **l**laughter (no other possible spelling)
- 8 /ʌ/ *tough*, **u**pkeep, **a**ccompany (no other possible spelling)
- 9 /e/ *pleasure*, **i**ntensive, **f**riendship (no other possible spelling)
- 10 /ɜ:/ **t**erm, **t**urnout, **l**earning; other spelling = or after w (e.g. **wo**rd), ir (e.g. **di**rt)

**EXTRA SUPPORT** Play the audio again. Then give Sts time to practise saying the words.

Now ask the class why they think the /æ/ sound wasn't included in **b**.

The /æ/ sound wasn't included because it is always spelled with the letter *a* between consonants. There is only one exception: *plait*.

- d** Put Sts in pairs, A and B, and tell them to go to **Communication Short and long vowels, A** on p.86 and **B** on p.90. Here they dictate sentences with short and long vowels to each other. Go through the instructions. While Sts dictate the sentences to each other, monitor and help where necessary. Tell Sts to go back to the main lesson **1B**.

## 7 WRITING a discursive essay

In this lesson, the focus is on writing a discursive essay. These are generally of two types: either a 'balanced argument' essay, where Sts are expected to give both sides of an argument and draw a conclusion, or an 'opinion' essay, where Sts decide whether they agree with a statement or not and give their reasons. The writing skills focus here is on proofreading your work, and the **Useful language** section focuses on introducing a topic, introducing advantages and disadvantages, presenting facts, and giving a personal opinion.

Tell Sts to go to **Writing A discursive essay** on p.94.

### ANALYSING A MODEL TEXT

- a** Focus on the text type (a discursive essay). Tell Sts that when they are asked to write an essay, it is normally one of two types, either giving a balanced argument, i.e. showing the pros and cons of something, or giving their own opinion clearly in favour of or against a particular statement.

You should highlight that although some essay titles make it clear which type of essay is required, some titles allow Sts to decide for themselves which type they wish to write.

Focus on the **Key success factors** and go through them with the class.

Now focus on the task, and give Sts time to discuss the questions in pairs.

**EXTRA SUPPORT** Do the questions as a whole-class activity.

Get some feedback from various pairs. Find out if any pairs disagreed.

- b** Focus on the task and elicit what Sts know about 'free-range parenting' so far. Set a time limit for Sts to read the essay and see if any of their ideas in **a** are included. Tell them not to worry about the highlighted mistakes.
- c** Tell Sts to read the essay again and complete the plan. Get Sts to compare with a partner, and then check answers.

#### Paragraph 1 Introduction

Definition of *FRP* – child-rearing approach where children experience outside world alone

Development of definition – backlash against over-protective parenting

Examples – walking to shops, playing outdoors, taking public transport

#### Paragraph 2 Advantages of FRP

Point 2 – become adaptable, resourceful, resilient

Point 3 – gain awareness of danger / staying safe

Point 4 – confidence and enthusiasm to explore

#### Paragraph 3 Disadvantages of FRP

Point 2 – lose self-confidence

Point 3 – real danger from traffic, gangs, criminals

#### Paragraph 4 Conclusion

Point 2 – world is safer place

Final statement – as long as not exposed to too much danger, *FRP* helps prepare children for adulthood

- d Focus on the task and give Sts time to correct the highlighted errors in the essay and then match them to a category in the list.

**EXTRA SUPPORT** Get Sts to work in pairs.

Check answers.

- 1 punctuation > well-adjusted
- 2 register > children
- 3 preposition > engage in
- 4 singular / plural agreement > there are
- 5 wrong collocation > greater awareness
- 6 spelling > accusations
- 7 incorrect word (L1 interference) > safeguarding
- 8 article > free-range parenting
- 9 tense > is becoming
- 10 gerund / infinitive > develop
- 11 word order > and thus provide valuable preparation

- e Focus on the **Proofreading your work** box and go through it with the class.

Now focus on the task and give Sts time to share their problems with their partner.

**EXTRA IDEA** Write the following words and phrase on the board:

- 1 STABLE 2 PROBLEM 3 PARENTING 4 STAYING CLOSE  
5 REACTION 6 DO

Tell Sts to find synonyms in the first paragraph and decide how these synonyms improve the essay.

Check answers.

- 1 well-adjusted 2 conundrum 3 raise a child, child-rearing  
4 hovering around 5 backlash 6 engage in

They improve the essay by demonstrating knowledge of more interesting or sophisticated vocabulary. Using synonyms can allow you to avoid repetition, e.g. 'child-rearing' instead of 'parenting'.

## USEFUL LANGUAGE

- f Focus on the task and point out that there is an underlined example in the essay.

Give Sts time to skim the essay.

Get Sts to compare with a partner, and then check answers.

Clearly, there are several advantages...  
Advocates of this approach argue that...  
A further potential problem is...  
But perhaps the most compelling argument is...  
Arguably, ...

- g Focus on the different sections for sentences 1–14. Make sure Sts understand what they have to do. You could tell them that some, but not all, of the words and phrases are in the model essay.

Sts could work individually and then, in pairs, discuss if there is any difference between the correct alternatives, or they could do both parts in pairs. Point out that the differences will be in register, meaning, or connotation.

Check answers.

Sts should have crossed out these words:

- 1 *about* is incorrect. Register: *as to* is more formal than *of*.
- 2 *excited* is incorrect. Connotation: *lively* suggests vigorous discussion; *heated* implies a level of anger.
- 3 *plusses of* is incorrect. Register: *arguments in favour of* is slightly more formal than *advantages to*.
- 4 *put emphasis on* is incorrect. No difference.
- 5 *deep-seated* is incorrect. No difference.
- 6 *Believers* is incorrect. Meaning: *Advocates* means people in favour; *Opponents* means people against.
- 7 *factual* is incorrect. Register: *the case* is more formal than *true*.
- 8 *Experts have investigated* is incorrect. Meaning: *Statistics* are a specific numerical type of evidence.
- 9 *particular belief* is incorrect. No difference.
- 10 *According to me* is incorrect. Meaning: *I personally believe that* stresses that it is a personal opinion much more strongly than *It seems to me that*.

**EXTRA SUPPORT** Another language area you may want to revise with Sts before they write their essay is discourse markers for adding extra points. You could elicit the following and write them on the board:

- MOREOVER, IN ADDITION, ADDITIONALLY
- IN TURN, ALSO
- MORE IMPORTANTLY, NOT TO MENTION, AND BESIDES
- LAST BUT NOT LEAST

## PLANNING WHAT TO WRITE

- a Focus on the essay title and make sure Sts understand what *gender-neutral* means.

Set a time limit for Sts, in pairs, to look at the questions, think of their answers, and discuss them.

- b In their pairs, Sts now brainstorm pros and cons, and choose three for each category that they think are the most important. You could tell them that they don't have to agree on these.

**EXTRA SUPPORT** Do this as a whole-class activity.

- c Assign **A** and **B** roles to the pairs. Now tell Sts **A** to write a paragraph about the pros of gender-neutral parenting and Sts **B** write a paragraph about the cons of gender-neutral parenting.

- d Give Sts time to swap paragraphs with their partner. After they have read them, they should discuss which side they agree with most. You could open this discussion up to the whole class.

Finally, go through the **Tips** with Sts.

## WRITING

Go through the instructions and set the writing for homework. Clarify that Sts have written one paragraph each and made comments on one. In the final task, they finalize the one they wrote, write the one they gave feedback on, and write two more.

Tell Sts to go back to the main lesson **1B**.

## 8 THE CONVERSATION

- a Focus on the photo and tell Sts they are going to watch these three people discuss a question. Focus on the task and play the video, pausing after the title screen to give Sts time to read the question.

Then play the rest of the video once the whole way through.

Check answers.

1 Syinat 2 Tim 3 Devika

**Do you agree that people's parenting styles are influenced by the way their parents brought them up?**

**Tim** I think it's, er, it's an interesting question and it's a complicated one. Um, I think to an extent you are always going to be influenced by the way you were brought up yourself. You might even react against the way that you were brought up. I had a father who was a little bit distant, and so I think I've consciously tried to be, um, closer and more physical with my own children. Um, but I think the environment has a huge part to play, as well. And I've – I've had four children, sort of across a 20-year period, so two younger ones of eight and ten, and two older ones of 27 and 29, um, and I think I've brought them up in different ways according to, sort of, the times that we – we've lived in. Um, for example, my younger children are part of the digital age, and so it's always a little bit of a tussle, a fight with them to get them off screens. And with my 27-year-old and my 29-year-old there were screens, but they weren't that interesting and they weren't on – they didn't want to be on them the whole time. So, it's a – it's a different sort of culture and a different environment.

**Syinat** Well, what you said about trying to be different to your parents...well, in areas that you didn't really like, I think that at the end of the day we still replicate our parents exactly. Well, so, for example, my mother, when we were growing up, she always tried to make me see us as equals in – in the relationship, and so I definitely plan on doing that with my children as well...

**Tim** Right.

**Syinat** ...even if that is more of a positive thing.

**Tim** OK, that's – that's quite a different attitude.

**Devika** That is...a very different attitude, yeah. Um, I've seen a lot of my – sort of people of my generation, so, cousins, for example, who've had kids, and seeing them bring them up, um, has been quite interesting. So, myself and, um, people of my generation were brought up in quite strict households and it's been interesting, actually, to see, for example, one of my cousins is bringing up their children in a very different way, it's very liberal, um, not really a good or bad thing, it's just very different, um...

**Syinat** Different priorities...

**Devika** Different priorities. But it is interesting to see that the core values at their parent – in their parenting haven't really changed.

**Tim** Right. OK, and is that partly, sort of – do you think they've chosen a different way of bringing them up as a reaction to...?

**Devika** I don't know. I think it's, actually, an interesting combination of things, um, including the environment as you mentioned before.

**Tim** OK.

**b** Focus on the task and give Sts time to read the questions.

Play the video again the whole way through, pausing if necessary to give Sts time to write.

Check answers.

- 1 Because his father was a bit distant with him.
- 2 Because they weren't brought up in the digital age.
- 3 Because her mother always treated her as an equal.
- 4 Because she and her cousin were brought up in strict households.

**EXTRA SUPPORT** If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**c** Do the questions as a whole-class activity, or put Sts in pairs and then get some feedback.

**EXTRA SUPPORT** You could demonstrate the activity by answering the questions yourself.

**d** This exercise focuses on how the speakers use different modifying expressions. Focus on the extracts and give Sts time to read them.

Play the video, pausing after the first extract and replaying it as necessary. Repeat for the other six extracts.

Check answers.

- 1 to an extent
- 2 a little bit
- 3 that
- 4 definitely
- 5 more of a
- 6 quite
- 7 a very different

**1 Tim** Um, I think to an extent you are always going to be influenced by the way you were brought up yourself.

**2 Tim** Um, for example, my younger children are part of the digital age, and so it's always a little bit of a tussle, a fight with them to get them off screens.

**3 Tim** And with my 27-year-old and my 29-year-old there were screens, but they weren't that interesting and they weren't on – they didn't want to be on them the whole time.

**4 Syinat** Well, so, for example, my mother, when we were growing up, she always tried to make me see us as equals in – in the relationship, and so I definitely plan on doing that with my children as well.

**5 Syinat** ...and so, I definitely plan on doing that with my children as well...

**Tim** Right.

**Syinat** ...even if that is more of a positive thing.

**6 Devika** So, myself and, um, people of my generation were brought up in quite strict households...

**7 Devika** ...and it's been interesting, actually, to see, for example, one of my cousins is bringing up their children in a very different way...

**e** Put Sts in small groups of three if possible. Focus on the questions and then give Sts time to discuss them.

Monitor and help, and encourage them to use the expressions focused on in **d** where appropriate.

Get feedback from various groups. You could also tell the class what you think.

There are two pages of revision and consolidation after every File. These exercises can be done individually or in pairs, in class or at home, depending on the needs of your Sts and the class time available. At Advanced Plus level, the Revise and Check exercises are designed specifically to reflect the types of tasks commonly used in Advanced level exams, offering additional exam preparation to those Sts planning to sit one.

The first section revises the **grammar** and **vocabulary** of the Files, whilst also practising task types common in the **Use of English** section of exams.

The second section presents Sts with a **reading** text which is of a slightly higher level than those in the File, and generally more academic to reflect the nature of the texts used in exams. It is related to the topic of the File and offers the chance to practise common exam reading tasks.

### More materials

#### For teachers

#### Teacher's Resource Centre

Quick Test 1

File 1 Test

#### For students

Workbook Can you remember...? 1

Online Practice Check your progress

## USE OF ENGLISH

a

- 2 has been a dramatic increase
- 3 Would you rather go
- 4 has been a (significant) downturn
- 5 there will be many job losses
- 6 should have phoned
- 7 were 200 or so
- 8 outlook for next week
- 9 would / 'd sooner drive than
- 10 printer won't turn on
- 11 keeps / will keep phoning me
- 12 would have been driving

b

- 2 should
- 3 thing
- 4 being
- 5 will / should
- 6 self
- 7 downs
- 8 wouldn't

## READING

- 1 B
- 2 D
- 3 A
- 4 C

- G** modal verbs (2): *can / could / be able to, may / might*  
**V** prefixes and suffixes  
**P** words that can be pronounced in two ways

## Lesson plan

The main topic of the lesson is hardship and overcoming it. The first half of the lesson begins with Sts listening to a BBC radio interview with well-known perfumier Jo Malone, who, despite several hardships, has set up two globally successful fragrance companies. This leads to a pronunciation focus on words that can be pronounced in two ways, e.g. *privacy* /'prɪvəsi/ and /'praɪvəsi/. This is followed by the second grammar focus on modal verbs, this time on *can / could / be able to* and *may / might*.

The second half starts with a Pinterest board of motivational quotes about overcoming adversity, which leads into a lexical focus on prefixes and suffixes. This is followed by a reading, the prologue from a memoir called *The Diving Bell and the Butterfly* by Jean-Dominique Bauby, the editor of the fashion magazine *Elle*, about his life before and after he suffered a massive stroke that left him with locked-in syndrome. Finally, Sts prepare and tell anecdotes in small groups, on topics related to overcoming adversity.

### More materials

#### For teachers

#### Photocopiables

*Grammar* modal verbs (2): *can / could, be able to, may / might* p.139

*Communicative* A pack of lies? p.162 (instructions p.153)

*Vocabulary* Prefixes and suffixes p.189 (instructions p.183)

#### For students

Workbook 2A

Online Practice 2A

### OPTIONAL LEAD-IN – THE QUOTE

Write the quote at the top of p.16 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.

You could tell Sts that Matshona Dhliwayo is a Canadian author, philosopher, and entrepreneur.

Ask Sts what they understand by the quote and whether they agree with it or not.

## 1 LISTENING identifying finer points of detail

- a** Give Sts a few moments to read the questions and think about their answers. Then either do this as a whole-class activity, or put Sts in pairs and then get some feedback. You could tell Sts your answers, too.
- b** Elicit whether Sts have heard of Estée Lauder (a large American cosmetics company) and highlight the UK pronunciation /,estɪ 'lɔ:də/.

Focus on the instructions and elicit ideas from the whole-class activity.

- c** **2.1** Focus on the task and the **Glossary**. If necessary, elicit the meaning and pronunciation of *adversity* /əd'vɜ:səti/ (= a difficult or unpleasant situation).

Play **Part 1** of the audio once the whole way through for Sts to listen and make a note of their answers about Jo's childhood at home and at school.

Get Sts to compare with a partner, and then check answers.

**EXTRA IDEA** This listening is part of a longer interview with Jo Malone on the popular BBC 4 chat show *Saturday Live*. You might want to tell Sts that many of the programmes in this series exist as podcasts, and they might want to listen to the extended interview themselves, or to check out other weeks' programmes.

At school she was dyslexic.  
At home her family was very poor.

### 2.1

(Script in Student's Book on p.107)

**R** = Reverend Richard Coles, **J** = Jo Malone

#### Part 1

- R** ...her story is one of determination and hard graft, which took her from leaving school at 15 with nothing to the icon of elegant living she is today. But, Jo, what went wrong with your schooling?
- J** Um, I was dyslexic – I am dyslexic, horribly – but it wasn't...it wasn't discovered until I'd left school. So, I can remember at the age of 11 cheating in an exam because I was so fed up being the bottom in the class, and so I looked at a multiple choice, and I could copy the multiple choice. And I was caught, rightly so, and made to stand on my chair, and the teacher turned round and said to me, 'You are lazy and stupid and you'll never make anything of your life.' I don't blame her, you know, what she was – she was dealing with a situation at the time – but I knew I was neither. I was smart, I was clever, I was hard-working, I just learned in a very different fashion.
- R** Because that can go either way, can't it? You can either, sort of, take that on board and feel crushed by it, or you can think, 'Actually, I'm not accepting that.'
- J** I think I've lived my life not being defined by other people's opinions of me. Everyone's always got an opinion of you, haven't they? They...and you can either allow yourself to be defined by that, or you move on. And I knew – I knew I was always two steps ahead, so, I could make face creams, I could do all sorts of different things, so, I could do things that other children couldn't do.
- R** Great knowledge to have for an entrepreneur, isn't it? And you did start out very early; I mean, you were on market stalls selling your dad's paintings and stuff, and learning the rudiments of, um, how to encourage people to buy.
- J** Yeah, I loved that, absolutely. So, I had three jobs when I was little – one was the market stall. So, I would go from the age of seven. I'd go with my dad to Crayford, Dartford, Blackheath, Tunbridge Wells, and he was a painter, and we came from a very poor background, so we had lived in a two-up-two-down, and as I would walk through the door on a Saturday morning to go to the market my mum would say, 'There's no food in the fridge, Jo. If you don't sell a painting, there is nothing to eat.' So, I knew my job...

R No pressure!

J Well...But, you know something? When you grow up like that, it feels like the most natural thing for you. You don't feel like, you know, 'poor'. I didn't ever feel 'poor me', by the way, ever. So, I knew I would always have to sell the first painting very quickly, and I did, and I'd pocket the money, knowing that we had enough to pay the rent, or, you know, certainly put a couple of meals in the fridge.

d Give Sts time to read statements 1–8, making sure they understand all the lexis, e.g. *reliant on*, *feel sorry for yourself*. Remind Sts that they must write *T* (true), *F* (false), or *DS* (doesn't say).

Play **Part 1** of the audio again the whole way through.

Get Sts to compare with a partner, and then check answers, eliciting why the sentences are *T* or *F*.

- 1 F (She was made to stand on a chair because she cheated in a test.)
- 2 F (She says she doesn't blame her.)
- 3 T (She says she knew she was smart, clever, and hard-working at school.)
- 4 DS
- 5 T (She says before going to the market to sell her father's paintings, her mum would say, 'If you don't sell a painting, there is nothing to eat.' So, she knew she had to sell some paintings.)
- 6 DS
- 7 T (The money was used to pay for rent and meals.)
- 8 F (She grew up poor, so it just felt natural.)

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on p.107, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e **2.2** Tell Sts they are now going to listen to **Part 2** of the interview. Elicit the meaning of *devastating* (= extremely shocking or upsetting to a person), and give Sts time to read the **Glossary**.

Play the audio once the whole way through for Sts to listen and answer the questions.

Get Sts to compare with a partner, and then check answers.

She lost her sense of smell and gave up her job as a creative director at Estée Lauder.

## **2.2**

(Script in Student's Book on p.107)

### Part 2

R = Reverend Richard Coles, J = Jo Malone, N = narrator, F = female presenter

R Erm, and then, of course, as you say, life is full of stories, life is full of adventures and misadventures, light and shade, and then you had this devastating diagnosis of cancer, um, and that, for a moment, put you completely out of the game.

J I'd – yes, it did. I was 38 years old, my son was just two, I'd sold my business to Estée Lauder, I was having the time of my life, and a curve ball...it came from nowhere, I didn't anticipate it, didn't expect it, didn't deserve it, but no one does. And I was, um, I'd found a lump in my breast, went to have it checked, thought it was a cyst and it wasn't, it was a very, very aggressive form of breast cancer, and I was given a pretty grim diagnosis of under a year. And I remember sitting there and putting that same head on as when I was the little girl that stood on the chair and wouldn't take no for an answer, and I thought, 'No one's going to tell me when I'm going to die, I'm going to fight this and – and try and survive.' So, I went to New York City. I was one of the first women to take chemotherapy in a very different way, in much longer

periods but shorter spaces of time, and I spent a year, surgery after surgery, lost my hair, lost half my body, and then found a way of putting my life back together again. Came through all of that, and was given...you're not given the all-clear straightaway, but I was...I was told, you know, 'It's time to go back and live your life.' And it's like walking a tightrope without a net, it's a really scary moment. And then I realized I couldn't smell: that chemotherapy had taken away my sense of smell.

R How did that – how did you discover that?

J Because I couldn't... All I could smell was this...I mean, I had been on Adriamycin, Cytoxan, Taxol, Taxotere – you name it, they'd thrown it. And let me tell you, I'm all-clear still. It worked.

R Great, yeah.

J So, you have to balance life. But, all I could smell was metal, and all I could taste was metal, so I couldn't create fragrance, and it was the most devastating thing for me, because that's who I am.

R It's your creativity.

J It's – it's how I interpret life, it's... And so, I was left by this person, and that was why I decided to – to walk away and leave...um, I couldn't bear to be around something I couldn't be creative with, and I didn't want to be the figurehead. And so, I made the decision to leave the business that I'd founded.

N Miraculously, five years later, Jo had regained her sense of smell, and set up a new fragrance company.

J Well, 2011 I launched, er, Jo Loves, and, um, so, she's seven years old now, and is now flying. But it – I promise you, it was a very tough journey getting there, and the first two years I wanted to quit every single day. It was just excruciatingly difficult.

R Harder the second time around...?

J Much harder.

R Why?

J Um, I made every mistake in the book, the second time round. I got the packaging wrong, I got the distribution wrong...I know, I know.

F But, why?

J I don't know, I don't know. We're people, we're human beings, we make mistakes. And when...

F Yeah... You don't expect that of someone who's been so successful, though.

J Well, that's what the world thinks, but actually, in reality... But if I hadn't done it, I hadn't made those mistakes – I am living the most amazing adventure of life right at this moment. I wouldn't be here. So, you learn from those mistakes, don't you?

f Tell Sts they are going to listen to **Part 2** of the interview again and this time they need to make notes on what Jo is referring to in phrases 1–9. Give them time to read the phrases, and see if they can remember any of the information. Make sure they understand all the lexis, e.g. *tightrope*, *figurehead*.

Play the audio again, pausing if necessary.

Get Sts to compare with a partner, and then play again if necessary.

Check answers.

- 1 Her diagnosis of cancer.
- 2 She was told she might die in less than a year.
- 3 She decided to fight the cancer and try to survive.
- 4 She was one of the first women to have a different kind of chemotherapy.
- 5 Starting life again after a serious illness (which might come back).
- 6 All she could smell or taste was metal.
- 7 She didn't want to work for the business if she couldn't be creative. As a figurehead she'd be in charge only in name without any real authority or creative input.
- 8 During the first two years her new business was going badly, so she wanted to give up.
- 9 She got the packaging and the distribution wrong.

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on p.107, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- g Put Sts in pairs or small groups to discuss the questions. Get some feedback.

## 2 PRONUNCIATION

words that can be pronounced in two ways

### Pronunciation notes

There are several words in English which have two accepted pronunciations, some of which are quite common words. The two pronunciations will always both be given in a dictionary, although the first one given is often the most common one. Being aware of alternative pronunciations will improve Sts' understanding of spoken English, though, as regards their own pronunciation, they will only need to learn and use one of the correct forms.

One reason why a word may have two different pronunciations is that the US pronunciation has also become common in British English. Another reason is the existence of regional variations such as the flat /æ/ sound in *bath*, *class*, *castle*, etc.

Other examples of words with two pronunciations are *our* /ɑː/ or /ʊə/, *again* /ə'geɪn/ or /ə'geɪn/, *direct* /dɪ'rekt/ or /daɪ'rekt/, and *year* /jɪə/ or /jɜː/.

- a **2.3** Focus on the **Fine-tuning your pronunciation: words with more than one pronunciation** box and go through it with the class.  
Focus on the task and then play the audio for Sts to listen to the extract.  
Check answers.

She says /'niːðə/, but it can also be pronounced /'naɪðə/.  
*either* can also be pronounced these two ways.

- 2.3**  
...the teacher turned round and said to me 'You are lazy and stupid and you'll never make anything of your life.' I don't blame her, you know, what she was – she was dealing with a situation at the time, but I knew I was neither...

**EXTRA CHALLENGE** Before playing the audio, elicit from Sts the two possible pronunciations of *neither*, and the fact that the same applies to *either*. Then play the audio to check how Jo pronounces *neither*.

- b Give Sts time, in pairs, to think about how the words in 1–12 can be pronounced in two different ways. Remind Sts that this kind of exercise is easier if they say the words aloud to themselves. You could do the first one with the whole class.
- c **2.4** Play the audio, pausing after both pronunciations have been played for Sts to listen and check. You may want to write the phonetics on the board (see key) to highlight exactly what the differences are.  
Check answers, then repeat the process for the other items.

**EXTRA CHALLENGE** Elicit the two pronunciations before playing the audio for Sts to listen and check.

- 1 controversy (/kən'trɒvɜːsi/, /'kɒntrəvɜːsi/)
- 2 garage (/ˈgærɑːʒ/, /'gærɪdʒ/)
- 3 envelope (/ˈenvələʊp/, /'ɒnvələʊp/)
- 4 harassment (/hə'ræsmənt/, /'hærəsmənt/)
- 5 often (/ˈɒfn/, /'ɒftən/)
- 6 Friday (/ˈfraɪdeɪ/, /'fraɪdi/)
- 7 privacy (/ˈprɪvəsi/, /'praɪvəsi/)
- 8 schedule (/ˈskedʒuːl/, /'fedʒuːl/)
- 9 sandwich (/ˈsænwɪtʃ/, /'sænwɪdʒ/)
- 10 room (/rʊm/, /ruːm/)
- 11 kilometre (/ˈkɪləmiːtə/, /kɪ'lɒmɪtə/)
- 12 ate (/eɪt/, /et/)

### **2.4**

See words in Student's Book on p.17

**EXTRA SUPPORT** Play the audio again, pausing after each pair of items for Sts to listen and repeat. Then give Sts time, in pairs, to practise saying the words.

## 3 GRAMMAR

modal verbs (2): *can* / *could* / *be able to*, *may* / *might*

- a **2.5** Focus on the task and then give Sts time to read the extract.  
Play the audio once the whole way through for Sts to listen and complete the gaps.  
Get Sts to compare with a partner, and then play again if necessary.  
Check answers.

- 1 it might be
- 2 it might be
- 3 I can remember
- 4 never been able to
- 5 my being able to

### **2.5**

And just as you mentioned at the beginning of the show, you know, it's – we all have stories, things, you know – your mum, the smell of cooking. It makes us feel safe and secure. And it might be a pair of shoes that your dad wore and the smell of the leather, or it might be the smell of your newborn child. I can remember the smell of my son when he was born. I've never been able to recreate it, but it's – it's the smell of new life for me. So, I think smell is a, really powerful, memory-evoking – it's the nearest thing, sits by the brain near the memory, which is why my dyslexia and my being able to create fragrance is, what life took away with one hand, it gave me back with another because they sit side by side.

- b Now put Sts in pairs to answer the two questions.  
Check answers.

- 1 yes
- 2 Because you can't use *can* in the present perfect or as a gerund.

**EXTRA SUPPORT** Do this as a whole-class activity.

- c Tell Sts to go to **Grammar Bank 2A** on p.118.

## Grammar notes

Although Sts will have met all these modals before, they may still not be using them confidently, especially *may / might*, and in some of the more sophisticated uses and expressions. The difference in register is also an area where many Sts may need more practice.

### can / could / be able to

- 1 When using *can / could / be able to* for ability, or having the qualities necessary to do sth, we can often use *be capable of + gerund* as an alternative. We very often use it in the context of slight impatience, e.g. *I don't need any help. I'm **capable of doing** it myself.*
- 3 *may / might* with the meaning of general possibility are mainly found in scientific or academic texts, e.g. *A female sea turtle may lay up to 110 eggs at a time.*

Focus on the example sentences for **can / could / be able to** and go through the rules with the class.

Repeat for **may / might**.

Go through the **Register of can / could / may / might** box.

Now tell Sts to go to p.133 and get them to do the exercises individually or in pairs. If they do them individually, get them to compare with a partner.

Check answers after each exercise.

- a**
- 1 I do appreciate being able / having been able to stay in your flat.
  - 2 I'd love to be able / to have been able to help you.
  - 3 If only I was / were able to go to the ball.
  - 4 I wish we had been able to stay a little longer.
  - 5 I regret not having been able to meet your father before he died.
  - 6 If his passport hadn't been out of date, he would have been able to enter the country.
- b** (Sts should cross out these options)
- 1 might 2 May 3 could 4 mightn't 5 can 6 cannot
  - 7 could 8 may as well 9 may have 10 can 11 may not
- c**
- 1 ✓
  - 2 X ... ~~Might~~ May you have a long and happy life together!
  - 3 X I might have ~~know~~ known you'd forget your wallet.
  - 4 ✓
  - 5 X She ~~can~~ may only be twelve, but...

Tell Sts to go back to the main lesson **2A**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

- d** Tell Sts to look at the seven sentences in the list and choose two to complete conversations 1 and 2. Check answers by getting two pairs to read the conversations. Make sure Sts understand the phrasal verb *live sth down* (= to be able to make people forget about sth embarrassing you have done).

- 1 I suppose it could be true.
- 2 I'll never be able to live it down.

- e** Put Sts in pairs and tell them to write five mini-conversations like the ones in **d**, using the five remaining sentences in **d**.

Monitor and help, making sure they are using the sentences in appropriate contexts.

Put two pairs together to read some of their mini-conversations to each other.

For each sentence, get a couple of pairs to read their mini-conversations to the class.

## 4 VOCABULARY prefixes and suffixes

- a** Focus on the task, making sure Sts know what a *motivational quote* is (= a short phrase or saying intended to inspire sb to want to do sth difficult or that involves effort) and what *Pinterest* is (= a social media network that allows users to save and share images, often with associated text). Then check Sts know the difference between a prefix and a suffix.

Give Sts time to complete the gaps with a prefix or suffix.

- b** **2.6** Play the audio for Sts to listen and check. Check answers.

- 1 failure 2 precede 3 weakness 4 unstoppable
- 5 upstream 6 approval 7 overwhelming

### 2.6

#### Overcoming adversity

- 1 Success is 99% failure.
- 2 He who believes is strong; he who doubts is weak. Strong convictions precede great actions.
- 3 Sometimes you don't realize your own strength until you come face to face with your greatest weakness.
- 4 Use what you've been through as fuel, believe in yourself and be unstoppable.
- 5 Some people will just go with the flow of things in life, while others will fight against the currents and go upstream to reach their destiny.
- 6 A truly strong person does not need the approval of others, any more than a lion needs the approval of sheep.
- 7 A hero is an ordinary individual who finds the strength to persevere and endure in spite of overwhelming obstacles.

Now put Sts in pairs and get them to think of more words using the prefixes and suffixes in 1–7. For 7, ask them to try to think of a word beginning with *un-* and ending in *-able*.

Elicit some answers.

#### Possible answers

- 1 closure, exposure, expenditure
- 2 preview, premade
- 3 heaviness, sickness
- 4 uncomfortable, unforgivable
- 5 upbeat, upmarket
- 6 fictional, musical
- 7 overwork, overdue

- c** Focus on the question and give Sts time, individually, to read all the quotes again, including Matshona Dhliwayo's quote on p.16, and choose their favourite. Get some feedback. You could also tell the class which one you would choose.

d Tell Sts to go to **Vocabulary Bank Prefixes and suffixes** on p.143.

### Vocabulary notes

Being familiar with the meaning of prefixes and the kind of word associated with suffixes allows Sts to expand both their active and passive vocabulary. Many of the prefixes here may be new, but the suffixes should mainly be revision (although not with these particular base words).

#### Prefixes

You may want to contrast *hyper-* with *hypo-* (under, below normal), e.g. *hypothermia* (= below normal temperature), *hypodermic* (= under the skin).

**EXTRA SUPPORT** Tell Sts they can use a dictionary when doing the Vocabulary Bank activities.

Focus on **1 Prefixes** and get Sts to do **a** individually or in pairs.

🔊 **2.7** Now focus on **b**. Play the audio for Sts to listen and check.

Check answers, making sure Sts know the meaning of all the words in the **Example** column.

### 🔊 2.7

#### Prefixes and suffixes

##### 1 Prefixes

a

- 1 *a-* / *an-* means **without**: amoral, anaemic
- 2 *ante-* means **before**: antenatal
- 3 *circum-* means **around**: circumnavigate
- 4 *contra-* / *contro-* means **against**: contradict, controversial
- 5 *extra-* means **beyond**, more than: extraordinary
- 6 *fore-* means **before**: foresee
- 7 *homo-* means **the same**: homogenous
- 8 *hyper-* means **over**, above: hyperactive
- 9 *infra-* means **beneath**, below: infrastructure
- 10 *macro-* means **large**: macroeconomics
- 11 *micro-* means **small**: microscope
- 12 *omni-* means **all**, every: omnipotent
- 13 *para-* means **beside**: paramedic
- 14 *trans-* means **across**: transatlantic
- 15 *uni-* means **one**: unicorn

Highlight any words your Sts may have problems pronouncing correctly, e.g. *amoral* /eɪ'mɔrəl/.

**EXTRA SUPPORT** Get Sts to cover the **Meaning** and **Example** columns, look at the **Prefix** column, and say the meaning and example word(s).

Get Sts to do **c** individually or in pairs.

**EXTRA SUPPORT** Do 1 and 2 as a whole-class activity.

Check answers, making sure Sts know the meaning of all the words.

1 extra 2 trans 3 fore 4 circum 5 micro 6 omni  
7 para 8 uni

### 🔊 2.8

- 1 extrajudicial / extraterrestrial / extracurricular
- 2 translucent / transmission / translation
- 3 forewarned / foretold / forecast
- 4 circumvent / circumference / circumspect
- 5 microcosm / microchip / microwave
- 6 omnivorous / omnipresent / omnibus
- 7 paralympics / paranormal / parasite
- 8 universe / uniform / unilateral

Highlight any words your Sts may have problems pronouncing correctly, e.g. *extrajudicial* /ekstrədʒu'dɪʃl/.

Finally, focus on the **Chameleons** box and go through it with the class.

Focus on **2 Noun and adjective suffixes** and get Sts to do **a** and **b** individually or in pairs.

🔊 **2.9** Now focus on **c**. Play the audio for Sts to listen and check.

Check answers, making sure Sts know the meaning of all the words.

With the adjectives in **b**, you may want to point out that there are a few which could go into more than one column to form an adjective with a different meaning, e.g. *air* and *soul* can also go with *-less* (= without fresh air and therefore unpleasant; without soul, not having any attractive or interesting qualities) and *brute* can also go with *-ish* (= unkind and violent and not showing thought or intelligence).

### 🔊 2.9

#### 2 Noun and adjective suffixes

##### a Noun suffixes

- 1 accuracy, intimacy
- 2 marriage, storage
- 3 portrayal, survival
- 4 competence, fragrance
- 5 boredom, wisdom
- 6 idealism, racism
- 7 adversity, purity
- 8 achievement, treatment
- 9 stiffness, unpleasantness
- 10 censorship, ownership
- 11 inspiration, invasion

##### b Adjective suffixes

- 1 lovable, reversible
- 2 brutal, instrumental
- 3 picturesque, statuesque
- 4 soulful, truthful
- 5 catastrophic, metaphorical
- 6 glamorous, rebellious
- 7 childish, snobbish
- 8 attentive, oppressive
- 9 homeless, speechless
- 10 airy, bloody

Highlight any words your Sts may have problems pronouncing correctly, e.g. *intimacy* /'ɪntɪməsi/.

**EXTRA SUPPORT** Get Sts to cover the charts, look at the words in the lists, and say the noun or adjective.

**EXTRA IDEA** Put Sts in pairs, **A** and **B**. Sts **A** (books open) say a word from either list and Sts **B** (books closed) must say the noun or adjective. Sts then swap roles.

Finally, focus on **Activation** and the two examples. Elicit the answers to the examples (*microscope* and *picturesque*).

Now give Sts time to make definitions for each other.

**EXTRA SUPPORT** Put Sts in pairs to write their definitions and then put two pairs together to guess the noun or adjective.

Put Sts in pairs and get them to swap definitions and guess the noun or adjective.

Tell Sts to go back to the main lesson **2A**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Vocabulary** photocopiable activity at this point.

## 5 READING

understanding contemporary literary texts and non-fiction with appreciation of implicit meanings and ideas

- a** Focus on the task, the photo, and the **Glossary**. Ask Sts if they have read the book or seen the film.  
Do the questions as a whole-class activity, or put Sts in pairs and then get some feedback, but don't tell Sts if they are correct at this stage.
- b** Make sure Sts know what a *prologue* is (= a speech, etc., at the beginning of a play, book, or film that introduces it). Elicit or model its pronunciation /'prɒləʊg/.  
Give Sts time to read the prologue and check their answers to **a**. Point out the **Glossary** and tell Sts not to worry about the gaps.  
Check answers.

He had a stroke (burst blood vessel in the brain) and as a result he has locked-in syndrome, a condition where he is unable to move his body and most of the muscles in his face. The diving bell represents his 'locked-in' syndrome, and the butterfly represents his flights of imagination.

- c** Focus on sentences A–G and make sure Sts understand any unknown vocabulary, e.g. *limb*, *resuscitation*, etc.  
Now give Sts time to read the prologue again and complete gaps 1–7 with sentences A–G.  
Get Sts to compare with a partner, and then check answers.

1 D 2 C 3 G 4 A 5 F 6 E 7 B

## LANGUAGE IN CONTEXT

- d** Focus on the task and elicit / explain the meaning of *metaphorical* (= a word or phrase used to describe sb / sth else, in a way that is different from its normal use, in order to show that the two things have the same qualities and to make the description more powerful). You could contrast this with *literal* (= being the most basic meaning of a word or phrase, rather than an extended or poetic meaning).  
Put Sts in pairs to answer the questions.  
Check answers.

**EXTRA SUPPORT** Do the first one as a whole-class activity.

my head weighs a ton (= aches; literally = is very heavy – a ton is approximately 1,000 kg)  
the life I once knew was snuffed out (= was gone, was over; literally = was stopped from burning as in a candle)  
is imprisoned inside his own body (= can't move; literally = kept in prison)  
When I finally surfaced (= was finally conscious; literally = come up to the top from underwater)  
to punctuate the passage of time (= interrupt at regular intervals; literally = divide writing into sentences and phrases with commas, full stops, etc.)  
My cocoon becomes less oppressive (= wrappings, bedclothes; literally = covering of silk threads that some insects make to protect themselves before they become adults)  
I churn over every sentence ten times (= think about; literally = move round in a circular movement, e.g. making butter from milk)

**EXTRA CHALLENGE** You could get Sts to scan the text for more words with prefixes and suffixes (e.g. *inseparable*, *imprisoned*), to pick up on the vocabulary focus in 4.

- e** Do this as a whole-class activity, or put Sts in pairs and then get some feedback.

You could tell the class that Jean-Dominique Bauby was 43 when he had the stroke. He composed and edited the book in his head, and dictated it one letter at a time by blinking. Bauby died suddenly from pneumonia two days after his book was published.

## 6 SPEAKING

- a** Focus on the task and give Sts time to choose two topics, and then plan their anecdotes, using the points in the checklist.  
Monitor and help with vocabulary if necessary.
- b** Focus on the **Ending an anecdote** box and go through it with the class.  
Give Sts time to think of their endings.  
You could also elicit good ways to start an anecdote, e.g. *I'm going to tell you about a time when...*  
Put Sts in small groups of three or four and give them time to tell each other their stories.  
When Sts have exchanged stories, you could elicit one story for each topic.

**EXTRA IDEA** When Sts have finished telling their first story, you could put them in new groups for their second story.

- G** participle clauses
- V** ways of moving
- P** consonant clusters with s

## Lesson plan

The main topic of the lesson is adventures, both big and small.

The first half of the lesson begins with Sts reading the introduction to an article about a TV programme called *Race Across the World*, where couples, either two friends or two family members, have to travel by land from London to Singapore with a budget equivalent to £25 a day. The focus is on the relationship and personalities of the people in each couple, and how they cope with the challenges. In pairs, Sts each read about a different couple and exchange information, and finally, they find out how the two couples did. Extracts from the reading serve as a lead-in to the grammar focus, which is on participle clauses expressing time, cause, and result, participle clauses after conjunctions, and reduced relative clauses. Sts then discuss a challenging trip or journey they have been on and finally write a short news article about their partner's journey.

The second half starts with Sts listening to an extract from a book called *Microadventures* read by the author, which explains how we can incorporate adventure into our lives in small ways without having to travel far or spend a lot of money. Sts then discuss any microadventures that they would be prepared to try, or have actually experienced, and also ones which they wouldn't ever do. This leads into a lexical focus on ways of moving, e.g. *amble*, *wander*, *dash*, etc., and this is consolidated in Pronunciation, where Sts focus on consonant clusters, e.g. *stride*, *sprint*. The lesson ends with a documentary about one of the Lake District Mountain Rescue teams.

### More materials

#### For teachers

##### Photocopiables

*Grammar* participle clauses p.140

*Communicative* What kind of traveller are you? p.163 (instructions p.154)

*Vocabulary* Ways of moving p.190 (instructions p.183)

#### For students

Workbook 2B

Online Practice 2B

### OPTIONAL LEAD-IN – THE QUOTE

Write the quote at the top of p.20 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.

You could tell Sts that Brian Blessed is an English actor, writer, TV presenter, and singer, known for his booming voice.

Ask Sts if they agree with the quote.

**1 READING & LISTENING** explaining the attitude or opinion expressed in a text, supporting inferences with reference to the original

- a** Do the questions as a whole-class activity, or put Sts in pairs and then elicit some ideas, but don't tell them if they are correct or not.
- b** Tell Sts to read the introduction to the article to find the answer to **a** and to answer the question. Point out the **Glossary** and highlight the pronunciation of *Greenwich*. You may want to point out that many place names in the UK are pronounced in a very irregular way, e.g. *Leicester* /'lestə/, *Norwich* /'nɔːrɪdʒ/. Highlight that 'couple' can mean a married couple, but also simply two people. Check answers.

**a**

It's 12,000 miles (nearly 20,000 km) from London to Singapore. It takes 12 hours by plane.

**b**

Rules: They're not allowed to have a phone or credit or debit cards. They can't take planes. They are given a limited budget for the whole trip, which they have to keep within (this adds up to approximately £25 per day).

- c** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Race Across the World, A** on p.87 and **B** on p.91. Here Sts **A** read about two of the contestants, Josh and Felix, and Sts **B** read about another couple, Natalie and Shameema – the two couples in the photos. Make sure Sts check the **Glossary**. You may want to point out to Sts **A** that 'inner-city comp' usually has a negative connotation, i.e. implies that it wasn't a very good school. Go through the instructions and make sure Sts understand what they have to do. Monitor and help where necessary. You could do the last stage of the **Communication (d)** as a whole-class activity. With a show of hands, find out which couple Sts think will be more successful. Then, with another show of hands, find out which contestant Sts would most like to travel with. Tell Sts to go back to the main lesson **2B**.
- d** **2.10** Give Sts time to read questions 1–6, making sure they understand *compelling* in question 6 (= that makes you pay attention to it because it is so interesting and exciting). Play the audio once the whole way through for Sts to listen and answer the questions. Get Sts to compare with a partner, and then play again if necessary. Check answers.

- 1 Eight contestants (four couples) finished the race. They travelled by train, bus, boat, and taxi. They worked in different places, e.g. farms, flower shops, etc. They explored different cultures.
- 2 £20,000
- 3 Josh and Felix finished last. Natalie and Shameema finished third.
- 4 That people are kind. Chatting with people on trains, hair plaiting, exchanging chocolate for chicken, sharing photos.
- 5 Josh and Felix went on holiday with their girlfriends. Natalie did a month's silent meditation. Shameema took up boxing.
- 6 the human stories

## 2.10

(Script in Student's Book on p.108)

Five couples left London at the start of the race, and one was eliminated during the journey, leaving four to cross the finish line in Singapore. The couples had travelled by train, bus, boat, and taxi, through mountains, deserts, and tropical islands. They had worked in farms, flower shops, hostels, and animal sanctuaries on their journeys, exploring different cultures, taking risks, and confronting their fears. The eventual winners were 61-year-old retired teachers Tony and Elaine, who claimed the £20,000 prize money. Natalie and Shameema finished third overall and Josh and Felix last – they didn't have enough money to reach the final checkpoint, but were given the money by Natalie and Shameema so that they could complete the race.

The contestants remember relying on people's help, laughing, connecting without a common language, feeling exhausted, despondent, and jubilant, finding their courage, and discovering that if you show respect, kindness is universal. The 'loveliest moments', they all say, were chatting with people on trains – tales of hair-plaiting, exchanging chocolate for chicken, sharing photos, the gesture of a hand on heart.

The teams returned home in December. Before jumping back into work, Josh and Felix took a holiday with their girlfriends. Natalie went on a month's silent meditation. Shameema enrolled in a boxing class and won a match in front of 1,000 people (including her daughters and Natalie). Josh recalls that at first the production crew tried to 'gee up' the competitive side of the race, but soon, he says, 'they realized it was about the human stories. It's always about the human stories.'

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on p.108, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e Put Sts in pairs and get them to answer the questions. Ask a few Sts who their companion would be and why. You could also tell the class your answers.

## 2 GRAMMAR participle clauses

a Focus on the task and then put Sts in pairs. Tell them to check their answers in the article on p.20 as well as in **Communication** on p.87 and p.91.

Check answers. For 1, you could also accept *When stripped of...* For 2, *Travelling through...* is also possible. You could also point out that 3 can't start with *Because* and 4 can't start with *After*.

- 1 Stripped of our pocket computers and credit cards, our modern helplessness swiftly becomes apparent.
- 2 While travelling through deprived areas, they felt guilt at their privilege.
- 3 But, craving freedom, she left home to go to university.
- 4 Diagnosed at two with sickle cell anaemia, Natalie had to cope with illness throughout her childhood...

b Do this as a whole-class activity.

2 and 3 are active, 1 and 4 are passive.

c Tell Sts to go to **Grammar Bank 2B** on p.119.

## Grammar notes

### Participle clauses

You may want to point out:

If the subject of the two clauses is not the same, we can add a subject before the participle:

*It being the last day of the holidays, we decided to visit the castle.*

*The concert having ended, we made our way home.*

We can use *with* before the participle to introduce a new subject:

*With the car plant having been closed down, unemployment has become a major issue.*

### After conjunctions

In this section, we have not mentioned *on / in + -ing*, as this is prepositional use and thus a gerund, not a participle.

Focus on the example sentences for **participle clauses** and go through the rules with the class.

Repeat for the other sections. You may want to elicit the meaning of *conjunctions* (= words used to connect words, phrases or clauses).

Now tell Sts to go to p.133 and get them to do the exercises individually or in pairs. If they do them individually, get them to compare with a partner.

Check answers after each exercise.

a

- 1 The cold air mixes with the warmer air, thus resulting in the formation of clouds.
- 2 Once built, the complex will house 20 families.
- 3 The fire alarm having stopped, we were able to go back into the building.
- 4 Any lost property not claimed will be sent to a charity shop.
- 5 The experiment (having been) completed, the scientists started analysing the data.
- 6 If eaten, the plant can cause nausea, blindness, or even death.
- 7 Having been rejected / Rejected by his first-choice university, he started looking for alternatives.
- 8 I tiptoed up the stairs, trying not to wake the baby.
- 9 Anyone not wishing to attend the outing should speak to the tour guide.
- 10 Not having been shown how to operate the printer, he consulted IT support.
- 11 Seeing a mouse run from under her bed, she started screaming uncontrollably.
- 12 Having left / On leaving school, I enrolled on a language course.
- 13 Coming from England, she drinks her tea with milk.

b

- 1 Although ~~it was~~ rejected by its mother, the young chimpanzee grew up to be healthy.
- 2 ~~Because he was~~ discouraged by the symphony's reception, Bruckner set about revising it.
- 3 ~~If it is grown~~ If grown / Grown in the right conditions, the plant will flower in the spring.
- 4 In this photo, the woman ~~who is~~ arguing with the driver is my mother.
- 5 ~~As she was~~ feeling dizzy, she sat down in the shade.
- 6 ~~If I were~~ offered / If offered the choice, I would definitely opt to work from home.
- 7 As we were approaching the roundabout, a car pulled out in front of us.

- 8 The government has promised financial aid to householders who have been affected by the flooding.
- 9 I have spent many hours watching the birds as they were building their nest.
- 10 When you are preparing for an exam, make sure you get plenty of sleep.
- 11 Once the paint has dried, you can apply another coat.

Tell Sts to go back to the main lesson **2B**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

- d** Give Sts time to read the article and answer the questions. Tell them not to worry about the underlined phrases. Check answers.

They are going to divide it between themselves and their three children.  
Yes, and if possible, they are planning to go on new adventures together.

- e** Give Sts time to rewrite underlined phrases 1–6 in the article. You may want to tell Sts that sometimes more than one answer is possible.

**EXTRA SUPPORT** Let Sts work in pairs.

Check answers.

- 1 recently retired / having recently retired as P.E. teachers
- 2 Revealing their plans to Metro.co.uk
- 3 and winning / , winning three of the six stages
- 4 Going into the final stage, / When going ... / On going ...
- 5 Four months after returning to the UK
- 6 (if) given the opportunity

### 3 SPEAKING & WRITING

- a** Focus on the task and give Sts time to think of a challenging trip or journey they have been on. Monitor and help if necessary.
- b** Put Sts in pairs and get them to tell each other their stories. Tell them to take notes as they will be writing an article about their partner's trip or journey.
- c** Focus on the task and give Sts time to write their article. Encourage them to try to use participle clauses where appropriate. Get Sts to exchange articles and check the details.

### 4 LISTENING & SPEAKING

following lectures, discussions, and debates with relative ease

- a** Focus on the task and then give Sts time to read about microadventures, and answer the questions. Check answers.

Microadventures are for people who have very little outdoor experience or low fitness, or are too busy or stressed or don't have enough money. Alastair thinks they are important because people nowadays mostly live in cities and spend their free time looking at screens.

- b** **2.11** Focus on the task and give Sts time to read 1–6 and all the options. Point out the **Glossary**. Play the audio for Sts to listen and answer the questions. Get Sts to compare with a partner, and then check answers.

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

#### **2.11**

(Script in Student's Book on p.108)

'One day, I'd like to do a big adventure.' I hear this all the time, at parties, at events I speak at, by email from strangers. 'But I don't have the time / money / fitness / shiny kit.' The excuses vary occasionally, but the essence remains the same: 'One day I want adventure in my life, but, unfortunately, it can't be right now.'

Waiting for all your stars to align is a guaranteed way to ensure that the adventure you crave will never happen. Waiting until you somehow, suddenly and simultaneously, have both loads of money and plenty of time is daft (if you'll excuse me being a bit direct before we have got to know one another properly). One day! What rubbish!

If this applies to you, listen! You do not need a winning lottery ticket to have an adventure. What you need is a polite kick up the backside! A push. I want this book to give you the tiny bit of momentum needed to get started. This is a book for people who want adventure in their life, but find that real life has got in the way.

'One day' is just an excuse. It's lazy, self-deluding and – worst of all – completely unnecessary. So if you are procrastinating and dithering about committing to adventure, why don't you begin with a one-day adventure, something so tiny that it can barely be called an adventure. Let's call it a 'microadventure'. Now go and do it as soon as you can, not 'one day'... Tomorrow would be a good time to start. Or this weekend at the very latest. Start small. But do start.

The concept is simple: pick up your wallet. You're ready. Open the door, step out... and begin. (This sentence, by the way, is the hardest thing you will read in this entire book.) Then jump on a train. I'd suggest doing this microadventure by bike, because you can explore so much more new ground that way, but going by foot is a simple alternative. Hell, take a canoe if you like.

Anyway, choose a station, almost at random, that's about 30 miles away from your home. Buy a one-way ticket. I say 30 miles because it's a distance long enough to be challenging on a bike, but achievable in one day, even if you are pretty unfit. If you're on foot or if you can't manage 30 miles, then do a shorter trip. But don't just duck out and do no trip! This approach applies throughout this book: if something I suggest is too difficult, do an easier version. If something is too easy, make it harder. Mould it and adapt it to your own situation. Just make sure you do something.

When you arrive at your destination, hop on your bike and cycle home. Travelling 30 miles away from your home should guarantee that you'll begin the adventure in lovely countryside. I suggest you navigate homewards using a compass, or the Crowsflight app on your smartphone, rather than a map. A compass (or the app) won't tell you what route to take, it will only point you in the right direction. The twists and turns and decisions that crop up along the way are therefore down to your instinct and serendipity. It becomes far more of a journey into the unknown than merely following the clearly prescribed route back home that a map would give you. If that feels a bit daunting, by all means use a map or even a satnav. Don't let any of the ideas in this book put you off! Just modify them to what appeals to you.

I once spent four years cycling back home. Within the single day ahead of you will lie most of the challenges, hurdles and rewards, of a multi-year ride – although maybe fewer bears. But I mean this seriously. You will have to navigate your way, you'll become wildly hungry and relish the joy of stopping at a café and eating cake, guilt-free. You will see things you have never seen before. If you travel slowly and with a smile on your face, then you will meet different people, have interesting conversations, and learn something new about the world and about yourself.

When you eventually make it back to your front door, you'll be tired, aching, and hungry. But you will have had an unusual and rewarding day and – I sincerely hope – you will have realized that you are capable of more and are thus eager for more.

You have opened the door to adventure.

- c **2.12** Tell Sts they are going to listen to part of the extract again where Alastair describes exactly what a first microadventure consists of, and this time they must complete sentences 1–7 with two to four words.

Give Sts time to read 1–7. Now play the audio for Sts to listen and complete the gaps.

Check answers.

- 1 almost at random 2 a one-way ticket  
3 can't manage 30 miles 4 down to your instinct  
5 modify them 6 smile on your face 7 capable of more

### **2.12**

The concept is simple: pick up your wallet. You're ready. Open the door, step out...and begin. (This sentence, by the way, is the hardest thing you will read in this entire book.) Then jump on a train. I'd suggest doing this microadventure by bike, because you can explore so much more new ground that way, but going by foot is a simple alternative. Hell, take a canoe if you like.

Anyway, choose a station, almost at random, that's about 30 miles away from your home. Buy a one-way ticket. I say 30 miles because it's a distance long enough to be challenging on a bike, but achievable in one day, even if you are pretty unfit. If you're on foot or if you can't manage 30 miles, then do a shorter trip. But don't just duck out and do no trip! This approach applies throughout this book: if something I suggest is too difficult, do an easier version. If something is too easy, make it harder. Mould it and adapt it to your own situation. Just make sure you do something.

When you arrive at your destination, hop on your bike and cycle home. Travelling 30 miles away from your home should guarantee that you'll begin the adventure in lovely countryside. I suggest you navigate homewards using a compass, or the Crowsflight app on your smartphone, rather than a map. A compass (or the app) won't tell you what route to take, it will only point you in the right direction. The twists and turns and decisions that crop up along the way are therefore down to your instinct and serendipity. It becomes far more of a journey into the unknown than merely following the clearly prescribed route back home that a map would give you. If that feels a bit daunting, by all means use a map or even a satnav. Don't let any of the ideas in this book put you off! Just modify them to what appeals to you.

I once spent four years cycling back home. Within the single day ahead of you will lie most of the challenges, hurdles and rewards, of a multi-year ride – although maybe fewer bears. But I mean this seriously. You will have to navigate your way, you'll become wildly hungry and relish the joy of stopping at a café and eating cake, guilt-free. You will see things you have never seen before. If you travel slowly and with a smile on your face, then you will meet different people, have interesting conversations and learn something new about the world and about yourself.

When you eventually make it back to your front door, you'll be tired, aching, and hungry. But you will have had an unusual and rewarding day and – I sincerely hope – you will have realized that you are capable of more and are thus eager for more. You have opened the door to adventure.

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with script 2.11 on p.108, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**EXTRA IDEA** You may want to focus on the meaning of some of the more advanced words or phrases in the listening. Read the following sentences out loud. Then elicit the meaning of the bold words and phrases.

*Waiting is a guaranteed way to ensure that the adventure you **crave** will never happen.*

*Waiting until you somehow...have both loads of money and plenty of time is **daft**.*

*What you need is a polite **kick up the backside!***

*So, if you are **procrastinating and dithering** about committing to adventure, why don't you...*

*Within the single day ahead of you will lie most of the challenges, **hurdles**, and rewards of a multi-year ride...*

*...you'll become wildly hungry and **relish** the joy of stopping at a café...*

- d Do the questions as a whole-class activity, or put Sts in pairs and then get some feedback.
- e Focus on the task and make sure Sts understand all the lexis in the microadventures, e.g. *forage* (= search outside, in the wild).  
Now put Sts in pairs or small groups and get them to tell each other if they have done, would like to do, or definitely wouldn't do any of the activities, and why. Get some feedback from various pairs or groups.

## **5 VOCABULARY** ways of moving

- a Give Sts time to read the extract and answer the questions.

Check answers to the first question and elicit a few opinions for the second.

*bite-sized* = very small or short  
*time-poor* = people who don't have enough free time

- b Put Sts in pairs to answer the questions.  
Check answers and clarify the meaning of all the verbs.

- 1 hike (= go for a long walk, but often implies 'over rough terrain'; can be used as a noun to suggest a long or awkward journey, e.g. *We could go into town, but it's a real hike.*)
- 2 wander (= walk slowly around without any particular sense of purpose)
- 3 trudge (= walk slowly or with heavy steps because you are tired or carrying sth heavy)
- 4 stagger (= walk in a weak, unsteady way, as if you are about to fall)
- 5 stroll (= walk in a slow, relaxed way)  
Slowly: wander, trudge, stroll  
With difficulty: hike, stagger

- c Tell Sts to go to **Vocabulary Bank Ways of moving** on p.144.

### **Vocabulary notes**

Sts will meet a variety of verbs that will allow them to describe movement in a more sophisticated way. Some of the verbs may not have an exact translation in their L1, so it is important for them to check the definition and see as many examples as possible in context.

Highlight that all the verbs are regular apart from *speed* – *sped*, *tear* – *tore*, *stride* – *strode*, and *creep* – *crept*.

Focus on the **Varying your vocabulary** box and go through it with the class.

Now focus on **a** and get Sts to do it individually or in pairs.

- 2.13** Now focus on **b**. Play the audio for Sts to listen and check.

Check answers, eliciting the spelling and meaning of the verbs.

### Move slowly

- 1 ambled = walk in a slow relaxed way (also possible *strolled*)
- 2 mooched = be somewhere not doing very much, walking with no purpose
- 3 wandered = walk slowly around a place without any particular sense of purpose (also possible *strolled* and *ambled*)
- 4 trudged = walk slowly with heavy steps, e.g. because you're tired
- 5 strolled = walk in a slow relaxed way (also possible *ambled*)

### Move quickly

- 6 sped = move along quickly, especially of a vehicle
- 7 rush = move with great speed, often too fast
- 8 tore = move somewhere quickly in an excited way (also possible *dashed* and *rushed*)
- 9 dashed = go somewhere suddenly and/or quickly
- 10 sprinted = run a short distance very fast

### Move with confidence or attitude

- 11 stormed = go somewhere in an angry, noisy way (also possible *marched*)
- 12 strutted = walk proudly with head up and chest out to show that you think you're important
- 13 marched = walk somewhere quickly in a determined way (also possible *strode*)
- 14 swaggered = disapproving – walk in a very proud and confident way
- 15 strode = walk with long steps in a particular direction (also possible *marched*)

### Move quietly or secretly

- 16 crept = move slowly, quietly, and carefully because you don't want to be seen or heard
- 17 slipped = quietly and quickly without being noticed
- 18 sneak = go somewhere secretly trying avoid being seen
- 19 skulking = hide or move around secretly especially when planning something bad
- 20 tiptoed = walk on the front part of your foot in order to move very quietly (also possible *crept*)

### Move with difficulty

- 21 staggered = walk with weak unsteady steps as if you're about to fall
- 22 limped = walk slowly or with difficulty because one leg is injured
- 23 hike = go for a long walk, often over difficult terrain
- 24 scrambled = move quickly, especially with difficulty, using your hands to help you
- 25 waded = walk with an effort through something, especially water or mud

### Move like an animal

- 26 waddled = walk with short steps, swinging from side to side, like a duck
- 27 trotted = to run or walk fast taking short, quick steps
- 28 prowled = move quietly and carefully around an area, especially with the intention of committing a crime
- 29 scampered = move quickly with short, light steps
- 30 padded = walk with quiet steps on soft feet

## 2.13

### Ways of moving

#### Move slowly

- 1 ambled
- 2 mooched
- 3 wandered
- 4 trudged
- 5 strolled

#### Move quickly

- 6 sped
- 7 rush
- 8 tore
- 9 dashed
- 10 sprinted

#### Move with confidence or attitude

- 11 stormed
- 12 strutted
- 13 marched
- 14 swaggered
- 15 strode

#### Move quietly or secretly

- 16 crept
- 17 slipped
- 18 sneak
- 19 skulking
- 20 tiptoed

### Move with difficulty

- 21 staggered
- 22 limped
- 23 hike
- 24 scrambled
- 25 waded

### Move like an animal

- 26 waddled
- 27 trotted
- 28 prowled
- 29 scampered
- 30 padded

Highlight any words your Sts may have problems pronouncing correctly, e.g. *wander* /'wɒndə/.

Focus on **Activation** and put Sts in pairs, **A** and **B**. Sts **A** mime a verb, and Sts **B** have to guess which it is. Sts then swap roles.

Tell Sts to go back to the main lesson **2B**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Vocabulary** photocopiable activity at this point.

## 6 PRONUNCIATION

 consonant clusters with s

### Pronunciation notes

Consonant clusters especially beginning with *s* are a problem for some nationalities, e.g. Spanish and Italian speakers, who do not normally have words beginning in this way, and often add a schwa sound at the beginning. If this is not a problem for your Sts, you may skip the pronunciation and just do the writing (**d** and **e**).

**a** Focus on the task and make sure Sts know what a *cluster* is (= a group of things of the same type that appear close together).

Individually or in pairs, Sts practise saying the consonant clusters.

**b**  **2.14** Focus on the task and give Sts time to say the verbs in the list out loud to themselves.

Play the audio for Sts to listen and repeat.

**EXTRA CHALLENGE** Get Sts to say each verb first and then play the audio for them to listen and check.

## 2.14

See verbs in Student's Book on p.23

**c** Give Sts time, individually or in pairs, to practise saying the phrases.

**d** Focus on the task and tell Sts to use the extract from the travel article in **5** to help them. If your Sts come from the same area, they could work in pairs.

Monitor and help if necessary.

**e** Put Sts in pairs and tell them to read their sentences to their partner. If Sts worked in pairs, put two pairs together.

When Sts have finished reading their sentences, make sure they ask their partner which adventure they would choose.

Elicit some adventures from the class.

## 7 VIDEO LISTENING

This is the first of four Video Listenings which are incorporated into the Student's Book. If you are unable to show the video in class, remind Sts that they can find the video on *Online Practice*, and ask them to watch the video and do the activities for homework.

- a Tell Sts they are going to watch a documentary on the Lake District Mountain Rescue Service. The Lake District is a region of lakes and mountains in north-west England. Focus on the notes.

1 12 2 600 3 450 4 chairman 5 deputy team leader  
6 4 7 kit 8 skills 9 weather

- b Play **Part 1** again. Then get Sts to write a few sentences to summarize what happens during a typical call-out. Sts could do this in pairs or individually.

Check answers.

When someone is injured, a couple of the fittest team members go ahead to give the casualty first aid and keep them warm. More team members follow; then the casualty is put on a stretcher and dragged or carried down the mountainside.

### Part 1

N = narrator, G = Gordon, D = David

- N Covering over 2,300 square kilometres of north-west England, the Lake District National Park boasts some of the country's most impressive scenery and it's easy to see why it attracts approximately 20 million visitors each year. Many of these tourists come here to satisfy their thirst for adventure, to battle the elements, to hike across the region's many peaks, and enjoy the epic landscape. But no adventure comes without risk. And if you get into trouble, you'll need one of the area's dedicated Mountain Rescue Teams to help you out. There are 12 different Mountain Rescue Teams across the Lake District and they operate all year round, whatever the conditions. It's one of the busiest regions in the country, with around 600 call-outs in the last year and there are over 450 Rescue Team members operating across the region. But who are they and what exactly do they do? We spoke to members of two different teams to find out.
- G My name is Gordon Barker. I live in Keswick and I'm the chairman of Keswick Mountain Rescue Team. I've been the chairman for five years.
- D My name is David Stewart and I'm the deputy team leader with Kirkby Stephen Mountain Rescue Team, which is in Cumbria. I've been in Kirkby Stephen Mountain Rescue Team for 12 years now, and I've been a deputy team leader for four years.
- G ...a Mountain Rescue Team is responsible, essentially, for responding to any kind of injury or medical calamity that might happen in the outdoors. Er, we don't have a professional service to do that. And so, it relies on volunteers to jump in Land Rovers, drive to the bottom of a hill, and then run up that hill as quickly as you can to bring first aid and whatever other medical, er, or other care that is needed by the casualty on scene.
- N So how exactly does this work?
- G Generally, the way it works is the first couple of people to arrive on scene, they're always the fittest in the truck. Er, there's a little selection process right at the start, 'Who's fit? Who's quickest?', right, they take the, you know, the first aid sack, which contains all the immediate care stuff they need. Er, and, generally, they focus on the casualty. And then, more team members arrive from the second truck as well. And then, you know, the casualty's being treated, they're getting pain relief, maybe their injuries are being seen to and just making sure the casualty's kept warm and safe and, and can be packaged efficiently.
- N It's highly pressurized work under very tough conditions. So, why do people volunteer to do it?
- G It's hard to explain really now, but, if I'm honest, ultimately, it's fun. You know, it, it's 2.00 in the morning, the text just come in, and it's throwing it down with rain outside and it's black outside and it's...the wind is rattling the windows...and there's a part of you just wants to stay warm and cosy in bed and just ignore it. But at the same time, you know that there's this crazy bunch of

people getting out of bed, legging it down to base and getting all that kit on and preparing to go out in that tempest. And, and you don't want to miss out.

- N Mountain Rescue Teams aren't just about emergency rescue operations. They also offer lots of advice about walking safely in the mountains.
- D If you're going for an adventure in the hills or the mountains, there are really three key areas in which you need to prepare. The first is kit. You need to have the right equipment for what you're going to do. The second key area is skills. It's all very well having the right equipment, having a map and compass, for instance. But they're no good if you don't know how to use them. The third key area is the weather. The weather can really affect what you can do during a day and how enjoyable it is. Fortunately, there are lots of good tools, lots of good weather forecasting sites and apps where you can keep right up to date on what the weather is going to do.

- c Now play **Part 2** of the video. Then put Sts into pairs and give them time to read the paragraph and correct any mistakes. Make sure they understand all the lexis, e.g. *ridge, stretcher*.

### Part 2

N = narrator, G = Gordon, S = Stephanie

- N Mountain Rescue Team volunteers like Gordon and David provide an extremely valuable service for Lake District walkers. Meet Stephanie Coulshed. Last year, Stephanie decided to go walking in the Lake District, but her weekend away in the great outdoors didn't quite go according to plan...
- S So, I'm Stephanie. Um, I work for, um, a disability charity in London. Um, I've always loved the Lake District and walking in the Lakes and I've got friends who feel the same. So, back in October, um, I was up in the Lake District for a weekend with a, a group of friends. We walked, um, from Borrowdale, we walked, um, up onto the, um, eastern end of the High Spy Ridge. And then, on the descent, um, we, we were coming down, um, a really steep stretch. I'd been really careful over the...the rocky bits. And then, um, got down from the rocky bits, and I just hit a bit of bog, a really slippery bit of bog. My right foot shot from under me and I fell backwards and sideways, um, over my left ankle and heard a crack. So, I was left, um, basically, uh, stuck in a bog, um, and I had to crawl out on all fours, cos I knew that I shouldn't stand or try to stand.
- G The rescue of Stephanie Coulshed was the 73rd that year out of a total of 95 in 2019, which was actually quite a light year. Stephanie's call-out was a typical call-out for us, in that it was a lower leg injury, that's maybe 40%, maybe more, of, of the call-outs that we have.
- S So, I just shouted, 'Help!' and, uh, the, the person in front of me just turned around and said, 'Are you OK?', and I just went, 'No!' cos I really knew by then that I wasn't.
- G It's one of the trickier routes that we have on our patch. It's quite steep ground, and there's a steep-sided narrow valley with a gill running down the middle of it, a steep stream.
- S The other complication was that where we were, there was no phone signal at all. Um, so, um, my friend's daughter is a, is a fell runner, and she's the fastest runner in the group. So, she ran down to get to a phone, you know, a landline or something down in the valley. So, we sent her down to phone for Mountain Rescue.
- N When the call came, Gordon and the team dropped what they were doing and raced to the site.
- S So, um, we waited, um, we waited, it felt like forever. It was probably a couple of hours, um, from when I fell to when we saw those really welcome red jackets coming up the hill towards us.
- N Gordon was in the second vehicle to arrive on the scene and he called up to the advanced team.
- G And when we arrived on scene, the guys from [the] first truck had done a good job of assessing the nature of the injuries and treating them accordingly.

And they'd already, uh, given her pain relief and splinted her limb. So, all we had to do really was help package her. So, put the stretcher together, make sure she's all wrapped up warmly, and then attach her to the stretcher so she's not going to fall out of it.

- S Um, there was like, they strapped me into the stretcher really tightly. And then there was a kind of, um, perspex hood thing that came down over my face, obviously to protect me from any, you know, if any stones got knocked or anything like that.
- G It's tricky ground at the top, it's very steep and grassy and quite slippery. So, we can drag the sledge along the ground to begin with, which saves us a lot of effort. And we did that for the first 50, 100 metres, but then we came to a stream and we had to carry her through and over the stream. And that's always a place where you focus the mind. You don't want to drop the stretcher at that point and have her tobogganing down the mountain. That wouldn't look good. So, we carried her through that, and then from there on down, it's pretty steep, quite narrow, and it's stony, so we have to carry the stretcher there.
- S Um, and everything they did, it felt like it was really well-rehearsed and everyone knew exactly what to say and exactly what to do. And it just all clicked into place. And that was one of the things that felt really reassuring.
- G And within, sort of, 20, 25 minutes, we were down on the, the bottom of the, the fell and able to then drag her again, um, over a couple of fields to the stretcher..., er, sorry, to the ambulance that was waiting, er, by the bridge.
- N Stephanie was taken to hospital, where she had surgery the following day. Now recovered, she's hugely grateful to the Mountain Rescue Team.
- S Well, I guess, if I was to, if I was to have them sitting in front of me now, I mean, obviously, I'd say like a massive thank you. But I'd also say, you know, that they have...well, for me anyway, they had exactly the right kind of mix of being totally professional, but also being really down to earth and friendly. And the combination of those two things just made me feel really safe.
- N Mountain Rescue is a serious business. Mountain Rescue volunteers train in some of Europe's most difficult conditions...  
...learning to use specialized equipment and technology...  
...and even working with trained rescue dogs. And they do all this so they're ready to go when the call comes.  
The magnificent Lake District landscape invites adventure. But when you come, as the Mountain Rescue Teams say, 'Be adventure smart' – come prepared, check the weather, and only attempt an activity within your capabilities.

**EXTRA SUPPORT** You could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

d Play **Part 2** again and then check answers. Ask Sts how 'adventure smart' they think they are, and if they have ever run into difficulties when hiking.

c

- 1 November October
- 2 family friends
- 3 a patch of ice a bit of bog
- 4 right ankle left ankle
- 5 her daughter her friend's daughter
- 6 phoned ran down the mountain to find a phone
- 7 an hour a couple of hours
- 8 carried dragged
- 9 at the bottom of the fell by the bridge
- 10 the same day the next / following day

For instructions on how to use these pages, see p.28.

**More materials****For teachers****Teacher's Resource Centre**

Quick Test 2

File 2 Test

**For students**

Online Practice Check your progress

**USE OF ENGLISH**

**a**

- 2 international
- 3 adversity / adversities
- 4 wisdom
- 5 remarkable
- 6 picturesque
- 7 counterproductive
- 8 transatlantic
- 9 achievement
- 10 infrastructure
- 11 extraordinary
- 12 unpleasantness

**b**

- 2 B
- 3 D
- 4 A
- 5 A
- 6 D
- 7 C
- 8 B

**READING**

- 1 D
- 2 E
- 3 D
- 4 C
- 5 A
- 6 D
- 7 E
- 8 B
- 9 A
- 10 B

- G** determiners: articles and quantifiers  
**V** research language  
**P** verb / noun word stress; stressed and unstressed articles

## Lesson plan

The main topic of the lesson is age.

The first half of the lesson begins with Sts reading a newspaper article, *The perfect age for everything*, which covers research into the best age for things such as being happy, running a marathon, etc. Sts then discuss what they think about this information and whether it fits with their own experiences. This leads into a lexical focus on formal terminology used to describe research, e.g. *rise, rank, claim, analyse*, etc., and this is consolidated in Pronunciation, where Sts focus on two-syllable words where the stress is different in the verb and noun forms (i.e. on the second syllable in the verb form, but sometimes moving to the first syllable in the noun form), e.g. *decrease* (verb) and *decrease* (noun).

The second half starts with Sts listening to a podcast about young people who have appeared in the *Time* magazine list of influential teenagers. This leads to a short writing task in which Sts choose one of the teenagers and write a biographical paragraph about them, covering where they are from, what inspired them, what they have achieved, etc. The grammar focus is on determiners that are articles and quantifiers, revising what Sts should already know and introducing advanced points such as the use of double determiners before a noun, e.g. *The boss was watching my every move*. This is followed by another pronunciation focus, this time on stressed and unstressed articles. The lesson ends with an oral grammar practice activity, *Just a Minute*, named after the popular radio programme on BBC Radio 4. In small groups, Sts choose a topic and have to try and speak about it for one minute as accurately and fluently as possible.

### More materials

#### For teachers

#### Photocopiables

*Grammar* determiners: articles and quantifiers p.141  
*Communicative* A life graph p.164 (instructions p.154)

#### For students

Workbook 3A

Online Practice 3A

### OPTIONAL LEAD-IN – THE QUOTE

Write the quote at the top of p.26 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.

You could tell Sts that Hayao Miyazaki is a Japanese filmmaker and artist. He co-founded the Studio Ghibli animation production company, which produced films such as *Spirited Away* and *My Neighbor Totoro*.

Get Sts to discuss what they think the quote means. Do they agree with it?

## 1 READING & SPEAKING scanning for information

**a** Focus on the task, making sure Sts realize that they should be thinking of a general age, e.g. a decade or part of a decade (e.g. *early thirties*).

**EXTRA SUPPORT** Quickly review age-related terms such as *in your (early / mid / late) thirties, middle-aged, elderly, etc.*, and then do the first photo as a whole-class activity.

The prompts are in the infinitive form, *be happy*, etc., so you might want to check Sts are aware of the use of the infinitive or the gerund, i.e. *being happy / be happy*, depending on the structure they're using.

Put Sts in pairs and give them time to discuss each photo.

Get some feedback from various pairs. Find out if any pairs disagreed with each other.

**b** Focus on the task and point out to Sts that the ages in the list are now specific, and that each is from a different decade.

Give Sts time in pairs to discuss and match each age to a photo in **a**.

Find out if any pairs thought of the same ages when discussing **a**.

**c** Tell Sts to read the article to check their answers to **b**.

Point out that if an age range is given, rather than a specific age, the correct answer is given as the average age.

Point out the **Glossary** and give Sts time to read the article.

Get Sts to compare with a partner, and then check answers. Remind them to write the ages beside each heading.

1 69 2 31 3 28 4 40 5 17 6 50

**d** Focus on the task and set a time limit, e.g. 3 minutes, for Sts to complete it individually. To encourage Sts to scan effectively, the names are not in the order they occur in the article.

Get Sts to compare with a partner, and then check answers.

- 1 researchers in Canada:** The best academic papers are written after people have been in a job for 12 years.
- 2 a study at the London School of Economics:** People are happiest at the age of 69, with another peak when they're 23; the unhappiest people are those between 45 and 54.
- 3 The US National Bureau of Economic Research:** Most Nobel Prize winners did their prize-winning work when they were 40, also true of people with normal jobs.
- 4 Edmund King:** 17-year-olds are more open to learning new things than 26-year-olds.
- 5 John Brewer:** To run a marathon, you need strength, speed, and endurance and the experience of managing a long run.
- 6 John Mirowsky:** Having a baby at 29/30 correlates with women who are fitter later in life; having a baby at 34 correlates with women who have less pain / disease; the average age is therefore 31.

- 7 Meik Wiking:** Happiness over your lifetime looks like a U-curve; when we're older, we're better at choosing what will make us happy.
- 8 Professor Stuart-Hamilton:** Doing maths in your head – people of 50 learned mental arithmetic at school, which explains why they are the best at it.

Deal with any vocabulary that you think might be challenging for your Sts in terms of either meaning or pronunciation.

**EXTRA CHALLENGE** To practise summarizing skills, get Sts to summarize what they have learned from each paragraph in one sentence.

- e** Do this as a whole-class activity, or put Sts in pairs and then get some feedback. If you didn't do the **Extra support** in **a**, you might want to remind Sts how to express *early- / mid- / late- + thirties / forties*, etc. Don't tell Sts if they are correct at this stage.
- f** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication The perfect age, A** on p.86 and **B** on p.90. Here they each read two more paragraphs from the article about the perfect age for the items they discussed in **e**, and tell each other about the research. Go through the instructions and make sure Sts understand what they have to do. Monitor and help where necessary. When they have finished, find out if any Sts predicted the correct decades. Tell Sts to go back to the main lesson **3A**.
- g** First, get Sts to note the correct ages from **Communication** next to the topics in **e**, in order to remind them when they discuss the 'best ages' in this activity. Sts then discuss what they read in each paragraph from the article. Do this as a whole-class activity, or put Sts in pairs and then get some feedback.

## 2 VOCABULARY research language

### Vocabulary notes

At this level, we are encouraging Sts to make and to notice precise choices about vocabulary. Even with synonyms, they should also be thinking about formality and connotation.

You may want to highlight the following information:

- *Decline* is intransitive; however, *decrease* can be both transitive and intransitive. The transitive use is quite formal, e.g. *The government has **decreased** spending on defence projects.*
- *Examine* (but not *analyse*) often refers to a visual examination, e.g. a doctor examines a person but doesn't analyse them.
- *Reveal* implies something that was previously hidden, whereas *show* could have been there all the time, etc.
- *State* is more neutral, whereas *claim* implies doubt.

- a** Focus on the task and give Sts time to complete it individually. Point out that they must put the verbs into the correct form. You might want to elicit / explain the meaning of the informal idiom *to be over the hill* (= be old and therefore no longer useful or attractive).

Get Sts to compare with a partner, and then check answers. You could tell Sts that *resistance training* is more commonly referred to by gym-goers as *weight training*, but the term refers to any form of exercise where you lift or pull against resistance.

1 peaks 2 declines 3 analysing 4 revealed 5 increase

- b** Put Sts in pairs and give them time to discuss the difference between each verb in 1–8. To get the most out of the activity, try to encourage Sts to be as clear and detailed as they can when explaining the differences between the words and to give examples where possible. Check answers. You may want to give Sts some information from the **Vocabulary notes** at this point, and to elicit the pronunciation of some of these words, e.g. *prioritize* /praɪ'ɒrətaɪz/.

- 1 *rise* = go up; *peak* = reach the highest point
- 2 *decline* = become smaller or weaker; *decrease* = become or make sth smaller in size or number
- 3 *examine* = consider or study sth very carefully or look at sth closely; *analyse* = study the nature or structure of sth, especially by separating it into parts, in order to understand or explain it
- 4 *show* = to make sth clear to sb; *reveal* = to make sth known to sb which was previously unknown
- 5 *increase* = become greater in amount, number, or value; *accelerate* = get faster
- 6 *conclude* = to decide or believe sth as a result of what you've heard or seen; *prove* = to show that sth is true
- 7 *prioritize* = to put tasks, problems, etc., in order of importance so that you can deal with the most important first; *rank* = put things on a scale of importance
- 8 *claim* = say sth is true, although it hasn't been proven; *state* = formally write or say sth

- c** Focus on the task, making sure Sts understand all the lexis, e.g. *streaming services*, etc. Remind Sts to put the verbs into the correct form and that sometimes there is more than one possible answer.

Get Sts to compare with a partner.

- d** **3.1** Play the audio for Sts to listen and check. They will only hear the first answer – not all the options. Check answers.

1 prioritize 2 revealed / showed 3 claims 4 decreased  
5 concluded / shown / revealed / proved 6 peaked  
7 rise / increase 8 analyse

### 3.1

- 1 I think we need to prioritize discussing the budget, as it's currently more urgent.
- 2 To scientists' surprise, the 30-year study revealed no correlation between a vegan diet and good health.
- 3 The writer claims to be the first to investigate this connection.
- 4 The popularity of live TV has significantly decreased over the last five years, as people move to streaming services.
- 5 The study has concluded that a larger brain doesn't necessarily make an animal more intelligent.
- 6 After years of steady improvement, driving test pass rates peaked at 60%, and have been dropping over the past few years.
- 7 We're expecting house prices to rise by approximately 7%, but then to fall again.
- 8 Before we publish the results in our paper, we will need to analyse our research in detail.

Now tell Sts to look at the 16 verbs in **b** and circle the ones that are also nouns. Then they must write the noun forms of the verbs they haven't circled.

**EXTRA SUPPORT** Elicit which verbs Sts have circled before getting them to write the noun forms of the other verbs.

Get Sts to compare with a partner, and then check answers. Point out that *show* and *state* are nouns with an unrelated meaning to the verb. *Reveal* is also used informally as a noun. Point out also that some of the nouns have a more specific non-abstract meaning, e.g. *a pay rise, a mountain peak, a theatre show, a police state*.

**Verbs Sts should have circled**

rise, peak, decline, decrease, increase, rank, claim

**Noun forms of the other verbs**

examination, analysis, showing, revelation, acceleration, conclusion, proof, priority, statement

**3 PRONUNCIATION** verb / noun word stress

**Pronunciation notes**

Sts should be aware of some of the verbs in which the stress changes where it is a noun, e.g. *record* (v) and *record* (n). Here they focus on more of these. It is worth pointing out that the change in stress can also affect the vowel sound, e.g. *record* (v) /rɪ'kɔ:d/ and *record* (n) /'rekɔ:d/, *survey* (v) /sə'veɪ/ and *survey* (n) /'sɜ:vɪ/, *extract* (v) /ɪk'strækt/ and *extract* (n) /'ekstrækt/.

**a** Focus on the task and then put Sts in pairs to answer the question.

**EXTRA CHALLENGE** Check the answer before playing the audio.

**b** **3.2** Play the audio for Sts to listen and check. Check the answer.

1 (verb) *decrease* 2 (noun) *decrease*

**3.2**

See sentences in Student's Book on p.27

**EXTRA SUPPORT** Play the audio again. Then give Sts time, in pairs, to practise saying the sentences.

**c** Focus on the task and make sure Sts understand what they have to do. Then put Sts in pairs to answer the question. Tell Sts that this kind of exercise is easier if they say the words aloud to themselves.

**EXTRA CHALLENGE** Elicit answers before playing the audio.

**d** **3.3** Play the audio for Sts to listen and check. Check answers.

**In the following words, the stress in the noun form is different from the verb form (it changes to the first syllable):**

increase, survey, produce, record, conflict, protest, update, contract, extract

**3.3**

to decline – the decline  
to increase – the increase  
to research – the research  
to survey – the survey  
to produce – the produce

to record – the record  
to conflict – the conflict  
to protest – the protest  
to update – the update  
to contract – the contract  
to advance – the advance  
to control – the control  
to address – the address  
to extract – the extract

**4 LISTENING & WRITING** making decisions about what to note down and what to omit

**a** Focus on the task. Do this as a whole-class activity, or put Sts in pairs and then get some feedback. You might want to elicit the meaning and pronunciation of *influential* /ɪnflu'entʃl/ (= having a lot of influence on sb / sth). Sts may well not know anything about people 1, 3, 5, and 9, but they will find out about them in **b**.

**b** **3.4** Focus on the task. Point out that the five people are the ones in colour in the photo collage.

Now play the audio for Sts to listen and answer the questions. You might want to pause the audio after each person / pair has been mentioned, to give Sts time to make notes.

Get Sts to compare with a partner, and then check answers. You might want to check that Sts know what an *algorithm* is (= set of rules that must be followed, especially by a computer when solving a particular problem). Elicit or model its pronunciation /'algərɪðəm/.

**EXTRA SUPPORT** Write the following on the board:

HE / SHE / THEY:

- ORGANIZED A CAMPAIGN TO REDUCE THE USE OF PLASTIC.
- DEVELOPED SOFTWARE TO HELP DOCTORS IMPROVE CANCER TREATMENT.
- WAS AN AMBASSADOR FOR UNICEF AND FOR UEFA'S CAMPAIGN TO PROMOTE WOMEN'S FOOTBALL.
- CAMPAIGNED TO INCLUDE BLACK GIRLS AS MAIN CHARACTERS IN BOOKS.

Tell Sts to listen to the audio and to match the photos in **a** to what the people have done. Play the audio and then check answers.

**Marley Dias:** She campaigned to promote including black girls as main characters in books.

**Rishab Jain:** He developed software to help doctors improve cancer treatment.

**Millie Bobby Brown:** She was an ambassador for UNICEF and for UEFA's campaign to promote women's football.

**Melati and Isabel Wijsen:** They organized a campaign to reduce the use of plastic.

**3.4**

(Script in Student's Book on p.108)

**Rishab Jain**

One of the most difficult cancers to treat is pancreatic cancer. This is partly because it involves doctors trying to kill all the diseased cells, while sparing as many healthy ones as possible, and the pancreas, rather than being in a fixed position, moves around the abdominal area, and sometimes it gets obscured by other organs. Rishab Jain, an American boy from Portland, Oregon in the USA, was only 13 when he developed an algorithm that uses artificial intelligence to accurately locate and track the pancreas. He was inspired by the death of a family friend to cancer, and when he heard about the low survival rate for patients with pancreatic cancer, he decided he

wanted to do something about it. His algorithm won the top prize in a competition called the 'Discovery Education 3M Young Scientist Challenge'. Aged only 14, he was named America's top young scientist, and was included in the *Time* magazine influential teens list. With the money he won from the competition, he set up a non-profit organization to promote STEM subjects among disadvantaged children and raise awareness of pancreatic cancer. He says he'll also put some of the money towards a college fund, so he can study to become either a biomedical engineer or a doctor.

#### Millie Bobby Brown

Millie Bobby Brown was included in the *Time* magazine influential teens list at the age of 13, and was appointed as a UNICEF ambassador at the age of 14. She was born in Malaga, Spain, to British parents, and lived in Spain and the UK until she was eight, when the family moved to Florida. She suffered hearing problems as a child, which gradually led to her becoming completely deaf in one ear. Despite this, she had always wanted to act, inspired by her love of Disney films, and made her debut aged nine in the ABC fantasy drama series *Once Upon a Time in Wonderland*. Three years later, she got the role of Eleven in the Netflix science-fiction horror series *Stranger Things*, and has won several awards for her performance, including two Emmys. Since then, as well as her acting, she's worked as a model and in music videos, and, in March 2019, became an ambassador of UEFA's Together We Play Strong campaign, which promotes women's football.

#### Marley Dias

Marley Dias, who was named after the reggae singer Bob Marley, was born in Philadelphia in the United States, to parents of Caribbean descent, and grew up in New Jersey. She was only 13 years old when she was nominated as one of the world's most influential teenagers. At the age of 11, when she was in sixth grade, she complained to her mother that in all the books she was asked to read at school, the protagonists were always white boys, or dogs. Instead of just complaining, her mother encouraged her to do something about it, and she decided to launch a campaign called #1000BlackGirlBooks, in order to call public attention to the lack of diversity in children's literature and to promote featuring black girls as the main characters. Her goal was to collect 1,000 books and donate them to different communities. Dias's project became a global sensation, and since the launch of the campaign, more than 11,000 books with black girls as the main character have been donated to libraries, schools, and community organizations around the world. Dias has now written and published her own book, *Marley Dias Gets It Done: And So Can You!* Her aim, she says, is to ensure that kids know that changing the world should not be something that feels imaginary, but something that they have the power to do today and always.

#### Melati and Isabel Wijsen

Bali in Indonesia may be a dream holiday destination, with its beautiful beaches and clear water. However, a less glamorous fact exists: a serious problem with plastic pollution. Less than 5% of its plastic bags get recycled, and when sisters Melati and Isabel Wijsen were swimming one day, they found themselves surrounded by them. Then aged just 10 and 12, they wanted to change things. Their heroes were people who had done things to change the world – Nelson Mandela, Princess Diana, and Gandhi – so, inspired by them, they set up a campaign called 'Bye Bye Plastic Bags', which has been instrumental in the fight to ban plastic bags on the island. They hope Bali can follow in the footsteps of Hawaii and Rwanda in making the plastic bag a thing of the past. From petitioning both online and offline to distributing environmentally friendly bags with fellow teens, the sisters' campaign has gained international attention and counts the United Nations and conservationist Jane Goodall among its collaborators. Their single-minded determination earned them a place in the *Time* magazine influential teenagers list when they were 15 and 17 years old, and they have spoken at several international conferences. What the sisters say motivates them most is seeing how they can mobilize and activate young people.

- c Focus on the task and give Sts time, in pairs, to see if they can remember any of the biographical information.  
Play the audio again, pausing after each person has been mentioned.
- d Get Sts to compare with their partner and add to their own notes, then play again if necessary.  
Check answers.

See script 3.4

Finally, tell Sts to choose one of the teenagers and, using the information in their notes, to write a biographical paragraph. When they have finished, they should exchange their paragraphs with other students, and finally give them in to be corrected.

**EXTRA SUPPORT** Get Sts to agree on a person and write their paragraph with a partner.

**EXTRA IDEA** Tell Sts to choose one of the other teenagers from 4a and do their own research to find out their main achievements. They should then write another biographical paragraph to present in the next class.

## 5 GRAMMAR

determiners: articles and quantifiers

- a Focus on the task and then give Sts time to complete the four extracts.  
Get Sts to compare with a partner.
- b  3.5 Play the audio for Sts to listen and check.  
Check answers, eliciting rules and reasons where appropriate.

1 some 2 a 3 a 4 a 5 a 6 – 7 – 8 a 9 –  
10 the 11 – 12 – 13 the 14 – 15 – 16 –  
17 the 18 a

### 3.5

He says he'll also put some of the money towards a college fund, so he can study to become either a biomedical engineer or a doctor. Since then, as well as her acting, she's worked as a model and in music videos, and, in March 2019, became an ambassador of UEFA's Together We Play Strong campaign, which promotes women's football. She decided to launch a campaign called #1000BlackGirlBooks, in order to call public attention to the lack of diversity in children's literature and to promote featuring black girls as the main characters. They hope Bali can follow in the footsteps of Hawaii and Rwanda in making the plastic bag a thing of the past.

- c Tell Sts to go to **Grammar Bank 3A** on p.120.

## Grammar notes

Articles are a complex area for Sts even at this level, and one where they may still be making errors. The first two sections on generalizing and other uses of articles should be partly revision, although some of the rules will probably be new uses. The third section focuses mainly on determiners that are articles and quantifiers; Sts at this level should be confident with the rules for possessive adjectives and demonstratives.

### Quantifiers

- 1 Remind Sts of the positive / negative meanings and uses of *some* / *any* and the use with *if*, and in requests. *Any* is completely open (*Is there **any** milk?*), whereas *some* means a more restricted quantity (*Is there **some** milk left over?*).
- 2 *No* in this context is usually more emphatic, e.g. *I've got **no** money* versus *I haven't got any money*.
- 5 Remind Sts of the difference between *many more* and *much more* + countable / uncountable. The same difference applies to double determiners *a few more* and *a little more*.

Focus on the example sentences for **articles: making a generalization** and go through the rules with the class. Repeat for **articles: other uses** and **quantifiers**.

Now tell Sts to go to *p.134* and get them to do the exercises individually or in pairs. If they do them individually, get them to compare with a partner. Check answers after each exercise.

**a** (Sts should cross out these words)

- 1 *Spanish*: For nationalities ending *-ish*, we don't use an article.
- 2 *money*: Money is not a unique phenomenon, global institution, or invention.
- 3 *supermarket*: For a singular noun like *supermarket*, we use an article or another determiner.
- 4 *St James's Park*: With a specific place name, we don't normally use an article.
- 5 *breakfast*: We don't use an article for meals when used without an adjective.
- 6 *birds*: For a generalization with a plural noun, we don't use an article.
- 7 *station*: *Station* is not one of the group of places we use without an article in a non-specific sense.

**b**

My grandfather became **a** successful doctor, but life was not always easy for him. He was born in the Great Depression of **the** 1930s, and his father struggled to earn enough money to support his many children. **The** Unemployment was a big problem at that time, and the few jobs that were available were badly paid. His father had to take any job he could find, and **the** little money he earned went on food and basic necessities, so that there was ~~any~~ **no** money left over for books or school uniforms. However, my grandfather was **a** bright student, and he and his best friend Joe Perkins studied so hard that they were both awarded scholarships to study medicine at **the** university. My grandfather did his degree in London and Joe studied abroad, and they lost touch. After graduating, my grandfather spent ~~more three~~ **three more** years doing **a** doctorate. He funded himself – he told me he took some part-time job in a café, I think – and spent ~~other every~~ **every other** weekend cleaning people's houses, so there wasn't a great deal of time to study. Eventually, he got his doctorate and found **a** job in a London hospital. He worked there for several more years. One day, as he was preparing to go home, his secretary said, 'There's **the** **a** Joe Perkins to see you.' It was his old childhood friend,

who was now working as **a** surgeon in London. It made my grandfather so happy to see that they had both succeeded in their careers, despite the huge **amount number** of obstacles they had had to overcome. My grandfather has taught me that **the** success in life is down to hard work and determination.

Tell Sts to go back to the main lesson **3A**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Grammar** photocopyable activity at this point.

## 6 PRONUNCIATION stressed and unstressed articles

### Pronunciation notes

Sts will be well aware by now of unstressed (non-content) words such as articles, prepositions, etc., but practising and getting the schwa sound correct is a way in which they can refine and improve their pronunciation. Here they are also made aware of some less common contexts in which articles are stressed, and the resulting vowel sounds.

- a**  **3.6** Focus on the task and remind Sts that the Lake District is a national park in the north-west of England (there was a Video Listening about their Mountain Rescue Teams in File 2). Then play the audio for Sts to listen to the conversation and answer the questions. Get Sts to compare with a partner, and then play again if necessary. Check answers.

*a, the, and some*: The vowel sound is /ə/ and they are unstressed. *The* can also be pronounced /ði:/ when the next word begins with a vowel sound, e.g. *the end*.

### 3.6

See conversation in Student's Book on *p.29*

**EXTRA CHALLENGE** Get Sts to read the conversation and answer the questions in pairs. Then elicit answers before playing the audio to check.

- b** Focus on the task and then play the audio again for Sts to listen and underline all the schwas. Get Sts to compare with a partner, and then play again if necessary. Check answers.

- A** Are you having a holiday this summer?  
**B** Yes, we've got some time off in July, so we're going to the Lake District.  
**A** Don't you usually go abroad?  
**B** Yes, but we've decided to stay in the UK and rent a cottage. We're trying to cut down on air travel, you know, to save the planet. We're big fans of Greta...

**EXTRA SUPPORT** Play the audio again, pausing after each line for Sts to listen and repeat. Then give Sts time, in pairs, to practise the conversation. Make sure they swap roles.

- c**  **3.7** Focus on the task and then play the audio for Sts to listen and answer the questions.

Check answers. You could tell Sts that in written English, a stressed article of the type modelled in the conversations is normally written in italics or underlined.

**Conversation 1** The speaker wants to explain that although she found something to wear, it wasn't her ideal choice.  
*a* is stressed to mean that it was a possible option, but not the perfect one *a* is pronounced /ei/.

**Conversation 2** The speaker wants to explain that the person she met was her ideal choice.  
*the* is stressed to mean that he was the only or perfect one.  
*the* is pronounced /ði:/.

### 3.7

See conversations in Student's Book on p.29

**EXTRA CHALLENGE** Get Sts to read the conversations and answer the questions in pairs. Then elicit answers before playing the audio to check.

**d 3.8** Focus on the task and then play the audio for Sts to listen and answer the questions.

Check answers. In conversation 2, point out that although the article *the* is stressed, it can have the /ði:/ or /ðə/ sound, because the speaker is hesitating and doesn't know which word is going to come next.

**Conversation 1** It's stressed before a proper name, to mean 'the famous...'

**Conversation 2** It's stressed because the person is trying to think of the next word.

### 3.8

1

A You'll never guess who I saw at the theatre last night.

B Who?

A Harry Kane.

B The Harry Kane? The footballer?

A Yes, he was sitting in the row behind me. I couldn't believe my eyes.

2

A What do we need to add first, the sugar or the flour?

B Er...hold on a minute while I check. You add the...the...the sugar.

**EXTRA IDEA** Play the audio and get Sts to try to read along to themselves (at low volume) at the same speed and same rhythm. They could follow this up with **Listen and record** on *Online Practice*.

## 7 SPEAKING

**a** Focus on the task and make sure Sts understand all the lexis in topics 1–10, e.g. *the device I rely on*, etc.

Give Sts a few minutes to think about all the topics.

**b** Put Sts in small groups of three, **A**, **B**, and **C**. If you don't have the right number of Sts for groups of three, put two Sts in a pair and tell them that the timekeeper is also the person listening.

Now give Sts time to read the rules. You might want to elicit / explain what a *round* is here (= a stage in a competition or sports event).

**c** Focus on the **Language for restarting after an interruption** box and go through it with the class.

Now focus on the task and give Sts time to play three or more rounds.

Monitor and help if necessary.

When the time is up, find out if anyone managed to talk for a minute without being stopped.

- G** word order  
**V** idioms from Shakespeare  
**P** reading aloud

## Lesson plan

The main topic of the lesson is classic literature, with a special focus on Shakespeare.

The first half of the lesson begins with a short quiz on Shakespeare, which Sts do in small groups. This is followed by Sts reading and listening to a complete, famous scene from *Macbeth*. This leads to a Vocabulary focus on idioms from Shakespeare which are commonly used today, such as *to come full circle*, *to eat sb out of house and home*, etc.

The second half allows Sts to discuss the relevance of Shakespeare and classic literature today. It starts with a grammar focus on word order, such as in inversion, cleft sentences, and fronting, all of which are very common in literary texts. In Pronunciation, the focus is on techniques for reading aloud. Sts first listen to a poem by Wendy Cope about Shakespeare, and then read it aloud themselves. There is then a listening, in which playwright Diane Samuels is interviewed about whether she believes Shakespeare should be taught in secondary schools and how she feels about the area of gender-swapping (women playing male roles and vice versa) in the theatre today. This is followed by a writing task on reviews, which includes a focus on using expressive language. Finally, in *The Conversation*, Sts watch three people discussing whether they think young people should be made to study classic literature at school. Sts then discuss this question, as well as two other questions related to the topic, focusing on phrases the speaker uses to signal a point he / she is about to make.

### More materials

#### For teachers

##### Photocopiables

*Grammar* word order p.142

*Communicative* Poet's corner p.165 (instructions p.154)

*Vocabulary* Idioms from Shakespeare p.191 (instructions p.184)

#### For students

Workbook 3B

Online Practice 3B

### OPTIONAL LEAD-IN – THE QUOTE

Write the quote at the top of p.30 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.

You could tell Sts that Ben Jonson (1572–1637) was a poet and playwright, and a contemporary of Shakespeare. One of his plays, *Every Man in his Humour*, was performed by Shakespeare's company the Lord Chamberlain's Men, with Shakespeare himself playing one of the leading roles.

Get Sts to discuss what they think the quote means, and if they agree.

## 1 SPEAKING

**a** Focus on the task and put Sts in groups of three.

**!** Don't ask Sts what they know about Shakespeare at this stage, as they will be doing this later, in **b**.

Set a time limit for Sts to discuss and mark each statement *T* (true) or *F* (false). Tell them to work together, pooling their general knowledge to try to decide on the most likely answer if they don't know.

**EXTRA IDEA** To make this into a competition, tell each group to write their names and answers on a piece of paper. When the time limit is up, collect all the pieces of paper and redistribute them.

**b** In their groups, assign each student a letter, **A**, **B**, and **C**. Tell them to go to **Communication Shakespeare – true or false?**, **A** on p.87, **B** on p.91, and **C** on p.92. Here they each read the answers to three of the quiz questions, and then tell each other.

Go through the instructions and make sure Sts understand what they have to do.

Monitor and help where necessary.

Check answers to **a** and find out if any Sts already knew any of the facts in the quiz. Then ask if any groups got all the answers correct.

- 1 Probably true   2 Probably true   3 Definitely false  
 4 Probably false   5 Definitely false   6 Definitely true  
 7 Definitely false   8 Definitely true   9 Probably true

Now elicit any other information Sts know about Shakespeare and his work. Here are some facts Sts might like to know:

- Shakespeare (1564–1616) never edited his own writing. The literary critic Ben Jonson said, 'Whatever he penned, he never blotted out a line.'
- His wife was eight years older than him. Within one month of signing his will, Shakespeare died, even though he described himself as being in 'perfect health', and no one knows for sure how he died. The only thing he left his wife in his will was their bed. There are no direct descendants of Shakespeare alive today. Shakespeare's last descendant, his granddaughter Elizabeth, died in 1670.
- Nobody knows how his last name was spelled. It comes up in history spelled over 80 different ways, such as 'Shappere' and 'Shaxberd'. In his own signatures, he would write variations such as 'Willm Shakp'.
- A fun fact: 'William Shakespeare' is an anagram of 'I am a weakish speller'.

Tell Sts to go back to the main lesson **3B**.

## 2 READING & LISTENING interpreting a character in literature

a Focus on the task and give Sts time to read the three paragraphs about *Macbeth* which give context to the scene they are going to read.

Get Sts to answer the questions individually or in pairs. If they do them individually, get them to compare with a partner.

Check answers.

**EXTRA CHALLENGE** If you think your Sts may have some knowledge of Shakespeare's plays, try to elicit as much of the plot as possible before they read.

- 1 political ambition
- 2 to murder the King of Scotland, in order to become king himself
- 3 She's in her castle, sleepwalking.

**EXTRA SUPPORT** Read the paragraphs with the class, to make sure they understand all the lexis, e.g. *spellbound*, *prophecy*, *urged on*, etc.

b 3.9 Tell Sts that they are now going to read and listen to a complete scene from *Macbeth* (Act 5, Scene 1). Highlight that the language is 17th-century English, and will have a lot of language which is unfamiliar to them (and to many native speakers), but this should not stop them from understanding the gist of the scene. If you have access to a video performance, you could show it to Sts after the first reading.

Focus on the task and tell Sts that *Macbeth*, Shakespeare's shortest tragedy, was written in 1606. Explain that *gentlewoman* means 'Lady-in-waiting' (= a woman who goes to places with, and helps, a queen or princess). Go through the **Glossary** with the class.

Give Sts time to read events A–G.

Now play the audio for Sts to listen and read at the same time.

Give Sts time to number the events in the correct order.

Get Sts to compare with a partner, and then check answers.

- 2 The gentlewoman explains to the doctor what Lady Macbeth has been doing when she is sleepwalking.
- 5 Lady Macbeth talks to herself as she tries to wash away the imaginary blood on her hands.
- 1 The doctor asks about Lady Macbeth's strange behaviour.
- 4 The gentlewoman and the doctor watch Lady Macbeth rubbing her hands.
- 7 The doctor and the gentlewoman leave.
- 3 They see Lady Macbeth appear, carrying a candle.
- 6 The doctor realizes that Lady Macbeth has a terrible secret.

### 3.9

See Act 5, Scene 1 of *Macbeth* in Student's Book on pp.30–31

## LANGUAGE IN CONTEXT

c Focus on the task and give Sts time to match the highlighted words and phrases in the play to their modern equivalent in the list.

**EXTRA SUPPORT** Get Sts to work in pairs.

Check answers.

- 1 see
- 2 take out
- 3 disturbed sleep
- 4 it's absolutely right
- 5 look
- 6 listen
- 7 afraid
- 8 deeply troubled
- 9 outside my knowledge
- 10 evil rumours
- 11 confused

Now focus on the **dare** box and go through it with the class. You may want to point out that the question form can be either *dare you* or *do you dare*.

**EXTRA CHALLENGE** You may want to focus on the following aspects of Shakespearean English:

- different word order, e.g. *I have two nights watched with you* rather than *I have watched with you for two nights*.
- not using *do / did* in questions, e.g. *How came she by that light?* rather than *How did she come by that light?*
- *'tis* rather than *it's*

**EXTRA SUPPORT** You could tell Sts that there are modern English translations of Shakespeare's plays available on the internet. If Sts are interested, they could find a modern version of this scene, and look at the modern meanings of some of the old-fashioned expressions, e.g. *Fie, my lord, fie!* = 'Nonsense, my lord, nonsense!'

d Focus on the task and play the audio again.

Do the questions as a whole-class activity, or put Sts in pairs and then get some feedback.

## 3 VOCABULARY idioms from Shakespeare

a Do this as a whole-class activity and elicit the answer. You could tell Sts that although this idiom is still in use today, it has been adapted to *What's done is done*, which is more common.

You cannot change **things that have already happened**.

b Tell Sts to go to **Vocabulary Bank Idioms from Shakespeare** on p.146.

### Vocabulary notes

Learning some common idioms from Shakespeare which they will then be able to recognize and even incorporate into their English is often motivating for Sts.

All the idioms here are attributed to Shakespeare; however, it is not always known if an idiom was already in existence in Shakespeare's lifetime, or if he invented it. Nevertheless, his plays often provide us with the earliest use.

You may want to explain the origin of some of the idioms, e.g. *a fell swoop* is a savage blow inflicted when a bird of prey flies down from a height; *a wild goose chase* was a horse race in which the horses ran in a V-formation, mimicking how geese fly; *wear your heart on your sleeve* may come from medieval jousting, where a 'sleeve' was a piece of armour which protected your arm.

### 3 Expressions

In the expression *mum's the word*, *mum* doesn't mean *mother*; it comes from the Old English word *momme*, which meant 'be silent'. This may also link to the sound *Mmm*, which is made by pressing the lips together and not speaking.

Focus on **The influence of Shakespeare** and elicit / explain that a *sonnet* is a poem that has 14 lines, each containing ten syllables, and a fixed pattern of rhyme.

Now focus on **1 Noun phrases** and point out that the information in brackets is the name of the play that the idiom has been taken from and that the dialogues show the idiom used in a modern English context. Get Sts to do **a** individually or in pairs.

🔊 **3.10** Now focus on **b**. Play the audio for Sts to listen and check.

Check answers.

### 🔊 3.10

#### Idioms from Shakespeare

##### 1 Noun phrases

1 B

*The be-all and end-all* means the most important thing.

2 F

*In one fell swoop* means all at once, in one go.

3 D

*A sorry sight* means in a bad state, a mess.

4 A

*Elbow room* means space to move.

5 C

*A wild goose chase* means a useless search for something.

6 E

*Good riddance* means I'm so glad they've gone.

7 G

*His own flesh and blood* means family.

Focus on **Activation** and put Sts in pairs, **A** and **B**.

Sts **A** (books open) read the first sentence of the mini-conversations, and Sts **B** (books closed) try to remember the idiom in the response. Sts then swap roles.

Focus on **2 Verb phrases** and get Sts to do **a** individually or in pairs. Point out that Sts have to change the verb forms and *sb/your* to fit the sentences.

🔊 **3.11** Now focus on **b**. Play the audio for Sts to listen and check.

Check answers.

### 🔊 3.11

#### 2 Verb phrases

1 B

Fashion has **come full circle**, and long skirts are now back, like in the 70s.

2 A

Our dog needs a ridiculous amount of food. He's **eating us out of house and home**.

3 G

I could tell immediately that Jackie was upset. She **wears her heart on her sleeve**.

4 C

I thought it was best that I told Matt what I knew about his new girlfriend. Sometimes you have to **be cruel to be kind**.

5 I

The boss is furious with you about yesterday's meeting. I think you should **lie low** this morning and keep out of his way.

6 F

A man turned up at the door pretending to be a policeman and tried to convince my grandmother to give him her credit card details. Luckily, I was there, and I **sent him packing**.

7 H

Telling a joke is a good way to **break the ice** at the start of a presentation.

8 D

I drank far too much coffee yesterday, and as a result I **didn't sleep a wink**.

9 E

Nobody knows what happened to the missing walkers. They seem to have **vanished into thin air**.

Put Sts in pairs and get them to say what they think the idioms mean.

Elicit the meaning of each phrase from various pairs.

- 1 *come full circle* = to return to the situation in which you started, after a series of events or experiences
- 2 *eat sb out of house and home* (informal and is often used humorously) = to eat a lot of sb else's food
- 3 *wear your heart on your sleeve* = to allow your feelings to be seen by other people
- 4 *be cruel to be kind* = make sb suffer because it will be good for them later
- 5 *lie low* (informal) = to try not to attract attention to yourself
- 6 *send sb packing* (informal) = to tell sb firmly or rudely to go away
- 7 *break the ice* = to say or do sth that makes people feel more relaxed, especially at the beginning of a meeting, party, etc.
- 8 *not sleep a wink* = to not be able to sleep
- 9 *vanish into thin air* = to disappear suddenly in a mysterious way

Focus on **Activation** and get Sts to choose three idioms and think of a sentence for each one.

Elicit some sentences from the class.

Focus on **3 Expressions** and get Sts to do **a** and **b** individually or in pairs.

🔊 **3.12** Now focus on **c**. Play the audio for Sts to listen and check.

Check answers.

### 🔊 3.12

#### 3 Expressions

1 D

*Neither here nor there* means irrelevant, unimportant.

2 B

*Too much of a good thing* means more than you need of something, even when it's something you like.

3 H

*Mum's the word* means don't say anything to anyone.

4 A

*The world's your oyster* means you can achieve anything or go anywhere.

5 E

*Had me in stitches* means made me laugh.

6 C

*Come what may* means whatever happens.

7 F

*In a pickle* means in a difficult situation.

8 G

*In my heart of hearts* means deep down.

Focus on **Activation** and get Sts to cover 1–8 in **a** and look at definitions A–H in **b**. Can they remember the idioms?

**EXTRA SUPPORT** Get Sts to work in pairs, **A** and **B**. Sts **A** cover 1–8 and try to remember the sentences, while Sts **B** look at sentences 1–8 and help if necessary. They then swap roles.

Tell Sts to go back to the main lesson **3B**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Vocabulary** photocopyable activity at this point.

## 4 GRAMMAR word order

a Do this as a whole-class activity, or put Sts in pairs and then check answers.

- 1 positive 2 negative 3 positive 4 negative  
5 slightly negative

b Focus on the task, making sure Sts understand what they have to do.

Put Sts in pairs and give them time to rewrite comments 1–5.

**EXTRA SUPPORT** Do the first one as a class.

Check answers, and then ask Sts what difference word order makes.

- 1 I have **rarely** seen Juliet played more sensitively.  
2 I just couldn't **make myself like such a modern production of King Lear**, although I tried very hard.  
3 The extraordinary costume design is **what sets this production of The Tempest apart**.  
4 The plot of *Cymbeline* is so **complex that it's impossible to remember who's doing what and why**.  
5 The pace doesn't **really begin to pick up until Act 2 of Hamlet**.

The effect of changing the word order is to make the sentences less emphatic.

c Tell Sts to go to **Grammar Bank 3B** on p.121.

### Grammar notes

#### Fronting

Other examples you may want to point out:

- with emphatic adjectives  
*Far more important are the conditions than the salary.*
- with certain question-word clauses  
*Why she didn't take the job I'll never understand.*
- certain fixed expressions, e.g. *Try as I might,...*

Focus on the example sentences for **inversion** and go through the rules with the class.

Repeat for **cleft sentences** and **fronting**.

Now tell Sts to go to p.134 and get them to do the exercises individually or in pairs. If they do them individually, get them to compare with a partner.

Check answers after each exercise.

- a
- 1 had we left, it started 2 will you discover  
3 was my astonishment 4 did she arrive, she also forgot  
5 everybody agreed, would I accept 6 lived 7 really meant
- b
- 1 Under no circumstances should this door be opened.  
2 Little did he know what was going to happen.  
3 Much as I would like to take a holiday, I can't afford it right now.  
4 Standing on the doorstep was a complete stranger.  
5 Hard though we tried to persuade her, she refused to change her mind.  
6 So engrossed were we in the film that we didn't notice the time.

- 7 It was only Mark who / that thought it was a good idea.  
8 Out of the hole scampered a tiny mouse.  
9 What Anna recommended was to visit the castle / that I / we, etc. visit the castle.  
10 Included in the price are five nights' accommodation, all meals, and guided tours.  
11 No sooner had she recovered from her cold than she went down with measles.

Tell Sts to go back to the main lesson **3B**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

## 5 PRONUNCIATION reading aloud

### Pronunciation notes

Reading aloud can help Sts refine their pronunciation in many ways. When reading aloud, Sts are focusing less on what to say and more on how to say it. It can help them to become familiar with natural stress and rhythm, learn when to pause, phonetically sound out unfamiliar words, and even improve their spelling through noticing sound–spelling correlations. Frequent practice improves muscle memory, making it more likely that Sts will internalize good habits. Sts should be encouraged to read texts aloud in their own time, including excerpts from literature and poetry.

a **3.13** Focus on the **Tips for reading aloud** box and go through it with the class. Elicit reasons why you might read aloud, e.g. *a poem, to children, to practise your English, when you're reading an article to somebody*.

Focus on the task and tell Sts that Wendy Cope is an English poet who is known for her humour and wit.

Focus on the **Glossary** and go through it with the class.

Play the audio once the whole way through for Sts to listen and read at the same time.

Give Sts time to complete the summary, individually or in pairs.

**EXTRA CHALLENGE** Get Sts to cover the poem and play the audio for them to listen and complete the summary.

Check answers.

The poet is imagining Shakespeare as a **boy** at school, behaving **badly** and annoying the **teacher**.

### **3.13**

See poem in Student's Book on p.32

Deal with any vocabulary that you think might be challenging for your Sts in terms of either meaning or pronunciation.

b Play the audio again for Sts to listen, underline the stressed words, and mark where the reader pauses. Get Sts to compare with a partner, and then play the audio again if necessary.

Check answers.

Forty boys on benches with their quills, /  
 Six days a week through almost all the year /  
 Long hours of Latin with relentless drills  
 And repetition, / all enforced by fear. /  
 I picture Shakespeare sitting near the back, /  
 Indulging in a risky bit of fun  
 By exercising his prodigious knack  
 Of thinking up an idiotic pun, /  
 And whispering his gem to other boys, /  
 Some of whom could not suppress their mirth – /  
 Behaviour that unfailingly annoys  
 Any teacher anywhere on earth. /  
 The fun was over when the master spoke: /  
 Will Shakespeare, / come up here and share the joke.

- c Put Sts in pairs and give them time to practise reading the poem aloud.

## 6 LISTENING following extended speech on abstract and complex topics

- a Focus on the task and tell Sts that Helen Mirren is a British actress who has won many awards for her roles in films (e.g. *The Queen*), on TV, and on the stage.

Do the questions as a whole-class activity, or put Sts in pairs and then check answers. Tell them the extra information below about the film and play.

The film in A was a 2010 American production in which the male role of the sorcerer Prospero is changed to Prospera, played by Mirren. The film won an Academy Award nomination for Best Costume Design. The play in B was a classic 1998 production at the National Theatre in London, with actor Alan Rickman (Professor Snape in the Harry Potter films) as Mark Anthony.

- b Focus on the task and tell Sts that a *bard* is a literary term for a person who writes poems. Shakespeare is often called *the Bard*, *the Bard of Avon*, or *England's national poet*.

Do the question as a whole-class activity, or put Sts in pairs and then elicit opinions.

- c **3.14** Focus on the task and then play the audio once the whole way through for Sts to listen and check their idea in **b** and answer the questions about Diane Samuels. Get Sts to compare with a partner, and then check answers.

**b**  
 Helen Mirren thinks that it's a waste of time for children to read Shakespeare plays at school, because Shakespeare is supposed to be performed; they should watch his plays or see film adaptations.

**c**  
 Diane is positive about both.

### **3.14**

(Script in Student's Book on p.109)

I = interviewer, D = Diane Samuels

#### Part 1

I Today I'm talking to acclaimed playwright Diane Samuels, whose play *Kindertransport* is widely considered a modern classic, and is now a set exam text for secondary school students.

D Hello.

I Diane, you were formerly a drama teacher, is that right?

D Yes, that's right.

I Earlier this week, you may have heard one of our most respected Shakespearean actresses, Dame Helen Mirren, announce somewhat controversially in a TV interview that it's a waste of time for children to read Shakespeare plays at school; that Shakespeare must be brought alive through watching plays or films. At the same time, some recently published research carried out in four large London secondary schools tells a different story. It concludes that, even though, inevitably, some students think Shakespeare is boring and irrelevant, many others say that they really enjoy reading and studying Shakespeare – and these students don't see the complexity of his language as a barrier, more as an interesting challenge. Diane, can I ask you, first of all, did you study Shakespeare at school? Did you have a good or bad experience?

D I remember studying Macbeth when I was about 15, and I studied *Hamlet* for A level, and *King Lear*. It was in the 1970s, so – in a Jewish comprehensive school in Liverpool, and we would read the play aloud and talk about it a bit. We didn't act any of it out really, but I just...I did enjoy reading it aloud together in class. It's a very simple thing to do, but you know that feeling of just reading something and airing it together? I mean, there's always the issue, isn't there, of who gets which roles to read, some people were more confident readers than others. So, it was enjoyable, and I also...one of the other things that I remember was, for exams, you obviously needed to remember the play, and I did enjoy – maybe I enjoyed this more than anything – learning soliloquies or learning quotes and kind of walking around my bedroom or walking to school saying them over to myself.

I And did you teach Shakespeare when you were a drama teacher?

D When I was a drama teacher, I wasn't required to teach Shakespeare at all. I taught in inner London secondary schools in the 1980s and Shakespeare wasn't on the GCSE syllabus, as it was just coming in in those days. So, you weren't required to teach Shakespeare at all in drama.

I Incredible.

D But I did...I wanted to bring it to the students. I taught for three years in a school called Hackney Downs, which was a boys' school in Hackney – it doesn't exist anymore – and...I'm always exploring the dynamics of it. I like choosing a very particular scenario and then letting the whole play come alive through that scenario. So, what I did was, I went into role as Desdemona, and I didn't tell them anything about *Othello*, about the play, and I just sat in front of these 15-year-old boys and I put them in role and I said, 'I want you to come to...to give advice. I want you to be like counsellors or advisers for this young woman who's got a problem.' And I didn't tell them any more than that, and then I told them about how my handkerchief had gone missing, and what would I do if my husband had given it to me, and we just got into the play by this very little thing.

I How did your students respond?

D They just came to all these conclusions, and they ended up actually voicing the things Othello voiced, like, 'Well, are you having an affair with Cassio?' And they became really suspicious, and I didn't do anything but ask their advice about the handkerchief, and it was very interesting, the way the dynamic of the play, just through this one character with this problem, sort of came alive in the role-play, and I really enjoyed doing that. And they then wanted to know a lot more about the play, but they were not coming at it as a text. They were coming at it as a kind of living thing that was about people with struggles, and it was very enjoyable and they really completely got it, it was brilliant, on an emotional level. So they went at it, if you like, emotionally and physically rather than intellectually.

I Absolutely. So what do you think about Helen Mirren's opinion, that reading Shakespeare in the classroom is a waste of time?

D I'm always cautious, in terms of learning, to say anything is a waste of time, cos it depends how you do it. I'm sure Helen Mirren, coming at it as an actress, is in a way not saying it's a waste of time, but there's better things you could be doing with your time. And I have to say, in teaching Shakespeare, I do think what you want to do is get to the drama. Yeah, it is live theatre and I would always err on the side of going for it on the floor, if

you like, first, and I tend to start a session, personally, working with Shakespeare, getting people standing up in a space. But then, I was trained as a drama teacher, and I make theatre, and I, in my writing workshops that I run for all ages, I tend to get people playing and moving around, or if they're sitting around I get them into active-mode writing. So, yeah, I think bringing it alive, getting into...the characters are great, you know... getting into the language as it lives is probably more exciting and multidimensional than reading it off the page. But then there's moments when just sitting quietly and sitting with the language and looking at it can be fruitful, too, so I think there's probably a place for everything. I wouldn't write it off completely.

- d Put Sts in pairs to discuss what they heard about *Othello* on the audio.

**EXTRA SUPPORT** Elicit what Sts know about *Othello* from the class.

Tell Sts to go to **Communication *Othello*** on p.88 to read a summary of the play.

Elicit as much information as possible from the class.

Tell Sts to go back to the main lesson **3B**.

- e Give Sts time to read statements 1–7. You could put Sts in pairs to see if they can remember any of the information. Play **Part 1** of the audio again for Sts to listen and mark each statement *T* (true) or *F* (false).  
Get Sts to compare with a partner, and then play again if necessary.  
Check answers.

- 1 T
- 2 F (Even though some students think Shakespeare is boring and irrelevant, many others say that they really enjoy reading and studying Shakespeare.)
- 3 F (She says, 'We didn't act any of it out'.)
- 4 T
- 5 T
- 6 F (Her students really enjoyed it.)
- 7 F (She doesn't like saying that anything is a waste of time. However, she does think that Shakespeare needs to be brought alive by more than just reading it.)

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on p.109, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- f **3.15** Focus on the **Glossary** and go through it with the class. You could tell Sts that the word *Kindertransport* is German and means 'children's transport'. You don't need to give them any more information about the play, as they will be reading a review of it in **Writing** later in the lesson. Give Sts time to read the two questions, and then play the audio once the whole way through.  
Get Sts to compare with a partner, and then check answers.

**EXTRA SUPPORT** Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

Women playing male roles and vice versa  
To perform it

### **3.15**

(Script in Student's Book on p.109)

#### Part 2

- I When was the last time you saw a production of a Shakespeare play yourself?
- D I have to confess that I haven't been to see a Shakespeare play recently, actually. Well, the most recent one was – I went to see some students at Central School for Speech and Drama, actually, so I did go and see *Macbeth* recently. So, really, you know, they were really into it and really relishing it...they did a bit of gender-blind performing, where they had a lot of the women playing male roles; they actually didn't have any of the men playing female roles, which I thought was an interesting choice, that that was weighted in one direction.
- I What do you think in general about the trend in modern productions for male roles to be played by women, for example, Glenda Jackson as King Lear?
- D I think, you know, theatre needs to be kept alive and fresh, you need to keep experimenting. The thing that concerns me is, if you're doing it a) because it's a gimmick, or b) because it's kind of trendy. At the same time, I sympathize with, you know, strong, experienced women actors, because they don't have the choice of powerful roles that men do if you're playing according to gender, so I think it's great to give women actors the opportunity to play these hefty roles that Shakespeare – that are written for male characters in Shakespeare.
- I What about male actors playing female roles?
- D I think it's all about the actor, isn't it, and whether the role suits them, so... You know, there is a slight political agenda there, of, well, why have men taking even more roles away from women – question mark – when women are struggling enough?
- I How would you feel about a male actor playing a female role in one of your plays, or vice versa?
- D I have no problem with men playing women or women playing men in any of my plays. One of my plays, *Poppy and George*, is all about a woman who lives her life as a man because she feels too limited to live her life, if you like, in women's clothes in the world in 1919 just after the First World War. So, in a way it's a theme of my work that, you know, the theme of the roles we play in the world, and do they restrict us or do they liberate us? In terms of, yeah, theatre, I mean, the things that I've found difficult when I've seen productions are usually around feeling that an actor isn't right for the role. That isn't about...you know, you can have a person of the gender the character is, or what the character is, and they – and yet, they're just not the right person. So, I think what makes a person be able to bring a role alive fully is about, I suppose, their empathy, their connection with the character and the themes of the play, and their skill probably, if we're talking about professional work. So, it's those things that matter most, I reckon.
- I Your play *Kindertransport* is a set text in schools. Do you think students can enjoy it just from reading it, or do they need to see a performance?
- D I have talked to many students and visited many schools who study *Kindertransport* and the thing I find I do when I go in that often teachers aren't doing – if it's in an English literature context, this is, cos it's also studied in a drama context, where of course their approach to it is to perform it. So, there's loads of students who study *Kindertransport* to actually mount a production of it, or to mount a, you know, a series of performances of extracts. So, in a sense, that feels to me to be the most rewarding way to study the play. It isn't – *Kindertransport* isn't really, in itself, if you like, a work of literature. So, you only touch the tip of the iceberg, just reading it, and I guess that's true of Shakespeare, you know, in answer to the earlier questions. You're not getting everything out of the play, which is maybe what Helen Mirren means.
- I Diane Samuels, thank you very much, it's been a pleasure.

- g Focus on the questions and make sure Sts understand all the lexis, e.g. *gimmick*, etc. Elicit or model pronunciation. Play the audio again, pausing every so often to give Sts time to write.

Get Sts to compare with a partner, and then play again if necessary.

Check answers.

- 1 women playing male roles (or vice versa)
- 2 doing gender-blind casting because it's trendy
- 3 Referring to men playing women's roles – why allow men to take strong roles away from women when there aren't that many anyway?
- 4 This is the main character in one of her plays, *Poppy and George*, which is an example of how she feels about gender-swapping in her own plays.
- 5 She has had problems with certain productions, when she thought the actor wasn't right for the role.

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on p.109, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**h** Put Sts in pairs and give them time to discuss the questions.

Get some feedback from various pairs.

## 7 WRITING a review

In this lesson, the focus is on writing a review. The model text is a play review, but all the information could equally apply to writing a review of a film, book, or even a concert. The writing skills focus on using precise and expressive language and using discourse markers.

Tell Sts to go to **Writing A review** on p.96.

### ANALYSING A MODEL TEXT

**a** Focus on the text type (a review) and highlight that nowadays many people write reviews of books, films, plays, etc., and post them on the internet. Sts may also be asked to write a review in an international or final-year school exam. The structure of reviews tends to be broadly similar, and you would normally include factual information, your opinion, and a recommendation.

Focus on the **Key success factors** and go through them with the class.

You could find out if your Sts like going to the theatre. If they don't and prefer going to the cinema, you could tell them a play review is similar to a film review.

Now focus on the task and give Sts time to discuss the questions in pairs. Elicit or model pronunciation of any words you think your Sts might find tricky, e.g. *cinematography* /sɪnəmə'tɒgrəfi/.

**EXTRA SUPPORT** Do the questions as a whole-class activity.

Ask for responses to the first question, making sure Sts understand the meaning of all the words, and then elicit opinions to the second.

**b** Focus on the task and the play review. Make sure Sts understand all the lexis in question 3, e.g. *timely*, *fractured*, *assured*, etc. You could remind Sts that Diane Samuels, whom they heard talk about Shakespeare, wrote the play. Set a time limit for Sts to read the review and answer the questions.

Get them to compare with a partner, and then check answers. Also elicit whether Sts now want to see the play.

- 1 Paragraph 1: themes, direction  
Paragraph 2: plot  
Paragraph 3: set, sound, themes  
Paragraph 4: acting, cast  
Paragraph 5: themes, emotional impact

#### 2 Paragraph 1

Historical context (The Kindertransport was an organized initiative to evacuate predominantly Jewish children from Nazi-occupied Germany just before the outbreak of World War Two.)

The name of the author (Diane Samuels) and the director (Fiona Buffini)

Where the play is currently being performed (Nottingham Playhouse)

#### Paragraph 2

Key details of the story (The play tells the story of Eva, a German refugee child who is placed with a foster family in England; she adopts the English name Evelyn; she rejects her birth mother who has come to take her home.)

#### Paragraph 3

Brief description of the set design (The versatile set design, with its mountain of jumble)

#### Paragraph 4

Key cast members (Cate Hamer plays Evelyn. Jenny Walser plays Eva, Denise Black plays the foster mother).

**3 The play is timely:** 'in the context of today's refugee crisis which again sees anguished parents sending their children out into unknown futures.'

**Eva's evolving identity crisis is emotional:** 'in her adopting of the English name Evelyn, and above all...her heartbreaking rejection of her birth mother, who has come to take her home.'

**The set echoes the theme of fractured identity:** 'its mountain of jumble that evokes abandoned possessions.'

**There is a weakness in the production:** 'the acting occasionally descends into a shouting match.'

**The performances are assured and convincing:** 'Jenny Walser brings vulnerability to the role of young Eva, while Denise Black gives a rounded performance... Cate Hamer in particular is compelling as the older Evelyn.'

**The play raises important questions:** 'How can I come to terms with my past? Who am I? Who can I be?'

**4** Probably four stars. All the comments are positive apart from one: 'If there is a weakness in the production, it is that the acting occasionally descends into a shouting match.' (para 4).

**EXTRA IDEA** Ask Sts what else would be included if this were a film review, i.e. the cinematography and special effects in paragraph 3.

Tell Sts that when writing a book or film review, they should give the reader a brief idea of the plot, as in paragraph 2 of this review. Now tell them that they are going to look at a specific way of making the review more interesting.

**c** Focus on the first question and elicit the answer.

predominantly the present simple, some present perfect in the plot

Focus on the second question and give Sts time to decide which phrases are for generalizing and which are for emphasis.

Check answers.

**Generalizing:** overall

**Emphasis:** above all, in particular, ultimately

Now focus on the **Discourse markers** box, which gives more examples both for generalizing and emphasizing.

## USEFUL LANGUAGE

- d** Focus on the task and give Sts time to match the underlined words and phrases in 1–12 to their alternatives A–L.

Get Sts to compare with a partner, and then check answers. You could point out that most of the sentences relate to the theatre (as they are drawn from the model text), but they could also refer to a film, although some would need adapting, e.g. in 9 *the audience* would become *viewers*, in 10 *the versatile set design* could be *the opening shots*, etc.

2 D 3 H 4 J 5 E 6 C 7 L 8 F 9 G 10 K 11 A  
12 B

**EXTRA SUPPORT** Get Sts to work in pairs.

- e** Focus on the task and give Sts time to choose five of the words and phrases and then write their own sentences about films and / or plays they have seen.  
Put Sts in small groups of three and get them to read their sentences to each other.  
Elicit some sentences from the class.

## PLANNING WHAT TO WRITE

- a** Focus on the task. Tell Sts to choose either a play or a film they have seen recently, or one that they have seen several times and know well. Tell them not to worry if they can't remember, e.g. the names of actors or characters, as they can research this on the internet when they come to write their full review.  
Set a time limit of about ten minutes for Sts to make notes on background information and the plot. Monitor and help with vocabulary.

**EXTRA SUPPORT** Get Sts, in pairs, to choose a play or film that they have both seen and do the task together.

- b** Now set a time limit for Sts to make notes on their personal views and reactions. Monitor and help with vocabulary. If Sts worked in pairs in **a**, they might want to do this individually.  
**c** Put Sts in pairs, **A** and **B**. Using their notes from **b**, Sts **A** tell their partner about the film or play they chose.  
**d** Sts swap roles and now Sts **B** use their notes from **b** and tell Sts **A** about the film or play they chose.  
Finally, Sts tell their partner whether they agree with the description of the play / film if they have seen it, and if they haven't, whether they would like to.  
Finally, go through the **Tips** with Sts.

## WRITING

Go through the instructions and set the writing for homework.

Tell Sts to go back to the main lesson **3B**.

## 8 THE CONVERSATION

- a** Focus on the photo and tell Sts they are going to watch these three people discuss a question. Focus on the task and play the video, pausing after the title screen to give Sts time to read the question.  
Then play the rest of the video once the whole way through.  
Check the answer.

They agree that the most important thing is to get children reading, and when and how the classics are introduced is also very important.

**Do you think children should be made to study classic literature at school?**

- Emma** I don't know about the classic literature bit. I kind of think it's been similar for a long time, hasn't it, the kind of texts that you have to study at school? I think it's far more important to get children into reading. And I think there's such a diverse range out there now of, you know, young adult books and all kinds of things that children might be interested in that I think is more relative to kind of what they are going through and might inspire them to get reading and then maybe progress to some classics if they wanted to.
- Joanne** So perhaps the more important thing is actually just to get children reading, whatever type of literature that, that takes.
- Emma** Yeah.
- Joanne** Rather than what it is that they read. I mean, arguably, if the child is given Shakespeare, Shakespeare can be really hard to access, can't it? Really hard to read, and a child that doesn't find it easy to read actually just might find that really difficult, it might just put them off reading.
- Sean** I think that's the important thing; it's all about when it's introduced.
- Joanne** Yes, and how, actually.
- Sean** Yes, and how, definitely, I think. I remember being a 14 / 15-year-old in class reading Shakespeare and...
- Joanne** Thinking 'What?'
- Sean** Why on earth are we doing this? I couldn't think of anything more useless, I think, and then I remember a turning point at about 16, thinking, hang on, this is actually quite interesting, you know, this is someone who wrote something 500 years ago and I'm sort of getting what they mean, and I think there was something really quite magical in that, that there was that continuity.
- Joanne** And maybe if you hadn't been made to read that, you would probably never have picked that book up off the shelves.
- Sean** That's the thing; if you don't do it at school, when will you see the classics? Yeah.
- Joanne** When would you?
- Emma** And I guess it's how it's taught to you as well. If you see it as kind of a boring text that doesn't mean anything to you then, with Shakespeare for example, all the idioms and all the language that he created, that makes it more related to everyday life, doesn't it?
- Joanne** Yes.
- Emma** But then, I think, some classics, I read my first Jane Austen recently and just the dialogue, and it's quite long-winded, and they're all obsessed with marriage and stuff, and that just kind of...
- Joanne** You couldn't relate to it.
- Emma** Turns you off, doesn't it? So I think, it depends on the books.
- Joanne** Yes, I think it does. And how they're put across, I think, is really important too. And maybe classical, but also being part of a much wider curriculum.
- Emma** Yeah, definitely.

- b** Focus on the task and give Sts time to read the sentence stems. Elicit that Jane Austen (1775–1817) was a writer whose six novels, *Pride and Prejudice*, *Emma*, etc., are globally famous and have all been adapted for film or TV.

Play the video again the whole way through, pausing if necessary to give Sts time to write.

Put Sts in pairs to compare how they have completed 1–5. Check answers.

- 1 Emma thinks that the most important thing is to **get children into reading**. She thinks that before reading **classics** they should read **young adult books**.
- 2 Joanne agrees that for a child who struggles with reading, Shakespeare might be **really hard**, which might **put them off reading**.
- 3 Sean explains how when he was 14 or 15, he thought reading Shakespeare was **useless**. However, when he was 16, he **found it quite interesting**.
- 4 Emma thinks that young people might relate more to Shakespeare if the teacher focused on **the language he created which is still in use**.
- 5 Emma didn't enjoy a Jane Austen book recently because **the dialogues were very long** and **the characters were obsessed with marriage**.

**EXTRA SUPPORT** If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- c Do the questions as a whole-class activity, or put Sts in pairs and then get some feedback.
- d This exercise focuses on how the speakers signal a point they are about to make. Focus on the extracts and give Sts time to read them.

Play the video, pausing after the first extract and replaying it as necessary. Repeat for the other six extracts.

Check answers.

- 1 kind of think
- 2 So perhaps
- 3 I mean, arguably
- 4 it's all about
- 5 hang on
- 6 That's the thing
- 7 I guess it's

- 
- 1  
**Emma** I kind of think it's been similar for a long time, hasn't it, the kind of texts that you have to study at school.
  - 2  
**Joanne** So perhaps the more important thing is actually just to get children reading...
  - 3  
**Joanne** Rather than what it is that they read. I mean, arguably, if the child is given Shakespeare...
  - 4  
**Sean** I think that's the important thing, it's all about when it's introduced.
  - 5  
**Sean** And I remember a turning point at about 16 thinking, hang on, this is actually quite interesting...
  - 6  
**Sean** That's the thing; if you don't do it at school, when, when will you see the classics? Yeah.
  - 7  
**Emma** And I guess it's how it's taught to you as well.
- 

- e Put Sts in small groups of three if possible. Focus on the questions and then give Sts time to discuss them. Monitor and help, and encourage them to use the different strategies focused on in **d** to signal a point they are making. Get feedback from various groups. You could also tell the class what you think.

For instructions on how to use these pages, see p.28.

**More materials****For teachers****Teacher's Resource Centre**

Quick Test 3

File 3 Test

**For students**

Workbook Can you remember...? 1–3

Online Practice Check your progress

**USE OF ENGLISH**

**a**

2 such 3 no 4 Much 5 a 6 only 7 but 8 the  
9 unless / until 10 under 11 come 12 end

**b**

2 has been claimed  
3 vanished into thin air  
4 No sooner had they started  
5 have begun to accelerate  
6 have / 've come full circle

**READING**

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

- G** cause and effect  
**V** binomials  
**P** binomials

## Lesson plan

The main topic of the lesson is gender and stereotypes.

The first half of the lesson begins with Sts reading about a controversial theory related to male- and female-type brains, and discussing part of the questionnaire used to determine which brain type people allegedly have. They then go on to a split reading, where, in pairs, they read two different articles, one which debunks the theory of male and female brains, and the other which reports that the more equal a society is, the more men and women take traditional roles. They then discuss the three theories that they have read about to decide which, if any, they find the most convincing. This leads into a grammar focus on prepositional phrases and conjunctions used to introduce cause, reason, effect or result, and sentence patterns which express cause and effect. After practising the grammar, Sts then have a writing focus where the text type is an article.

The second half starts with Sts listening to a lecture by a linguist about gendered language in English, that is, language that has a bias towards a particular sex, e.g. using male pronouns to refer to people in general. Sts then discuss whether their own language has similar issues and respond to comments made about them. The lesson ends with a lexical and pronunciation focus which revises and extends Sts' knowledge of binomials, e.g. *odds and ends*, *life and times*, etc., how they are linked, and the weak form of the conjunction or preposition that joins the words.

### More materials

#### For teachers

#### Photocopiables

*Grammar* cause and effect p.143

*Communicative* Unconscious bias p.166 (instructions p.155)

*Vocabulary* Binomials p.192 (instructions p.184)

#### For students

Workbook 4A

Online Practice 4A

### OPTIONAL LEAD-IN – THE QUOTE

Write the quote at the top of p.36 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.

You could tell Sts that Emma Watson is also a model and activist. Sts might know her as Hermione Granger in the Harry Potter film series.

Ask Sts why they think Emma Watson calls herself an actor and not an actress. Elicit ideas and then tell Sts they will find out in the lesson (**4 Listening & Speaking**).

## 1 READING & SPEAKING

comparing and contrasting the findings of research

**a** Focus on the task and give Sts time to read the extract.

Ask Sts what their first reaction is to Dr Drydakís conclusions.

**EXTRA SUPPORT** After Sts have read the extract, elicit what the doctor's conclusions are (Certain behaviours are typical of male- or female-type brains, and these have an influence on the career paths people take. However, he also explains that a man can have a female-type brain and a woman can have a male-type brain, which bears no relation to their sexual preferences), and then ask Sts for their reaction.

**b** Focus on the task and make sure Sts understand all the lexis in the categories, e.g. *intruding*.

Give Sts time, in pairs, to write *M* (male) or *F* (female) for each category. Tell them that they don't have to agree with their partner.

You could elicit some opinions, but don't tell Sts if they are correct.

**c** **4.1** Play the audio for Sts to listen and check.

Check answers.

You find it easy to chat to someone you have just met. – F  
 You like to make to-do lists. – M  
 You answer honestly when someone asks you 'Do I look OK in this?'. – M  
 You sense when you're intruding. – F  
 You lack interest in the technical details of a new computer, camera, or other gadget. – F  
 You prefer to read non-fiction. – M  
 You focus on the content of a painting rather than on the artist's technique. – F  
 You notice grammatical errors. – M  
 You have little interest in the dates of key historical events. – F  
 You find maps easy to read. – M

### 4.1

**According to Dr Nick Drydakís study...**

**Your brain is more male if...**

you like to make to-do lists.  
 you answer honestly when someone asks you 'Do I look OK in this?'.  
 you prefer to read non-fiction.  
 you notice grammatical errors.  
 you find maps easy to read.

**Your brain is more female if...**

you find it easy to chat to someone you've just met.  
 you sense when you're intruding.  
 you lack interest in the technical details of a new computer, camera, or other gadget.  
 you focus on the content of a painting rather than on the artist's technique.  
 you have little interest in the dates of key historical events.

Now ask Sts if they agree with Dr Drydakís categorization.

**d** Focus on the task and the titles of the two articles. Make sure Sts understand all the lexis by asking them how they would define, e.g. *patriarchy* /'pætrɪə:kɪ/ (= a society, system, or country that is ruled or controlled by men), and *paradox* /'pærədɒks/ (= a statement containing two opposite ideas that make it seem impossible or unlikely, although it is probably true). Elicit or model pronunciation.

Now give Sts time to read the two paragraphs and complete the headings.

Check answers.

*The gendered brain* – B  
*The patriarchy paradox* – A

- e Tell Sts to read the paragraphs again and answer the questions.  
Get Sts to compare with a partner, and then check answers.

#### **The gendered brain**

She thinks it's wrong. She thinks that gender stereotypes are neither inborn nor inevitable.

The BBC programme showed that by the age of seven, girls and boys have very different behavioural characteristics, but that these are due to environmental factors, not as a result of having biologically different (male and female) brains. It could be changed by removing the gender influences that surround children.

#### **The patriarchy paradox**

The studies demonstrated that the more gender equality a country has, the greater the difference in behaviours between men and women.

Because you would imagine that more freedom would allow women to think outside traditional gender roles.

## LANGUAGE IN CONTEXT

- f Put Sts in pairs and tell them to first look at the highlighted words and phrases and say them in their own words, then decide whether they are metaphors or vocabulary that is commonly used in research reports.  
Check answers. Elicit or model any words your Sts may have problems pronouncing correctly, e.g. *debunk* /di:'bʌŋk/.

notion = idea

debunk = disprove

innate = something you are born with

smash glass ceilings = break the way in which unfair attitudes can stop women or other groups from getting to the top in their professions

shackles = restraints, impediments

unfettered by = not limited by

counter-intuitive = the opposite of what you would expect

findings = results

*smash glass ceilings, shackles, and unfettered by* are metaphors.

The last two are normally used for prisoners, and here highlight the fact that women have been restricted and controlled in what they can do.

The other words (*notion*, etc.) are often used when reporting research.

Deal with any vocabulary that you think might be challenging for your Sts in terms of either meaning or pronunciation.

- g Put Sts in pairs, **A** and **B**, and tell them to go to **Communication, A** on p.88 and **B** on p.92. Here Sts **A** read the rest of *The gendered brain* and Sts **B** read *The patriarchy paradox*.

Go through the instructions and make sure Sts understand what they have to do.

Monitor and help where necessary.

**EXTRA SUPPORT** Put two Sts **A** and two Sts **B** together first, so they can check their notes in **a** before doing **b**.

Check answers by getting a few Sts **A** to tell the class about *The patriarchy paradox* and a few Sts **B** to tell the class about *The gendered brain*.

Deal with any vocabulary that you think might be challenging for your Sts in terms of either meaning or pronunciation.

#### **The gendered brain**

##### **Paragraph 2**

1) ...studies that find no differences are generally not reported and 2) the mainstream media usually reports the few studies that do show a difference.

##### **Paragraph 3**

...there are two types of brain, systematizing and empathizing, which he calls 'male' and 'female', even though they are not necessarily related to men and women.

...many people believing that men have male brains and women have female brains.

...that he lists 'typical' male jobs for people with 'male brains' (e.g. engineers, scientists, lawyers, etc.) and 'typical' female jobs for people with a female brain (e.g. primary school teachers, nurses, counsellors, etc.).

##### **Paragraph 4**

...that it changes over time depending on its environment and experiences.

...the tasks that they do and the toys that they play with, rather than their gender.

##### **Paragraph 5**

...that the world is gendered, i.e. our social structure creates differences based on gender.

#### **The patriarchy paradox**

##### **Paragraph 2**

...130,000 people from 22 countries.

...in countries where men and women are more psychologically different, there are more women working.

...this is happening.

##### **Paragraph 3**

...women are choosing to work and study in more traditionally feminine areas.

...the differences between sexes are caused by cultural and social influences.

...in more gender-equal societies, people have more freedom to choose to pursue their natural interests.

##### **Paragraph 4**

...gender differences in society to be the result of men and women being treated differently, in fact...

Tell Sts to go back to the main lesson **4A**.

- h Do this as a whole-class activity, or put Sts in pairs and then get some feedback.

## 2 GRAMMAR cause and effect

- a Get Sts to look at the extract and answer the questions, in pairs.  
Check answers.

- 1 a cause = the mainstream media...accurately; the effect = 'pink brain / blue brain' theories are reinforced...
- 2 hence introduces an effect or result.

- b Give Sts time to read the four comments and decide whether the bold words and phrases introduce a cause or an effect.  
Check answers.

- 1 *for this reason* introduces an effect (the glass ceiling will always exist).
- 2 *given that* introduces a cause (the only way for a woman to be equal is to be like a man).
- 3 *Consequently* introduces an effect (they are always going to be more interested in the caring professions).
- 4 *as a result of* introduces a cause (the influence of gendered toys and clothing).

c Do this as a whole-class activity, or put Sts in pairs and then get some feedback.

d Tell Sts to go to **Grammar Bank 4A** on p.122.

### Grammar notes

#### Introducing a cause or reason

##### Prepositional phrases

It is worth Sts knowing whether phrases are prepositional or conjunctions in order for them to know how to continue after them. Some prepositions and prepositional phrases are very similar to conjunctions.

- 1 *due to* used not to be considered a prepositional phrase, being strictly speaking an adjective, but now seems to be generally accepted as one.
- 2 *given* is a preposition, but *given that* is a conjunction.
- 3 *thanks to* is often used + negative cause when it's being used sarcastically, e.g. *I loved the dress, but I couldn't afford it, thanks to your overspending last month.*

US English uses *in light of* (rather than *in the light of*).

- 4 *on the grounds of* is a prepositional phrase, but *on the grounds that* is a conjunction.

##### Conjunctions

Here, and also with the prepositional phrases above, the reverse order is also possible (*Because she was feeling run-down, she went to see the doctor; I decided to give him a call, as I hadn't heard from him*).

You may want to remind Sts that a comma cannot link two clauses, at least in formal writing.

#### Introducing an effect or result

We can also say *For various / historical / safety / technical / family / financial / obvious, etc., reasons, + clause:*

**For obvious reasons, I'm not willing to lend you any more money.**

#### Sentence patterns to express cause and effect

Other examples of cause and effect patterns:

NOUN PHRASE + *has a positive effect on* + NOUN PHRASE:  
*Exercise has a positive effect on a person's health.*

NOUN PHRASE + *is a direct result of* + NOUN PHRASE:  
*Poor health is a direct result of lack of exercise.*

Indirect relationships:

We can use *is / are + an indirect result of / linked to / related to / associated with* to suggest an indirect relationship:  
*Poor health is associated with lack of exercise.*

We can also say that something *contributes to, has an influence / an impact on, has a positive / detrimental effect on* something else.

*Lack of exercise has a detrimental effect on health.*

Focus on the example sentences for **introducing a cause or reason** and go through the rules with the class.

Repeat for **introducing an effect or result** and **sentence patterns to express cause and effect**.

Now tell Sts to go to p.135 and get them to do the exercises individually or in pairs. If they do them individually, get them to compare with a partner.

Check answers after each exercise.

a

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

b

(In many cases, the order of clauses can be reversed, and two sentences can be combined into one using a semicolon.)

- 1 I was feeling a bit restless and so I went for a walk.  
I was feeling a bit restless. That's why I went for a walk.
- 2 There has been a spate of thefts recently. We are thus asking / Thus, we are asking our customers to be vigilant.  
In the light of the recent spate of thefts, we are asking our customers to be vigilant.
- 3 Clean water is a key factor in reducing / the reduction of infant mortality.  
Clean water plays an important role in reducing / the reduction of infant mortality.
- 4 As his health has been poor recently, he's been advised to take more exercise.  
He's been advised to take more exercise, for health reasons.
- 5 The product was ordered to be taken off the market on the grounds that it is not safe / on the grounds of safety / on safety grounds.  
The product is not safe. For this reason, it has been ordered to be taken off the market.
- 6 Given that we are clearly not going to convince each other, let's agree to differ.  
We are clearly not going to convince each other, so let's agree to differ.
- 7 A large number of complaints have been made. Accordingly, a full inspection will be carried out.  
Due to the large number of complaints that have been made, a full inspection will be carried out.
- 8 Homelessness is increasing. We will therefore double the amount of money spent on social housing. OR Homelessness is increasing; therefore, we will double the amount of money spent on social housing.  
As a result of the increase in homelessness, we will double the amount of money spent on social housing.

Tell Sts to go back to the main lesson 4A.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

### 3 WRITING an article

In this lesson, the focus is on writing an article. The model text is an article about gender and employment. The writing skills focus is using discourse markers and punctuation.

Tell Sts to go to **Writing An article** on p.98.

#### ANALYSING A MODEL TEXT

a Focus on the text type (an article) and the **Key success factors**, and go through them with the class.

Now focus on the task, and give Sts time to discuss the question in pairs.

**EXTRA SUPPORT** Do the question as a whole-class activity.

Get some feedback from various pairs.

b Set a time limit for Sts to read the article and answer the questions. Make sure they understand the noun *gender gap* in 2 (= the difference that separates men and women, in terms of attitudes, opportunities, and status).

Get them to compare with a partner, and then check answers.

- 1 b – The topic is gender and employment; just science (a), or just engineering (c), is too limited.
- 2 a 4 b 1 c 2 d 3
- 3 b – too personal and informal for an academic journal; it mentions ‘...when you were at school’, so it can’t be a school magazine
- 4 Mainly to inspire people to encourage greater female participation in STEM (‘we can all play our part in inspiring the next generation of girls’), but also to inform (STEM statistics, etc.), and to raise questions (‘So what’s going wrong?’)

**EXTRA IDEA** Ask Sts how many of their ideas in **a** were mentioned by the writer. Does the writer suggest any other causes?

- c** Having focused on content in **b**, Sts now focus on the language used in the article. Give Sts time to read the article again and answer the questions.  
Get Sts to compare with a partner, and then check answers. Check that Sts are familiar with the discourse markers in the box.

- 1 b – informal and chatty, e.g. asking questions, reference to a best friend, a bit of humour, language such as ‘boys-only zone’
- 2 a Did you ever dream of...?, ...how many pioneering female scientists can you name?, But we can all play our part...  
b My best friend Hannah...  
c So what’s going wrong? Is it simply a case of...?
- 3 To take just one example, ... (paragraph 2), ...not to mention... (paragraph 3)

## USEFUL LANGUAGE

- d** Focus on the **Punctuation: a review** box. Tell Sts to read the rest of the information and to find one example of uses 1–12 in the article.  
Check answers. When looking at 4, you could point out to Sts that there are commas before *and* / *or* in the article. Some people use the Oxford / serial comma, which is sometimes before *and* / *or* in a list of three or more items, e.g. *France, Italy, and Spain* whilst others don’t follow this system. Two other rules Sts might want to know are:
- not to split up a subject and a verb with a comma, e.g. NOT *The things that cause me joy, may also cause me pain.*
  - not to use a comma after a reporting verb, or to join two sentences, e.g.: NOT *She said, she had already eaten, I went to the cinema, my husband stayed at home.*

- 1 in the UK, around a third of graduates in STEM subjects are female
- 2 My best friend Hannah has just finished an engineering degree in the UK, and is looking forward to a lucrative, high-powered, and socially useful career.
- 3 To take just one example, in the UK, around a third of graduates
- 4 science, technology, engineering, and maths
- 5 To take just one example, in the UK, around a third of graduates in STEM subjects are female; of these, incredibly, only 14% go on to work in STEM careers.
- 6 by creating awards for women in science; by organizing special conferences, workshops, and research projects for girls; and most of all, by introducing girls to real-life role models in STEM careers.
- 7 But Hannah is in a minority: in her class of 130 at uni, only 25 were girls...

- 8 Organizations promoting gender diversity in STEM are working hard to challenge preconceived notions: by creating... .
- 9 not to mention the distinct lack of female role models (after Marie Curie and Ada Lovelace, how many pioneering female scientists can you name?)
- 10 in STEM (science, technology, engineering and maths) occupations
- 11 in her class of 130 at uni, only 25 were girls – and there were virtually no female lecturers in her department.
- 12 Even today – in a so-called age of gender equality – men far outnumber women...

- e** Give Sts time to add punctuation to sentences 1–7.

**EXTRA SUPPORT** Let Sts work in pairs.

Check answers. You might like to point out that although some rules are hard and fast, the use of commas, semi-colons, and dashes can vary from person to person, according to their own preferences.

### Possible answers

- 1 According to new research on dream jobs, gender lines are blurring nowadays.
- 2 A survey published last month has shed an interesting light on children’s career aspirations today, compared with what their parents wanted to do a generation ago.
- 3 The findings show that, if you are a female over 30, the chances are you saw yourself as, say, a teacher, ballerina, singer, or nurse – not a mechanic, research scientist, or astronaut.
- 4 Today, by contrast, girls crave careers focused on science, technology, engineering, and maths (STEM), with vet, scientist, doctor, and nurse all appearing in the top ten dream jobs, and teacher taking the top spot.
- 5 For the first time, a career in science (traditionally considered a male domain) has entered the top ten dream careers for girls.
- 6 Meanwhile, boys are more focused on the spotlight, dreaming of becoming footballers, policeman, and vloggers (video bloggers). Vlogger was the third top career choice for boys (perhaps inspired by the popularity of YouTube; becoming an influencer on YouTube is a dream for many).
- 7 One thing has not changed, however: girls are still more likely than boys to aspire to caregiving roles.

## PLANNING WHAT TO WRITE

- a** Focus on the task. Set a time limit for Sts to choose one of the topics, discuss the main aim of their article, and brainstorm ideas. Monitor and help with vocabulary.
- b** Now set a time limit for Sts to organize their ideas into a written plan.
- c** Individually or in pairs, Sts think of a title for their article. Finally, go through the **Tips** with Sts.

## WRITING

Go through the instructions and set the writing for homework.

Tell Sts to go back to the main lesson **4A**.

## 4 LISTENING & SPEAKING

identifying finer points of detail in the context of advice

- a** Focus on the task and the paragraph on gendered language. Put Sts in pairs, and get them to complete the task. Tell them not to worry if they can’t think of the gender-neutral equivalent as next they will be listening to a lecture which will help them with the answers. Don’t check answers here, as they will do this after listening to the lecture.

**b** 4.2 Tell Sts to listen to the lecture and note down the six ways the lecturer mentions for making language gender-neutral.

Play the audio once the whole way through.

Check answers.

- 1 Choose the neutral word unless the gender is relevant to the context.
- 2 Avoid the suffix *-ess*.
- 3 Don't say 'man' when you mean everybody.
- 4 Use 'woman', not 'girl'.
- 5 Beware of personal pronouns.
- 6 Be careful with binomials.

**EXTRA SUPPORT** Pause after each tip for Sts to take notes.

#### 4.2

(Script in Student's Book on p.109)

The English language is evolving. Traditionally, though men were only 'Mr', women had the choice of the title 'Miss' or 'Mrs', via which their marital status was clearly identified. This is now becoming a thing of the past, and the title 'Ms' is a common choice if a woman doesn't wish to identify whether she is married or not. Other formerly standard words and expressions have come to be seen as discriminating against women, either because they are based on male terminology, or because they appear to give women a status that is less important than the male equivalent. For example, job titles now more usually reflect the fact that jobs once mainly done by men are increasingly carried out by either sex. People are becoming more and more aware of the need for gender neutrality. However, it's still easy to offend by inadvertently using language that might be considered sexist. The overall aim should be to use language which includes both men and women, and makes no distinction between them. So here are six ways in which you can easily make your language gender-neutral, and avoid causing offence!

Firstly, choose the neutral word unless the gender is relevant to the context. The use of '-person' as a gender-neutral alternative to '-man' in words referring to occupations and roles in society is a relatively new development in the English language. It began in the 1970s, when the word 'chairperson' was first used as a replacement for 'chairman', and we now also use the neutral word 'chair'. So, we say 'spokesperson' not 'spokesman', and 'salesperson' not 'salesman'. However, we don't always automatically substitute '-person' for '-man'. We don't talk about a 'police person', for example, nor a 'fire person', nor a 'dust person'. Since women are generally as likely as men to be involved in an occupation or activity nowadays, this type of word is increasingly being replaced, and a new term altogether has emerged as the gender-neutral alternative: not 'policeman' or 'policewoman' but 'police officer', not 'fireman' but 'firefighter', not 'dustman' but 'refuse collector', and not 'air hostess' but 'cabin crew'. A second way to make your language gender-neutral is to avoid the suffix *-ess* – that's E-S-S. This suffix has been used since medieval times to form nouns referring to women or girls by adding it to a male noun, for example, 'actor–actress'. Towards the end of the 20th century, people started to view the feminine forms like this as old-fashioned and patronizing. As a result, the former 'male' form is now increasingly used as a gender-neutral noun, and the gender of the person concerned no longer needs to be specified because it's seen as irrelevant, so 'manager', rather than 'manageress'. It's worth noting that a few female forms have a different meaning from the male form. For example, a 'governor' is the official head of a region or country, whilst a 'governess' (now not a very common role) is a woman employed to teach the children of a rich family in their home. Thirdly, don't say 'man' when you mean everybody. Nowadays, many people object to the use of the word 'man' to refer to all human beings. In Old English, the word 'man' meant 'human being', but now, to refer to humanity in general, try to avoid the use of 'man' or 'mankind'. There are a number of gender-neutral alternatives, depending on the context. Talk about 'the future of the human race', for example, rather than 'the future of mankind'. Instead of

describing 'a manpower shortage', refer to 'a shortage of staff' or 'workers'. Never ask somebody to 'man the front desk' when it can be 'staffed' or 'run'. The adjective 'man-made' is easily replaceable by 'synthetic' or 'artificial', whilst the opinion of 'the man in the street' is really just the opinion of 'the average person' or 'ordinary people'. Another important thing is to use 'woman', not 'girl'. An absolute no-no is to use 'girl' to refer to any woman in a particular job or role. It reduces women to the status of children, ignoring their maturity in terms of age or experience. So, while you might hear your grandfather referring to 'the news girl' on his favourite morning TV programme, or 'the shop girl' at his local convenience store, you are advised to describe these people as 'the woman who presents the news' and 'the woman who works in the shop'.

The fifth recommendation is to beware of personal pronouns. In English, a person's gender is explicit in the third person singular pronouns (i.e. 'he', 'she', 'his', 'hers', etc.). There are no personal pronouns that can refer to someone without identifying whether that person is male or female. So, what should you do in a sentence such as 'A doctor should always tell his patients the truth'? In the past, the use of 'his' in 'his patients' was the automatic choice. Nowadays, however, there are other options. You can use 'his or her': 'A doctor should always tell his or her patients the truth', or the plural 'their', even with a singular noun: 'A doctor should always tell their patients the truth.' A good solution, where possible, is to make the noun plural and reword the sentence: 'Doctors should always tell their patients the truth.'

The final piece of advice is to be careful with binomials. Binomials, phrases consisting of two words joined by a conjunction such as 'and', typically place the male word before the female, so 'men and women', 'boys and girls', 'brothers and sisters', and, back to where we started, 'Mr and Mrs'. Just remember, you don't have to put the male word first; mix it up, girls and boys!

Even though things are changing, you are likely to hear gendered language frequently. The best advice is, keep your eyes and ears open, and think before you speak.

**c** Get Sts to compare their notes with their partner and then check answers to **a**.

- 1 **a** spokesman; gender-neutral = spokesperson  
**b** dustmen; gender-neutral = refuse collectors
- 2 actress; gender-neutral = actor
- 3 manned; gender-neutral = staffed
- 4 weather girl; gender-neutral = weather presenter
- 5 he; gender-neutral = he / she or they
- 6 boys and girls; gender-neutral = children / girls and boys (here the gendered language is undermined by subverting the normal order in the binomial)

**d** Give Sts time to read questions 1–8, making sure they understand all the lexis, e.g. *inherently*, *pejorative*, etc. You could also give Sts time, in their pairs, to see if they can remember any of the answers.

Play the audio again, pausing after each tip to give Sts time to write.

Check answers.

- 1 'Mrs' and 'Miss' identify marital status, unlike men, where 'Mr' does not.
- 2 Because many jobs which used to be done wholly by men are now open to both sexes.
- 3 a chairman – a chairperson / chair; a policewoman – a police officer; a fireman – a firefighter; an air hostess – cabin crew
- 4 manageress – because the gender of the job of a manager is not relevant; governess – because this job barely exists any more
- 5 mankind – the human race; man-made – artificial or synthetic; the man in the street – the average person / ordinary people
- 6 Because it reduces women to the status of children.

- 7 A scientist needs to be completely objective in his / her research.  
A scientist needs to be completely objective in their research.  
Scientists need to be completely objective in their research.
- 8 Both 'men and women' or 'women and men' are acceptable, as long as you don't always use the same order whenever you refer to them.

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on p.109, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- e Do this as a whole-class activity if your Sts have the same L1, or put Sts in small groups (the same as for f) and then get some feedback.

**EXTRA CHALLENGE** You might like to give Sts some of the following extra information before they discuss the topic in groups:

The main sense of the word *man* in Old English was 'human being' and the words *wer* (W-E-R) and *wif* (W-I-F) were used to refer specifically to 'a male person' and 'a female person'. Eventually, the word *man* replaced *wer* as the normal term for a male person, but its older meaning of 'human being' also remained in use.

The use of 'they', 'them', 'their', etc., referring to a single person without specifying gender was commonly used in the 16th century and is now widely accepted, even though it might appear ungrammatical.

In the past, you might have heard references to a 'lady doctor' or a 'male nurse', but these are now just 'doctor' / 'nurse'. To add 'woman...' to a profession conveys negative and sexist connotations, e.g. in the insulting phrase 'woman driver'.

Some female forms no longer exist, for example, 'authoress' or 'poetess'. Others are no longer in use, e.g. a female manager of a business or a shop is called the 'manager', not the 'manageress'.

- f Put Sts in small groups of three or four to discuss each comment.  
Monitor and help if necessary.  
Get some feedback from various groups for each comment. Or find out if Sts disagreed with each other about any of the comments.

## 5 VOCABULARY & PRONUNCIATION binomials

- a Do this as a whole-class activity and elicit *Ladies and gentlemen*. Tell Sts that it is still used, but is now considered old-fashioned / formal. *Hi everyone* is now quite normal in an informal context. *Good afternoon and thank you all for coming / being here* is also common in a more formal setting. Focus on the **Binomials** box and go through it with the class.
- b **4.3** Focus on the task and give Sts time to read 1–6 and think what the missing words might be. These binomials have all been taught in earlier levels of *English File*, so should be revision.  
Play the audio for Sts to listen and complete 1–6.

### 4.3

- 1  
A Have you done all your Christmas shopping?  
B Pretty much, apart from a few bits and pieces.
- 2  
A So do you consider the project to have been a success?  
B By and large. I think we achieved almost everything we set out to do.

3

- A You looked really fed up after the meeting.  
B Yes, I'm sick and tired of being put down every time I make a suggestion.

4

- A How often do you visit your parents?  
B I see them on and off, but not as much as I should.

5

- A Are you feeling better now?  
B Yes, thanks, I've been up and about for a couple of days.

6

- A Did you catch the 6.15 train?  
B Yes, but it was touch and go. We didn't get to the station till ten past and had to run to the platform.

- c Play the audio again for Sts to listen and check.  
Check answers.

1 bits and pieces 2 By and large 3 sick and tired  
4 on and off 5 up and about 6 touch and go

Now give Sts time, in pairs, to answer the two questions. Check answers and elicit the meaning of each one and whether it is a noun, adjective, etc.

1

- 1 bits and pieces (noun) = small objects or items  
2 by and large (adverb) = sth that is generally, but not completely, true  
3 sick and tired (adjective) = really fed up and angry  
4 on and off (adverb) = from time to time  
5 up and about (adjective) = out of bed and walking around  
6 touch and go (adjective) = an uncertain situation, where sth bad might happen

2

*and* is pronounced /ən/ (without the final /d/).

In their pairs, Sts practise saying the binomials, linking the words together.

- d Tell Sts to go to **Vocabulary Bank Binomials** on p.148.

## Vocabulary notes

### 1 Noun phrases

*odds and sods* is an informal alternative to *odds and ends*.

### 2 Adjectival or adverbial phrases

*rough and ready* can also be used of a person, when it means not very polite, educated, or fashionable.

Other common adjectival binomials you may also want to teach:

*make or break, born and bred, prim and proper, pride and joy*

### 3 Phrases with repetition

*hand in hand* is also often used simply to mean that two people are holding hands; *so-and-so* is also used in a neutral sense when you don't know someone's name (*Mrs So-and-so*).

Others you may want to teach are:

*all in all, back to back, bumper-to-bumper, arm in arm, head-to-head, on and on, over and over*

You may also want to point out that there are some verb phrases which are binomials, e.g.:

*live and learn, rant and rave, scrimp and save, pick and choose*

Focus on **1 Noun phrases** and get Sts to do **a** individually or in pairs.

- 4.4** Now focus on **b**. Play the audio for Sts to listen and check.

Check answers.

---

**4.4****Binomials, 1 Noun phrases**

- 1 life and times
  - 2 odds and ends
  - 3 no ifs or buts
  - 4 pins and needles
  - 5 part and parcel
  - 6 doom and gloom
  - 7 trial and error
  - 8 chicken and egg
- 

Focus on **Activation** and get Sts to read the definitions and say the binomials. Make sure Sts are pronouncing the binomials and the weak form of *and* correctly.

Focus on **2 Adjectival or adverbial phrases** and get Sts to do **a** individually or in pairs.

**4.5** Now focus on **b**. Play the audio for Sts to listen and check.

Check answers.

---

**4.5****2 Adjectival or adverbial phrases**

- 1 cut and dried
  - 2 hit and miss
  - 3 out and about
  - 4 rough and ready
  - 5 first and foremost
  - 6 far and wide
  - 7 cheap and cheerful
  - 8 skin and bone
- 

Focus on **Activation** and get Sts to read the definitions and say the binomials. Make sure Sts are pronouncing the binomials and the weak form of *and* correctly.

Focus on **3 Phrases with repetition** and get Sts to do **a** individually or in pairs.

**4.6** Now focus on **b**. Play the audio for Sts to listen and check.

Check answers.

---

**4.6****3 Phrases with repetition**

- 1G *Heart-to-heart* means an honest and personal conversation.
  - 2D *Again and again* means many times.
  - 3H *So-and-so* means an annoying or unpleasant person.
  - 4F *Through and through* means completely.
  - 5A *Face to face* means together in real life.
  - 6E *Little by little* means gradually.
  - 7I *Step by step* means one stage at a time.
  - 8B *Hand in hand* means closely connected.
  - 9C *Neck and neck* means level in a race or competition.
- 

Focus on **Activation** and get Sts to cover 1–9 in **a**, look at meanings A–I, and practise saying the binomials with the correct pronunciation.

**EXTRA SUPPORT** Get Sts to work in pairs, **A** and **B**. Sts **A** (books open) read a definition for Sts **B** (books closed) to say the binomial. They then swap roles.

Tell Sts to go back to the main lesson **4A**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Vocabulary** photocopyable activity at this point.

**e 4.7** Focus on the task and tell Sts they need to look at the phonetics and write the binomial they hear in B's response in each conversation.

Play the audio, pausing after each conversation to give Sts time to write.

Get Sts to compare with a partner.

Check answers and elicit the meaning of each one.

Finally, you could focus on the cartoon and elicit the meaning of *nuts and bolts* (= the basic practical details of a subject or an activity).

**EXTRA CHALLENGE** Give Sts time to look at the phonetics and work out the binomial. Then play the audio for them to listen and check.

- 1 back and forth = backwards and forwards
  - 2 home and dry = safely home
  - 3 live and learn = learn by experience
  - 4 tossed and turned = slept restlessly
  - 5 ins and outs = the tricky details of sth
  - 6 pick and choose = be fussy
- 

**4.7**

- 1  
A Did you manage to agree anything with your ex-wife?  
B No, we went back and forth for hours, but we just couldn't agree.
  - 2  
A Did you think you'd finish the marathon?  
B I wasn't sure, but once I got to the park, I knew I was home and dry.
  - 3  
A Did you ever get back that money from your brother?  
B No, I didn't. Oh, well, you live and learn.
  - 4  
A Did you sleep OK last night?  
B Not really, it was too hot. I tossed and turned for hours.
  - 5  
A Your job sounds quite complicated. Is it?  
B Well, it takes a while to learn all the ins and outs.
  - 6  
A But, Mum, I don't want to work in a café this summer.  
B You can't pick and choose – just take any job you can get.
-

**G** aspect: perfect and continuous tenses

**V** acronyms and initialisms

**P** acronyms and initialisms

## Lesson plan

The main topic of the lesson is work habits and how to get a good work-life balance.

The first half of the lesson begins with Sts listening to a podcast about recent trends in work habits. Sts then discuss their own study and work habits, people they know who are happy or unhappy with their working hours, and how working conditions have changed over time. There is then a grammar focus on aspect in perfect and continuous tenses. This leads to a speaking activity where the focus is on the skill of making conversation. Sts have to start a conversation with a given sentence, and then keep it going for at least one minute.

The second half starts with Sts reading and then discussing an extract from a light-hearted book entitled *100 Tricks to Appear Smart in Meetings*. In Vocabulary & Pronunciation Sts look at acronyms (an abbreviation formed from the initial letters of other words and pronounced as one word), e.g. *UNICEF*, and initialisms (an abbreviation formed from the initial letters of other words and pronounced as individual letters), e.g. *CEO*, many of which are very common in the world of work. The lesson ends with a documentary about changing work-life balance.

### More materials

#### For teachers

##### Photocopiables

*Grammar* aspect: perfect and continuous tenses p.144

*Communicative* Work-life balance p.168 (instructions p.155)

*Vocabulary* Acronyms and initialisms p.193 (instructions p.184)

#### For students

Workbook 4B

Online Practice 4B

### OPTIONAL LEAD-IN – THE QUOTE

Write the quote at the top of p.40 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.

You could tell Sts that Dave Barry is an American author and columnist. He has also written a TV sitcom *Dave's World*, as well as film adaptations.

Get Sts to discuss what they think the quote means and whether they agree with it.

## 1 LISTENING & SPEAKING

recognizing idiomatic expressions and colloquialisms, and appreciating register shifts

- a** Focus on the task and give Sts time to read the beginnings of the three news articles. Then put them in pairs to answer the questions. Check answers to the first question, and elicit ideas and opinions to the second.

**Article 1:** People work more than the hours in their contract.

**Article 2:** Some companies are changing to a four-day week in order to give a better work-life balance for their employees.

**Article 3:** Working an eight-hour day isn't very productive and is irrelevant in today's society.

**EXTRA SUPPORT** Do the questions as a whole-class activity, especially if your Sts come from the same country, and elicit whether people there tend to work more than their contracted hours, a four-day week, etc.

- b** **4.8** Tell Sts they are going to listen to a radio programme about work habits. In the first part, the presenter explains some new proposals that might improve working life. Give them time to read questions 1–5. Play **Part 1** of the audio once the whole way through for Sts to listen and focus on the answers to the questions. Then get Sts to go through the questions with a partner, and make notes of the answers. Then play it again for Sts to check and expand their answers. Check answers.

- Employers might object because a lot of offices have fixed hours when they need people there; employees might object because they may not want a drop in salary.
- The people who always took their short breaks.
- 52 minutes of work followed by 18 minutes of rest; these have been rounded up to one hour of work and 15–20 minutes of rest.
- They should plan what they want to accomplish in an hour; not by the end of the day, week, or month.
- If people don't respect the hour of work and the break time.

### 4.8

(Script in Student's Book on p.110)

**P** = presenter, **M** = Martha

#### Part 1

**P** Hello, and welcome to *The world of work*. Today, it's all about working hours and productivity.

There've been a lot of articles in the British press recently telling us that we're working too many extra hours, that we should only work a four-day week, not a five-day week, that we shouldn't be doing eight-hour days from nine to five and so on, and, indeed, suggesting that if we had shorter working hours, we might actually be more productive. But how realistic is it really to suggest that people work fewer hours? A lot of offices have fixed hours when they need to have people there, and having fewer people in the office may simply not be an option, not to mention that many employees may not want a drop in salary in exchange for a shorter working week. However, what a lot of experts appear to be suggesting is not so much working fewer hours, but organizing your day better.

A recent study used a computer application to track employees' work habits. Specifically, the application measured how much

time people spent on various tasks, and compared this to their productivity levels. In the process of measuring people's activity, they were surprised to discover that what was important was not how many hours people worked, but rather, how they organized their working day. In particular, people who were religious about taking short breaks were far more productive than those who worked longer hours. They discovered that the ideal work-to-break ratio was 52 minutes of work, followed by 18 minutes of rest. People who maintained this schedule had a unique level of focus in their work.

So basically, what the study is proposing is that the most productive way of working an eight-hour day, if we round up the figures from the research, is for people to break their day into hourly intervals, followed by 15–20 minutes of rest each time. We naturally plan what we need to accomplish by the end of the day, the week, or the month, but we're far more effective when we focus on what we can accomplish in an hour. Apart from getting you into the right rhythm, planning your day around hour-long intervals simplifies daunting tasks by breaking them into manageable chunks. If you want to follow the research recommendations to the letter, you can plan your day around 52-minute intervals if you like, but an hour works just as well.

However, this strategy only works if you follow certain rules. For example, you have to respect the hour of work – you should absolutely not be, let's say, checking social media, or making yourself a coffee during this hour. Then, equally, you need to respect the break time, and ideally do something completely different, like taking a short walk, chatting to colleagues, or reading – something that takes you away from your work. So now we're going to talk to Martha, who works in the Human Resources department of a large publishing company...

M Hello.

## LANGUAGE IN CONTEXT

c **4.9** Focus on the task and give Sts time to read extracts 1–5.

Play the audio, pausing after each extract to give Sts time to write.

Get Sts to compare with a partner, and then check answers.

- 1 not to mention 2 religious about 3 work-to-break ratio  
4 manageable chunks 5 to the letter

### **4.9**

- ...and having fewer people in the office may simply not be an option, not to mention that many employees may not want a drop in salary in exchange for a shorter working week.
- In particular, people who were religious about taking short breaks were far more productive than those who worked longer hours.
- They discovered that the ideal work-to-break ratio was 52 minutes of work, followed by 18 minutes of rest.
- Apart from getting you into the right rhythm, planning your day around hour-long intervals simplifies daunting tasks by breaking them into manageable chunks.
- If you want to follow the research recommendations to the letter, you can plan your day around 52-minute intervals if you like, but an hour works just as well.

Now tell Sts to look at each expression with their partner and work out what they mean.

Check answers.

- 1 plus, also (this is used to introduce extra information and emphasize what you are saying)  
2 careful / regular about  
3 work and break relationship / balance  
4 controllable amounts  
5 exactly

d **4.10** Tell Sts they are going to listen to the second part of the podcast, where the presenter interviews Martha, an HR manager, about the practicality of these proposals. Elicit / Explain what *HR* stands for (Human Resources) and what it means (= the department in a company that deals with employing and training people). Give Sts time to read 1–4.

Play **Part 2** of the audio, pausing after each point has been mentioned to give Sts time to circle the correct option.

Get Sts to compare with a partner, and then play again if necessary.

Check answers.

- 1 is already common 2 may prefer not to  
3 completely agrees 4 not realistic

### **4.10**

(Script in Student's Book on p.110)

P So now we're going to talk to Martha, who works in the Human Resources department of a large publishing company...

M Hello.

P Martha, do you think this idea of one hour of work and 20 minutes of rest would work in a big company? I mean, if you think about it, in an eight-hour day, and taking lunch into account, people would actually only be working for about six hours. Do you think that's feasible?

M Well, first I'd say that in fact, in an office environment, that is what actually happens a lot of the time. I mean, people aren't tied to their desks for eight hours a day, they spend a lot of time having conversations with colleagues. I'm not sure that the office environment really allows you to concentrate for a full hour without interruption, unless people are really disciplined. But, as a concept, I think it's probably a good idea, and might make people more productive. Where I'm not sure that it works like that is for people who are working from home, because they may not want to take those 20-minute breaks; they may prefer to work non-stop for a few very intensive hours, much fewer than eight, and then stop altogether. And they can do this because they have fewer distractions – they can switch off emails and Skype and things. But, actually, they might have achieved the same in three or four intensive hours as someone in an office does in an eight-hour day.

P What about the four-day week, something that has also been suggested? Can't this sometimes cause a problem for employers, and indeed, employees?

M Both of the large organizations I've worked for have been supportive of flexible working and quite a few people do work a four-day week now. The issue is that some people who do this – who work, say, 32 hours a week very productively, instead of the full 40 – they do get paid less. But they think that they achieve as much as someone doing five days' work because they work more efficiently, and it's not fair that they only get paid for four days. On the other hand, so the argument goes, they do get the flexibility to have a longer weekend, which may suit their lifestyle better. But of course, it does depend on the job; obviously, if an employer needs staff to be in the office every day for some reason, then that's going to be less feasible. I know for employees nearing retirement age, at my company, we're very open to considering that option for them if that's what they want, and I do think that this four-day-week pattern is going to become more common in the future.

P Do you think either of these ideas would work for students, i.e. they should take a 15-minute break for every hour of work, or only work four days a week?

M Well, most university students could easily work that way if they wanted to and maybe it would be more productive. But somehow, in practice, a lot of students I know seem to do very little academic work for a period of time; they leave things till the last minute and then suddenly work all night when they've got an exam coming up! I'm pretty sure that that's not the best way or the most productive way to work, though.

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with scripts 4.9 and 4.10 on p.110, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- e Put Sts in pairs and get them to discuss the questions.  
Monitor and help if necessary.  
Get some feedback for each question.

**2 GRAMMAR** aspect: perfect and continuous tenses

- a Give Sts time to complete 1–8 with a perfect, continuous, or perfect continuous form of the same verb.  
Get Sts to compare with a partner.
- b **4.11** Play the audio for Sts to listen and check.  
Check answers and elicit if Sts had any different forms.

- 1 'I'll have been working ('I'll have worked also possible)
- 2 'd worked
- 3 was working
- 4 are working (will be working also possible)
- 5 Have, been working
- 6 has worked
- 7 had been working
- 8 Will...be working (Are...working also possible)

**4.11**

- 1 I feel as though I've been with this company forever; in fact, by 2030, I'll have been working here for 25 years.
- 2 I never knew he'd worked as a teacher when he was younger. I thought he'd always been in the music business.
- 3 I was working as a waiter in a cocktail bar when I met my partner.
- 4 Both my kids are working this summer because they want to earn some money to go travelling in September.
- 5 Have you really been working in the garden all morning? It doesn't look as though you've done very much!
- 6 Ann is a world-class make-up artist and has worked with over 200 Hollywood stars.
- 7 Most of the Ford employees had been working on the new model for over six months when the news of the factory closure was announced.
- 8 Will you be working from home at all next week, or will you be in the office every day?

- c Tell Sts to go to **Grammar Bank 4B** on p.123.

**Grammar notes**

Chart of verb forms:

	Present	Past	Future
<b>Simple</b>	I work	I worked	I will work
<b>Continuous</b>	I am working	I was working	I will be working
<b>Perfect simple</b>	I have worked	I have been working	I will have worked
<b>Perfect continuous</b>	I have been working	I had been working	I will have been working

**Continuous aspect**

- 1 With this use of present continuous, we can use time expressions *at the moment* (= right now or around now), *at present*, or *currently*.

- 2 *for the time being* is quite common with this use of the present continuous.
- 3 We often combine the present or present perfect continuous with the adverb *a lot*, or *a lot of* + noun, when describing a repeated activity, e.g. *I've been playing a lot of tennis recently*.
- 4 When we are referring to new trends and developments, we often use expressions such as *more and more* / *less and less* / *hotter and hotter* / *more and more popular* / *increasingly expensive*, etc.
- 5 Some people still react negatively to the use of these stative verbs (*love, be, want*, etc.) in the continuous, but this is common usage nowadays and generally considered acceptable.

**Continuous and perfect aspects together**

Passive forms exist for all the combinations except perfect + continuous, i.e. no present, past, or future perfect continuous passive.

Focus on the paragraph about **aspect** and go through it with the class.

Now focus on the example sentences for **continuous aspect** and go through the rules with the class.

Repeat for **perfect aspect** and **continuous and perfect aspects together**.

Now tell Sts to go to p.135 and get them to do the exercises individually or in pairs. If they do them individually, get them to compare with a partner.

Check answers after each exercise.

- a
- 1 ✓ 2 X I've made 3 ✓ 4 ✓ 5 X are becoming
  - 6 X I'd left 7 X I've been wondering 8 ✓ 9 X we'll be living
- b
- 1 Both possible. *I've read* = I've finished reading. *I've been reading* = I've probably not finished.
  - 2 Both possible. *'s smelling* sounds more vivid / dynamic.
  - 3 Both possible. If you think this is a new development, say *are living*. If you think it is an established fact, say *live*.
  - 4 Both possible. *What have you done?* = What have you achieved? *What have you been doing?* = How have you been spending your time?
  - 5 Both possible. *is always borrowing* sounds annoyed.
  - 6 has been training
  - 7 Both possible. *went* = after the alarm went off. *were going* = we started going before the alarm went off
  - 8 Both possible.
  - 9 had won
  - 10 Both possible. *are you finding* sounds more dynamic or temporary
  - 11 Both possible. *will have run out* emphasizes completing; *will be running out* = still in progress
  - 12 I'm not going
  - 13 I saw

Tell Sts to go back to the main lesson **4B**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

### 3 SPEAKING

- a** Focus on the sentences and tell Sts the sentences are conversation openers and that they are going to have a conversation with their partner. Focus on the **Making conversation** box and go through it with the class.

Now focus on the instructions and example, and put Sts in pairs, **A** and **B**.

Tell Sts **A** to start and give them time to have a conversation beginning with one of the openers for at least a minute.

When they have finished, make sure they swap roles until they have used all the opening sentences.

- b** Focus on the instructions and give Sts time to think of two new conversation openers.

Give Sts time to have their new conversations.

Get a few Sts to start a conversation with other Sts in front of the class.

**EXTRA SUPPORT** Demonstrate with a student first and get the rest of the class to time you and see how long you can go on for!

### 4 READING understanding humour, irony, and implicit cultural references and nuances of meaning

- a** Focus on the task and either do the question as a whole-class activity, or get Sts to discuss it in pairs and then get some feedback.

Check the answer.

People are often distracted or bored in meetings, and not really listening to each other. They often say things that they don't really mean.

**EXTRA IDEA** If your Sts are in jobs which may involve meetings, ask them if they ever say any of these things.

- b** Now tell Sts they are going to read an extract from the book. They need to complete the gapped words in the subheadings, and then describe the tone of the article. You might want to tell Sts that the author is American, so, for example, *smart* in this article means *clever*.

Get Sts to compare with a partner, and then check answers.

1 fractions 2 Ask 3 deep 4 same 5 question  
6 goal 7 figures 8 fact 9 large 10 control / click

The tone is humorous.

Features of humorous writing that you might want to point out include:

- hyperbole (*my luminous career, intimidatingly creative*)
  - irreverence (*meetings being painful, useless or soul-destroying*)
  - informal spoken grammar (*Can't talk now, Don't have anything to point out?*)
- c** Get Sts to look at the highlighted phrasal verbs and idioms in context, and then discuss with a partner what they think they mean.

Check answers.

jump in with = interrupt a conversation  
move on = start doing or discussing sth new  
over their heads = too difficult or complicated for them to understand  
stuck in their heads = occupying their attention  
sink in = be fully understood  
keep up = to move, make progress or increase at the same rate as sb / sth

Deal with any vocabulary that you think might be challenging for your Sts in terms of either meaning or pronunciation.

- d** Do this as a whole-class activity, or put Sts in pairs and then get some feedback.

### 5 VOCABULARY & PRONUNCIATION acronyms and initialisms

- a** Do this as a whole-class activity. Elicit or model the pronunciation of *acronym* /'ækrənɪm/ and *jargon* /'dʒɑ:gən/.

An *acronym* is a word formed from the first letters of the words that make up the name of sth, e.g. *UNICEF* (United Nations International Children's Emergency Fund, now United Nations Children's Fund, but still referred to as *UNICEF*).

*Jargon* is words or expressions used by a particular profession or group which are difficult for others to understand, e.g. computer programming terminology.

- b** Focus on the instructions and make sure Sts are clear what the difference is between an *acronym* (letters pronounced as one word) and an *initialism* (letters pronounced separately). The easiest way to explain this is with examples, e.g. *UNICEF* is an acronym (pronounced /'ju:nɪseɪf/, NOT ~~U-N-I-C-E-F~~), but *CIA* is an initialism (pronounced C-I-A). The important thing is that they realize that groups of letters like this can be pronounced in different ways.

Put Sts in pairs to do the task.

Check answers.

#### one word (acronym)

POTUS = President of the United States, TED = Technology, Entertainment, Design

#### individual letters (initialism)

CEO = Chief Executive Officer, HR = Human Resources, PA = Personal Assistant, PR = Public Relations

- c** Tell Sts to go to **Vocabulary Bank Acronyms and initialisms** on p.149.

#### Vocabulary notes

##### 1 Common acronyms and initialisms:

ASAP is both a partial acronym /'eɪsæp/ and an initialism /eɪ es eɪ 'pi:/. AWOL is a partial acronym /'eɪwɒl/.

Others you may want to focus on:

Initialisms:

TBA = to be announced

TBC = to be confirmed

FWIW = for what it's worth

Acronyms:

FLOTUS = first lady of the US

## 2 Acronyms and initialisms in social media:

IMO can also be IMHO (= in my humble opinion).

Others you may want to focus on:

GTG = 'Got to go' can end a conversation.

IDC = I don't care

IDK = I don't know

IRL = 'in real life' is used to distinguish between people's online and offline lives.

LMK = let me know

TL;DR = This unusual acronym means 'too long; didn't read'.

YOLO = you only live once

### a or an before initialisms

You may want to remind Sts that before initialisms that begin with a consonant (e.g. M), but where it is pronounced with a vowel sound (e.g. /em/), we use *an*, not *a*, so we say *an MBA, an MP, an SUV, an HR manager*. The opposite applies to initialisms beginning with U, because the letter U begins with a consonant sound /j/, so we say *a UFO, a USB port*, etc.

Focus on the **Acronyms and initialisms** box and go through it with the class. Now focus on the cartoon, and explain that PETA is a real organization (People for the Ethical Treatment of Animals). *PETA* is an acronym and is pronounced /'pi:tə/.

Now focus on **1 Common acronyms and initialisms** and get Sts to do **a** individually or in pairs.

**4.12** Now focus on **b**. Play the audio for Sts to listen and check.

Check answers.

### 4.12

#### Acronyms and initialisms

##### 1 Common acronyms and initialisms, b

- 1 Acquired Immune Deficiency Syndrome
- 2 Also Known As
- 3 As Soon As Possible
- 4 Absent WithOut Leave
- 5 Chief Executive Officer
- 6 Do It Yourself
- 7 Date Of Birth
- 8 Estimated Time of Arrival
- 9 Frequently Asked Questions
- 10 For Your Information
- 11 Gross Domestic Product
- 12 Graphic Interchange Format
- 13 Greenwich Mean Time
- 14 Human Immunodeficiency Virus
- 15 Human Resources
- 16 Master of Business Administration
- 17 Member of Parliament
- 18 National Aeronautics and Space Administration
- 19 Personal Assistant
- 20 President Of The United States
- 21 Prisoner Of War
- 22 Public Relations
- 23 Sports Utility Vehicle
- 24 Unidentified Flying Object
- 25 Universal Serial Bus
- 26 Unique Selling Point

Highlight any words your Sts may have problems pronouncing correctly.

Now focus on **c** and get Sts to circle all the acronyms in **a**. Tell them to say the letters as words and letters, and then guess if they don't know. They could do this individually or in pairs.

**4.13** Now focus on **d**. Play the audio for Sts to listen and check.

Check answers.

The acronyms are AIDS, ASAP, AWOL, GIF, NASA, and POTUS.

### 4.13

#### 1 Common acronyms and initialisms, d

- 1 AIDS
- 2 AKA
- 3 ASAP
- 4 AWOL
- 5 CEO
- 6 DIY
- 7 DOB
- 8 ETA
- 9 FAQ
- 10 FYI
- 11 GDP
- 12 GIF
- 13 GMT
- 14 HIV
- 15 HR
- 16 MBA
- 17 MP
- 18 NASA
- 19 PA
- 20 POTUS
- 21 POW
- 22 PR
- 23 SUV
- 24 UFO
- 25 USB
- 26 USP

Focus on the **Latin initialisms** box and go through it with the class.

Focus on **2 Acronyms and initialisms in social media** and get Sts to do **a** individually or in pairs.

**4.14** Now focus on **b**. Play the audio for Sts to listen and check.

Check answers.

### 4.14

#### 2 Acronyms and initialisms in social media, b

- 1 To Be Honest
- 2 By The Way
- 3 Laugh Out Loud
- 4 Best Friends Forever
- 5 On My Way
- 6 Oh My God
- 7 Fear Of Missing Out
- 8 As Far As I Know
- 9 In My Opinion
- 10 Be Right Back

Now focus on **c** and get Sts to circle all the acronyms in **a**. They could do this individually or in pairs.

**4.15** Now focus on **d**.

Play the audio for Sts to listen and check.

Check answers. The initials in this section are written via social media messages and wouldn't normally be said aloud, apart from *LOL* and *FOMO*.

## 4.15

## 2 Acronyms and initialisms in social media, d

- 1 TBH
- 2 BTW
- 3 LOL
- 4 BFF
- 5 OMW
- 6 OMG
- 7 FOMO
- 8 AFAIK
- 9 IMO
- 10 BRB

Focus on **Activation** and get Sts to test themselves or a partner.

Tell Sts to go back to the main lesson **4B**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Vocabulary** photocopiable activity at this point.

**d** 4.16 Focus on the task and tell Sts there are five extracts and each one might have more than one acronym or initialism.

Play the audio for Sts to listen and write the acronym(s) or initialism(s) they hear for each extract.

Check answers.

- 1 ETA 2 PA, AWOL 3 OMG, ASAP 4 HIV, AIDS  
5 MP, MBA

## 4.16

- 1
  - A Right, just leaving home now.
  - B Oh, great. What's your ETA?
  - A Around 6, 6.30, I'd say.
  - B See you then.
- 2
  - A Excuse me, you haven't seen Mr Knightley's PA anywhere, have you?
  - B Sorry, he seems to have gone AWOL. I haven't seen him since early this morning.
- 3
  - A What happened to that report you were going to finish?
  - B OMG, I completely forgot about it! Sorry, I'll do it ASAP.
- 4 HIV continues to be a major global public health issue, especially in east and southern Africa. Since the start of the epidemic, an estimated 77.3 million people have become infected with the virus, and 35.4 million have died of AIDS-related illnesses.
  - 5
    - A What do you think of your local MP?
    - B Well, I didn't vote for her, but she's OK I suppose. She's well qualified, she has a degree in law and an MBA, but I don't really agree with her politics.

**e** Put Sts in pairs to discuss the questions.

Get some feedback from various pairs.

Explain or elicit the reason why acronyms may be different orders/letters in different languages (because adjectives go after nouns in many languages, and compound nouns are not commonly used, so, e.g. in Spanish, *AIDS* = *SIDA* / *NATO* = *OTAN*).

**EXTRA SUPPORT** If your Sts come from the same country, you could do the questions as a whole-class activity.

## 6 VIDEO LISTENING

- a** Tell Sts they are going to watch a documentary about work-life balance over the world. Focus on the questions and put Sts into pairs to discuss them.  
Get some feedback from various pairs.

N = narrator, A = Amy

- N** 'You are juggling some five balls in the air – work, family, health, friends and spirit...  
Work is a rubber ball. If you drop it, it will bounce back. But the other four balls are made of glass. If you drop one of these...they will never be the same.  
You must understand that and strive for *balance* in your life.'  
It can sometimes seem as if life is just one long list of things to do. There are the demands of a stressful job, dealing with constant meetings, deadlines, emails, and phone calls. And then there's the housework, shopping, childcare, and cooking to fit in before we can even think about finding time to see friends, chat with the family, and chill out.  
No wonder so many people find it difficult to get their work-life balance right. But creating that balance and making the space in our busy lives is central to our happiness and well-being. There's plenty of research to show that many of us struggle to achieve the right balance between work and the rest of our life, between the things we *must* or *should* do and the things we'd *like* to do.  
As a result, we frequently feel overstressed and under-rested. In the UK, a typical employee works for around 38 hours per week and takes 28 days' holiday a year. Sixty per cent of employees say they work longer hours than they would like, with twenty per cent saying they often or always feel exhausted in their work. Office workers, for example, say they are frequently expected to work in their spare time, replying to emails or taking out-of-hours calls. In fact, research suggests people work an extra eight unpaid hours each week this way.  
And for many, this work culture is unsustainable. Two thirds of UK workers say they have suffered a work-related health issue in the last year, with two of the most common being anxiety and disrupted sleep patterns. More than a quarter said their job had a negative impact on their personal life. And this is a problem for employers, too. In the UK, employee burnout costs British businesses around £45 billion per year. A few years ago, Amy Malloy worked for an international media company. It was a job she wanted to do and she enjoyed the variety, but there were significant challenges.
- A** So, it was an office job with some other work going on, um, outside the, the office, some travel. Um, I used to develop, er, educational materials. So, there are often quite a lot of deadlines, quick deadlines, um, lots of team working. The hours weren't crazy hours, but they, they could easily spread just from the amount of work that needed to be done.  
At first, I'd be...so, it was a five-day-a-week job, but I would frequently be doing probably the equivalent of six days' work. So, I'd be doing work in the evenings to, um, just get that extra bit done, or I'd be starting on, um, the bus in, as well, on emails. I found that my mental health definitely started to deteriorate. And it definitely was exacerbated by, um, the amount of work that needed to be done. So, it, it definitely created anxiety around, um, racing thoughts and what came with that was just feeling, you know, lack of motivation, lack of morale. Um, and physically, I think I felt more lethargic or jumpy, you know, and I didn't sleep as well. I'd often wake up in the middle of the night thinking there was something I needed to have done.
- N** This workload became increasingly unmanageable as Amy started a family...and it wasn't long after the birth of her second child that Amy realized something had to change.
- A** So, I think the final decision came after I went back after my second, um, baby. I went back into a new role, um, in a different, uh, different part of the company. So, new boss, um, quite a senior position, and at the time I was saying, oh, this is great, you know. I'm going back into a, you know, into this role; it's a great role. Um, but I think at the back of my mind, I always knew that it was possibly the wrong time in my life for that, you know, that role to have come.

Um, because I really, I suddenly found myself, just, it was just impossible to get both children to childcare and get into the office in time for the time that I needed to start. Um, and to get everything done, to make all those first impressions, to create, um, a programme, to, to set up projects, and do all the, kind of, strategic thinking work. When, firstly, you know, I was exhausted, um, I was really tired, er, from just the, you know, the home life, and, and not getting much sleep as a, as a new parent. Um, so...so my concentration was off, I just wasn't very productive...

**N** While Amy was on maternity leave, she had started to explore her interest in yoga and mindfulness. She completed a teacher training course and soon started to run classes – both in person and online – to help other people focus on the present and let go of their everyday stresses and anxieties.

She soon realized she wanted to pursue this as a full-time career and started *No More Shoulds*, a social enterprise dedicated to simplifying access to yoga and mindfulness for better mental health.

Alongside her normal classes, Amy also does corporate and media work in mindfulness and well-being. This, combined with raising a family, means she's still very busy a lot of the time. But she feels that her work-life balance has improved hugely.

**A** It's much more balanced, that's for sure. I mean, there's always the challenges that come with starting your own business. Um, so I'd say it, it's tougher to find the, the kind of firmer boundaries over, like, this is the time that I finish work and I leave the office, whether I carried on in the evening or not, there was that, that cut-off. Um, but what I really love is that I can, I can flex everything around my family, and also around my energy. So, not only can I be there for every school pickup and drop-off, um, I can also have a nap in the middle of the day if I need because just generally my energy, I have a real slump between two and three o'clock; I never achieve anything. So, I either have a nap or some quiet time or I do some reading, um, or have a cup of tea or I go for a walk. So, I feel like, whilst maybe sometimes my work might flow into an evening, or I teach in the evenings as well, that's actually a time when I'm more energized. So, I... it doesn't feel like an imbalance because I can have that quiet time in the day if I need to do more quiet stuff or, you know, um, stuff that I might have done in the evening and felt too tired to do before, I just shift things around. So, it...the, the balance is, is brilliant right now.

I think we do get caught in the hamster wheel of life quite a lot. I think we get stuck in automatic habits and automatic patterns. I think there are, you know, there can be societal expectations on how you should be...how busy you should be, um, that you should say yes to everything, experience everything. You know, if you're not busy, are you, are you important? Are you doing enough? So, there are these expectations around that, that don't support work-life balance, particularly. Um, and I think that we can make some, some conscious choices around that. When you are stuck in it, when you're in that hamster wheel, it can be really hard to take a step back and see the wood for the trees. So, you will be going...there won't be that space for you to step out of autopilot because it, it doesn't make sense for the body not to automate things when you're that busy. So, it's...I'd say just take a little bit of space, even if it's just a day off if you can manage that, to do nothing. And...or maybe it's just like a little pocket of time every day or every week where you just start to write down, um, little things that, that make you happy, that you haven't done for a while, and see if you can find time to get one of those things into your week or your day, um, to really, to start to gently, gently edge a little bit more balance in. Not everybody is going to want to, or need to, or be able to make that, kind...quite seismic shift that I made. Sometimes it can be just little by little.

**N** And this mindful approach to work-life balance is something that many business leaders agree on, too. As the business consultant Betsy Jacobson says, 'Balance is not better time management, but better boundary management. Balance means making choices and enjoying those choices.'

**b** Focus on the task and give Sts time to read 1–6.

Play the video again, pausing if necessary to give Sts time to check each statement.

Check answers.

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

**EXTRA SUPPORT** You could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**c** Do this as a whole-class activity, or put Sts in pairs and then get feedback.

Amy called her company *No More Shoulds* because she wants to change the balance between the things we should do and the things we'd like to do in order to improve people's work-life balance.

# 4

## Revise and Check

For instructions on how to use these pages, see *p.28*.

### More materials

#### For teachers

##### Teacher's Resource Centre

Quick Test 4

File 4 Test

Progress Test Files 1–4

#### For students

Online Practice Check your progress

### USE OF ENGLISH

a

2 A

3 B

4 C

5 A

6 D

7 B

8 C

b

2 in the light of

3 seeing that I start

4 we will / 'll have been working here

5 As a result of strong competition

6 will have been replaced

### READING

1 D

2 G

3 E

4 A

5 F

6 C

unused paragraph – B

- G** prepositions and sentence patterns
- V** more sophisticated emotions
- P** stress in multi-syllable adjectives

## Lesson plan

The main topic of the lesson is emotions and stress.

The first half of the lesson begins with a lexical focus on advanced adjectives and idioms to describe emotions, e.g. *wistful, elated, be down in the dumps*, etc. and this is consolidated in Pronunciation, where Sts focus on stress in multi-syllable adjectives. This leads to a short writing and speaking task in which Sts invent a piece of good or bad news which they exchange with a partner, who then writes a response. Sts then tell anecdotes based on a time when they have felt a certain emotion, e.g. *resentful* because they weren't being treated fairly, etc. This is followed by Sts listening to a talk by a psychologist about how negative emotions can be good for us.

The second half starts with Sts reading an article about how people in different jobs deal with feelings of stress, and then discussing what they themselves do to combat stress. The grammar focus is on an area which advanced Sts always find tricky: prepositions and sentence patterns. After practising the grammar, the lesson ends with a speaking where the focus is now on 'the little things that make people stressed', as opposed to the more serious things referred to in the article. Sts rate them and then compare their scores, explaining to what extent they find them stressful or not and why, and giving more examples.

### More materials

#### For teachers

##### Photocopiables

*Grammar* prepositions and sentence patterns p.145

*Communicative* Anger management p.170  
(instructions p.156)

*Vocabulary* More sophisticated emotions p.194  
(instructions p.185)

#### For students

Workbook 5A

Online Practice 5A

### OPTIONAL LEAD-IN – THE QUOTE

Write the quote at the top of p.46 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.

You could tell Sts that Gustave Flaubert (1821–1880) was a highly influential French novelist, best known for his novel *Madame Bovary*.

Ask Sts if they agree with the quote.

## 1 VOCABULARY more sophisticated emotions

- a** Focus on the task and put Sts in pairs to discuss the four photos.  
Elicit some feedback from various pairs.

### Suggested answers

- 1 intense happiness 2 normal sadness 3 intense anger  
4 mild fear / anxiety

- b** Tell Sts to go to **Vocabulary Bank More sophisticated emotions** on p.150.

### Vocabulary notes

Sts are here exposed to a wide variety of adjectives to express four different main emotions. Although at first this may seem overwhelming, they should already be familiar with some of them, and others may be similar in their L1. It's worth pointing out that sometimes, in practice, the words in the mild and middle groups are interchangeable. The choice of adjective may depend on the context in which each adjective is used, common collocations, and also on whether a modifier (*quite, really, completely*, etc.) is used. Sts may want to use a bilingual dictionary to check the exact meanings of the different adjectives.

They will also need to use a dictionary to check which preposition to use after the adjectives, e.g. *wary of, displeased with*, etc.

#### Happiness

In the mild group, *content* is also possible instead of *contented*, but is slightly more old-fashioned.

#### Sadness

If necessary, remind Sts that *upset* can't be used before nouns, only in predicative position, e.g. *He was feeling rather upset*, but NOT *He was an upset boy*.

Unlike most adjectives expressing intense emotion, *miserable* can be used with *a bit*.

#### Fear and anxiety

Note that *filled with dread* is only predicative.

Focus on the **Broadening your vocabulary box** and go through it with the class.

Now focus on **1 Adjectives to describe emotions** and get Sts to do **a–d** in pairs.

- 🎧 **5.1** Now focus on **e**. Play the audio for Sts to listen and check their answers to **a–d**.

Check answers.

**a**

- 1 ✓ 2 pleased 3 ✓ 4 exhilarated 5 upbeat

**b** (Sts should cross out these words)

- 1 devastated 2 gutted 3 wistful 4 listless 5 upset

**c**

1 *livid* is best (= common collocation with 'absolutely'); *exasperated* also possible; *cross* is wrong (we only use an extreme adjective after 'absolutely')

2 *peevish* is best ('a bit' goes most naturally with 'mild anger'); *indignant* also possible; *outraged* is wrong (we don't use 'a bit' with an extreme adjective)

- 3 *resentful* is best (= feeling angry about sth that you think is unfair); *offended* also possible; *livid* is wrong (we don't use 'rather' with an extreme adjective)
- 4 *frustrated* is best (= feeling annoyed and impatient because you cannot do or achieve what you want); *peevied* and *displeased* are wrong (the context suggests a more extreme situation)
- 5 *irate* is best (= common collocation with 'customers'); *incensed* also possible; *cross* isn't a natural collocation in this context
- d
- 1 panic-stricken (= extremely anxious about sth, in a way that prevents you from thinking clearly)
- 2 rattled (= nervous or frightened, **SYN** unnerved)
- 3 aghast (= filled with horror and surprise when you see or hear sth)
- 4 wary (= careful when dealing with sb / sth because you think that there may be a danger or problem)
- 5 uneasy (= feeling worried or unhappy about a particular situation, especially because you think that sth bad or unpleasant may happen or because you are not sure that what you are doing is right)

### 5.1

#### More sophisticated emotions

##### 1 Adjectives to describe emotions

###### a Happiness

- 1 Both *ecstatic* and *overjoyed* are possible.
- 2 *Pleased* is correct.
- 3 Both *contented* and *satisfied* are possible.
- 4 *Exhilarated* is correct.
- 5 *Upbeat* is correct.

###### b Sadness

- 1 *Devastated* isn't possible.
- 2 *Gutted* isn't possible.
- 3 *Wistful* isn't possible.
- 4 *Listless* isn't possible.
- 5 *Upset* isn't possible.

###### c Anger

- 1 *Livid* is the best option. *Exasperated* is possible. *Cross* is wrong.
- 2 *Peeved* is the best option. *Indignant* is possible. *Outraged* is wrong.
- 3 *Resentful* is the best option. *Offended* is possible. *Livid* is wrong.
- 4 *Frustrated* is the best option. *Peeved* and *displeased* are wrong.
- 5 *Irate* is the best option. *Incensed* is possible. *Cross* is wrong.

###### d Fear and anxiety

- 1 panic-stricken
- 2 rattled
- 3 aghast
- 4 wary
- 5 uneasy

Highlight any words your Sts may have problems pronouncing correctly, e.g. the silent *h* in *exhilarated* /ɪg'zɪləreɪtɪd/.

Focus on **Activation** and put Sts in pairs, **A** and **B**. Sts **A** (books open) say a category, e.g. *intense anger*, for Sts **B** (books closed) to say the four adjectives. They then swap roles.

Focus on **2 Idioms to describe emotions** and get Sts to do **a** individually or in pairs.

5.2 Now focus on **b**. Play the audio for Sts to listen and check.

Check answers.

2 S 3 H 4 H 5 F 6 S 7 F/S 8 F 9 F  
10 A 11 S 12 A 13 F 14 H

### 5.2

#### 2 Idioms to describe emotions

- 1 be down in the dumps – sadness
- 2 be in the depths of despair – sadness
- 3 be on top of the world – happiness
- 4 be over the moon – happiness
- 5 be scared to death – fear
- 6 go to pieces – sadness
- 7 have a sinking feeling – fear, sadness
- 8 jump out of your skin – fear
- 9 shake like a leaf – fear
- 10 throw a wobbly – anger
- 11 break your heart – sadness
- 12 make your blood boil – anger
- 13 scare the living daylights out of you – fear
- 14 make your day – happiness

Now put Sts in pairs and get them to decide if the idioms refer to strong or mild feelings.

Check answers.

1 mild 2 intense 3 intense 4 intense 5 intense  
6 intense 7 mild 8 intense 9 intense 10 intense  
11 intense 12 intense 13 intense 14 intense

Focus on **Activation** and the example. Put Sts in pairs and give them time to choose five idioms and think of a time when they felt this emotion. When Sts have finished telling each other their examples, you could elicit some from the class.

Tell Sts to go back to the main lesson **5A**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Vocabulary** photocopiable activity at this point.

c Focus on the task and give Sts time to discuss their answers in pairs.

Elicit some feedback from various pairs.

## 2 PRONUNCIATION

stress in multi-syllable adjectives

a Focus on the task and remind Sts that this kind of exercise is easier if they say the words aloud to themselves.

Get Sts to complete the task individually.

**EXTRA SUPPORT** Let Sts work in pairs.

b 5.3 Play the audio for Sts to listen and check.

Check the stress in each adjective.

### 5.3

contented dejected discouraged ecstatic elated  
frustrated indignant miserable offended overjoyed  
petrified resentful satisfied

Now check answers to questions **1** and **2**. Highlight the silent syllable in *miserable* /'mɪzrəbəl/.

- 1 The most common pattern is stress on the second syllable.
- 2 *miserable*, *petrified*, and *satisfied* are stressed on the first syllable; *overjoyed* is stressed on the third syllable.

Finally, give Sts time to practise saying the adjectives.

**EXTRA SUPPORT** Play the audio, pausing after each adjective for Sts to listen and repeat.

c Focus on the task and make sure Sts understand what they have to do.

Get Sts to complete the task individually.

**EXTRA SUPPORT** You could do the first one as a class and then get Sts to work in pairs.

**d** **5.4** Play the audio for Sts to listen and check.

Check answers by writing the adjectives on the board and eliciting the number of syllables and the main stress.

a|ppre|hen|sive de|va|sta|ted dis|con|cer|ted  
di|spi|ri|ted ex|as|pe|ra|ted ex|hi|la|ra|ted  
in|con|sol|a|ble pa|nic-str|icken

**5.4**

See the adjectives in Student's Book on p.46

Now give Sts time to practise saying the adjectives.

**EXTRA SUPPORT** Play the audio, pausing after each adjective for Sts to listen and repeat.

**EXTRA CHALLENGE** Get Sts to identify the secondary stress in these words, and to insert a secondary stress mark before the syllable, as in a dictionary:

(a)ppre(hen)sive, (d)isconcer(ter)ted, (in)conso(la)ble, pa(nic-str)icken

### 3 WRITING & SPEAKING

**a** Focus on the instructions and put Sts in pairs. Give them time to each write their piece of news as if it were a social media message. They could either write on a piece of paper, or if they are allowed to use their phones in class, write an actual text message.

Now tell them to exchange messages.

**b** Focus on the instructions and example.

Give Sts time to write their response.

Now tell them to swap messages once more, or until they have run out of things to say.

**EXTRA IDEA** Get Sts to invent more pieces of news to exchange.

**c** Put Sts in pairs and give them time to read the different situations. Encourage them to talk about as many of the topics as possible. Then get them to take turns to describe a time when they experienced any of these emotions, giving as much detail as possible. Monitor and check they are pronouncing the adjectives correctly.

Finally, get some feedback from various pairs.

**4 LISTENING** taking detailed and accurate notes during a talk

**a** Focus on the task. Then put Sts in pairs to discuss which of the emotions they think might complete headings 1–6 in the skeleton notes. Tell them not to write anything in yet. Elicit answers, getting Sts to explain why, but don't tell them if they are correct or not yet.

**b** **5.5** Tell Sts they are going to listen to Dr Lomas's talk. Play the audio for Sts to listen and complete the headings. Check answers, eliciting if Sts had predicted any of the correct emotions.

1 Anger 2 Boredom 3 Guilt 4 Envy 5 Loneliness  
6 Sadness

**5.5**

(Script in Student's Book on p.110)

The perception that being happy is all about thinking positively creates a burden of expectation on people. It can mean that negative emotions such as anger, sadness, envy, and guilt are seen as not just undesirable, but unhealthy. In my book, *The Positive Power of Negative Emotions*, I argue that these emotions are not only normal, but they may also be pathways to deeper and richer forms of well-being, if we can only harness them.

Firstly, anger can be a force for good. Much of what we label 'anger' is actually frustration that life isn't going our way – our irritation at a traffic jam or an uncooperative laptop. We can learn from it; our annoyance at the traffic may lead to the realization that we are over-stressed and prompt us to make changes. When anger is truly about a sense of moral injustice, it can be harnessed for good, as the history of civil rights and feminism shows. There's a distinction between feeling angry and being angry, and this is important to teach our children. If you feel angry, step back and examine why, then act to solve the problem. But being angry is almost always unhelpful and destructive. It's very important to tease those two apart.

Next, it's important to realize that boredom unlocks creativity. Being bored clears space for reflection. Sitting on a train staring out of the window lets you reflect: how am I? Am I living the life I wanted? The theory of relativity came to Einstein while he was daydreaming. Until recently it was thought that the brain winds down when not engaged in a task, but neuroscientists now believe that there is a type of interconnected brain activity that clicks into gear when we are not focused, and which is important for creativity and innovation.

The third thing to remember is that guilt motivates us. Guilt can serve as a moral emotion, a motivating force that helps us to become better people. We can turn it into a learning experience if we pause to unpick exactly why we are feeling guilty: where did we go wrong? Why did we behave the way we did? It's only when we reflect on our errors that we develop and grow as people. Don't beat yourself up about a past action, but take future opportunities to do better.

Fourthly, envy helps us achieve our goals. There are two types of envy: the hostile and corrosive kind that social media often induces, and the envy which is similar to admiration and inspires us to lift ourselves up to that level. Sometimes, it's only by envying someone else that you clarify your own values and goals. There are two ways to make our envy a useful motivational force. The first is to focus on ourselves rather than the target: how can we attain what they have? The second is to realize when the goal is unattainable and turn the envy towards an achievable outcome. Envying someone's material possessions is understandable, but studies show that greater wealth does not generally lead to happiness. It is better to envy those with greater 'social capital' – large friendship networks and a sense of community.

Next, loneliness needn't be painful. Sometimes loneliness acts as a prompt to reach out and connect with more people. At other times, it's a matter of reframing loneliness as solitude, which is something quite different. This involves learning to appreciate the value and beauty of aloneness, rather than trying to 'solve' it through a continual search for company.

Finally, sadness gives us space. There's an increasing tendency among doctors to view sadness as a disorder and medicalize it as mild depression. However, the 'regular' levels of sadness most of us feel at some point can serve valuable functions. The pain of sadness has a protective role. We withdraw; we signal our sadness to loved ones so they care for us. Then, we begin to recuperate by re-evaluating the circumstances that brought us to this low ebb. Sadness can create the time and space for this essential process of questioning, which is why we tend to experience epiphanies at low points.

c Focus on the task and give Sts time to scan the notes.

Play the audio again the whole way through.

Check answers.

**EXTRA SUPPORT** Pause the audio after each section to give Sts time to write.

- 1 Anger can be a force for good
  - often confused with frustration
  - can be used to do good when it relates to a sense of moral injustice
  - important to teach children the difference between feeling angry and being angry
- 2 Boredom unlocks creativity
  - allows us to reflect on how we are now
  - famous example = Einstein who discovered the theory of relativity when he was bored / daydreaming
  - neuroscientists believe there is a kind of brain activity that happens when we are not concentrating, which is important for creativity
- 3 Guilt motivates us
  - can become better people and learn from it if we turn it into a learning experience
  - don't punish yourself about past actions
  - instead, try to do better in the future
- 4 Envy helps us achieve our goals
  - two types:
    - hostile and corrosive
    - similar to admiration
  - two ways in which we can use the good type to motivate ourselves:
    - focus on ourselves and ask how we can get what other people have
    - understand when we can't have something and focus on an achievable outcome
  - best to envy people who have a lot of friends and a sense of community (rather than a lot of possessions)
- 5 Loneliness needn't be painful
  - sometimes makes us reach out and connect with people
  - better to think of it as 'solitude', which is more positive
- 6 Sadness gives us space
  - doctors nowadays often call sadness a medical problem i.e. depression
  - this 'normal' feeling protects us because when we show our loved ones that we are sad, they begin to care for us and we begin to recuperate

## LANGUAGE IN CONTEXT

d Focus on the task and make sure Sts know what they have to do. You could do the first one as a class and get Sts to work in pairs.

Check answers.

- 1 a burden:
  - metaphorical meaning = a duty or responsibility that causes worry
  - literal meaning = a physical weight
- 2 label:
  - metaphorical meaning = describe sb in a particular way, especially unfairly
  - literal meaning = write a name or a price on sth
- 3 harnessed:
  - metaphorical meaning = used the force of sth to achieve sth
  - literal meaning = when a horse has some straps put on its head and body so that it can be controlled

- 4 tease sth apart:
  - metaphorical meaning = to try to get information or understand a meaning that is hidden or not clear
  - literal meaning = pull sth gently apart into separate pieces, e.g. knots in your hair
- 5 clicks into gear:
  - metaphorical meaning = suddenly starts working
  - literal meaning = (of a car) start working efficiently because it's in the right gear
- 6 unpick:
  - metaphorical meaning = try to understand by looking back at what happened before / leading up to sth
  - literal meaning = take out stitches from a piece of sewing or knitting
- 7 beat yourself up:
  - metaphorical meaning = blame yourself
  - literal meaning = hit or kick yourself hard many times. In the literal sense this is most often 'beat sb else up'
- 8 corrosive:
  - metaphorical meaning = slowly destructive
  - literal meaning = destroying sth slowly by chemical action
- 9 reach out:
  - metaphorical meaning = to ask for help
  - literal meaning = stretch your hands out to get hold of sth
- 10 low ebb:
  - metaphorical meaning = poor state or condition
  - literal meaning = low tide, when the sea flows away from the land

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on p.110, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e Focus on the instructions. Put Sts in pairs and give them time to go through their notes for each emotion and discuss the questions. Encourage them to both generalize and give personal examples where they can.

Get some feedback from various pairs. You could also tell the class if a negative emotion has resulted in a positive outcome for you.

**EXTRA SUPPORT** Do this as a whole-class activity.

## 5 READING & SPEAKING

 understanding implicit attitudes and opinions

a Focus on the task and give Sts time to look at the photos and read the quotes.

Put Sts in pairs and get them to look at the four photos and discuss the two questions.

Elicit some ideas from the class, but don't tell them if they are correct.

b Now tell Sts to read the article to check their answers to question 2 in a. Point out the **Glossary**.

Check answers.

- A4** Angela Hartnett   **B1** Clara Amfo   **C2** Henry Marsh  
**D3** James Haskell

c Focus on the task and questions 1–12.

Now set a time limit, e.g. 2–3 minutes, for Sts to scan the article and answer the questions with the people's initials. Check answers.

**Who feels or felt stressed...?**

1 HM 2 JH 3 CA 4 AH

**Who does these things to relieve stress?**

5 CA, HM 6 AH 7 CA 8 JH 9 JH 10 AH 11 HM  
12 HM, JH

d Put Sts in pairs and get them to look at the highlighted phrases in context and try to say in their own words what they mean.

Check answers. You may want to point out that Clara Amfo's use of *goes to hell* is a bit idiosyncratic – *Go to hell!* is normally a less polite version of *Get lost!* You could also ask Sts if any of the expressions are similar in their L1.

**Possible answers**

my skin goes to hell = gets into a very bad state  
in a state of mild chronic anxiety = felt nervous or worried for a long time  
had been through similar crises = had had similar problems  
pump myself up = make yourself feel more excited or determined  
wind down = to rest or relax after a period of activity  
stop my mind from racing = stop thinking very quickly and hard because you are excited / stressed  
out of your hands = no longer your responsibility  
spiral out of control = change very quickly and in an uncontrolled way  
sleep on it = delay making a decision about sth until the next day, so that you have time to think about it  
what's bothering you = what's annoying, worrying, or upsetting you

Deal with any vocabulary that you think might be challenging for your Sts in terms of either meaning or pronunciation.

e Do the questions as a whole-class activity, or put Sts in pairs and then get some feedback. You could also tell the class what you do to combat stress.

**6 GRAMMAR** prepositions and sentence patterns

a Get Sts to look at the extracts and complete the gaps with prepositions.

Check answers.

1 at 2 after 3 for 4 on 5 at 6 about 7 through  
8 of 9 from 10 to 11 in 12 on 13 about

**EXTRA SUPPORT** Write the prepositions on the board in random order to help Sts:

ABOUT (x2) AFTER AT (x2) FOR FROM IN OF  
ON (x2) THROUGH TO

b Tell Sts to go to **Grammar Bank 5A** on p.124.

**Grammar notes**

**Prepositions in relative clauses and questions**

2 With phrasal verbs, this structure, e.g. *Rudeness like that is something with which I will not put up*, is also possible, but very formal.

**Prepositions after adjectives and verbs**

Remind Sts that there are no rules for which preposition goes with which adjective / verb, and that they should always make a note of, and try to memorize, the two (adjective / verb + preposition) together. Remind them also that when a verb follows a preposition, it's always in the gerund.

Other combinations you may want to teach are:

**1 Adjective + preposition:**

(in)compatible, fed up, annoyed, angry, upset + **with**  
keen, intent, focused, based + **on**  
amazed, surprised, shocked + **at** or **by**  
disappointed sb or sth + **in**

**2 Verb + preposition:**

believe, participate + **in**  
apologize + **for**

Some of the adjectives in the lists can't be used on their own, i.e. we can say *He's eligible. She's incapable. They're upset.*, but NOT *We're used. They're devoid.*

**Prepositional phrases**

You may also want to teach:

*on behalf of, in lieu of, in place of, at the expense of, for the sake of*

Focus on the example sentences for **prepositions in relative clauses and questions** and go through the rules with the class.

Repeat for **prepositions after adjectives and verbs, prepositional phrases**, and **sentence patterns with nouns**.

Now tell Sts to go to p.136 and get them to do the exercises individually or in pairs. If they do them individually, get them to compare with a partner.

Check answers after each exercise, getting Sts to read the full sentences.

a

1 With, with 2 on, in 3 of, on 4 to, with 5 to, on  
6 to, for 7 to, to 8 of, to 9 to, to 10 in, to 11 with, to  
b

- 1 I was on the verge of handing in my resignation, but I had second thoughts.
- 2 When I missed the bus, I had no alternative but to call a taxi. / When I missed the bus, there was no alternative but to call a taxi.
- 3 I'm afraid I must take issue with what you said.
- 4 Nobody dared argue with the boss for fear of losing their job.
- 5 I'm in the process of writing my job application.
- 6 I have no hesitation in recommending her for the post.
- 7 We have every intention of celebrating our golden wedding anniversary.
- 8 He is incapable of understanding how other people feel.

Tell Sts to go back to the main lesson **5A**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

## 7 SPEAKING

**a** Focus on the task and the notes showing the little things that make some people feel stressed. The prompts deliberately recycle **Grammar**. Make sure Sts understand all the lexis, e.g. *an automated reply*, *bombarded*, etc.

Give Sts time to mark each item from 1 (= it doesn't stress me out at all) to 5 (= it stresses me out a lot).

**b** Put Sts in pairs to compare their answers to **a** and then discuss the ones they marked 4 or 5. They should think of other 'little things' that stress them out.

Get some feedback from various pairs. You could also ask Sts what they think would help to reduce the stress in the situations that they found very stressful.

- G** advanced structures for comparing and contrasting  
**V** individuals and populations  
**P** contrastive stress

## Lesson plan

The main topic of the lesson is cultural differences.

The first half of the lesson begins with Sts reading an article about different attitudes to personal space in Cairo and São Paulo, after which they compare what they have read with their own country. This leads into the grammar focus on advanced structures for comparing and contrasting. This is followed by a pronunciation focus on contrastive stress – shifting stress in a sentence to change the meaning or emphasis.

The second half starts with vocabulary, where Sts extend their knowledge of terms for referring to individuals and populations of different countries, including a focus on countries where there is a specific noun to describe a person of a certain nationality, e.g. *a Dane, a Spaniard*. Then Sts listen to a sociologist who lives in the UK and her brother, a chef who lives in Spain, talk about their Burmese and Welsh heritage and how it has influenced them in different ways. The lesson ends with The Conversation, in which Sts watch a video of three people discussing the advantages of living in a multicultural environment.

### More materials

#### For teachers

##### Photocopiables

*Grammar* advanced structures for comparing and contrasting p.146

*Communicative* A question of culture p.172 (instructions p.156)

#### For students

Workbook 5B

Online Practice 5B

### OPTIONAL LEAD-IN – THE QUOTE

Write the quote at the top of p.50 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.

You could tell Sts that Henry Golding is a Malaysian-British actor, model, and TV host. His films include *The Gentlemen* and *Snake Eyes*.

Ask Sts if they agree with the quote.

## 1 READING & SPEAKING recognizing attitudes in a factual report

- a** Do this as a whole-class activity and elicit examples from the class.

sb moves into the space directly around where you are standing or sitting

- b** Focus on the task and put Sts in pairs to complete the chart. Check Sts are clear that in the original list, 42 countries are numbered according to their position

in the ranking, but the list here does not include all 42, so after 1–8, the next ones are 10, 16, 26, etc.

You could tell Sts that they don't have to agree with each other.

Elicit ideas and then tell Sts the answers. Find out if any Sts guessed correctly and if they are surprised by the findings.

2 Hungary 4 Turkey 10 China 26 UK 30 USA  
35 Spain 42 Argentina

- c** Focus on the task and give Sts time to read the introduction. You might want to check that Sts understand the plural noun *norms* (= standards of behaviour that are typical of or accepted within a particular group or society).

Elicit ideas from the class.

Invasions of personal space aren't just embarrassing – they can make people feel very uncomfortable or offended. If people don't consider how actions can have different meanings in different cultures, they can easily misinterpret someone else's behaviour.

- d** Now put Sts in pairs and get them to discuss what they already know about Cairo and São Paulo, drawing on their actual or assumed knowledge about these norms in North African and South American cultures.  
In their pairs, and based on this discussion, Sts now discuss which five statements they think go with each city.
- e** Now assign roles to Sts in their pairs, **A** and **B**, and tell them to go to **Communication Two cities**, **A** on p.89 and **B** on p.93. Here Sts **A** read about Cairo and Sts **B** read about São Paulo. (The text is completely unadapted, so any odd facts or turns of phrase are particular to the journalists' style, or the context of the article, e.g. she refers to 'Giza Square' rather than 'Tahrir Square' / 'There's no legal time to cross the street...' probably refers to the fact that there are no official crossing places and in the USA there are strict laws about when a pedestrian can cross the road.)

Go through the instructions and give Sts time to complete the task.

Monitor and help where necessary.

Tell Sts to go back to the main lesson **5B**.

- f** Tell Sts to revise their answers in **d** and decide where they think Brazil came on the chart in **b**.  
Check answers. Find out if any pairs guessed all the answers correctly, and elicit where they think Egypt would have come.

1 C 2 C 3 SP 4 SP 5 C 6 SP 7 C 8 C 9 SP  
10 SP

Brazil was 25.

## LANGUAGE IN CONTEXT

- g** Give Sts time to match the highlighted idioms and phrasal verbs from the articles to definitions A–F.  
Check answers. Tell Sts that *squished* is an informal variant of *squashed*.

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

Deal with any vocabulary that you think might be challenging for your Sts in terms of either meaning or pronunciation.

**h** Put Sts in pairs to discuss the three questions. If your Sts come from the same country, you could do the first two as a whole-class activity.

Get some feedback from various pairs.

## 2 GRAMMAR advanced structures for comparing and contrasting

**a** Give Sts time to complete facts 1–7 about Cairo and São Paulo with the phrases from the list.

Get Sts to compare with a partner.

**EXTRA CHALLENGE** Elicit answers before playing the audio.

**b** **5.6** Play the audio for Sts to listen and check.

Check answers.

1 the fourth 2 the more 3 whereas 4 almost twice  
5 Unlike 6 significantly 7 far and away

### 5.6

- São Paulo is currently the fourth biggest city in the world in terms of population.
- The further south you travel from São Paulo, the more you notice the German influence in Brazil.
- There is a popular cliché that São Paulo is Brazil's New York, whereas Rio de Janeiro is Los Angeles.
- The cost of living in São Paulo is almost twice as high as that of Cairo.
- Unlike many other African capitals, Cairo has an extremely efficient metro system.
- Alexandria, Egypt's second city, is significantly smaller than Cairo.
- Cairo is far and away the most popular tourist destination in Egypt.

**c** Tell Sts to go to **Grammar Bank 5B** on p.125.

### Grammar notes

#### Equatives

- You may want to remind Sts of the ellipsis / use of auxiliaries in the second part of the comparison, e.g. *You speak Italian just as fluently as she does.*  
We can also qualify with *almost*, e.g. *almost as fluently...*
- We can use *so...as* as an alternative to *as...as* in negative sentences, e.g. *not so good as I'd thought, nowhere near so good as the original.*
- An alternative after *three / four*, etc. *times* is a comparative structure, e.g. *ten times more expensive.*

#### Other ways of comparing and contrasting

- Some people consider that *like* before a verb (...*like they do in China*) is incorrect; however, it is extremely common in spoken English and is generally considered acceptable nowadays.

There are other cases of structures for comparing and contrasting where many people use what could be considered incorrect grammar, e.g. using *less* instead of *fewer* with countable nouns, and using *more* with one and two syllable adjectives rather than the *-er* ending.

Now focus on the example sentences for **comparatives and superlatives** and go through the rules with the class.

Repeat for **equatives** and **other ways of comparing and contrasting**.

Now tell Sts to go to p.136 and get them to do the exercises individually or in pairs. If they do them individually, get them to compare with a partner.

Check answers after each exercise, getting Sts to read the full sentences.

**a**  
1 Unlike 2 As 3 four times 4 half 5 almost 6 fewer

**b**  
1 far **and** away the best **X**  
it wasn't as good as ~~that of~~ Natalie's **X**  
2 **A** way better than ✓  
**B** a lot less expensive ✓  
half as **much as** **X**  
3 easier **easily** the best festival **X**  
there weren't so many people as last year ✓  
4 the sooner the better ✓  
the **less** **least** efficient service **X**  
5 **A**  
far less than I was last year ✓  
**B** I'm working as a waiter ✓  
just **as** badly paid as yours **X**  
different from **unlike** / **compared to** you **X**

Tell Sts to go back to the main lesson **5B**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

**d** Focus on the task and then give Sts time to make sentences about cities in their country.

**EXTRA SUPPORT** If your Sts come from the same country, you could let them work in pairs.

Get Sts to read their sentences to a partner.

Get some feedback from various Sts.

## 3 PRONUNCIATION contrastive stress

**a** **5.7** Focus on the **Contrastive stress** box and go through it with the class.

Play the audio for Sts to listen to sentences 1–5, pausing after each item to give Sts time to match them to continuations A–E.

### 5.7

See sentences 1–5 in Student's Book on p.51

**EXTRA SUPPORT** Get Sts to read 1–5 and think about possible differences in meaning before they listen.

**b** **5.8** Play the audio for Sts to listen and check.

Check answers.

1 B 2 D 3 C 4 A 5 E

### 5.8

- B** I don't think she's Australian. But I know a lot of you do.
- D** I don't think she's Australian. I know you think I do, but it's not true.
- C** I don't think she's Australian. But she might be.
- A** I don't think she's Australian. But I think her husband is.
- E** I don't think she's Australian. I think she's a New Zealander.

**EXTRA IDEA** Get Sts to practise the stress patterns by saying each pair of sentences aloud.

c **5.9** Play the audio for Sts to listen and answer the questions.

Check answers.

*after* is stressed because B is making a contrast with *next week*

**5.9**

See the conversation in Student's Book on p.51

**EXTRA CHALLENGE** Get Sts to work in pairs and answer the questions before they listen to the audio.

d **5.10** Focus on the instructions and make sure Sts understand that they only have to write down the stressed word in the answer, and the word it is contrasting with in the question.

Play the audio for Sts to listen and write down the words.

Check answers.

1 outside, garage 2 highlights, cut 3 she, he  
4 bank, supermarket 5 teaching, studying

**5.10**

1

A Did you park in the garage?

B No, I parked outside.

2

A Are you going to have your hair cut?

B No, I'm going to have highlights done.

3

A What an adorable baby! How old is he?

B How old is she, actually. She's six weeks tomorrow.

4

A Could you get some milk when you're at the supermarket?

B I'm going to the bank. But I'll try and pick some up on the way back.

5

A Is that your niece, the one who's studying sociology?

B She's teaching it now, actually. She finished uni last year.

e Focus on the task and the example. Tell Sts to work individually and write five sentences about cities or countries with one incorrect piece of information in each one. Tell Sts they can also use regional capitals, e.g. in Spain. Put Sts in pairs and get one pair to read the example.

When Sts are ready, tell them to read their sentences to their partner, who must respond using contrasting stress to emphasize how they are correcting the sentence.

Get some pairs to read their sentences to the class.

**EXTRA SUPPORT** You could give Sts some prompts on the board for capital cities for them to have these conversations:

AUSTRALIA – SYDNEY / CANBERRA

USA – NEW YORK / WASHINGTON, DC

BRAZIL – RIO DE JANEIRO / BRASÍLIA

SWITZERLAND – GENEVA / BERN

MOROCCO – MARRAKESH / RABAT

NEW ZEALAND – AUCKLAND / WELLINGTON

CANADA – TORONTO / OTTAWA

## 4 VOCABULARY individuals and populations

### Vocabulary notes

Sts will be familiar with many nationality adjectives, and how to refer to the populations of some countries. However, the rules for referring to individuals and populations are quite complicated, especially where there is a specific noun to refer to people, or where they need to add an extra noun, e.g. *a Chinese man / woman*. Here, they expand their knowledge with some nationality adjectives they may not be familiar with, e.g. *Afghan, Peruvian, Welsh*, etc., and learn all the specific nouns that exist for people from a country, e.g. *a Dane, a Pole*, etc.

a **5.11** Focus on the task. Explain that the opinions of the four speakers are the individual people's own experiences / reactions and are all authentic and subjective.

Play the audio, pausing after each speaker to give Sts time to listen and write the answers.

Get Sts to compare with a partner, and then check answers.

- 1 Poland, times of meals
- 2 Spain, aggressive behaviour in meetings
- 3 Argentina, kissing strangers even in a professional context
- 4 Portugal, dressing smartly on a normal occasion

**5.11**

(Script in Student's Book on p.111)

- 1 I've been to Poland many times for work, and I really love the country and the people, but one thing that I found really strange, and actually still don't quite understand, is the business of mealtimes. Breakfast is fine, normal, but after that it's never clear to me when we're going to stop for lunch, if at all; if it will be a proper meal or a cup of coffee and cakes; and if there's a big meal at, say, four o'clock, I'm never sure if that's lunch or dinner – meaning, will there be anything more later on...? I've asked lots of Poles about it, but they've never really given me a clear explanation, as if lunch and dinner don't have any set times or set quantities. What I've learned as a result is to always have a big breakfast when I'm in Poland to set me up for the unpredictability of the rest of the meals.
- 2 So, my first business meeting, erm, in Spain, erm, I went to the office and I had a presentation to do and we were going to discuss our plan, and, so I did my presentation and then there was a discussion and then the people that were round the table, the Spanish people, were very, very aggressive and raised their voices and waved their arms around and I felt really attacked. And I felt I'd done a very bad job, and then, so I was feeling a bit demoralized, but then, when the session ended and there was a coffee break, people came up and said they'd really enjoyed my presentation and were really friendly and positive and so I discovered, to my surprise, that this aggression – what I perceived as aggression – did just seem to be the Spanish meeting style. It was just so different from the meetings I was used to at home.
- 3 I recently got back from a trip to Argentina, and what I found really difficult to, um, to deal with was how – how, often, complete strangers will greet you with a kiss, even in a – in a professional context, in a business context. So, you'd go for a meeting and you'd be introduced to somebody, and quite often they would just instinctively give you a kiss on the cheek while I was just about to shake their hand. So, it's something I really... I tried to get into it. I tried to go with the flow. I think by the end of the – my week's travel there, I think I was doing it a bit more naturally, but it's certainly, you know... I like it. I think it's – I think it's a nice thing to do, but it definitely made me feel uneasy.
- 4 I used to live in Portugal, and it took me quite a while to get used to the – expected standards of dress, if you like. I think – I'm from the UK, I'm English, and I think we have – we have certain expectations about what we wear to work, for example, or on formal occasions. I think, when – when we're not at work, when

we're not having to dress up, I think we have got a tendency to be really relaxed to the point of scruffiness in our leisure time. But in Portugal, I – I got this sense that people really disapproved of me when, you know, if on a Saturday morning I'd walk down the high street in a pair of shorts or a pair of scruffy jeans. And, yeah, it had an effect on me, I think. I decided I would really have to smarten myself up. I think I started, well, you know, putting a shirt on if I had to go to the bank, rather than a T-shirt, that sort of thing, which I would never have thought about before.

Now do the question as a whole-class activity, or get Sts to discuss it in pairs and then get some feedback.

- b** Put Sts in pairs and get them to answer questions 1–3 for each country in the list.

Check answers. Give further practice of any words your Sts find difficult to pronounce.

- 1 Argentinian, Greek, Japanese, Swiss, Thai
- 2 an Argentinian, a Greek, a Japanese man / woman / person, a Swiss man / woman / person, a Thai
- 3 the Argentinians, the Greeks, the Japanese, the Swiss, the Thais

Then elicit the basic rules for talking about an individual from a country or its population.

- 1 Usually, the singular noun is the same as the adjective and the expression for the population is the adjective + *s*.
- 2 If the nationality ends in *-ese* or *-s*, we often add *person*, or *man / woman* to talk about an individual (e.g. *a Japanese man*), and *-s* is not added to talk about the population. For 9, point out that English words that come from Arabic are rare examples of words where the letter *q* is not followed by the letter *u*.

- c** In their pairs, Sts now answer questions 1–10.

Check answers.

- 1 the Norwegians    2 a Belgian    3 a Pakistani
- 4 the Vietnamese    5 an Afghan    6 Lebanese
- 7 the Peruvians    8 Welsh    9 the Iraqis
- 10 the Netherlands (Holland)

**EXTRA IDEA** Divide the class into teams and set a time limit to see which team gets the most correct answers.

- d** In pairs, Sts try to complete the chart with the exceptions to the rules they completed in **b**.

Check answers.

person	population
a Spaniard	the Spanish (more common; <i>Spaniards</i> is also possible)
a Dane	the Danes
a Finn	the Finns
a Pole	the Poles
a Scot	the Scots
a Swede	the Swedes
a Turk	the Turks
a Briton	the British

Finally, focus on the **Englishman, Frenchwoman, etc.** box and go through it with the class.

- e** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Nationalities quiz, A** on *p.88* and **B** on *p.90*. Here Sts ask each other general knowledge questions with a link to nationalities.

Tell Sts to read the questions to each other and point out that the answers are in brackets after the questions.

Monitor and help where necessary.

Find out if any Sts got all the answers correct.

Tell Sts to go back to the main lesson **5B**.

## 5 LISTENING identifying finer points of detail including implicit attitudes and relationships between speakers

- a** Do this as a whole-class activity.

You may want to tell Sts that the issue of the name is contentious; although it was officially changed in 1989, many political and ethnic groups there did not accept the authority of the ruling military government to change the name, and still call it Burma. In 2016, the president Aung San Suu Kyi said, 'It is up to you what name you use,' and the nationality adjective most commonly used is still Burmese.

Burma is in south-east Asia. It is bordered to the west by Bangladesh and India, to the north by China, and to the east by Laos and Thailand. Its other name is *Myanmar* /'mjænməɑ:/.

- b** Focus on the photos and tell Sts they need to look at the family tree and read **Routes to another world** to find out about the people. Point out the **Glossary**.

Put Sts in pairs and tell them to go back to the photos and say as much as they can remember about the different people.

Finally, elicit the information from different pairs.

**EXTRA SUPPORT** Do this as a whole-class activity. Ideally, you could project the photos on the board and get Sts to close their books, and then elicit all they can remember about the people.

- c**  **5.12** Focus on the task, reminding Sts which photo shows Steve and Bridget and how they fit into the family tree, and give Sts time to read questions A–F.

Play the audio, pausing after each section if necessary, for Sts to listen and choose the correct question it goes with.

Check answers.

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

### 5.12

(Script in Student's Book on *p.111*)

**S = Steve, B = Bridget**

- 1
- 5 Mum and Dad came from very different families. Dad's father was a garage mechanic, and his mother was a waitress. They were Welsh Catholics, very traditional. Mum's parents, on the other hand, were, er, very well educated. Her father was Burmese, he was an expert in Burmese music, and her mother was half-Burmese and half-English, and she'd been very active politically in the independence movement in Burma. So, with these two very different sets of parents, my mum and dad were quite different people, and I think they still are.
- B So, my parents are both doctors. In fact, the family mythology is that they met because they were both dissecting the same dead body. Mum had come to London in her early teens. She'd left Burma during the war and spent, er, several years in India before coming to the UK with her mother and her two sisters.
- 2
- 5 I was actually a bit embarrassed about Mum's culture, because it was so different from everybody else at school. So, the idea of having this, kind of, Burmese family – not that anybody really at school knew where Burma was – um, it was quite different.
- B I wasn't so much aware of Mum and Dad coming from different cultures as I was aware of the fact that Mum wasn't white, and so she didn't fit in, and, in that regard, neither did we. I think, in terms of culture, what I was more conscious of was the fact that

they came from very different educational and class backgrounds. So, my mum was really interested in literature, she loved music, and she used to listen to the cricket, and she wasn't a Catholic. My dad didn't have much time for literature, or music, or cricket. He was interested in rugby, pot boilers and spy stories, and history.

- 3  
S As a child, I felt there were not many positive things about growing up in a multicultural family. We grew up in the 1970s, and it was a time when, I think, racism was not challenged in schools, and so we were quite often the victims of bullying because of the fact that we looked different, because our mum was from Burma and physically we all take after our mum much more than our dad.
- B I wouldn't really say – I wouldn't really describe our family as a multicultural family, largely because there was no Burmese spoken. My mother had forgotten her Burmese when she went to India. I would rather describe our family as a mixed-race family. And, to be frank, that was quite tough. It was quite tough being in the 1970s, growing up in south Wales, which was a very white region of the country, um, and, you know, quite frankly, enduring a lot of, um, very explicit racism. So, that was quite a big downside. The upside, I think...well, the food. Um, but also, I think, that we grew up appreciative of other points of view. I think that we are all, in our different ways, sensitive to when people don't fit in and want to, kind of, help people through that and, um, yeah, and I actually think that that is a social benefit.
- 4  
S In spite of feeling very different when we were at school, our upbringing was, I think, very typical middle-class British family. Um, we watched television programmes, did the sorts of things that white middle-class British people do. Um, so there wasn't much about the daily life that was very different from what other kids at school were doing.
- B I think that, um, my sense of identity as a child was very much shaped by the fact that we were brought up in south Wales. So, there was very definitely an identity of, um, Welshness among our peers, as opposed to Englishness. And there is no question that Welshness at that time was really associated with being born in Wales and also, crudely, being white. So, we didn't really have the option of being Welsh, um, or of being English, and I didn't feel Burmese because of not speaking Burmese. So, I remember talking to my grandmother about it, and – and whether she felt British or English – and she said, 'I just feel me.' And, I guess, that's the same as I've felt and feel. I just feel 'me'.
- 5  
S Of course, where there was a difference with the other kids at school was in the food that we ate, because Mum loved to cook and she would make all sorts of interesting dishes with spices. And, of course, even though it was all delicious, again we felt a little bit embarrassed going to school the next day if our clothes smelled of spices, or if our breath smelled of garlic. And when we took friends home from school I was quite keen for Mum to make fish fingers and chips, and not delicious homemade curry because I didn't want people, kind of, making fun of me because we were eating funny food.
- B I think one aspect of my life that was different was that I was really surrounded in the family by very high-achieving women. Which isn't to say that I felt pressure from that, um, it was just normal for women to go to work as professionals and – and to be a mum. And, I just took that for granted and now, looking back, I realize that, actually, that was quite unusual.
- 6  
S I think that my English and Burmese, er, heritage has influenced what I do today, very much. My restaurant, Ma Khin Café, er, has Burmese food, um, very real Burmese food, um, lots of dishes that you would actually eat if you went to Burma today, and also, er, food from the countries that are around Burma, and that have influenced Burmese cuisine, because, like all cuisines, Burma's food culture has developed through the influence of the countries that surround it, the people that have travelled to live there, the people that have invaded it, the people that have occupied it.
- B Being half-Burmese and half-British – I wouldn't say English – um, has definitely influenced what I do today. In fact, I think, really, in some ways you could say I've built my whole life around it. So, I'm now an academic at the University of Bristol and I'm a professor of

migration and citizenship, so my research is all around questions of migration, race, and belonging, so you could say it's my life work. And, of course, it's deeply influenced the book that I've put together with my brother, Steve. Nobody else could have written that book, that book came from, yeah, growing up as mixed-race children in south Wales. In that respect it's as much about our history as it is about our grandmother and Burmese history.

- d Give Sts time to read questions 1–11.  
Play the audio again, pausing after each section to give Sts time to write the initials.  
Check answers.

1 S 2 Br 3 Br 4 S 5 Br 6 B 7 S 8 Br 9 S  
10 Br 11 B

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on p.111, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- e Put Sts in pairs to add details to 1–11 in d, e.g. what exactly Steve and Bridget's grandparents did, how their parents met, etc.  
Get some feedback from various pairs.

- 1 Their father's father was a garage mechanic, and their father's mother was a waitress. Their mother's parents were well-educated Burmese. He doesn't actually say what they did, but his grandmother had been active politically and her father was an expert in Burmese music.
- 2 They were both doctors and, according to family mythology, met in the UK when they were dissecting the same body.
- 3 Their mother was really interested in literature, she loved music, and she used to listen to the cricket. Their father was interested in rugby, pot boilers (= novels written to make money) and spy stories, and history.
- 4 Physically, they take after their mother.
- 5 Bridget wouldn't describe the family as multicultural because they didn't speak Burmese.
- 6 They were often victims of bullying at school because they looked different. South Wales was a very white region and they suffered a lot of racist comments.
- 7 Steve says they were a typical middle-class British family – doing what all the other children were doing.
- 8 At the time being Welsh meant being born in Wales and being white, so they couldn't be Welsh, and as they didn't speak Burmese, they didn't feel Burmese.
- 9 Their mother made interesting dishes with spices like homemade curry. Her cooking was delicious.
- 10 Bridget was inspired by the women in her family, who were high achievers.
- 11 Steve has opened a Burmese café. Bridget is a professor of Migration and Citizenship, and does research in migration, race, and belonging.

- f Do this as a whole-class activity, or put Sts in pairs and then get some feedback.

## 6 THE CONVERSATION

- a Focus on the photo and tell Sts they are going to watch these three people discuss a question. Focus on the task and play the video, pausing after the title screen to give Sts time to read the question.  
Then play the rest of the video once the whole way through.  
Check answers.

1 B 2 T 3 I

**What are the benefits of living in a multicultural society?**

**Ida** I think the benefits of living in a multicultural society are all positive.

**Tim** Yeah.

**Ida** I don't think there's a negative you can take from it. You experience different aspects of different cultures, food, music, perspectives, and I think, most importantly, it allows you to gain a perspective on your own existence, almost...

**Ben** Yeah.

**Ida** ...sort of, that the only way of life is not yours, there are different ways of looking at it. And for me, personally, I, I grew up, sort of, all over the world, we moved to a different country every three years of my life.

**Tim** Oh right.

**Ida** And, when there, we were always part of a very international community, but also experiencing different countries in a very multicultural way and, kind of, seeing multiculturalism in different countries and how it works in different countries...

**Tim** Which countries were they?

**Ida** Um, to – from Uruguay to Italy to Austria to Belgium...

**Tim** Ah, right.

**Ida** ...places like that. And so, I think it just, it allows you to be part of a different community and allows you to be more open-minded and more understanding and...

**Tim** Yeah. That's so true, yeah.

**Ben** Yeah, yeah, no, I agree. I mean, for me, I've got, I've got a young son who's about to start school, er, later this year and, so we've had to try and choose a school for him. And one of the things that was important to me was to choose a school that did have a lot of different cultures, a lot of different languages and, um, I didn't realize that it was important until we actually started looking at different schools.

**Tim** Yeah, yeah.

**Ben** And then there was one school in particular that really stood out and one of the reasons was because, not only do they have lots of different languages, cultures, backgrounds, but they really, they really celebrate that, and so they really encourage the kids and the parents to contribute to the school and to, to bring part of themselves and their culture and their identity to the school and really celebrate that. I, I thought that was wonderful.

**Ida** That reminds me of an experience I had in school in first grade when I was living in Uruguay, we had this presentation and we all had to sing a song that they'd written, and we all had to wear our national dress.

**Tim** Wonderful.

**Ida** And the song was like 'Ida is from Sweden, Fabiola's from Brazil...' and so everybody – it was a class of 20 kids and we were all from different places...

**Ben** Yeah!

**Ida** ...and it's just really important, and I think it just – I then become very aware, when I am in a place that is...

**Tim** Sure.

**Ida** ...not that, and it makes me slightly uncomfortable, sort of, I don't know ...

**Tim** I think it's really important, um, especially in the times we live in now, um, and I think it's, sort of, almost a, a natural human tendency to be slightly suspicious or afraid of, you know, anything that looks different or, sort of, 'the other'. And I think multicultural societies encourage you to understand that, um, different people act, talk, dress, er, behave in different ways, and that, um, and that, you know, variety is good.

**Ida** Especially at the moment, I think...

**Tim** Oh yes.

**Ida** ...when we're living in a time when 'othering' is coming back in a big way.

**Tim** Yes, yes, and suspicion is kind of like ...

**Ida** Yeah.

**Tim** ...you know, sort of, part of the landscape again and I think it's really important to understand other people and other cultures and to be empathetic towards that.

**Ida** Absolutely.

**Ben** Yeah, yeah.

**b** Focus on the task and give Sts time to read the questions. Play the video again the whole way through, pausing if necessary to give Sts time to write. Check answers.

- 1 her experience of living in a different country every three years
- 2 to choose a school where the children came from lots of different cultures and spoke different languages
- 3 the fact that the families in the school come from lots of different cultures
- 4 something that happened to her in her first grade class at school in Uruguay that Ben's comment reminded her of
- 5 the way people tend to be suspicious or afraid of anything that looks different
- 6 to understand other people and other cultures

**EXTRA SUPPORT** If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**c** Do the question as a whole-class activity, or put Sts in pairs and then get some feedback.

**EXTRA SUPPORT** You could demonstrate the activity by answering the question yourself.

**d** This exercise focuses on some expressions the speakers use to introduce or refer to examples from their own experience. Focus on the extracts and give Sts time to read them.

Play the video, pausing after the first extract and replaying it as necessary. Repeat for the other four extracts.

Check answers.

- 1 personally
- 2 for me
- 3 one, in particular
- 4 That reminds me of
- 5 it makes me slightly

- 
- 1**  
**Ida** And for me, personally, I, I grew up, sort of, all over the world, we moved to a different country every three years of my life.
  - 2**  
**Ben** Yeah, yeah, no, I agree. I mean, for me, I've got, I've got a young son who's about to start school, er, later this year and, so we've had to try and choose a school for him.
  - 3**  
**Ben** And then there was one school in particular that really stood out and one of the reasons was because, not only do they have lots of different languages, cultures, backgrounds, but they really, they really celebrate that.
  - 4**  
**Ida** That reminds me of an experience I had in school in first grade when I was living in Uruguay...
  - 5**  
**Ida** ...and it's just really important, and I think it just – I then become very aware, when I am in a place that is...
- Tim** Sure.  
**Ida** ...not that, and it makes me slightly uncomfortable, sort of, I don't know ...
- 

**e** Put Sts in small groups of three if possible. Focus on the questions and then give Sts time to discuss them. Monitor and help, and encourage them to use the expressions focused on in **d** when they are giving examples from their own experience. Get feedback from various groups. You could also tell the class what you think.

For instructions on how to use these pages, see p.28.

### More materials

#### For teachers

##### Teacher's Resource Centre

Quick Test 5

File 5 Test

#### For students

Workbook Can you remember...? 1–5

Online Practice Check your progress

## USE OF ENGLISH

**a**

- 2 arguably
- 3 inability
- 4 overjoyed / joyful
- 5 contented
- 6 unhappy
- 7 miserable
- 8 depths
- 9 outraged / enraged
- 10 distinctions
- 11 meaningful
- 12 discouraged

**b**

- 2 he's incapable of not
- 3 I have a sinking feeling (that)
- 4 is nowhere near as good as
- 5 scares the living daylights
- 6 just as good / bad as hers (is)

## READING

- 1 E
- 2 B
- 3 A
- 4 D
- 5 B
- 6 E
- 7 A
- 8 C
- 9 D
- 10 C

- G** position of adverbs  
**V** common adverb collocations, verbs for making things  
**P** sentence intonation with adverbs

## Lesson plan

The main topic of the lesson is technology and inventions.

The first half of the lesson begins with Sts reading a newspaper article about a millennial who decided to give up technology and try living as people did in the 1980s, i.e. without a mobile, using only cash, etc. The vocabulary focus which follows is on common adverb collocations, e.g. *readily available*, *strongly advise*, etc. This leads into a grammar focus on the position of adverbs and adverbial expressions, and this is consolidated in Pronunciation, where Sts focus on sentence intonation with adverbs.

The second half starts with Sts reading and listening to the story of William Kamkwamba, a young Malawian boy, who became famous when he built a wind turbine mill out of, amongst other things, a broken bicycle and old tractor parts, with which he succeeded in powering electrical appliances. His story was made into a film called *The Boy Who Harnessed the Wind*. This is followed by a vocabulary focus on verbs for making things, e.g. *saw*, *tighten*, etc. The lesson ends with Sts looking at a list of tasks, such as fixing a puncture on a bike, sewing on a button, etc. and telling their partner how confident they are carrying out the task, and explaining how to do it.

### More materials

#### For teachers

##### Photocopiables

*Grammar* position of adverbs p.147

*Communicative* The tower challenge p.173  
(instructions p.156)

*Vocabulary* Common adverb collocations p.195  
(instructions p.185)

#### For students

Workbook 6A

Online Practice 6A

### OPTIONAL LEAD-IN – THE QUOTE

Write the quote at the top of p.56 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.

You could tell Sts that Steve Jobs /dʒɒbz/ (1955–2011) was an American inventor, designer, and entrepreneur who was the co-founder, chief executive, and chairman of Apple Inc., the chairman of Pixar (a computer animation studio and subsidiary of Walt Disney), and the founder, chairman, and CEO of NeXT, Inc., a company developing and manufacturing computer workstations.

You might want to point out to Sts that, as Jobs is American, *smart* here means intelligent. Ask Sts if they agree with the quote.

## 1 READING & SPEAKING

using contextual cues to infer attitude, mood, and intentions

- a** Do this as a whole-class activity, or put Sts in pairs and then get some feedback.
- b** Focus on the task and list, making sure Sts know what *a cab* is (= a taxi). Give Sts time, individually, to decide how they would have done / did the items in the list in the 1980s. To help Sts, you could also elicit things that didn't exist in the 1980s, e.g. there was no internet access, there were no smartphones, no contactless bankcards, etc. Put Sts in pairs and get them to compare their ideas.

Elicit some ideas from the class. If your Sts weren't born in the 1980s, but you were, you could tell them how you did the things in the list.

- c** Tell Sts they are going to read an article by freelance writer and journalist Hattie Crisell. Focus on the title, *A millennial goes back to the eighties*, and elicit / explain what a *millennial* is (= a person who became an adult in the early 21st century).

Now give Sts time to read the first paragraph and answer the question.

Check the answer. Ask Sts what the opposite of *a digital native* is (a digital immigrant).

Yes, because she is a digital native and has no experience of life without modern technology.

- d** Focus on the task and make sure Sts know what a topic sentence is (a sentence that states the main point of a paragraph).

Give Sts time to read the rest of the article. Encourage them to read it once quickly the whole way through, to decide if Hattie has a generally positive or negative experience and then to read it again more slowly and match topic sentences A–F to paragraphs 2–6. Point out that there is one topic sentence that they don't need.

Check answers.

She has a generally positive experience.

2 F 3 C 4 A 5 B 6 E

## LANGUAGE IN CONTEXT

- e** Before Sts start, you could tell them that sometimes a word or phrase can be difficult to understand because it relates to shared cultural knowledge or experience, e.g. the name of something that existed in the past or is common in contemporary life. Groups of native speakers tend to use shared references when they talk to each other; these may be so local or specific that even other native speakers don't understand them. If you don't understand a cultural reference, you can often use the context to work out what kind of thing people are talking about.

Give Sts time to read definitions 1–6 in the **Glossary** and complete them with words from the article.

Get Sts to compare with a partner, and then check answers. Elicit or model the pronunciation of any words your Sts find difficult to pronounce.

- 1 Uber 2 Filofax 3 Luddite 4 A-Z 5 Directory Enquiries  
6 King's (College)

**EXTRA SUPPORT** Write the answers from the key above in random order on the board. Tell Sts to find them in the text, and with the help of the context, they should complete the **Glossary**.

- f** Focus on the questions and make sure Sts understand all the lexis, e.g. *scrawl*, *scrap*, *snap*, etc.  
Tell Sts to read the article again and answer the questions.  
Get Sts to compare with a partner, and then check answers.

**Para 1** Time when you can't do anything because you're waiting for something to happen

**Para 2** To suggest that life in the pre-digital was less efficient / less sophisticated

**Para 3** That she was very nervous and double-checked everything; she felt 'strangely light' because despite carrying a lot of physical objects, she felt relief that nobody could get in touch with her.

**Para 4** The difficulty of doing basic tasks without digital technology; when she found it impossible to find the phone number of a restaurant.

**Para 5** We think people should respond to requests / messages, etc. immediately; a colleague of his got agitated when he hadn't received a reply to an email in the first 30 minutes after sending it.

**Para 6** That she is no longer contactable all the time.

Deal with any vocabulary that you think might be challenging for your Sts in terms of either meaning or pronunciation.

- g** Do this as a whole-class activity, or put Sts in pairs and then get some feedback. You could also tell the class about yourself.

## 2 VOCABULARY common adverb collocations

- a** Focus on the task and put Sts in pairs to see if they can remember any of the missing adverbs.

Give them time to check in the article, and then check answers. Explain that the other three phrases (*strangely light*, *pointedly walked past his office door*, *quietly zone out*) are combinations Hattie has used to describe a specific incident, but are not common adverb collocations.

1 firmly 2 strangely 3 blissfully 4 pointedly 5 quietly  
*firmly attached* and *blissfully relaxing* are common collocations

- b** Tell Sts to go to **Vocabulary Bank Common adverb collocations** on p.152.

### Vocabulary notes

#### 3 quite

2 Before some adjectives, *quite* can also mean *very* rather than *completely*, but it has a similar meaning, e.g. *I think you'll be quite comfortable* (= very comfortable).

You may want to point out that *quite* is also used on its own or + *so* in formal English, to agree or show you understand somebody:

**A** *It's not something we wish to bring up at the moment.*

**B** *Quite. / Quite so.*

Now focus on **1 Adverb + adjective or past participle** and get Sts to do **a** individually or in pairs.

- 🔊 **6.1** Now focus on **b**. Play the audio for Sts to listen and check.

Check answers.

2 fully 4 fiercely 5 quietly 6 ridiculously 8 prohibitively  
10 painfully 11 blissfully 14 badly 16 happily  
18 reasonably 19 highly 20 firmly

### 🔊 6.1

#### Common adverb collocations

##### 1 Adverb + adjective or past participle

1 readily available	11 blissfully unaware
2 fully aware	12 deeply unhappy
3 bitterly cold	13 legally required
4 fiercely competitive	14 badly damaged
5 quietly confident	15 actively involved
6 ridiculously easy	16 happily married
7 hugely enjoyable	17 sadly mistaken
8 prohibitively expensive	18 reasonably priced
9 perfectly normal	19 highly recommended
10 painfully thin	20 firmly attached

Highlight any words your Sts may have problems pronouncing correctly, e.g. *prohibitively* /prə'hɪbətɪvli/.

Focus on **2 Adverb + verb** and get Sts to do **a** individually or in pairs.

- 🔊 **6.2** Now focus on **b**. Play the audio for Sts to listen and check.

Check answers.

1 freely admit 3 kindly agree 4 greatly appreciate  
7 violently object 8 flatly refuse

### 🔊 6.2

#### 2 Adverb + verb

- 1 freely admit  
2 strongly advise  
3 kindly agree  
4 greatly appreciate  
5 warmly congratulate  
6 categorically deny  
7 violently object  
8 flatly refuse

Get Sts to cover the **Adverb** and **Adjective / Past participle** columns in **1** and say the sentences. Then tell them to cover the **Adverb** and **Verb** columns in **2** and say the sentences.

Focus on **3 quite** and go through the **Meanings of quite** box with the class.

Then get Sts to do **a** individually or in pairs.

- 🔊 **6.3** Now focus on **b**. Play the audio for Sts to listen and check.

Check answers.

### 🔊 6.3

#### 3 quite

- 1 Meaning 2  
2 Meaning 1  
3 Meaning 2  
4 Meaning 1  
5 Meaning 1  
6 Meaning 2  
7 Meaning 2

Tell Sts to go back to the main lesson **6A**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Vocabulary** photocopiable activity at this point.

### 3 GRAMMAR position of adverbs

**a** Put Sts in pairs and make sure they understand what they have to do.

Check answers.

- 1 There is no difference in meaning, but **b** is more emphatic and a more common order.
- 2 Difference in meaning: **a** = very clever; **b** implies that people thought that he wasn't.
- 3 There is no difference in meaning, but **a** is more emphatic.
- 4 Difference in meaning: **a** = Marta likes a lot of strange things, including raw fish; **b** = Most people like raw fish, and surprisingly, Marta does, too.
- 5 No difference in meaning, but **b** is more formal.

**b** Tell Sts to go to **Grammar Bank 6A** on p.126.

#### Grammar notes

The rules for adverb position in English are complex, and Sts even at this level may find them overwhelming. Here, as in other areas of advanced grammar, it is particularly important to encourage Sts to use their instinct, as they should to some extent have a feeling for what sounds right.

#### Mid-position adverbs

1 *Always* and *never* can come in initial position before an imperative, e.g. **Always** wash your hands before starting to prepare food.

#### Variable-position adverbs

1 With place adverbs, initial position is only possible if the adverb is not the main focus of the message, e.g. NOT *Outside I looked, but he wasn't there.*

This position is mainly literary, and after an adverb in initial position, we often invert the subject and verb, e.g. *Down came the rain.*

*Here* and *There* are very common in this position. After these if the subject is a pronoun, it goes before the verb, e.g. *There she goes* NOT *There goes she.*

3 When *really* comes after a comma, it is being used as a discourse marker to 'soften' what comes before. Compare:

*I really liked it.*

*I liked it, really.*

5 With some collocations, there are definitely preferred positions, e.g. *He kindly agreed* NOT *He agreed kindly.*

#### Adverb combinations

You may want to give Sts more examples of these combinations, e.g.:

##### 1 Manner - place - time

*Luke played happily on the floor with his toys all afternoon.*

##### 2 Place: direction - location

*We decided to go to a little hotel in Venice for the weekend.*

##### 3 Place: smaller - larger

*I put my bag on the chair in the kitchen, and now I can't find it.*

##### 4 Time: more specific - less specific

*Our plane doesn't leave until 11.30 in the evening.*

Focus on the example sentences for **initial-position adverbs** and go through the rules with the class.

Repeat for **mid-position adverbs**, **end-position adverbs**, **variable-position adverbs**, and **adverb combinations**.

Now tell Sts to go to p.137 and get them to do the exercises individually or in pairs. If they do them individually, get them to compare with a partner.

Check answers after each exercise, getting Sts to read the full sentences.

- a**
- 1 Maybe we should have taken another route.
  - 2 It will probably be necessary to conduct further investigations.
  - 3 Your suggestion certainly has potential.
  - 4 She is also going to be awarded a scholarship.
  - 5 The incident should probably have been / probably should have been reported.
  - 6 It definitely won't be necessary to repeat the experiment.
  - 7 I am not currently working on my thesis.
- b**
- 1 We rarely go to bed before midnight at weekends. OR At weekends, we rarely go to bed before midnight.
  - 2 I always have lunch at a French restaurant in the city centre.
  - 3 He drove very quickly along the motorway this morning. OR This morning, he drove very quickly along the motorway.
  - 4 I will hopefully get a place at university in the US in the autumn. OR Hopefully, I will get a place at university in the US in the autumn.
- c**
- 1 **a** and **b** possible (**a** signals stronger reluctance to go out than **b**)
  - 2 **a**, **b**, and **c** possible (**b** emphasizes the existence of some problems)  
Commas:  
**a** However, ...  
**b** There were, however, ...  
**c** ...a few problems with the flight, however.
  - 3 **b** possible  
Comma: **b** ... in my language, though.
  - 4 **a** possible  
Comma: **a** In particular, we hoped...
  - 5 **a** and **c** possible (**a** = more formal)
  - 6 **b** possible
  - 7 **a** and **c** possible  
Commas:  
**a** Disappointingly, we...  
**c** ...never heard from him again, disappointingly.

Tell Sts to go back to the main lesson **6A**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

## 4 PRONUNCIATION sentence intonation with adverbs

### Pronunciation notes

#### Intonation patterns with adverbs:

Adding extra stress is a typical feature of English. Comment adverbs at the beginning of a phrase or sentence, and strong adverbs of degree (*extremely, incredibly, etc.*) usually carry extra stress:

*I missed the last train home, but **luckily**, Bob was able to pick me up.*

*That woman is **incredibly** annoying.*

We also add stress on other kinds of adverbs when we are making a particular point:

*Bob is **always** late for work.*

Adverbs at the beginning of a phrase or sentence use a 'fall-rise' intonation pattern. Adverbs at the end of a sentence use a rising intonation:

*Apparently, she's very rich. = fall-rise*

*She's very rich, apparently. = rise*

- a **6.4** Tell Sts they are going to hear ten sentences and they only need to write down the adverbs.

Play the audio, pausing after each sentence to give Sts time to write.

Check answers.

1 dejectedly 2 violently 3 soon 4 Clearly 5 incredibly  
6 never 7 there 8 kindly 9 just 10 basically

### **6.4**

- Sam trudged dejectedly to school.
- Mike was violently ill after eating a dodgy takeaway.
- Are you ready to go? We need to leave soon.
- Clearly, you don't agree with me.
- She's incredibly good at maths – she got 100% in the exam.
- I'm never going to speak to you again.
- Don't put your bag there. It's in the way.
- Mum kindly helped me to sort out the spare room.
- Would you like some cake? I've just made it.
- There were a few problems at the start, but basically, the whole project was a success.

- b Now tell Sts to listen again and this time to write the whole sentence.

Play the audio, pausing after each sentence to give Sts time to write.

Get Sts to compare with a partner, and then play again if necessary.

Check answers.

See script 6.4

- c Focus on the task and play each sentence at a time to give Sts time to listen and answer the questions.

Check answers.

- a – adverb of manner
- b – adverb of degree
- a – adverb of time
- b – comment adverb
- b – adverb of degree
- b – adverb of frequency
- b – adverb of place
- a – adverb of manner
- a – adverb of time
- b – comment adverb

**EXTRA SUPPORT** Write the different types of adverbs on the board to help Sts decide.

## 5 READING & LISTENING understanding complex technical information

- a Do this as a whole-class activity, or put Sts in pairs and then get some feedback.

A a wind-up torch B a phone ring stand C a child safety cord

- b **6.5** Focus on the photo and introductory paragraph, and ask Sts if they have seen the film. You might want to tell them that it is a true story.

Give Sts time to read the introduction.

Elicit the meaning of *harness* in the title (here = control sth in order to use its power).

Tell Sts they are going to find out about William and his plan by listening and reading about it. Point out the **Glossary** and give Sts time to read questions 1–4.

You may want to highlight / elicit that a typical feature of spoken English by people from African countries is the use of the strong form pronunciation of *a* and *the* (/eɪ/, /ði:/).

Now play **Part 1** of the audio for Sts to listen and answer the questions.

Get Sts to compare with a partner, and then check answers.

- He sees a lot of local people suffering from hunger and exhaustion.
- The head teacher warns the students that if they can't pay their fees the next day, they will have to stop coming to school.
- His father says that he can't pay.
- He finds a textbook called *Using Energy* and decides to try to build a windmill.

### **6.5**

(Script in Student's Book on p.112)

W = William Kamkwamba, P = presenter

The Boy Who Harnessed the Wind, Part 1

W Standing on the porch one morning during a heavy rain, I watched a line of people walking slowly past like a great army of ants. They were our neighbours and farmers from other villages. The women carried basins on their heads containing all their pots and pans, water buckets, even bundles of clothing. They stopped to rest every few metres, exhausted from hunger, before hoisting their heavy loads and continuing on.

On the first day of February, the head teacher made this announcement at assembly. 'We're all aware of the problems across the country, which we also face,' he said. 'But many of you still haven't paid your school fees for this term. Starting tomorrow, the grace period is over.' My hungry stomach tied itself into another knot because I knew my father hadn't paid my fees –

1,200 kwacha, collected three times a year. When I got home, I found my father in the fields.

'They're saying I should bring my fees tomorrow, 1,200 kwacha,' I said. 'So we should pay them. They aren't joking.'

My father gave me the look I'd grown to fear.

'You know our problems here, son,' he said. 'We have nothing.' I missed school terribly. I remembered that the previous year a group called the Malawi Teacher Training Activity had opened a small library...that was stocked with books donated by the American government. Perhaps reading could keep my brain from getting soft while being a dropout. One day, I noticed a book pushed into the shelf and slightly concealed. It was an American textbook called *Using Energy*. The cover featured a long row of windmills – though at the time I had no idea what a windmill was...

- P William was fascinated by the giant machines that towered into the sky, and when he discovered they could make electricity from the wind, he decided to try to build one.

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on p.112, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- c Focus on the task and make sure Sts know what a *prototype* is (= the first design of sth from which other forms are copied or developed). Elicit or model its pronunciation /'prəʊtətaɪp/.

Give Sts time, in pairs, to try to number the diagrams in order to show the stages to make a simple windmill.

Elicit ideas, but don't tell Sts if they are correct or not, and find out how many Sts think the model will work. If Sts think it won't work, ask them why.

- d **6.6** Tell Sts they are going to read and listen to **Part 2**. Sts might be surprised to be reading and listening at the same time at this level, but although this text is being treated as an audiobook, this section is technically complex and would be challenging for many people to understand purely through listening. Get them to read the questions.

Now play the audio for Sts to listen and read at the same time.

Check answers.

#### Paragraph 1

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

The problem is that the blades are too short.

#### Paragraphs 2–4

William decides to rebuild the windmill with longer plastic blades. He uses a piece of plastic (PVC) pipe, a piece of iron sheet, a saw, a nail, half a maize cob, some wire, two bicycle spokes, and the bamboo pole.

#### **6.6**

See **Part 2** in Student's Book on p.58

Deal with any vocabulary that you think might be challenging for your Sts in terms of either meaning or pronunciation. Encourage Sts to try to work out the meaning of any unfamiliar words from the context, for example, *stoked the fire*, *pliers*, *bicycle spokes*, etc.

- e **6.7** Tell Sts they are going to listen to **Part 3** and get them to read questions 1–4. Make sure they know what a *dynamo* is (= a device for turning mechanical energy into electricity). Elicit or model its pronunciation /'daɪnəməʊ/. Play the audio for Sts to listen and answer the questions.

Get Sts to compare with a partner, and then play again if necessary.

Check answers.

- a part of an old cassette player, a radio, wires  
b a dynamo, old cars and abandoned farm machinery
- They heard music from the radio.
- Gilbert gave him the money to buy it from a man who had one on his bike.
- To build a wooden tower and put the machine on top of it.

#### **6.7**

(Script in Student's Book on p.112)

#### Part 3

- P William didn't have any money to buy a dynamo, but he still continued to work on his prototype windmill with his friends Geoffrey and Gilbert. He found a motor from an old cassette player which he fitted to his bamboo pole with plastic blades. Then he connected the whole contraption with wires to a radio belonging to Geoffrey.
- W 'What do we do now?' Geoffrey asked.  
'Now, we wait for the wind.' Then, the wind began to blow. My blades started to spin and the wheel began to turn. The radio began to pop and whistle, and suddenly there was music! 'You hear that, man?' I screamed. 'We did it!'  
I started planning for an even bigger windmill. In a local scrapyard, I found...tractor rims half the size of my body, ... pipes and ploughs. The stripped chassis of several cars lay bleached by the sun... Over the next few weeks, my scrap pieces kept revealing themselves like a magic puzzle. But still I had no generator. My family had no money. Every time I'd see a dynamo on someone's bike – usually broken – I'd think, what a waste. I woke up each morning and looked at the pile of metal in the corner of my room, then went to help my father clear the fields. Then one day, my friend Gilbert and I spotted a man with a dynamo on his bike. I bent down and gave the pedal a spin. The headlamp – an old car bulb – flickered on. 'It's perfect.'  
Gilbert turned to the guy. 'How much to buy the dynamo?' he said. The guy refused at first, but no one was fool enough to refuse money at this time.  
'Two hundred kwacha,' he said. 'With the bulb.' Gilbert's father had given away all their food during the famine, and he wasn't farming as much because of his health. I was sure their money was low. Still, Gilbert...reached into his pocket and pulled out 200 more kwacha – two red paper notes – and handed them over. The next day, I began putting everything together. I took the fan, blades, bolts and the dynamo outside behind our kitchen and arranged them in a neat row along the hard, barren dirt. The process of heating, melting and reheating took nearly three hours. ...Once assembled, the wingspan of the blade system was more than 8 ft across. ...Now the challenge was to attach the bike to the blades. ...My plan was to build a tall wooden tower and put the machine on top of it. For two days, the windmill remained hidden behind the house. In the meantime, Geoffrey, Gilbert, and I set out to build my tower.

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on p.112, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- f Tell Sts to read **Part 4** and complete the gaps with the verbs in the list.

- g **6.8** Play **Part 4** for Sts to listen and read at the same time.

Check answers. Elicit ideas about 'the strange thing that is going to happen', but don't tell Sts if they are correct or not.

- 1 weighed 2 fastened 3 hooked 4 dropped 5 pulled  
6 wobbled 7 banged 8 grabbed 9 poured 10 remained

## 6.8

### Part 4

**W** The windmill's frame weighed about 90 lb, and I knew the only way we would get it to the top of the tower we'd built was to use a rope and pulley. I used my mother's thick clothesline wire instead. We fastened it to the windmill's bamboo handle. Taking the other end, I climbed the tower and hooked the wire over the top rung, then dropped it down to Gilbert. Geoffrey stood below on the middle rungs to guide the machine as it went up. Standing there, I could see over the acacia tree to where the fields joined the highlands. 'OK, Gilbert,' I yelled. 'Bring it up!' Carefully, he pulled the wire. First, the windmill's handle lifted, then the frame rose and wobbled. Little by little, the windmill made its way up the tower. With each pull, it swung and banged its cumbersome blades against the tower's wood frame. When the handle came within reach, I grabbed hold and screamed, 'Tie it down!'...Once the windmill was fastened, we looked at each other and smiled. It felt sturdy and very strong. Sweat poured down my face. I could hardly wait to watch the blades spin. While Geoffrey made his way down the tower, I remained atop my perch. To the north, I could see the iron-sheet roofs of the trading centre and the brown row of huts that sat behind the main road. Then something strange began to happen...

Deal with any vocabulary that you think might be challenging for your Sts in terms of either meaning or pronunciation.

**h** **6.9** Tell Sts they are going to listen to the final part of William's story and get them to read the questions.

Play **Part 5** of the audio for Sts to listen and answer the questions.

Get Sts to compare with a partner, and then check answers.

- At first, they think William is crazy; in the end, they can't believe what he's achieved.
- William feels incredibly happy. Now he designs instruction manuals for low-cost community projects and motivates others.

## 6.9

(Script in Student's Book on p.112)

### Part 5

**W** A line of people began trickling through the alleys from the shops and heading in my direction. They'd seen the tower from the market and were walking towards my house. I recognized a few of the traders...One asked, 'What is this thing? ...What does it do?' 'Generates electricity from the wind. I'll show you.' 'That's impossible,' he said... 'Stand back and watch'... More and more people arrived... Looking out, I saw my parents and sisters at the back of the crowd. 'Let's see how crazy this boy really is,' said someone in the crowd. A steady wind whipped through the rungs of the tower. *Here it goes*, I thought. I grabbed the bicycle spoke and jerked it loose. The blades began to turn. ...The tyre spun slowly, creaking at first. Everything was happening in slow motion. I needed it to go faster. *Come on*, I begged. *Don't embarrass me now*. Slowly, the blades picked up speed. *Come on, come on*. Just then a gust of wind slammed against my body, and the blades kicked up like mad. The tower rocked once, knocking me off balance. I wrapped my elbow around the wooden rung as the blades spun like furious propellers behind my head. I held the bulb before me, waiting for my miracle. It flickered once. Just a flash at first, then a surge of bright, magnificent light. My heart nearly burst.

'Look,' someone said. 'He's made light!' ...It was glorious light, and it was absolutely mine!

I threw my hands in the air and screamed with joy...Dangling now by one arm, with the bulb burning bright in my hand, I looked down at the eyes below, now wide in disbelief. 'Electric wind!' I shouted. 'I told you I wasn't mad!'

- P** William Kamkwamba first used his windmill to provide power for his home, but it was later used to pump water from the village well and enable the farmers to irrigate their crops. Since his windmill became a global news story, William has graduated from college and given acclaimed TED talks. Now 31, he designs instruction manuals to create low-cost, high-impact, easy-to-assemble projects in communities around the world. The film *The Boy Who Harnessed the Wind* is available to stream on Netflix.

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on p.112, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**EXTRA CHALLENGE** Tell Sts to look at script 6.9 on p.112 and highlight some of the dramatic language in this extract, e.g. *whipped through, slammed against, kicked up, spun like furious propellers, screamed with joy, etc.*

## 6 VOCABULARY & SPEAKING

verbs for making things

### Vocabulary notes

*Hole* is normally a noun, however, in two very specific instances it can be used as a verb: in golf (= to hit a ball into a hole, *he holed his putt to win the tournament*) or, in the passive, for ships and boats (= to make a hole in sth, *the ship was holed below the waterline*).

Other verbs you may like to check Sts know to help with this task are: *press, cut out, fit, connect, tie, join, hammer, and thread*.

- Do this as a whole-class activity, or put Sts in pairs and then get some feedback.
- Tell Sts that many of these words came up in the text about the boy who harnessed the wind. Give them time to decide if the words are nouns, verbs, or both. Check answers.

1 B 2 B 3 B 4 B 5 V 6 B 7 B 8 V 9 V 10 B

- Focus on the task and the list of tasks, making sure Sts know what they all mean, e.g. *replacing the bulb in a spotlight, bleeding a radiator, etc.* Give Sts time to look at the tasks and decide, for each one, how confident they are at doing them. Put Sts in pairs and get them to compare their scores. The student with the higher score should explain his / her process. If both Sts have the same score, they should compare how they would complete the task. Tell Sts to use the vocabulary from **b**, and paraphrase for tools or material they don't know the name for. Get some feedback for various tasks.

**EXTRA SUPPORT** Sts can choose a few of the items from the list to discuss if they don't want to do them all.

- G** singular and plural agreement
- V** numbers and measurements
- P** stress and intonation in long numbers

## Lesson plan

The topic of the lesson is maths and numbers.

The first half of the lesson begins with a vocabulary focus on numbers and measurements, including mathematical terms, lexis for diagrams, e.g. *pie chart*, imperial and metric measurements, and idioms and expressions with measurements, e.g. *go the extra mile*. The lexis is then practised through a quiz, part of the National Numeracy Challenge which was created to encourage adults in the UK to improve their maths skills. This is followed by a pronunciation focus on stress and intonation in long numbers. Sts then listen to four people talking about their memories of studying maths at school and then talk about their own experience of studying maths.

The second half starts with Sts reading an extract from a newspaper review of a book called *Humble Pi: A Comedy of Maths Errors*, which explains how basic mathematical errors have led to serious problems in areas such as engineering and computing. This leads into the grammar focus which is on singular and plural agreement. This is followed by a speaking and then a writing focus where Sts explain the data given in pie or bar charts. This is something that they may need to do either in their working life or in some exams like IELTS. The lesson ends with a Video Listening where Bobby Seagull, a charismatic maths teacher and broadcaster, gives an illustrated talk about making maths fun and relevant.

Maths may be a topic that initially scares some Sts (Bobby Seagull talks about 'maths anxiety' in the video). However, the lesson is designed to explore this anxiety to some extent, and to encourage Sts to enjoy working with numbers. Hopefully, by the end of the lesson, they will see the usefulness of everything they have learned, and be more confident with both the language of maths and maths itself.

### More materials

#### For teachers

#### Photocopiables

*Grammar* singular and plural agreement p.148  
*Communicative* Lucky numbers p.174 (instructions p.157)  
*Vocabulary* Numbers and measurements p.196 (instructions p.185)

#### For students

Workbook 6B  
 Online Practice 6B

### OPTIONAL LEAD-IN – THE QUOTE

Write the quote at the top of p.60 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.

You could tell Sts that Shakuntala Devi (1929–2013) was an Indian writer and mental calculator, popularly known as the 'human computer'. Her father, who was a circus performer,

recognized her as a child prodigy and took her on road shows where she displayed her ability at calculation. What was really amazing about the young girl's mathematical prowess was that she did not receive any formal education owing to her family's financial situation, yet emerged to be one of the most brilliant mathematical minds of her time, and she eventually became an international phenomenon.

Ask Sts what they think the quote means and if they agree with it.

## 1 VOCABULARY numbers and measurements

- a** Focus on the title, *It all adds up*, and explain that it is an idiom which means 'it all makes sense'. Focus on the task and elicit / explain the meaning of *numeracy* (= a good basic knowledge of mathematics, the ability to understand and work with numbers). Elicit or model its pronunciation /'nju:mərəsi/.

Check answers.

It's for adults and it aims to improve their numeracy skills.

- b** Do this as a whole-class activity, or put Sts in pairs and then get some feedback. Elicit or model the pronunciation of any tricky words.

- 1 + plus; = equals; to add
- 2 – minus; to subtract
- 3 × times; to multiply
- 4 ÷ divided by; to divide

- c** Tell Sts to go to **Vocabulary Bank Numbers and measurements** on p.154.

### Vocabulary notes

#### 1 Mathematical terms

= can also be expressed more informally as either *makes* or *is*, + can be expressed as *and*, so  $2 + 2 = 4$  can be said as *two and two makes / is four*.

In multiplication, we can also say things informally, e.g. *three fours are twelve* for  $3 \times 4 = 12$ .

#### 2 Diagrams

*Chart* and *table* are sometimes interchangeable and you may also hear *bar graph* for this type of diagram. However, we don't say *line chart* or *pie graph*.

#### 3 Imperial and metric measurements

Most of the world uses metric measurements, in fact, the USA, Myanmar, and Liberia are the only countries in the world today which only use imperial measurements. The UK, which introduced the metric system in 1965, still frequently uses imperial measurements, e.g. distances on road signs are given in *miles*, beer is sold in *pints*, people's height is often given in *feet* and *inches*, etc.

In the UK, a person's weight is expressed in *stones* (where 1 stone = 14 pounds); however, in the US weight is expressed in *pounds*. **NB** We don't use *stones* for 'things'.

You may want to point out that there is also a *metric tonne* (= 1,000kg), which is slightly lighter than an *imperial ton* (= 1,016.05 kg).

#### 4 Idioms and expressions with measurements

Apart from *stand out a mile*, we can also say *stick out a mile*, which means the same. There is also the idiom *stick / stand out like a sore thumb*, which is similar in meaning, but means 'be easy to notice in a bad way'.

Now focus on **1 Mathematical terms** and get Sts to do **a** individually or in pairs.

🔊 **6.10** Now focus on **b**. Play the audio for Sts to listen and check.

Check answers.

#### 🔊 6.10

##### Numbers and measurements

###### 1 Mathematical terms

- 14 plus
- 9 minus
- 11 times
- 24 divided by
- 22 equals
- 23 brackets
- 19 square root
- 8 ordinal numbers
- 12 odd numbers
- 18 even numbers
- 5 nought
- 3 pi
- 1 four squared
- 13 radius
- 7 diameter
- 21 area
- 10 volume
- 2 right angle
- 20 square metre
- 15 cubic centimetre
- 17 fraction
- 4 decimal
- 6 ratio
- 16 percentage

Highlight any words your Sts may have problems pronouncing correctly, e.g. *ratio* /'reɪʃiəʊ/, *pi* /paɪ/.

Focus on **2 Diagrams** and get Sts to do **a** individually or in pairs.

🔊 **6.11** Now focus on **b**. Play the audio for Sts to listen and check.

Check answers.

#### 🔊 6.11

##### 2 Diagrams

- 5 line graph
- 1 pie chart
- 4 bar chart
- 3 Venn diagram
- 2 table

Focus on **3 Imperial and metric measurements** and get Sts to do **a** individually or in pairs.

🔊 **6.12** Now focus on **b**. Play the audio for Sts to listen and check.

Check answers.

#### 🔊 6.12

##### 3 Imperial and metric measurements

###### Weight

- 1 1 ounce = 28.35 grams
- 2 1 pound = 453.6 grams
- 3 1 ton = 1,016.05 kilograms

###### Length

- 4 1 inch = 2.5 centimetres
- 5 1 foot = 30.48 centimetres
- 6 1 yard = 91.44 centimetres
- 7 1 mile = 1.6 kilometres

###### Liquids

- 8 1 pint = 568 millilitres
- 9 1 gallon = 4.54 litres

Highlight any words your Sts may have problems pronouncing correctly, e.g. *ton* /tʌn/.

Focus on **4 Idioms and expressions with measurements** and get Sts to do **a** individually or in pairs. Make sure they write in the column on the right, and not in the sentences.

🔊 **6.13** Now focus on **b**. Play the audio for Sts to listen and check.

Check answers.

#### 🔊 6.13

##### 4 Idioms and expressions with measurements

- 1 Sam thought he'd get away with not doing his coursework, but his tutor **came down on him like a ton of bricks**.
- 2 When the tanker sank, **gallons of oil** washed ashore and thousands of seabirds died.
- 3 Whatever you do, don't mention moving in together on your first date, or **she'll run a mile**.
- 4 Can you give me a hand with this huge box? **It weighs a ton**.
- 5 Fiona's so conscientious. She'll always **go the extra mile** to complete a project on time.
- 6 I had a narrow escape this morning – a great chunk fell off the cliff as I was walking on the beach. **It missed me by inches!**
- 7 **A** I lent him my bike just for the weekend, and two weeks later, I still haven't got it back!  
**B** I did warn you! **Give him an inch and he'll take a mile**.
- 8 We're going to be really late – it's 11.30 already and thanks to that accident on the motorway, **we're still miles away**.
- 9 I know he promised you half the house, but **I wouldn't trust him an inch**, if I were you.
- 10 On my first day in the job, I wore a suit, but **I stood out a mile** – everyone else was in jeans and T-shirts.

Focus on **Activation** and get Sts to cover the words in **1a** and **2a**. Can they remember the terms? Then, in pairs, they can test each other on the measurements and idioms / expressions in **3a** and **4a**.

**EXTRA CHALLENGE** You could teach Sts some more idioms with numbers, e.g. *six of one and half a dozen of the other*, *put two and two together*, *be at sixes and sevens*, *nine times out of ten*, *it's fifty-fifty*, etc.

Tell Sts to go back to the main lesson **6B**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Vocabulary** photocopiable activity at this point.

**d** 🔊 **6.14** Tell Sts they are going to hear ten mathematical questions and they just need to answer the question. Explain that the idea is to use mental maths, so they shouldn't use calculators.

Play the audio, pausing after each item for Sts to listen and calculate the answer.

**EXTRA SUPPORT** This could be done as a dictation first, to give Sts more time to think about the answers.

Get Sts to compare with a partner, and then play the audio again if necessary.

Check answers.

1 27 2 19 3 3 4 12 5 9 6 150 7 4 8 1.6  
9 an inch 10 an odd number

### 6.14

- 1 What's  $9 \times 3$ ?
- 2 What's  $8 + 13 - 2$ ?
- 3 What's  $36 \div 12$ ?
- 4 What's  $\frac{2}{3}$  of 18?
- 5 What's  $0.25 \times 36$ ?
- 6 What's 75% of 200?
- 7 What's the square root of 16?
- 8 How many kilometres are there in a mile?
- 9 Which is longer, an inch or a centimetre?
- 10 Is 73 an odd number or an even number?

e Focus on the task and point out that each question has five possible answers. Make sure Sts understand all the lexis, e.g. *a flower bed*.

Put Sts in pairs and set a time limit of, e.g. ten minutes. Tell them that if they are struggling with a question and / or running out of time, they can always choose the 'I don't know' option, but they should try not to.

**EXTRA IDEA** Put Sts in teams. Let each team decide whether they are going to use calculators or not, but explain that teams who don't use calculators will get two bonus points. After checking answers in f, get each team to work out their scores.

f **6.15** Tell Sts they are going to hear someone explaining how to answer each quiz question. This will give them practice in understanding complex numerical data in explanations.

Play the audio, pausing after each question has been answered.

Check answers. You could elicit for each one how many Sts got correct or find out with a show of hands at the end. If Sts got the correct answer using a different method, ask them to explain it to the class.

1 12% 2  $11.9 \text{ m}^2$  3 3.5 inches 4  $120 \text{ cm}^3$   
5 None of these 6 80 g 7 Definitely true 8 30%

### 6.15

#### Question one

OK, so you need to calculate two thirds of 18%. First you need to find one third – so divide 18 by 3, which equals 6, and then, to find two thirds, you multiply 6 by 2, which equals 12. So, the answer is '12%'.

#### Question two

To answer this question, you need to know the formula for calculating the area of a circle, which is  $\pi \times r^2$ . The value of pi is 3.14. 'r' equals the radius of a circle and you can find the radius easily because it's half the diameter of the flowerbed, which is 3.9 metres. So, the radius is 1.95. Squared means *multiplied by itself*. So – you may need a calculator for this – 1.95 squared is 3.8, to the nearest decimal point. Multiply this by pi – 3.14 – and you get 11.9 to the nearest decimal point. So, the answer is '11.9 square metres'.

### Question three

Most countries use metric measurements, for example, metres, centimetres, grams, kilos, etc. Apart from the UK, only the USA, Liberia, and Myanmar use imperial measurements. In the UK, both are used, but imperial measurements are often preferred, for example, distances are given in miles, beer is sold in pints or half pints, and petrol is sold in both litres and gallons. So, the answer here is '3.5 inches'. An inch is an imperial unit of length and is roughly equivalent to two and a half centimetres.

### Question four

To calculate the volume of a box, you simply multiply the width by the height by the length, so 3 times 5, which equals 15, times 8 which equals 120. So, the answer is '120 cubic centimetres'.

### Question five

Here we know, by adding 2, that April the 16th is a Thursday. By adding 7 each time, we can see that April the 23rd and April the 30th are also Thursdays, so the last Thursday is April the 30th, also the last day of the month. This means that none of the options given for the answers is right.

### Question six

So according to the question, for every 5 parts of flour we need 2 parts of sugar. So, first we need to calculate how much one part is. If five parts equals a total of 200 grams, then one part equals 200 divided by 5, which makes 40. Then to calculate 2 parts, we just multiply 40 by 2, so the answer is 80 grams.

### Question seven

Each pie chart shows the sales at one of the cinemas. If we look at the sections of the pie chart showing Child tickets, that is, the green sections, we can see that for the Galaxy Cinema, the green section is larger than for the Palace Cinema. So, the manager's claim is 'definitely true'.

### Question eight

First, we need to calculate the total number of accidents in the week, which is 5 on Monday, 15 on Tuesday, 19 on Wednesday, 5 on Thursday, 16 on Friday, 3 on Saturday, and 7 on Sunday. Add all of those together – 5 plus 15 is 20, plus 19 makes 39, plus 5 makes 44, plus 16 makes 60, plus 3 makes 63, plus 7 equals 70. So, the total number of accidents is 70. Now we have to calculate the number of serious or major accidents, which are shown by the blue sections on the bar chart. So, starting from Monday, we have 2, 3, 5, 2, 6, none on Saturday, and finally 3. If we add those together, we get 21. So, we need to know what 21 is as a percentage of 70. The easiest way to do that is to divide 21 by 70, which is 0.3, and then multiply by 100 which makes 30%. Or, if you're using a calculator, 21 divided by 70 and press the percentage button, and the answer is '30%'.

**EXTRA CHALLENGE** Elicit answers before playing the audio and ask Sts how confident they feel that they are right. Then play the audio to confirm.

g Do this as a whole-class activity, and elicit from Sts whether any of them felt anxious when faced with the maths questions.

## 2 PRONUNCIATION stress and intonation in long numbers

### Pronunciation notes

It's surprising how many native speakers find it difficult to say long numbers, e.g. numbers over 1,000, aloud, also how often people need to clarify what number someone else has said.

Sts will already be aware of problems with stress in numbers, especially the 13 / 30 issue. However, you may want to highlight the difference in stress when counting, e.g. *fifteen*, *sixteen*, *seventeen*, *eighteen*, and saying these numbers individually / as answers, e.g.:

**A** *How old are you?*

**B** *Fifteen.*

**A** *What number's your flat?*

**B** *Seventeen.*

The focus of this section is on grouping and intonation in long numbers and lists of numbers, e.g. credit cards or phone numbers. Some languages group some types of numbers differently than in English (e.g. in French, a phone number is said in a series of two-digit numbers (48 23... = *quarante-huit, vingt-trois*... NOT *quatre huit deux trois*...)).

- a** **6.16** Put Sts in pairs to decide how to say the number. Elicit the answer from different pairs and then play the audio for Sts to listen and check.

### 6.16

one billion, two hundred and thirty-four million, five hundred and sixty-seven thousand, eight hundred and ninety

- b** **6.17** Focus on the instructions and play the audio, pausing after the first number to give Sts time to write it down. Then repeat the process for the next two numbers. Play again if necessary.
- Now give Sts time to add the three numbers together. They should do this on a piece of paper, not with a calculator.
- Put Sts in pairs and get them to say the number to their partner.

Check the answer by eliciting the three numbers onto the board, adding them together and then eliciting how to say the answer.

The answer is eight million, six hundred and nineteen thousand, six hundred and forty (8,619,640).

### 6.17

- 7,609,450
- 920,269
- 89,921

**EXTRA SUPPORT** Play the audio, pausing after each number, and elicit the answer in figures onto the board (7,609,450 / 920,269 / 89,921). When Sts have all three numbers, get them to add them together, compare with a partner, and then check the answer.

- c** **6.18** Focus on the task and give Sts time to think how the digits might be said for all three situations.
- Play the audio for Sts to listen and decide what the person is doing.

Get Sts to compare with a partner.

Play the audio again for Sts to answer questions 2 and 3.

Play again if necessary, and then check answers.

### 1 A Speaker 3 B Speaker 1 C Speaker 2

- 2** When we read out a list of numbers, we can read them in any way, e.g. as digits, tens, or hundreds. The intonation goes up until the penultimate number, when it falls.
- With a phone number, we read the numbers as individual digits in blocks, usually divided according to whether the numbers represent country codes, regional codes, etc. The main number is usually divided into blocks of three (or four). A credit card number is said as single digits in blocks of four.
- 3** Repeated digits, 77 for example, can be said as *seven seven*, *double seven*, or *seventy-seven*.
- 0 can be *zero* or *oh* in phone or credit card numbers; in maths it is usually said as *nought*.

### 6.18

- 44 7710 618 647
- 4477 1061 8647
- 44, 77, 10, 61, 86, 47

- d** Give Sts time to write down numbers for 1–4.

Put Sts in pairs, **A** and **B**. Sts **A** should start and dictate their numbers for Sts **B** to write down. They compare numbers. Then they swap roles.

## 3 LISTENING & SPEAKING following unstructured extended speech

- a** Do this as a whole-class activity, or put Sts in pairs and then get some feedback. It's not important to define the terms, just ask whether Sts remember studying them or not, and if they found them difficult.
- b** **6.19** Focus on the task and then play the audio once the whole way through for Sts to listen and answer the question.
- Check the answer. You might want to ask Sts to express the number as a percentage.

Three of them, i.e. 75%

### 6.19

(Script in Student's Book on p.112)

#### 1 Krysia

I quite liked maths, at least until I got to the last two years of school, and it was because I really enjoyed things like equations, and things that were sort of – that I found quite fun. In the last two years, we got to differentials, and, er, integrals and – and, just things that I found really, really hard, and really unenjoyable for some reason, and other people – other people could see the good side to them, but I really, really couldn't. But, for the first like ten years of my education, I think I really, really enjoyed them. I had some good teachers, yeah, I, like, I still remember some of the stuff some of them taught me, I still remember one of them used to describe the number before a bracket as a superman who had to break through the bracket and then multiply everything that was inside it, stuff like that. But yeah, overall, I'd say that I had good teachers. And I do use maths every day and I'm very aware that I do it. I still remember, we had to plan where we were going to put furniture in our house, and that was basically us – you know, my husband and I – doing maths on a piece of paper for an hour, and I really love, like, I really love arithmetic. So I'm basically the person who already knows how much everything's going to cost when I get to the till in a shop and I have, you know, I have the exact change ready if I can. So, yeah, no, I definitely use it every day.

## 2 Peter

I loved maths at school: it was my favourite subject. In fact, I ended up doing it at university. I really liked solving puzzles, and I loved the fact that there was definitely a right answer at the end – you could tell if you were wrong and why you'd been wrong. I had some very good teachers and some rubbish ones. One of the worst teachers I had, he went, 'Oh, you can basically already do everything already. Have this book and work through the exercises instead.' So, he was a pretty bad teacher in that sense, but I did enjoy that year. I got to do what I wanted rather than what everybody else was doing, which I could already do anyway. Now, as an adult, I use maths every day, at work and sometimes in my not-work life as well.

## 3 Kate

Well, did I like maths at school? Er, no, it was my least favourite subject, I have to say. I wasn't, er, I wasn't... I could do maths if I learned the trick for how to do it, so I was quite good at things like long division, long multiplication, and I also quite liked things like logarithms which you had to look up in a book of formulae, and, but I never really got my head round the reasons why anything was right, so I was never really able to kind of manipulate the numbers with any confidence and I could never do anything more than really, really simple algebra. Er, I particularly hated probability, er... you know, 'If you have two dice, what's the probability that you'll get two sixes?' Did I have good teachers? Well, they probably were quite good, but I don't think they were very interested in me because I was clearly not going to be a mathematician – I certainly don't remember a maths teacher who managed to make any lightbulbs go on for me. Did I learn anything at school that's useful to me today, in my daily life? Well, I think I only really consolidated my maths knowledge when I eventually had a job where I needed to do things like budgets and costs and percentages and so on, and I just had to learn how to do those things from scratch, really, it felt like. And then I got reasonably good at them I think, because I was having to do them all the time in my job, so... I expect we did do some of that stuff at school, but then it didn't mean anything to me. Maybe it did stay in there somewhere, er, but things like logarithms, well, to this day I have absolutely no idea what all that was for.

## 4 Jerry

I really liked maths. In fact, I carried on studying maths right up until my last year at school. I think I liked it because, on one hand, I was good at it – I once got all the questions right on a 50-minute maths test, 50-question maths test in secondary school – and on the other hand I liked it because you don't have to memorize stuff and there was always a right answer. You just had to understand and improve through practice. I had good and bad teachers. My two favourites were Mr Steggels and Mr Randel. Mr Steggels taught me in primary. He was enthusiastic and really funny, and he had these catchphrases, like, 'Problems. Everyone has problems,' which was one of his favourites, and he used to do great sketches on the blackboard. Mr Randel was the other one I liked. He had a strong personality – in fact, we were even a bit afraid of him, I'd say, but he managed to teach a group of rowdy adolescents some pretty complex mathematical concepts. In my current job, I do a lot of work on budgets and general accounting, so maths is essential and a lot of what I learned is really useful, but in my day we didn't learn things like programming formulas into Excel spreadsheets, which would have been really useful. I suppose not everything I was taught has come up in my job or my life, but, in general, maths is very useful to me.

- c** Now tell Sts they are going to listen to the four speakers again and this time they need to match each speaker to questions A–H.

Play the audio again, pausing after each speaker to give Sts time to match them to questions.

Check answers.

A 1 B 4 C 3 D 1 E 2 F 3 G 4 H 2

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on p.112, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- d** Encourage Sts to reflect on their feelings about the lesson so far. Then put Sts in small groups of three or four and give them time to read the questions and think of their answers.

When it's their turn, Sts should try to speak for at least one minute if possible. (They could use their phones to time each other.) Each time a student has finished speaking, he / she should invite the others in the group to respond and comment, so that by the end, all the Sts have said something about all the questions. Monitor and help if necessary.

Get some feedback from various groups.

## 4 READING understanding complex factual information in a specialized text

- a** Do this as a whole-class activity, or put Sts in pairs and then check the answer.

pi

Now ask Sts if they think it is a good title and why.

**EXTRA SUPPORT** First, focus on the idiom and make sure Sts know the meaning of *humble* (= showing you do not think that you are as important as other people). Then, look at the title of the book and what it's about, and elicit what the missing word might be. Finally, elicit Sts' opinion of the title.

- b** Tell Sts they are going to read the book review. This is a challenging text; remind Sts that they don't need to understand every detail, as long as they can work out the general sense.

Point out the **Glossary**. You might want to give Sts a little more information about the Millennium bug: it refers to a class of computer bugs related to the formatting and storage of calendar data for dates beginning in the year 2000. Problems were anticipated, and arose, because many programs represented four-digit years with only the final two digits – making the year 2000 indistinguishable from 1900. However, companies and organizations in most countries checked, fixed, and upgraded their computer systems to address the anticipated problem. In the end, very few computer failures were reported when the clocks rolled over into 2000.

Give Sts time to read the book review and find the examples of where professionals have got their calculations wrong. Tell them not to worry about the gaps. Check answers.

A skyscraper shaking in South Korea in 2011; a jet plane whose engines failed, and a Martian probe which burned up because people had been using the wrong type of measurement; a sign for a football which was impossible because it was made up of the wrong shapes; a problem with computers which will arise in 2038.

- c** Focus on the noun phrases A–G, and check that Sts understand *resonant frequency* (= the natural frequency of vibration of an object) and *fuzziness* /'fʌzɪnəs/ (= the fact of being confused and not expressed clearly).

Now tell Sts to read the review again and complete the gaps with the phrases.

Check answers.

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

## LANGUAGE IN CONTEXT

- d Put Sts in pairs and get them to look at the highlighted words related to maths and computers, and say in their own words what they mean.

Check answers.

bug = a fault in a machine, especially in a computer system or program  
geometrical = related to geometry (the branch of mathematics that deals with measurements and shapes)  
hexagon = a flat shape with six straight sides and six angles  
pentagon = a flat shape with five straight sides and five angles  
digit = any of the numbers from zero to nine  
binary = a system of numbers that uses only zero and one

Deal with any vocabulary that you think might be challenging for your Sts in terms of either meaning or pronunciation.

- e Do this as a whole-class activity, or put Sts in pairs and then get some feedback.

## 5 GRAMMAR singular and plural agreement

- a **6.20** Focus on the task and make sure Sts understand that they are simply writing the words they hear on a piece of paper and not straight into the chart.

Play the audio once the whole way through for Sts to listen and write down the words.

**EXTRA CHALLENGE** Get Sts to listen and write the words directly into the chart.

### 6.20

army  
belongings  
billiards  
clothes  
economics  
family  
fungi  
gymnastics  
news  
orchestra  
outskirts  
people  
phenomena  
police  
scissors  
sheep

- b Now focus on the chart and make sure the headings are clear to Sts, and highlight the examples. Point out that *ratios* is irregular because the plural of most words ending in *-o* is usually made by adding *-es*. Then give Sts time to put the words into the correct columns in the chart.

- c **6.21** Put Sts in pairs to compare charts. If they have any differences, they should explain why they think they are correct.

Play the audio for Sts to listen and check. Tell them they will also hear the examples on the audio.

Check answers.

### 6.21

**Plural nouns with no singular**

earnings, belongings, clothes, outskirts, scissors

**Irregular plural nouns**

ratios, fungi, people, phenomena, sheep

**Uncountable nouns that end in s**

mathematics, billiards, economics, gymnastics, news

**Collective nouns**

team, army, family, orchestra, police

- d Focus on the instructions and tell Sts that often they will instinctively know what sounds right, and that if they are hesitating, it may well be because both answers are possible. Give Sts time to choose the correct option in 1–8 or tick if both options are possible.

Check answers, and if Sts ask why for some of them, tell them that it is precisely what they are going to find out in the **Grammar Bank** rules.

1 ✓ 2 tend 3 is 4 believe 5 ✓ 6 is  
7 think, does 8 ✓

- e Tell Sts to go to **Grammar Bank 6B** on p.127.

## Grammar notes

### Nouns followed by a singular verb

- 1 Note that other nouns ending in *-s* do not have a singular form and take a plural verb. Examples include *premises, wages, goods, outskirts, savings, belongings, earnings, clothes*.

### Nouns followed by a plural verb

- 1 *A majority* can be used with a singular verb when it conceptually refers to a group rather than a collection of individuals. Compare:

*A majority of people are opposed to the new road.*

*A majority of 85% is opposed to the new road.*

- 2 Note that many of these words now commonly take an *-s* plural, e.g. *aquariums, gymnasiums, syllables*.

You may also want to point out that *graffiti* (an Italian word), the plural of *graffito*, is considered in English to be an uncountable noun and is used with a singular verb.

Other irregular plurals include *passers-by, in-laws*, and *roofs* (most words ending in *-f* form the plural with *-ves*, e.g. *scarves, hooves, knives*, etc.).

### Nouns followed by a singular or plural verb

- 2 You may need to explain the meaning of *complement* (= a word or phrase, especially an adjective or a noun, that is used after linking verbs such as *be* and *become*, and which describes the subject of the verb). In some descriptions of grammar, it is used to refer to any word or phrase which is governed by a verb and usually comes after the verb in a sentence. In the sentences *I'm angry* and *He became a politician*, *angry* and *politician* are complements.

- 3 Note that we use a singular verb after *neither / either* + noun, e.g. *Neither player agrees with the umpire*.

- 4 You sometimes hear people use *there's* + plural noun instead of *there are* + plural noun in informal spoken English.

Focus on the example sentences for **nouns followed by a singular verb** and go through the rules with the class.

Repeat for **nouns followed by a plural verb** and **nouns followed by a singular or plural verb**.

Now tell Sts to go to *p.137* and get them to do the exercises individually or in pairs. If they do them individually, get them to compare with a partner.

Check answers after each exercise, getting Sts to read the full sentences.

- a**  
1 ✓ 2 were 3 ✓ 4 are 5 was 6 have 7 ✓  
8 are 9 ✓
- b**  
1 is / was 2 have / had 3 is 4 was / were 5 has / have  
6 are / were 7 has / have / had 8 is / are 9 has  
10 has / have / had 11 is / was

Tell Sts to go back to the main lesson **6B**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

## 6 LISTENING & SPEAKING

**a** **6.22** Focus on the task and the pie charts, and remind Sts that A levels are the final exams which students take before going to university, and that students usually choose three or four subjects. Tell Sts to look at the pie charts whilst listening to the presentation and answer questions 1 and 2.

Play the audio once the whole way through.

Get Sts to compare with a partner, and then check answers.

- 1 science, technology, engineering, maths  
2 Increased: economics, computer science, chemistry, biology  
Dropped: physics, maths

### **6.22**

(Script in Student's Book on *p.113*)

Schools all over the country are encouraging students to study STEM subjects, that is, science, technology, engineering, and mathematics, as these are what businesses consider to be the most important areas of study for our workforces of the future. The pie charts you can see here show the changes in the percentage of students taking A levels in STEM subjects at Dashwood Secondary School over a five-year period, from 2015 to 2020.

The most popular subject in 2015 was economics, which was studied by 28.5% of students. In 2020, the percentage increased slightly, by 2%, to 30.5%. By the end of the period, however, economics was replaced as the most popular subject by computer science, where the percentage rose from 20.5 to 35.6% over the five years. The least popular subject in 2015 was physics, at just 5.1%. By 2020, its popularity decreased even further, by 0.3% to 4.8%. Physics was one of the two STEM subjects where numbers actually dropped. The other was maths, which was studied by 26.4% of students in 2015, but only 7.4% in 2020, a decrease of nearly three quarters. As regards the other two STEM subjects, in 2015, chemistry was more popular than physics, at 11.1%, rising slightly to 12.2% in 2020. Biology also rose in popularity, from 8.4 to 9.5%.

Overall, the results are encouraging. The government is monitoring the changes and hoping that the overall take-up of all STEM subjects will gradually increase.

**b** Tell Sts they are going to listen again and this time they need to complete the subjects represented in the pie chart as well as the percentages for 2020.

Play the audio again the whole way through.

Get Sts to compare with their partner, and then check answers.

blue: economics, yellow: computer science, red: maths, green: biology, orange: physics, purple: chemistry

In 2020: blue: 30.5%, yellow: 35.6%, red: 7.4%, green: 9.5%, orange: 4.8%, purple: 12.2%

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on *p.113*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**EXTRA IDEA** Ask Sts if they are aware of any increase in the popularity of STEM subjects in their country, and if so, why.

**c** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Describing a chart**, **A** on *p.89* and **B** on *p.93*. Here Sts take turns to describe how a university spent its money over a five-year period and complete a pie chart.

Go through the instructions and make sure Sts understand what they have to do. You might want to point out that all Sts have the information for 2015.

Give Sts time to look at the information in their chart and decide how they are going to describe it to their partner. Then get Sts **B** to start by talking about the changes at the University of Wessex. When Sts **A** have completed their pie charts, Sts swap roles.

Monitor and help where necessary.

When Sts **B** have completed their pie charts, Sts should discuss **c**.

With a show of hands, find out which university Sts would prefer to be studying at in 2020. Then elicit some ideas regarding prioritizing the seven areas discussed.

Tell Sts to go back to the main lesson **6B**.

## 7 WRITING describing data

In this lesson, the focus is on describing data. It is a particularly relevant text type for academic English, but also a generally useful area to practise presenting / reporting on researched (often numerical) information in a coherent way.

The model text is a description of data relating to university finance. The writing skills focus is using discourse markers, using prepositions and prepositional phrases, and quantity expressions.

Tell Sts to go to **Writing Describing data** on *p.100*.

## ANALYSING A MODEL TEXT

**a** Focus on the text type (describing data) and the **Key success factors** and go through them with the class.

Now focus on the task, and make sure Sts know the meaning of *tuition* (= the act of teaching sth, especially to one person or to small groups), *grant* (= a sum of money that is given by the government or by another organization to be used for a particular purpose), *scholarship* (= an amount of money given to sb by an organization to help pay for their education), and *breakdown* (= detailed information that you get by studying a set of figures).

In their pairs, Sts answer questions 1–8.  
Check answers.

- 1 student tuition fees
- 2 government grants, then other research grants
- 3 Not very important – a small amount of the total
- 4 At Mercia, fees account for just under half of the total income, at 47%, whereas at Wessex, the proportion is significantly higher, at 66%. Government grants account for approximately one third of Mercia's income and about a quarter of the total for Wessex.
- 5 teaching and research, at 43% and 46% respectively
- 6 The remainder of the budget is spread out fairly equally on study resources, buildings, student welfare, and administration.
- 7 scholarships and grants
- 8 The proportions are roughly similar, with the exception of student welfare, on which Mercia spends twice as much as Wessex (14% compared with 7%).

**b** Focus on the task and give Sts time to read the description. Ask Sts which expression in the model text is another discourse marker for inclusion or exception (= *with the exception of*).

Deal with any vocabulary that you think might be challenging for your Sts in terms of either meaning or pronunciation, but not the highlighted words and phrases.

Tell Sts to complete the task individually.

Now get Sts to compare with a partner.

Check answers.

- 2 form 3 next biggest 4 more 5 spending 6 give  
7 at Mercia and at Wessex 8 rest 9 apart from 10 show  
11 generally 12 differences

## USEFUL LANGUAGE

**c** Get Sts to complete each gap in 1–3 with a preposition.

Get Sts to compare with a partner, and then check answers.

- 1 over, in, between, for 2 with, from, to, by 3 to, of, at, for

**d** Get Sts to circle the option **a**, **b**, or **c** that best matches the bold phrase in 1–8.

Get Sts to compare with a partner, and then check answers.

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

## PLANNING WHAT TO WRITE

**a** Focus on the task and give Sts time to look at the charts and then write a sentence for each chart, summarizing the information it shows.

### Possible answers

- A The chart compares the ratio of students to staff in four universities.
- B The chart compares the quality of research in four universities using a grading from 1–5 (1 being poor and 5 being excellent).
- C The chart compares research intensity, i.e. how much research is carried out in a given period of time, across four universities.
- D The chart compares the overall scores in different areas of activity achieved by four different universities and gives them a percentage rating (i.e. a score out of 100).

**EXTRA SUPPORT** Get Sts to work in pairs and then put two pairs together to compare sentences.

Put Sts in pairs to compare their summaries.

**b** Focus on the task and elicit possible answers for the first chart. Then get Sts, in pairs, to continue in a similar way for the remaining three charts. Make sure Sts don't write full sentences at this stage.

Check answers.

**c** Now tell Sts to write sentences for their answers in **b**.

Put Sts in pairs to compare their sentences.

Finally, go through the **Tips** with Sts. If the task is based on an exam question, tell Sts not to simply repeat the question in their introductory sentence; they should use different words where possible.

You could suggest that one way of organizing the information would be to focus on the individual charts in paragraph 2, and focus on the universities in paragraph 3.

## WRITING

Go through the instructions and set the writing for homework.

Tell Sts to go back to the main lesson **6B**.

## 8 VIDEO LISTENING

**a** Tell Sts they are going to watch Bobby Seagull, a well-known and charismatic maths teacher and presenter, giving an illustrated talk about making maths fun. You may want to pre-teach *streaks on Snapchat* (when you send direct snaps, photos or videos, back and forth with a friend for several consecutive days) and *gamification* (the application of typical elements of game playing (e.g. point-scoring, competition with others, rules of play) to other areas of activity, e.g. education). Focus on the task. Elicit some answers.

Bobby mentions promoting a belief in the children's own ability, using games and competition in the classroom, and understanding how maths is relevant to daily life.

**N = narrator, B = Bobby**

**N** Do you enjoy maths or does it freak you out? If the latter, you're not alone. Maths anxiety is the negative emotional response we encounter when dealing with maths. The fear is real, and it is widespread. In the UK, around 36% of all 15- to 24-year-olds reported feeling anxious about maths, compared to only 10% of people aged over 65.

But some maths enthusiasts are determined to change this. They want to understand the causes of maths anxiety and, just like the mathematicians they are, want to find a solution. People like Bobby Seagull.

**B** Hello, my name is Bobby Seagull. I'm from East Ham in the London Borough of Newham, and I'm a part-time school maths teacher, as well as doing a doctorate in maths education at Cambridge University. I also present, er, TV programmes for the BBC. I write a lot of puzzles for BBC Radio 4, I write for the *Financial Times*, and I'm an ambassador for the National Numeracy Agency, as well as being the current UK Libraries Champion.

**N** By anyone's standard, Bobby has an impressive CV. He studied mathematics at Oxford and London universities and also has a postgraduate degree from the University of Cambridge. He worked in the financial sector, and as a national campaigner for improving maths literacy as a qualified maths teacher. Bobby became a social media and TV celebrity after he

appeared for Cambridge University on the notoriously difficult BBC quiz show *University Challenge*, where his team reached the semi-final. Bobby's lively personality and huge enthusiasm shone out, and this gave him an opening into a varied career: not only teaching maths, but writing, broadcasting, and campaigning to help build 'maths confidence'. Maths comes easy to people like Bobby. After all, they're born with it, right?

- B** People often ask me, when I was born, emerging from my mother's womb, did I come out and say, 'I love mathematics.' I can confidently say that wasn't the case. Um, but as a four- or five-year old, I did find a natural affinity with the subject. But actually later on, when I was about eight or nine, in primary school, that I really developed my love for the subject. But it didn't happen in the classroom. So, I used to collect football stickers, er, like many children back in the mid-90s. I remember, there was a conversation where a friend said that a player called Matthew Le Tissier from Southampton was a better footballer than Ian Wright. And when I asked him why, he just crossed his arms and said, 'Just because.' So, people will often make assertions without any evidence.
- So, these sticker books actually were treasure troves of information. It contained names, ages, heights, goals scored, left foot, right foot of the players. I took all the data from these players and input into a really basic version of a spreadsheet, did a quick comparison between the two players and told my friend actually, Ian Wright is a more effective player on the field. And my friend said, 'Bobby, you've got a good point.' It didn't make me more popular, but it did show me the power of maths, and from that age, I was hooked.
- N** One thing that Bobby thinks is vital for getting children into maths is a belief in their own ability, which can often depend on their teacher.
- B** A good maths teacher, I believe, has confidence in their students because if a student gets something wrong, if a teacher suddenly puts their hand on their heads and go, 'Oh god, what have you done?'; then that child is going to lose their own ability to believe in themselves. A good teacher will be someone that will encourage them, but at the same time, try to bring the subject to life. I know that there are many students who look at maths and think, 'Oh, what's the point of the subject? When am I going to use it?' A good teacher can actually show students actually in the real world, we do use maths.
- N** Bobby himself has been teaching maths at a school for over five years and still teaches part-time. So how does he get his students to enjoy maths?
- B** To get students to enjoy maths, one element is something called gamification, where young people nowadays, they love the idea of competitions and games. And again, if they use social media apps they'll try and get streaks on Snapchat where they respond to each other every day. So, if you can capture that a little bit... Again, with my students, we use apps and games where at the end of a lesson, we might have this, er, challenge where five questions, er, options A to D, students work in twos or threes. And then I'll put the question up, and they've got to quickly as a team work out the answer. And as each answer comes up on the board, they can see their leaderboard position. So, obviously, it's not for everyone, some students prefer a sort of lack of competition, but something like that, where you try and capture students' outside interests, because they love games, and you bring it into the classroom.
- N** Bobby also believes strongly that children need to understand how maths is relevant in daily life, to see the practical application of classroom maths in the real world.
- B** Some people think that maths is something that you leave at the school gates at 16. And of course, again, you look at the theoretical aspects of maths like plotting graphs, perhaps you won't use that beyond 16. But every adult will be using maths in some way. Again, whether you're thinking about a holiday and checking your foreign exchange, or whether you're sometimes helping children's homework, or whether you're going to the bank and trying to get a loan, or you're looking at your car and seeing whether the deal you've got for one particular deal is better than another; you are making maths comparisons all the time.
- N** And Bobby is determined to show just how often we use maths, even if we don't know we're doing it.

- B** So, here we are, in the middle of London, a high street. It's really busy, you can see lots of cars, the iconic double-decker red bus going past us, lots of people, lots of traffic. If I went and spoke to someone here on this high street and asked them, 'Do you use maths on a day-to-day basis?', a lot of people might actually say, 'No, you know, I used maths in school for Pythagoras or trigonometry, but on a day-to-day, no.' But actually, I tell them, 'Everyone here is using maths because everyone here is travelling to get somewhere.' A lot of us go to work and many of us who go to work, commute, by taking public transport. And imagine you've got a job interview, and your bus normally takes 30 minutes. Again, you might think on a normal day, you might just leave 30 minutes. But actually, you might need to leave 15 minutes of waiting for the bus. And because we're in busy London, lots of buses, there might be delays, breakdowns, you add, let's say an additional 15 minutes. It takes an hour. And that conversation that we've had is actually practical maths in everyday use. And you might think it's just intuition, but you are using numbers to plan your journey, like all these people here. They've all got somewhere to be, whether it's lunch or going to a work meeting, or picking up some shopping. All of them are planning and using numbers as part of their journey. So, the next time someone says to you, 'I don't use maths' – yes, you do. All of us use maths in everyday life.
- N** Bobby has even applied maths to the science of dating.
- B** And you're probably thinking, 'How on earth can maths and romance be connected?' But there is a way... and this is called optimal stopping.
- N** So, does Bobby think, provided they get the right support, that anyone can be good at maths?
- B** At school, I get many students and, in fact, parents at parents' evenings, who will tell me, 'Oh, I couldn't do maths at school and maybe my son or daughter's picked up that maths brain.' But I always think about it, when parents are at the hospital with their newborn children, and a nurse comes around checking vitals, like, er, two legs, two feet, two arms, two eyes, they never go, oh, there's no maths brain. We're not born with a maths brain. I think it's our experiences in life, in school, outside in the real world that make us think that we can or can't do maths. And then it becomes a cycle of virtuosity, or a sort of vicious cycle where you get things right, you get encouraged, you work harder, and then obviously, you develop competence and confidence in the subject or the other way around, where you make mistakes, then you get scared of the subject, then you avoid it. And then of course, you become someone that's not confident and competent in the subject.
- N** Bobby has written a book called *The Life-changing magic of numbers* and is also studying for a doctorate at the University of Cambridge on the topic of 'mathematical anxiety and phobia'. But whether it's in the academic world, in the classroom, or in the media, Bobby has made it his mission to banish the myth of the bad maths brain and ease that feeling of maths anxiety. By becoming a maths ambassador, by making the subject fun and accessible, he's proving that everyone can understand – and enjoy – the world of mathematics.

- b** Focus on the task and give Sts time to read 1–6. Play the video again, pausing if necessary for Sts to answer the questions.  
Check answers.

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

**EXTRA SUPPORT** You could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- c** Do this as a whole-class activity, or put Sts in pairs and then get some feedback.

For instructions on how to use these pages, see p.28.

**More materials****For teachers****Teacher's Resource Centre**

Quick Test 6

File 6 Test

**For students**

Online Practice Check your progress

**USE OF ENGLISH**

**a**

- 2 highly recommended that book
- 3 would normally have come
- 4 definitely won't want to go
- 5 12 square metres
- 6 go the extra mile
- 7 at right angles
- 8 trust the Prime Minister an inch
- 9 actively involved in
- 10 vast majority of people
- 11 are readily available
- 12 he actually enjoyed

**b**

- 2 in
- 3 by
- 4 think / say / believe
- 5 agree
- 6 admit / acknowledge
- 7 have
- 8 yet

**READING**

- 1 D
- 2 C
- 3 D
- 4 B

- G** complex passive forms
- V** punishment
- P** understanding an accent

## Lesson plan

The topic of the lesson is crime, specifically punishment, and crime fiction.

The first half of the lesson begins with Sts listening to a BBC radio interview with Anthony Ray Hinton, who was on death row for 28 years in Alabama before proving his innocence. First, there is a pronunciation focus on understanding accents, as Hinton has a strong regional US accent, and this section helps Sts to tune in to it. After listening to and discussing Hinton's story, Sts focus on terminology used to describe punishments and life in prison, and this is consolidated in Speaking, where, in small groups, Sts debate three motions related to prison sentences. The first half ends with Sts analysing a report about conditions in prisons, and then writing one on a related topic.

The second half starts with an article by an academic about different types of crime fiction. Sts begin by discussing crime fiction they have read or seen in film or on TV. They then read the article which focuses specifically on a novel and a TV series whose structure differs from the typical 'whodunnit'. The lesson ends with a grammar focus on complex passive forms, which Sts practise orally after doing the written exercises.

### More materials

#### For teachers

#### Photocopiables

*Grammar* complex passive forms p.149

*Communicative* A murder mystery p.176  
(instructions p.157)

*Vocabulary* Punishment p.197 (instructions p.185)

#### For students

Workbook 7A

Online Practice 7A

### OPTIONAL LEAD-IN – THE QUOTE

Write the quote at the top of p.66 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.

You could tell Sts that Elizabeth Fry (1780–1845) was one of the chief promoters of prison reform in Europe. She also helped to improve the British hospital system and the treatment of the mentally ill.

Ask Sts if they agree with the quote.

## 1 LISTENING & PRONUNCIATION

understanding an accent

- a** Focus on the questions and make sure Sts know the meaning of the expression *miscarriage of justice* (= a situation in which a court makes a wrong decision, especially when sb is punished when they are innocent). Do the questions as a whole-class activity, or put Sts in pairs and then get some feedback.

**EXTRA SUPPORT** To help Sts, you could quickly revise some crime and courtroom vocabulary, e.g. *to commit a crime, to be accused of sth, to be arrested, to be charged with sth, an alibi, a jury, a judge, innocent, guilty, etc.*

- b**  **7.1** Focus on the task and photo. You could elicit / explain that the title of the radio programme, *Eye of the Storm*, is an expression used to describe a calm area at the centre of a storm, etc.

You might want to tell Sts that Anthony Ray Hinton is often called Ray, and the presenter sometimes refers to him as Ray. Play the audio once the whole way through for Sts to listen and make a note of their answers.

Get Sts to compare with a partner, and then check answers. You might want to check Sts know what *death row* is (= the cells in a prison for prisoners who are waiting to be killed as punishment for a serious crime) and also tell them that *to quash sth* is a legal term and means to officially say that a decision made by a court is no longer legally acceptable or correct.

He was accused of a double murder and sentenced to death. Because he had an alibi and he was arrested and convicted by racist officials. / Because he is black and everyone in court was white.

### 7.1

(Script in Student's Book on p.113)

**E = Emma Barnett**

- E** Now, let's meet and hear from Anthony Ray Hinton. He spent 28 years on death row for a double murder he didn't commit. Anthony had an alibi, but that didn't matter because he was black in Alabama. The police officers that arrested him were white, and the prosecutor who tried him was white, the jury that convicted him were white and the judge who sentenced him was white. Ray got out of jail in 2015 when his conviction was quashed, and he is an extraordinary man – I spoke to him last week – warm, funny and kind, not angry or bitter, as you might expect.

- c**  **7.2** Focus on the **Tuning in to an accent** box and go through it with the class.

Now focus on the task and give Sts time to read the five extracts, underline and rewrite the non-standard forms used.

**EXTRA SUPPORT** Get Sts to work in pairs.

Get Sts to compare with a partner, and then check answers.

- 1 I goes (went), I fire (fired), I just happen (happened)
- 2 you got (you've got), I ain't done none (I haven't done any)
- 3 a innocent (an), how do he (does)
- 4 they was (were), you was (were)
- 5 I don't care when it raining (it's), I walks (walk), every time it rain (rains), I walks in the rain (walk), it feel (feels)

Play the audio once the whole way through for Sts to listen and read at the same time, and get used to his accent. Play again if Sts would like more exposure.

## 7.2

See sentences in Student's Book on p.66

**7.3** Focus on the task and give Sts time to read questions 1–6, making sure they understand all the lexis, e.g. *overriding*. Point out the two captions with the photos, *Anthony at the time of his arrest* and *Anthony with Lester Bailey*.

Now go through the **Glossary** with the class. You could tell Sts that five foot by seven foot is equivalent to about one and a half metres by two metres. You might want to point out that when giving measurements, we can use the singular *foot* rather than *feet*, e.g. *He's six foot tall*.

Play the audio once the whole way through for Sts to listen and answer the questions.

Get them to compare with a partner, and then play the audio again if necessary.

Check answers. You might like to highlight that Hinton pronounces *ask* as /æks/, which is a common non-standard pronunciation in the USA.

- 1 Two detectives from the Birmingham Police Department. The document was a warrant for his arrest.
- 2 Why am I being arrested?  
He was being charged with first-degree robbery, first-degree kidnapping, and first-degree attempted murder.
- 3 He felt numb; alive but dead at the same time.
- 4 He didn't speak to anyone. His overriding feeling was hatred / anger.
- 5 Another prisoner was crying because his mother had just died. Anthony remembered his own mother's advice and showed compassion to the man.
- 6 Lester Bailey is Anthony's very old and best friend. They've known each other for 59 years. He visited Anthony 10,999 times.

## 7.3

(Script in Student's Book on p.113)

E = Emma Barnett, A = Anthony Ray Hinton

### Part 1

- E If we just go back to the start, it all began when you were in your house, with your mum in 1985.
- A Well, um, that particular morning, like any other morning I woke up and had breakfast and went outside and laid on up and the, the day, it got hotter and hotter in Alabama – and it was in July and ... I goes out and I fire up the old lawnmower and about 25 minutes into cutting the grass I just happen to look up and there stood two white gentlemen that I'd never seen before. I cut the lawnmower off and I said, 'Can I help you?' and one of 'em replied, 'Yes, we're looking for Anthony Ray Hinton.' I said, 'That would be me. Again, how can I help you?' and he said, 'We are detectives from the Birmingham Police Department. We have a warrant for your arrest.'  
I kept asking the detective, 'Why am I being arrested?' They never would reply, and I said, 'Detective, why are y'all arresting me?' and he finally turned around and he said, 'We gonna charge you with first-degree robbery, first-degree kidnapping, first-degree

attempted murder.' I said, 'Well, you got the wrong guy. I ain't done none of that.' He said, 'Let me tell you, something, right now, I don't care whether you did it or didn't do it, but I want you to know that you gonna be convicted of it,' he said, 'I'm gonna make sure of it.' And I got convicted. The judge proudly stood up that day and said 'Anthony Ray Hinton, you have been found guilty by a jury of your peers, and it's the order of this court that I sentence you to death, and may God have mercy on your soul.'

I had no feelings, I just felt numb, I felt alive but yet dead at the same time. I kept wondering, how a innocent man that was out cutting grass, how do he go from cutting grass to all of a sudden his whole world is turned upside down and now the judge is saying, 'I sentence you to death.' And I kept saying, 'How did I get here? How am I gonna be killed for something that I didn't do? What did I do so bad in this world that I deserve this?'

- E I was gonna say, how long were you angry for in those first years of prison, then?
- A Three long years. I didn't speak to another human being for three years. Every time one of the guard would ask me anything, I'd just get a pencil out, or a pen, or whatever I had, and write my response. I didn't wanna talk to nobody. I was just sitting there feeding off hate.
- E What happened after three years?
- A Well, after those three years, ... I woke up to the sound of a grown man crying and weeping. And this is a man that I had lived by for three years and never asked him his name or where he was from. But my mother had taught me compassion at a very early age and she told me that no matter what one does in life, he or she deserved compassion. ... And so, that compassion made me, for the first time, er, holler out, and I said, 'Hey, over there,' I said, 'Is something wrong?' And it took this man a while to reply and finally he replied and he said, 'Well, I just got word my mother passed.' And I told him how sorry I was to hear that. And I told him that if I could do anything, let me know. I sit back on that little small bed and that's when I thanked God that my mother was still alive, and I think that was the beginning of me coming back to, to human form, to realize that, although I was in a five-by-seven, I had something to be thankful for...
- E You did have a friend, as I understand it, who came to see you throughout this time.
- A Oh, you talking 'bout Lester.
- E Yes.
- A Oh, yes, I smile every time I see Lester today. I talk to Lester every day. Lester came to see me 30 straight years. Lester came a total of 10,999 visits. Er, rain, sleet, snow, whatever, Lester always came... Lester was four and I was six at the time we met each other. Two little kids that just, our mothers told us to go out and play, and our friendship have lasted for 59 years, and Lester and I don't agree on everything, but Lester and I have a bond that is unbreakable.

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with scripts 7.1 and 7.3 on p.113, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**7.4** Focus on the task and the caption *Anthony with his lawyer, Bryan Stevenson*. Give Sts time to read the gapped sentences. Remind them to complete each gap with one word only. (Note that one answer is hyphenated.)

Play the audio once the whole way through for Sts to listen and complete the gaps.

Get Sts to compare with a partner, and then play the audio again if necessary.

Check answers.

**EXTRA SUPPORT** You could pause the audio after each answer is given, and get Sts to compare with a partner before continuing.

- 1 racism
- 2 African-American
- 3 16
- 4 cried
- 5 bad
- 6 car
- 7 woman / lady
- 8 afraid / frightened / scared
- 9 everything
- 10 freedom

## 7.4

(Script in Student's Book on p.113)

### Part 2

- E You're listening to the story of Anthony Ray Hinton. He spent three decades in prison for a crime he didn't commit, but he didn't give up, and eventually his case was taken up by the Equal Justice Initiative, a group in Alabama that fights racism in the US justice system.
- A What gave me hope, more than anything, was when I met Bryan Stevenson from the Equal Justice Initiative, and I saw that his skin was the same colour as my skin, and I felt for the first time that he being an African-American, he would do everything in his earthly power to try and prove my innocence. And I was right about that. He, along with the lawyers and the EJI staff, they worked for 16 long years to win my freedom. Sixteen long years that they had to fight back and forth in the courts, arguing that this was wrong, and finally we won our – my – freedom, April the 3rd, 2015.
- E What was that moment like?
- A Well, I never will forget... I got up and I called Bryan Stevenson and he told me, he said, 'Ray, you going home.' And I hadn't heard that word, 'home', in 30 years. And I sat on the floor and I cried like a baby.
- And all the young men that was around me saw that I was crying, and they, probably, at the moment, they probably thought that I had got some bad news. And I'll never forget, one of the young guys, he came up, he said, 'Pop, something wrong?' And I looked up at him and I said, er, 'I'm going home.' And they told me how proud they was that I was going home, and even some gave me advice, and: 'Pop, it's a different world out there than what you was used to.' Me being locked up 30 years, and the world had passed me by, and I got my very first taste of modern technology when I got in my best friend's car – Lester. He asked me, when they released me, 'Where do you wanna go first?' and I said, 'I want you to take me where they laid my mother's body.'
- E Because your mother died while you were in prison.
- A Yes. And he said, 'OK.' And I see him fidgeting with – what I thought he was trying to find – a radio station so I could hear some good music. And as we got on the road, I hear this white lady voice. She said, 'In one tenth of a mile, turn right.' And it frightened me! I said, 'What the hell?' And I looks over at him, he's laughing and he's looking at how hysterical I must have been looking and I was too afraid to look back. He veer off to the right and he said, 'That's no white lady back there,' he said. 'This is GPS, I told you everything have changed,' he said. 'She gonna tell me exactly how to get to the cemetery.' He said, 'This is modern technology.' I said, 'You telling me that we don't have to stop at the filling station and ask for directions no more?' He said, 'Yes, I told you that you gonna have to learn everything over again.'
- E Do you feel pleasure? Are you able to enjoy your life? Do you believe in your freedom?
- A I believe in my freedom, I enjoy life every day. I enjoy life more than anything. I realize that I took my life and my freedom for granted, and it wasn't until I got locked up, and I realized that there is nothing in this world more important than your freedom... and I promised myself that I would enjoy my freedom until the day I die, after spending 30 years of pure hell in a cage. I don't care when it raining, I walks in the rain because for 30 years rain was not allowed to fall on my body, and every time it rain I walks in the rain, it feel, like, so cool and so refreshing. Freedom is the most beautiful thing any man or woman can have.

You might want to tell Sts that since his release, Anthony has travelled in the USA and abroad, speaking about the injustice he suffered, and how religious faith, his mother, and friendship helped him survive. He hasn't received any compensation from the state of Alabama. When Anthony leaves the house these days, he leaves a trail, so he can prove where he's been. He stands in the sight of video cameras and collects receipts from shops. And he makes sure to call people several times a day on his mobile phone. He has written a book entitled *The Sun Does Shine: How I Found Life and Freedom on Death Row*.

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on p.113, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- f Focus on the questions and make sure Sts know the meaning of the phrasal verb *come through* (= to succeed in a difficult situation). Do this as a whole-class activity, or put Sts in pairs / small groups and get them to discuss the questions.

Get some feedback if Sts worked in pairs / small groups.

## 2 VOCABULARY punishment

- a Focus on the task and point out to Sts that the first one has been done for them.

Give Sts time to put the rest of the stages in the correct order.

Get them to compare with a partner and then check answers.

- 2 He was charged with murder.
- 3 He was convicted.
- 4 He was sentenced to death.
- 5 His lawyers fought to prove his innocence.
- 6 He had his conviction quashed.
- 7 He was released.

- b Tell Sts to go to **Vocabulary Bank Punishment** on p.156.

### Vocabulary notes

Sts should be familiar with basic vocabulary for crime and court cases. Here, the focus is on what happens to people after they have been sentenced.

#### 2 Capital punishment

The verb *hang* is regular when the meaning is 'kill or execute' and the past tense is *hanged*. However, in its other meanings, e.g. *hang a picture*, it is irregular and the past tense is *hung*.

#### 3 Life in prison and 4 Leaving prison

Highlight that *re-offend* can be hyphenated, but *rehabilitation*, *reintegrate*, and *retrial* cannot.

Focus on **1 Prison sentences** and get Sts to do **a** individually or in pairs.

- 7.5 Now focus on **b**. Play the audio for Sts to listen and check.

Check answers, making sure Sts understand the meaning of all the words in the list as well as the bold words and phrases.

- 2 defendant
- 3 serial offender
- 4 diminished responsibility
- 5 fine
- 6 community service
- 7 life sentence

## 7.5

### Punishment

#### 1 Prison sentences

Ideally, the fear of punishment should discourage people from committing a crime in the first place. However, studies show that, while short to medium prison sentences may be a deterrent, longer sentences have only a limited effect. In deciding the sentence, the court will take into consideration things like the seriousness of the offence, whether the defendant pleads guilty or not guilty, and whether their criminal record shows that they are a serial offender. The judge will also consider any mitigating circumstances, e.g. diminished responsibility, i.e. the person's mental state means that

they are not fully responsible for a crime. Sentences can be non-custodial: a fine is paid, or community service, such as unpaid work, is carried out. A custodial sentence is handed down for more serious crimes, and for the most serious offences such as murder, it's a life sentence.

Highlight any words your Sts may have problems pronouncing correctly, e.g. *deterrent* /dɪ'terənt/.

Focus on **2 Capital punishment** and get Sts to do **a** individually or in pairs.

🔊 **7.6** Now focus on **b**. Play the audio for Sts to listen and check.

Check answers, making sure Sts understand the meaning of all the words in the list as well as the bold words and phrases.

2 war crimes 3 death penalty 4 electric chair 5 appeals

### 🔊 7.6

#### 2 Capital punishment

About 75% of countries around the world have completely abolished capital punishment. They have not executed anyone within the last ten years, or use it only in exceptional circumstances, for example, for war crimes. Places where the death penalty still exists include some states in the USA, some Caribbean and African countries and the majority of countries in Asia. In the United States, the electric chair was introduced as a more humane alternative to hanging, but has been almost entirely replaced by lethal injection. In the USA, prisoners may wait for years on death row before execution is carried out, due to the complex appeals system. Nearly a quarter die of natural causes while awaiting execution.

Highlight any words your Sts may have problems pronouncing correctly, e.g. *abolish* /ə'bɒlɪʃ/.

Focus on **3 Life in prison** and get Sts to do **a** individually or in pairs.

🔊 **7.7** Now focus on **b**. Play the audio for Sts to listen and check.

Check answers, making sure Sts understand the meaning of all the words in the list as well as the bold words and phrases.

2 prison officer 3 solitary confinement 4 Maximum security 5 locked up 6 surveillance 7 open prisons 8 rehabilitation 9 reoffend 10 be deprived of

### 🔊 7.7

#### 3 Life in prison

Modern prisons often hold thousands of inmates, and prison design now aims to limit the movement of prisoners around the facility. Instead of large blocks of cells, smaller modules are arranged around an outdoor exercise yard and each module may be supervised by only one prison officer. Some prisoners may be placed in a cell on their own in solitary confinement for their own safety, for example, celebrities, former police officers, and those convicted of certain types of crimes, e.g. against children.

Maximum security prisons are for inmates considered dangerous, disruptive, or likely to try to escape. They can be locked up often for up to 23 hours a day and are under constant surveillance. At the other end of the spectrum are open prisons, which allow free movement to work or do activities; some prisoners may be allowed home leave or part-time employment outside the prison.

The modern prison system intends a prison sentence to be less of a punishment and more about rehabilitation, so that the prisoner can return to normal life and not reoffend. Prisons provide healthcare and education, but also things like gyms and weightlifting rooms, sports teams, arts and crafts, and television sets. Such services are

controversial: some people claim that prisons are 'soft' on inmates, while others argue that it's dehumanizing not to provide recreation. Prison administrators say that keeping prisoners occupied helps to maintain order and that prisoners can be deprived of recreation as punishment.

Highlight any words your Sts may have problems pronouncing correctly, e.g. *confinement* /kən'faɪnmənt/.

Focus on **4 Leaving prison** and get Sts to do **a** individually or in pairs.

🔊 **7.8** Now focus on **b**. Play the audio for Sts to listen and check.

Check answers, making sure Sts understand the meaning of all the words in the list as well as the bold words and phrases.

2 electronic tag 3 reintegrate 4 retrial 5 wrongfully convicted 6 pardon 7 compensation

### 🔊 7.8

#### 4 Leaving prison

At the end of their sentence, most prisoners will be released. Some may get parole and be released early for good behaviour, if they agree to abide by certain conditions, such as staying within a certain area and not going out at night. They may have to wear an electronic tag, usually an ankle bracelet, which allows them to be tracked. After release, ex-offenders can find it difficult to reintegrate into society. They often have difficulty finding work, and earn less money when they do. They experience a wide range of medical and psychological issues, and many reoffend.

There are cases where prisoners have managed to obtain a retrial and proved that they have been wrongfully convicted. In such cases, a pardon is granted by the government (in the USA, by the governor of the state), the sentence is quashed, and they are likely to receive substantial compensation.

Highlight any words your Sts may have problems pronouncing correctly, e.g. *parole* /pə'rəʊl/.

Finally, focus on **Activation** and get Sts to cover the word lists in each section and read the texts with the missing words.

Then discuss how much of the information in 1, 3, and 4 is the same as in your Sts' country.

Tell Sts to go back to the main lesson **7A**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Vocabulary** photocopiable activity at this point.

## 3 SPEAKING

**a** Focus on the task and elicit / explain what *a motion* in a debate is (= a formal proposal that is discussed and voted on).

Put Sts in groups of four and assign roles. If you have odd numbers, you could put Sts in groups of three, with Sts **A** arguing for the motion, Sts **B** against, and Sts **C** make notes, which they then use to question **A** and **B** after they have finished.

Go through the three steps with the class, making sure they understand what they have to do. You might want to suggest timings for each stage. Remind Sts **A** and **B** that they have to argue 'for' the motion irrespective of their own opinions and that Sts **C** and **D** have to argue 'against' it. Ideally, try to make sure that all three topics are covered by different groups.

**EXTRA IDEA** To help Sts, you could pre-teach a few set expressions for the language of debate, e.g.:

*The motion for debate today is...*

*We strongly believe that this is true / not true.*

*We have structured our case as follows...*

*I, as the first speaker, will be talking about...*

*Our second speaker, (name), will discuss...*

*..., will elaborate on the fact that...*

*My first / second, etc. argument is...*

*The first / second, etc. reason why we're proposing / opposing this motion is...*

*I will now hand over to my colleague, (name), who will...*

*The speaker for / against the motion has told us that ....*

*However, ...*

*He / She also said that.... In fact...*

*And for all of these reasons, the motion must stand / fall.*

While Sts exchange arguments, monitor and support, helping Sts with vocabulary if necessary.

- b** Now tell Sts to decide on their own opinion on the motion they just discussed.  
Get them to tell the other Sts in their group their opinion.
- c** Focus on each motion in **a** and get Sts to vote with a show of hands for or against each one.

## 4 WRITING a report

In this lesson, the focus is on writing a report. The model text is a report on education provision at a prison, but all the information could equally apply to writing a report for a new business, improving facilities at a school, etc. The writing skills focus is on cohesion and expressing degrees of certainty.

Tell Sts to go to **Writing A report** on p.102.

### ANALYSING A MODEL TEXT

- a** Focus on the text type (a report) and highlight that nowadays the structure of reports tends to be broadly similar – if Sts have written a report in a previous level, elicit the structure from the class:
  - state the purpose in an introduction
  - explain where the information you are reporting came from (e.g. research, statistics, etc.)
  - organize the information under headings
  - present both positive and negative points
  - summarize the general findings in a conclusion
  - use an impersonal, formal styleFocus on the **Key success factors** and go through them with the class.  
Now focus on the task, and give Sts time to discuss the question in pairs.

**EXTRA SUPPORT** Do the question as a whole-class activity.

Elicit some ideas from the class.

- b** Set a time limit for Sts to read the report and answer the questions in pairs.  
Check answers.

- 1 a
- 2 a, b, c – Introduction  
d – Basic skills and vocational training, Secondary and higher education provision  
e, f – Conclusion and recommendations
- 3 **Strengths**  
There is a strong focus on improving basic numeracy and literacy.  
The amount of vocational training and provision of apprenticeship schemes is adequate.  
**Recommendations**  
Allocate more budget to educational provision.  
More hours should be devoted to higher-level education.  
Provide more training for teachers.

- c** Tell Sts to read three more extracts from the report, and then, with their partner, they should write some recommendations for each paragraph, using the sentence stems given and using ideas and structures from the model text to help them.  
Elicit some sentences from the class.
- d** Focus on the **Cohesion** box and go through it with the class.  
Tell Sts to read the report again and decide what the highlighted words and phrases refer to.  
Get Sts to compare with a partner, and then check answers.

- 1 Fernhill Prison
- 2 a strong focus on improving basic numeracy and literacy
- 3 basic numeracy and literacy
- 4 study for secondary and degree-level qualifications
- 5 inmates failing to study for secondary and degree-level qualifications
- 6 the three recommendations that are listed next
- 7 the level of challenge
- 8 attendance is poor
- 9 library
- 10 a volunteer scheme aimed at helping the men to record stories for their children

### EXTRA CHALLENGE

Write the following words on the board:

- 1 PRISONERS 2 FOCUS 3 SCHEME
- 4 TEACHERS 5 FINDINGS

Tell Sts to find synonyms in the report and additional paragraphs. Point out that there may be more than one answer.

Check answers.

- 1 offenders, inmates, prison population, men 2 emphasis
- 3 initiative 4 teaching staff 5 evidence

- e** Focus on the **Expressing degrees of certainty** box and go through it with the class.  
Give Sts time to find four more phrases to complete the box.  
Check answers.

It would appear that  
Clearly  
On the evidence from this investigation  
There is no doubt that

## USEFUL LANGUAGE

- f** Focus on the task and give Sts time to complete the gaps in 1–10 with formal lexis.  
Get Sts to check in the report, and then check answers.

- 1 ...with the purpose of investigating the provision of education and training.
- 2 They reported having been permanently excluded from school.
- 3 The primary reason for this is staff shortages.
- 4 Clearly, the provision of classes is insufficient to meet the demand.
- 5 Education is a crucial factor in reducing reoffending rates.
- 6 The training can assist in offenders' rehabilitation after discharge.
- 7 They expressed satisfaction with the teaching staff.
- 8 Teachers fail to set achievable targets.

## PLANNING WHAT TO WRITE

- a** Focus on the task and make sure Sts understand *juvenile delinquency* (= the problem of young people committing crime).  
Put Sts in pairs to choose which area they want to write about.
- b** Focus on the example notes. Then, individually, Sts make notes on the sections they want to include in their report and the potential problems.

**EXTRA SUPPORT** Elicit possible sections to include, e.g.:

- a) quality of facilities, cost of activities, number of young people who attend, etc.
- b) types of employment, training opportunities, work experience, involvement of local schools, etc.

Tell Sts they can use their own local knowledge or research the information if they wish.

- c** Put Sts back in their pairs to compare notes.
- d** Give Sts time to organize their notes into a plan.  
Finally, go through the **Tips** with Sts.

## WRITING

Go through the instructions and set the writing for homework.

Tell Sts to go back to the main lesson **7A**.

## 5 READING & SPEAKING

 deconstructing an in-depth article

- a** Focus on the task and photos. Give Sts time to match the investigators to the stories. If Sts don't know the detectives, encourage them to use the dates, nationalities, etc. to work out who's who. They could work in larger groups, or do it as a whole-class activity if necessary.  
If Sts worked individually or in groups, check answers.

- 1 C 2 H 3 A 4 D 5 F 6 G 7 B 8 E

- b** Do this as a whole-class activity, or put Sts in pairs and then get some feedback.
- c** Focus on the article and its title. Elicit / Explain the meaning of *whodunnit* (= slang for 'Who did it?' / 'Who committed the crime?'). You could also tell Sts that it can be used as a noun and means a story, play, etc. about a murder in which you do not know who did the murder until the end, e.g. *I love a good whodunnit*.  
Now focus on the task and give Sts time to read the article and answer the question. Tell them not to worry about the gaps.  
Get Sts to compare with a partner, and then check answers. If necessary, clarify that the features in the second sentence of the first paragraph (*An opium addiction*, etc.) relate to the detectives listed in the first sentence, in the same order.

They manipulate time in a more complex way, with more than one plot moving both forwards and backwards in time.

- d** Tell Sts to read the article again and match the last sentences (A–G) to the gaps (1–7).  
Get Sts to compare with a partner, and then check answers.

- 1 G 2 B 3 F 4 D 5 C 6 E 7 A

- e** Tell Sts to cover the article and then give them time, individually, to see if they can remember what the article says about the items in 1–5.  
Then, put Sts in pairs to discuss what they can remember. Tell them they can refer back to the text to clarify and agree their answers, if they wish.  
Check answers.

**EXTRA SUPPORT** Sts could simply read the text again and answer the questions if they can't remember.

- 1 A whodunnit moves backwards in time to work out past events, to answer the question, 'What happened?'; a thriller moves forwards in step with the characters and as the events happen (to ask the question, 'What will happen next?'); a suspense plot is a combination of the two.
- 2 It starts with a crime and then an ordinary policeman and a brilliant private detective or amateur sleuth try to solve it. The story is told in retrospect by a single narrator, a loyal companion.
- 3 *The Moonstone* is set in England in 1848; *The Bridge* is set between Sweden and Denmark in 2018.
- 4 The plot moving forward: Sergeant Cuff's investigation of the theft of the moonstone on Rachel Verinder's birthday. The plot moving backwards: Gabriel Betteredge writing down what he remembers about the original history of the moonstone.
- 5 The plot moving forward: Saga Norén's investigation of three murders and anticipating four more. The plot moving backwards: the stories of Saga's false conviction for murdering her mother, her unofficial investigation of the disappearance of her colleague's children, and her childhood.

## LANGUAGE IN CONTEXT

- f Put Sts in pairs and tell them to discuss what they think the highlighted crime-related words and phrases mean. Check answers.

*sleuth* /slu:θ/ = (old-fashioned or humorous) a person who investigates crimes  
*piece together the clues* /pi:s tə'geðə ðə klu:z/ = (phrasal verb) to understand a story, situation, etc. by taking all the evidence about it and putting it together  
*baddie* (or *baddy*) /'bædi/ = (informal) a bad or evil character in a film, book, play, etc.  
*on the loose* /ɒn ðə lu:s/ = (idiom) having escaped from somewhere; free  
*misdemeanour* /'mɪsdi'mi:nə/ = an action that is bad or unacceptable, but not very serious  
*intrigue* /'ɪntri:g/ = the atmosphere of interest and excitement that surrounds sth secret or important  
*gruesome murder* /'gru:səm 'mɜ:də/ = very unpleasant killing of a person  
*goes missing* /gəʊz 'mɪsɪŋ/ = vanished / disappeared  
*execution methods* /eksɪ'kju:ʃn 'meθədz/ = the ways of killing sb  
*falsely convicted* /'fɔ:lsli kən'vɪktɪd/ = wrongly found guilty  
*serial killings* /'sɪəriəl kɪlɪŋz/ = deaths committed in the same way by the same person

Deal with any vocabulary that you think might be challenging for your Sts in terms of either meaning or pronunciation. You might want to elicit / explain the use of the preposition *à la* /'ɑ: la: / in the phrase *à la Poirot* in the second paragraph, which comes from the French, and means *in the same style as sb / sth else*, here in the style of Poirot.

- g Do this as a whole-class activity, or put Sts in pairs and then get some feedback.

## 6 GRAMMAR complex passive forms

- a Focus on the task and give Sts time to rewrite sentences 1 and 2 in two different ways, using the sentence stems. Check answers.

- 1 a Rachel is left a priceless moonstone (by her uncle).  
 b A priceless moonstone is left to Rachel (by her uncle).  
 2 a The moonstone is rumoured to have been stolen from an Indian temple.  
 b It is rumoured that the moonstone had been stolen from an Indian temple.

- b Tell Sts to go to **Grammar Bank 7A** on p.128.

### Grammar notes

At this level Sts should know all basic forms and uses, but if necessary, you could revise them in a chart on the board.

Here the more complex forms of the passive are pulled together, e.g. passive gerunds and infinitives, the use of *get* in passives, and passives in reporting structures.

### **consider, regard, think of, deem**

*Deem* is more formal than the other three verbs.

Focus on the example sentences for **passive forms of gerunds, infinitives, and modal verbs** and go through the rules with the class.

Repeat for **passive forms with prepositions, passive forms with two objects, get with passive forms, and passives in reporting structures.**

Go through the **consider, regard, think of, deem** box.

Now tell Sts to go to p.138 and get them to do the exercises individually or in pairs. If they do them individually, get them to compare with a partner.

Check answers after each exercise, getting Sts to read the full sentences.

- a
- 1 X was made for her
  - 2 ✓
  - 3 X having been told
  - 4 ✓
  - 5 X be commissioned
  - 6 ✓
  - 7 X regarded as / is considered to be
  - 8 X known
  - 9 X being referred to
- b
- 1 He was given a brand new bicycle / A brand new bicycle was given to him as a reward for passing his exam.
  - 2 I'm getting / having my hair cut later today.
  - 3 Shakespeare is considered (by many people) to be Britain's finest playwright.
  - 4 Children should be taught (at school / by schools) how to deal with conflicts.
  - 5 I'm afraid the car has been / has got slightly damaged.
  - 6 The Prime Minister is expected to make / It is expected that the Prime Minister will make an announcement later today.
  - 7 Do you ever get / have your windows cleaned?
  - 8 It is being suggested that the company will go bankrupt.
  - 9 My computer was / got hacked into at the weekend.

Tell Sts to go back to the main lesson **7A**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Grammar** photocopyable activity at this point.

- c This oral stage is designed to recycle some of the passive forms in a natural way. Put Sts in small groups of three or four and tell them to think of something or someone for each question. They should give as many details as possible.

- d When Sts are ready, put two groups together and tell them to compare their answers.

Get some feedback from various groups.

- G** special uses of tenses  
**V** connotation  
**P** linking

## Lesson plan

The main topic of the lesson is being alone, and whether things are more enjoyable when done alone or done with others.

The first half of the lesson begins with Sts reading an article about the difference in meaning between *solitude* and *loneliness*, which focuses on the views of three people whose jobs force them to be alone a lot of the time. This is followed by a vocabulary focus on connotation; having seen the difference between *lonely*, *alone*, and *solitary*, Sts look at the difference between other pairs of adjectives such as *second-hand* and *vintage*, *affordable* and *cheap*, etc. This leads to Sts listening to someone talking about things she prefers doing alone or prefers doing with other people and then expressing their own preferences for various activities.

The second half starts with Sts listening to a journalist talking about holidays with friends which have ended up being disasters. In Pronunciation, Sts focus on linking – how consonant sounds disappear or a sound is added when two words are linked. This is followed by the grammar focus on special uses of tenses, specifically present and past tenses, and reported speech. The lesson ends with The Conversation, in which Sts watch three people discussing whether friends are more important than family. Sts then discuss this question, as well as a couple of other questions related to the topic.

### More materials

#### For teachers

##### Photocopiables

Grammar special uses of tenses p.150

Communicative A holiday with friends p.177  
 (instructions p.157)

#### For students

Workbook 7B

Online Practice 7B

### OPTIONAL LEAD-IN – THE QUOTE

Write the quote at the top of p.70 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.

You could tell Sts that Thomas Jefferson (1743–1826) was a diplomat, lawyer, architect, philosopher, and third president of the United States. He believed in individual rights and democracy.

Ask Sts if they agree with the quote.

## 1 READING understanding implicit attitudes and opinions

- a** Do this as a whole-class activity and elicit examples from the class.  
**b** Focus on the task and give Sts time to read the introduction and answer the two questions.

**EXTRA CHALLENGE** Elicit from Sts what they think the difference is between *solitude* and *loneliness*. Then get them to read the introduction to see if Sara Maitland's answer is the same.

Check answers.

Solitude is being happy with being by yourself; loneliness is not liking being alone.

Because we have never been taught as children that it can be positive to be alone, nor the skills to enjoy being alone.

- c** Now tell Sts to read the rest of the article about three people who don't mind being alone. Focus on the two questions.

Get Sts to compare with a partner, and then check answers.

#### Sarah

- 1 She's a fire tower officer. She sits in a tower in the forest in Australia and looks out for bush fires.
- 2 She has hobbies such as reading, writing and listening to music, which keep her busy.

#### Jordan

- 1 He's a lorry driver. He drives a lorry across Europe.
- 2 He plans for his days off with his family. He walks at night to keep fit.

#### Alexander

- 1 He's an expedition doctor. He has studied the way humans behave in the Arctic and Antarctic, as part of research into sending humans to Mars.
- 2 Keeping busy and being creative, having a purpose to keep you focused.

- d** Focus on the task and elicit the meaning of the idiom *read between the lines* (= to look for or discover a meaning in sth that is not openly stated).

Give Sts time to answer the questions individually or in pairs.

Check answers to the first question.

#### Sarah

- + She enjoys having the freedom to dream, listening to classical music, and thinking.
- Friends and family only visit occasionally, she's not likely to have a boyfriend.

#### Jordan

- + He enjoys driving, the money is good. He's not often completely alone.
- He misses his family, especially the first two nights away.

#### Alexander

- + He enjoys solitude and is happy in his own company.
- It's isolating and the darkness and cold can be hard.

Now ask Sts who they think is the most comfortable being on their own.

Alexander Kumar is probably the most positive about being alone. He is the only one who actually mentions enjoying solitude.

Deal with any vocabulary that you think might be challenging for your Sts in terms of either meaning or pronunciation.

- e Do this as a whole-class activity, or put Sts in pairs and then get some feedback. You could also tell the class which you would most / least like to do.

## 2 VOCABULARY connotation

- a Do this as a whole-class activity, or put Sts in pairs and then check answers.

a alone b lonely c solitary

- b Focus on the **Connotation** box and go through it with the class.

Put Sts in pairs and get them to discuss the connotation of each word. You could tell them that not all words have a more neutral term.

Check answers and give further practice of any words your Sts find difficult to pronounce.

**EXTRA SUPPORT** To help Sts to see the difference between the pairs of adjectives, think of an example which you could use with both, e.g. *a vintage car* (an old Rolls-Royce, or any classic old car probably worth quite a lot of money) and *a second-hand car* (a used car which people buy because it's cheaper than a new one), and elicit the difference.

- second-hand* = owned by somebody else before (more negative connotation); *vintage* = typical of a period in the past and of high quality (more positive connotation); a more neutral word = *old / used*
- youthful* = young or seeming younger than you are (more positive connotation); *childish* = behaving in a stupid or silly way (more negative connotation); a more neutral word = *young*
- original* = able to produce new and interesting ideas (more positive connotation); *weird* = strange in a mysterious and frightening way (more negative connotation); a more neutral word = *different / unusual*
- thrifty* = careful about spending money and not wasting things (more positive connotation); *stingy* = not generous, especially with money (more negative connotation); a more neutral word = *frugal*
- affordable* = cheap enough that people can afford to buy it (more positive connotation); *cheap* = low in price and quality (more negative connotation, e.g. *cheap and nasty*)
- smarmy* = too polite in a way that is not sincere (more negative connotation); *charming* = very pleasant or attractive (more positive connotation); a more neutral word = *nice*
- determined* = having made a firm decision and not letting anyone prevent you from doing sth (more positive connotation); *stubborn* = determined not to change your opinion or attitude (more negative connotation); a more neutral word = *firm*
- aggressive* = angry, behaving in a threatening way (more negative connotation); *assertive* = expressing opinions or desires strongly and with confidence, so that people take notice (more positive connotation)

- c **7.9** Focus on the task and tell Sts that in each sentence they will hear a *beep* sound where they should write a gap, which they will later complete with an adjective from **b**.

Play the audio, pausing after each sentence to give Sts time to write the gapped sentences. Then tell them to choose the correct adjective from **b** to complete the sentences.

**EXTRA SUPPORT** Get Sts to write down the gapped sentences first. Tell them that in each sentence they will hear a beep sound where they should write a gap. Play the audio, pausing after each sentence to give Sts time to write the gapped sentences. Then tell them to choose the correct adjective from **b** to complete the sentences.

### **7.9**

- I can't afford a new car; it's going to have to be [beep].
- Despite being nearly 93, my mum is incredibly [beep].
- I've never heard a singing voice like Sally's – she has a totally [beep] talent.
- During the Second World War, [beep] shoppers could make a little money go a long way.
- I wouldn't get that dress – it looks really [beep], as if it would fall apart after one wash.
- I know he's probably trying to be nice, but I find him a bit [beep].
- I'm making a [beep] effort to give up eating chocolate.
- They launched an [beep] advertising campaign intended to annihilate the competition.

- d **7.10** Get Sts to compare with a partner, and then check answers.

### **7.10**

- I can't afford a new car; it's going to have to be **second-hand**.
- Despite being nearly 93, my mum is incredibly **youthful**.
- I've never heard a singing voice like Sally's – she has a totally **original** talent.
- During the Second World War, **thrifty** shoppers could make a little money go a long way.
- I wouldn't get that dress – it looks really **cheap**, as if it would fall apart after one wash.
- I know he's probably trying to be nice, but I find him a bit **smarmy**.
- I'm making a **determined** effort to give up eating chocolate.
- They launched an **aggressive** advertising campaign intended to annihilate the competition.

**EXTRA CHALLENGE** Put Sts in pairs and get them to think of either things or people they know that they might describe with the positive or negative adjectives, e.g. *a vintage dress*, *second-hand baby clothes*.

## 3 SPEAKING

- a **7.11** Focus on the task and play the audio once the whole way through for Sts to listen and note the activities the woman enjoys doing alone and those she prefers doing with other people, along with the reasons. Check answers.

She prefers eating out with other people because she likes it to be a social occasion.  
She prefers shopping alone because it's quicker and easier, and more relaxing.  
She likes dancing by herself, as she has a sense of freedom and doesn't feel self-conscious.

### 7.11

(Script in Student's Book on p.114)

I like going out for dinner with other people. I think it's quite a nice social occasion, and you just get loads of food, and just have everyone around the table talking, which is always quite nice. Er, in terms of what I prefer doing alone, I always prefer going shopping on my own, whatever kind of shopping it is – for example, food shopping – it's just quicker and more straightforward to do it myself. If I go with my partner, he usually ends up wandering off with the trolley and then I've got armfuls of food and I'm walking around looking for him. And, likewise, with clothes shopping I just find it kind of harder and more stressful with friends or my mum because they want to go in different shops or, um – yeah, I just find it a lot more relaxing going by myself. I also enjoy just dancing by myself when I've got the house to myself, er, I think there's something quite freeing of just dancing around a room with no one else there, put on whatever cheesy music you like, as opposed to kind of dancing with other people and everyone's a bit self-conscious of how they look.

Now either ask the class if they agree with anything the woman says, or put Sts in pairs and then get some feedback.

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on p.114, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**b** Focus on the **Expressing preferences** box and go through it with the class. Remind Sts that we use the gerund after *I prefer*, but the infinitive without *to* after *I'd rather*.

Now focus on the activities in the list and make sure Sts understand all the lexis.

**EXTRA IDEA** Get Sts to add their own ideas, e.g. *eating 'naughty' food, watching a film or TV, singing, going to a gym, going on a hike or going running, playing video games, lying on the beach, etc.*

Put Sts in pairs and give them time to discuss each activity. Get some feedback from various pairs. Find out if Sts feel the same or not.

### 4 LISTENING

understanding humour, irony, and implicit cultural references, and picking up nuances of meaning

**a** Do this as a whole-class activity, or put Sts in pairs and then get some feedback.

**b** Focus on the task and remind Sts that many UK newspaper articles nowadays exist as audio versions. Give Sts time to read the introduction.

Then put them in pairs and give them time to think of as many different reasons as possible why a holiday with friends might not work.

Elicit feedback.

**c** **7.12** Focus on the task and give Sts time to read questions 1–3. Point out the **Glossary** and go through it with the class.

Play the audio, pausing after each holiday has been mentioned, to give Sts time to answer the question.

Check answers.

The tone is humorous; the journalist exaggerates for comic effect and to be provocative.

- 1 The campsite was very remote with no electricity, running water, and a hole for a toilet.
- 2 The friends' son was very badly behaved.
- 3 Their room was too small because they had a lot of baby equipment.

### 7.12

(Script in Student's Book on p.114)

When you're having a drink together on a lazy Sunday afternoon, it seems like such a good idea. You're the best of friends, you get on well, what could be better than going on holiday together? Well, before you get carried away and log on to Tripadvisor, let me give you one word of advice. Don't.

Holidays together are never a good idea. Believe me, I know. I've been there. And I have a trail of broken friendships to prove it. Because, no matter how well you think you know your friends, you don't really know them until you've lived under the same roof for a week. That's roughly how long it takes to discover that your caring friend is really a hypochondriac control freak.

One of the biggest problems with going on holiday with friends is the difference in expectations. You're looking forward to relaxing on the beach with Joanna Trollope's latest must-read novel, while their mission is to visit every ancient ruin within a 50-mile radius. Which is all fine if they don't mind going it alone, but when they try to make you feel guilty for lying on your lounger, it's a different story.

A few years ago, we hired a motorhome on the west coast of Canada with another couple. Now, I'm not really a camping kind of girl, but since this motorhome was like the Waldorf on wheels, and North American campsites are known for all their mod cons, I thought that I'd be pretty safe. Unfortunately, what we didn't realize is that our friends had decided this would be the ideal opportunity to get back to nature. They had booked the ultimate get-away-from-it-all campsite, high in the mountains. Not only were we getting away from civilization, we were also getting away from electricity, running water, and anything else that made life tolerable. Our friends sulked when I suggested that maybe we could compromise and move on to a different campsite for the second half of the holiday. 'So, you want to give up all this fantastic scenery for a proper toilet?' they sneered. Well, yes, that's exactly what I wanted. Because, I have to tell you, no amount of spectacular scenery makes up for a smelly hole in the ground next to a sign saying 'Beware of the Bears'.

But if there's one thing guaranteed to bring on a major holiday fall-out, it's children. Your own can be bad enough, but a week with someone else's hyperactive toddler is enough to turn even the most mild-mannered of us into Supernanny. And you try packing your own children off to bed at a reasonable hour when theirs are still bouncing off the ceiling at midnight, hyped up on fizzy drinks and video games! We knew our friends Amanda and Simon took a relaxed attitude towards parenting, but we didn't realize just how relaxed until we shared a villa in Spain with them and their ten-year-old son. 'Freddie has never heard the word "No" – it stifles his creativity,' they boasted to us proudly, as he hurled himself fully clothed into the swimming pool, five minutes before we were due to go out to dinner. He certainly heard it that holiday, bellowed by my husband after Freddie tried to fire a catapult into our daughter's face at point-blank range. He heard a few other choice words, too. Ten years on, I think Amanda and her husband still blame us for the fact that Freddie isn't a concert pianist. It's even worse when one of you has children and the other doesn't. I once spent a week in France, breastfeeding my newborn daughter in a wardrobe because our child-free friends hadn't allowed for the vast amount of baggage a baby comes with and had allocated us the smallest room. And they were most put out that we couldn't drop everything and hit the town at night, like in the old days. But how things change! A few years later, we went on holiday with the same friends, now proud parents themselves, and we weren't allowed to speak above a whisper for ten days.

So, if it's such a bad idea, why do I keep going back for more? It may be because holidays with friends are like childbirth: after a while, you forget the pain and it seems like a good idea to have another go. Which reminds me, my sister and her husband have just invited us to join them on a mini-break to Barcelona. Now, honestly, what could be nicer than a family get-together?

**d** Tell Sts they are going to listen to the audio again and this time they need to complete sentences 1–8.

Give them time to read the sentence stems.

Play the audio again, pausing after each section to give Sts time to write the end of each sentence.

Get Sts to compare with a partner, and then play the audio again if necessary.

Check answers.

- 1 She thinks you won't find out that you don't actually get on with a good friend until you've lived with them for a week.
- 2 She thinks one of the biggest problems is that people have different expectations.
- 3 She expected to enjoy the camping holiday in Canada because the motorhome was very luxurious and campsites in North America have a reputation for being very comfortable.
- 4 Her friends were not happy when she suggested moving to a different campsite.
- 5 The thing most likely to cause holiday arguments is travelling with children – your own or other people's.
- 6 Her friends Amanda and Simon didn't like the fact that her husband shouted at their son.
- 7 Her friends in France weren't very pleased when she and her husband didn't want to go out at night.
- 8 She thinks the reason she still keeps agreeing to go on group holidays is because she forgets how awful they are.

## LANGUAGE IN CONTEXT

**e**  **7.13** Focus on the task and give Sts time to read extracts 1–5.

Put Sts in pairs, and then play the audio, pausing after the first extract for Sts to discuss with their partner what the highlighted phrase means.

Check the answer. Then repeat the process for extracts 2–5.

- 1 I've been there = I've had that experience
- 2 going it alone = doing it by themselves
- 3 mod cons = short for 'modern conveniences' (= things in a house / flat that make living there easier and more comfortable)
- 4 bouncing off the ceiling = full of energy and unable to keep still  
hyped up on = overstimulated, overexcited
- 5 most put out = very annoyed, offended  
hit the town = go out in a town at night

### 7.13

- 1 Holidays together are never a good idea. Believe me, I know. I've been there. And I have a trail of broken friendships to prove it.
- 2 You're looking forward to relaxing on the beach with Joanna Trollope's latest must-read novel, while their mission is to visit every ancient ruin within a 50-mile radius. Which is all fine if they don't mind going it alone, but when they try to make you feel guilty for lying on your lounge, it's a different story.
- 3 Now, I'm not really a camping kind of girl, but since this motorhome was like the Waldorf on wheels, and North American campsites are known for all their mod cons, I thought that I'd be pretty safe.

4 ...a week with someone else's hyperactive toddler is enough to turn even the most mild-mannered of us into Supernanny. And you try packing your own children off to bed at a reasonable hour when theirs are still bouncing off the ceiling at midnight, hyped up on fizzy drinks and video games.

5 I once spent a week in France, breastfeeding my newborn daughter in a wardrobe because our child-free friends hadn't allowed for the vast amount of baggage a baby comes with and had allocated us the smallest room. And they were most put out that we couldn't drop everything and hit the town at night, like in the old days.

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with script 7.12 on p.114, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**f** Highlight that the article they heard was one journalist's point of view, and intentionally provocative. Focus on the comments, and put Sts in pairs to discuss them.  
Get some feedback from various pairs.

**EXTRA IDEA** Get Sts to write their own online comment on the article.

**g** Do this as a whole-class activity, or put Sts in pairs and then get some feedback.

## 5 PRONUNCIATION linking

### Pronunciation notes

The main aim of this section is to help Sts to understand fast speech, where many words and phrases are linked. The first three rules for linking should be revision for Sts at this level, but the rules in **b** (dropping a final *d* or *t*), and **c** (adding an extra consonant sound) will probably be new. Remind Sts of the weak pronunciation of *and* /ən/, which they focused on in **binomials** in 4A.

You may want to point out to Sts that some regional variations link a word ending in *-ng* with a following word beginning with a vowel, e.g. *going on*, by adding an extra /g/ sound, e.g. /'gəʊŋŋəʊn/.

**a**  **7.14** Focus on the task and 1–3, making sure Sts understand all the lexis.

Play the audio for Sts to listen to the first phrase and ask why the marked words are linked.

Repeat the same process for phrases 2 and 3.

**EXTRA SUPPORT** Play the audio once the whole way through, then give Sts time, in pairs, to discuss why the marked words are linked.

- 1 Because *hypochondriac* ends and *control* begins with the same consonant sound.
- 2 Because *difference* ends in a consonant sound and *in* begins with a vowel sound (also *in* and *expectations*).
- 3 Because *forward* ends in /d/ and *to* begins with /t/ and the two sounds are very similar.

### 7.14

See phrases in Student's Book on p.73

b **7.15** Focus on the task and phrases 1 and 2.

Play the audio for Sts to listen to the first phrase and check the answer.

Repeat the same process for the second phrase.

1 final /t/ in *must* 2 final /d/ in *and*

**7.15**

See phrases in Student's Book on p.73

c **7.16** Focus on the task and the three groups of words and phrases.

Play the audio for Sts to listen, and then decide which consonant sound has been added. Play the audio again if necessary.

Check answers.

1 A 2 C 3 B

**7.16**

See words and phrases in Student's Book on p.73

Now give Sts time to practise saying the linked phrases.

d **7.17** Focus on the task and then play the audio, pausing after each sentence to give Sts time to write.

Get Sts to compare with a partner, and then play again if necessary.

Check answers.

**EXTRA SUPPORT** Elicit the sentences onto the board.

**7.17**

- 1 Holidays together are never a good idea.
- 2 The only time you enjoy the kids is when they're in bed.
- 3 Next week I'm having my first yoga class.
- 4 This book is so interesting that I can't put it down.
- 5 We stayed in a lovely bed and breakfast near the beach.

Now give Sts time to practise saying the sentences, linking the words where appropriate.

**EXTRA SUPPORT** Play each sentence again and then elicit which words are linked and write the links on the board. Then put Sts in pairs to practise saying the sentences.

Get a few Sts to say the sentences.

**EXTRA CHALLENGE** Get Sts to decide which examples in a–c each link illustrates. Check answers.

- 1 together are...never a = c3, good idea = a2
- 2 The only = c1, you enjoy = c2, kids is = a2, they're in = c3
- 3 Next week = b1, week I'm = a2, first yoga = b1
- 4 so interesting = c2, that I = a2, can't put = b1, put it = a2, it down = a3
- 5 stayed in a = a2, bed and breakfast = a2, b2

## 6 GRAMMAR special uses of tenses

a **7.18** Focus on the task and then play the audio once the whole way through for Sts to read and listen at the same time. Tell Sts to concentrate on the intonation in the conversations.

Ask the question to the whole class, or put Sts in pairs and get them to tell their partner which situation they would find the most annoying, and then get feedback.

**7.18**

See conversations in Student's Book on p.73

b Focus on the task and give Sts time to read the conversations again, focusing on the highlighted verbs. Then get them to discuss the questions with a partner. Check answers.

- 1 present continuous, in Conversation 2
- 2 past continuous, in Conversation 1
- 3 past simple, in Conversation 3

c Tell Sts to go to **Grammar Bank 7B** on p.129.

### Grammar notes

#### Present tenses

Before going through the **Grammar Bank** rules, you could elicit what Sts already know about the use of present tenses with a future meaning.

We can use present tenses with a future meaning. We use:

- a the present continuous to describe fixed personal arrangements, e.g. *I'm going to Madrid on Tuesday.*
- b the present simple to describe more official timetabled events, e.g. *Tomorrow's class starts at 9.30.*
- c the present simple and the present perfect after time conjunctions (the present perfect emphasizes the completion of the event), e.g. *We'll have lunch as soon as it's ready. / We'll have lunch as soon as I've finished this last bit of work.*
- d the present simple after *hope*, especially referring to someone else, e.g. *I hope your team wins.*

#### Past tenses

4 Examples of other verbs used in this way: *I was meaning to tell / ask you..., I just wanted to say..., We felt you might need...*

#### Reported speech

1 Other common phrases where the tense of the verbs does not change: *It says here..., The law states..., Everyone tells me...*

Focus on the example sentences for **present tenses** and go through the rules with the class.

Repeat for **past tenses**, and **reported speech**.

Now tell Sts to go to p.138 and get them to do the exercises individually or in pairs. If they do them individually, get them to compare with a partner.

Check answers after each exercise, getting Sts to read the full sentences.

- a**
- a** = we are ready; **b** = it's already late
  - a** = more polite; **b** = more direct
  - a** = Ian mentioned the information during a conversation, among other things; **b** = a direct report of what Ian said
  - a** = much more formal; **b** = standard usage
  - a** = straightforward past simple narrative; **b** = dramatic effect for telling a joke
  - a** = reported immediately after it's been said; **b** = reported later
  - a** = historic present for immediacy; **b** = standard past simple narrative
- b**
- A** I'm fed up with Kevin. He never tidies his room, and he treats the house as if it **were / was** a hotel.  
**B** It sounds as his parents never **taught** him to do any housework.
  - A** I **wonder / was wondering** if you could possibly help me?  
**B** Certainly. What **are you looking / were you looking** for?
  - It's a brilliant plot. This quite wealthy woman **falls** in love with a man 20 years younger than her and her children all **think** he's a gold-digger.
  - A** I **am thinking / was thinking** of going out for a walk tomorrow. Do you fancy coming along?  
**B** That sounds good. Where **do you have / did you have** in mind?
  - A** I **gather** that the party has been postponed.  
**B** Yes, I decided I'd rather we **didn't run** the risk of having problems with the weather.

Tell Sts to go back to the main lesson **7B**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

## 7 THE CONVERSATION

- a** Focus on the photo and tell Sts they are going to watch these three people discuss a question. Focus on the task and play the video, pausing after the title screen to give Sts time to read the question.

Then play the rest of the video once the whole way through.

Check answers.

1 D 2 A 5 J

### Is family always more important than friends?

- Alice** I think, for the majority of people, that is the case, but I also think we can't deny the fact that families come in all shapes and sizes. We're not just that, kind of, parents, children format anymore, because, you can't deny that, maybe, children have not had, like, the best upbringing, and they feel like they've, they've had to, you know, separate from their parents, or vice versa because of external things. Um so, they form these attachments with their friends that become like a family to them and become incredibly important.
- James** Yeah.
- Alice** There are people that I know now, who, they are, um, what's the word? They've broken off from their parents because of things that have happened to them, um, but they have formed these attachments to their friends that are thicker than blood, almost.

**James** Yeah. That's really interesting, um, it's an unusual perspective, but I agree with you. Um, I think there's also, for me, at least, there's a kind of stage of life thing, as well, around this. So, when I was younger, when I was in my teens and my twenties my friends were really, really central to what I was doing and how I was feeling and took up all my, um, thinking. And as I've got older, and had, you know, kids and a family, that's kind of taken centre stage. And while I still, you know, love my friends, they just don't occupy as central a part of my life as they used to. Um, but obviously different people will have different, um, experiences of that as well.

**Debbie** Yeah, I totally agree with you. When I was younger, my friends were really important, once my children came along, that was my main focus. Everything that I had was invested in them, so therefore my family unit became the most important thing. Now I'm older, things have changed in my life. Recently having gone through a marriage break-up, I have now discovered that as much as my family have been there for me, and my two sons have been my rocks, and they really have been amazing, my friends are the ones that have got me through everything, because they are of the same age as me, the same generation. So, they understand what's going on with me, they understand why I'm feeling the way I'm feeling, and so, I feel more comfortable with them and I'm able to respond to any advice that they might give me. Um, so as much as I love my family, right now in my life my friends are more important to me.

- b** Focus on the task and give Sts time to read the questions.

Play the video again the whole way through, pausing if necessary to give Sts time to write.

Check answers.

1 J 2 D 3 A 4 A 5 D 6 J

**EXTRA SUPPORT** If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- c** Do the question as a whole-class activity, or put Sts in pairs and then get some feedback.

**EXTRA SUPPORT** You could demonstrate the activity by answering the question yourself.

- d** This exercise focuses on some of the idioms that the speakers use. Focus on the extracts and give Sts time to read them.

Play the video, pausing after the first extract and replaying it as necessary. Repeat for the other six extracts.

Check answers.

1 sizes 2 stage 3 came 4 invested 5 been 6 rocks  
7 through

1

**Alice** I think, for the majority of people, that is the case, but I also think we can't deny the fact that families come in all shapes and sizes.

2

**James** And as I've got older, and had, you know, kids and a family, that's kind of taken centre stage.

3

**Debbie** When I was younger, my friends were really important, once my children came along, that was my main focus.

4

**Debbie** Everything that I had was invested in them, so therefore my family unit became the most important thing.

5

**Debbie** I have now discovered that as much as my family have been there for me,...

6

**Debbie** ...my two sons have been my rocks, and they really have been amazing, ...

7

**Debbie** ...my friends are the ones that have got me through everything, because they are of the same age as me, the same generation.

---

**e** Put Sts in small groups, of three if possible. Focus on the questions and then give Sts time to discuss them.

Monitor and help.

Get feedback from various groups. You could also tell the class what you think.

For instructions on how to use these pages, see *p.28*.

### More materials

#### For teachers

##### Teacher's Resource Centre

Quick Test 7

File 7 Test

#### For students

Workbook Can you remember...? 1–7

Online Practice Check your progress

## USE OF ENGLISH

**a**

- 2 would
- 3 locked
- 4 solitary
- 5 were
- 6 on
- 7 sentence
- 8 convicted
- 9 had
- 10 committed
- 11 spent
- 12 being

**b**

- 2 were under surveillance
- 3 needs to be done to combat
- 4 supposed to be told
- 5 should be deprived of
- 6 high time the police investigated

## READING

- 1 E
  - 2 G
  - 3 C
  - 4 A
  - 5 F
  - 6 D
- unused paragraph – B

- G** expressing conditionality  
**V** eating and drinking  
**P** vowel sounds and spelling

## Lesson plan

The main topic of the lesson is food memories and habits.

The first half of the lesson begins with Sts reading an article by successful cookery writer Nigel Slater about his food memories. This leads into a lexical focus on eating and drinking, covering more sophisticated words (*devour, swallow*), phrasal verbs (*pick at, wolf down*), and idioms (*my cup of tea, spill the beans*) and this is consolidated in Pronunciation, where Sts focus on vowel sounds and spelling in words related to food, eating, and drinking, specifically short vowel sounds before double consonants. In Speaking, Sts talk in small groups about their own food memories.

The second half starts with Sts listening to a BBC World Service programme about two couples with very different attitudes to food who talk about the effect it has had on their lives and relationships. This leads to Sts discussing attitudes to food in their family, the role of men and women in the kitchen in their country, and how different generations have different attitudes to food and cooking. The grammar focus is on expressing conditionality, e.g. tenses in real and unreal conditionals, alternatives to *if* in conditionals, and expressions with *if*. The lesson ends with Sts writing a formal email.

### More materials

#### For teachers

#### Photocopiables

*Grammar* expressing conditionality p.151

*Communicative* Rules of food p.179 (instructions p.158)

*Vocabulary* Eating and drinking p.198 (instructions p.186)

#### For students

Workbook 8A

Online Practice 8A

### OPTIONAL LEAD-IN THE QUOTE

Write the quote at the top of p.76 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.

You could tell Sts that Heston Blumenthal is a British celebrity chef. He is the owner of several Michelin-starred restaurants in England, including The Fat Duck, which is very famous.

Ask Sts if they agree with the quote.

## 1 READING

understanding implicit as well as explicit attitudes, emotions, and opinions

- a** Put Sts in pairs and get them to look at the photos and say what food or dish they can see.

Elicit some ideas from the class, but don't tell them if they are correct.

- b** Now tell Sts to read the article to check their answers to **a** and to note what each food or dish reminds Nigel Slater of. Point out the **Glossary**.

Check answers. Find out if any Sts had guessed all the food / dishes correctly in **a**. You may need to explain that a *treacle tart* is a traditional English dessert (a tart with a sweet filling made from breadcrumbs and syrup, a thick sweet liquid made with sugar), *gammon* is cured pork similar to bacon, and that a *kipper* is a smoked herring.

- A** Chocolate ice cream with a little wooden spoon; reminds him of the cinema  
**B** Beetroot in vinegar; reminds him of a house in Wolverhampton in summer  
**C** Pickled herrings with dill and white vinegar, reminds him of a trip to St Ives  
**D** A juicy mango, reminds him of a woman he met in Sri Lanka  
**E** A mouthful of boiled potato, reminds him of his school history teacher  
**F** Treacle tart reminds him of a mysterious uncle  
**G** Gammon and parsley sauce, reminds him of an argument with his stepmother  
**H** Grilled kippers, remind him of a bed and breakfast in Edinburgh  
**I** Eggs mayonnaise, reminds him of being sacked from a job in a hotel  
**J** Cucumber soup, reminds him of one of the happiest days of his life

- c** Focus on the task and make sure Sts know what *infer* means (= to reach an opinion or decide that sth is true on the basis of information that is available).

Now give Sts time to read the article again and answer the questions.

Check answers.

- 1** His mother must either have died or divorced his father as he mentions his stepmother. He may not have got on well with his stepmother as he mentions a row. He probably grew up in Wolverhampton; he must have brothers or sisters because he mentions a niece, and also an uncle in his extended family.  
**2** St Ives – probably for a family holiday because he mentions his niece; Sri Lanka – probably for a holiday as he mentions a hotel, but possibly for work; Edinburgh – not clear why he was there but maybe for a short trip as he mentions a 'bed and breakfast'.  
**3** He must have worked in a hotel and been sacked, possibly because of making a mistake related to eggs mayonnaise.

## LANGUAGE IN CONTEXT

- d** Give Sts time to find the words in the article that match definitions 1–4.

Check answers. Elicit or model the pronunciation of any tricky words. You may want to explain / demonstrate the difference between the three nouns in 1 (see answers below).

- 1 sniff, aroma, whiff 2 taste buds 3 nostrils 4 dribble

*sniff* (n) = the act of breathing in air through the nose in order to discover or enjoy the smell of sth

*aroma* (n) = a pleasant smell that is easy to notice

*whiff* (n) = a smell, especially one that you only smell for a short time

You could also point out that *whiff* (v) = to smell bad.

Deal with any vocabulary that you think might be challenging for your Sts in terms of either meaning or pronunciation.

- e Do this as a whole-class activity, or put Sts in pairs and then get some feedback. You could also tell the class your answers.

## 2 VOCABULARY eating and drinking

- a Focus on the task and make sure Sts know the meaning of verbs 1–3.

Put Sts in pairs to share their answers.

Elicit some feedback from various pairs.

- 1 C, G, H (you chew sth to make it easier to swallow)  
2 J (you slurp sth liquid)  
3 A (you lick sth with your tongue, e.g. ice-cream or a spoon)

- b Tell Sts to go to **Vocabulary Bank Eating and drinking** on p.158.

### Vocabulary notes

As with some of the other Vocabulary Banks, e.g. ways of moving, some of these verbs or expressions have quite similar meanings, e.g. *wolf down* and *devour*. The collocates in **1**, as well as the definitions, and the contexts in **2** should help Sts to understand and assimilate them, but they may also want to check with a bilingual dictionary.

### 2 Phrasal verbs

Highlight that *eat up*, *polish off*, *put away*, and *wolf down* are separable. The others are not.

Focus on **1 Verbs** and get Sts to do **a** individually or in pairs.

- 🔊 **8.1** Now focus on **b**. Play the audio for Sts to listen and check.

Check answers.

### 🔊 8.1

#### Eating and drinking

##### 1 Verbs

- 1 swallow  
2 chew  
3 devour  
4 scoff  
5 guzzle  
6 slurp  
7 lick  
8 munch  
9 suck  
10 sip  
11 nibble

Highlight any words your Sts may have problems pronouncing correctly.

Focus on **Activation** and get Sts to cover the verbs, look at definitions 1–11, and say the verbs. Then put Sts in pairs and get them to look at each verb and think of food and drinks they sometimes eat or drink in that way.

Elicit some feedback.

Focus on **2 Phrasal verbs** and get Sts to do **a** and **b** individually or in pairs.

- 🔊 **8.2** Now focus on **c**. Play the audio for Sts to listen and check.

Check answers.

### 🔊 8.2

#### 2 Phrasal verbs

- 1 D – *dig in* means start to eat  
2 H – *eat up* means eat all of something  
3 C – *pick at* means take small amounts or bites because you're not hungry  
4 A – *polish off* means finish the last items of food or drink  
5 E – *put away* means consume large quantities of something  
6 G – *toy with* means play with something and move it round carelessly  
7 B – *tuck into* means eat food with enthusiasm  
8 F – *wolf down* means eat in a hurry by putting a lot of food in your mouth at once

Focus on **Activation** and get Sts to cover **a**, look at **b**, and say the phrasal verbs.

**EXTRA SUPPORT** Write the highlighted phrasal verbs in random order on the board for Sts to refer to if necessary.

Focus on **3 Idioms** and get Sts to do **a** individually or in pairs.

- 🔊 **8.3** Now focus on **b**. Play the audio for Sts to listen and check.

Check answers.

2 G 3 D 4 F 5 C 6 H 7 A 8 E 9 K 10 J 11 I

### 🔊 8.3

#### 3 Idioms

##### 1 B

I was convinced the exam was going to be really hard, but to my surprise, it was a piece of cake.

##### 2 G

The government say they're going to give everyone free broadband, but we all know it's just pie in the sky.

##### 3 D

Come on, tell me what you know. There's something going on, isn't there? Spill the beans.

##### 4 F

Jon isn't known for his honesty. I'd take everything he says with a pinch of salt.

##### 5 C

She wants to work part-time and get a pay rise as well. But it's not possible to have your cake and eat it.

##### 6 H

I'm sorry, but I don't think I can meet up this week. I've got a lot on my plate at the moment.

##### 7 A

I've never read any Tolkien. Fantasy fiction isn't really my cup of tea.

##### 8 E

Nothing impresses the boss more than people getting to work really early, so make sure you do, too, if you know which side your bread is buttered.

##### 9 K

He said he never wanted the job, but I think that's just sour grapes because he didn't get it.

10 J

Our trip to New York was absolutely perfect, and being upgraded to business class on the way back was the icing on the cake.

11 I

I'm afraid the latest figures aren't very good. To put it in a nutshell, we're bankrupt.

Focus on **Activation** and get Sts to cover A–K, look at sentences 1–11, and try to remember A–K.

Tell Sts to go back to the main lesson **8A**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Vocabulary** photocopiable activity at this point.

**3 PRONUNCIATION** vowel sounds and spelling

**Pronunciation notes**

The normal short consonant rules apply when the vowel occurs in a stressed syllable before a double consonant, e.g. *gammon*. This rule explains why the final consonant is doubled in certain regular past tenses and comparatives and superlatives, i.e. to maintain the short vowel sound, e.g. *rotted* /'rɒtɪd/, *bigger* /'bɪgə/, *the hottest* /'hɒtɪst/. Otherwise, the vowel sound would tend to be long because of the vowel + consonant + e rule, e.g. *roted* would be pronounced /'rəʊtɪd/, *biger* would be pronounced /'bɪgə/ and *hotest* would be pronounced /'həʊtɪst/.

NB If the syllable before a double consonant is unstressed, the vowel is often /ə/, e.g. *balloon*.

u before a double consonant can, apart from /ʌ/, also be the short /ʊ/ sound, e.g. *pudding*. In some regions of the UK, words which have the /ʌ/ sound in standard English, e.g. *butter*, are pronounced /ʊ/.

a before double ll is usually /æ/ as in *Sally*, *shallow*, but is normally /ɔ:/ in one syllable words, e.g. *ball*, *wall*, *hall*, etc.

The /w/ consonant sound often affects the pronunciation of the following vowel, e.g. *wor-* usually = /wɜ:/, as in *word*, *work*, etc. (rather than /ɔ:/), and *war-* usually = /wɔ:/, as in *war*, *warn*, *warden*, etc. (not /wɔ:/).

When a /w/ sound is followed by the letter a + double consonant, the vowel sound is usually /ɒ/. Other examples include *waffle*, *wallow*, *warrant*, *warrior*, *watt*.

The only common exception is *waggle* /'wægl/.

a Focus on the task and put Sts in pairs to complete it.

b **8.4** Play the audio for Sts to listen and check.

Check answers to the two questions in a.

1 a = /æ/ 2 e = /e/ 3 i = /ɪ/ 4 o = /ɒ/ 5 u = /ʌ/  
The vowels are all followed by double consonants.

**8.4**

See words in Student's Book on p.77

Now ask Sts what the pronunciation rule is.

The rule is that when a vowel is followed by a double consonant, the vowel sound is always short.

**EXTRA SUPPORT** Play the audio again and then get Sts to practise saying the words aloud.

c Do this as a whole-class activity, eliciting both spellings onto the board.

sipped, hotter

We double the consonant in order to maintain the short vowel sound. If we didn't do this, we would more naturally pronounce the words with a long vowel sound because of the vowel + consonant + e rule.

**EXTRA SUPPORT** Give Sts some examples comparing single and double consonants to highlight the difference, e.g. *noted* and *knotted*, *hoped* and *stopped*, etc. (see **Pronunciation** notes).

d Give Sts time to say the words in the list and decide what they think the sound is.

e **8.5** Play the audio for Sts to listen and check.

Check answers. Make sure Sts know the meaning of all the words.

a = /ɒ/ (when it comes after a /w/ sound and before a double consonant)

**8.5**

See words in Student's Book on p.77

Now give Sts time to practise saying the words.

**EXTRA SUPPORT** Play the audio, pausing after each word for Sts to listen and repeat.

f **8.6** Focus on the task and then play the audio, pausing after each word to give Sts time to write it. Encourage Sts to try to write the words from the pronunciation, even if they don't know what they mean.

**8.6**

- 1 appetizer
- 2 cinnamon
- 3 fennel
- 4 fritter
- 5 jelly
- 6 kale
- 7 lime
- 8 lollipop
- 9 muffin
- 10 mutton
- 11 prune
- 12 saffron
- 13 sage
- 14 sole
- 15 swede
- 16 waffle

g Get Sts to compare with a partner, and then elicit the words on the board. Note that *appetiser* is an accepted spelling variant of *appetizer*.

See script 8.6

Give Sts time to check the meaning of the words in a dictionary.

Now give Sts time to practise saying the words.

## 4 SPEAKING

- a Focus on the task and food memories. Make sure Sts know the meaning of all the lexis, e.g. *comfort food*.  
Give Sts time to choose four or five that they would like to talk about.
- b Focus on the task and examples.  
Put Sts in small groups and give them time to discuss their food memories.  
Get some feedback from various groups. Find out if any Sts had similar memories or had chosen the same food for different reasons.

**EXTRA CHALLENGE** Tell Sts to try to use one new word or phrase from the **Vocabulary Bank** each time they talk about a memory. Their partner must try to spot the word or phrase while they listen.

## 5 LISTENING & SPEAKING

understanding authentic broadcast material with a variety of accents

- a **8.7** Focus on the task and photos. Give Sts time to read the paragraph about *The Food Chain*.  
Tell Sts to read sentence stems 1 and 2. Then remind them that Rebecca and Saj are British, and Sheryl and Dharmesh are from the USA.  
Play the audio, pausing after the first extract for Sts to listen and complete the summary.  
Repeat for the second extract.  
Get Sts to compare with a partner, and then check answers.

- 1 Sheryl likes plain, basic food, but Dharmesh prefers hot and spicy food.
- 2 Rebecca is a vegan, but Saj's favourite meal is chicken teriyaki.

### **8.7**

(Script in Student's Book on p.114)

I = interviewer, S = Sheryl, D = Dharmesh, R = Rebecca, Sa = Saj

#### 1 Dharmesh and Sheryl

- I But soon after the couple got married in 1992, they began to realize their food differences were too big to be fixed by a spoon. Dharmesh was training to be a dentist whilst Sheryl stayed at home, so she did all the cooking.
- S My simple, you know, chicken and potatoes, basic foods and – that was interesting, because he would put masala and anything hot and spicy on top of it that he could find. I felt a little bit insulted, like, you know, you can understand cultural differences in your head, but in your heart it's, it's hard to accept. I felt, like, 'Wow, he doesn't like my cooking!'
- I And, Dharmesh, what were you thinking at the time? Were you enjoying this food that Sheryl was making? Be honest.
- D Er, it was very bland, honestly.

#### 2 Rebecca and Saj

- R When I see anyone eat meat, but in particular Saj, it's a thing that's quite hard to describe to people who aren't vegan. It's not just nauseating and kind of a little bit gross, it's also something, kind of, profoundly hurtful, so it's even worse watching someone that you love doing that and I think that's where the tolerance has to come from.
- Sa My favourite meaty meal is a chicken teriyaki. Like, that's the thing that I really hanker for. So, if I'm finishing work, I walk past this Japanese restaurant and they've got just this most amazing chicken teriyaki.
- I Do you tell Rebecca about it when you get home?
- Sa Um, no I – I usually don't. Just depends on how brave I'm feeling.

- b **8.8** Tell Sts that they will later hear all the words in the list in the interview with Sheryl and Dharmesh. First, they need to complete 1–7 in the **Glossary**. Tell them to guess if they don't know.  
Put Sts in pairs and get them to complete the task.  
Play the audio for Sts to listen and check.  
Check answers.

### **8.8**

- 1 Tennessee
- 2 Gujarat
- 3 biriyani
- 4 masala
- 5 roti
- 6 fettuccine alfredo
- 7 pot roast

- c **8.9** Tell Sts they are now going to listen to the interview. Get them to read the two questions they need to answer. Play the audio once the whole way through. Check answers.

- 1 Sts could argue for either: Sheryl has had to adapt more than Dharmesh because she tolerates him adding spice to her food, and accepts that his mother still cooks for him and brings him food. However, Dharmesh still has to eat whatever Sheryl cooks. She hasn't changed her cooking style / recipes and always gets to eat whatever she wants. If she cooked Indian food, then Dharmesh's mother wouldn't have to bring food over, and he wouldn't have the conflict about whose food to eat first.
- 2 They have resolved their differences because they both seem happy about the way they eat now. Sometimes they eat different things, or she makes a dish and they both add different seasonings. His mother brings food less often.

### **8.9**

(Script in Student's Book on p.114)

A = announcer, P = presenter, I = interviewer, S = Sheryl, D = Dharmesh

- A *The Food Chain* is a BBC World Service podcast series which focuses on the business, science, and cultural significance of food in our lives. This episode, *Love you, hate your food*, focuses on two couples with very different tastes in food, and the effect it has had on their lives and relationships.
- P Meals were a battlefield for Sheryl and Dharmesh. She grew up on southern American food in Tennessee, but he preferred the typical Indian cooking in his family. Rebecca and Saj are a London couple dealing with a major split over food – she's a vegan; he eats meat. Both couples talk to Emily Thomas.
- I Sheryl and Dharmesh Pabu are in their late forties and live in Atlanta, Georgia in the US. His family is originally from Gujarat in western India. She was raised in Tennessee.
- S I'm a very Southern girl, so the kinds of things that I loved to eat were fried chicken, pot roasts with potatoes, you know, seasoned with salt and pepper, nothing spicy. I ate a lot of hamburgers and hotdogs, sort of the all-American type of food.
- D We were raised vegetarian, so lots of rice and vegetables and carbs and lots of spices.
- I And Sheryl, when did you first realize that you had such different attitudes to food?
- S It was when his mother first had me over for dinner to their house and fixed a vegetable biriyani with this yogurt motald sauce that goes on it. There was no meat and it was very spicy. And then another shocker was that they ate it with their hands. They tore off pieces of the roti bread and scooped it up with their hands and I kind of freaked out. So, he got up and went to the kitchen and got me a spoon.
- I But soon after the couple got married in 1992, they began to realize their food differences were too big to be fixed by a spoon. Dharmesh was training to be a dentist whilst Sheryl stayed at home, so she did all the cooking.

- S My simple, you know, chicken and potatoes, basic foods, and – that was interesting, because he would put masala and anything hot and spicy on top of it that he could find. I felt a little bit insulted, like, you know, you can understand cultural differences in your head, but in your heart it's, it's hard to accept. I felt, like, 'Wow, he doesn't like my cooking!'
- I And, Dharmesh, what were you thinking at the time? Were you enjoying this food that Sheryl was making? Be honest.
- D Er, it was very bland, honestly.
- I But Dharmesh's mum lived nearby and she'd regularly turn up at the house with meals.
- D She brought food any time she could, and sometimes it was a bit of a tug of war with Mom and Sheryl because they'd both have food in front of me and watch which one I'm gonna eat first, so...
- I I mean, that must have been quite difficult for you because you wouldn't want to offend either.
- D Yes, so I overate a lot.
- I Dharmesh, thinking back to those early years of marriage with your mum bringing all this food around, what do you think was going on for her? Why do you think she felt she needed to come over and feed you?
- D I think that's just the way Mom shows her love. She cooks endless amounts of food for everybody.
- I Do you think that your conflicts over food were about the food itself, or was it about what the food represented?
- S Oh, definitely about what the food represented, 100 per cent, because over the years I have grown to love Indian food, but it definitely was a symbol of, you know, the relationship that I had maybe with his mother and, sort of, Indian culture as a whole, because I wasn't really accepted for so many years. When we would get together with family – you know, extended family – for dinners, the women would be in the kitchen cooking and the men would be sitting, you know, in front of the TV. And I didn't want to be in the kitchen in that role because I didn't want anyone to pressure me to fix a certain type of food, because I am a meat and potatoes kind of girl, and that's OK, too. When we eat together now, he'll eat something different, I'll eat something different. Or I'll make a dish – like, we had fettuccine alfredo last night, and I had mine with some Parmesan cheese and he had his with some masala, and I just say 'Whatever'.
- D I think we have more of a blended menu now, just happy to be in a kitchen together, cooking together and having family time.
- I And does your mum, Dharmesh, still bring you food?
- D Yes, absolutely.
- I How often does she bring you food?
- D She'd bring it daily, if I allowed it, but we set some boundaries and, you know... maybe a few times a week.

d Tell Sts they are going to listen again and give them time to read 1–4 and all the options. Make sure Sts can understand all the lexis, e.g. *tug of war*, *stemmed from*, etc. Play the audio again.

Get Sts to compare with a partner, and then check answers. You might want to highlight some of Sheryl's US English expressions, for example, the way she uses *fix* for *cook / make* (*I didn't want anyone to pressure me to fix a certain type of food*).

1 a 2 c 3 d 4 c

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on p.114, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- e **8.10** Tell Sts they are now going to listen to Rebecca and Saj, and they need to answer the same questions 1 and 2 in c for this couple. Elicit or explain what *chicken teriyaki* and *scampi* are. Refer Sts to the photos in f if necessary.

Play the audio once the whole way through.

Check answers.

- 1 Sts will probably say Saj because he has to eat vegan food at home, and only has meat when he eats out, but they could argue that Rebecca has to accept that Saj does occasionally eat non-vegan food even though this upsets her.
- 2 No, not entirely. They think love is more important than food, but if she had been a vegan from the beginning, they probably wouldn't have got together.

**8.10**

(Script in Student's Book on p.114)

- I Saj and Rebecca are both doctors and they've been together for nine years. She's a vegan, he's not.
- R When I see anyone eat meat, but in particular Saj, it's a thing that's quite hard to describe to people who aren't vegan. It's not just nauseating and kind of a little bit gross, it's also something, kind of, profoundly hurtful, so it's even worse watching someone that you love doing that and I think that's where the tolerance has to come from.
- Sa My favourite meaty meal is a chicken teriyaki. Like, that's the thing that I really hanker for. So, if I'm finishing work, I walk past this Japanese restaurant and they've got just this most amazing chicken teriyaki.
- I Do you tell Rebecca about it when you get home?
- Sa Um, no I – I usually don't. Just depends on how brave I'm feeling.
- I I went to meet Saj and Rebecca at their flat in south-east London. Occasionally Saj smuggles in some milk chocolate desserts, but other than that, this is a meat- and dairy-free zone.
- R Tonight is, well, it's Friday, so it's fish and chip night. So we're having a vegan version with some vegan scampi.
- I And can I see this fake scampi that you're going to cook? So, rehydrated textured soy and wheat protein. Saj, when you look at this, does your heart fill with joy? Would you prefer real scampi bites?
- Sa Yeah, I really like scampi, but my heart doesn't go, 'Oh god, give me the real stuff!' I'll just be like, right, let's try it, bring it on.
- I Come on, would you not prefer some sausages?
- Sa Um, ooh, yeah, if they're going. But if I'm eating with Beck I always think that... it's, like, one of my rules that we should eat together and we should always have the same meal.
- I At first, Rebecca would eat a little bit of fish and chicken when she was with Saj, even occasionally cooking him sausages. But she never felt entirely comfortable with it and eventually stopped eating meat altogether. Then, two and a half years ago, she became vegan, motivated by her strong feelings about animal welfare and the environment. She says over time it's become increasingly hard to watch Saj eat meat.
- R I know that he eats meat, but because he doesn't do it very often in front of me I don't have to deal with it, so I can kind of just pretend it's not happening.
- I Some people listening might be thinking 'How can you actually be in a relationship with someone when you find a part of their life morally repugnant?'
- R I think because we've been together so long, and Saj is the most important person in my life and he's made huge efforts to not eat a lot of meat and dairy and he is, kind of, shifting more towards my way of thinking, it makes it a little bit more tolerable.
- I When did you last see Saj eat meat?
- R The weekend before last.
- I And where were you?

- R Er, we went to visit my parents. And it's like the worst situation that he could have done it in as well, cos I've been telling my mum, who's also vegan, 'Oh, Saj is great, he's eating hardly any meat these days.' And then we went out for Chinese and he ordered pork dumplings and I just didn't make eye contact with my mum.
- I And, Rebecca, when you watched Saj eat the pork, how did that feel?
- R I guess it's a mix of annoyance, cos I really wish he didn't eat it, and sadness, cos I thought that you weren't eating pork much anymore and I, like, love pigs.
- I Now, apparently, they didn't row about it on the way home. For these two, it's love before lamb chops, tenderness before teriyaki. But, if Rebecca had been a vegan when they first met, would this relationship have ever got off the ground?
- R I think my militance would get on your nerves and your meat eating would be intolerable for me.

- f Focus on the task and give Sts some time to see if they can remember why any of the items were mentioned. Play the audio again. Get Sts to compare with a partner, and then play the audio again if necessary. Check answers.

- 1 It's Saj's favourite meal and he sometimes has it on the way home from work, but doesn't always tell Rebecca.
- 2 Saj sometimes brings them into the house, but otherwise, the house is meat- and dairy-free.
- 3 They are having it because it's Friday, and they either always have fish and chips on a Friday, or it's because Friday is a day when some people traditionally have fish.
- 4 Saj would prefer sausages, but accepts that he can't because he wants to eat with Rebecca and have the same meal.
- 5 Rebecca used to eat this at the beginning of their relationship, but she was never comfortable with it and became vegan.
- 6 Saj has made huge efforts not to eat a lot of meat and dairy.
- 7 They went out to a Chinese restaurant with Rebecca's parents (her mum is also vegan) and Saj ordered pork dumplings; she felt annoyed and sad because she had thought he wasn't eating pork much anymore, and she loves pigs.

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on p.114, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- g Put Sts in pairs to discuss the questions. You could do the first question as a whole-class activity and get Sts to vote with a show of hands to see who they think the most difficult person to live with is. They could then tell their partner why they chose that person. Monitor and help if necessary. Get some feedback from various pairs.

## 6 GRAMMAR expressing conditionality

- a Focus on the task and get Sts to do it individually or in pairs. Check answers.

- 1 a, b, and d    2 a and c

- b Tell Sts to go to **Grammar Bank 8A** on p.130.

## Grammar notes

Conditional sentences are often described as zero, first, second, and third. Here, they are divided simply into real or unreal; however, you may want to use the 0, 1, 2, 3 terminology to refer to them if you think this will be helpful for your Sts.

### Real conditional sentences

1 These are commonly referred to as **zero conditionals**. You may want to highlight the range of other possible tenses, e.g. a past tense with a present tense such as *If that **was** Lucy, she's **put** on weight.*

2 These are commonly referred to as **first conditionals**. Remind Sts that in the main clause, as well as imperative forms, we can also use any request, suggestion, or offer, e.g. *Shall I shut the computer down if you're not planning to use it?*

### Unreal conditional sentences

Unreal past tenses, as used in the *if*-clause of unreal conditionals, are sometimes called **past subjunctives**. In formal style, it is considered more correct to use *were* instead of *was* after *I / he / she / it* in the *if*-clause.

- 1 These are commonly referred to as **second conditionals**.
- 2 We don't use this form with state verbs, e.g. NOT *if I ~~were~~ to know...*
- 3 These are commonly referred to as **third conditionals**.
- 5 These are commonly referred to as **mixed conditionals**.

### Alternatives to *if* in conditional sentences

- 2 Some traditional grammars see *otherwise* as an adverb; however, it seems to be used a lot as a conjunction, linked by a comma.
- 3 Remind Sts that *in case of* is different from *in case + present tense*, which describes what should be done to prepare for a possible future event, e.g. *Take a bank card in case you run out of money.*
- 5 *as long as* is more common in speaking.

### Expressions with *if*

Remind Sts of the functional uses of *if*-clauses, e.g.:  
*If I were you, I wouldn't worry about it.* (advice)  
*Would you mind if I answered the phone?* (permission)

Focus on the example sentences for **real conditional sentences** and go through the rules with the class.

Repeat for **unreal conditional sentences**, **alternatives to *if* in conditional sentences**, and **expressions with *if***.

Now tell Sts to go to p.139 and get them to do the exercises individually or in pairs. If they do them individually, get them to compare with a partner.

Check answers after each exercise, getting Sts to read the full sentences.

a

- 1 We could have seen / would have been able to see the mountain if it hadn't been pouring with rain.
- 2 We're allowed to light a fire provided (that) we put it out before we leave.
- 3 If you wouldn't mind waiting here for a moment, we'll deal with your request as soon as possible.
- 4 If she hadn't booked in advance, she wouldn't have been able to get into the exhibition.
- 5 Had you told me you weren't well, we could have postponed the walk.
- 6 Were there to be a storm, the sailing will be cancelled.
- 7 If I hadn't gone to bed so late last night, I wouldn't be feeling so tired.
- 8 If only Michel could be with us today!
- 9 If we were bought ice creams, I always scoffed / would always scoff mine in seconds.

b

- 1 I wouldn't go back, even **if** she begged me.
- 2 Hopefully the instructions are clear, but if **in** doubt, please ask.
- 3 You'd better lock your bike, **otherwise** / **or** it might get stolen.
- 4 Is everybody ready? If **so**, let's set off.
- 5 **Should** the flight be cancelled, you will be entitled to a full refund.
- 6 If it weren't **for** my student loans, I would be a millionaire by now.
- 7 **But** for your advice, I may well have made the wrong decision.
- 8 In the unlikely **event** of a fire, passengers should proceed to the nearest emergency exit.
- 9 We're expecting ten people on the tour, always **assuming** that everyone turns up.
- 10 **Had** I known it was your birthday, I'd have got you a present.
- 11 If **only** I'd listened to my mother's advice!

Tell Sts to go back to the main lesson **8A**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

- c Put Sts in pairs and get them to discuss 1–8.  
Monitor and help if necessary.  
Get some feedback from various pairs.

## 7 WRITING a formal email

In this lesson, the focus is on writing a formal email. The model text is a written enquiry to a catering company. The writing skills focus is using formal language and using discourse markers.

Tell Sts to go to **Writing A formal email** on p.104.

### ANALYSING A MODEL TEXT

- a Focus on the text type (a formal email). Remind Sts of the importance of being able to write a formal letter or email in English, and elicit some different contexts in which they may need to write one, e.g. if they have had a problem with an airline or a hotel, while travelling, etc.  
Focus on the **Key success factors** and go through them with the class.

Now focus on the task, and give Sts time to discuss the questions in pairs.

**EXTRA SUPPORT** Do the questions as a whole-class activity.

Get some feedback from various pairs.

- b Focus on the task and give Sts time to read the information and answer the questions.

Get them to compare with a partner, and then check answers. Make sure Sts know the meaning of *catering* (= the work of providing food and drinks for meetings or social events). Elicit or model its pronunciation /'kætərɪŋ/.

- 1 A = an advert from a catering company  
B = a series of emails between family members  
C = some notes about an event Kim is planning
- 2 Probably because it sounds friendly, and seems flexible about the services that it offers.
- 3 Food allergies and preferences, venue, date and time, number of guests, types of food and drink, cost, etc.

Deal with any vocabulary that you think might be challenging for your Sts in terms of either meaning or pronunciation.

- c Focus on the task and give Sts time to read the email and underline the information Kim has included from the texts in **b**.

Get Sts to compare with a partner, and then check answers.

Sts should have underlined:

- 1 a 50th wedding anniversary party on Saturday June 21st; Summertown Church Hall on Ainsdale Rd from 12.00 noon until 6.00 p.m.; between 35 and 50 guests, including some young children
- 2 offer a hot and cold buffet that would include some vegan and vegetarian options; one guest with a nut allergy and another who is gluten-free; without broccoli or mushrooms; soft drinks in addition to red and white wine, with tea and coffee served after lunch and later in the afternoon
- 3 provide a cake; glasses and china plates and cups rather than paper or plastic
- 4 if you would be able to cater for this function, and if so, what the cost would be; details of the menu

- d Focus on the task and example.

Give Sts time to find the other four instances of irrelevant or inappropriate sentences.

Check answers.

Sts should have crossed out:

- 1 We have arranged for a pianist to play their favourite tunes, and of course there will be speeches and tributes to my grandparents.
- 2 I apologise in advance for making so many demands.
- 3 I am sure that all guests would appreciate this.
- 4 My parents have kindly offered to pay for the party as an anniversary present.

- e Tell Sts to match paragraphs 1–4 in the email to the topics listed.

Check answers.

- 2 Food requirements
- 4 Request for responses
- 3 Additional questions
- 1 General enquiry and background information

- f Focus on the task and give Sts time to find the formal synonyms for the words and phrases in the list.

Get Sts to compare with a partner, and then check answers.

ask = enquire  
at the moment = at present  
expecting = anticipating  
party = occasion, function  
plates, cups, and glasses = tableware  
told = advised

- g** Focus on the **Discourse markers: introducing topics** box and go through it with the class. Now tell Sts to find three more phrases in the email to complete the gaps.  
Check answers.

In terms of (food), As for (drinks), With regard to (the tableware)

## USEFUL LANGUAGE

- h** Focus on the two sections, **Polite requests** and **Enquiries**. Tell Sts that some, but not all, of the sentences are in the model email.  
Sts could complete the gaps individually or in pairs.  
Check answers. Remind Sts of the word order in indirect questions such as 5, 10, and 11.

1 grateful, could 2 Would / Might 3 able 4 appreciate  
5 wonder, possibly 6 consider 7 ideally, preferably  
8 details 9 helpful 10 know whether 11 what  
12 glad, following

## PLANNING WHAT TO WRITE

- a** Focus on the task and give Sts time to read all the information.  
**b** In pairs, Sts underline information in the report (**A**) that Mike Grenville, Amelia's future tutor, would need to know.

lack of progress, making basic errors in spelling and punctuation, finds it difficult to construct a coherent argument in her essays, easily distracted, lack motivation, well behind the standard anticipated

- c** Give Sts time to plan their email to Mike Grenville.  
Finally, go through the **Tips** with Sts. You may also need to remind them that we never start a formal email with *My name is. ...*, but to open the email with *Dear Sir or Madam* and close with *Yours faithfully* if they do not know the name of the person they are writing to; use *Dear Mr / Mrs / Ms* and *Yours sincerely* if they know their name.

## WRITING

Go through the instructions and set the writing for homework.

- G** adjective order  
**V** ways of seeing  
**P** stress and intonation

## Lesson plan

The topic of the lesson is museums and art galleries, exploring perspectives on art, and art and artefacts from the British Museum in London.

The first half of the lesson begins with Sts reading a newspaper article about how most people look at art and a few different ways of looking at a piece of artwork. This leads into a lexical focus on verbs used to describe ways of seeing, e.g. *gaze, peer, stare*, etc. and this is consolidated in a speaking activity, where Sts try to use as many different verbs for seeing as possible while talking about various incidents they have been in, such as spotting a celebrity.

The second half starts with Sts listening to an audio guide about six artefacts that were in a very popular BBC radio series and book, *A History of the World in 100 Objects* by Neil MacGregor, the then director of the British Museum in London. This is followed by the grammar focus on adjective order. In Pronunciation, the focus is on using stress and intonation to keep a listener interested, and then in pairs, Sts choose a modern man-made object which they think has shaped the world we live in now and prepare a short presentation. This leads to a writing task in which Sts write a short text to describe their object, and the lesson ends with a documentary about the Pitt Rivers museum in Oxford and its extraordinary collection of artefacts.

### More materials

#### For teachers

##### Photocopiables

*Grammar* adjective order p.152

*Communicative* The Pitt Rivers Museum p.180  
 (instructions p.158)

#### For students

Workbook 8B

Online Practice 8B

### OPTIONAL LEAD-IN – THE QUOTE

Write the quote at the top of p.80 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.

Elicit from Sts (or tell them) that Claude Monet (1840–1926) was a French impressionist painter. Sts might be familiar with some of his famous works, e.g. his paintings of water lilies.

Ask Sts if they agree with the quote.

## 1 READING identifying finer points of detail including attitudes and opinions

- a** Focus on the photo and the quote by James Pawelski. Give Sts time to read the quote and elicit the meaning of *the spine of a book* (= the narrow part of the book cover that faces outwards when the book is on a shelf). Then ask the question to the class. Elicit some ideas and then tell Sts the answer. You could ask them whether they think this corresponds to their own behaviour in a museum or gallery.

The average visitor only spends 15 seconds in front of a work of art.

- b** Focus on the article and give Sts time to read it once. Tell them not to worry about the gaps. Then ask the questions to the class and elicit whether any of them already do any of these things. You could tell Sts your answers, too. If you think your Sts never go to museums or art galleries, ask them if any of these ideas might make them more interested in the idea of looking at art in other contexts, e.g. on the walls of public buildings, offices, people's homes, etc.
- c** Focus on the task and the extracts in A–F. Tell Sts to first read the extracts carefully, and then re-read the article and complete each gap with an extract. Remind them that there is one that they don't need. Check answers.

1 C 2 D 3 F 4 A 5 E

Deal with any vocabulary that you think might be challenging for your Sts in terms of either meaning or pronunciation.

- d** Do this as a whole-class activity, or put Sts in pairs and then get some feedback.

## 2 VOCABULARY & SPEAKING ways of seeing

### Vocabulary notes

All the verbs in the list in **b** are regular verbs and are followed by *at* before an object except for *glimpse*, *observe*, and *spot*, which don't need a preposition.

The difference between *glimpse* and *glance* is particularly subtle and is to do with intention. If you *glimpse* something, it is unintentional, and means that the object appears briefly in front of your eyes, e.g. *When I was walking in the park, I glimpsed a heron in the lake.* When you *glance at* something, it is intentional; you quickly focus your eyes on the object as you look at something quickly and then look away, e.g. you might *glance at* your watch when you are talking to a boring person. *Glimpse* is often used as a noun in the expression *catch a glimpse of something*.

- a Focus on the task and get Sts to cover the article in 1 whilst they try to complete the missing words.  
Check answers.

1 half 2 look 3 notice 4 wide 5 squint 6 peering

Now put Sts in pairs and get them to demonstrate the actions. One of the Sts in the pair could hold up the Student's Book, pretending it is the work of art his / her partner needs to look at.

Finally, get a student to demonstrate the actions in front of the class.

- b Focus on the verbs in the list which are used for different ways of seeing.

Tell Sts to think about both the context of the sentence and the definitions in brackets in 1–10 to decide which verb to use from the list. Then they should complete the sentence with the verb in the correct form. Get them to work individually and then compare with a partner.

- c 8.11 Play the audio for Sts to listen and check.

Check answers. Elicit or model the pronunciation of any tricky words.

1 glared 2 glimpsed 3 peeking 4 staring 5 glanced  
6 peered 7 gazed 8 gawping 9 observing 10 spotted

8.11

- I glared at the driver who stole my parking space, but she just ignored me.
- We waited for ages, but we only glimpsed the princess as the cars drove past.
- When I found Tom's diary, I couldn't resist peeking inside.
- Those guys over there have been staring at us for ages – do you know them?
- Steph glanced quickly at her notes before starting her presentation.
- I peered through the window, but I couldn't see anything in the darkness.
- The lovers gazed into each other's eyes, and time stood still.
- Everyone stood around gawping at the statue of a naked man.
- After observing the participants for ten days, psychologists noticed several changes in their behaviour.
- I couldn't see her at first, but then I spotted her in the crowd by the fountain.

Now give Sts time to answer the question.

Get Sts to compare with a partner, and then check answers. This would be the moment to point out that *catch a glimpse of* is more common than *glimpse*.

1 peek 2 glimpse 3 glances 4 stare

- d 8.12 Focus on the task and on the situations in A–E. Sts should write the number of the speaker in the box.

Play the audio once the whole way through.

Check answers.

A 3 B 5 C 4 D 1 E 2

8.12

- ... the house where we are now, I drive east into the sun in the morning to get to work and west into the sun in the evening to get home. So, today, like every sunny day now, I have to half-close my eyes to drive, I'm squinting all the way there for 40 minutes, and the same on the way home...
- ...so as soon as I realized it actually was him, I immediately turned away, and then I glanced at him again just to make completely

sure, and took another peek to see who he was with. I think it was his wife and maybe his agent or something. I texted my brother who's a real fan, and he wanted me to go up and say hello, but I wouldn't have dreamed of doing that...

- ...I mean, you would think nowadays everybody knows how rude it is to talk loudly on your phone on public transport. So, I stared hard at him to see if he'd get the message, but he didn't. Then, a few minutes later, he caught my eye and I just glared, and though he didn't hang up, at least he started speaking a bit more quietly...
- ...and after crawling along in the traffic for a bit, we noticed that there was a car on fire by the side of the road, and, would you believe it, instead of just driving past, everyone was slowing down and gawping at the fire engine and the ambulance and everything...
- ...so I was pretty late anyway, but she wasn't there when I got there, so I looked around and I caught a glimpse of her red coat. She was walking away down the road, so I ran after her, shouting 'Gill! Gill!' and got right up behind her and she turned around, and it wasn't her! She just gave me a blank stare. So embarrassing.

- e Focus on the task and explain that Sts should write the verbs and phrases after situations A–E in d.

Play the audio again, pausing after each speaker to give Sts time to write the verbs and phrases.

Check answers.

- A stared, caught my eye, glared  
B caught a glimpse, gave me a blank stare  
C noticed, gawping  
D half-close my eyes, squinting  
E glanced, took another peek

- f **Verb challenge:** Give Sts time to think of similar situations to the ones in d that they have been in. Tell them that one of the aims is to try and use as many of the verbs as possible that they have just studied.

Put Sts in pairs to tell each other their incidents.

While Sts exchange stories, monitor and support, helping Sts with vocabulary and correcting any wrong use of the verbs.

Get some Sts to tell their stories to the class.

### 3 LISTENING taking detailed notes

- a Focus on the task and make sure Sts know what an *artefact* is (= an object that is made by a person, especially sth of historical or cultural interest). Elicit or model its pronunciation /'ɑ:tɪfækt/.

Give Sts time to look at the artefacts and answer the questions in pairs.

Elicit some ideas from the class, but don't tell them if they are correct at this stage.

- b 8.13 Tell Sts that they are going to listen to an audio guide about the six artefacts. They will need to complete the gaps in 1–6, and then check their answers to a.

Get Sts to read 1–6, making sure they understand all the lexis, e.g. *reindeer, tusk, turquoise*, etc.

Play the audio, pausing if necessary after each object has been described to give Sts time to complete their answers.

Check answers to a and b, making sure Sts understand all the lexis.

**EXTRA CHALLENGE** Get Sts, in pairs, to see if they can guess what any of the missing words are before they listen.

a

1 Europe 2 Africa 3 Europe 4 Asia 5 Africa

6 Latin America

2 a) The oldest is 3. b) The most recent is 4.

b

1 *Dürer's Rhinoceros* is a woodblock print made in the year 1515.

2 *Head of Augustus* is a 2,000-year-old sculpture made of bronze, which shows the emperor at the age of about 30.

3 *Swimming Reindeer* is a sculpture made about 13,000 years ago. It's made from an ivory mammoth tusk.

4 *The Great Wave* is a traditional Japanese print. It was made in about 1830.

5 *Akan Drum* is a musical instrument made in West Africa in the 18th century. It is made of wood and deerskin.

6 *Double-headed Serpent* is a mosaic made of 2,000 tiny pieces of turquoise which may represent the god Quetzalcoatl. It was probably made in the late 15th century.

## 8.13

(Script in Student's Book on p.115)

### 1 *Dürer's Rhinoceros*

Albrecht Dürer was the most famous artist and master printmaker of his day. This wood-block print shows a massive beast, side on, looking to the right. In 1514, the Portuguese governor of India, Afonso de Albuquerque, began to trade with the sultan of Gujarat in India. The sultan gave Albuquerque a live rhinoceros, which he sent to Lisbon as a special present for the king. The rhino arrived in Lisbon after a sea journey of 120 days, and crowds flocked in amazement to see it. The exoticism of the animal caught people's imagination and the story spread across Europe, reaching Germany in 1515, when Dürer drew his rhino. But, if you compare this image with a real rhino, something isn't quite right. The legs have scales and large toes, the skin is patterned, and there is a second horn on the neck that Dürer must have imagined, because he never actually saw a live rhino – he based his drawing on someone else's sketch. Dürer's mass-produced rhino print was both affordable and hugely popular, and around 4,000–5,000 copies of this image were printed during his lifetime.

### 2 *Head of Augustus*

Caesar Augustus, the first Roman emperor, was perhaps the greatest politician the world has ever seen. This bronze head, about 2,000 years old, comes from a year or two after he became emperor. The eyes, which, very unusually, had not become detached from the statue, are dramatic and piercing, and the head radiates charisma and raw power. It shows him in his thirties, but he kept using it on coins and statues until he died aged 76, with no suggestion of any ageing process at all. The head is an example of how Augustus used his own likeness to assert his personal power all over the world. However, it also tells a story of the threats the Roman Empire had to deal with. Found in modern-day north Africa, the head was once part of a complete statue, probably made in Egypt. It stood on Rome's southern border, between Egypt and Sudan. Six years after he became Emperor, an invading army from Sudan captured the statue and buried the head beneath the steps of a victory temple, as an insult to Augustus. If you look closely, you can see tiny grains of sand from the African desert still embedded in the surface of the bronze.

### 3 *Swimming Reindeer*

*Swimming Reindeer* is one of the oldest works of art in the British Museum and was probably made around 13,000 years ago, during the last Ice Age. This sculpture is evidence of a huge change in the way in which the human brain was working. At that time, reindeer were roaming in great herds across Europe, supplying humans with food, clothing, and raw materials for tools and weapons. The sculpture, which is about eight inches long, is carved from an ivory mammoth tusk. Two reindeer swim, one behind the other, the smaller, female reindeer in front and, behind her, the larger male. It can only have been made by somebody who had spent a long time watching reindeer swimming across rivers. *Swimming Reindeer* is evidence that these were now modern humans with modern human

minds; they still lived by hunting and gathering, but they had begun to interpret the world through art.

### 4 *Hokusai's The Great Wave*

In the early 19th century, Japan had been isolated from the world for almost 200 years. 'The Great Wave' was painted in about 1830. It is a traditional Japanese print, showing a deep blue wave filling the left side of the picture and towering above three tiny fishing boats, with the snow-capped peak of Mount Fuji in the distance. However, it is also evidence of a fusion of Japanese and European influences. The rich blue colour is not a Japanese blue. It is Prussian blue, a strong German dye imported into Japan. Hokusai must also have studied European prints, imported by the Dutch, since he has borrowed the conventions of European perspective to push Mount Fuji far into the distance. In 1853, the USA demanded that Japan begin to trade with the rest of the world. Japanese prints began to be exported in large numbers to Europe, where they were quickly admired and imitated by Van Gogh, Whistler, and many others. Hokusai, who had been so influenced by European style and materials, now influenced European artists in return. From this point, Japan became less isolated and began to transform itself into a great economic power.

### 5 *Akan Drum*

This drum was made in the early 18th century. It is made of wood and deerskin, and the wooden sides have been carved with a simple decoration of striped bands. It was found in Virginia in the USA in around 1730, and in the 18th century it was labelled by the British Museum as an American Indian drum. However, in 1906, a curator in the museum realized that it couldn't be any such thing – it looked to him much more like a drum from West Africa. Seventy-odd years later, his theory was confirmed through scientific examination. This showed that the wood is from a tree which grows in West Africa; this is where it must have been made, and it can only have been brought from Africa to America on a slave-trading voyage, when slaves brought not only their music, but occasionally also instruments with them. The drum is now recognized as the earliest known surviving African-American object, and symbolizes the importance of music in African-America, both now and at the time of the slave trade.

### 6 *Double-headed Serpent*

The Aztec Empire was a rich and powerful state that dominated Central America in the 15th century. This double-headed serpent was probably made around this time. It is a mosaic, made of about 2,000 tiny pieces of turquoise set on a curved wooden frame. The snake's body curls up and down in a 'W' shape, with a snarling head at each end. The noses, mouths, and teeth are made from brilliant red and white shells. The serpent's body seems also to be covered in feathers, and this combination of snake and bird may represent the god Quetzalcoatl. When the Spanish invaded, led by Hernán Cortés, it is said that the Aztec emperor Montezuma II thought that Cortés was a reincarnation of this god, so, instead of fighting, he presented Cortés with the serpent. The materials from which the serpent is made were very valuable, and were probably taken as taxes from peoples whom the Aztecs had conquered. The serpent thus represents the Aztecs at the height of their power and wealth, but also the beginning of their downfall. It is significant because virtually all the accounts of the Aztec Empire were written by the Spaniards who overthrew it, and so the survival of authentic Aztec objects documents the true history of this defeated people.

- c Focus on the task and give Sts time to read all the questions in 1–6 and check that they understand them. Play the audio again, pausing after each object has been described to give Sts time to answer the questions.

Get Sts to compare with a partner, and then play again if necessary.

Check answers.

**EXTRA CHALLENGE** Put Sts in pairs to see if they remember any of the answers from the first listen.

- 1 Because India and Portugal had begun to trade, and it was a special present for the king.  
It was transported by sea over 120 days, and people were amazed by this exotic animal. Dürer never saw it because the details of his print aren't correct, e.g. the legs have scales and large toes, the skin is patterned, and there's a second horn.  
Because the print was mass-produced and around 4,000–5,000 copies were made during his lifetime.
- 2 It was used on coins and statues throughout his life, symbolizing his personal power all over the world.  
They captured it and buried the head under the steps of a temple, to insult Augustus. Tiny grains of African sand in the bronze are evidence.
- 3 Because there were many reindeer all over Europe, used for food, clothing, and to make tools and weapons.  
Because although they still lived by hunting and gathering, they had begun to create art.
- 4 It was very isolated from the rest of the world.  
The rich blue colour is Prussian Blue, which was a German dye; putting Mount Fuji in the distance shows the influence of the use of perspective in European art.  
In 1853, Japanese art, and in particular, Hokusai, began to have an influence on European artists.
- 5 The drum was originally labelled as an American Indian drum.  
A museum curator's theory that the drum was from West Africa was proven by scientific examination – it is made of African wood. It is thought that the drum was brought from Africa to America on a slave-trading voyage.  
The drum is important because it is the earliest known surviving African-American object; it symbolizes the importance of music in African-American culture.
- 6 Montezuma thought he was a reincarnation of the god (Quetzalcoatl). He didn't fight Cortés, but gave him the serpent as a present.  
The expensive materials of the serpent show the height of Aztec power and wealth, but also the beginning of their downfall because the serpent was given to their conqueror. It's significant because it's a rare authentic Aztec object, whereas most of the history of the empire was written by Spaniards.

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on p.115, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- d** Focus on the task and remind Sts that Neil MacGregor used to be the director of the British Museum. Put Sts in pairs or small groups to discuss possible answers.  
Elicit ideas, but don't tell them if they are correct or not.
- e** Tell Sts to go to **Communication The 100th item** on p.86.  
Give Sts time to read about the 100th item and decide what they think of Neil MacGregor's choice.  
Find out if any Sts guessed correctly or thought of a similar object. Then get some feedback on the object.  
Tell Sts to go back to the main lesson **8B**.

## 4 GRAMMAR adjective order

- a** Give Sts time in pairs to put the adjectives in the correct order for objects 1–3.

Check answers.

- 1 a black Mayan stone mask
- 2 a tiny 15th-century Incan gold llama
- 3 a beautiful Asian jade cup

- b** Tell Sts to go to **Grammar Bank 8B** on p.131.

### Grammar notes

Introductory note **b**: Note that in English we use adjectives (not adverbs) with verbs of the senses, e.g. *It tastes wonderful* NOT ~~*It tastes wonderfully*~~.

- 1 *ill* is normally only predicative, but, although it is not common, it is occasionally used as an attributive adjective, e.g. *Stress levels can spike when caring for an ill child*.
- 3 *available* can also come before the noun in certain collocations / formulaic use, e.g. *The only available seats were...*

Focus on the example sentences and go through the rules with the class.

Now tell Sts to go to p.139 and get them to do the exercises individually or in pairs. If they do them individually, get them to compare with a partner.

Check answers after each exercise, getting Sts to read the full sentences.

- a**
- 1 Did you do anything **interesting last** weekend?
  - 2 The police spoke to everyone **concerned**, including the people **present** at the scene of the crime.
  - 3 They are determined to find and arrest the person **responsible**.
  - 4 In the **present** circumstances, I'm afraid there is no one else **available**.
  - 5 My **elder** brother is only 12 months **older** than me.
  - 6 The computer has an ultra-thin screen that is 25cm **wide** but only 4 mm **thick**.
  - 7 The **little** boy said he was feeling **sick**.
- b**
- 1 I saw an exhibition of **historic black and white** photographs at the museum.
  - 2 In the middle of the room was a **large, deep red woollen** rug.
  - 3 The police have warned that the man is **armed and highly dangerous**.
  - 4 I was given a **beautiful brand new silver racing** bike for my birthday.
  - 5 The dress was embroidered with **tiny pale yellow silk** flowers.
  - 6 Constable was an **influential nineteenth-century English landscape** painter.
  - 7 The ammunition was stored in a **medium-sized round metal** container.
  - 8 She decorated the card with **dramatic heart-shaped bright pink** patterns.

Tell Sts to go back to the main lesson **8B**.

**EXTRA SUPPORT** If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

## 5 PRONUNCIATION stress and intonation

### Pronunciation notes

Here Sts build on the work they did on reading aloud in File 3.

- a Focus on the **Keeping the listener interested** box and go through it with the class.  
Now focus on the task and make sure Sts understand that all the commas are missing. Get Sts to read the six extracts and insert slashes where they think they should pause, and underline the words to which they would give extra stress.

**EXTRA SUPPORT** Do the first one as a whole-class activity.

- b Put Sts in pairs and get them to compare their sentences by reading them to each other.  
c **8.14** Play the audio for Sts to listen and check.  
Check answers.

- 1 But [ / ], if you compare this image with a real rhino [ / ], something isn't quite right.
- 2 The eyes, [ / ] which, very unusually, had not become detached from the statue [ / ], are dramatic and piercing [ / ], and the head radiates charisma and raw power.
- 3 The sculpture [ / ], which is about eight inches long [ / ], is carved from an ivory mammoth tusk.
- 4 It is a traditional Japanese print [ / ], showing a deep blue wave [ / ] filling the left side of the picture [ / ] and towering above three tiny fishing boats.
- 5 It is made of wood and deerskin [ / ], and the wooden sides have been carved with a simple decoration of striped bands.
- 6 It is a mosaic [ / ], made of about 2,000 tiny pieces of turquoise [ / ] set on a curved wooden frame.

### **8.14**

See sentences in Student's Book on p.83

Then ask Sts what they notice about the intonation before the pauses.

There is always a rise before each pause until the sentence finishes when the intonation falls.

- d Play the audio again, pausing after each sentence for Sts to listen and repeat, copying the stress and intonation.  
Give Sts time, individually or in pairs, to practise reading the sentences aloud.

## 6 SPEAKING & WRITING

- a Focus on the task and put Sts in pairs.  
Give Sts time to think of their object and prepare their presentation. If Sts have access to the internet, tell them to use their phones to check any information they are unsure of and to find a picture of their object. If not, encourage them to use vague language (*around, approximately, etc.*) for any facts they aren't sure of.  
Monitor and help if necessary.  
b When Sts are ready, get them to give their presentations to the class.

**EXTRA SUPPORT** With a large class, you could put two or three pairs together and get them to give their presentations to each other. They could also rehearse it before doing it for the class, practising the stress and intonation.

- c Focus on the task and either get Sts to do the writing in class or for homework.

## 7 VIDEO LISTENING

- a Tell Sts they are going to watch a documentary about a well-known museum. Focus on the question and check understanding of *looking to the future* (= taking future changes into account and making the museum more modern and suitable for use at the present time). Play the video once the whole way through and put Sts into pairs to discuss the question.  
Check answers.

They've improved their facilities (e.g. installed 170 m of new displays, added 1,500 new exhibits, digitized 10,000 photographs, improved lighting and made it more energy-efficient). They are working with people from other cultures whose objects are in their collection.

**Narrator** The Pitt Rivers Museum in Oxford was founded in 1884, by Augustus Pitt-Rivers, a British army officer, ethnologist, and archaeologist.  
The displays were installed by its first curator, Henry Balfour, and catalogued by the anthropologist Beatrice Blackwood.  
And today this eccentric and quirky space is like a trip back in time.  
It's crammed with around 55,000 objects on display, ranging from prehistoric hand axes and a witch in a bottle, to a mask with movable eyes and a leaf-shaped dagger. And behind the scenes, the museum looks after another 550,000 items, cataloguing, conserving, and studying the many different historic items it houses.  
The Pitt Rivers has often been described as a 'museum of a museum', feeling at once old and new, traditional and contemporary.  
The mix of styles is extremely popular, with visitor numbers climbing to over 500,000 in the last few years.  
A sensitive modernization programme has included the installation of 170 metres of new displays – that's almost the length of two Big Bens – the addition of 1,500 new exhibits, and the digitization of 10,000 photographs. They've even lit up the whole space with tons of energy-efficient LEDs, transforming many of their displays. All of this shows that the Pitt Rivers is looking to the future, but to do so, it also needs to face up to its past.  
Like most 19th-century European museums, the Pitt Rivers has its roots in colonialism. When it opened in 1884, the British Empire stretched from North America to New Zealand and included large parts of Africa and Asia. Other European countries, such as Belgium, France, and the Netherlands had similar colonies. At the time, it was common for these colonial powers to send people across the world, with the army, to work, for study, or, sometimes, just for fun. As they travelled, some even chronicled their experiences with the emerging technology of film. Looking through the Pitt Rivers' film archive today, you get a sense of what it was like for these European travellers, encountering people and places they knew little or nothing about.  
They had suddenly discovered new and different landscapes and creatures, ...  
...witnessed rituals and religious ceremonies, ...  
...and been fascinated by the clothes of both rich and poor, ...  
...as well as by the local craftsmanship they observed. But you can also see the colonial mindset, where what they saw as foreign and exotic was to be captured, relocated, and displayed for those back home in Europe. They didn't just take photos or film. Before long, items of historical interest were being sent to Europe from all over the world.

Much of the Pitt Rivers' collection was 'acquired' during the heyday of the British Empire and the museum often reflected these imperial values. When object labels were written, for example, they used what is now considered derogatory and shocking language. When challenged on this in the 1980s, the museum just painted the offending words out.

But things are changing. And to make this change, the Pitt Rivers is inviting the world in.

Now, other voices are pushing the museum to reassess its own history. Some of these are from places where objects in the collection originated. For example, a Maasai delegation from Kenya and Tanzania came to the Pitt Rivers in 2017. Working with the museum, they identified some objects that they considered to be problematic acquisitions, for example, a traditional bracelet which was supposedly 'donated' to the museum by a colonial administrator in 1904. According to the Maasai, this bracelet is a form of inheritance which cannot be sold or given, and which should be passed on from generation to generation. The Maasai people believe that bad fortune may have come upon the family from which it was taken. The Maasai Living Cultures Project is an ongoing discussion between the museum and the Maasai in how best to deal with these objects and the issues surrounding them.

The Haida Nation have been involved in similar discussions. Representatives from Haida Gwaii, a group of islands between Canada and Alaska, have been in conversation with both the Pitt Rivers in Oxford and the British Museum in London to improve relationships between the Haida people and the museums holding their treasures. For over a century, Haida artefacts have formed an important part of the Pitt Rivers collection. This includes this Haida war helmet, with its carved and painted octopus, which the Haida believe was worn by prominent chiefs during battle or ceremonial war dances. And, of course, there's the Haida totem pole, which has become a symbol of the museum. It's over 11 metres tall, the largest object in the collection, and shows seated figures and animals such as a bear, a frog, and a raven. These totems serve many purposes, such as commemorating important events or telling the stories of the local people.

All of these items still have huge cultural significance to the local people, something Haida artists Jaalen and Gwaii Edenshaw felt immediately when they first visited the Pitt Rivers in 2009.

**Jaalen** You always feel two ways when you're in a museum like that, cos it's so awesome to be in the presence of all this old Haida things, but at the same time, you, you know, you feel a sadness because all those things were, ah, removed from our village and, and by that removing has lost its purpose in our community.

**Gwaii** I didn't expect it actually, but when I walked into the room with the chief's headdresses, it was a very emotional experience for me and it caught me off guard. You know, those pieces felt like they were lost.

**Narrator** The importance of these items isn't limited to the objects themselves; they tell us a huge amount about the cultures they come from. Take 'The Great Box', for example, part of the Pitt Rivers collection since 1874. We don't know exactly what it was used for, but we do know it is a masterpiece of Haida Nation craftsmanship.

**Narrator** That's why Gwaii and Jaalen decided to create a replica. The brothers spent 28 days at the museum, studying the box and re-learning the skills of their ancestors. Working 12-hour days, they eventually carved a replica and took the new box – and new skills – back home.

This is just one example of the many projects to welcome more voices to the debate. The Pitt Rivers has run workshops, seminars, lectures, and meetings to ensure this difficult history – and the hurt it has caused – is heard and understood.

Of course, this doesn't right those wrongs, but by shining a light on its history, the Pitt Rivers is showing that the past belongs to everyone.

**b** Keep Sts in their pairs. Focus on the task and give Sts time to read 1–12.

Play the video again. Then get Sts to complete the key information from memory. Remind them that they only need to use one word in each sentence.

Check answers.

**EXTRA SUPPORT** Pause the video after each section for Sts to complete the sentences while they listen.

- 1 risen / increased
- 2 Asia
- 3 filmed
- 4 objects / items
- 5 reassess
- 6 Tanzania
- 7 Cultures
- 8 helmet
- 9 symbol
- 10 headdresses
- 11 replica
- 12 right

**EXTRA SUPPORT** You could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**c** Focus on the task and give Sts time to think of their answer. Go over answers as a class.

For instructions on how to use these pages, see p.28.

**More materials****For teachers****Teacher's Resource Centre**

Quick Test 8

File 8 Test

Progress Test Files 5–8

End-of-course Test

**For students**

Online Practice Check your progress

**USE OF ENGLISH****a**

2 D

3 A

4 D

5 A

6 B

7 A

8 C

**b**

2 In the event of a fire

3 Had I known you were paying

4 as / so long as you

5 caught a glimpse

6 magnificent 3,000-year-old Egyptian

**READING**

1 D

2 B

3 D

4 C

5 A

6 A

# Photocopiable activities

## Overview



- There is a **Grammar activity** for each main (A and B) lesson of the Student's Book.
- There is a **Communicative activity** for each main (A and B) lesson of the Student's Book.
- There is a **Vocabulary activity** for each Vocabulary Bank in the Student's Book. There are also some revision activities for **Vocabulary**.

The photocopiable material is also available on the **Teacher's Resource Centre (TRC)** and the **Classroom Presentation Tool (CPT)**, allowing you to display the worksheets on an interactive whiteboard or projector. This will make it easier to set up and demonstrate the activities, and show answers.

## Using extra activities in mixed ability classes

Some teachers have classes with a very wide range of levels, and where some Sts finish Student's Book activities much more quickly than others. You could give these fast finishers a photocopiable activity (Grammar, Vocabulary, or Communicative) while you help the slower Sts. Alternatively, some teachers might want to give faster Sts extra oral practice with a communicative activity while slower Sts consolidate their knowledge with an extra grammar activity.

## Tips for using Grammar activities

- The grammar activities are designed to give Sts extra practice in the main grammar points from each lesson. How you use these activities depends on the needs of your Sts and the time available. They can be used in the lesson if you think all of your class would benefit from the extra practice or you could set them as homework for some or all of your Sts.
- All of the activities start with a writing stage. If you use the activities in class, get Sts to work individually or in pairs. Allow Sts to compare before checking answers. At this level, there will often be various possible answers, so encourage Sts to discuss why they chose the answer that they did.
- If Sts are having trouble with any of the activities, make sure they refer to the relevant Grammar Bank in the Student's Book.
- All of the activities have an **Activation** section. Some of them have a task that gets Sts to cover the sentences and test their memory. If you are using the activities in class, Sts can work in pairs and test their partner. If you set them for homework, encourage Sts to use this stage to test themselves. Alternatively, you could set the main activity

for homework and then get Sts to do the **Activation** at the start of the next class.

- Make sure that Sts keep their worksheets and that they review any difficult areas regularly. Encourage them to go back to activities and cover and test themselves.

## Tips for using Communicative activities

- Before using the worksheets in class, check for any vocabulary that may be either new or difficult for your Sts.
- We have suggested the ideal number of copies for each activity. However, you can often manage with fewer, e.g. one worksheet per pair instead of one per student.
- When Sts are working in pairs, if possible get them to sit face to face. This will encourage them to really talk to each other and also means they can't see each other's worksheet.
- If your class doesn't divide into pairs or groups, take part yourself, get two Sts to share one role, or get one student to monitor, help, and correct.
- If some Sts finish early, they can swap roles and do the activity again, or you could get them to write some of the sentences from the activity.

## Tips for using Vocabulary activities

- These worksheets are intended to recycle and consolidate Sts' understanding of the vocabulary in the Student's Book Vocabulary Banks. As such, we suggest not using them directly after doing these exercises. Instead, get Sts to do them in a subsequent lesson.
- If Sts are having trouble with any of the activities, make sure they refer to the relevant Vocabulary Bank page.
- You could ask Sts to check their answers by referring to the relevant Student's Book Vocabulary Bank.
- All the activities are suitable for use in class. However, you may wish to set some of the tasks for homework.
- Most of the Vocabulary worksheets have an **Activation** task and this can be treated in a similar way to the Grammar ones.
- Make sure that Sts keep their worksheets and that they review any difficult areas regularly. Encourage them to go back to activities and cover and test themselves.

## Customizable worksheets

There are customizable versions of some of the Grammar, Communicative, and Vocabulary activities on the **Teacher's Resource Centre**. These allow you to adapt the material to make it more applicable and/or relevant to your Sts. For instance, you could:

- change some of the names to the names of Sts in your class.
- change place names to ones that are more relevant and/or familiar to your Sts.
- change items of grammar or vocabulary to focus on the needs and interests of your Sts and/or adapt the level of challenge.
- reduce the number of items if you are short of time.

# Grammar activity answers

## 1A modal verbs (1): will, would, should

- a 2 will be 3 should therefore try 4 would seem  
5 would rather 6 should be taking 7 will help  
8 will be driven 9 will become 10 will be  
11 will at the same time have 12 should therefore make  
13 would much sooner be 14 will increase
- b 2 It'll be / That'll be 3 I should think / I should imagine  
4 would 5 Will you 6 'll 7 He won't have  
8 I should have 9 'd much rather / 'd much sooner  
10 I'd have thought / I'd imagine / I would think

## 1B noun phrases

- a 2 generation gap 3 childhood memories 4 exam results, job prospects 5 Customer loyalty and satisfaction  
6 Single-use plastic is / Single-use plastic items, a major threat to the planet (NOT planet threat) 7 The advertising of unhealthy food (NOT unhealthy food advertising), cigarette advertising 8 Time management, problem solving, computer programming, critical thinking, data interpretation, self-direction
- b 2 The study observed the behaviour of siblings towards one another.  
3 His childhood in rural France provided / was the inspiration for the painting.  
4 Becoming a parent changes your perspective on life.  
5 The book's publication caused a sensation. / The publication of the book caused a sensation.  
6 Drinking too much coffee / The drinking of too much coffee can affect your concentration.  
7 The discovery of the fossil revolutionized our thinking about human evolution.  
8 After the implementation of the 1944 Education Act in the UK, there was a rapid expansion of secondary education in many other countries across the world.
- c 2 the development of his or her intelligence 3 first-born children 4 receive more mental stimulation from 5 praise  
6 Telling a child 7 may have a negative effect on them  
8 has received a lot of praise

## 2A modal verbs (2): can / could / be able to, may / might

- a 2 can 3 can 4 could have been 5 can 6 are able to  
7 can 8 cannot 9 may 10 may not 11 might have been  
12 will be able to
- b 1 B can ski, can't snowboard, 've been able to ski, could walk.  
A be able to ski, might / may go / could be going  
2 A Can / Could you just give, not being able to go  
B can / could start, be able to leave  
3 B might / could have told, was able to cancel, couldn't get / wasn't able to get, might / may be able to transfer  
4 A can we pay B can, might be, can sometimes sell out, may / might very well sell out  
5 A can't remember B can't have been, might've been / could've been

## 2B participle clauses

- a 2 talking 3 Having used 4 making 5 having studied  
6 resulting 7 Woken / Having been woken  
8 Having been found 9 Feeling 10 Having been shortlisted  
11 Dazzled, crossing 12 Exhausted, watching
- b 2 Not having my phone or knowing the area very well, I got completely lost.  
3 Given the chance, I'd jump at the opportunity of a weekend in New York.  
4 The accident blocked two lanes of the motorway, resulting in a ten-mile tailback and delays of up to two hours.  
5 Over 107 million passengers travelled through the airport last year, making it the busiest airport in the world for the twentieth year running.  
6 Having missed the bus connection, we had a three hour wait in the blistering sun.  
7 Not having been outside in over a week, I was beginning to go a little stir crazy.  
8 Not (being) known for her singing, she took everyone by surprise when she took to the stage.  
9 Jones made a series of disastrous investments, (thus) rendering him bankrupt.  
10 Not knowing what to say, they just stood there in total silence for a few moments.  
11 Having been elected for a second term, he promised the economy would be his number one priority.  
12 Served with rice, the dish makes for a quick and easy meal that can be prepared in less than 20 minutes.

## 3A determiners: articles and quantifiers

- a 1 -, the, an, -, a, the 2 the, no, -, a, - 3 the, the, the, the, -  
4 Many, many, the, the, A, a 5 The, the, a, the 6 the, Some, -  
7 The, the, a, some, a, the, a, the, -, the, a, the, The, the, the, -, the, the, -
- b 1 A How often do you speak to your parents? B I generally call them every **other** day or so. They never have **much** news, so we just chat for **a few** minutes.  
2 A Teresa seems to spend **all** her time posting stuff online.  
B You're not kidding. She posts her **every** move - what she's having for breakfast, what she's wearing, what's going on at work. I'm surprised she has the time to do **any** work at all!  
3 A My phone's got **no** signal. Has yours? I need to make **a couple of** calls. B No, mine neither. It's always the same here. There's never **any** signal.  
4 A I read in **some** magazine the other day that a growing **number of** older people are taking up running and going to the gym. B Yeah, I do see **a lot** more older people out running that I used to, that's for sure.
- c 1 many 2 any, any, any 3 no 4 a number of 5 all

### 3B word order

- a 2 Never before had I seen 3 Not until it was dark did they leave the house 4 Such was its popularity that 5 Only when he asked Katherine about it did he realize 6 Not only are television cameras barred from court 7 Little did I know that this was 8 Only by playing the violin could he
- b 2 Out through the door he ran, with an agitated and angry mob following behind.
- 3 Long gone are the summer days that lasted forever and went on never seeming to end.
- 4 Perched on the edge of the bench with her head in her hands, was Jenny's neighbour.
- 5 What she dreaded more than anything else was the uncertainty of never knowing what had happened.
- 6 Next to the bed, (there) was a pile of unwashed clothes and an empty bag.
- 7 It was Alex who came up with the idea first, not Oliver.
- 8 Happy though she was to help him, she did think he could at least give it a go himself first.
- 9 Wanting to end the speculation, it was Susan who first brought up the question.
- 10 At the end of the corridor was a room behind a funny little door. My uncle told us that under no circumstances should anyone ever go inside.

### 4A cause and effect

- a 2 This is perhaps why 3 This means that 4 Because of 5 which gives 6 therefore 7 which is why
- b 2 Thanks / Owing / Due 3 account 4 cause, reason 5 result, means 6 light, because 7 thanks / owing / due, because, caused

### 4B aspect: perfect and continuous tenses

- 2 has / have taught 3 am sharing / share / am going to share / will share 4 believe 5 will help / helps 6 retired 7 had worked / had been working 8 ask 9 have always focused 10 is 11 believe 12 has worked / works 13 are forever changing 14 will never change 15 've searched 16 've probably heard 17 have you been getting 18 won't have heard / haven't heard 19 (will) probably tell 20 dream 21 constantly feel 22 're not quite achieving 23 have picked / have been picking 24 have existed 25 work

### 5A prepositions and sentence patterns

- a 1 to, with, of 2 to, in, of, at, of 3 of, of, of, in 4 with, in, for
- b 2 I saved my work frequently, for fear of losing it.
- 3 The minister said that he had every intention of standing for re-election next year.
- 4 The house she lives in is 200 years old.
- 5 I never had / took any interest in politics until a few years ago.
- 6 What's the point in / of having a piano if you don't play it?
- c 2 to, for 3 to, about / by 4 for, of 5 of, about 6 in, in 7 in, on 8 in, for 9 to, for

### 5B advanced structures for comparing and contrasting

- a 2 vastly cheaper, considerably more expensive 3 by far the biggest, anywhere near as big, the next biggest, marginally bigger, slightly bigger, a much greater area, the second largest, half that of 4 nothing like as fancy as, far and away the best, every bit as good as 5 no more difficult, ten times more difficult, the longer, the easier
- b 2 Football is played around the world by about 250 million people. By contrast, only about 5 million people regularly play rugby.

- 3 Some countries have more food than their populations need while many others have severe food shortages.
- 4 There are about 6.5 million land species compared with approximately 2.2 million species which / that live in the seas and oceans.
- 5 As in the UK, cars also drive on the left in Malta, Cyprus and Ireland. / As in the UK, cars in Malta, Cyprus and Ireland also drive on the left. / As in the UK, in Malta, Cyprus and Ireland cars also drive on the left.
- 6 The hurricane season in the Atlantic is from June to November. Similarly, the typhoon season in the Pacific runs from May to October.
- 7 Whereas 54% of Canadians have attended higher education, the figure is around 42% in the UK. / 54% of Canadians have attended higher education, whereas the figure is around 42% in the UK.
- 8 According to a recent study, men and women differ in that while 33% of women (said they) would consider cosmetic surgery, only 10% of men (said they) would consider it.

### 6A position of adverbs

- a 2 I **normally** check my emails **every hour or so**. And my social media, **too**.
- 3 I have **just** come back **from a job interview**. I think it went **pretty well**.
- 4 I grew up **in London in the 1980s**. I've **always** lived **there**.
- 5 I'll **definitely** go **to the conference**, but I'll **probably only** stay **for a few hours**. / but I'll **probably** stay **only for a few hours**.
- 6 I haven't managed to read the report **in detail yet**. I'll try to take a look later this afternoon, **though**.
- 7 Thanks for a **really** great meal and a great evening. I **especially** loved the delicious dessert. / I loved the delicious dessert **especially**. And we must have you round to our place **soon**.
- 8 The exam was **really quite** difficult. / The exam **really** was **quite** difficult. And question 6 was **simply** impossible. I think it's **easily** the hardest exam I've **ever** done.
- 9 All the students **did really well in their mock exams last week**.
- 10 I'm not getting on **so well** with the people who moved **into the next-door apartment last month**.
- b 2 The machine does not isolate man from the great problems of nature, but plunges him **more deeply** into them.
- 3 People **only** use technology to mean digital technology. Technology is **actually** everything we make.
- 4 It is **only** when they go wrong that machines remind you how powerful they are.
- 5 Success in creating AI would be the biggest event in human history. **Unfortunately**, it might **also** be the last, unless we learn how to avoid the risks.
- 6 It may not **always** be profitable to be online, but it is **certainly** going to be unprofitable not to be online.
- c 2 Just Alex and I went for a drink. 3 I don't really understand.
- 4 I don't particularly want to see a horror film, ...
- 5 Only Dmitry works Tuesday to Thursday. 6 Anneke spoke only to him.

#### activation

#### Possible answers:

- 2 Alex and I just went for a drink. We decided not to bother eating.
- 3 I really don't understand. And I don't think I ever will!
- 4 I particularly don't want to see a horror film. So, you guys go and I'll meet you afterwards.
- 5 Dmitry only works Tuesday to Thursday. Lucky him, being able to work part-time.
- 6 Only Anneke spoke to him. He left before anyone else had the chance to speak to him.

## 6B singular and plural agreement

- a 1 is, has, has, have 2 were, was / were, were  
3 is, has been, was 4 has, are, score, is / are, have  
5 was, broadcast / broadcasts, is, is, is / are, is  
6 was / were, was / were
- b 1 keep, use, sleep 2 is, is, is 3 is, affects, is 4 are, live, inhabit, lives 5 is / are, have, have 6 are, has, contains, provide, make, make 7 are, are, is, is, is

## 7A complex passive forms

- a 2 to be punished 3 is generally accepted 4 is thought  
5 is believed 6 is also intended 7 has, however, been argued  
8 is hoped 9 be reformed 10 has largely been shown  
11 were thought 12 to have been rehabilitated  
13 having been released / being released  
14 having been removed / being removed 15 be protected  
16 is incapacitated 17 has also long been justified  
18 is seen 19 is based 20 be punished
- b 1 Journalist Mike Smith said that people around him seemed **to have been / to be being indiscriminately arrested** by the police. He added that **having been separated** from his cameraman in the crowd, he narrowly avoided **being detained** only after showing an officer his press credentials.
- 2 The difference between a crime and a misdemeanor is that a misdemeanor **is considered to be** of low seriousness while a crime **is deemed (to be)** of high seriousness. Examples of misdemeanors may include disorderly conduct, trespass and mild vandalism.
- 3 I got stopped by the police last night. One of my back lights wasn't working. Luckily, they didn't fine me, but I really need to **get it replaced** straight away.
- 4 Mr. Holmes agreed **to be questioned** again as long as his lawyer was allowed to be present, claiming that she **should have been allowed** to be present when he **was first questioned** the day before.
- 5 The longest prison sentence handed down by a court **is thought to be** that received by Chamoy Thipyaso of Thailand, who in 1989 **was given a jail term** of 141,078 years. Thipyaso had been involved in fraud and her victims included the Thai royal family. However, Thipyaso was lucky in one respect because in 1989, **it was decreed** by Thai law that regardless of the sentence (**which was**) **given**, the maximum time anyone could actually be imprisoned for fraud was 20 years. In actuality, Thipyaso **had her sentence reduced** and she was released after serving just eight years.
- 6 A prisoner who escaped from Bullingdon prison at the weekend **is believed to** be hiding somewhere in London. Jimmy Green, who was serving a six-year sentence for robbery, **is thought to have stolen** a car and travelled to London with at least one other person. The public **has been asked not to approach** the man, who **is considered** to be dangerous.

## 7B special uses of tenses

- 1 **A** Sorry to bother you, but I **was** wondering if you had any idea yet when the meeting might be? **B** Still not sure, I'm afraid. But Charles says it **won't** be until next week at the earliest.
- 2 **A** I **gather** there's a leaving do for Olga next week. Is that right? **B** Yeah. In fact, we **were / are** rather **hoping** you wouldn't mind making a short speech, as you've worked with her the longest.
- 3 **A** This phone of mine is getting very slow these days. And the battery only lasts five minutes. I think it's time I **got** a new one. **B** Well, Amy **was saying / says** they've got some good deals on at the moment at that phone shop in the Queen's Centre.
- 4 **A** So, in a nutshell, that's how the global economy works. Clear now? **B** Sorry. But look, explain it to me again, as if I **was / were** a ten-year-old. I might get it then.
- 5 **A** Is it OK if I bring a few colleagues along to the party? Anna said she **thought it would** be OK, but I thought it would be

better to check with you first. **B** To be honest, I'd rather you **didn't / don't**, if you don't mind. The apartment isn't very big. And it's only going to be a small gathering. (*'I'd rather you don't' is generally more direct.*)

- 6 **A** Can anyone tell me how the film starts? **B** Well, in the opening scene of the film, we **see** Blanche arriving at the train station in New Orleans. She **is** well-dressed in a tailored suit and a hat and **seems** intensely nervous, insecure, and confused. A sailor notices her agitation and **offers** to help her.
- 7 **A** Suzy just texted - she says they **are** going to be about half an hour late. **B** Tell her we **will** wait for them.
- 8 **A** I think Jack would rather we went to that new Italian place tonight. But to be honest, I'd rather we **didn't have** Italian food again. **B** How about we **go** to that new Indian restaurant instead?
- 9 **A** I **hear** Dasha and Tyler **are** getting married. **B** I know! Hugh told me. I think he **said it's / was** sometime next spring.
- 10 **A** Come on. Hurry up. It really is time we **were** on our way. **B** You're quite right, we'll be late for the meeting if we **don't** leave now.

## 8A expressing conditionality

- a 2 is not, contains 3 want, eat 4 're having, don't have to  
5 cannot think, has not dined 6 cooks, should you go  
7 're going, bring 8 was going to starve, might as well starve
- b 1 *Provided*, will, as long as 2 Had, 'd have made, make  
3 Assuming, do hit, as long as, should 4 wouldn't have arranged, didn't like 5 've never been, should, even if, can, do go 6 didn't have, did have, turned up, didn't really matter, were, hadn't been for, 'd have probably missed 7 If you could just, wouldn't mind

## 8B adjective order

- a 2 museums are second to none, art galleries and exhibitions galore 3 a lovely old building, early experimental works 4 vast range of global cuisines, traditional hearty British pub food 5 person responsible 6 present students 7 a few tickets left, only ones available / only available ones 8 regular black coffee
- b 1 **A** It looks like an unusual and interesting collection of artists. / It looks like an interesting and unusual collection of artists. **B** I think they've still got some tickets available for the opening reception if you fancy it. / I think they've still got some tickets for the opening reception available if you fancy it.
- 2 **B** In a cool, little beach hut right next to the sea.
- 3 **B** It's that old brown leather jacket on the chair over there. / It's that old brown leather jacket over there on the chair.
- 4 **B** It's fine, but poor Andrew is alone and having to do everything by himself.
- 5 **B** I don't mind, but something nice and tasty! **A** How about I make my special risotto if there's some rice left?
- 6 **B** Yeah, it's just sheer madness to charge that much. **A** Yeah, I agree and the band really aren't anything special.

# 1A GRAMMAR modal verbs (1): will, would, should

a Complete the text with the phrases in the boxes.

should be taking    should therefore try    ~~shouldn't be~~    will help    will be    would rather    would seem

## Motivation in the workplace

It's important to recognize that external rewards <sup>1</sup> shouldn't be the only way to reward employees. Often, it <sup>2</sup> \_\_\_\_\_ intrinsic motivations that engage your workforce the most.

Employers <sup>3</sup> \_\_\_\_\_ to use an employee's intrinsic motivations to create a productive, engaged and positive workforce. It <sup>4</sup> \_\_\_\_\_ that most workers <sup>5</sup> \_\_\_\_\_ feel challenged and recognized as a valued employee than just be left to do a less demanding and more straightforward job.

Here are four intrinsic motivators an employer <sup>6</sup> \_\_\_\_\_ into account that <sup>7</sup> \_\_\_\_\_ employees reach their potential:

should therefore make    will be    will be driven    will become  
will at the same time have    will increase    would much sooner be

- Often, an individual <sup>8</sup> \_\_\_\_\_ by learning and expanding their knowledge. Therefore, offer employees more training opportunities.
- Employees who are faced with positive challenges <sup>9</sup> \_\_\_\_\_ intrinsically motivated to perform to the best of their ability. Therefore, offer employees challenging projects.
- Employees who feel that they have a successful professional future ahead <sup>10</sup> \_\_\_\_\_ more intrinsically motivated and <sup>11</sup> \_\_\_\_\_ a vested interest in the organization. Employers <sup>12</sup> \_\_\_\_\_ employees aware of how they can contribute to and progress within the organization.
- Most employees at all levels <sup>13</sup> \_\_\_\_\_ involved in the decision-making process rather than simply being informed of the decisions made. Therefore, involving employees in decision-making processes reinforces that they are valued members of the team, which in turn <sup>14</sup> \_\_\_\_\_ their intrinsic motivation.

b Rewrite the words and phrases in brackets so the meaning is similar, using the words in **bold**. Sometimes more than one answer is possible.

- A** When are you going to get here?  
**B** I would think / would imagine (= expect) at about 6.30. **would**
- A** There's someone at the door.  
**B** \_\_\_\_\_ (= I suppose it's) Peter at the door. He said he would call round about now. **will**
- A** How long will it take us to get there?  
**B** About four hours \_\_\_\_\_ (= is my guess). **should**
- A** As a child, I \_\_\_\_\_ (= often used to) read nature books for hours on end. **would**  
**B** Me too.
- A** Children! \_\_\_\_\_ (= I am asking you to) be quiet! **will**  
**B** Sorry, Mr Jones!
- A** Do you watch much TV?  
**B** Well, most evenings, I \_\_\_\_\_ (= generally tend to) watch about an hour or so. **will**
- A** Jim says he's hungry.  
**B** It's not surprising. \_\_\_\_\_ (= It's likely he hasn't) eaten since breakfast. **will**
- A** So, what did your boss say?  
**B** He suggested that \_\_\_\_\_ (= it would be a good idea if I had) a holiday. **should**
- A** OK, so we can go by bus or train.  
**B** I \_\_\_\_\_ (= I much prefer to) go by train, if that's OK with you. **would**
- A** Wow! What a wedding! I assume it cost a fortune!  
**B** Yeah, at least £10,000, I \_\_\_\_\_ (= guess). **would**

## ACTIVATION

Complete the sentences so they are true for you. Then work in pairs and discuss your ideas.

Whenever I need some inspiration, I'll...    When I was younger, I'd...  
I'd much sooner... than...    I'd have thought...    I really should've...

## 1B GRAMMAR noun phrases

a Where possible, rewrite the noun phrases in **bold** as compound nouns.

1 There are still many **issues concerning gender** that society needs to address.

*There are still many gender issues that society needs to address.*

2 The **gap between generations** is getting wider all the time.

3 Our **memories from our childhood** become more important as we get older.

4 Getting good **results in your exams** can significantly improve your **prospects for a job**.

5 **The loyalty and satisfaction of customers** need to be a business's top priority.

6 **Plastic items designed for single-use** are a major threat to the planet.

7 **The advertising of unhealthy food** should be banned in the same way as **the advertising of cigarettes** is banned.

8 **The management of time, the solving of problems and programming computers** are today's most important workplace skills. Other key workplace skills needed for the 21st century include **thinking critically, interpreting data, and being able to direct oneself**.

b Rewrite the sentences using a noun or gerund instead of the verb in **bold**, and making any other necessary changes.

1 A number of issues **motivated** her return to politics.

*A number of issues provided the motivation for her return to politics.*

2 The study observed the way siblings **behave** towards one another.

3 His childhood in rural France **inspired** the painting.

4 When you **become** a parent, it changes your perspective on life.

5 When the book **was published**, it caused a sensation.

6 If you **drink** too much coffee, it can affect your concentration.

7 When the fossil **was discovered**, it revolutionized how we **thought** about how humans **evolved**.

8 After the 1944 Education Act **was implemented** in the UK, secondary education **expanded** rapidly in many other countries across the world.

c Replace the phrases in brackets with a phrase that includes a noun phrase or noun form of the verb.

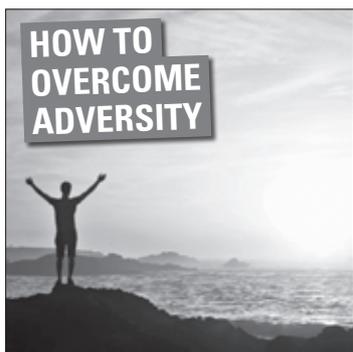
It seems that <sup>1</sup> a child's birth position in the family (the position a child is born in the family) can affect <sup>2</sup> \_\_\_\_\_ (the way his or her intelligence develops). A number of studies have suggested that <sup>3</sup> \_\_\_\_\_ (children who are born first) tend to have higher intelligence. One theory is that first-borns may <sup>4</sup> \_\_\_\_\_ (be more mentally stimulated by) their parents in the form of attention and <sup>5</sup> \_\_\_\_\_ (by being praised). However, the type and amount of praise received by a child can affect how their intelligence develops. <sup>6</sup> \_\_\_\_\_ (If you tell a child) that he or she is intelligent, <sup>7</sup> \_\_\_\_\_ (it may affect them negatively). A child who <sup>8</sup> \_\_\_\_\_ (has been praised a lot) could possibly make less effort in life for fear of not being successful.

### ACTIVATION

Work in pairs and discuss whether or not you agree with the statements in exercise a. Give reasons.

## 2A GRAMMAR modal verbs (2): can / could / be able to, may / might

- a Circle the correct alternative in the magazine article. In some cases, both are possible.



Life sometimes gets on top of us and gets us down, but we <sup>1</sup> **could always / are always able to** pick ourselves back up. We <sup>2</sup> **can / could** do this by focusing on the positives and not being limited by the more negative experiences in our lives. We need to feel that anything is attainable if we are prepared to make the effort. In other words, by having the right mindset and having faith in ourselves, we <sup>3</sup> **have been able to / can** overcome anything that life has in store for us.

It is not what happens to us, but how we respond that is important. We need to appreciate that a difficulty is always an opportunity for us to develop ourselves. And whatever happens and whatever the outcome, always remember that things <sup>4</sup> **can have been / could have been** worse. Research suggests that a positive mindset can also lead to lower stress levels, which in turn <sup>5</sup> **are able to / can** lower blood pressure, which makes for a healthier heart – and as they say, healthy body, healthy mind. Studies also suggest that people with a positive mindset <sup>6</sup> **are able to / could** develop deeper, longer-lasting and more meaningful relationships, both in their professional and personal lives.

And it's important to have faith and self-confidence. We <sup>7</sup> **are able to / can** either live in faith or live in fear; the two <sup>8</sup> **cannot / could not** coexist. And it takes more energy to live with fear than to live with faith. So, learn to overcome the fear of what <sup>9</sup> **can / may** or <sup>10</sup> **cannot / may not** be and the disappointment of what <sup>11</sup> **can have been / might have been**. And when we believe in ourselves, our self-confidence will increase and we <sup>12</sup> **will be able to / could** face any challenge head-on.

- b Complete the conversations with the correct form, positive or negative, of *can*, *could*, *be able to*, *might*, or *may* and the verb in brackets. Sometimes more than one answer is possible.

- 1 A **Can you ski** (you / ski) or snowboard?  
B I \_\_\_\_\_ (ski), but I \_\_\_\_\_ (snowboard). I \_\_\_\_\_ (ski) since I \_\_\_\_\_ (walk).  
What about you?  
A Well, I used to \_\_\_\_\_ (ski) a bit, but I haven't done it for years. We \_\_\_\_\_ (go) next year, actually. Maybe to Austria in January.
- 2 A \_\_\_\_\_ (you / just / give) me a couple of minutes? I need to send an email to Charles to apologize for \_\_\_\_\_ (go) to the conference.  
B Sure, we \_\_\_\_\_ (start) our meeting in fifteen minutes, if you like. I've got a couple of things I need to do. But I have to \_\_\_\_\_ (leave) at four, so no later than fifteen minutes, if that's ok.
- 3 A I hear your trip to Manchester was cancelled.  
B Yeah, and they \_\_\_\_\_ (tell) me before I got to the station! Anyway, luckily, I \_\_\_\_\_ (cancel) the hotel without having to pay. But I \_\_\_\_\_ (get) a refund for the train, unfortunately. Well, I \_\_\_\_\_ (transfer) it to another journey at some point, but I'm not sure.
- 4 A The gig on Friday, \_\_\_\_\_ (we / pay) on the door?  
B Yeah, usually you \_\_\_\_\_, but it \_\_\_\_\_ (be) an idea to get the tickets in advance, just in case. They \_\_\_\_\_ (sometimes / sell out), especially weekend gigs. And this one \_\_\_\_\_ (very well / sell out), actually.
- 5 A When was it Magda and Roland got married? I \_\_\_\_\_ (remember). 2017?  
B It \_\_\_\_\_ (be) 2017. I was living in France then. And they got married before that. It \_\_\_\_\_ (be) 2016 or 15, even.

### ACTIVATION

Choose at least five of the sentence beginnings in the box and complete the sentences so they are true for you. Then work in pairs or small groups and discuss your ideas.

I can't... I couldn't... until... I used to be able... We used to be able... I'm hoping to be able...  
You can generally... It can... at this time of year. I might have... if... I might very well... I may as well...  
I may be..., but... Long may... last!

*I used to be able to run 10 km in 40 minutes.*  
*It can get really cold here at this time of year.*  
*You can generally learn a language quicker if you read it a lot.*

## 2B GRAMMAR participle clauses

a Complete the sentences with a participle form of the verbs in the boxes.

leave make result study talk use

- 1 Any luggage *left* unattended will be removed and destroyed.
- 2 Who's that guy by the window, \_\_\_\_\_ to William?
- 3 \_\_\_\_\_ all three of their substitutions, Real Madrid had to see out the remaining 20 minutes with just ten men.
- 4 Alicia was in the kitchen \_\_\_\_\_ coffee when there was a frantic knocking at the door.
- 5 Never \_\_\_\_\_ grammar, I have no idea about the terminology or the rules.
- 6 There was thick fog, \_\_\_\_\_ in a three-hour delay to the flight.

cross dazzle exhaust feel find shortlist wake watch

- 7 \_\_\_\_\_ by heavy rain beating against the canvas, he crawled out of the tent to start a new day.
- 8 \_\_\_\_\_ guilty on all charges, Jenkins was sentenced to ten years in prison.
- 9 \_\_\_\_\_ a bit left out, she slipped away from the party unnoticed.
- 10 \_\_\_\_\_ for the award on two previous occasions, she was quietly confident it would be third time lucky.
- 11 \_\_\_\_\_ by the early morning sun, she did not see the figure \_\_\_\_\_ the road in front of her.
- 12 \_\_\_\_\_ after a long and hard day's work, he fell asleep while \_\_\_\_\_ TV.

b The following sentences originally all contained a participle clause. Improve the style by rewriting them in their original form, using a participle clause.

- 1 Because she is a pilot, she gets cheap air travel for herself and her immediate family.  
*Being a pilot, she gets cheap air travel for herself and her immediate family.*
- 2 I didn't have my phone or know the area very well, so I got completely lost.
- 3 If I was given the chance, I'd jump at the opportunity of a weekend in New York.
- 4 The accident blocked two lanes of the motorway and resulted in a ten-mile tailback and delays of up to two hours.
- 5 Over 107 million passengers travelled through the airport last year, which made it the busiest airport in the world for the twentieth year running.
- 6 We missed the bus connection and we had a three-hour wait in the blistering sun.
- 7 Because I hadn't been outside in over a week, I was beginning to go a little stir crazy.
- 8 She is not known for her singing, so she took everyone by surprise when she took to the stage.
- 9 Jones made a series of disastrous investments, which thus rendered him bankrupt.
- 10 They didn't know what to say, so they just stood there in total silence for a few moments.
- 11 After he was elected for a second term, he promised the economy would be his number one priority.
- 12 If you serve the dish with rice, it makes for a quick and easy meal that can be prepared in less than 20 minutes.



### ACTIVATION

Write at least five sentences about yourself that begin with a participle clause. Choose from the sentence beginnings in the box or choose your own.

Being... Not being... Having... Not having... Never having... Given the chance...

*Being one of five children, I get really competitive in board games.*  
*Having lived in the same place all my life, I think I need to spread my wings a little.*  
*Given the chance, I'd love to live and work in another country.*

### 3A GRAMMAR determiners: articles and quantifiers

a Complete the facts by circling the correct alternative.

- 1 Biologically speaking, **the** /  $\ominus$ ageing is **the** / **a** process during which structural and functional changes accumulate in **the** / **an** organism over **the** / **a** time. The changes occur as **a** / **a** decline from **the** / **a** organism's peak physiological functions until one or more key functions stop completely.
- 2 Compulsory education was first introduced in **the** / **a** 1700s. Even though today there are **no** / **not** countries where children do not go to **the** / **a** school, there are still **a** / **a** few countries that do not have **the** / **a** compulsory education.
- 3 In **the** / **a** early 1800s, **the** / **a** global population reached one billion. It then took over 120 years to reach two billion in **the** / **a** 1920s, and in 2020, it stood at just under eight billion. In **the** / **a** same period, **an** / **a** average life expectancy rose from 30–40 years to just over 70 years.
- 4 **Many** / **Much** musical instruments date back **many** / **a lot of** thousands of years, but **the** / **a** flute is thought to be **the** / **a** world's oldest musical instrument. **The** / **A** flute made of bird-bone and believed to be over 42,000 years old was discovered in **the** / **a** cave in Germany in 2011.
- 5 **The** / **A** forerunner to **the** / **a** modern computer was **the** / **a** device conceived and designed by **the** / **a** British mathematician Charles Babbage between 1833 and 1871. It was known as the Analytical Engine.
- 6 It is believed that **the** / **a** blue whale is the largest animal that ever lived. **Some** / **Any** individuals can weigh over 130 tonnes and grow to over 30 metres in **the** / **a** length.
- 7 **The** / **A** modern pedal-driven bicycle was first developed in **the** / **a** 1830s by **a** / **the** Scottish blacksmith named Kirkpatrick Macmillan. It is believed that after watching **any** / **some** local children struggling to play with **a** / **the** bicycle that they powered by pushing their feet on **a** / **the** ground, he set about designing **a** / **some** contraption that demanded less physical effort by **the** / **any** rider. In **the** / **a** 2005, **a** / **the** bicycle won **a** / **the** UK national survey to find **the** / **a** country's favourite invention of all time. **The** / **A** top ten inventions in **the** / **a** survey included **the** / **a** computer in **the** / **a** fourth place, **the** / **a** radio (6th), **the** / **a** internal combustion engine (8th), and **the** / **a** nuclear power (9th).

b Add the quantifiers in the boxes to the conversations. They appear in the order given.

other    much    a few

- 1 **A** How often do you speak to your parents?  
**B** I generally call them every day. They never have news, so we just chat for minutes.

all    every    any

- 2 **A** Teresa seems to spend her time posting stuff online.  
**B** You're not kidding. She posts her move – what she's having for breakfast, what she's wearing, what's going on at work. I'm surprised she has the time to do work at all.

no    a couple of    any

- 3 **A** My phone's got signal. Has yours? I need to make calls.  
**B** No, mine neither. It's always the same here. There's never signal.

some    number of    a lot

- 4 **A** I read in magazine the other day that a growing older people are taking up running and going to the gym.  
**B** Yeah, I do see more older people out running than I used to, that's for sure.

c Complete these quotations about age with the quantifiers in the box.

any (x3)    a number of    many    no    all

- 1 One of the \_\_\_\_\_ pleasures of old age is giving things up. *Malcolm Muggeridge, journalist*
- 2 You can wear black at \_\_\_\_\_ time. You can wear it at \_\_\_\_\_ age. You may wear it for almost \_\_\_\_\_ occasion. *Christian Dior, designer*
- 3 There's \_\_\_\_\_ such thing as old age, there is only sorrow. *Fay Weldon, novelist*
- 4 Nobody grows old merely by living \_\_\_\_\_ years. We grow old by deserting our ideals. Years may wrinkle the skin, but to give up enthusiasm wrinkles the soul. *Samuel Ullman, poet*
- 5 Learn from the mistakes of others. You can't live long enough to make them \_\_\_\_\_ yourself. *Eleanor Roosevelt, former first lady of the U.S.*

#### ACTIVATION

Do you agree with the quotations in exercise c? Discuss your ideas in pairs.

### 3B GRAMMAR word order

a These sentences all contain examples of inversion, but each contains a mistake. **Cross-out** the incorrect phrases and rewrite them correctly.

- 1 It seemed that ~~no sooner my head had hit the pillow~~ than the buzzer went off and it was time to face another day.  
no sooner had my head hit the pillow
- 2 After we crossed a few fields, there it finally was – the sea. Never I had before seen such a wonderful waterfront. And the sand on the beach was an incredible white colour. \_\_\_\_\_
- 3 Not until it was dark they did leave the house. As they wandered up the twisting path that led to the road, they saw something that made them stop dead in their tracks. \_\_\_\_\_
- 4 Such its popularity was that it ran for more than 20 years, and it remains one of the most successful TV shows ever. \_\_\_\_\_
- 5 He had been completely in the dark. Only when he asked Katherine about it he realized that something was seriously amiss. \_\_\_\_\_
- 6 There are many restrictions concerning reporting a court case. Not only television cameras are barred from court, but the media is also prohibited from audio recording or photographing any aspect of a trial. \_\_\_\_\_
- 7 I little knew that this was just the tip of the iceberg and that the day was just about to get considerably worse. \_\_\_\_\_
- 8 He was a private person and kept himself to himself. Only by playing the violin he could display his personality. The music he played showed the world who he really was. \_\_\_\_\_

b Rewrite the sentences in a more literary style, using fronting or a cleft sentence. Begin with the words given.

- 1 A small, eerie-looking cottage stood next to the lake.  
Next to the lake stood a small, eerie-looking cottage.
- 2 He ran out through the door, with an agitated and angry mob following behind.  
Out \_\_\_\_\_.
- 3 The summer days that lasted forever and went on never seeming to end are long gone.  
Long \_\_\_\_\_.
- 4 Jenny's neighbour was perched on the edge of the bench with her head in her hands.  
Perched \_\_\_\_\_.
- 5 The uncertainty of never knowing what had happened was what she dreaded more than anything else.  
What \_\_\_\_\_.
- 6 There was a pile of unwashed clothes and an empty bag next to the bed.  
Next \_\_\_\_\_.
- 7 Alex came up with the idea first, not Oliver.  
It \_\_\_\_\_.
- 8 Though she was happy to help him, she did think he could at least give it a go himself first.  
Happy \_\_\_\_\_.
- 9 The question was first brought up by Susan as she wanted to end the speculation.  
Wanting \_\_\_\_\_, it \_\_\_\_\_.
- 10 There was a room behind a funny little door at the end of the corridor. My uncle told us that no-one should ever go inside under any circumstances.  
At \_\_\_\_\_ . My uncle told us that under \_\_\_\_\_.

#### ACTIVATION

Complete these sentences with your own ideas. Then work in pairs or small groups, discuss your ideas, and find out more information.

- 1 Much as I like \_\_\_\_\_.
- 2 One thing that really annoys me is \_\_\_\_\_.
- 3 What I want to know is \_\_\_\_\_.

## 4A GRAMMAR cause and effect

- a Complete the facts in the scientific information with the words and phrases in the box.

because of ~~as a result~~ this means that this is perhaps why which is why which gives therefore

### Men and women's thinking - same or different?

There are conflicting and inconsistent theories about whether there are any differences between the male and female brain and the thought process produced <sup>1</sup> **as a result**. However, some experts believe that each gender does have tendencies in their thoughts and actions. Here are four of them:

#### Memory

Women generally have a larger hippocampus, which is the part of the brain where we store memories. <sup>2</sup> \_\_\_\_\_ women are considered to have better memories and tend to be better than men at recalling past detail.

#### Problem solving

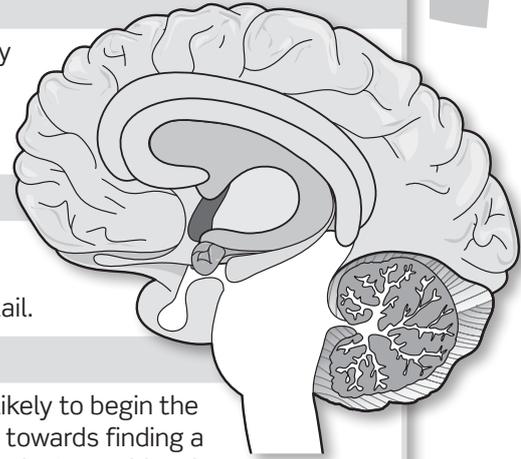
Men tend to be convergent in their thinking. <sup>3</sup> \_\_\_\_\_ they are likely to begin the problem-solving process by eliminating and isolating issues, moving quickly towards finding a solution. Women, on the other hand, will often think more divergently and look at a problem in a broader context. <sup>4</sup> \_\_\_\_\_ this, they are more likely to examine a wider range of factors and talk through and around a problem before looking for solutions.

#### Addressing conflict

Men tend to depersonalize and externalize conflict issues, <sup>5</sup> \_\_\_\_\_ them time and space to think about solutions. Women tend to personalize conflict and are <sup>6</sup> \_\_\_\_\_ generally more inclined to discuss the issue to reach understanding.

#### Risk-taking

The pre-frontal cortex is the decision centre of the brain, which, among other functions, controls judgement, hindsight and foresight and consequential thinking. It is thought that women develop their pre-frontal cortex at a younger age, <sup>7</sup> \_\_\_\_\_ they tend to take fewer risks as teenagers than males of the same age.



- b Complete the cause and effect phrases by adding one word.

- Legislation prevents employers discriminating against employees **on the grounds of** their marital status.
- \_\_\_\_\_ **to** the traffic, we missed our flight. I think there'd been an accident near the airport.
- There's a decrease in illegal goods entering the country **on** \_\_\_\_\_ **of** the new border controls.
- One of a few hundred viruses is usually **the** \_\_\_\_\_ **of** the common cold. **For this** \_\_\_\_\_, it's virtually impossible to vaccinate against it.
- Obesity is **the** \_\_\_\_\_ **of** the interaction of genetic and environmental factors. **This** \_\_\_\_\_ **that** diet and exercise, as well as genetics, both play an important role.
- In** \_\_\_\_\_ **of** the weather warning for the coming weekend, the school fete will now be held indoors. And \_\_\_\_\_ **of this**, a number of the activities will have to be cancelled.
- The rural population in the area decreased \_\_\_\_\_ **to** mass movement to nearby urban areas. This in turn was primarily \_\_\_\_\_ **of** a lack of employment opportunities \_\_\_\_\_ **by** several consecutive years of drought.

### ACTIVATION

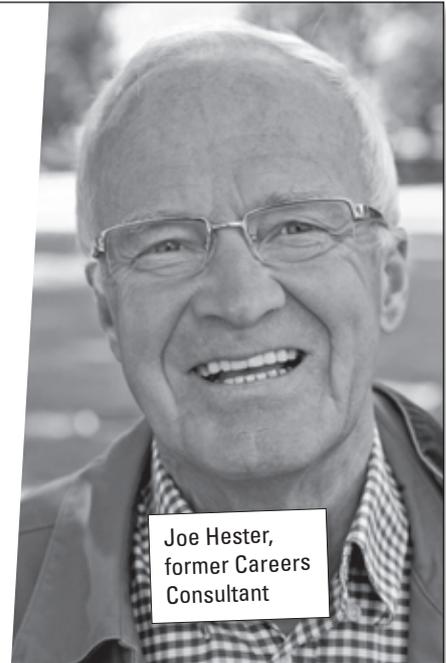
Think about six cause and effect situations. This could be world events or situations in your personal life. Complete the sentences about your situations.

- \_\_\_\_\_ as a result of \_\_\_\_\_.
- Due to \_\_\_\_\_, \_\_\_\_\_.
- \_\_\_\_\_, which is why \_\_\_\_\_.
- In the light of \_\_\_\_\_, \_\_\_\_\_.
- \_\_\_\_\_ because \_\_\_\_\_.
- \_\_\_\_\_. For this reason \_\_\_\_\_.

## 4B GRAMMAR aspect: perfect and continuous tenses

- Complete two pieces of careers advice given by two different people, one in a more formal style and one in an informal style. Use the verb in brackets and contractions in the second piece. Sometimes more than one answer is possible.

I <sup>1</sup> **have had** (have) a lot of successes and challenges over the course of my career. But each and every one of those challenges <sup>2</sup> \_\_\_\_\_ (teach) me an important lesson. And here in this brief posting, I <sup>3</sup> \_\_\_\_\_ (share) what I <sup>4</sup> \_\_\_\_\_ (believe) is the most important lesson, in the hope that it <sup>5</sup> \_\_\_\_\_ (help) you with your career. As a careers consultant who, before I <sup>6</sup> \_\_\_\_\_ (retire), <sup>7</sup> \_\_\_\_\_ (work) in HR for over 30 years, the number one question people <sup>8</sup> \_\_\_\_\_ (ask) me is: 'What is the secret to success?' The simple answer is: Have great ideas and work hard. During my career, I <sup>9</sup> \_\_\_\_\_ (always / focus) on the principle that coming up with and delivering great ideas <sup>10</sup> \_\_\_\_\_ (be) more important than just hitting a deadline, knowing a new technology or being up-to-date with the latest business thinking. I <sup>11</sup> \_\_\_\_\_ (believe) this <sup>12</sup> \_\_\_\_\_ (work) because, while meeting a deadline should be a given, and while technologies, business theories, and even the needs of society <sup>13</sup> \_\_\_\_\_ (forever / change), the need for great ideas <sup>14</sup> \_\_\_\_\_ (never / change).



Joe Hester,  
former Careers  
Consultant



Andrea Coleman,  
Talent Development  
Manager

If ever you <sup>15</sup> \_\_\_\_\_ (search) for a job, you <sup>16</sup> \_\_\_\_\_ (probably / hear) a whole load of advice from well-meaning colleagues, relatives and friends. But over the years, <sup>17</sup> \_\_\_\_\_ (get) the right advice? Well, here are my top three tips for getting that job. And it's advice I suspect you <sup>18</sup> \_\_\_\_\_ (not / hear) before!

Don't be realistic. The number one thing that people <sup>19</sup> \_\_\_\_\_ (probably / tell) you time and time again is to be realistic. But if we <sup>20</sup> \_\_\_\_\_ (dream) big, we're all capable of accomplishing the unrealistic – the unthinkable, even.

Be insecure. While it's important to have confidence in your abilities, a healthy dose of insecurity might just make all the difference. If you <sup>21</sup> \_\_\_\_\_ (constantly / feel) that you <sup>22</sup> \_\_\_\_\_ (not quite / achieve), you'll probably push yourself that little bit more.

Don't chase the money. People <sup>23</sup> \_\_\_\_\_ (pick) careers based on average salaries or other employment statistics for as long as careers <sup>24</sup> \_\_\_\_\_ (exist). But this is a potential path to burnout or boredom. Choose something you enjoy. You can make a good living doing almost anything if you <sup>25</sup> \_\_\_\_\_ (work) hard at it.

### ACTIVATION

Complete the sentences with your own ideas. Then work in pairs and discuss your ideas. Ask and answer questions to find out more information.

- I've \_\_\_\_\_ a few times.
- I've been \_\_\_\_\_ quite a lot recently.
- I'd never \_\_\_\_\_ until \_\_\_\_\_.
- These days, more and more people are \_\_\_\_\_.
- Soon, I'll have \_\_\_\_\_ for \_\_\_\_\_.
- I don't normally \_\_\_\_\_, but recently I \_\_\_\_\_.
- I'm \_\_\_\_\_ at the moment.
- One of my friends is forever \_\_\_\_\_.

## 5A GRAMMAR prepositions and sentence patterns

a Circle the correct preposition for each collocation or pattern in the scientific facts about emotions.

- 1 Emotions contribute **(to)** / **with** the survival and well-being of individuals and groups by providing organisms **for** / **with** a swift, automated means to avoid dangers and take advantage **for** / **of** opportunities. This is true of animals and humans.
- 2 Both positive and negative emotions have the capacity **to** / **of** affect those around us. While there are benefits to be gained from the contagious nature of positive emotions, people can also be **in** / **at** danger **of** / **about** taking on board negative emotions and are perhaps even **at** / **in** risk **of** / **with** succumbing to this negativity.
- 3 Alexithymia is a condition where a person seems devoid **from** / **of** emotion because they are functionally unaware **about** / **of** their emotions. By extension, alexithymics are also largely incapable **to** / **of** appreciating the emotional motivation of others, and **in** / **with** addition, tend to find the emotions of others perplexing and irrational.
- 4 There can be a ruthlessness that goes along **with** / **to** ambition, which can sometimes result **in** / **of** devious and stop-at-nothing, win-at-all-costs behaviour. We do not need to think too hard to bring to mind politicians and other public figures notorious **for** / **of** such behaviour.

b Complete the second sentence so that it means the same as the first, using the words in **bold**.

- 1 Emma was the only one who answered correctly. **answer**  
No one *got the right answer apart from Emma.*
- 2 I saved my work frequently because I didn't want to lose it. **fear**  
I saved \_\_\_\_\_.
- 3 The minister said that he fully intended to stand for re-election next year. **intention**  
The minister said \_\_\_\_\_.
- 4 She lives in a 200-year-old house. **years**  
The house \_\_\_\_\_.
- 5 I was never interested in politics until a few years ago. **interest**  
I never \_\_\_\_\_.
- 6 Why do you have a piano if you don't play it? **point**  
What's \_\_\_\_\_.

c Complete the questions by adding the correct preposition.

- 1 Are you allergic **to** anything? If so, when did you first become aware **of** this allergy? And are there things you need to refrain **from** eating or coming into contact **with**?
- 2 Is everyone entitled \_\_\_\_\_ or eligible \_\_\_\_\_ free medical treatment in your country?
- 3 What are you currently looking forward \_\_\_\_\_? Would you say you are excited \_\_\_\_\_ it?
- 4 Do you look like or ever get mistaken \_\_\_\_\_ someone else? Do you know anyone who reminds you \_\_\_\_\_ someone else?
- 5 Are you afraid \_\_\_\_\_, or do you get apprehensive or nervous \_\_\_\_\_ anything, such as flying, heights or spiders?
- 6 Do you specialize \_\_\_\_\_ anything in your work or studies? Are you engaged \_\_\_\_\_ any kind of research?
- 7 Do you have friends you can confide \_\_\_\_\_ and rely or count \_\_\_\_\_ to be there if you need them?
- 8 Hypothetically, which of the following would you rather succeed \_\_\_\_\_, and maybe even become well-known \_\_\_\_\_: music, sport, politics or business?
- 9 Are you related \_\_\_\_\_, or do you know personally, or have you met anyone famous? If so, what are they famous \_\_\_\_\_?

### ACTIVATION

Choose five or six questions from exercise c. Work in pairs or small groups and ask and answer the questions. Find out more information.

## 5B GRAMMAR advanced structures for comparing and contrasting

- a Complete the sentences and paragraphs with a phrase using the words in brackets.
- 1 Information and communication technology is **significantly more advanced** (significant / advanced) than it was as recently as ten years ago.
  - 2 Locally sourced food should be \_\_\_\_\_ (vast / cheap) than imported food, but in reality local food can sometimes be \_\_\_\_\_ (considerable / expensive).
  - 3 Russia is \_\_\_\_\_ (by far / big) country on earth. No other country is \_\_\_\_\_ (anywhere / big). Canada is \_\_\_\_\_ (next / big) and is \_\_\_\_\_ (marginal / big) than both China and the USA. China is actually \_\_\_\_\_ (slight / big) than Canada in terms of land area, but Canada has \_\_\_\_\_ (much / great) area of water bodies, such as lakes and rivers. Despite being \_\_\_\_\_ (second / large) country in the world, the area of Canada is only just over \_\_\_\_\_ (half / that) Russia.
  - 4 Even though the restaurant was \_\_\_\_\_ (nothing / fancy) I'd expected, the food was \_\_\_\_\_ (far / away / best) I've had in a long time. In fact, to be honest, it was \_\_\_\_\_ (every / good) anything I've ever had.
  - 5 I've heard people say that learning Polish is \_\_\_\_\_ (no / difficult) than learning French or German. Well, I have to say I found my attempt at learning it \_\_\_\_\_ (ten / difficult). Having said that, \_\_\_\_\_ (long) I studied the grammar, \_\_\_\_\_ (easy) it got.

- b Link the information using the word or phrase in **bold**. Write one sentence where possible.

- 1 The birth rate in the US is 1.9 children per woman. In Europe it is 1.6. **whereas**  
*The birth rate in the US is 1.9 children per woman, whereas in Europe it is 1.6.*
- 2 Football is played around the world by about 250 million people. Only about 5 million people regularly play rugby. **by contrast**  
\_\_\_\_\_
- 3 Some countries have more food than their populations need. Many others have severe food shortages. **while**  
\_\_\_\_\_
- 4 There are about 6.5 million land species. Approximately 2.2 million species live in the seas and oceans. **compared with**  
\_\_\_\_\_
- 5 In the UK, cars drive on the left. In Malta, Cyprus and Ireland cars also drive on the left. **as**  
\_\_\_\_\_
- 6 The hurricane season in the Atlantic is from June to November. The typhoon season in the Pacific runs from May to October. **similarly**  
\_\_\_\_\_
- 7 54% of Canadians have attended higher education. The figure is around 42% in the UK. **whereas**  
\_\_\_\_\_
- 8 According to a recent study, while 33% of women said they would consider cosmetic surgery, only 10% of men said they would consider it. **differ in that**  
\_\_\_\_\_

### ACTIVATION

Think about some comparisons between your country or city and one or more other country or city. Use a range of comparing and contrasting language. Work in pairs or small groups and discuss your comparisons. Ask questions to find out more information.

*Oxford is much more popular with tourists than most cities in the UK.  
In fact, I think it's the second most visited city after London.*

*Is it more popular than Cambridge?*

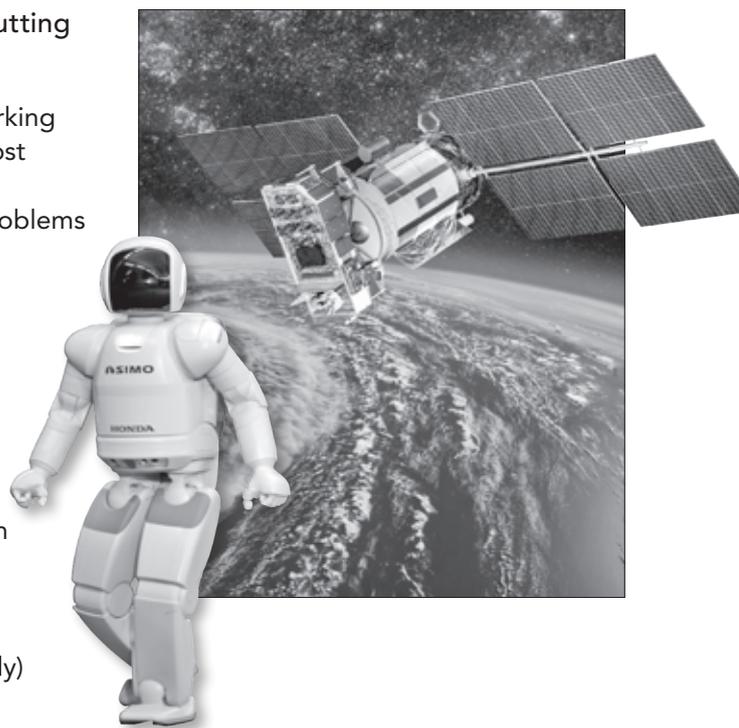
## 6A GRAMMAR position of adverbs

- a In the sentences, some of the adverbs and adverbial phrases in **bold** are in the wrong position. Rewrite the sentences with the adverb(s) or adverbial phrase(s) in the correct position. Sometimes more than one answer is possible.

- The internet's **at the moment** being **annoyingly very** hit-and-miss.  
*Annoyingly, the internet's being very hit-and-miss at the moment.*
- I check **normally every hour or so** my emails. And **too** my social media.
- I **just** have come back **from a job interview**. I think it **pretty** went **well**.
- I grew up **in the 1980s in London**. **Always** I've lived **there**.
- I'll go **definitely to the conference**, but I'll stay **only probably for a few hours**.
- I haven't managed to read **in detail yet** the report. I'll **though** try to take a look later this afternoon.
- Thanks for **really** a great meal and a great evening. **Especially** I loved the delicious dessert. And we must have you **soon** round to our place.
- The exam was **quite really** difficult and question 6 was impossible **simply**. I think it's the **easily** hardest exam **ever** I've done.
- All the students did **in their mock exams really well last week**.
- I'm not getting on with the people who moved **last month into the next-door apartment so well**.

- b Complete these quotations about technology by putting the adverbs in brackets in the correct position.

- Technology is <sup>just</sup> a tool. In terms of getting the kids working together and motivating them, the teacher is the most important. (just) *Bill Gates, businessperson*
- The machine does not isolate man from the great problems of nature, but plunges him into them. (more deeply) *Antoine de Saint-Exupéry, novelist*
- People use technology to mean digital technology. Technology is everything we make. (only / actually) *Margaret Atwood, writer*
- It is when they go wrong that machines remind you how powerful they are. (only) *Clive James, writer*
- Success in creating AI would be the biggest event in human history. It might be the last, unless we learn how to avoid the risks. (unfortunately / also) *Stephen Hawking, physicist*
- It may not be profitable to be online, but it is going to be unprofitable not to be online. (always / certainly) *Esther Dyson, businessperson*



- c Some adverbs can have a different meaning when they are in a different position in the sentence. **Circle** the correct alternative in these sentences. What is the meaning of the other alternative?

- I really don't like oysters.** / **I don't really like oysters.** I can't stand them in fact.
- Just Alex and I went for a drink.** / **Alex and I just went for a drink.** No-one else wanted to.
- I really don't understand.** / **I don't really understand.** But I think I get the basic idea of what you're saying.
- I particularly don't want to see a horror film,** / **I don't particularly want to see a horror film,** but I'll come along if you want me to.
- Dmitry only works Tuesday to Thursday.** / **Only Dmitry works Tuesday to Thursday.** Everyone else works Monday to Friday.
- Only Anneke spoke to him.** / **Anneke spoke only to him.** She didn't speak to anyone else.

### ACTIVATION

Write a possible follow-up sentence for the incorrect alternatives in exercise c.

*I don't really like oysters. But they're a speciality at this restaurant, so I might try them.*

## 6B GRAMMAR singular and plural agreement

a **Circle** the correct alternative in these text extracts. Tick (✓) if both are correct. In these cases, think about the difference in meaning or focus.

- 1 Maths as a school subject **(is) / are** important and **has / have** a number of very useful benefits. It develops our logic and reasoning, our analytical and practical thinking, quickens our mind and **has / have** a great many day-to-day applications. This is why all school curricula **has / have** maths as a core subject.
- 2 The formulae for calculating human body surface area **was / were** challenged by a number of leading scientists as being inaccurate because the data used to create the formulae **was / were** limited. Other criteria used **was / were** also considered unreliable.
- 3 The summer Olympics **is / are** the world's most-watched TV event. For the past 20 years, the global TV audience **has been / have been** around 3.5 billion. Outside sport, the most watched TV event remains the funeral of Princess Diana in 1997, with an audience of around two billion, which **was / were** approximately a third of the world's population.
- 4 The public **has / have** differing degrees of freedom in different countries. At one end of the ranking **is / are** the Scandinavian countries of Sweden, Norway and Finland, who all **score / scores** 100 points on a scale of political rights and civil liberties. At the other end of the ranking **is / are** a handful of countries, which **has / have** fewer than 10 points.
- 5 The news **was / were** traditionally broadcast on TV at lunch time, at the end of the working day and again in the evening. Today, the media **broadcast / broadcasts** news non-stop, 24/7. This is changing the way news **is / are** presented and consumed and fake news **is / are** a direct consequence of different media outlets battling for consumers. The Press **is / are** facing a fundamental change in the way news **is / are** researched and presented.
- 6 It has often been said that neither maths nor science **was / were** Einstein's strong point at school and that he in fact failed his exams in these subjects. In truth, it seems that Einstein relished problem solving. What he didn't like **was / were** the long, busy school days.

b Complete the trivia facts with the correct form of the verb in brackets.

- 1 42% of UK teenagers **keep** (keep) their phone on them at all times and never turn it off. Nine out of ten teenagers \_\_\_\_\_ (use) their phone in bed and the majority of them \_\_\_\_\_ (sleep) with their phones by their bed.
- 2 In terms of TV and other media audiences, gymnastics \_\_\_\_\_ (be) the most watched Olympic event. Swimming \_\_\_\_\_ (be) the second most popular and athletics \_\_\_\_\_ (be) in third place.
- 3 Measles \_\_\_\_\_ (be) one of the world's most contagious diseases and \_\_\_\_\_ (affect) about 20 million people a year. While measles \_\_\_\_\_ (be) generally a mild illness, the danger is the complications that can occur.
- 4 Mongolia is the least densely populated country on Earth. There \_\_\_\_\_ (be) just over two people per square kilometre. A total of 3,278,290 people \_\_\_\_\_ (live) in Mongolia and 67% of the population \_\_\_\_\_ (inhabit) urban areas. The world's most densely populated country is Monaco and its population of around 39,000 \_\_\_\_\_ (live) in an area of 2.02 km<sup>2</sup>.
- 5 Despite the saying 'blind as a bat', none of the around 1,200 species of bat \_\_\_\_\_ (be) actually blind. In fact, the majority of bat species \_\_\_\_\_ (have) very good vision, especially at night. Only a small number of bat species, however, \_\_\_\_\_ (have) good colour vision.
- 6 Genes \_\_\_\_\_ (be) a fundamental element of a person. Every human \_\_\_\_\_ (have) around 20,000 genes and almost every human cell \_\_\_\_\_ (contain) all 20,000 genes. Genes \_\_\_\_\_ (provide) instructions to make proteins, proteins \_\_\_\_\_ (make) cells and cells \_\_\_\_\_ (make) you!
- 7 Fungi \_\_\_\_\_ (be) an important food source for many animals. However, some fungi \_\_\_\_\_ (be) so toxic that they can cause instant death if eaten. The most toxic fungus \_\_\_\_\_ (be) the death cap mushroom and it is estimated that just 30 grams, which \_\_\_\_\_ (be) equivalent to about half a mushroom, \_\_\_\_\_ (be) enough to kill an adult human.

### ACTIVATION

Research and write a few short paragraphs about numerically-based facts, similar to those in exercise b.

## 7A GRAMMAR complex passive forms

- a Complete the article with the correct passive form of the verb in brackets.

### The purpose of punishment

There are a number of reasons that can <sup>1</sup> *be given* (give) to justify why someone needs <sup>2</sup> \_\_\_\_\_ (punish). These include deterrence, rehabilitation, incapacitation, and retribution. However, it <sup>3</sup> \_\_\_\_\_ (generally / accept) that it is a combination of these factors working together that provides the basis for formalized punishment.

First and foremost, perhaps, it <sup>4</sup> \_\_\_\_\_ (think) that punishment can act as a deterrent. In other words, it <sup>5</sup> \_\_\_\_\_ (believe) that punishment will prevent people from committing a further offence. It <sup>6</sup> \_\_\_\_\_ (also / intend) to deter those that have not yet committed an offence. It <sup>7</sup> \_\_\_\_\_ (however / argue) for some time that punishment as a deterrent is not particularly effective in some cases.

Another purpose of punishment is rehabilitation. The goal here is to change the offender's attitude to what they have done. It <sup>8</sup> \_\_\_\_\_ (hope) that the individual will <sup>9</sup> \_\_\_\_\_ (reform) and will see that their behaviour was wrong, preventing them from reoffending. While rehabilitation <sup>10</sup> \_\_\_\_\_ (largely / show) to be successful, there are a number of cases where serious offenders who <sup>11</sup> \_\_\_\_\_ (think) <sup>12</sup> \_\_\_\_\_ (rehabilitate) have quickly reoffended after <sup>13</sup> \_\_\_\_\_ (release) from prison.

Incapacitation refers to the offender's ability to commit further offences <sup>14</sup> \_\_\_\_\_ (remove). In other words, the public will <sup>15</sup> \_\_\_\_\_ (protect) from the offender while he or she <sup>16</sup> \_\_\_\_\_ (incapacitate) in prison.

Punishment <sup>17</sup> \_\_\_\_\_ (also / long / justify) as a means of retributive justice, in which the suffering of the wrongdoer <sup>18</sup> \_\_\_\_\_ (see) as a desired goal in itself. This <sup>19</sup> \_\_\_\_\_ (base) on the 'eye for an eye' principle that a person who has committed injury or offence to another person should <sup>20</sup> \_\_\_\_\_ (punish) or penalized to a similar degree.

- b Correct the mistakes with the passive in each extract.

- 1 Journalist Mike Smith said that people around him seemed to being have been indiscriminately arrested by the police. He added that having being separated from his cameraman in the crowd, he narrowly avoided to be detained only after showing an officer his press credentials.
- 2 The difference between a crime and a misdemeanor is that a misdemeanor is to be considered of low seriousness while a crime deemed be of high seriousness. Examples of misdemeanors may include disorderly conduct, trespass and mild vandalism.
- 3 I got stopped by the police last night. One of my back lights wasn't working. Luckily, they didn't fine me, but I really need to get replaced it straight away.
- 4 Mr. Holmes agreed be questioned again as long as his lawyer was allowed to be present, claiming that she should have be allowed to be present when he was first question the day before.
- 5 The longest prison sentence handed down by a court is thought be that received by Chamoy Thipyaso of Thailand, who in 1989, a jail term was given of 141,078 years. Thipyaso had been involved in fraud and her victims included the Thai royal family. However, Thipyaso was lucky in one respect because in 1989, was decreed by Thai law that regardless of the sentence was given, the maximum time anyone could actually be imprisoned for fraud was 20 years. In actuality, Thipyaso had reduced her sentence and she was released after serving just eight years.
- 6 A prisoner who escaped from Bullingdon prison at the weekend is believed be hiding somewhere in London. Jimmy Green, who was serving a six-year sentence for robbery, is thought to steal a car and travelled to London with at least one other person. The public has been asked not approach the man, who considered to be dangerous.

### ACTIVATION

Think of two or three recent news stories or world events. Write a short article about each one. Begin with a passive reporting phrase. You can use the phrases in the box to help you. Try to use as many passive structures as possible.

It has been reported that... It is thought that... It is estimated that... It is expected that...

## 7B GRAMMAR special uses of tenses

Correct the mistakes in tense or verb form in these conversations.

- 1 A** Sorry to bother you, but I am wondering if you had any idea yet when the meeting might be?  
**B** Still not sure, I'm afraid. But Charles says it wouldn't be until next week at the earliest.
- 2 A** I'm gathering there's a leaving do for Olga next week. Is that right?  
**B** Yeah. In fact, we rather hope you wouldn't mind making a short speech, as you've worked with her the longest.
- 3 A** This phone of mine is getting very slow these days. And the battery only lasts five minutes. I think it's time I get a new one.  
**B** Well, Amy is saying they've got some good deals on at the moment at that phone shop in the Queen's Centre.
- 4 A** So, in a nutshell, that's how the global economy works. Clear now?  
**B** Sorry. But look, explain it to me again, as if I am a ten-year-old. I might get it then.
- 5 A** Is it OK if I bring a few colleagues along to the party? Anna said she thinks it will be OK, but I thought it would be better to check with you first.  
**B** To be honest, I'd rather you don't, if you don't mind. The apartment isn't very big. And it's only going to be a small gathering.
- 6 A** Can anyone tell me how the film starts?  
**B** Well, in the opening scene of the film, we saw Blanche arriving at the train station in New Orleans. She was well-dressed in a tailored suit and a hat and seemed intensely nervous, insecure, and confused. A sailor notices her agitation and offered to help her.
- 7 A** Suzy just texted - she says they were going to be about half an hour late.  
**B** Tell her we would wait for them.
- 8 A** I think Jack would rather we went to that new Italian place tonight. But to be honest, I'd rather we hadn't Italian food again.  
**B** How about we went to that new Indian restaurant instead?
- 9 A** I'm hearing Dasha and Tyler were getting married.  
**B** I know! Hugh told me. I think he says it's sometime next spring.
- 10 A** Come on. Hurry up. It really is time we are on our way.  
**B** You're quite right, we'll be late for the meeting if we didn't leave now.



### ACTIVATION

Think of something interesting, unusual or memorable that has happened to you recently, or think of a scene from a film or book. Write a paragraph describing this event using present tenses to create an effect of immediacy and / or to make it more dramatic. Then work in pairs or small groups and recount the events to each other.

*So, a few days ago, I'm driving to work...*

## 8A GRAMMAR expressing conditionality

- a These quotations about food contain a variety of tenses and forms in the conditional sentences. Complete them with the verb pairs in the boxes.

is not / contains 're having / don't have to want / eat ~~were / work~~

- If food were free, why work? *Douglas Horton, clergyman*
- A house \_\_\_\_\_ a home unless it \_\_\_\_\_ food and fire for the mind as well as the body. *Benjamin Franklin, politician*
- If you \_\_\_\_\_ to eat well in England, \_\_\_\_\_ three breakfasts. *Somerset Maugham, playwright*
- As long as you \_\_\_\_\_ a variety of foods in your diet, you \_\_\_\_\_ have the food of the week that everyone's going crazy about. *Maye Musk, model*

're going / bring was going to starve / might as well starve  
cannot think / has not dined cooks / should you go

- One \_\_\_\_\_ well, love well, sleep well, if one \_\_\_\_\_ well. *Virginia Woolf, author*
- If your mother \_\_\_\_\_ Italian food, why \_\_\_\_\_ to a restaurant? *Martin Scorsese, film director*
- If you \_\_\_\_\_ to America, \_\_\_\_\_ your own food. *Fran Lebowitz, journalist*
- I said to my friends that if I \_\_\_\_\_, I \_\_\_\_\_ where the food is good. *Virgil Thomson, composer*

- b Circle the correct alternatives in the extracts.

- Provided** / **Unless** you eat the right amount of calories for how active you are, you **will** / **would** neither put on nor lose weight. And having fat, sugar, and salt in your diet is important **as long as** / **unless** you don't eat too much of it.
- Ah sorry, I didn't know you were vegetarian. **If** / **Had** I realized, **I'd make** / **'d have made** something different. If I **make** / **will make** you an omelette or something, would that be OK?
- Otherwise** / **Assuming** the traffic isn't too bad, we should get there in time, I would imagine. But if we **do hit** / **would hit** the rush hour traffic, we may get there too late. But look, I think **in the event** / **as long as** we set off in the next half hour, we **would** / **should** be OK.
- What do you mean, you thought I didn't like camping? I **wouldn't arrange** / **wouldn't have arranged** for us all to go last weekend if I **didn't like** / **hadn't liked** it, would I?
- If you **'ve never been** / **'d never been** to Paris, you really **would** / **should** add it to your bucket list. And **if even** / **even if** you **can** / **could** only manage a brief visit, you can see a lot in just a day or two. And if you **will go** / **do go**, late spring is the perfect time.
- We used to stay up late all the time when I was a student, especially if we **didn't have** / **hadn't had** lectures the next morning. In fact, a lot of the time, we used to stay up even if we **did have** / **had had** lectures. As long as we **turned up** / **would turn up**, it **didn't really matter** / **wouldn't have really mattered** if we **were** / **had been** too tired to concentrate! But to be honest, if it **weren't for** / **hadn't been for** my housemates waking me up, **I'd probably miss** / **'d have probably missed** most of my morning lectures.
- If only you could** / **If you could just** wait here, I'll see if Ms Demiri is free. And if you **didn't mind** / **wouldn't mind** signing in the visitors' book and getting a badge while you're waiting. Thanks.

### ACTIVATION

Write at least six sentences that are true for you beginning with some or all of the phrases in the box. Then work in pairs or small groups and discuss your sentences.

If it weren't for... If I'd... Had I... If I were to... If I happen... If only...  
Even if... Assuming... Provided... As long as... But for... In the unlikely event...

*If it weren't for my teacher Ms Woinska at school, I probably wouldn't have become so interested in English.  
Provided it doesn't rain at the weekend, we're hoping to go to the beach.*

## 8B GRAMMAR adjective order

a Right (✓) or wrong (X)? Correct any mistakes in adjective order.

- The painting is ~~wide 50 centimetres~~ and ~~high 100 centimetres~~ and sits at the end of a ~~narrow, high-ceilinged, long~~ corridor. *50 centimetres wide; 100 centimetres high; long narrow high-ceilinged corridor.*
- The city's second to none museums are a must-visit on any itinerary. And if art and culture is more your thing, there are galore art galleries and exhibitions. \_\_\_\_\_
- The museum is an old lovely building, really characterful, but the exhibition itself was nothing special. We were both a bit disappointed. It was mainly her experimental early works, and while it was kind of interesting, they were not that good, to be honest. \_\_\_\_\_
- As well as the global vast range of cuisines that London offers, you can of course also experience British traditional hearty pub food in one of its very many pubs and bars. \_\_\_\_\_
- A \$5,000 reward is being offered for information leading to the arrest and conviction of the responsible person. If you have any information, please contact your local police station. \_\_\_\_\_
- At the open day, prospective students will learn about the course from students present and will hear about breaking into and progressing in the industry from former students and other experts in the field. \_\_\_\_\_
- They only had a few left tickets and I'm afraid they didn't have two seats together. And the only available ones were on the very back row a few seats apart. I think the view should be fine, though. \_\_\_\_\_
- It's sheer madness to expect anyone to pay 12 euros for a black regular coffee. I know the place is a tourist trap and the views are amazing, but 12 euros, come on! \_\_\_\_\_

b Complete the responses by putting the words in the correct order.

- A** Do you know anything about that local art exhibition next week?  
**B** Yeah / people / I / few / know / a / of / involved / the  
 Yeah, *I know a few of the people involved.*

**A** It / artists / looks / unusual / like / of / interesting / an / and / collection  
 It \_\_\_\_\_.

**B** I think / available / they've / got / still / you / tickets / some / the opening reception / for / if / it / fancy  
 I think \_\_\_\_\_.
- A** Where did you stay?  
**B** In / hut / the sea / cool / little / a / beach / next / right / to  
 In \_\_\_\_\_.
- A** Which is your coat?  
**B** It's / on / that / brown / leather / old / the chair / jacket / over there  
 It's \_\_\_\_\_.
- A** How's the business going with you being off ill?  
**B** It's / but / poor / and / alone / fine / Andrew / is / by himself / having / everything / to do  
 It's \_\_\_\_\_.
- A** What do you fancy for dinner?  
**B** I / mind / don't / nice / and / but / something / tasty  
 I \_\_\_\_\_!

**A** How about / some / my / left / I / risotto / if / special / make / there's / rice  
 How about \_\_\_\_\_?
- A** Have you seen the crazy price of the tickets for that gig we were thinking about?  
**B** Yeah / sheer / much / that / it's / madness / to / just / charge  
 Yeah, \_\_\_\_\_.

**A** Yeah / special / I / and / agree / the band / anything / aren't / really  
 Yeah, \_\_\_\_\_.

### ACTIVATION

Describe five things, for example, an object, a place, a building, a work of art, a person or an experience. Write two or three sentences about each and try to include at least three adjectives in your sentences.

*I work in a big old Victorian building pretty close to the city centre. It's mainly offices and teaching rooms, which are small but well-equipped...*

# Communicative activity instructions

## 1A Motivation

### A reading and discussion activity

Sts read and discuss quotations related to motivation. Copy one worksheet per student.

#### COMPETENCE

showing an appreciation of implicit meanings and ideas

- Put Sts in pairs or small groups of three or four and give out the worksheets.
- Focus on the instructions and give Sts time to read all the quotations individually.
- Now focus on questions 1–5. Tell Sts to work with their partners / groups to discuss their answers. Encourage them to give reasons for their answers.
- When Sts have discussed all five questions, have a class vote to find the favourite quotation.

**EXTRA IDEA** You could get Sts to share any other favourite quotations they have on the subject of motivation. Alternatively, you could get them to research some for the next class.

## 1B Parenting styles

### A speaking exam practice activity

Sts describe parenting approaches portrayed in two pairs of photos, and discuss issues related to parenting. Copy one worksheet per St (there are separate **A** and **B** worksheets).

#### COMPETENCE

participating fully in an interview, expanding and developing the point being discussed fluently without any support, and handling interjections well

- Put Sts in pairs, **A** and **B**, ideally face to face, and give out the worksheets. Tell them not to look at their partner's photos.
- Focus on **a**. Explain that when they describe their photos, Sts should not spend too long describing them in detail, but should concentrate on comparing the different attitudes portrayed in each image.
- Give Sts **A** a one-minute time limit to talk about their photos.
- When **A** has finished speaking, **B** should then add a short comment. Sts then swap roles.
- Now focus on **c**. Give Sts a few minutes to read the six statements and to decide whether they agree, disagree, or half-agree with them.
- Finally, focus on **d**, and set a time limit (e.g. five minutes) for Sts to discuss the statements. When the time limit is up, get feedback from various pairs to find out which statements they both agreed with and why, and how similar their attitudes to parenting are.

## 2A A pack of lies?

### A group card game

Sts talk about a situation they've experienced and try to convince their group that it's true. Copy and cut up one worksheet per group.

#### COMPETENCE

giving elaborate descriptions and narratives, integrating sub themes, developing particular points, and rounding off with an appropriate conclusion

- Put Sts in groups of three or four and give out a set of cards to each group, face down in a pile.
- Tell each student to pick up a card and read the situation to themselves. Explain that their aim is to convince the rest of the group that they have experienced the situation on the card. If they have had the experience, they can tell the truth. If not, they will have to invent a plausible story.
- Set a time limit (e.g. three minutes) for Sts to plan their story.
- Ask for a volunteer, or choose one St to start in each group. They should begin by reading out the situation on the card. If they have had a similar experience, for example, they missed a train rather than a flight, met a singer rather than a band, they can adjust the situation slightly and tell the truth. They should then give a short description of what happened.
- The rest of the group should now ask questions to try to test whether the description was the truth or a lie. When they have no more questions, Sts should decide whether the first St was telling the truth or not. Once the group has made its decision, the first St should tell them whether the story was true or if it was a lie. If the group guessed correctly, each student gets one point.
- Continue with the remaining members of the group until they have used all the cards or run out of time. Make sure they keep a note of their scores.
- Finally, find out who scored the most points, and get feedback from the whole class on how easy or difficult they found it to invent a situation or to guess whether the other Sts were telling the truth or not.

**EXTRA IDEA** You may want to teach Sts the idiom in the title of the activity, i.e. *It's a pack of lies* (= It's completely untrue).

## 2B What kind of traveller are you?

### A pairwork discussion activity

Sts discuss preferences in extreme travel situations. Copy one worksheet per pair.

#### COMPETENCE

speculating and hypothesizing in presenting a complex subject, comparing and evaluating alternative proposals and arguments

- Put Sts in pairs and give out the worksheets. Focus on the first question and explain that Sts have to make a choice, even if they wouldn't like to do either of the options. Tell Sts to first work individually and choose between the two options, based on their gut feeling. Set a short time limit (e.g. three minutes) for them to make their choices.
- Ask some individual students their choice for the first question. Elicit from the class reasons which might make one choice preferable to the other. Finally, ask the class if these considerations have made any of them change their minds.
- Sts now continue in pairs, comparing their choices with their partner and explaining why. They should then discuss the pros and cons of each option, even if they have both gone for the same one, and then finally decide whether they would still go with their initial response.
- When Sts have finished, get feedback about their choices, and on some of the more interesting reasons.

## 3A A life graph

### A group discussion activity

Sts create a graph showing when they believe people to be most and least happy throughout their lives. Copy one worksheet per student.

#### COMPETENCE

making critical remarks and expressing disagreement diplomatically

- Give out the worksheets. Focus on **a** and explain that at this stage, Sts should just go with their gut feeling and not think too hard about their decisions. They will have a chance to reflect and change their minds later in the activity. Remind them that this is about people in general, NOT about the Sts' own experiences.
- Put Sts in groups of three or four and focus on **b**. Tell them to compare and discuss their individual graphs. Explain that they should now create a graph that best represents the opinions of the whole group, so they should discuss any differences for each decade and resolve any disagreements.
- Finally, focus on **c** and get each group to elect a spokesperson to present their graph to the rest of the class.
- Encourage Sts to ask questions after each presentation.

## 3B Poet's corner

### A reading and discussion activity

Sts read and discuss poems in small groups. Copy one worksheet per three students and cut into **A**, **B**, and **C**.

#### COMPETENCE

reading and appreciating a variety of literary texts, outlining reactions to certain features and explaining their significance

- Put Sts in groups of three and give each St a letter: **A**, **B**, or **C**. Give each St in the group a copy of the corresponding poem. Then write the following questions on the board:  
*What is the poem about?*  
*What emotions does it evoke?*  
*What kind of language does it use?*
- Give Sts time to read their poem quietly and think about their answers to the questions on the board. They should also think about the sound of the poem, particularly its rhythm and speed. Monitor and help with vocabulary as necessary.
- Now tell Sts **A** to read their poem aloud to the other members of the group (who may ask **A** to read it again). They should then present their ideas about the poem, which they then discuss with the rest of the group.
- Sts **B** and **C** then read and discuss their poems as above.
- Get feedback from the whole class by eliciting answers to the questions on the board for each of the poems, and asking Sts about what they liked and didn't like about them.

#### EXTRA INFORMATION ABOUT THE POEMS

##### Remember

Christina Rossetti (1830–1894) wrote this poem when she was only 19 years old. It is addressed to her lover and imagines how he will react when she has died ('Gone far away into the silent land'). The poem implies that they were intending to marry ('our future that you'd planned') and encourages him not to grieve for her if remembering will depress him, but to go on with his life.

The poem evokes feelings of both sadness at the death of a loved one, and optimism that grief need not destroy the life of the one who is left behind.

The poem is a sonnet (i.e. a classical form of 14 lines with a typical rhythm and rhyme pattern). The poet uses a comforting rhythm and simple language including a metaphor to soften the idea of death (the silent land). 'Enclosing' pairs of rhyming words at the ends of the first and second sections (*away / stay, day / pray*) suggest that she is putting her arms around her lover to console him. The contrasting verbs *forget* and *remember* in the final two lines, and the last words in each of these lines (*smile / be sad*), emphasize the core message of the poem, i.e. that these two emotions can exist together and that life and death are a natural process.

##### Dust if you must

This poem encourages us to live life to the full, before it is too late, and not to waste time on unproductive or boring tasks like dusting. The poem was first published in the magazine *The Lady*; it seems to be written for a female audience, but its message applies to all. There is not much biographical information about Rose Milligan and she does not appear to have any other published poems.

The poem evokes feelings of energy and positivity, encouraging the reader to be active and creative, to explore nature and to interact with people. However, it also has a sense of urgency and threat as it reminds the reader of the inevitability of death and warns that *old age will come and it's not kind*.

The language is simple and direct, using the imperative form (*Dust*), and lots of *to*-infinitives (*to paint, to climb, etc.*). The rhyming couplets, i.e. the last word rhymes in each pair of lines, give the poem a pace and speed which emphasizes the urgency of the message. *Dust* is both the first and the last word of the poem, reflecting the cycle of life.

### These are the hands

Michael Rosen (1946–), well-known for his children's books as well as for poetry, wrote this poem for the 60th anniversary of the NHS (the National Health Service). It describes the range of tasks that nurses and auxiliary workers do as they look after patients in hospital. It became an anthem during the Covid19 pandemic, when Michael Rosen himself was seriously ill with the disease.

The poem makes us feel supremely grateful for the very hard work that health workers put in and appreciative of the love and care they show to patients.

The first line of each verse underlines 'the hands' that hold us and care for us all the time. The stressed single syllable action verbs (*Tap, Test, Mop, Flick, etc.*) at the beginning of most lines, and the 'dum-dee-dum' rhythm of the poem, emphasize the multiplicity of tasks and the busyness of the job. 'Touch us first' in verse 1 and 'touch us last' in the final line represent how this care extends not only from the moment we enter the hospital to moment we leave, but also from the moment of birth to the moment of death.

**EXTRA SUPPORT** Put Sts in pairs with another student with the same poem, e.g. two As to discuss the questions on the board before they read their poem aloud. Then put Sts into groups of three (A, B and C).

**NON-CUT ALTERNATIVE** Give each student a complete worksheet and ask them to only focus on their poem.

## 4A Unconscious bias

### A quiz and discussion activity

Sts do a quiz and then discuss the answers. This worksheet has two pages. Copy both pages per student.

#### COMPETENCE

demonstrating sensitivity to different viewpoints, using repetition and paraphrase to demonstrate detailed understanding of each party's requirements for an agreement

- Give out the first page of the worksheet. Focus on the explanation of unconscious bias in the introduction to the quiz. You may want to tell Sts that many professionals in the UK, including politicians, are being encouraged to do a training course in unconscious bias to make them more aware of the way they think.
- Set a time limit (e.g. five minutes) and get Sts to do the quiz individually.

- Put Sts in pairs and ask them to compare their answers, explaining their choices.
- Now give out the second page of the worksheet containing the answers. Give Sts time to read the information.
- Put Sts in small groups and ask them to discuss anything that surprises them or anything they particularly agree or disagree with.
- Get feedback from the whole class on what people found most striking about the quiz, and ask which professions they think training in unconscious bias would be most relevant for.

## 4B Work-life balance

### A questionnaire activity

Sts read some key background information and work in pairs to create a questionnaire for other students. There are two versions of this worksheet: one designed for people who are working and one for people who are studying. Use the article that applies to the majority of your students or divide the class into two groups. Copy one worksheet per student as appropriate.

#### COMPETENCE

framing a discussion to decide a course of action with a partner or group

- Give out the worksheets. Focus on **a** and give Sts time to read the article alone. Then put Sts in pairs (with someone else from their group if the class is divided up) and get them to discuss answers and think of any extra tips.
- Get feedback from the whole class on the best extra tips.
- Focus on **b** and look at the different styles of questions that usually appear in a questionnaire. Then tell Sts to work with their partner to create their own questionnaire, choosing one of the question styles to use.
- Focus on **c**. Ask Sts to exchange their questionnaire with another pair (from the same group if relevant). They should then discuss their own answers to the new questionnaire. They don't have to agree on one answer.
- Finally, get Sts to reflect on what their answers to the questionnaires say about their attitudes to their work-life balance.
- Get feedback from the whole class on anything interesting that Sts have discovered about themselves or their partners during the activity.

## 5A Anger management

### A role-play activity

Sts role-play situations in pairs, focusing on resolving conflict. There are two worksheets, each containing four different role-plays. Copy and cut up the two worksheets per 16 students, although you may prefer just to select the situations which are most relevant to your students' experience.

#### COMPETENCE

using language flexibly and effectively for social purposes, including emotional, allusive, and joking usage

- Put Sts in pairs, **A** and **B**, and give out one situation to each pair. If you have an uneven number, you could add an extra student to one pair, who is not directly involved in the conflict, but who can try to help resolve the situation.
- Set a time limit (e.g. five minutes) for Sts to read their situation and prepare what they are going to say. If you have an odd number in a group, give the extra St both cards.
- Ask Sts to imagine where they would be having the conversation (e.g. the living room, the office) and whether they should be sitting down or standing up.
- Sts **A** start each conversation. Set a time limit (e.g. five minutes) in which pairs should try to resolve the situation.
- When the time limit is up, give Sts another set of cards. Again, allow them time to read their cards and prepare what they are going to say, before Sts **A** start the conversation again.
- Get feedback from the whole class about how successful they were in resolving conflicts, where they encountered difficulties, and how the activity made them feel.

**NON-CUT ALTERNATIVE** Copy one worksheet per student and fold vertically down the dotted line. Tell each student to look at either role **A** or role **B**.

## 5B A question of culture

### A speaking exam practice activity

Sts role-play an interview, taking turns to be the interviewer and the interviewee. Copy and cut up one worksheet per group of three.

#### COMPETENCE

participating fully in an interview, expanding and developing the point being discussed fluently without any support, and handling interjections well

- Put Sts in groups of three and give each St a letter: **A**, **B**, or **C**. Explain that Sts will take turns at being both interviewer and interviewee.
- Give the top half of the sheet with the instructions to the group, and tell them to read them together, focussing particularly on the roles they will be taking first (**A** the interviewer, **B** and **C** the interviewees).
- Then give each St the set of questions they will be asking when they are the interviewer. Explain that while the

questions may seem quite simple, in this kind of task, it is important for the interviewer to respond to and draw out the interviewees as much as possible, and for the interviewees to take the opportunity to display the full range of language that they can use.

- Tell St **A** to start by asking their questions, followed by **B** and finally **C**. Remind Sts that they may want to reread the instructions for their roles between each round of questions.
- Monitor the groups to see how they are managing their roles.
- Get feedback from the whole class about any interesting answers, and which roles they found more difficult.

**NON-CUT ALTERNATIVE** Copy one worksheet per student and tell them to fold it in half and just refer to the instructions for both roles. They should only open it out when they are playing the role of interviewer in order to read their questions.

## 6A The tower challenge

### A group building project

Sts work in small groups to build a tower out of paper. Copy one worksheet per group. You also need sheets of paper and a role of tape per group, as well as an object weighing around 60 grams. In the original challenge, the object is an egg, but you may wish to replace it with e.g. a whiteboard pen, a plastic cup half full of water.

#### COMPETENCE

giving instructions on carrying out a series of complex professional or academic procedures

- Put Sts in groups of three and give out the worksheets. Focus on **a**: the challenge, rules, and planning phase, and show Sts the materials they will use. If possible, move groups apart so that they can work without the other groups hearing what they are discussing. Make sure that each group spends at least five minutes discussing how they are going to approach building the tower, and how they are going to work collaboratively, agreeing roles and responsibilities. They should sketch out their design and describe the method they plan to use.
- When the groups are happy that they have a clear plan, give out the materials and set a time limit (e.g. ten minutes) to complete the challenge.
- When the time limit is up, focus on **b**. Get each group to complete the rest of the worksheet, noting, e.g. any differences between their original plan and the method that they used, what went well / wrong, etc. Sts should also reflect on how well they worked together, and what they might do differently.
- Then ask each group to choose a volunteer to describe how they made their tower. If their tower was successful, they can demonstrate that it can hold the 60-gram object for 20 seconds.
- Get feedback from the whole class on what they think they would do differently next time. If there are a few successful towers, have a class vote to choose the winner.

**EXTRA IDEA** Compile a list of tips from the different groups for how to complete the challenge successfully, e.g.: *Tip 1: Make sure you test your tower as you build it.*

## 6B Lucky numbers

### A reading and discussion activity

Sts read book extracts about numbers and probability and discuss in pairs. Copy one worksheet per student (there are separate **A** and **B** worksheets).

#### COMPETENCE

conveying clearly and fluently in well-structured language the significant ideas in long, complex texts, whether or not they relate to his / her own fields of interest, including evaluative aspects and most nuances

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Focus on **a** and tell Sts to discuss the questions in pairs (note both **A** and **B** have the same questions).
- Focus on **b**. Tell Sts that they're going to read two different extracts from *Humble Pi*, the book reviewed in the lesson. Set a time limit (e.g. five minutes) for Sts to read their extracts and note down the main points to help them summarize the extract.
- Explain that Sts are going to tell their partner about their extract in their own words, without looking at the text. Give them a few minutes to prepare what they are going to say.
- Ask **A** to tell **B** about lottery numbers. Give **B** time to ask any questions. Then ask **B** to tell **A** about winning the jackpot.
- Finally, tell Sts to discuss the questions in **c**, or use them for whole class discussion.
- If Sts answered in pairs, get feedback from the whole class on what they found most surprising.

## 7A A murder mystery

### A reading puzzle

Sts work in small groups to discuss evidence and make hypotheses to try to solve a murder mystery. Copy and cut up one worksheet per group.

#### COMPETENCE

framing a discussion to decide a course of action with a partner or group, reporting on what others have said, summarizing, elaborating and weighing up multiple points of view

- Put Sts in groups of three or four. Give each group the top part of the worksheet and allow them time to read the news article. Elicit from the whole class any ideas about what might have happened.
- Now give each group all the cut-up pieces of evidence, face down in a pile. One-by-one, Sts should turn over a piece of evidence and discuss what it tells them about the murder, until they've read all the evidence.
- Monitor the groups and ask them if they have any ideas or theories.
- When the groups have worked through all the pieces of evidence, get them to write down who they think killed Alex, and how and why he was killed.
- When they have all finished, tell them the solution, or make copies of the solution for the students to read.

- Get feedback from the whole class. Discuss how many of the details they had managed to work out. You could also discuss any alternative theories that the groups might have.

#### Solution

Alex was struggling to pay a large mortgage on his expensive house on an academic's income. He started offering to write essays for private students, in return for a large fee. When demand for his essay-writing services dropped, he began to blackmail his clients – he threatened to expose them as cheats and demanded more money in return for his silence. One of his private students was called Tamara. Tamara arranged to meet Alex on Friday evening to give him the blackmail money in cash. She took with her a particularly expensive bottle of whisky that she knew Alex would not be able to resist, to which she had added poison. Once in his office, she flattered him by saying that his essays for her had been brilliant – she had passed the course with top marks and it had been worth every penny she had had to pay him. She handed over the cash and suggested they drink a toast to 'her future career and his'. He died instantly. She picked up the cash and left, taking the expensive bottle of whisky with her.

## 7B A holiday with friends

### A role-play activity

Sts role-play typical holiday arguments. There are two worksheets, each containing three different role-plays. Copy and cut up the two worksheets per 12 Sts.

#### COMPETENCE

advising on or talking about sensitive issues without awkwardness, understanding colloquial references and dealing diplomatically with disagreement and criticism

- Put Sts in pairs, **A** and **B**, and give out one situation to each pair. If you have an uneven number, you could add an extra student to one pair, who is not directly involved in the conflict, but who can try to help resolve the situation.
- Set a time limit (e.g. five minutes) for Sts to read their situation and prepare what they are going to say. If you have an odd number, give the extra student both cards.
- Sts **A** start each conversation. Set a time limit (e.g. five minutes) in which they should try to persuade their partner to accept their point of view.
- When the time limit is up, give Sts another set of cards. Again, allow them time to read their cards and prepare what they are going to say, before Sts **A** start the conversation.
- Get feedback from the whole class about how successful they were in persuading their partner to accept their point of view.

**NON-CUT ALTERNATIVE** Copy one worksheet per student and fold vertically down the dotted line. Tell each student to look at either role **A** or role **B**.

## 8A Rules of food

### A reading and discussion activity

Sts discuss opinions about food and eating, then compare their ideas with those of a food writer. Copy and cut up one worksheet per student.

#### COMPETENCE

using language flexibly and effectively for social purposes, including emotional, allusive, and joking usage

- Give out the top half of the worksheet. Focus on **a**. Tell Sts to read the sentences and complete them with a word or phrase which would make them true for them. Make sure they realize that they should be expressing their own opinion.
- Put Sts in small groups of three or four. Focus on **b** and get them to discuss and compare their answers.
- Give out the bottom half of the worksheet. The text is taken from an online article written by a well-known food writer. Focus on **c** and give Sts time to read the article individually. Then put Sts back in their groups and ask them to discuss whether they have changed their mind about any of their answers.
- Get feedback from the whole class on anything that they found interesting, surprising, or shocking.

## 8B The Pitt Rivers Museum

### A describing and speculating activity

Sts study six different artefacts from the Pitt Rivers museum, following on from the Video Listening at the end of the lesson. They make deductions, then discover information about them. Copy and cut up one worksheet per pair.

#### COMPETENCE

giving clear, detailed descriptions and presentations on complex subjects

- Put Sts in pairs and give out the top half of the worksheet. Explain that they are going to look at six artefacts from the Pitt Rivers Museum. Write the following questions on the board:  
*Where do you think each object is from?*  
*What do you think it might be made of?*  
*What might it have been used for?*
- Get Sts to look at the photos of the artefacts and work through the three questions. Then ask Sts to look closely at the artefacts for any clues that they could use to help put them into order of age, starting with the oldest artefact.
- Give each St either the **A** or **B** half of the worksheet. Give them time to read the descriptions of their three objects. Then they should exchange the information with their partner.
- In their pairs, Sts should discuss how accurate their guesses were, and decide which artefact they find the most interesting.
- Get feedback from the whole class on which artefact they found most interesting.

## Revision

### A speaking exam practice and general revision activity

Sts work in pairs to ask and answer questions on topics covered during the course. This worksheet has two pages, covering all eight Files of the Student's Book. Copy both pages per student.

#### COMPETENCE

expressing yourself fluently and spontaneously, almost effortlessly

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Focus on the instructions. As with the activity in 5B, you may want to explain to Sts that while the instructions may seem quite simple, in this kind of task, it is important to take the opportunity to display the full range of language that they can use.
- Explain that there are two tasks for each File. Sts should take it in turns, with one St reading the task to their partner, and the other doing the task. The first St then asks the follow-up questions. Each St should speak for about two minutes.
- Monitor the pairs and make a note of any points to go through with the whole class.
- Get feedback from the whole class on what they found out about their partners.

**EXTRA IDEA** Sts could use these cards to practise speaking at home by recording their answers and listening and noticing areas where they feel they might be able to improve.

## 1A COMMUNICATIVE Motivation

Work in pairs or small groups. Read the quotations, then answer the questions below.

**A** ‘It does not matter how slowly you go, as long as you do not stop.’

*Confucius (551–479 BC), ancient Chinese philosopher*

**B** ‘I find that the harder I work, the more luck I seem to have.’

*Thomas Jefferson (1743–1826), third American president, principal author of the Declaration of Independence*

**C** ‘Success usually comes to those who are too busy to be looking for it.’

*Henry David Thoreau (1817–1862), American philosopher, poet*

**D** ‘It is better to fail in originality than to succeed in imitation.’

*Herman Melville (1819–1891), great American novelist, author of Moby Dick*

**E** ‘I would rather die of passion than of boredom.’

*Vincent van Gogh (1853–1890), tortured Dutch post-impressionist artist*

**F** ‘Only put off until tomorrow what you are willing to die having left undone.’

*Pablo Picasso (1881–1973), influential Spanish painter*

**G** ‘The most difficult thing is the decision to act, the rest is merely tenacity.’

*Amelia Earhart (1897–1937), American aviation pioneer, the first woman to fly solo across the Atlantic*

**H** ‘What you have to do is live for the day, you have to say, now is life, this very moment. It’s not tomorrow, it’s not yesterday, it’s now, so you have to live it as fully as you can.’

*Terry Waite (1939–), British humanitarian, held captive in Lebanon for five years*

**I** ‘Adapt what is useful, reject what is useless, and add what is specifically your own.’

*Bruce Lee (1940–1973), Chinese-American actor, martial artist, philosopher*

**J** ‘Question everything... if you don’t question things, there’s no knowledge, no learning, no creativity, no freedom of choice, no imagination.’

*Heston Blumenthal (1966–), experimental British celebrity chef*

**K** ‘All the answers that we want are within us. Live your own life. Walk your own path.’

*Makaziwe Mandela (1954–), South African businesswoman, daughter of Nelson Mandela*

**L** ‘The secret, darling, is to love everyone you meet. From the minute you meet them. Give everyone the benefit of the doubt.’

*Joanna Lumley (1946–), glamorous British model, actress, activist*

**M** ‘Your time is limited, so don’t waste it living someone else’s life.’

*Steve Jobs (1955–2011), American entrepreneur, founder of Apple Inc*

**N** ‘Don’t count the days. Make the days count.’

*Muhammad Ali (1942–2016), American heavy-weight boxer, civil rights activist*

- 1 What is the basic message of each quotation? Express it in your own words.
- 2 Are there any quotations that you think have a similar message?
- 3 Which quotation is expressed in the cleverest way, in your opinion?
- 4 Are there any quotations that you strongly agree or strongly disagree with? Why?
- 5 Which quotation is your favourite? Why?

## 1B COMMUNICATIVE Parenting styles

### Student A

- a Look at your two photos showing children and parents in different situations. Speak for about a minute, comparing the two photos and describing the different attitudes towards parenting that they show.



- b Listen to **B** comparing his / her photos. Then say which photo best represents your parents' involvement in your education.
- c Read the six statements and decide if you agree, disagree, or half-agree and think of reasons.
- 1 Children need more protection today than they did 20 years ago because life is more dangerous than it used to be.
  - 2 Children need to be allowed to take risks in order to become confident adults.
  - 3 In today's digital world, children should be made to spend some time playing outdoors every day.
  - 4 If you don't push your children, they will assume you're not interested in them.
  - 5 Children should only do extracurricular activities if they themselves ask to and should be allowed to give them up if they are not enjoying them.
  - 6 Parents should allow children to manage their homework alone and should be discouraged from helping them.
- d Discuss the statements with **B**. How similar / different are you in your attitudes to parenting?

## 1B COMMUNICATIVE Parenting styles

### Student B

- a Listen to **A** comparing his / her photos. Then say which attitude towards parenting is more common among the people you know.
- b Look at your two photos showing children in different situations. Speak for about a minute, comparing the two photos and describing parents' different involvement in their children's education.



- c Read the six statements and decide if you agree, disagree, or half-agree and think of reasons.
  - 1 Children need more protection today than they did 20 years ago because life is more dangerous than it used to be.
  - 2 Children need to be allowed to take risks in order to become confident adults.
  - 3 In today's digital world, children should be made to spend some time playing outdoors every day.
  - 4 If you don't push your children, they will assume you're not interested in them.
  - 5 Children should only do extracurricular activities if they themselves ask to and should be allowed to give them up if they are not enjoying them.
  - 6 Parents should allow children to manage their homework alone and should be discouraged from helping them.
- d Discuss the statements with **A**. How similar / different are you in your attitudes to parenting?

## 2A COMMUNICATIVE A pack of lies?

I once overslept and missed a flight.	I first met my partner in a supermarket.
I have been caught speeding on more than one occasion.	I'm scared of dogs because I was bitten when I was a child.
I once had a really terrible haircut and refused to go out.	I once sent a personal message to completely the wrong person.
I failed my driving test three times before eventually passing it.	I once dreamed about something that then later happened.
I once lost a whole day's work because of a computer malfunction.	My most valued possession was given to me by my parents.
I once swam in water where there was a risk of crocodiles.	I once spilled a cup of coffee over my laptop.
A fortune teller once told me I was going to be famous.	I once slept on the floor all night outside my bedroom because I'd seen a spider in there.
I once locked my car keys inside the car.	I once lost my bank card and cancelled it, but then found it.
I once went to a wedding wearing trainers because I had forgotten to pack my smart shoes.	A cousin of mine won an Olympic medal.
I once went backstage at a concert and met the band.	I once found a cockroach inside one of my shoes.

## 2B COMMUNICATIVE What kind of traveller are you?

### WOULD YOU RATHER...?



sleep in a tent on a mountainside in below zero temperatures

swim in a bay where sharks have sometimes been spotted

travel for 12 hours on a long-distance bus through spectacular scenery

travel to somewhere where you can already speak the language well

go on a budget holiday for four weeks

have an exciting, and sometimes challenging, experience every day



stay with someone who can show you the best places to visit

have all your activities and excursions booked in advance

travel somewhere you've been to before and love



sleep in a shelter in the rainforest with 90% humidity

walk through the jungle where there may be snakes

take a one-hour flight (to the same place)

travel to somewhere more exotic, but where you don't speak the language at all

go to a luxurious resort for one week

spend every day relaxing and switching off completely

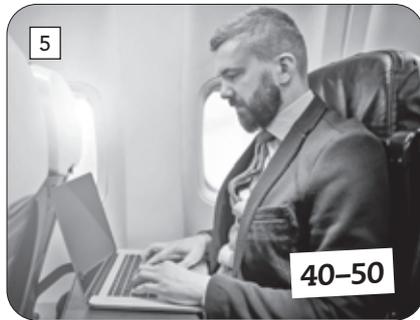


go by yourself and find your own way around

decide on everything when you get there, even though this may mean not being able to do everything you wanted to do

travel somewhere completely new and risk disappointment

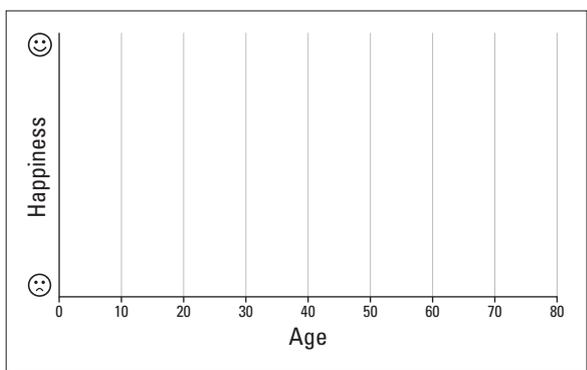
### 3A COMMUNICATIVE A life graph



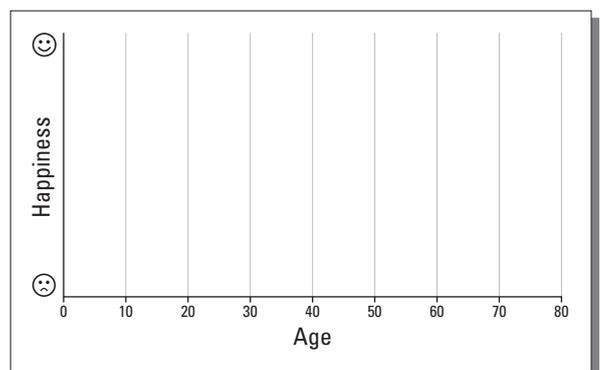
**a** Look at the photos illustrating different decades in life. Think about what people normally do during each decade, and when you think they are at their happiest and least happy. Put one point on your graph for each decade. Draw a line to connect the different points.

**b** Work in small groups. Compare your graph with your partners', giving reasons and examples to explain your answers. Create a new graph that represents the consensus of your group.

#### Your graph



#### Your group's graph



**c** Choose a spokesperson to present your group's graph to the rest of the class. Use research language to explain it.

*We think happiness peaks in your fifties because...*

*There's a sharp decline after you reach your eighties because...*

Student A

**Remember**

Remember me when I am gone away,  
Gone far away into the silent land;  
When you can no more hold me by the hand,  
Nor I half turn to go yet turning stay.

Remember me when no more day by day  
You tell me of our future that you plann'd:  
Only remember me; you understand  
It will be late to counsel then or pray.

Yet if you should forget me for a while  
And afterwards remember, do not grieve:  
For if the darkness and corruption leave  
A vestige of the thoughts that once I had,  
Better by far you should forget and smile  
Than that you should remember and be sad.

*Christina Rossetti (1830–1894)*

Student C

**Dust if you must**

Dust if you must, but wouldn't it be better  
To paint a picture, or write a letter,  
Bake a cake, or plant a seed,  
Ponder the difference between want and need?

Dust if you must, but there's not much time,  
With rivers to swim, and mountains to climb;  
Music to hear, and books to read;  
Friends to cherish, and life to lead.

Dust if you must, but the world's out there  
With the sun in your eyes, and the wind in your hair;  
A flutter of snow, a shower of rain,  
This day will not come around again.

Dust if you must, but bear in mind,  
Old age will come and it's not kind.  
And when you go (and go you must)  
You, yourself, will make more dust.

*Rose Milligan (unknown)*

Student B

**These are the hands**

These are the hands  
That touch us first  
Feel your head  
Find the pulse  
And make your bed.

These are the hands  
That tap your back  
Test the skin  
Hold your arm  
Wheel the bin  
Change the bulb  
Fix the drip  
Pour the jug  
Replace your hip.

These are the hands  
That fill the bath  
Mop the floor  
Flick the switch  
Soothe the sore  
Burn the swabs  
Give us a job  
Throw out sharps  
Design the lab.

And these are the hands  
That stop the leaks  
Empty the pan  
Wipe the pipes  
Carry the can  
Clamp the veins  
Make the cast  
Log the dose  
And touch us last.

*Michael Rosen (1946–)*

## Unconscious bias – do you know the facts?

How much do you know about the impact of 'unconscious bias', that is, the way we make judgements about other people without realizing that we're doing it, based on things like gender, age, ethnicity, appearance, and background? **Raise your own awareness with our quiz.**

**1 An American research group sent 127 male and female professors two CVs for consideration for a laboratory manager position. Both fictional candidates were white, aged 22 and had identical grades and comparable references. Can you guess the outcome?**

- a 'John' was more likely to be hired than 'Jennifer', with a higher starting salary.
- b 'Jennifer' was more likely to be hired than 'John', with a higher starting salary.
- c Both 'John' and 'Jennifer' were equally likely to be hired, at equal starting salaries.

**2 A British government investigation into recruitment practices using false identities concluded that jobseekers with 'white-sounding' names could expect to receive one positive response for every nine job applications. How many CVs did they find a candidate with 'Asian or African-sounding' names had to distribute in order to obtain one interview?**

- a Nine – the same as those with 'white-sounding' names
- b Twelve
- c Sixteen

**3 Only 14.5% of men in America can claim to have this attribute, yet nearly 60% of Fortune 500 company CEOs have it. What is it?**

- a An IQ of over 150
- b A standing height of over six feet
- c A college degree

**4 'Economists have found that the best-looking third of the population earns 12% more than the least attractive individuals.'**

- a True
- b False

**5 What percentage of recruitment managers in the UK admit to being negatively biased towards candidates with certain regional accents?**

- a 15%
- b 37%
- c 80%

**6 'It isn't unconscious bias if you give a job to the candidate you most clicked with, perhaps because of a shared interest, or the fact that they studied at the same university as you, particularly if they're a different gender, ethnicity, or sexuality from you.'**

- a True
- b False

**7 'It isn't unconscious bias to spare a new mother returning to your organization after maternity leave the stress of overseas business trips during her first hectic year of working motherhood.'**

- a True
- b False

## Quiz answers

**1 a**

According to a Princeton University study, the fictional 'John' was more likely to be hired, despite having otherwise identical characteristics to the fictional 'Jennifer' – an example of how the science community's gender biases can favour males.

**2 c**

The UK's Department for Work & Pensions found that fictional candidates with 'white-sounding' names could expect to receive a job interview for every nine roles applied for, whereas a jobseeker with an 'Asian or African-sounding' name would have to distribute sixteen CVs in order to obtain one interview.

**3 b**

*The Tall Book* by Arianne Cohen states that only 14.5% of American men stand over six feet tall, yet 60% of Fortune 500 company CEOs are blessed with such height. One study concludes that every inch of additional height relates to a corresponding annual salary gap of £500 in favour of the tall.

**4 a**

In *Beauty Pays: Why Attractive People Are More Successful*, Daniel Hamermesh claims that a bias towards attractiveness can, over a lifetime, amount to an earnings gap of \$250,000.

**5 c**

Research by the Peninsula Group in 2015 found that eight out of ten UK managers discriminate against those with regional accents, most notably accents from Birmingham, Liverpool, Newcastle, Glasgow and London.

**6 b**

'Affinity bias' (a bias towards people like you) is the factor at play when a juicy role goes to the graduate of a same college or with whom you have an avid interest in a shared hobby. 'Hiring in your own image' can have a long-lasting effect: in the long-term it can mean that you're likely to build a stronger relationship with that particular individual, which can ultimately lead to that person receiving more stretch assignments, better support of their abilities or increased visibility across the organization.

**7 b**

This is actually a classic example of 'benevolence bias' (a presumption that you know what's best for someone else). A new mother might be excused attendance at an overseas conference in order to spare her the added stress – a conscious decision underpinned by a plethora of unconscious assumptions about motherhood, and which may ultimately harm her career.

## 4B (1) COMMUNICATIVE Work-life balance for people with jobs

- a Read a newspaper article about work-life balance. Then, with a partner, number the tips 1–6 in order of their importance or usefulness. Are there any other tips you would add?

### Ten tips for a better work-life balance

**Just say no**

If you're available 24/7 to your boss's demands, and you're the kind of person who as a result gets overloaded, try harnessing the power of no. Allen advises: 'If you tend to say yes without thinking when you're asked to do something extra, stall. Don't answer straight away. Say you'll get back to the person asking, then use that time to think clearly about whether to say yes or no. If you want to say yes, fine. But if you want to say no, say no and keep saying it. Don't justify your actions or give excuses.'

**Work smarter, not harder**

There is a body of opinion that you should work more and sleep less. These days, they call it sleep hacking – training your mind and body to need less sleep. However, in its advice on work-life balance, the Mental Health Foundation counsels: 'Work smart, not long.' What does that mean in practice? 'This involves tight prioritization – allowing yourself a certain amount of time per task – and trying not to get caught up in less productive activities, such as unstructured meetings that tend to take up lots of time.'

**Leave work at work**

Imagine you're just about to leave your workplace. Before you go, write a note to yourself listing outstanding tasks or any work things that are on your mind. 'Then shut the diary, turn off your computer, store your message and leave it,' counsels Allen. Closure is a big theme among those offering tips for a healthy work-life balance: the Mental Health Foundation says that if you do happen to take work home with you, you should try to confine it to a certain area of your home – and be able to close the door on it.

**Don't be a martyr**

'There is also the tendency I come across where somebody will say, "I have to do everything round here,"' says Allen. 'To feel like a martyr gives some people a great deal of pleasure – they feel they're powerful and busy.' And what's wrong with that? 'It's worth thinking about how infuriating that is for other people. The reason most people are martyrs is that they want the approval of others; if they realize martyrdom – just doing all the work – is exasperating to be around, they might stop behaving that way.'

**Ease off the adrenaline**

Do you need the rush of adrenaline all the time, whether it's at the gym, or at the coalface of paid employment? 'You really ought to monitor that,' says Allen. 'You need to ask yourself how well your life is really going. What happens often is that those hooked on adrenaline hop from one rush to another – from one task to another, from work to gym. What's that like for your family and friends to be around? Not much fun, especially when you crash – which inevitably you will.'

**Think about retirement**

'Some people are wedded to work, especially if they're self-employed,' says Allen. 'But I get them to ask themselves: if work is the only thing you do, then what happens if you lose your job or if your business fails? For most people, there will be gaps in employment. What do you do then? And what about when you retire? Sure, you may well carry on working in a part-time capacity, which I think is a good thing, but you will need other interests in life when work becomes less important.'

- b Work in pairs. Based on the article you've read, and your own ideas, design a questionnaire of up to ten questions to measure how someone feels about their work-life balance. You can write questions using the following formats:

I never answer work emails or messages outside my work hours.  
*strongly agree / agree / disagree / strongly disagree*

I answer work emails or messages outside my work hours.  
*often / sometimes / occasionally / never*

If you receive a work email or message outside work hours, do you...?

- a ignore it
- b read it but not respond to it
- c read it and respond to it

- c Exchange your questionnaire with another pair. Work in pairs and discuss your responses. What do they say about your work-life balance?

## 4B (2) COMMUNICATIVE Work-life balance for students

- a Read an article from an online tutoring website about work-life balance. Then, with a partner, number the tips 1–6 in order of their importance or usefulness. Are there any other tips you would add?

### Managing a good work-life balance at university

We've all heard endlessly from teachers, lecturers and parents about how important it is to make sure you maintain a good work-life balance at university. Luckily, there are plenty of steps you can take to help you keep on top of things.

**Organize your time**

Start by making a list of everything you need to do – it's ten times easier to get organized when you can visualize the tasks. Make sure you consider your weekly university timetable and note when you have other commitments such as sports training. From here, you can divide the list of tasks you have to do into each day of the week to make sure that you have time to get everything done. Now that you know the time you're going to be spending working, you can fit in when to do all your other activities, such as going to the gym, meeting up with friends, going to socials or nights out!

**Find the right working environment**

Choosing the right environment for study is key to making sure that the time you spend doing work is as productive as possible. Whether you're living in halls or in a house, there's always a temptation to take your work to the kitchen or living room. Nine out of ten times, this is probably not the best choice. The two places I would recommend for doing work are either your bedroom or the library. Your bedroom will be a comfortable and relaxed environment for working in, but it requires more discipline, as you're more likely to take breaks and there are more potential distractions. The library is a good place to really focus on the work you are doing with a great supply of resources; however, it can feel intense and tiring, and some people don't enjoy the silence. Overall, you need to try and find which environment works best for you. Once you've found a good work place you're likely to be ten times more productive.

**Get your worst tasks out of the way**

One of the biggest problems that most, if not all, students face when it comes to getting work done is procrastination. As someone who used to spend endless hours procrastinating, the best advice I can give is to do the thing you want to do least, first! This means it's out of the way, you don't have to think about it, and it feels like a big weight off your shoulders.

**Have a social life**

Staying on top of work is important at university, as you want to do well and get the most out of your degree. However, having a good time is also important – after all, university is meant to be the best years of your life!

**Have some 'me time'**

As much as it's great to socialize, every now and then, having some peace and quiet will be exactly what you need. Try losing yourself in a new TV series or a good book. This might be to reward yourself for the work you've done. Having something to look forward to when you've finished will help to keep you motivated.

**Try not to get too obsessed**

Keeping on top of everything all the time can become exhausting in itself. Try to stick to your weekly plans and study hard, but make time to enjoy yourself too. Sometimes you won't be in the mood to do work – that's okay, take some time off and come back to it later. Sometimes friends will suggest spontaneous plans – if you really want to go, then go and have fun. It's just about maintaining a healthy balance. After all, you're only human.

Adapted from www.mytutor.co.uk

- b Work in pairs. Based on the article you've read, and your own ideas, design a questionnaire of up to ten questions to measure how someone feels about their work-life balance. You can write questions using the following formats:

I never make 'to do lists' or timetables.  
*strongly agree / agree / disagree / strongly disagree*

I make 'to do lists' or timetables...  
*often / sometimes / occasionally / never*

At the beginning of each term do you...?

- a make a list or timetable of all your classes and extra activities and pin it above your desk
- b make a list or timetable of all your classes and extra activities but lose it soon after making it
- c intend to make a list or timetable but then decide you can't be bothered

- c Exchange your questionnaire with another pair. Work in pairs and discuss your responses. What do they say about your work-life balance?

## 5A (1) COMMUNICATIVE Anger management

### A The confiscated phone

You're 16 years old and two days ago you had a major fight with your parents, during which they confiscated your phone. You have no idea where they have put it, and by now the battery is dead. All your social life is on that phone, as well as all your private thoughts and artistic projects. You really can't live without it. You're not speaking to your parents until you get the phone back.

*Resolve the situation. You start.*

### B The confiscated phone

Your 16-year-old son / daughter spends all his / her time on their phone, even at the dinner table, and communicates less and less with the family. There was a confrontation, during which you confiscated the phone to teach the child a lesson. His / Her reaction was of hysterical anger. That was two days ago, and your son / daughter hasn't spoken to you since.

*Resolve the situation. A will start.*

### A Taking the credit A

At university, you were working on a large project with a classmate. A lot of work from both of you went into it; in fact, you did more than half of the work, despite not feeling too well, but you were really ill on the day of the class presentation and couldn't do your part. Later, you find out that only your friend's name was on the final version of the PowerPoint presentation, and that it was all 'I, I, I', and not 'we, we, we'.

*Resolve the situation. You start.*

### B Taking the credit

At university, you were working on a large project with a classmate. A lot of work from both of you went into it; in fact, you did more than half of the work, but your friend was ill – again! – on the big day of the class presentation and didn't take part. In anger, you removed your friend's name from the final version of the PowerPoint presentation.

*Resolve the situation. A will start.*

### A Being available for substitutions

Your boss has announced that all members of staff in your company must now be available to substitute for others who are absent due to sickness, etc. The company wants you to be available for four hours a week, but will only pay you if you have to come in to cover a sick co-worker. You can't believe they are expecting you to reserve that time without paying you for it, whether you work or not.

*Resolve the situation. You start.*

### B Being available for substitutions

You are the manager of a department in a company, and it has been decided that all workers must from now on be available to cover for others who are absent due to sickness, etc. This will only be for four hours a week. Of course, the workers will get four hours' extra pay if you call them to come in. It's not ideal, but the company is in serious financial difficulty.

*Resolve the situation. A will start.*

### A The party gatecrashers

You're having an intimate birthday party in your very small apartment. One of the friends you invited arrives late and brings along two uninvited guests – complete strangers. All three of them are now behaving in a way that is making your other guests feel uncomfortable. Your friend didn't phone to ask if he / she could bring more people, and says he / she 'had to bring them'.

*Resolve the situation. You start.*

### B The party gatecrashers

You were invited to a birthday party at a friend's apartment. Before the party, you went for a quick drink at your local bar, and you got talking to a couple of people who you know very slightly. They asked you what you were doing later, you said you were going to a party, and they asked if they could come too. Your friend – the party host – wouldn't mind, surely? Now, at the party, the other guests, and your friend, seem a bit uncomfortable about it.

*Resolve the situation. A will start.*

## 5A (2) COMMUNICATIVE Anger management

### A Dropping you in it

You are the co-owner of a company which has had to introduce some changes in the way everyone works. You know that at first, this will be unpopular with some members of staff. You and the other partner discussed the best way to present the changes to the staff, and you called a meeting to do just that. However, after you explained part of the new plan to the staff, when it was his / her turn to speak, your partner says he / she was never really in favour of the changes.

*Resolve the situation. You start.*

### B Dropping you in it

You are the co-owner of a company which has had to introduce some changes in the way everyone works. You know that at first, this will be unpopular with some members of staff. You and the other partner discussed how to present the changes to the staff, but at the meeting, the staff react badly, and you decide that it's important that the staff know that you are sympathetic and that you were never really in favour of the changes.

*Resolve the situation. A will start.*

### A The broken bowl

You live with a flatmate, and you share a lot of the things in the kitchen. You have a beautiful ceramic bowl that you bought many years ago on holiday in Morocco. You came home last night after your flatmate had had some friends round for dinner, and saw the bowl in the rubbish bin, smashed into 20 pieces. Your flatmate was fast asleep when you got home, but at breakfast this morning, he / she doesn't mention anything about it.

*Resolve the situation. You start.*

### B The broken bowl

You live with a flatmate, and you share a lot of the things in the kitchen, although he / she is very possessive about his / her stuff. You had some friends round for dinner last night, and one of them broke a ceramic bowl of your flatmate's. You put the pieces in the rubbish bin because it was clear it couldn't be repaired, and intended to explain when your flatmate got in. However, by breakfast time this morning, you've forgotten all about it.

*Resolve the situation. A will start.*

### A Love letter from the past

You've been married for five years, and while doing some cleaning one day, you find an old love letter to your husband / wife from a previous partner, as well as a large photo of them together. Why was he / she keeping these things for so many years? What's more, why was he / she hiding them? Does he / she still read them, and look at the photo?

*Resolve the situation. You start.*

### B Love letter from the past

You've been married for five years. While doing some cleaning one day, your husband / wife found an old love letter from your ex, as well as a photo of the two of you together. There's really nothing for your husband / wife to be jealous about; you haven't seen your ex for ages, and besides, the photo and letter are simply a part of your life. You can kind of see how your husband / wife might feel about them, but you don't want to get rid of them.

*Resolve the situation. A will start.*

### A Office rage

The company you work for keeps changing its IT systems, and there are frequently problems with printers; with every upgrade, it gets more complicated instead of easier. And now you've wasted 20 minutes trying to print an important document, but the printer won't recognize you. You want to throw it out of the window!

*Resolve the situation. You start.*

### B Office rage

You have a co-worker who finds it very hard to get to grips with digital technology. It's true that the company has upgraded its IT systems, but most people learn quickly how to deal with the changes. Not your colleague though. Right now, he / she is screaming at the printer, and can be heard by everyone in the office.

*Resolve the situation. A will start.*

## 5B COMMUNICATIVE A question of culture

- You are going to take turns to be an interviewer and interviewees. Work in groups of three, **A**, **B**, and **C**. For the first set of questions, **A** is the interviewer and **B** and **C** are the interviewees. For the second set, **B** is the interviewer, and for the third set, **C** is the interviewer. Read the instructions for each role.

### Instructions for interviewer

Ask the first question to **B**, but make sure that **C** also expresses his / her opinion. Then ask the second question to **C**, and continue.

Encourage the interviewees to clarify, expand, or go into things in more depth. For example, you could ask, *Could you explain what you mean by...? Can you tell me a bit more about...? How did you feel when...?*

Try to manage the conversation so that both interviewees participate equally and that no one dominates the conversation.

### Instructions for interviewees

Take turns to answer the questions, but contribute after your partner has answered, or if he / she asks for your opinion.

Answer the questions fully, but try to make sure your co-interviewee participates.

Ask the interviewer to clarify any aspect of a question that you don't understand. For example, you could ask, *When you say ..., do you mean...?*

### Questions for Interviewer A

How would you describe the culture of your country or region? Give examples.

How important are traditional customs in your country or region?

To what extent do you think the culture is changing? What are the reasons for this?

Do you think that it's important to retain a local, regional, or national identity? What are the pros and cons?

### Questions for Interviewer B

Do you know what people from other countries think about your culture?

Is there anything that has surprised you about another culture when you've travelled or met people from other countries?

Do you think experiencing another culture changes the way people think?

Do you think you would ever move to somewhere other than your home country?

### Questions for Interviewer C

Do you think different cultures have different ideas about what is considered to be rude or polite?

Do you agree with the saying that 'when in Rome, you should do as the Romans do'?

Why do you think some people find cultural behaviours that are different from their own threatening?

If you wanted to preserve your culture for future generations, what three things would you put into a time capsule?



## 6B COMMUNICATIVE Lucky numbers

### Student A

- a Answer the questions with a partner.
- 1 Do you have a 'lucky number'? Why do you think it's lucky for you?
  - 2 What do you think are the chances of winning a big prize on your country's national lottery?
  - 3 Do you ever do the lottery? If not, do you know people who do?
  - 4 Do you just choose any old number, or do you have a system?
  - 5 Have you ever won anything? Do you know anyone who has?
- b Read an extract from the book *Humble Pi*, by Matt Parker, and make notes on the main points. Tell B what you learned about lottery numbers. Then listen to B tell you about their extract.

### Can I predict what number is going to come up?

Much of the pseudoscience around lottery draws tries to cloak itself as being mathematical and is normally a variation on the gambler's fallacy. This logical fallacy is that, if some random event has not happened for a while, then it is 'due'. But if events are truly random and independent, then an outcome cannot be more or less likely based on what has come before it.

Yet people track which numbers have not come up in the lottery recently to see which ones are due an appearance. This reached fever pitch in Italy in 2005, when the number 53 had not been seen for nearly two years. Loads of people felt that 53 was due, and at least €3.5 billion was spent buying tickets with the number 53. People were borrowing money to place bets as 53 continued not to get drawn and so was, apparently, more and more overdue. Those with a system kept increasing their stake each week so that when 53 finally arrived, they would recoup all their previous losses. Players were going bankrupt, and in the lead-up to 53 finally being drawn, on 9th February 2005, four people died (one lone suicide and a second suicide who took their family's lives as well).

Another thing that happens is that people mistakenly think that recent results are unlikely to happen again. In 2009, the Bulgarian lottery drew the same numbers (4, 15, 23, 24 and 42) two weeks in a row. They were drawn in a different order, but in a lottery, the order does not matter. Amazingly, no one won the jackpot the first time they were drawn, but the following week eighteen people had chosen them in the hope they would come up again. The Bulgarian authorities launched an investigation to check nothing untoward was going on, but the lottery organizers said that it was just random probability. And they were right.



- c Were you surprised by any of the information? If you do the lottery, will it change the way you play? Has it made you more or less hopeful about your chances of winning? If you don't do the lottery, does it make you want to give it a go?

## 6B COMMUNICATIVE Lucky numbers

### Student B

- a Answer the questions with a partner.
- 1 Do you have a 'lucky number'? Why do you think it's lucky for you?
  - 2 What do you think are the chances of winning a big prize on your country's national lottery?
  - 3 Do you ever do the lottery? If not, do you know people who do?
  - 4 Do you just choose any old number, or do you have a system?
  - 5 Have you ever won anything? Do you know anyone who has?
- b Read an extract from the book *Humble Pi*, by Matt Parker, and make notes on the main points. Listen to **A** tell you about their extract. Then tell **A** what you learned about winning the jackpot.

### How can I increase my chances of winning the jackpot?

The only legitimate mathematical strategy you have is to choose numbers that other people are less likely to have picked. Humans are not very creative at choosing their numbers. On 23rd March 2016, the winning lottery numbers were 7, 14, 21, 35, 41 and 42. Only one off from a run of all multiples of seven. An incredible 4,082 people matched five numbers that week (presumably the five multiples of seven) so the prize money had to be shared between about eighty more people than normal: they only got £15 each. It is believed that in the UK, around ten thousand people all choose 1, 2, 3, 4, 5 and 6 every week. If they do ever come up, the winners will not get much each.

Top tips are to choose numbers which are not in an obvious sequence, aren't likely to be numbers from dates (people choose birthdays, anniversaries, and so on). Then if you play the lottery weekly for millions of years (you'd expect to win the UK lottery once every 780,000 years), on the occasions you do win, you will have to share the prize less. Sadly, it's not a strategy that helps much on the timescale of a human lifetime.

So the top tip is, if you do play the lottery, just choose whatever numbers you want. I think the only advantage of choosing really random numbers is that they look like the numbers that come up most weeks, which helps keep the illusion alive that you could win. And, at the end of the day, that illusion of maybe winning is what you are really buying.

- c Were you surprised by any of the information? If you do the lottery, will it change the way you play? Has it made you more or less hopeful about your chances of winning? If you don't do the lottery, does it make you want to give it a go?

## 7A COMMUNICATIVE A murder mystery

- Read the local newspaper article. Then work in small groups. How was Alex killed and why? Examine each piece of evidence and try to solve the murder.

Dr Alex Delaforce, a 45-year-old university lecturer, was found dead in his office on the university campus on Monday morning, by cleaning staff. Nobody had reported him missing over the weekend, but according to the post-mortem examination, he'd been dead since Friday night. Dr Delaforce had taught Philosophy and Ethics at the university for 15 years. A colleague described him as easy-going, and popular with colleagues and students. He was not known to have any enemies.



- Alex's medical records indicated no serious health issues.
- There were no flesh wounds or signs of a struggle on his body.

- The police found nothing suspicious in Alex's office, though there were a lot of emails on his laptop relating to assignments from people who weren't students in any of his university classes.
- There was evidence that he'd consumed some alcohol. There was a half-finished bottle of cheap whisky in his desk drawer.

- Alex lived in an elegant house in a prosperous part of the city, and enjoyed good food and wine.
- He had repeatedly asked his head of department for a pay rise.

- Alex had taken on work as a private online tutor. He charged high fees for private tuition, but seemed to have a lot of students.
- Alex's private students were very satisfied with his teaching.

- Alex's private students scored surprisingly high marks for their essays and always passed their courses.
- Due to an economic downturn, demand for private courses had recently dropped, and Alex's were no exception.

- Alex had kept all of his emails with former private students on his computer.
- His bank account showed regular payments to him from a lot of different sources; over the last few weeks, he had also paid into his account several large sums in cash.

- Alex was often known to work late on Fridays, sometimes until 10 or 11 at night.
- Alex was last seen on Friday evening, on the university campus near his office, talking to a student. Several other students had also visited him that evening.

- As he left his own office on Friday evening, one of Alex's colleagues noticed a young woman entering Alex's office a few doors down the corridor. She was holding something wrapped in a plastic carrier bag.
- Another witness saw a young woman walking away from campus around 9 p.m. on Friday, carrying something wrapped in a plastic carrier bag.

## 7B (1) COMMUNICATIVE A holiday with friends

### A The chateau is closed - the MacBride family

Your family are on holiday in France with the O'Neill family. You like to get up early in the morning and make the most of the day, but your friends like to sleep in a bit. One of the highlights of the trip was to visit a famous castle nearby, but your friends took so long to get out of bed this morning, and then so long to get ready, that when you got to the castle, it was closing for lunch. What's more, it won't open this afternoon, and tomorrow is a national holiday in France, so you've completely missed out. You and your kids were so looking forward to visiting this castle.

*Your position: You think the O'Neills should know how you feel. You start the conversation.*

### B The chateau is closed - the O'Neill family

Your family are on holiday in France with the MacBride family. You like to sleep in a bit in the morning – you're on holiday, after all! But your friends like to get up at the crack of dawn. They made a lot of noise as you were trying to have a lie-in this morning. Today, you all wanted to visit a famous castle nearby, but by the time you'd got up, had your showers and your breakfast, and got to the castle, it was closing. Sadly, you won't get another chance to visit it on this trip, but hey – worse things happen. It's no big deal.

*Your position: You think the Macbrides should chill out and worry less. The Macbrides will start the conversation.*

### A I don't want to play - the child

You are 14 years old, and an only child. You and your parents are on holiday in the country with some old friends of theirs; they also have one child, Sam, who is four years younger than you. You didn't really want to come, and the only thing there is to do is interact with your own friends on your iPad, checking out Instagram and other social media. You rejected Sam's attempts to play with you, and now Sam is upset, and your parents are trying to force you to spend more time with him / her and play silly games.

*Your position: You think your parents shouldn't have dragged you here in the first place and you absolutely don't want to spend time with a ten-year-old. You start the conversation.*

### B I don't want to play - the parents

Your only child (aged 14) is with you on holiday in the country with some old friends, who also have one child, Sam (aged 10). Your child is a bit anti-social, it's true, and now he / she is refusing to play with Sam, who is upset and crying. Your child is spending all his / her time on the iPad, and this is causing tension between the families. Perhaps your friends were a bit naïve in expecting the children to hit it off – I mean, you wouldn't just expect adults to do that, would you?

*Your position: You think your child could try to be nicer to Sam, and take a break from his / her iPad for once. Your child will start the conversation.*

### A Upmarket, downmarket - the Branson family

Your family (five of you) are on holiday in Spain with the Crawley family (three of them). You've decided to cook your evening meals together in the house that you've rented, but to have lunch in restaurants you find in villages that you visit. The thing is, you're on a tight budget. You'd rather not spend very much money on lunch, but the Crawleys don't seem to worry about money, and they want to go to quite expensive restaurants when you'd rather eat at inexpensive ones, and actually, you're not that fussed about what you eat anyway. Obviously, you can't lose face by saying that openly.

*Your position: You want to eat at cheaper places, but you don't feel the need to explain why to the Crawleys. You start the conversation.*

### B Upmarket, downmarket - the Crawley family

Your family (three of you) are on holiday in Spain with the Branson family (five of them). You've decided to cook your evening meals together in the house that you've rented, but to have lunch in restaurants you find in villages that you visit. The thing is, the Bransons seem to be a bit tight-fisted. They want to eat in the cheapest places they can find, some of them not very attractive at all. One of the reasons you wanted to visit this region is that it's famous for its fabulous food, and you won't get another chance to explore it anytime soon. Obviously, you can't accuse your friends of being stingy, but it's really spoiling your holiday.

*Your position: You'd like to convince the Bransons to go to more interesting places for lunch. The Bransons will start the conversation.*

## 7B (2) COMMUNICATIVE A holiday with friends

### A Bed time - off to bed early

Your family (four of you) are on a summer holiday in a rented cottage with another family (four of them too). All the children are between six and nine years old, and they play well together. Your children always go to bed at 7 p.m.; it's what the experts say is best, and it's important for children to follow a routine. The thing is, your friends' children don't go to bed until two or three hours later. You can't tell your friends what time they should put their children to bed, but the noise they make playing, plus the fact that they're allowed to stay up, is really upsetting yours. They say, 'But it's not fair!'.

*Your position: Frankly, you believe you're doing the right thing and if you give in now, things won't go well when you get home. You start the conversation.*

### B Bed time - stay up late

Your family (four of you) are on a summer holiday in a rented cottage with another family (four of them too). All the children are between six and nine years old, and they play well together. Your children always go to bed at about 9 p.m. on schooldays, and later at the weekend or in the holidays (like now). The thing is, your friends are extremely strict parents when it comes to bedtimes, and send them upstairs at 7 p.m.! It's true your kids make a bit of noise playing after that time, but who on earth can force kids to be quiet when they're playing!

*Your position: Frankly, you think your friends should relax a bit; it's the summer holidays after all. They will start the conversation.*

### A The kitty - the small family

Your family (four of you) are on holiday with another family (six of them). The two families have decided to put in some money (a kitty) to pay for shared expenses, like meals and museum tickets; it means you don't have to do calculations every time you have to pay for something. Both families put in the same amount of money initially, but now your wife / husband is saying that you should put in less because there are six of them and only four of you. Besides, their children are a little older and eat adult portions at restaurants, while yours have children's meals. There are five days of the holiday left, and today you'll all have to put in more money, so this is the time to address the situation.

*Your position: You would like to put in less money because you think that's fair. You start the conversation.*

### B The kitty - the large family

Your family (six of you) are on holiday with another family (four of them). The two families have both decided to put in some money (a kitty) to pay for shared expenses, like meals and museum tickets; it means you don't have to do calculations every time you have to pay for something. Your children are older than theirs, but they all get on well together. So far you haven't said anything about your children spending much less on rides at amusement parks than their kids, who want to go on everything. The kitty is almost empty, and today you'll all have to put in more money.

*Your position: Rather than putting in enough for just the next couple of days, wouldn't it make more sense to put in enough to cover the remaining five days, half each? The small family will start the conversation.*

### A Bossy boots - the friend

You're on a week's holiday in the country with a group of friends. Even on the first day, it was clear that one of the group wanted to take all the initiative, deciding what to do, where and when to go, down to the smallest details. The rest of you feel that your friend is being a bit too bossy, and now on Day Three, it's continuing the same way, so you decide to talk to him / her before someone gets angry.

*Your position: You don't want anyone to fall out, and besides, agreeing what to do as a group means everyone is happy. You start the conversation.*

### B Bossy boots - the leader

You're on a week's holiday in the country with a group of friends. The others always seem to leave you to take the initiative, which you don't mind, since in your work life you're also the leader; somebody has to be. Nobody has complained so far, and probably they wouldn't actually do any proper planning or decision-making if it weren't for you.

*Your position: You don't want to waste your holiday just sitting around; you'd like to see and do as much as possible. Your friend will start the conversation.*

## 8A COMMUNICATIVE Rules of food

- a Complete the twelve 'rules' with a word or phrase that makes the statements true in your opinion.

### RULES OF FOOD

- 1 Good food makes people \_\_\_\_\_ and \_\_\_\_\_.
- 2 \_\_\_\_\_ should never be kept in the fridge.
- 3 People are getting \_\_\_\_\_. This isn't only true of the young. Older people are getting \_\_\_\_\_, too.
- 4 \_\_\_\_\_ is the best stand-by late-night supper ever invented.
- 5 I am suspicious of people who do not have \_\_\_\_\_ in their freezer.
- 6 People with \_\_\_\_\_ kitchens are very often the worst cooks.
- 7 Whatever people say, there is no substitute for \_\_\_\_\_ on toast.
- 8 If someone is feeling a bit fragile or sad, make them \_\_\_\_\_.
- 9 \_\_\_\_\_ is the best food in the world!
- 10 Most of us have too many \_\_\_\_\_ in our kitchen.
- 11 Most things \_\_\_\_\_ than the recipe says.
- 12 Whatever people say, it's basically a good thing that you can now buy \_\_\_\_\_ everywhere.

- b Work in small groups. Discuss your answers. What do you have in common?

- c Read the original article. Does it make you change your mind about any of your answers?

### RULES OF FOOD

by Rachel Cooke

- 1 Food, and by extension the ability to cook it, is very important. This cannot be overstated. Good food makes people happy and healthy. It punctuates the days in the loveliest and, sometimes, the most memorable ways. It connects to kindness, to generosity and even, I think, to sanity.
- 2 Tomatoes should never be kept in the fridge.
- 3 People are getting fussier. This isn't only true of the young. People my age (which, as I said, is 40) are getting fussier, too. Some of this, admittedly, may be the result of the best intentions (e.g. born-again veggies), but it doesn't change the fact that there's a certain amount of aggro involved in accommodating all the various intolerances, loathings, and nervous states.
- 4 Spaghetti carbonara is the best stand-by late-night supper ever invented, and it comprises pasta, pancetta, eggs, cheese and black pepper. Add cream, and you have ruined perfection. (Don't email me about this.)
- 5 I am suspicious of people who do not have a bag of peas in their freezer. What do you eat with your emergency fish fingers if not frozen peas?
- 6 People with the swankiest kitchens are very often the worst cooks. Knowing this helps with kitchen envy, from which I suffer badly.
- 7 Whatever people say, there is no substitute for butter. I like toast on mine. Also, salt: chefs use a lot more than the rest of us, which is why their food tastes so good.
- 8 If someone is feeling a bit fragile or sad, give them a dinner that involves roast potatoes: starch for the soul. (While we're on roast potatoes, always make twice as many you think you will need.)
- 9 Cheese is everything. I knew this at eight years old, eating brie for the first time in long grass at the side of a French road, and I know it now I am ... um, older.
- 10 Most of us have too many cookbooks. You probably don't need a new one, and you might also want to cull some of those you already own.
- 11 Cooking times: most things take longer than the recipe says, and those which don't usually take less time. Cooking, like love, is about trusting your instincts.
- 12 Whatever people say, it's basically a good thing that hummus is now ubiquitous.

## 8B COMMUNICATIVE The Pitt Rivers Museum



### Student A

#### b A Toy ship

This toy ship was made from a coconut husk and was found floating in a river in Thailand. It was donated to the museum in 1902. It was made to be launched by children in imitation of the 'spirit ships' used by adults in a ritual to cast off sickness, but children also played with them as fighting ships.

#### C Baby bag

This moss bag, from the early 20th century, is from Northern Manitoba in Canada. Amongst Native American Cree people, historically, much of a baby's first two years was spent in a bag like this one, which was then laced to a cradle board, a flat piece of wood which the mother could then carry on her back or hang from a tree while she was working. Typically, a baby was wrapped in moss, and then placed in the bag. The circular object attached to the bag is a netted charm, placed there to protect the baby from harm.

#### E Bread stamp

This wooden stamp was used to create a design in a loaf of bread. The inscription is carved in reverse, so that it reads the right way round when it is pressed into the wet bread dough. It was made in Iceland in the year 1876, and the inscription is a short prayer of thanks: 'May the Lord bless this bread on our table in order to diminish the... pain of hunger...'

### Student B

#### b B Pottery lamp

This decoratively painted pottery lamp was excavated in the Indus Valley in present day Pakistan, and dates to around 2500 BC. It is assumed to be an oil lamp, and the corners would have supported wicks. It was made on a wheel, which potters in the Indus Valley were using several thousand years before those in Britain. The distinctive square shape of the rim was produced by the potter pinching the corners of the vessel after it was shaped.

#### D Beyop apron

This circular piece of cane with seven metal discs strung together was collected amongst the Adi in north-east India in the early twentieth century. The disc was called a 'beyop', and girls wore the discs round their waists to form an apron. They were worn from infancy, as soon as the baby could walk, until the birth of the woman's first child, and the number of discs depended on the age of the wearer.

#### F Head rest

The main use of this head rest in Ancient Egypt was to support, and therefore protect, the characteristically elaborate headdresses and hairstyles, which were an indicator of status and wealth. The top crescent could be padded, for added comfort. Made of wood, it dates from the 6th dynasty, approximately 2323–2150 BC.

## COMMUNICATIVE Revision (1)

- Work in pairs and answer the questions for each File. These are multi-level questions typical of an exam such as IELTS; you will be graded higher if you show confident use of more sophisticated language and the ability to expand on the topic.

File 1	File 2
<p><b>Describe a memorable piece of advice that you have been given.</b></p> <p>You should say:</p> <ul style="list-style-type: none"> <li>• when this happened</li> <li>• who gave you the advice</li> <li>• what the advice was</li> <li>• and how you felt about the advice at the time.</li> </ul> <p>What impact do you think the advice had on your life?</p> <p>Why do you think some people don't like taking advice from others?</p> <p><b>Describe a member of your family you get on with.</b></p> <p>You should say:</p> <ul style="list-style-type: none"> <li>• who it is</li> <li>• what they are like</li> <li>• what kind of things you do together</li> <li>• and why you get on well together.</li> </ul> <p>How similar / different are you to members of your family?</p> <p>Do you think you are closest to someone in your family or to a friend?</p>	<p><b>Describe someone you know who has overcome adversity.</b></p> <p>You should say:</p> <ul style="list-style-type: none"> <li>• how you know this person</li> <li>• what kind of person they are</li> <li>• what they have achieved</li> <li>• and what obstacles they had to overcome.</li> </ul> <p>How do this person's achievements make you feel?</p> <p>Do you think adversity makes you stronger?</p> <p><b>Describe a memorable journey you have made.</b></p> <p>You should say:</p> <ul style="list-style-type: none"> <li>• where you were going</li> <li>• how you were travelling</li> <li>• why you were making the journey</li> <li>• and what made the journey so memorable.</li> </ul> <p>Do you think travelling with other people is better than travelling alone?</p> <p>What kind of journey would you most like to go on?</p>
File 3	File 4
<p><b>Describe an elderly person you know well and get on with.</b></p> <p>You should say:</p> <ul style="list-style-type: none"> <li>• who the person is</li> <li>• how old they are</li> <li>• what the person is like</li> <li>• and why you like this person.</li> </ul> <p>Do you think that people of very different ages can ever get on well?</p> <p>Is it true that the best friends you ever have are the ones you were at school or university with?</p> <p><b>Describe a performance you enjoyed watching.</b></p> <p>You should say:</p> <ul style="list-style-type: none"> <li>• what kind of performance it was</li> <li>• why you attended this performance</li> <li>• when and where you saw it, and who with</li> <li>• and who the performers were.</li> </ul> <p>What aspects of the performance impressed you, and why?</p> <p>Which is more important in a play or film, in your opinion: the story, the acting, or the special effects?</p>	<p><b>Describe some of the toys you played with as a child.</b></p> <p>You should say:</p> <ul style="list-style-type: none"> <li>• what the toys were</li> <li>• and who you played with.</li> </ul> <p>If you are male, do you think you typically played with toys and games designed for boys?</p> <p>If you are female, do you think you typically played with toys and games designed for girls?</p> <p>Is it 'feminine' for men to like wearing fashionable clothes? Is it 'masculine' for women to be ambitious?</p> <p>Is it appropriate nowadays to describe any behaviour as 'typically male' or 'typically female'?</p> <p><b>Describe a person you know who enjoys their work.</b></p> <p>You should say:</p> <ul style="list-style-type: none"> <li>• who this person is</li> <li>• what his or her job is</li> <li>• why you think they enjoy their job</li> <li>• and whether you would enjoy doing their job.</li> </ul>

File 5	File 6
<p><b>Describe an event that made you feel happy, sad, angry, or afraid.</b></p> <p>You should say:</p> <ul style="list-style-type: none"> <li>• what and when it was</li> <li>• who was there</li> <li>• what happened</li> <li>• and why it made you feel that way.</li> </ul> <p>Explain how you feel about the event now.</p> <p>Do you think experiencing negative emotions can be good for you?</p> <p><b>Describe someone you have met who is from a different country or culture than your own.</b></p> <p>You should say:</p> <ul style="list-style-type: none"> <li>• who the person is</li> <li>• how you know them</li> <li>• and in what ways you are similar to / different from each other with regard to the following: language, appearance, personal space, food, music.</li> </ul> <p>What are the downsides of living in a mainly mono-cultural environment?</p> <p>If you could choose to live for a year in a different country, where would you choose, and why?</p>	<p><b>Describe a technological product or device you bought or have used recently.</b></p> <p>You should say:</p> <ul style="list-style-type: none"> <li>• what it is</li> <li>• whether it's high or low-tech</li> <li>• how you use it</li> <li>• and whether it's well-designed and user-friendly.</li> </ul> <p>Which product or device in your life could you not do without?</p> <p>Do you think advances in technology are always a good thing?</p> <p><b>Describe your favourite or least favourite subject at school.</b></p> <p>You should say:</p> <ul style="list-style-type: none"> <li>• why you (dis)liked it</li> <li>• whether you found it easy or difficult</li> <li>• what you remember about your teacher(s)</li> <li>• and if you have found the subject useful in later life.</li> </ul> <p>Is there something that you think children should learn at school that is not usually on the curriculum?</p> <p>If you had to teach a school subject, which one would you choose? How would you make it interesting?</p>
File 7	File 8
<p><b>Describe a crime novel, film, or series that made an impression on you.</b></p> <p>You should say:</p> <ul style="list-style-type: none"> <li>• when you first read / saw it</li> <li>• what it's about</li> <li>• what you like most about it</li> <li>• and why you would recommend it to someone else.</li> </ul> <p>Talk about a person you know that it would appeal to.</p> <p>What book, film, or series are you planning to read / watch next, and why?</p> <p><b>Describe a time when you were a member of a team (in a sport / at work, for example).</b></p> <p>You should say:</p> <ul style="list-style-type: none"> <li>• what kind of team it was</li> <li>• what you had to do / achieve</li> <li>• what your role was in the team</li> <li>• and how you felt about being part of the team.</li> </ul> <p>Explain what you think 'a good team player' is.</p> <p>Do you think that watching individuals playing sports (e.g. tennis, golf) is more or less exciting than watching teams (e.g. football)?</p>	<p><b>Describe a dish you know how to cook.</b></p> <p>You should say:</p> <ul style="list-style-type: none"> <li>• what the ingredients are</li> <li>• how it is cooked</li> <li>• what preparation you have to do</li> <li>• and how easy or difficult it is to cook.</li> </ul> <p>What's the most complicated dish you've ever cooked?</p> <p>Do / Would you enjoy cooking for other people?</p> <p><b>Describe a work of art that you like.</b></p> <p>You should say:</p> <ul style="list-style-type: none"> <li>• what it is</li> <li>• where it is</li> <li>• and why you like it.</li> </ul> <p>Why do you think people enjoy collecting things like paintings?</p> <p>Which of your possessions would you donate to a museum, and why?</p>

# Vocabulary activity instructions

## 1A Vague language

### A rewriting activity

Sts replace words and phrases using vague language in order to make the conversations more informal. Copy one worksheet per student or per pair.

#### LANGUAGE

vague language: avoiding unnecessary detail; being imprecise using *-ish*; being imprecise about quantity and time; *whatever, whenever*, etc.

- Give out the worksheets to individual students or to pairs. Focus on 1 and elicit that you could substitute *luggage, and a laptop, and your shopping* for *stuff* to make the conversation more informal.
- Tell Sts to write their answers in the column on the right. Point out that the numbers in brackets indicate how many words they need to write.
- Set a time limit (e.g. five minutes). If Sts worked individually, get them to compare with a partner, and then check answers.

2 bits / things 3 urgent-ish 4 Whatever / Whichever  
5 20 at most 6 40-something 7 bit 8 at least  
9 Whenever 10 30 or so 11 stuff / things 12 Whatever

- Now focus on **Activation**. Tell Sts to cover the column on the right, and with a partner, take turns to read the conversations. Can they remember the missing words?

## 1B Phrasal nouns

### An information gap activity

Sts define words to help their partner complete a crossword. Copy one worksheet per pair and cut into **A** and **B**.

#### LANGUAGE

phrasal nouns: particle before verb, verb before particle

- Put Sts in pairs, **A** and **B**, ideally face to face, and give out the worksheets. Make sure that Sts can't see each other's crosswords. Explain that **A** and **B** have the same crossword, but with different words missing. They have to describe / define words to each other to complete their crosswords.
- Give Sts a minute to read their words. If they don't know what a word means, they can look it up in **Vocabulary Bank Phrasal nouns** on pp.141–142.
- Sts take turns to ask each other for their missing words (e.g. *What's 14 across? What's 5 across?*). Their partner must define / describe the word until the other student is able to write it in his / her crossword. Sts should help each other with other clues if necessary.
- Monitor and make sure Sts are pronouncing the words and phrases correctly.
- When Sts have finished, get them to compare their crosswords to make sure they have the same words and have spelled them correctly.

## 2A Prefixes and suffixes

### A gap-fill race

Sts read the definitions and sentences and race to complete the words. Copy one worksheet per student or per pair.

#### LANGUAGE

prefixes, noun and adjective suffixes

- Give out the worksheets to individual Sts or to pairs. Explain that Sts have to race to complete as many of the words as they can in the given time (e.g. ten minutes).
- The individual / pair to complete most words and sentences correctly wins.
- When the set time ends, elicit and check the answers.
- Now focus on **Activation**. Get Sts to complete the questions individually using some of the target language, then ask and answer their questions in pairs.
- Monitor the Sts to check that they are using the target language effectively.

2 antenatal 3 microcosm 4 paranormal 5 amoral  
6 circumspect 7 extracurricular 8 homogenous  
9 contradict 10 forewarned 11 idealism 12 brutal  
13 censorship 14 rebellious 15 fragrance 16 storage  
17 attentive 18 snobbish 19 portrayal 20 reversible

## 2B Ways of moving

### A vocabulary development activity

Sts read three stories and replace basic verbs of movement with more descriptive verbs. Copy one worksheet per pair.

#### LANGUAGE

ways of moving

- Put Sts in pairs and give out the worksheets. Focus on the instructions and the example, and elicit the answer to **2**, accepting other possible answers.
- Encourage Sts to read the whole text before attempting the task. Then get them to work in pairs to replace the basic verbs of movement underlined in the text with more descriptive verbs.
- Highlight that Sts could use **Vocabulary Bank Ways of moving** on pp.144–145 to help them. Also point out that there may be more than one correct answer and encourage Sts to avoid repetition of the verbs they use.
- When Sts have finished, get them to check their answers with another pair and compare different alternatives.
- Now focus on **Activation**. Ask Sts to write six descriptive verbs of movement from one of the stories, then take turns to retell their stories to their partner, using the verbs as prompts.

2 rushing / dashing 3 dashing / tearing  
 4 scrambling / scampering 5 sprint / speed 6 wade  
 7 ambling / mooching 8 prowling / skulking  
 9 crept / tiptoed 10 marching / striding 11 sneak / creep  
 12 sprinted / sped 13 mooching / ambling  
 14 stormed / marched 15 sped / tore 16 scampering  
 17 strutting / striding 18 staggered / limped  
**NB** The key lists the two best alternatives where relevant – other options are also possible.

**EXTRA IDEA** Ask pairs who finish before the other Sts to consider alternatives to their answers (perhaps including verbs that are not listed in the **Vocabulary Bank**). If they have repeated any words, challenge them to complete the task without any repetition.

## 3B Idioms from Shakespeare

### An error correction activity

Sts read mini-conversations and correct errors in the idioms. Copy one worksheet per student.

#### LANGUAGE

noun phrases, verb phrases, expressions

- Give out the worksheets to individual Sts or to pairs. Focus on the instructions and the example, and elicit the answer to **2**.
- Give Sts time to complete the task. Then elicit and check answers, or ask Sts to use **Vocabulary Bank Idioms from Shakespeare** on pp.146–147 to check their own answers.
- Now focus on **Activation**. Get Sts to work in pairs and take turns to read one of the incorrect idioms to their partner, who has to say the correct idiom from memory.

2 vanished into thin air  
 3 eating them out of house and home  
 4 the be-all and end-all 5 Good riddance 6 break the ice  
 7 lie low 8 Mum's the word 9 elbow room  
 10 a sorry sight 11 wear her heart on her sleeve  
 12 neither here nor there 13 in one fell swoop  
 14 sent him packing 15 The world's your oyster  
 16 my own flesh and blood 17 wild goose chase  
 18 in a bit of a pickle

**EXTRA IDEA** Sts choose two or three of the idioms and write their own short conversations. They then read out their conversations to the class.

## 4A Binomials

### A drawing and guessing activity

Sts draw common binomials for their team to guess. Copy and cut up one worksheet per class.

#### LANGUAGE

noun phrases, adjectival or adverbial phrases, phrases with repetition

- Divide the class into two teams.
- Put the cut-up set of cards face down on the table and explain that one player from the first team should take a card, and using the whiteboard or paper, the player has one minute to draw the binomial on the card.
- Highlight that the player who is drawing is not allowed to speak, gesture, or write. Only pictures are acceptable.
- If the team guesses the binomial correctly, they win a point. If they don't know the answer, the other team can have a go.
- Then a player from the other team does the same, and the teams take turns until all the cards have been used.
- The team with the most points at the end of the game wins.

**NON-CUT ALTERNATIVE** The player drawing the binomial comes to you, and you point to the action on the worksheet that you'd like them to draw.

## 4B Acronyms and initialisms

### A gap-fill activity

Sts read texts and fill in the gaps with the correct acronyms and initialisms. Copy one worksheet per student.

#### LANGUAGE

common acronyms and initialisms, acronyms and initialisms in social media

- Give out the worksheets to individual Sts and focus on **a**.
- Set a time limit (e.g. three minutes) and ask Sts to read texts **A** and **B** and discuss the question with a partner.
- Elicit and compare Sts' ideas to check comprehension.
- Next, focus on **b**. Put Sts in pairs to complete the gaps using the acronyms and initialisms from the lists. Point out that two of the items in each list will not be needed.
- When Sts have finished, ask them to compare their answers with another pair.
- Then check answers as a class.
- Now focus on **Activation**. Ask Sts to work in pairs to write three different social media posts using some of the target acronyms and initialisms.

2 HR 3 CEO 4 ASAP 5 MBA 6 PhD 7 PA 8 GMT  
 9 NB 10 OMG 11 BTW 12 IMO 13 TBH 14 ETA  
 15 FYI 16 FOMO

**EXTRA IDEA** For a shorter version, put Sts in pairs, then set a time limit (e.g. five minutes). One student completes the gaps in text **A** and the other completes text **B**. When the texts are completed, Sts swap worksheets and check each other's answers, before checking as a class.

## 5A More sophisticated emotions

### A crossword

Sts read the definitions and write the answers into the crossword. Copy one worksheet per student.

#### LANGUAGE

adjectives to describe emotions, idioms to describe emotions

- Give out the worksheets to individual Sts or to pairs. Set a time limit (e.g. five minutes), for Sts to fill in the words.
- If Sts worked individually, they can compare with a partner when they've finished.
- Monitor Sts as they complete the crossword, and help if necessary.
- Check answers. Elicit or model the pronunciation of the words and phrases.

#### ACROSS

7 frustrated 9 miserable 10 livid 13 panic-stricken  
14 wistful 15 discouraged 17 exasperated 19 low

#### DOWN

1 resentful 2 petrified 3 apprehensive 4 ecstatic  
5 satisfied 6 boil 8 wary 11 inconsolable  
12 devastated 16 sinking 18 daylights

## 6A Common adverb collocations

### A sentence completion activity

Sts read sentences and choose which adverb best collocates with the adjective or verb that follows. Copy one worksheet per student.

#### LANGUAGE

adverb + adjective or past participle, adverb + verb, *quite*

- Give out the worksheets to individual Sts or to pairs. Focus on the instructions and the example, then focus on **2** and tell Sts to circle the adverb that best fits with the adjective or verb that follows.
- If Sts worked individually, they can compare with a partner.
- Check answers. You may also choose to discuss alternative collocations that are not suggested (e.g. *ridiculously expensive* instead of *prohibitively expensive*, *flatly denied* instead of *categorically denied*).
- Now focus on **Activation**. Put Sts in pairs and ask them to take turns to read the sentences without saying the adverb. Their partner should supply the missing adverb from memory.
- Monitor and provide support, listening out for alternatives that are not listed.

2 fully 3 perfectly 4 prohibitively 5 badly 6 sadly  
7 firmly 8 actively 9 legally 10 highly 11 blissfully  
12 deeply 13 hugely 14 bitterly 15 reasonably  
16 greatly 17 strongly 18 categorically 19 flatly 20 kindly

**EXTRA IDEA** Make this activity a race by setting a time limit (e.g. ten minutes) and telling Sts they have to complete as many sentences as they can within the time limit. The first pair to complete all the sentences correctly wins.

## 6B Numbers and measurements

### A gap-fill activity

Sts complete sentences using vocabulary to talk about numbers and measurements. Copy one worksheet per student.

#### LANGUAGE

mathematical terms, diagrams, imperial and metric measurements, idioms and expressions with measurements

- Give out the worksheets to individual Sts or to pairs. Set a time limit (e.g. five minutes) for Sts to complete as many sentences as possible.
- If Sts worked individually, get them to compare with a partner, and then check answers. The first student or pair to write all the words correctly wins, or the student or pair with the most correct answers at the end of the time limit wins.

2 square 3 even 4 minus 5 divided 6 times 7 right  
8 cubic 9 pie 10 Venn 11 ordinal 12 decimal  
13 diameter 14 pi 15 yard 16 gallon 17 ounce  
18 mile 19 ton 20 inch

- Now focus on **Activation**. Put Sts in pairs. Individually, Sts write five maths questions and read them to their partner, who attempts to answer.

## 7A Punishment

### A group card game

Sts define words and phrases for others to guess. Copy and cut up one set of cards per pair or small group.

#### LANGUAGE

prison sentences, capital punishment, life in prison, leaving prison

- Put Sts in pairs or small groups and give each pair / group a set of cards face down or in an envelope.
- Tell Sts that they have to pick a card and explain the word to their partner or group in a given time. Highlight that they are not allowed to use any form of the word or phrase they are describing.
- Start by setting a time limit (e.g. one minute). Get one student from each pair or group to pick a card, and then say *Go!* Sts describe / define the word or phrase to their partner or group. After the time has elapsed, stop them and find out how many pairs or groups guessed the word or phrase correctly.
- Now get another student from each pair or group to pick a card and describe the word or phrase. Continue until all the cards have been used.

**NON-CUT ALTERNATIVE** Put Sts in pairs. Copy one worksheet per student and fold it down the middle. Sts take turns to describe the words / phrases for their partner.

## 8A Eating and drinking

### A vocabulary card game

Sts mime actions related to *Eating and drinking* vocabulary. Copy and cut up one worksheet per class.

#### LANGUAGE

verbs, phrasal verbs, idioms

- Divide the class into two teams.
- Put the cut-up set of cards face down on the table.
- Explain that one player from the first team should take a card, say whether the item is a verb or an idiom, and act out the action on the card for the rest of their team to guess. Highlight that they are not allowed to use words.
- If the team guesses the verb correctly, they get one point. If the item is an idiom, they get two points for guessing the idiom and explaining the meaning.
- If the team can't guess the answer, the other team can have a go.
- Then a player from the other team does the same, and the teams take turns until all the cards have been used.
- The team with the most points at the end of the game wins.

**NON-CUT ALTERNATIVE** The player performing the mime comes to you, and you point to the action on the worksheet that you'd like them to mime.

## Revision 1: phrasal verbs and idioms

### A gap-fill activity

Sts complete sentences. Copy one worksheet per student.

#### LANGUAGE

phrasal verbs and idioms from all Files of the Student's Book

- Give out the worksheets either to individual Sts or to pairs. Explain that this activity revises phrasal verbs and idioms learned throughout the course. Set a time (e.g. ten minutes) and get Sts to complete the column on the right for each exercise.
- If Sts worked individually, get them to compare with a partner, and then check answers.
- For extra consolidation, put Sts in pairs. One student covers the right-hand column and says a sentence to their partner, including the gapped word (from memory). Their partner checks the answer, then they swap roles for the next sentence.

a

2 up 3 out 4 down 5 off 6 into 7 at

b

1 screw 2 jump 3 sink 4 wind 5 tease 6 take  
7 wolf

c

1 curve 2 stitches 3 heart 4 ready 5 boil 6 leaf  
7 ton 8 inch 9 soft 10 loose 11 plate 12 pinch

**EXTRA IDEA** Ask Sts to choose five or six phrasal verbs and idioms and tell their partner an anecdote which includes the chosen items. Give Sts five minutes to plan their anecdote.

## Revision 2: define, mime, or draw

### A group card game

Sts define, mime, or draw words and phrases for others to guess. Copy and cut up one worksheet per pair or small group.

#### LANGUAGE

vocabulary from all Files of the Student's Book

- Put Sts in pairs or small groups and give each pair / group a set of cards face down or in an envelope.
- Tell Sts that they have to pick a card and explain as many of the words to their partner or group as they can in a given time. Highlight that they are not allowed to use any form of the word they are describing. If they can't describe it, they can try miming or drawing it.
- Start by setting a time limit (e.g. two minutes). Get one student from each pair or group to pick a card, and then say *Go!* Sts define, mime, or draw as many words from the card as they can. After two minutes, stop them and find out how many words or phrases each pair or group managed to guess.
- Now get another student from each pair or group to pick a card and define, mime, or draw the words. Continue until all the cards have been used.

**NON-CUT ALTERNATIVE** Put Sts in pairs. Copy one worksheet per student and fold it down the middle. Sts take turns to define, mime, or draw the groups of words and phrases for their partner.

# 1A VOCABULARY Vague language

● Replace the **bold** phrases with a piece of vague language to make the conversations more informal. Write your answers in the column on the right. The number in brackets tells you how many words to write.



- 1 **A** Shall I give you a lift to the station?  
**B** It's OK – I'll walk.  
**A** But you've got a lot of **luggage, and a laptop, and your shopping** to carry. (1 word) stuff
- 2 **A** Does anybody have any questions about the lecture?  
**B** Yes, there were a couple of **parts of the lecture** I didn't really understand. (1 word) \_\_\_\_\_
- 3 **A** So when do you need to decide by?  
**B** Well, it's **quite urgent**. Could I let you know by Friday? (1 word) \_\_\_\_\_
- 4 **A** Would you like red or white wine?  
**B** I don't mind. **Any kind of wine that's** open. (1 word) \_\_\_\_\_
- 5 **A** Were there many people at the meeting last night?  
**B** Not many. I'd say there were **no more than 20**. (3 words) \_\_\_\_\_
- 6 **A** How old is your brother-in-law?  
**B** I'm not sure. **42, 44, 45**. (2 words) \_\_\_\_\_
- 7 **A** What did you think of the film?  
**B** I really didn't get that **section** in the middle. What was that all about? (1 word) \_\_\_\_\_
- 8 **A** What's the minimum number we need to sell to break even?  
**B** I reckon **a minimum of 5,000**. (2 words) \_\_\_\_\_
- 9 **A** What time should I pick you up?  
**B** **At the time that** suits you best. (1 word) \_\_\_\_\_
- 10 **A** How many students have signed up to your class this year?  
**B** I'd say **around 30**. (3 words) \_\_\_\_\_
- 11 **A** How come you two split up?  
**B** We just had nothing in common. He's so serious, and I'm just not into politics and **similar related subjects**. (1 word) \_\_\_\_\_
- 12 **A** I said your room needs to be tidied in the next half hour. Did you hear me?  
**B** **I'm not really interested in what you think**. (1 word) \_\_\_\_\_



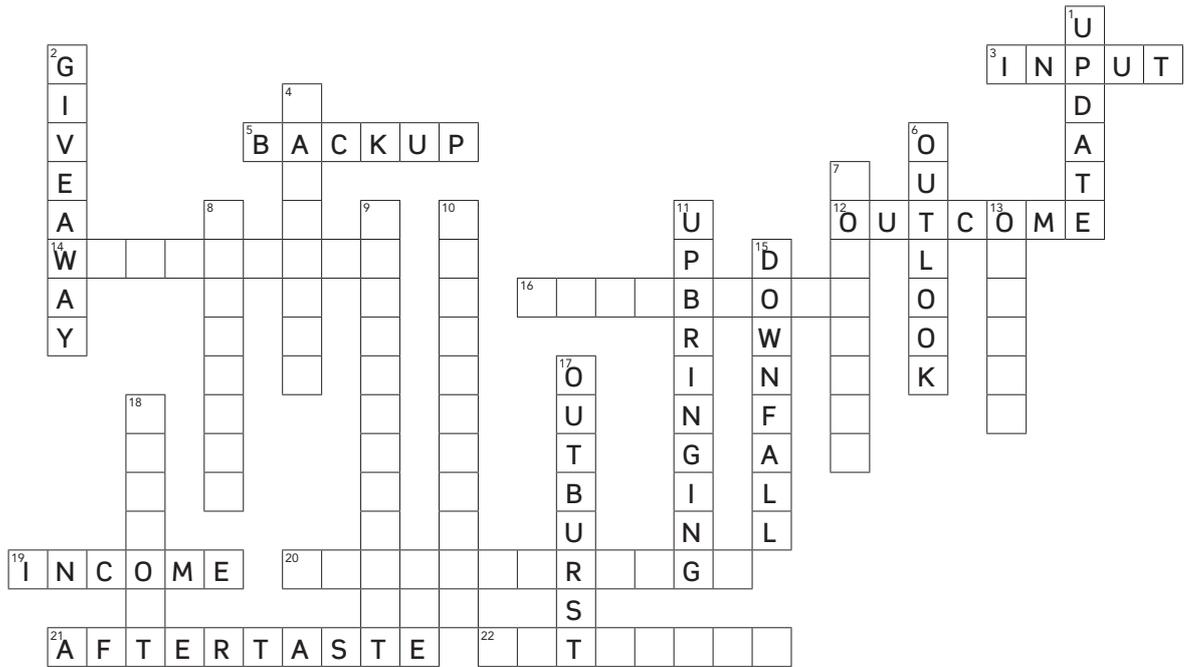
## ACTIVATION

**Test your memory.** Cover the column on the right. Read the conversations aloud with the correct word or phrase.

# 1B VOCABULARY Phrasal nouns

## Student A

a Look at your crossword and make sure you know the meaning of all the words you have.



b Ask **B** to define one of your missing words. Ask, for example, *What's 14 across?* Write the word in.

c Now **B** will ask you to define a word.

## Student B

a Look at your crossword and make sure you know the meaning of all the words you have.



b **A** will ask you to define a word.

c Now ask **A** to define one of your missing words. Ask, for example, *What's 5 across?* Write the word in.

## 2A VOCABULARY Prefixes and suffixes

- Race against your classmates to complete the missing words in the definitions and sentences. Write one letter on each line.

### Definitions (all these words contain a prefix)

- 1 This describes a person who is always moving around and can't stay still. h y p e r a c t i v e
- 2 This describes things that happen before a baby's birth. \_\_\_\_\_ **al**
- 3 This is a very small structure or system which has the same features as a similar, much larger structure or system. \_\_\_\_\_ **sm**
- 4 This describes a mysterious experience that is beyond scientific explanation. \_\_\_\_\_ **al**
- 5 This kind of person or action is without a sense of right and wrong. \_\_\_\_\_ **al**
- 6 This kind of person avoids taking unnecessary risks and is careful to consider all the circumstances and possible consequences. \_\_\_\_\_ **ct**
- 7 These activities are offered by a school or university, although they are outside the main academic course. \_\_\_\_\_ **ar**
- 8 This describes a group or mixture of things in which there are no obvious differences between the components. \_\_\_\_\_ **us**
- 9 This is when you say that what someone else says is wrong, and in fact the opposite is true. \_\_\_\_\_ **ct**
- 10 This is when someone has been told in advance about something unpleasant or dangerous. \_\_\_\_\_ **ed**

### Sentences (all these words contain a suffix)

- 11 Young people's **id** \_\_\_\_\_ seems to gradually disappear as they get older.
- 12 In the 1970s, this country was led by a **br** \_\_\_\_\_ dictator who ordered thousands of people to be killed or tortured.
- 13 In my country, we live with a high level of **ce** \_\_\_\_\_ – the government controls the press and the internet, and no political discussion is allowed.
- 14 I don't like authority, and I often do the opposite of what I'm told to do – I'm quite **re** \_\_\_\_\_ in that way.
- 15 I walked through the fields, listening to the birdsong and smelling the **fr** \_\_\_\_\_ of the spring flowers.
- 16 I wish our house had some built-in wardrobes – we need more **st** \_\_\_\_\_ space for all our stuff.
- 17 Everyone was more **at** \_\_\_\_\_ than usual in today's meeting – they were all keen to hear about the potential pay rise.
- 18 Amina is terribly **sn** \_\_\_\_\_ – she doesn't want her daughter to socialize with 'lower-class' people.
- 19 My thesis is about the **po** \_\_\_\_\_ of women in film – so basically how film-makers have shown women over the years.
- 20 This action is not **re** \_\_\_\_\_, so be careful – once you've done it, it can't be undone.

## ACTIVATION

Complete the questions using some of the words above. Then ask your partner the questions.

- 1 Do you believe in \_\_\_\_\_ activity?
- 2 Would you describe yourself as a \_\_\_\_\_ person?
- 3 Do you know anyone who is really \_\_\_\_\_?
- 4 What \_\_\_\_\_ activities did you do at school?
- 5 When would you say you are at your most \_\_\_\_\_?

## 2B VOCABULARY Ways of moving

- Read the stories and replace the underlined verbs with a more descriptive way of moving. Sometimes more than one answer is possible, but do not use the same verb more than once.

A

### Near misses

My younger sister once had a near miss when we were on a family holiday in Turkey. It was boiling hot, and we had decided to go for a relaxing walk in some shady woods. My parents and I were <sup>1</sup>walking <sup>strolling</sup> ~~slowly~~ along the paths between the trees, taking our time and not <sup>2</sup>hurrying anywhere. But my sister, full of energy as always, kept <sup>3</sup>running away up side-paths and <sup>4</sup>climbing over rocky outcrops. She would <sup>5</sup>run back to us a few minutes later, eager to tell us all about what she had seen and done.

But after a while, she disappeared for a bit longer, and then we heard her calling. When we went to investigate, we saw her perched on a rock in the middle of a stream, above a waterfall. Somehow, she had got up there, but getting back across the deep, churning water was too much for her. My dad, however, was tall enough and strong enough to <sup>6</sup>walk through the torrent and rescue her. After that, she calmed down and stayed with us for the rest of the walk!



B



I had a pretty strange experience once, when my friends and I were <sup>7</sup>walking through our local park late one evening. My friend Dan stopped and pointed towards the bushes, and we could see a man in dark clothes <sup>8</sup>moving along the road on the other side of the fence. He looked very suspicious, so we <sup>9</sup>went after him in silence, to see what he was doing. I had just pulled out my

phone, and was about to dial 999, when I heard heavy footsteps. I looked up and saw two police officers <sup>10</sup>walking confidently along the road towards the man. He tried to <sup>11</sup>move secretly into the park through a narrow gap in the fence, but some of our group <sup>12</sup>ran over and stopped him getting through. In less than a minute, the police had caught up with him and he was in handcuffs.

C

There's only been one occasion when I've nearly missed a flight. I had actually checked in and got through security with plenty of time to spare, so I was <sup>13</sup>walking around the shops aimlessly. Suddenly, a security guard stopped me and insisted on searching my bag. Twenty minutes later, he let me go, but I was so annoyed that I <sup>14</sup>walked angrily out of the shop without thinking about where I was going. Then I saw my flight number on one of the departure boards – it was already boarding, and I realized I was in totally the wrong part of the

airport. I <sup>15</sup>ran along the corridors, but I got stuck twice – once when a family were coming the other way, with four trolleys stacked with enormous cases and several small children <sup>16</sup>running excitedly around them like mice; and once when I found myself behind a group of friends <sup>17</sup>walking proudly along in tight designer jeans and high heels, who wouldn't move aside to let me pass. Eventually, I <sup>18</sup>walked weakly up to the gate, completely out of breath, just in time to show them my boarding card and get on the plane.



### ACTIVATION

Write the six new descriptive verbs from each story on a piece of paper. Then turn your worksheet over and retell each story to a partner using only the verbs and your memory.

### 3B VOCABULARY Idioms from Shakespeare

Read the conversations and correct the mistakes in the **bold** idioms.

- 1 **A** You look knackered – are you OK?  
**B** Not really – the neighbours had a party that went on all night, and I **couldn't sleep the wink!**
- 2 **A** Can I help? What are you looking for?  
**B** My keys – they seem to have **vanished into thick air!**
- 3 **A** What's it like, living with your parents again after three years of freedom?  
**B** Mostly fine, but my mum keeps complaining that I'm **eating them out of home and house.**
- 4 **A** I'm so worried about my driving test – what will I do if I don't pass?  
**B** It's not **the being-all and ending-all** – life will go on, even if you don't pass this time!
- 5 **A** Have you heard? Tom's wife has left him!  
**B** **Bad riddance!** She's one of the most unpleasant people I've ever met!
- 6 **A** Everyone is sitting around looking awkward – what shall we do?  
**B** Let's serve the food. That'll **melt the ice.**
- 7 **A** My sister is furious with me because I dropped her phone and cracked the screen.  
**B** My advice is to just **lie down** for a bit and she'll forget about it soon enough.
- 8 **A** Don't tell Julia about this – she'll start panicking, but there's really no need to worry.  
**B** Don't worry – **Dad's the word!**
- 9 **A** Why are you sitting over there instead of with us?  
**B** Everyone is too close together – I need a bit of **elbow space** to spread out my stuff.
- 10 **A** Did you see Mike after he'd just fallen into that ditch?  
**B** Yes! He was **a sorry sign**, wasn't he? Dripping with muddy water!
- 11 **A** I think Bianca was quite upset after that meeting, don't you?  
**B** It was really obvious, wasn't it? She does **wear her heart on her shoulder!**
- 12 **A** Do you prefer the red tent or the blue one?  
**B** I really don't mind. As long as it keeps me dry in the rain, the colour is **neither there nor here.**
- 13 **A** Your flat is such a mess. Don't you ever do any housework?  
**B** I keep putting it off, but I'm going to do it all **in one full swoop** this weekend.
- 14 **A** Was Paul asking you for money again?  
**B** Yes, but I **sent him picking** – he still hasn't paid back the last £50 I lent him!
- 15 **A** I'm thinking about quitting my job, because I hate it, but I don't know what else I'd do.  
**B** With your qualifications, you could do anything! **The world's your lobster!**
- 16 **A** Your brother is moving in with you? But I thought you didn't get on?  
**B** No, but he's **my own flesh and bone** – I can't let him sleep on the streets!
- 17 **A** Why did you have to go to the finance department this morning?  
**B** The boss sent me on a **wild moose chase** looking for this folder – it was on his desk all along!
- 18 **A** Where are you? We've been waiting for half an hour!  
**B** I'm sorry – I'm actually **in a bit of a mustard** – I've locked my keys in my car and I don't know what to do!

#### ACTIVATION

Work with a partner. **B** Turn your worksheet over. **A** Read out one of the incorrect **bold** idioms. **B** Say the correct idiom, and explain what it means. Then swap roles.

## 4A VOCABULARY Binomials

cheap and cheerful

neck and neck

chicken and egg

odds and ends

cut and dried

out and about

doom and gloom

part and parcel

face-to-face

pins and needles

far and wide

rough and ready

hand in hand

skin and bone

heart-to-heart

step by step

hit-and-miss

through and through

little by little

trial and error

## 4B VOCABULARY Acronyms and initialisms

a Read the two texts. What do you think the relationship is between the correspondents in each text?

b Complete the texts with acronyms and initialisms from the lists. In each list there are two that you do not need to use.

**A** ASAP CEO GDP GMT HR  
MBA NB PA PhD PR USP

**To:** Sam  
**From:** Johanna

Dear Sam,

Many thanks for your email with all the useful details. Please see below for my responses to your questions.

Yes, I agree we need to hire a new <sup>1</sup> PR person to handle all the publicity now that we're expanding into new markets. I've spoken to <sup>2</sup> \_\_\_\_\_ about advertising the post, but they say they can't do anything without going higher up: the <sup>3</sup> \_\_\_\_\_ has to approve the budget. I've emailed her directly, saying we need approval <sup>4</sup> \_\_\_\_\_ – but no reply so far.

Regarding qualifications, I would definitely say that whoever we hire should have an <sup>5</sup> \_\_\_\_\_ or a <sup>6</sup> \_\_\_\_\_ – they need to get a really solid grasp of the business really quickly. They'll also need a <sup>7</sup> \_\_\_\_\_ to help with the workload, so we should advertise for that post as well.

Legal issues – this is a bit more complicated. Can we schedule a video call? What time zone are you in at the moment? My working hours are 8.30–18.00 <sup>8</sup> \_\_\_\_\_.

(<sup>9</sup> \_\_\_\_\_ I'm in an all-day meeting tomorrow, but the rest of the week should be fine.)

Best,  
Johanna

**B** BFF BTW ETA FOMO FYI  
IMO LOL OMG TBH

Today

**Hanna**

Hey guys! <sup>10</sup> \_\_\_\_\_, can't believe we're going to see each other tomorrow! Finally! Just wanted to see what you feel like doing in the afternoon, before we head to the theatre (<sup>11</sup> \_\_\_\_\_, don't forget that we'll need to set off at about 5.30).

10.23

**Niko**

Hi everyone! Yeah, can't wait to see you all! <sup>12</sup> \_\_\_\_\_ we should just chill out in the afternoon – the weather looks good, so just hanging out in the park or a stroll along the river would be fine.

10.34

**Maria**

Hiya! Soooo excited about tomorrow! Actually, <sup>13</sup> \_\_\_\_\_, I don't think I'm going to get there until about 5.00 p.m. – really sorry! Hope you all have a nice, chilled afternoon, and I'll see you later.

10.47

**Hanna**

Good point, Maria – what is everyone's <sup>14</sup> \_\_\_\_\_? You guys can come to mine for lunch first if you want, but just <sup>15</sup> \_\_\_\_\_, it'll be cheese sandwiches and salad – nothing special!

10.52

**Niko**

I was thinking of getting there about 2.00.

11.01

**Jiwon**

Hi there! Sorry I'm a bit late replying. Also super excited!!! I persuaded Sunmi to come, too (I think <sup>16</sup> \_\_\_\_\_ took priority over her plans to work all weekend!) and we'll probably get to yours at 2.00 or 2.30, Hanna.

15.17

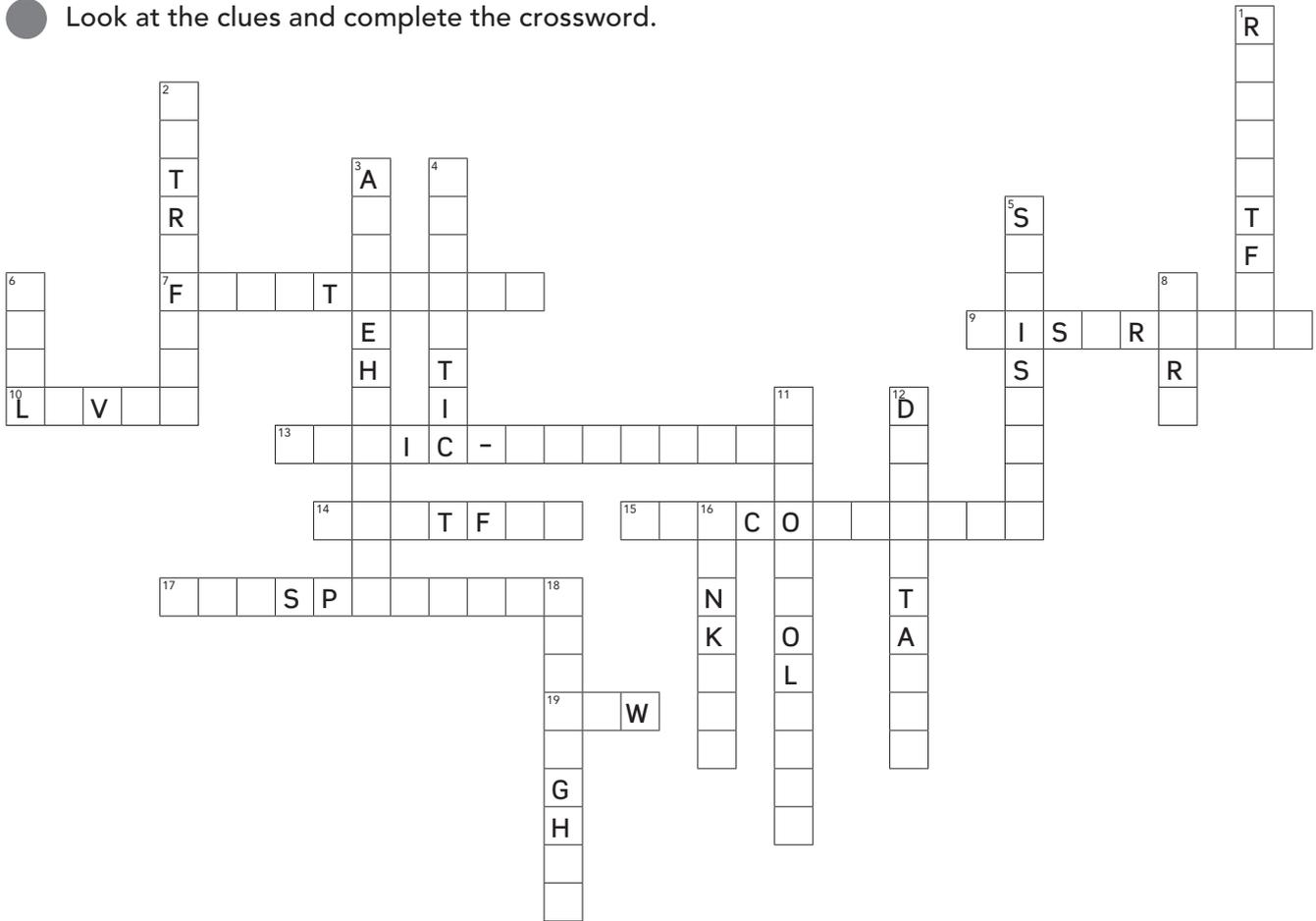
### ACTIVATION

Choose three types of short social media posts and write them using a variety of acronyms and initialisms.

a photo caption a message to a friend a post giving your opinion a status update a response to some good news

## 5A VOCABULARY More sophisticated emotions

Look at the clues and complete the crossword.



### Across →

- 7 I'm so \_\_\_\_\_ right now, you wouldn't believe it! I spent all day writing that report, and my computer crashed just before I'd saved it.
- 9 She sat staring out of the window at the dark, gloomy sky, and realized she'd never felt so \_\_\_\_\_ and alone.
- 10 Mum was absolutely \_\_\_\_\_ when I told her I'd crashed her car.
- 13 Tim woke with a jolt to the sound of his window being smashed. \_\_\_\_\_, he grabbed the phone and called the police.
- 14 With a \_\_\_\_\_ smile on her face, she remembered the wonderful summer when they'd first met.
- 15 When my son did so badly in his mock exams, he was really \_\_\_\_\_.
- 17 With an \_\_\_\_\_ sigh, the teacher started his explanation from the beginning once again.
- 19 After we broke up, I felt pretty \_\_\_\_\_ for a few weeks, but now I know it was for the best.

### Down ↓

- 1 I think my brother is still quite \_\_\_\_\_ that I went to university and he didn't.
- 2 Simon is absolutely \_\_\_\_\_ of spiders!
- 3 I hadn't seen any of my uni friends for years, so I was quite \_\_\_\_\_ when Lucy suggested we all meet up.
- 4 Jason was \_\_\_\_\_ when he passed his driving test first time – he couldn't wait to celebrate.
- 5 We're generally \_\_\_\_\_ with the results of the online survey – they could have been better, but also much worse.
- 6 Every time I think about what she said, it makes my blood \_\_\_\_\_.
- 8 I'd be very \_\_\_\_\_ of suggesting anything new if I were you. The team don't respond well to change.
- 11 Peter was \_\_\_\_\_ when I told him the terrible news. He cried for hours.
- 12 He watched her walk away, then turned back to me with a \_\_\_\_\_ expression on his face. Only then did I realize he still wasn't over her.
- 16 I had a \_\_\_\_\_ feeling as I opened the front door and saw the two police officers standing there.
- 18 What do you think you're doing? You scared the living \_\_\_\_\_ out of me!

## 6A VOCABULARY Common adverb collocations

● Circle the correct adverb to complete the sentence.



- 1 Tropical fruits like mangos were considered exotic in the UK 50 years ago, but now they are **fully** / **perfectly** / **readily** available.
- 2 We are **fully** / **greatly** / **readily** aware that our website is not functioning properly, and we hope to have it fixed as soon as possible.
- 3 No one ever says hello to strangers in a London park, but halfway up a Welsh mountain, it's **freely** / **kindly** / **perfectly** normal.
- 4 I wanted to fly home for Christmas, but the flights turned out to be **bitterly** / **deeply** / **prohibitively** expensive.
- 5 We had to have our roof repaired after it was **badly** / **fiercely** / **painfully** damaged in the storm.
- 6 If you think I'm going to do your homework for you again, you're **painfully** / **quietly** / **sadly** mistaken.
- 7 I thought the notice was **firmly** / **flatly** / **roughly** attached to the window, but it's disappeared.
- 8 I donate to a charity for homeless people, and if I had more time, I'd get more **actively** / **highly** / **readily** involved.
- 9 In most countries, all car drivers and passengers are **firmly** / **legally** / **strongly** required to wear seat belts.
- 10 This book is **deeply** / **highly** / **hugely** recommended for anyone who wants a readable introduction to global economics.
- 11 I walked all the way through the airport, **blissfully** / **fiercely** / **ridiculously** unaware that my suitcase was open and I was scattering clothes behind me.
- 12 After years of being **deeply** / **firmly** / **strongly** unhappy in a loveless marriage, Tanya finally filed for divorce.
- 13 Overall, this film doesn't have much emotional depth, but it is **fully** / **happily** / **hugely** enjoyable.
- 14 We usually enjoy hiking in all weathers, but that day, it was so **bitterly** / **roughly** / **strongly** cold that we turned back after about an hour.
- 15 At Cathy's café, the service isn't the best, but the food is **greatly** / **perfectly** / **reasonably** priced and extremely tasty.
- 16 We would **greatly** / **hugely** / **largely** appreciate it if you could complete all the documentation by Friday.
- 17 If you have any long-term health conditions, we **actively** / **highly** / **strongly** advise that you consult your doctor before participating in this activity.
- 18 Mr Clarke was accused of fraud, but **categorically** / **firmly** / **warmly** denied all charges.
- 19 I begged my teacher to give me an extra day to finish my assignment, but she **flatly** / **strongly** / **violently** refused.
- 20 Thank you for **greatly** / **happily** / **kindly** agreeing to check my CV. I look forward to your comments.

### ACTIVATION

Work with a partner. **A** Read a sentence aloud, leaving a gap instead of the **bold** adverb. **B** Without looking at the worksheet, say an adverb that can be used in the gap. Then swap roles.

## 6B VOCABULARY Numbers and measurements

● Complete the sentences with one word.

- 1 Two plus seven equals nine.
- 2 The \_\_\_\_\_ root of nine is three.
- 3 The lowest \_\_\_\_\_ number is two.
- 4 Twelve \_\_\_\_\_ three equals nine.
- 5 Ten \_\_\_\_\_ by two equals five.
- 6 Three \_\_\_\_\_ three equals nine.
- 7 An angle of  $90^\circ$  is a \_\_\_\_\_ angle.
- 8 You would measure the volume of a swimming pool in \_\_\_\_\_ metres.
- 9 A \_\_\_\_\_ chart is a circle divided into sections to show particular amounts in relation to a whole.
- 10 A \_\_\_\_\_ diagram shows the relationships between sets of items.
- 11 First, second, and third are \_\_\_\_\_ numbers.
- 12 A quarter expressed as a \_\_\_\_\_ is 0.25.
- 13 The radius of a circle equals half the length of the \_\_\_\_\_.
- 14 In 2006, Akira Haraguchi set an unofficial world record by reciting 100,000 digits of \_\_\_\_\_.
- 15 A \_\_\_\_\_ is 0.9144 metres.
- 16 A \_\_\_\_\_ is around 4.5 litres.
- 17 An \_\_\_\_\_ is 28.35 grams.
- 18 Whatever you do, don't give in to him. If you give him an inch, he'll take a \_\_\_\_\_.
- 19 Can you help me with my suitcase? It weighs a \_\_\_\_\_.
- 20 I wouldn't trust him an \_\_\_\_\_. He's always lying!

### ACTIVATION

Work with a partner. Write five maths questions. Then take turns to read your questions to your partner and see if they can answer them.

## 7A VOCABULARY Punishment

be wrongfully convicted	community service	death penalty	death row
deterrent	diminished responsibility	electronic tag	exercise yard
fine	hanging	inmates	lethal injection
life sentence	maximum security	mitigating circumstances	non-custodial sentence
open prison	parole	quash	rehabilitation
reoffend	retrial	solitary confinement	surveillance

## 8A VOCABULARY Eating and drinking

<b>VERB</b>	<b>VERB</b>
chew a tough steak	eat up your cereal
<b>VERB</b>	<b>VERB</b>
guzzle cans of cola	lick an ice cream
<b>VERB</b>	<b>VERB</b>
munch a raw carrot	nibble a biscuit
<b>VERB</b>	<b>VERB</b>
scoff a packet of crisps	sip a cup of coffee
<b>VERB</b>	<b>VERB</b>
slurp a bowl of spaghetti	suck a sweet
<b>VERB</b>	<b>VERB</b>
swallow a spoonful of medicine	toy with a piece of toast
<b>VERB</b>	<b>IDIOM</b>
wolf down a pizza	have your cake and eat it
<b>IDIOM</b>	<b>IDIOM</b>
sour grapes	the icing on the cake

# VOCABULARY REVISION 1: Idioms and phrasal verbs

a Complete the **PARTICLE** column with a word from the list.

at down into off out (x2) up

- 1 I was seriously ill when I was 17, and had to drop [ ] of college for a year.
- 2 It really isn't your fault – I hate to see you beating yourself [ ] like this.
- 3 If you're feeling overwhelmed, it's a good idea to reach [ ] to someone you trust.
- 4 He told me the address, and I scrawled it [ ] quickly on a scrap of paper.
- 5 I'll just polish [ ] that last cake, unless anyone else wants it?
- 6 Isabelle says she wants to lose weight, but she'll happily tuck [ ] a bar of chocolate every night.
- 7 You aren't eating properly – you're just picking [ ] your food. What's wrong?

**PARTICLE**

out

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b Complete the **VERB** column with a word from the list.

jump screw sink take tease wind wolf

- 1 Can we go over the instructions again? I really don't want to [ ] up this time.
- 2 This session is quite informal, so please just [ ] in with any comments or questions.
- 3 After announcing the news, the CEO paused to let it [ ] in.
- 4 After a stressful day, walking home along the river is my favourite way to [ ] down.
- 5 Let's focus on this for a moment and try to [ ] apart the various reasons for the change.
- 6 There are many factors that we need to [ ] into consideration when making a decision.
- 7 The first session of the day finished so late that we only had ten minutes to [ ] down our lunch.

**VERB**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c Complete the **bold** idioms with the correct word.

- 1 I asked for a pay rise, but they offered me a different position in the company, which was a bit of a **c [ ] ball**.
- 2 Ben's comedy routine was the best – he **had me in s [ ]** all the way through.
- 3 It's a difficult decision, but **in my h [ ] of hearts**, I know what I have to do.
- 4 This is just a **rough and r [ ]** version – of course we'll polish it up a bit.
- 5 People don't tidy up after themselves, and it really **makes my blood b [ ]**.
- 6 Felix looked so nervous before his interview – he was **shaking like a l [ ]**.
- 7 What on earth have you got in this rucksack? It **weighs a t [ ]** !
- 8 I'm afraid I **don't trust** Harry **an i [ ]** – he's lied to me too many times.
- 9 Some people think that educating prisoners is **being s [ ]** on them, but I don't agree.
- 10 A tiger from the local zoo has escaped and is **on the l [ ]** in the neighbourhood.
- 11 Can we postpone our meeting till next week? I **have a lot on my p [ ]** this week.
- 12 Don't believe everything you read on the internet – **take it all with a p [ ] of salt**.

**WORD**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## VOCABULARY REVISION 2: Define, mime, or draw

Phrasal nouns		Prefixes and suffixes	
aftershock	hold-up	anaemic	metaphorical
breakthrough	meltdown	ensorship	paramedic
comeback	outbreak	controversial	picturesque
downpour	outcry	forecast	snobbish
giveaway	after-effect	infrastructure	speechless
Ways of moving		More sophisticated emotions	
hike	sprint	be over the moon	listless
limp	stride	cheerful	make your day
mooch	tiptoe	elated	petrified
prowl	waddle	gutted	rattled
slip	wade	indignant	throw a wobbly
Verbs for making things		Numbers and measurements	
bend	nail	bar chart	fraction
clip	saw	foot	nought
fan	tighten	pint	percentage
hole	unscrew	area	radius
loosen	wire	even number	volume
Punishment		Eating and drinking	
appeal	parole	chew	scoff
cell	retrial	devour	sip
defendant	serial offender	guzzle	slurp
deterrent	solitary	lick	suck
electronic tag	confinement	nibble	swallow
	surveillance		

Oxford University Press is the world's authority on the English language.

As part of the University of Oxford, we are committed to furthering English language learning worldwide.

We continuously bring together our experience, expertise and research to create resources such as *English File*, helping millions of learners of English to achieve their potential.



**OXFORD**  
UNIVERSITY PRESS

[www.oup.com/elt](http://www.oup.com/elt)

# English File

gets **your students** talking

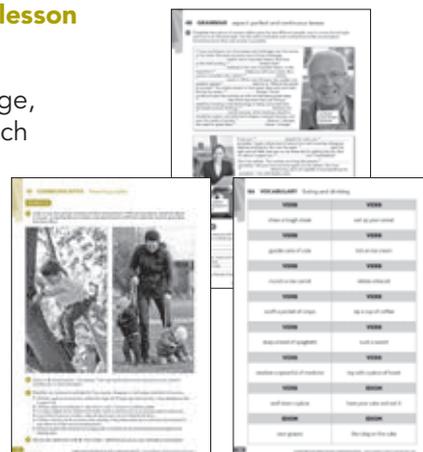
fourth edition

**90%** of teachers who took part in an Oxford Impact study found that *English File* **improves students' speaking skills**.

The Teacher's Guide with Teacher's Resource Centre gives you everything you need to create flexible lessons that work for your students.

## Complete support for every lesson

- Detailed lesson plans
- Extra support, extra challenge, and extra ideas, to make each lesson your own
- Over 50 pages of photocopiable Communicative, Grammar and Vocabulary activities



## NEW Teacher's Resource Centre to save you time

- All your *English File* resources – video, audio, answer keys, audioscripts, and much more – available in one place online
- A complete Test and a Quick Test for every File, two Progress Tests, an Entry Test, and an End-of-course Test
- A Gradebook to track your students' progress

[englishfileonline.com](http://englishfileonline.com)

## FOR STUDENTS

- Student's Book with Online Practice
- Student's Book eBook
- Workbook (with or without key)
- Workbook eBook
- Say It: English Pronunciation app

## FOR TEACHERS

- Teacher's Guide with Teacher's Resource Centre
- Classroom Presentation Tool

