

OVERVIEW

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Vocabulary and speaking: Globalisation

Common European Framework: Students give clear, detailed descriptions of complex subjects; can express themselves fluently and spontaneously.

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Reading and vocabulary: Urbanisation: Is there a solution?

Grammar review: Continuous verb forms

Common European Framework: Students can scan quickly through long and complex texts, locating relevant details; can understand and exchange complex information.

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Listening and speaking: English in a changing world

Patterns to notice: Introducing points in an argument

Common European Framework: Students can follow lectures, discussions and debates with relative ease; can hold their own in formal discussion of complex issues, putting forward an articulate and persuasive argument.

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Task: Give tips on learning a language well

Common European Framework: Students can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.

PAGES 14–15

Writing: A report

Listening: Varieties of English

Pronunciation: Varieties of English

Common European Framework: Students can write a report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail; can understand a wide range of recorded and broadcast audio material.

- Check understanding of the things in the list, especially *lingua franca* (a language people whose first languages are different use to communicate) and *webinars* (live workshops and lectures streamed over the internet). Model the activity by telling students about one of the things you've experienced, sharing details about what happened and what you found interesting. Students then discuss their own experiences in groups.
- With weaker classes, go through the phrases first and check understanding. Students discuss the question in groups. In feedback, nominate one student from each group to share their ideas with the class, and check understanding of the phrases where necessary.
- Read the example with the class. Students add the words/phrases to the word web alone then check in pairs. While students are doing this, you can make a note of any pronunciation problems to focus on in feedback, e.g. the stress on *diversity* (•••) and the pronunciation of *culture* (/ˈkʌltʃə/).

ANSWERS:

travel: immigration/emigration, mass tourism

food: imported, local produce

business/money: international conference calls, webinars, immigration/emigration, multinational corporations, imported, higher standard of living, brain drain, sweatshops, global financial crises, global brands

communication/language: online contact, lingua franca

shopping: multinational corporations, imported, local produce, global brands

culture/society: cultural and religious diversity, races, way of life, a clash of cultures, a multi-ethnic society, Americanised, higher standard of living, brain drain

- Encourage students to use the vocabulary from exercise 3 in their lists of advantages and disadvantages, e.g. an advantage is that you can choose from a variety of ethnic restaurants when you go out to eat.
- Go through the questions with the class and check students understand what to listen for.
 - Give students a chance to compare answers in pairs before going through the answers. Play the recording a second time if necessary.

ANSWERS:

- Speaker 1:** the world is a smaller place and things are more accessible; we can share ideas and this creates a sense of tolerance

Speaker 2: towns are identical because shops are the same; it makes things bland

Speaker 3: people are more tolerant because there are people from different countries living together

Speaker 4: you can see the same movies everywhere; this means that independent movies sometimes suffer

Speaker 5: you can have a variety of food

Speaker 6: places which don't have much internet access, or multinational companies, like Cuba, can keep their identity

- Speaker 1:** for

Speaker 2: against

Speaker 3: for

Speaker 4: mixed feelings

Speaker 5: for

Speaker 6: mixed feelings

- While students are looking at the audio script, go around and answer any questions. In feedback, write the words/phrases on the board and check understanding and pronunciation.

Vocabulary and speaking (PAGES 6–7)

Globalisation

See *Teaching tips: Working with lexis*, page 21.

WARM UP

Write the following questions on the board:

What is your country famous for?

What do people from other countries usually think about people from your country?

Has this changed at all over the past ten years?

How often do you speak to people from other countries?

Students discuss the questions in small groups. In feedback, elicit students' ideas and have a brief class discussion.

- Focus students on the photos and elicit some ideas about what they can see. Elicit some ideas about what globalisation is, e.g. the process by which countries become connected or similar, especially because large companies are doing business in many different countries. Go through the example with the class and give students one minute to think about how globalisation affects them. Go around and help with vocabulary where necessary.
- Nominate students to share their ideas with the class.

POSSIBLE ANSWERS:**food:** authentic food**business/money:** big chains, advertising**communication/language:** different accents**shopping:** accessible, franchises, big chains**culture/society:** tolerance, individuality, independent movies, identity

- 7 Give students a few minutes in pairs to think how to explain the differences. You could make this into a competition by giving points, e.g. a point for the best explanation, for accurate pronunciation, for using one of the words/phrases accurately in an example sentence.

ANSWERS:

- emigration = to leave your own country in order to live in another one
immigration = the process of entering another country in order to live there
- multinational = a company which has factories, offices and business activities in many different countries
multi-ethnic = involving or including people of several different ethnic groups
- cultural diversity = including many different types of people or things
a clash of cultures = a conflict arising from two or more different cultural groups being in close proximity to one another
- a business = an organisation which produces or sells goods or provides a service
a corporation = a big company or a group of companies
- your standard of living = the amount of wealth, comfort and other things that a particular person, group, country, etc. has
your way of life = the behaviour, habits, customs, etc. that are typical of a particular society or person

Vocabulary and speaking, exercise 7: Alternative suggestion

Before class, write the words/phrases on ten separate pieces of paper, and make enough sets for one per group of three to four students. Put students into groups and hand out one set per group. Students match the pairs of similar words/phrases, then discuss how they are different.

ADDITIONAL PRACTICE

➔ **Resource bank:** Activity 1C *Global village* (Globalisation)

Vocabulary practice: Exercise 1

Workbook: Vocabulary: *Globalisation*, page 4

Reading and vocabulary (PAGES 8–9)**Urbanisation**

See *Teaching tips: Working with lexis*, page 21.

- Write the following words on the board: *housing, shops, traffic, crime, green areas*. Give students a minute to think about the changes related to the topics before discussing in pairs. In feedback, nominate students to share their ideas with the class.
- 2a Students work alone to read and mark the words/phrases. Don't give any answers yet.

b When students have finished comparing, check understanding of the words/phrases by eliciting examples in the local area. Check pronunciation of the phrases, especially the stress on *availability* (•••••), *sprawl* (/sprɔ:l/) and *infrastructure* (/ˈɪnfəstrʌktʃə/).

- 3a Elicit students' ideas then give the answers. If possible, show where they are on a map of the world.

ANSWERS:

Washington DC – the USA

Dhaka – Bangladesh

Songdo – South Korea

Medellin – Colombia

- b Students read the text and answer the questions alone, then check in pairs. Check answers with the whole class.

ANSWERS:

- Humans recently became an 'urban species' – more people live in cities than in the countryside.
- Cities were not originally designed to cope with a growing number of people, and there is a limited amount of housing available.
- Le Corbusier proposed demolishing the centre of Paris to make way for high-rise buildings.

- 4 Elicit the first answer as an example. Students find the phrases then check in pairs. With weaker classes, you could give them the paragraphs which the phrases appear in (paragraph 1: 1–3, paragraph 2: 4–6, paragraph 3: 7–8, paragraph 4: 9).

ANSWERS:

- ... this global trend is heading ever upwards.
- The speed and scale of this change is unprecedented ...
- ... fast-growing cities bring with them numerous issues ...
- That's an awful lot of people to fit into such a small space and most cities just weren't designed to cope.
- ... limited availability and unlimited demand are driving property prices sky-high.
- So what, if anything, can be done about urbanisation?
- ... and designer Le Corbusier was no exception.
- He devised a plan ... to demolish the centre of Paris ...
- Demolishing and rebuilding cities to meet modern needs is clearly impractical ...

- 5 Elicit/Check: *from scratch* (from nothing), *tubes* (round pipes used to carry liquid or gas), *initiatives* (ideas, projects) and *crèche* (a place where babies / small children can be left for a short while, e.g. while the parents go to work). Put students into pairs to read the texts. Before they read, tell students that afterwards they'll summarise their text for their partner, so they should take notes while they read.

- 6a Students share information in pairs.

- b Students discuss the questions in pairs. In feedback, nominate students to share their ideas with the class and have a brief class discussion.

ADDITIONAL PRACTICE

➔ **Resource bank:** Activity 1D *Picture this* (Urbanisation)

Vocabulary practice: Exercise 2

Workbook: Vocabulary: *Urbanisation*, page 4; Listen and read: *City or country?*, pages 4–5

Grammar review (PAGE 9)

Continuous verb forms

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 1a–b** Focus attention on the sentences and elicit the answers to the questions. Emphasise that continuous forms are often used to focus on the action rather than the result.

ANSWERS:

- 1a** In sentence 1, the writer is more interested in the result. In sentence 2, the writer is more interested in the action in progress.
b When the focus is on the action, the continuous form is used.
- 2** Students work alone then check in pairs. Check that students understand how to form the continuous aspect in different tenses by eliciting more examples.

ANSWERS:

- 1 the Present perfect continuous
- 2 a simple form; the Future continuous
- 3 the Present continuous
- 4 the Present continuous
- 5 a continuous passive

- 3a** Go through the example with the class. Students work in pairs to match the ideas with the examples from exercise 2.

ANSWERS:

- b** 2: ... by 2050, seven billion of us will be living in an urban environment.
c 4: This global trend is heading ever upwards.
d 1: Humans have been building cities for nine millennia.
e 5: ... plans are in the process of being drawn up ...

- b** Answer the question as a class.

ANSWER:

Believe can't be used in the continuous form because it is a state verb, and we use continuous forms when the focus is on the action. Other examples of state verbs include *know*, *be*, *appear* and *like*.

You may want to ask students to read Language summary 1 on pages 112–113 for a more detailed explanation of continuous verb forms.

- 4** Choose two of the sentences and give examples about yourself. While students are completing the sentences, go around and help with vocabulary, writing any new words/phrases on the board. When they are ready, students share their ideas in pairs.

Grammar review, exercise 4: Alternative suggestion

When students have completed the sentences, they take it in turns to read out just the part they've completed to their partner, who listens and guesses which sentence they are completing.

ADDITIONAL PRACTICE

- ➔ **Resource bank:** Activity 1A *What are you doing?* (Continuous verb forms)

Grammar practice: Exercises 1–8

Workbook: Grammar: *Continuous verb forms*, pages 6–7

Listening and speaking (PAGES 10–11)

English in a changing world

- 1** This stage need only be a brief lead in and could be skipped, so you start the section with exercise 2a.
- 2a** Students work in pairs, then as a whole class, taking votes on which two pieces of information are false.
- b** Students discuss the question in pairs. In feedback, elicit students' ideas.
- 3** You could do the first example with the whole class, finding out how many people agree/disagree with or are not sure about the statement. After students have compared answers, ask one or two groups to report back briefly on their ideas.
- 4**  **1.2** Suggest that students use a different colour pen to mark Doctor Jenkins' answers next to their own for the statements in exercise 3.

ANSWERS:

agrees:

- 5** majority of people who speak English around the world are non-native speakers, they use it to communicate with each other
6 people have the right to develop their own ways of speaking; speakers of English should be themselves'

disagrees:

- 1** non-native speakers of English are in the majority
2 speakers of international English need to be intelligible to each other not aim for 'perfect' speech
3 British and American idioms are not used for international communication
4 some grammar usage which would be regarded as incorrect, will become the 'norm' in international English

- 5a–b** Focus students on the language areas in the list and elicit some ideas about the areas they find most problematic (e.g. always forgetting to put the third person -s in the Present simple – none of the other persons change, which seems to make it more difficult to remember). Give students a few minutes to discuss the other language areas in pairs before playing the recording again.

ANSWERS:

- *th-* will be pronounced as /s/ or /t/
- British and American idioms will not be used
- uncountable nouns like *information* will be countable (e.g. 'three informations')
- the third person -s will not be used

- 6a** This can be done as a whole class discussion. Keep the discussion quite brief, so that student interest is maintained for the next stage.
- b** Give students a few minutes in small groups to think of their questions, referring them back to the statements in exercise 3 and the language areas in exercise 5a, as well as their notes from exercise 5b. When you answer the students' questions, speak naturally and at some length if you want to: this is a good opportunity for students to practise 'live' listening, i.e. as they listen to you.

PATTERNS TO NOTICE

Introducing points in an argument

- 1  1.3 Students listen to the extracts and complete the sentences. Answer the question as a class and drill the phrases.

ANSWERS:

- Well, there are two things. One thing is that they're intelligible to each other.
- The second thing would be that nobody owns English any more.
- One advantage would be that learners have less to do.

The introductory phrases add a clear structure and organisation to the argument, making it easy to understand.

- 2 Give students time to look at the other examples and discuss in pairs which are for and against an argument, and which could be either.

ANSWERS:

Introducing points for an argument:

Another (strong) reason (for) ...
The main explanation ...

Introducing points against an argument:

The most (obvious) drawback/advantage (of) ...
The second problem/concern/issue (with) ...

Either:

One (important) point to consider ...
A further consideration ...

Pronunciation: Helping students with sentence stress

To help students with the phrases for introducing points in an argument, say some examples at natural speed but with slightly exaggerated stress, and see if students can hear where the stress falls. The tendency is for the main stress to fall on the 'key' information in the phrase:

Well, there are two points to consider. One point is that ...

The second point would be that ...

Another issue might be that ...

Get students to repeat these examples, then get them to make more phrases from the substitution table in exercise 2 and say them aloud.

- 7 If necessary, do the first one as an example. Students work alone then check in pairs, before checking answers with the whole class.

ANSWERS:

- The main point to consider would be that ...
- A further advantage of Global English is that ...
- One possible problem with British English or American English might be that ...
- The most obvious reason for pronunciation problems is that ...

- 8 Students complete the phrases alone then check in pairs.
- 9a–b Decide how long you will give students to think about what to say: this could be as little as ten seconds if you want to increase the pressure to speak spontaneously. You can also regulate the pressure by getting students to speak in front of the whole class or in smaller groups.

Listening and speaking, exercise 9: Alternative suggestion

To add an element of competition, run this as a game of 'Just a minute', where a student has to try to keep talking on the topic for a minute, but others in the group can interrupt him/her for hesitation, repetition or mistakes in English. The person who made the interruption then has to continue speaking for what is left of the minute, and so on. The person speaking at the end of the minute is the winner.

ADDITIONAL PRACTICE

- ➔ **Resource bank:** Activity 1B *You've got a point* (Introducing points in an argument)

Workbook: Grammar: *Introducing points in an argument*, page 7

Task (PAGES 12–13)

Give tips on learning a language well

See *Teaching tips: Making tasks work*, page 23.

WARM UP

Write the following on the board:

remember new words, use grammar correctly, improve pronunciation, practise listening and speaking, practise writing, improve reading

In pairs, students discuss how they do each of the things on the board in English. When they have finished, elicit students' ideas and write them on the board as word webs for each area.

Preparation (PAGES 12–13)

Listening and reading

- 1  1.4 Focus attention on the questions and check students know what to listen for. Students listen to the recording then check answers in pairs. If necessary, play the recording again. In feedback, write the strategies on the board for students to refer to in exercise 2.

ANSWERS:

Speaker 1: English; watching films and TV with the subtitles; she enjoyed the film and didn't feel like she was learning

Speaker 2: Spanish; doing a class in tango guitar; it helps the language sink in

Speaker 3: English; try to think in English and imagine conversations

Speaker 4: English; put the radio / YouTube on in the background while doing something else; English in the background was really helpful

Speaker 5: get a girlfriend from the country of the language you wish to learn; you have to communicate constantly in that language

Speaker 6: English; talk to everybody

Speaker 7: Spanish; read things online that you are interested in; it's great for vocabulary

- 2 Students read the profiles and take notes on the people's needs and possible strategies to help.

ANSWERS:

Adriana: needs to use English on a daily basis, answer the phone, speak to English-speaking colleagues and attend meetings in English.

David: needs to improve German communication skills quickly.

Kareem: needs to read fluently in English and dramatically improve his vocabulary. Also needs to understand lectures and socialise.

Asha: wants to maintain and improve her Russian.

Akiko: needs to improve listening and speaking, and improve her confidence in using English.

Listening and reading, exercise 2: Alternative suggestion

Do this as a jigsaw reading activity. Put students into two groups. Ask one group to read Adriana's and David's profiles and make notes. Ask the other group to read Kareem's, Asha's and Akiko's profiles and make notes. When they have finished, rearrange students into pairs, with one student from each of the groups to share the information they read about.

Task (PAGES 12–13)

Speaking

- 1 Go through the phrases in the Useful language box, section a. Put students into groups to think of additional tips. Go around and help with vocabulary where necessary, writing any new words/phrases on the board.
- 2 Ask each group to choose a representative to share their ideas with the class. As they share ideas, build a list of strategies on the board or ask a student to do so.
- 3a Refer students to the phrases in the Useful language box, section b and then ask them to discuss the questions in pairs.
 - b You could encourage students to keep a journal, writing a brief entry every day that they try the strategy, before reporting back in a few weeks' time.

Task: Additional suggestion

Students write about the best strategies they've used in the past, following the model of the speakers in Preparation, exercise 1.

Share your task

Some additional ideas could include:

- Students just film/record themselves talking about their needs and motivation. Other students then watch/listen to the recordings and give tips.
- Students film/record themselves giving their best three tips for learning English. Other students then watch/listen to the recordings and decide which they like best.
- Students keep a video/audio log of their progress trying out the two tips from exercise 3b. After two weeks, they then share the recordings with other students and decide which of the tips have been most useful.

Language live (PAGES 14–15)

Writing (PAGES 14–15)

A report

WARM UP

Bring/Download logos from global brand cafés and restaurants (e.g. McDonald's, KFC, Starbucks, Subway, Pizza Hut, Dunkin' Donuts, Hard Rock Café, etc.). Put students into teams, and show the logos, one by one, asking students to write the name of the café or restaurant in their teams. When you have shown all of them, check students' answers, and award points for each correct one. The team with the most points wins.

- 1a If you did the Warm up activity, then skip this and go straight to exercise 1b. Students discuss in pairs. When they are ready, elicit their ideas and write them on the board, and add *Starbucks*, *Subway* and *Hard Rock Café* if students have not included them.
- b Students discuss the questions in pairs. In feedback, nominate students to share their ideas with the class.
- 2a Give students a few minutes to read the report and find similarities with their town / local area.
 - b Students work alone then check in pairs. In feedback, be prepared to give further explanations/examples of how the linking words are used where necessary.

ANSWERS:

- 1 also 2 Although / Even though 3 As well as / Apart from
 4 as well as that / other than that / apart from that
 5 on the other hand 6 Just/Only 7 while/whereas
 8 even if / although 9 this means that / this explains why

- 3 Students work in pairs to compile their lists. Encourage them to find examples in the report on page 14. In feedback, elicit their ideas and write them on the board.

ANSWERS:

an introduction and a conclusion; clear, simple headings

- 4a Put students into groups to discuss the ideas in the word web. In monolingual classes, you could discuss the question as a class, asking students for examples of each of the things in the word web.
- b Encourage students to make notes, as this will help when they come to write their reports. Monitor and help with vocabulary where necessary, writing any new words/phrases on the board.
- 5 Elicit an example and write it on the board. Go around while students are writing their sentences and check they are forming them correctly.
- 6a Give students plenty of time to organise and write the first draft of their reports, and go around and help where necessary.
 - b Students check their own work, then discuss their corrections with their partner. When they have finished, display their reports around the class and ask other students to walk around and read them, choosing which they find most interesting.

Listening (PAGE 15)

Varieties of English

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1a  1.5 Introduce the topic by asking students which English accents they are most familiar with, and which they find most difficult to understand. Elicit where English is spoken around the world. Students listen and answer the questions in pairs.

Potential problem with unfamiliar accents

Students are likely to find it difficult to follow accents which they aren't familiar with. Try to put them at ease here and explain that by practising listening to unfamiliar accents they'll be able to understand them quite quickly, as they already know much of the language.

- b Students listen again and note down the numbers and statistics, then check in pairs. Go through answers with the class by writing the numbers on the board and asking what they refer to.

ANSWERS:

Report 1: A hurricane in the US: tens of thousands of people evacuating; clean-up could cost over \$15 billion; Hurricane Katrina cost \$100 billion in 2005. The storm affects financial markets across the world.

Report 2: A Japanese company is creating jobs in the UK: there will be 200 new jobs; the factory has been manufacturing cars for more than 25 years; a local firm will close, losing 150 jobs. The story concerns the effect of multinational corporations on local businesses.

Report 3: Attitudes to climate change among Australians: the vast majority think that climate change is happening; two-thirds believe that countries like the US and China are responsible; these two countries create over 12,000 million tonnes of greenhouse gases per year. The story concerns the global effects of industry and pollution.

Report 4: A Starbucks opens in Mumbai, India: the company has 20,000 branches in more than 60 countries. The story concerns global brands and franchises.

- 2 Play the recording again for students to listen to the accents. You do not need to go into detail here – just see if students can get a general impression of the differences.
- 3a–b  1.6 How much time you spend on this will depend on your students' interest and their listening abilities. They may find it interesting/amusing to try to hear the differences and imitate the accents from the recording. With stronger classes, you could ask individual students to imitate an accent for other students to guess which it is.

POSSIBLE ANSWERS:

American English: 'r' sound is stronger than in British English; 't' in words like *duty* sounds more like 'd'.

Indian English: 'd' is softer than in British English; 'r' is more rolled; 'l' is stronger; 't' is softer and sounds more like 'd'. The intonation is more musical.

Australian English: 'a' sound in words like *past* and 'i' sound in words like *night* and *lives* is longer than in British English. The differences are less distinct than the other accents, except for the rising intonation at the end of sentences.

- 4 Students discuss the questions in pairs. In feedback, elicit their ideas and have a class discussion.

ADDITIONAL PRACTICE

➔ **Workbook:** Writing: *Linking words and phrases* and *Useful phrases for report writing*, page 8; Language live: *Varieties of English*, page 8

Grammar practice (PAGES 114–115)

See *Teaching tips: Using the Grammar and Vocabulary practice sections*, page 25.

Continuous verb forms**ANSWERS:**

- 1
I'm sitting in a café; (I'm) waiting to meet; he's bending down – situations happening around a point of time
I was getting more depressed ... every day – involving change or development
he's been working really hard – situation happening over a period of time
it seems to be paying off – emphasises that the action is in progress now
who are now enjoying – happening over a period of time in the present
I'd been going on dates – happening over a period of time in the past
I was always turning up; the guy was constantly planning – something that happens regularly, and was irritating
I've been going on a few dates; it's been going really well – incomplete
- 2
 1 been arguing 2 been playing 3 finished 4 been thinking
 5 been watching, done 6 seen 7 left 8 been doing
- 3
 1 follows 2 have been putting on 3 have been working
 4 enjoy 5 have been learning 6 struggle 7 are helping
- 5
 1 Jo's eyes seem to be getting worse. / c
 2 You're always losing your mobile phone. / f
 3 Are you coming to the work party? / a
 4 I was hoping you could help me with my homework. / b
 5 I was wondering if you'd like to go to the cinema. / d
 6 We were wondering if you could feed our cat while we're on holiday. / e

6

- 2 ... – she must be working from home.
 3 You can't still be getting ready ...
 4 ... I'd like to be sitting ...
 6 You seem to be spending ...
 7 He's bound to be watching TV.
 8 He's supposed to be tidying ...
 10 He seems to be doing well ...

7

- 1 i n ('look' is a state verb, and means 'appear');
 ii h ('looking' describes an action, and is similar in meaning to 'watch')
- 2 i d ('feel' is a state verb, and describes how I feel in general in these clothes);
 ii c ('feeling' describes an active feeling in progress)
- 3 i a ('having' describes an action, and means 'eating');
 ii l ('have' is a state verb, used to describe possession)
- 4 i g ('fit' is a state verb, and means 'be the right size');
 ii k ('fitting' describes an action, and means 'installing')
- 5 i e ('expecting' describes an action, and means 'waiting for');
 ii i ('expect' is a state verb, and means 'imagine')
- 6 i f ('admire' is a state verb, and means 'have a good opinion of');
 ii m ('admiring' describes an action, and means 'looking at with appreciation')
- 7 i b ('thinking' describes an action, and means 'considering');
 ii j ('think' is a state verb, and means 'suppose/guess')

8

- 1 was looking 2 's having 3 are seeing
 4 are you feeling / do you feel 5 Are you expecting
 6 are you measuring, fits 7 appeared

Vocabulary practice (PAGE 152)**Globalisation****ANSWERS:**

- 1
 1 Americanised 2 sweatshops 3 way of life 4 global brand
 5 brain drain 6 local produce 7 clash of cultures
 8 multinational corporations

Urbanisation**ANSWERS:**

- 2
 1 green belt land 2 no-go areas 3 reclaimed land 4 slums
 5 squalor 6 congestion

Other words and phrases**ANSWERS:**

- 3
 1 brand new 2 keep up with 3 scale
 4 being used as a template 5 side effect 6 from scratch
 7 bold 8 drew up

OVERVIEW

PAGES 26–27

Vocabulary and speaking: Money and enterprise

Common European Framework: Students can use a good range of vocabulary for most general topics; can express their ideas and opinions with precision.

PAGES 28–29

Reading and speaking: But are they worth it?

Grammar review: Time and tense

Common European Framework: Students can understand in detail a wide range of complex texts; can hold their own in formal discussion of complex issues, putting forward an articulate and persuasive argument.

PAGES 30–31

Listening: The case of Stella Liebeck

Patterns to notice: Inversion with negative adverbials

Wordspot: *worth*

Common European Framework: Students can identify finer points of detail including implicit attitudes and relationships between speakers; can exploit a range of language to give emphasis.

PAGES 32–33

Task: Decide which project to back

Common European Framework: Students can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.

PAGES 34–35

Speaking: Describing quantities

Writing: Summarising statistics

Common European Framework: Students can select an appropriate formulation from a broad range of language to express themselves clearly; can write clear, well-structured reports.

ANSWERS:

1 D 2 B 3 A

4 A X B ✓ C X D X

5 1 D, 2 C, 3 E, 4 A, 5 B

6 A – a waiter, from a customer

B – a pensioner, from the government

C – a child from his/her parent

D – a kidnapper, from a kidnapping victim's family

E – a husband/wife from his/her ex-partner

7 A (R) B (B) C (R) D (R) E (R) F (B) G (B) H (B) I (B)

Vocabulary and speaking, exercise 1b: Alternative suggestion

Award extra 'bonus' sums of money (e.g. \$10 per correct explanation) to any pair who can explain why other options in the question are wrong.

- 2a Give students a few minutes to go through the questions individually, then put them into pairs to compare and help each other with answers they were unsure of.
- b Give students a few minutes to think of other questions. Go around and help with ideas where necessary. When they are ready, put students into groups to ask and answer the questions.
- 3 Direct students to the quiz, and give them time to complete the word web individually or in pairs.

POSSIBLE ANSWERS:

- 1 businesses going bust, economic expansion, government spending cuts, high property prices, high salaries, high share prices, high unemployment, an increase in GDP, a large government deficit
- 2 be in the black, be in the red, break even, go bankrupt, make a large profit
- 3 an advance, alimony/maintenance, a bribe, a deposit, a fee, a pension, pocket money, a ransom, a tip
- 4 a bribe
- 5 flashy, penny-pinching, stingy, tight
- 6 priceless, pricey, worthless
- 7 alimony/maintenance, a pension, a tip
- 8 broke, flashy, hard-up, loaded, skint

- 4a Put students into groups to discuss the sayings. With weaker classes, you may want to check understanding of the phrases as a class.
- b While students are thinking of their reasons, go around and help where necessary. Students then either work in the same groups or walk around the room speaking to other students as a mingle activity. Monitor and note down examples of good language use and/or errors for feedback and correction later.

Vocabulary and speaking

(PAGES 26–27)

Money and enterprise

See *Teaching tips: Working with lexis*, page 21.

WARM UP

Do a 'currency quiz'. Put students into teams, and explain you will say some currencies from around the world. Students listen and write the country where the currency is used. When you have finished, check answers and award a point for each correct country. The team with the most points wins. Currencies to read out: 1 Yen (Japan), 2 Real (Brazil), 3 Rupee (India), 4 Ruble (Russia), 5 Riyal (Saudi Arabia), 6 Baht (Thailand).

- 1a Put students into pairs and focus them on the quiz. Stress that they should guess the meaning of unfamiliar vocabulary, rather than asking you or consulting a dictionary. You could give them a time limit (e.g. three minutes) to add an element of competition.
- b  3.1 You could stop the recording before playing each answer and have pairs call out their answers, then play that section of the recording and see how many pairs were right. Check the pronunciation of: *worthless* /'wɜːθlɪs/, *stingy* /'stɪndʒi/, *ransom* /'rænsəm/ and *maintenance* /'meɪntənəns/.

ADDITIONAL PRACTICE

➔ **Resource bank:** Activity 3C *Priceless* (Money and enterprise)

Vocabulary practice: Exercise 1

Workbook: Vocabulary: *Money and enterprise*, page 14

Reading and speaking (PAGES 28–29)

But are they worth it?

- 1 Write on the board: *actor, teacher, nurse, TV presenter, dentist, construction worker*. Ask students which of these jobs pay well and which pay badly in their country/ies. Students then think of two more examples of professions which are overpaid and underpaid in pairs. When they are ready, nominate students to share their ideas with the class and have a brief class discussion.
- 2 Students read the first two paragraphs then discuss the question in pairs. Elicit their ideas in feedback.

- 3 Read the examples with the class. Students read the article and complete the arguments alone then check in pairs. Ask early finishers to come and write their answers on the board then ask if the class agrees.

ANSWERS:

for

- 2 Money drives us to work harder and to innovate.
- 3 Many rich people use their wealth to do great charitable things.
- 4 People are paid what they are worth.

against

- 2 The more unequal a society, the more likely its citizens are to suffer from social problems.
- 3 Citizens of more equal societies are more likely to be happy and to trust each other.
- 4 Financial incentives might lead to worse performance.

- 4 Students read the article again then answer the questions in pairs, before checking answers with the whole class.

ANSWERS:

- 1 It made a profit.
- 2 Most people feel that they can trust their fellow citizens.
- 3 In mechanical, manual jobs.
- 4 Alleviating poverty and eradicating diseases like polio.
- 5 Natalie Portman's films earn \$43 for every dollar she is paid; Eddie Murphy's films earn \$2.30 for every dollar he is paid.
- 6 Both \$50 million and \$48 million are huge sums of money.

- 5 Refer students back to the word web on page 27 before they find words/phrases in the article. In feedback, write the words on the board and check understanding.

POSSIBLE ANSWERS:

- 2 income, loss-making businesses, profit
- 3 wage, cash, huge bonuses
- 7 pay packets, higher pay, huge bonuses, financial incentives

- 6 Briefly outline what each option involves then ask the students to vote for which option they prefer via a show of hands. With larger classes, the Discussion is probably a better option as more students will have the chance to participate. Either way, make notes on students' language use while they are speaking for later feedback with the class.

ADDITIONAL PRACTICE

➡ **Workbook:** Listen and read: *Mobile affluenza clinics*, pages 14–15

Grammar review (PAGE 29)

Time and tense

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 1a Focus attention on the photo and elicit who it is (Cristiano Ronaldo). Ask students if footballers are paid a lot of money in their country/ies. Students read the article and name the forms of the verbs. Check answers with the whole class.

ANSWERS:

- 2 Past perfect simple 3 Past simple 4 Past continuous
- 5 Present perfect continuous 6 Present simple
- 7 *be going to* future 8 Present continuous

- b Go through the example with the class. While students are completing the table, copy it onto the board. In feedback, invite students to come to the board to complete the first column.

ANSWERS:

See exercise 2a.

- 2a Go through the example with the class. Students complete the second column of the table alone then check in pairs. In feedback, invite students to the board to complete the second column.

ANSWERS:

Time	Verbs 1–8	Verbs a–h
past time	had already played changed were increasing	sign walk ... ask
present time/now	they've been rising earn is heading	accept was wondering takes ... shoots ... scores
future time	<i>they'll be playing</i> is ... going to continue	<i>get paid</i> 'm
general time	–	increased

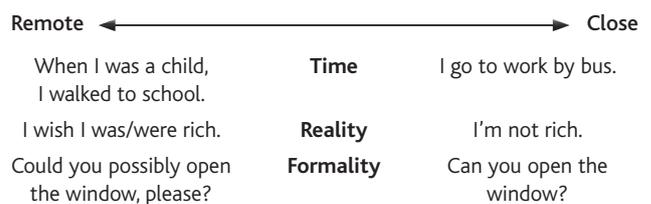
- b Students discuss in pairs. Check answers with the whole class, and go through the ideas in the language notes.

ANSWERS AND LANGUAGE NOTES:

- a Present simple (refers to a future point in time, used with words like *until* and *when*)
- b Present simple (refers to the past, frequently used in newspaper headlines to be economical and to emphasise the recentness of the event)
- c Past simple (refers to general time, used here to describe an imaginary situation)
- d Present simple (refers to now / the moment of speaking)
- e Past continuous (refers to the present, used to make a request sound more tentative and 'distant')
- f Present simple (refers to 'now / the moment of speaking' when we might normally expect the Present continuous to be used – often used in sports commentaries to sound more exciting)
- g Present simple (refers to the past, used to tell a story and make it seem more 'immediate' and dramatic)
- h Present simple (refers to a future point in time, used with words like *until* and *when*)

Notes on time and tense

In English, time and tense are different things. Time is a universal concept, which refers to past, present, future and general time. Tense is a grammatical concept and describes how we change the structure of a verb. A more realistic way to describe past and present tenses is in terms of distance. 'Present' tenses show that things are 'close' to us, whereas 'past' tenses show that things are 'distant' to us. Our choice of tense in this respect depends on one (or more) of three things: *time*, *reality* and *formality*. In order to illustrate this, you could draw the following diagram on the board:



You may want to ask students to read Language summary 3 on pages 120–121 for a more detailed explanation of time and tense.

- 3 Put students into pairs, then direct them to the relevant pages and check they understand what to do. As they are discussing the sentences, monitor and help where necessary. Encourage them to refer to the chart you drew on the board in exercise 2b when describing the time references. When they have finished, check answers with the class.

ADDITIONAL PRACTICE

➔ **Resource bank:** Activity 3A *Where's it from?* (Time and tense)

Grammar practice: Exercises 1–9

Workbook: Grammar: *Time and tense*, pages 16–17

Listening (PAGES 30–31)

The case of Stella Liebeck

- 1a Focus students on the pictures and give them a minute or two to find illustrations of the words in the box. Check the pronunciation of: *damages* /'dæmɪdʒɪz/, *scalding* /'skɔːldɪŋ/, *to sue* /suː/ and *jury* /'dʒʊəri/.

ANSWERS:

A drop someone off B damages F lid, tug G jury, sue
H horrified, scalding

- b  **3.2** Students could work in pairs and predict a possible order for the pictures, before they listen. Once students have checked their answers, they could practise retelling the story in their own words, using the pictures as prompts.

ANSWERS:

1 A 2 D 3 F 4 H 5 C 6 E 7 G 8 B

Listening, exercise 1b: Additional activity

If you want to check that students have understood some of the facts in the story, give them the following questions and play the recording again:

How old was Stella Liebeck? (79)

Who was driving the car at the burger restaurant? (her grandson, Chris)

Why did the coffee spill on her lap? (Because she had the cup between her knees and tried to pull the lid off.)

How long was she in hospital? (eight days)

How much were her medical expenses and how much did the company offer her? (Her expenses were about \$2,000. The company offered her \$800.)

How much did she eventually receive in compensation? (\$640,000)

- 2a  **3.3** Students make notes while they listen to the people arguing.

ANSWERS:

1 in favour of Stella:

- the coffee is hotter than normal coffee: 180–190 degrees Fahrenheit (normal coffee is only 135–140 degrees Fahrenheit)
- there had previously been about 700 cases of people being burnt by scalding coffee
- the fast-food chain makes \$1.3 million a day from selling coffee

2 in favour of the company:

- Stella refused to accept it was her fault
- people know coffee is hot, it's their fault if they spill it
- it leads to more and more ridiculous claims

- b Discuss this question as a class.

- 3 Put students into small groups to discuss their opinions. Possible disadvantages of a 'compensation culture' might include:
- companies will begin to cover themselves against any possible claims, so it will be more difficult to win compensation when it is really deserved
 - retail companies might increase their prices, to cover the money they pay out in compensation
 - it could lead to people being dishonest, and inventing stories just to win compensation

PATTERNS TO NOTICE

Inversion with negative adverbials

- 1  **3.4** Give students a minute or two to try to put the words in order. If they find it difficult, give them the first word in each case, i.e.: 1 Only, 2 Not once, 3 No way. Play the recording for students to check, then write the correct sentences on the board. Go through the form and use of these examples before continuing.

ANSWERS:

- 1 Only then did Stella consult a lawyer.
- 2 Not once did she admit that it was her fault.
- 3 No way should she have been given all that money.

- Get students to tell you how these sentences would be worded without the adverbials and write the answers on the board, i.e. 1 She didn't consult a lawyer before then.; 2 She never admitted / did not once admit that it was her fault.; 3 She should definitely not have been given all that money.
- Ask students what difference the adverbials make, i.e. they add emphasis, and point out that *Only then* and *Not once* are used in formal language, whereas *No way* is informal.
- Establish what happens to the word order after the adverbials, i.e. the subject and verb are inverted and the auxiliary *do* is used if necessary, as in a question form. Point out that because the adverbials are negative in meaning, the verb after them changes to the positive, e.g.
She did not once admit ... → *Not once did she admit ...*

- 2 & 3 Focus students on the information in the box and give them a few minutes to read through the examples. Answer any questions they have.

Potential problem with inversions

Students often have problems remembering the correct word order in inversions with negative adverbials. It can help to draw a similarity between question forms and the order of words after the negative adverbial.

- 4 Students work individually and compare answers in pairs.

ANSWERS:

- 1 No longer does our country need to rely on foreign investment.
- 2 Under no circumstances should you borrow money without checking the interest rates.
- 3 Only now are we seeing the benefits of the government's policies.
- 4 Rarely has a change of government had such a dramatic effect on the economic outlook.
- 5 Frederick looked for his wallet to pay. Only then did he realise he had left all his money at home.
- 6 On no account should you reveal the details of your bank account over the telephone.
- 7 Never before has this country witnessed such a serious financial crisis.
- 8 Seldom does a politician admit publicly that he has made a mistake.
- 9 Not only did George have to pay a large fine, but he also had to spend some time in prison.

- 5a  **3.5** Students listen and match the speakers to the situations. Check answers with the class.

ANSWERS:

1 d 2 b 3 a 4 e 5 c

- b Play the recording again for students to identify the adverbial used by each speaker.

ANSWERS:1 Not only 2 Never before 3 Only now 4 No way
5 Under no circumstances

- 6a Students write sentences about their own ideas, using the sentences in exercise 5a as examples. Monitor and check students are forming the sentences correctly.
- b Students compare their sentences in pairs. You could ask them to read out their sentences for their partner to guess which of the situations in exercise 5a it describes.

ADDITIONAL PRACTICE

- ➔ **Resource bank:** Activity 3B *Under no circumstances ...* (Inversion with negative adverbials)

Workbook: Grammar: *Inversion with negative adverbials*, page 17

Wordspot (PAGE 31)**worth**

See *Teaching tips: Working with lexis*, page 21.

- 1a Explain that students need to match the explanations to only six of the words/phrases. Students work alone then check in pairs, before checking answers with the whole class.

ANSWERS:

a 1 b 6 c 4 d 10 e 12 f 5

- b Students think of definitions in pairs. When they are ready, students share their definitions with the class.

POSSIBLE ANSWERS:

- 2 has no value, importance or use
3 interesting or useful
7 interesting or useful
8 useful for you to spend time doing it
9 the equivalent value of five pounds
11 enough (food) for two days

Wordspot, exercise 1b: Alternative suggestion

Students work alone to write a definition for each of the six words/phrases, checking the meanings in monolingual dictionaries or on their mobile phones. When they are ready, put students into pairs to test each other. One student reads out their definition for their partner to guess the word/phrase.

- 2 Go through the examples with the class, then students complete the rest of the word web alone. Check answers with the class.

ANSWERS:

- 1 worth a fortune
2 worth keeping, well worth the effort, worth a quick look, be worth your while
3 five pounds' worth, two days' worth
4 for what it's worth, prove your worth
5 worthless, worthwhile, worthy

- 3a  **3.6** Before students listen, explain that they need to write short answers and write them in random order. Play the recording, pausing after each instruction for students to write their answers.

- b Students discuss their answers in pairs. In feedback, nominate students to share any interesting information they found out about their partner.

ADDITIONAL PRACTICE

- ➔ **Resource bank:** Activity 3D *For what it's worth (worth)*

Vocabulary practice: Exercise 2

Workbook: Wordspot: *worth*, page 18

Task (PAGES 32–33)**Decide which project to back**

See *Teaching tips: Making tasks work*, page 23.

WARM UP

Explain that you are going to give students \$5,000 to start their own project or create their own invention. Give students a few minutes to think about what they would do individually, then put students into small groups to share their ideas. When they have finished, ask groups to choose the best idea to share with the class.

Preparation (PAGES 32–33)**Reading and vocabulary**

- 1 Give students one minute to read the introduction then answer the question in pairs. Check answers with the class.

ANSWERS:

It aims to provide a platform for people to attract investment. Supporters can pledge any amount from \$20 to \$500.

- 2 Elicit/Check: *props* (objects which actors use on stage), *planning permission* (permission from the local government to build something), *showcase talents* (demonstrate what you can do) and *premises* (property). Students read about the five projects and make notes. In feedback, nominate different students to summarise each project for the class.
- 3 Students check the meaning of the words in bold, and ask you about any they're not sure of. When they are ready, students discuss the questions in pairs.

ANSWERS:

entrepreneurial: willing to take risks in business
favourable publicity: positive coverage in the media
keep up with demand: be able to produce as many as people want
self-funded: pays for itself
marketing costs: the amount of money you spend on promoting your product or service
collaborative: characterised by people working together
environmentally friendly: kind to the environment, doesn't cause pollution
non-profit-making: doesn't aim to make money
community-based: takes place in the local area
innovative: original and new, something which hasn't been done before
quirky: strange or unusual in a positive way
commercially successful: popular and therefore able to make a profit

- 4 Elicit some benefits of the first project as an example, e.g. *material: new costumes, props, etc.; altruistic: educational*. Students discuss the benefits of the other projects in pairs.

Task (PAGES 32–33)

Speaking

- 1 Refer students to the Useful language box, section a. Students work alone to decide on their priorities for investment, using the questions as guidelines.
- 2 Explain that students can allocate different amounts of money to the projects (i.e. they don't have to invest it all in one project), and must try to agree as a group on exactly how the money will be spent. Go through the phrases in the Useful language box, section b. As they discuss the investment, go around and make notes on students' language use for later class feedback.

Task, Speaking: Additional activity

Students listen to and analyse a 'model' of the task: make a recording of yourself and one or two other people (e.g. teachers in the school) discussing the same five cases and deciding on the amounts of sponsorship. Incorporate some of the phrases from the Useful language box where possible. Students listen and compare your conclusions with theirs, then focus on the language you used (e.g. by ticking off phrases from the Useful language box). If you have time to make a transcript of the recording, they can read through this and find examples of useful phrases.

- 3 Go through the phrases in the Useful language box, section c and give students a few minutes to decide how they are going to present their decisions. Groups take it in turn to present their decisions to the class.

Share your task

Some additional ideas could include:

- Students work in five groups, with each group representing one of the projects on pages 32–33. Each student films/records themselves giving a presentation/pitch for the project. Other students then watch/listen to the pitches and choose the best one.
- Students invent their own project for the website, then film, record themselves giving a presentation/pitch for their idea. Other students watch/listen to the recordings and choose one they'd like to invest in.
- Students record 'vox pop' style three-minute interviews with people who have benefitted from some of the projects.
- Students record interviews with group members from the task, explaining why they allocated the money the way they did.

Language live (PAGES 34–35)

Speaking (PAGE 34)

Describing quantities

WARM UP

Write the following on the board:

the population of your country, the number of countries in the world, how many cups of coffee you've had this month, how much you've spent on clothes in the past year, the GDP of your country, the number of students in your school

Students discuss the numbers in pairs. When they are ready, ask students to share their ideas with the class. They don't need to guess correctly, but pay attention to how they give approximate values at this stage. If they want to, they can go online to find out the larger numbers.

- 1 You could start by discussing why people might want to use a phrase from the box rather than be precise, i.e. to add emphasis, exaggerate the quantity or use the appropriate tone for spoken English. Students work individually or in pairs to replace the bold quantities in the sentences with phrases from the box.

ANSWERS:

1 a small percentage 2 a small quantity 3 A vast number of
4 a dash 5 an enormous portion 6 the overwhelming majority
7 a huge sum of money 8 a pinch 9 a great deal of time
10 dozens of 11 a handful 12 a while

- 2 You could do the first example with the class – possible phrases depending on where students are from: *the overwhelming majority of; a small percentage of; a handful of; dozens of; a vast number of*. When students have completed all the sentences, they could compare with a partner or walk around the class comparing with others.

Writing (PAGES 34–35)

Summarising statistics

- 1 Students discuss the question in pairs. When they are ready, ask them to read the article quickly, ignoring the gaps, to find any other ideas. In feedback elicit their ideas and write them on the board.

ANSWERS:

mobile phones, digital music

- 2a Make sure students understand that there is one extra word/phrase in each set. Students work alone then check in pairs, before checking answers with the whole class.

ANSWERS:

1 steadily 2 dramatically 3 increase/rise 4 Overall
5 gone up 6 increase/rise 7 By far 8 triple 9 Much less
10 significantly 11 respectively 12 In contrast 13 sharply
14 slightly

- b Go through the examples with the class, then students find further examples. In feedback, write the phrases on the board.

POSSIBLE ANSWERS:

risen steadily, risen dramatically, the biggest increase, twelvefold increase/rise, increased significantly, fallen sharply, dropped slightly

- 3 Discuss this question with the whole class.
- 4a Refer students back to exercise 2 to notice how the words/phrases are used. Students work alone then check in pairs. Check answers with the whole class.

ANSWERS:

1 much less 2 significantly/sharply/dramatically 3 respectively
4 Overall 5 In contrast 6 slightly 7 By far 8 increase/rise
9 doubled, tripled

- b Students work in pairs. When they have finished, nominate students to read out their sentences to the class.
- 5 Students guess the missing numbers in pairs. Make sure they don't look at the article yet.

- 6 Students complete the article. Check answers with the class before referring them back to the table in exercise 5 to check their answers. Find out how many students guessed correctly.

ANSWERS:

1 than 2 as 3 a 4 of 5 as 6 on 7 a 8 a 9 than
(Possible answers)

	Single men	Single women
electronics	€15	€10
personal care	€21	€41
clothing	€44	€66
pets	€16	€23.5
food shopping	€133	€133.5
going out	€15	€14
eating out	€102	€80

- 7a Give students a few minutes to study the bar chart, then discuss the question as a class.
b Refer back to the two articles for students to use as models, and encourage them to use the vocabulary from exercise 2. When students have written their articles, ask them to swap with a partner to read.

ADDITIONAL PRACTICE

➔ **Workbook:** Language live: *Describing quantities*, page 18; Writing: *Summarising statistics*, page 18

Grammar practice (PAGES 122–123)

See *Teaching tips: Using the Grammar and Vocabulary practice sections*, page 25.

Time and tense

ANSWERS:

- 1
2 Footballer scores hat trick but team beaten
3 President hints at changes in privacy laws.
4 Blues singer Leroy Morganfield collapses on stage at Newfield Stadium.
5 TV company fined after three year court case.
6 Mother and daughter fall from balcony but both OK.
- 2
1 leaves 2 catches 3 arrives 4 is 5 meets 6 orders
7 brings 8 has 9 shouts 10 replies 11 finds 12 decides
13 meet 14 has 15 change
- 3
1 I declare – an important person opening a new museum
2 Dyson passes, he shoots – a football commentator
3 I chop – a TV chef
4 I swear – a witness in court
5 we're going – a tour guide
6 I name – an important person launching a new ship
7 I suggest – a police officer questioning a suspect
8 The minister's coming, are jostling – a news reporter
- 4
1 e 2 c 3 f 4 a 5 b 6 h 7 d 8 g
- 5
1 what, f 2 by the time, c 3 before, g 4 while, e
5 whether, b 6 who, h 7 until, a 8 if, d

6

- Jamie would sooner we met at his house.
- If I was/were in your position, I'd be careful.
- I wondered if I could possibly ask you a huge favour.
- It's time Abi's parents let her go on holiday with her friends.
- I wish I didn't have to work until 8:00 this evening.
- If they were to offer me the job, I'd be over the moon.
- I'd rather you didn't mention this to anyone.

7

- (Possible answers)
- didn't understand, would you communicate
 - could live, would you live
 - take, would you go
 - could go, would you go
 - could meet, would you meet

8

- If it hadn't been for her, I'd never have done it.
- I wouldn't have missed that for anything!
- So would you do it again?
- I wish I'd started training earlier.
- I would have been better prepared.
- There was one more thing I wanted to ask you ...
- It's time I got to the studio ...

9

- both sound natural
- hasn't got*
- both are correct, but *don't* sounds more natural, because the fact is still important now
- was telling*
- wanted*
- both sound natural, both sound natural

Vocabulary practice (PAGE 154)

Money and enterprise

ANSWERS:

- 1
1 loaded 2 broke even 3 pricey 4 ransom
5 high unemployment 6 tip 7 flashy

worth

ANSWERS:

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

Other words and phrases

ANSWERS:

- 3
1 entrepreneurial 2 got off to a flying 3 non-profit-making
4 quirky 5 favourable publicity 6 collaborative

OVERVIEW

PAGES 46–47

Speaking and vocabulary: Polite social behaviour

Common European Framework: Students can express their ideas and opinions with precision; can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.

PAGES 48–49

Reading and vocabulary: Image

Grammar review: Modals and related verbs

Common European Framework: Students can obtain information, ideas and opinions from complex texts; can take an active part in informal discussion.

PAGES 50–51

Listening and vocabulary: Communication

Patterns to notice: Patterns with abstract nouns and relative clauses

Common European Framework: Students can understand a wide range of recorded and broadcast audio material and identify finer points of detail; can give clear, detailed descriptions.

PAGES 52–53

Task: Deal with a problem tactfully

Common European Framework: Students can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.

PAGES 54–55

Writing: Asking people to do things

Speaking: Getting people to do things

Common European Framework: Students can use language flexibly and effectively for social purposes; can express themselves confidently, clearly and politely in a formal or informal register appropriate to the situation and person(s) concerned.

Speaking and vocabulary

(PAGES 46–47)

Polite social behaviour

See *Teaching tips: Working with lexis*, page 21.

WARM UP

Before class, prepare to tell the class about a couple of your 'pet peeves', i.e. little things which really annoy you, e.g. people who walk really slowly in front of you, people not saying 'thank you' when you hold the door open for them, etc. Tell the class what they are, why they annoy you and a recent example of when they happened. Give students a few minutes to think of their own 'pet peeves', then put them into groups to tell each other about them. In feedback, ask if anyone had ideas in common.

- 1 Elicit/Check: *etiquette* (rules about the best way to behave), *private school* versus *state comprehensive school* (private = you pay for it; state comprehensive = the government / taxes pay for it) and *spurred on* (positively encouraged). Students read the text then discuss the questions in pairs. In feedback, elicit students' ideas and have a brief class discussion.

- 2 This stage can be quite brief, and students should make notes, rather than write complete sentences. Students can compare lists in pairs, small groups, or with the whole class.
- 3a Go through one or two examples with the class, then put students into pairs or small groups to help each other with the phrases, using a dictionary or their mobile phones if necessary. Check understanding of: *over the top* (informal; meaning so exaggerated as to be stupid or offensive) and *overly familiar* (has a negative meaning in this context; being too friendly when you don't know someone well enough). You may also need to help students with the pronunciation of the following: *awkward* /'ɔ:kwəd/, *familiar* /fə'milɪə/, *gentlemanly* /'dʒentlmənli/, *unhygienic* /ʌnhaɪ'dʒi:nɪk/ and *misinterpreted* /mɪsɪn'tɜ:prɪtɪd/.

ANSWERS:

It creates a good impression.

It's a way of showing respect to older people.

It's considered gentlemanly.

- b Give some examples to show the class how to use the phrases in a sentence, e.g.
It's considered taboo to show anger.
Arriving a few minutes late is the done thing.
Students could work with a different partner to describe some of the ideas from their lists.
- 4a Give students a few minutes individually to consider how acceptable the situations are. They could make a note of any appropriate vocabulary from exercise 3a, so that they are prepared for the discussion in exercise 4b. Check understanding of *drop in* (visit informally) and *swear* versus *blaspheme* (swear = use offensive language; blaspheme = use language which insults people's religious beliefs).
- b Put students into small groups to explain their opinions. Ask a few students to report back on their group's discussion, commenting on the differences between countries, and/or age groups, if appropriate.
- 5  **5.1** Go over the questions and make sure students know exactly what to listen for. Students listen and make notes, then check in pairs. Play the recording again if necessary, then check answers with the whole class.

ANSWERS:

Speaker 1: When people start talking about the weather.

Speaker 2: When young people use headphones which are too loud.

Speaker 3: When people are late, and text to say 'just running a bit late'.

Speaker 4: When friends spend too much time texting each other on their mobile phones.

Speaker 5: When people snog/kiss in public.

- 6a Give students time to plan their talks and make a few notes to speak from. Go around and help with ideas and vocabulary, writing any new words/phrases on the board.
- b Put students into groups to give their talks. If you have a multilingual class, try to put students from different countries together. While you listen to the talks, make a note of examples of good language use and/or errors for feedback and correction afterwards.

ADDITIONAL PRACTICE

➔ **Resource bank:** Activity 5C *Bad behaviour* (Social behaviour)

Vocabulary practice: Exercise 1

Workbook: Vocabulary: *Polite social behaviour*, pages 24–25

Reading and vocabulary

(PAGES 48–49)

Image

WARM UP

Write the following questions on the board:

How important is your image to you?

What do you do to maintain/improve your image?

For what jobs is image particularly important?

Students discuss the questions in pairs.

- 1 Students discuss the questions in pairs. In feedback, elicit students' ideas and have a brief class discussion.

Reading and vocabulary, exercise 1: Alternative suggestion

Divide the class into three groups, and assign one of the types of people to each group. Give the groups a few minutes to discuss and write down ideas. When they are ready, rearrange students in groups of three with one student from each of the previous groups. Students share ideas.

- 2 Students check the meanings of the words in bold in pairs, using dictionaries and/or mobile phones where necessary. Check pronunciation of: *Botox* /'bəʊtɒks/, *posture* /'pɒstʃə/ and *charisma* /kə'rɪzmə/.
- 3 Elicit/Check: *hip* (trendy), *love handles* (fat on a person's hips/waist) and *an entourage* (a group of personal assistants who follow a celebrity around, looking after him/her). Encourage the students to read the text quickly, and explain that they'll have a chance to read it again more carefully afterwards. Give students three minutes to match the headings and paragraphs, then check answers with the class.

ANSWERS:

1 b 2 c 3 f 4 a 5 e

- 4 Students answer the questions alone then check in pairs, before checking answers with the whole class.

ANSWERS:

Paragraph 1: a true, b true

Paragraph 2: a true, b true

Paragraph 3: b true

Paragraph 4: b true, c true

Paragraph 5: a true, b true, c true

- 5 Put students into groups to discuss the questions. When they have finished, choose a student from each group to summarise their ideas for the class.

ADDITIONAL PRACTICE

➔ **Workbook:** Vocabulary: *Image*, page 25

Grammar review (PAGE 49)

Modals and related verbs

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 1 Elicit which modals students know and write them on the board, e.g. *can/could, may/might, will/would, shall/should, must*. Do the first one together as an example, then students do the rest alone before checking in pairs. Encourage them to look back at how the sentences are used in the text. Check answers with the class.

ANSWERS:

1 can (h) 2 mustn't (b) 3 had to (c), could (e) 4 can (i)
5 might (d) 6 won't (g) 7 needn't (j) 8 should (a)
9 must (f)

- 2 Discuss the rules as a class.

ANSWERS:

1 a speaker's opinion 2 regular 3 irregular

- 3 Go through the first one as an example. Students work in pairs to discuss the differences between the rest. Check answers with the class.

ANSWERS:

- 2 Both talk about logical necessity. In both cases, the speaker is making a deduction based on some kind of evidence; *must* means 'I believe it's true' and *can't* means 'I believe it's impossible'.
- 3 Both talk about ability. *Could* refers to general ability in the past, whereas *managed to* refers to one specific occasion.
- 4 Both talk about necessity. *Didn't need to* means that there was no need, and the speaker didn't do this. *Needn't have* means that the speaker did do this, even though there was no need.
- 5 Both talk about advice. There is little difference in meaning, although we are much more likely to say *shouldn't* than *oughtn't to*.
- 6 Both talk about unwillingness. However, *won't* talks generally about what people don't do, whereas *wouldn't* talks about a specific refusal in the past.

You may want to ask students to read Language summary 5 on pages 128–129 for a more detailed explanation of modals and related verbs.

ADDITIONAL PRACTICE

➔ **Resource bank:** Activity 5A *Guess the sentence* (Modals and related verbs)

Grammar practice: Exercises 1–9

Workbook: Grammar: *Modals and related verbs*, page 27

Listening and vocabulary

(PAGES 50–51)

Communication

- Focus students on the statistics and discuss briefly their ideas about why people are shy and why it can be a problem (note that *chronically* is used for a problem you have had for a long time and cannot stop). Ask them why they think people want to improve their communication skills.
- Students choose their situations individually then compare answers in pairs. Check understanding of: *fancy someone* (feel sexually attracted to someone) and *light-hearted* (not serious)

Listening and vocabulary, exercise 2: Alternative suggestions

- You could deal with the vocabulary in exercise 3a before starting the pairwork in exercise 2, so that students can talk about how they would feel and what they would do at the same time.
 - You could write out the situations on separate slips of paper, and give a set to each group: students then try to agree on an order from the most to least nerve-wracking and arrange the slips accordingly.
- 3a To check the meaning of the activities, you could ask students which are to do with speaking, and which are to do with the way you hold or move your body. While students are working, go around and help with any vocabulary questions they have.
- b Students compare answers in pairs and discuss the statements.

POSSIBLE ANSWERS:

Good: circulate and make small talk; ask questions and make the other people feel at ease; make eye contact; pause from time to time; listen carefully

Not good: gabble nervously about whatever comes into your head; dry up because you can't think of anything to say; talk over other people and dominate the conversation; become over-apologetic; giggle nervously; stumble over your words; get emotional; look stiff and uncomfortable; blush, shake or sweat

Depends: crack lots of jokes; act cool and nonchalant

- 4  5.2 Introduce the idea of a communication skills expert and go through questions 1 and 2 before playing the recording.

ANSWERS:

Rosemary refers to: socialising at a party where you only know one or two people; talking about a subject you don't know much about; socialising for the evening with a group of people you feel are senior to you; making a complaint.

- 5 Give students time to remember what they can, then ask them to make notes as they listen again.

ANSWERS:

- This is true, because they feel that the other person won't be interested in them.
- Rosemary said you should ask some, but not too many or it will sound like an interrogation.
- She said you should pause to allow the other person to reflect upon what you have said and to give you time to think about what you will say next.
- You may give the message that you like them too much, or come across as aggressive.
- You should listen actively to the other person.
- It helps to summarise or test your understanding of what they have said.
- Many people need to work on communication skills.

PATTERNS TO NOTICE

Patterns with abstract nouns and relative clauses

- 1 & 2 Put the first two example sentences on the board and point out the abstract nouns (*situations* and *the way*) and the relative pronouns (*where* and *which/that*). Then students can look at the list of examples and pick out the abstract nouns and relative pronouns.

Students complete the sentences alone then check in pairs, before checking answers with the whole class.

ANSWERS:

- 1 why 2 where 3 where 4 why 5 which 6 which
7 where

Patterns to notice: Alternative suggestions

To help students to notice the noun / relative pronoun collocations:

- Students can 'test' each other in pairs. Student A reads out the first half of a sentence up to the abstract noun, and student B has to give the correct relative pronoun without looking at the book, e.g. Student A '*There are many reasons ...*' Student B '*why*'.
- Write out the sentences on slips of paper and cut them in half after the abstract noun. In pairs, students have to match the sentence halves, e.g. *We have seen several cases / where people have started arguing.*

- 6 Students work individually then compare answers in pairs and/or with the whole class.

ANSWERS:

- There are various reasons why nervous people forget to smile.
- I have seen many situations where people talk too much because they are nervous.
- It is quite common to come across cases where two people remember different things from the same conversation.
- There are a large number of reasons (for) why people dread long conversations with senior colleagues at parties.
- It is essential to have a time where everyone can calm down after an argument.
- People often judge you unconsciously on the way you stand or sit while you are talking.
- Many people respond negatively to the way in which / that people complain.

- 7a Give one or two examples from your own life in order to demonstrate the activity. While students are writing their sentences, go around and help with vocabulary where necessary, writing any new words/phrases on the board.
- b Go through the example with the class. Students read out their sentences in pairs for their partner to guess. In feedback, nominate students to tell you something interesting they found out about their partner.

ADDITIONAL PRACTICE

- ➔ **Resource bank:** Activity 5B *Abstract descriptions* (Patterns with abstract nouns and relative clauses); Activity 5D *It's how I tell them* (Communication)

Vocabulary practice: Exercises 2a–b

Workbook: Listen and read: *Nosey questions*, page 26; Vocabulary: *Communication*, page 27; Grammar: *Patterns with abstract nouns and relative clauses*, page 27

Task (PAGES 52–53)

Deal with a problem tactfully

See *Teaching tips: Making tasks work*, page 23.

WARM UP

Write the following on the board:

Your colleague at work is taking the credit for work you've done.

You suspect your partner is cheating on you.

You aren't happy in your job, but can't afford to leave right now.

Your best friend has a hygiene problem.

Put students into pairs to put the problems in order from the easiest to the worst to deal with, and discuss how they would handle each one. In feedback, nominate students to share their ideas with the class.

Preparation (PAGES 52–53)

Reading and vocabulary

- 1 You could lead into this by asking students what kinds of topics personal problems are usually related to, e.g. family, romantic relationships, work, studies, health, money. Students can discuss the responses in pairs or small groups.
- 2 Elicit/Check: *fly off the handle* (informal; get angry suddenly about something that doesn't seem very important), *be at your wits' end* (be very worried), *land a job* (informal; succeed in getting a job that was difficult to get), *be besotted with someone* (be completely in love with someone) and *washed-out* (looking unhealthy). Focus students on the titles and accompanying photos for the three situations and encourage them to try to predict what the problem is in each case. Give them time to read through the situations to see if their predictions were correct and find out new information about each problem.

Preparation: Alternative suggestions

- a If you have short lessons, choose just one of the situations for students to read and discuss, i.e. whichever you feel they will identify with best.
- b If your students enjoy being creative, put them into groups to invent and write about a problem situation themselves, then each group passes the situation to another group for discussion at the Task stage. They could use one of the situations given as a model, so that they make the problem complex enough to generate plenty of discussion.
- c If you want to make this a listening activity and have access to video, use an episode from an English-speaking TV soap opera where one of the characters has a difficult problem.

Task (PAGES 52–53)

Speaking

- 1a You could start by finding out which situations your students identify with, e.g. because they know someone who this has happened to / could happen to, or because they could imagine being in that situation themselves. Divide students into groups according to the situation they choose (the groups do not all need to be of the same size).
- b While students are considering the options individually, circulate and help with vocabulary as necessary, writing any new words/phrases on the board.

- 2 Focus students on the Useful language box, sections a and b before they start the discussion. You may want to go through some examples of how to complete the phrases, e.g.
The main thing to get across is that it's her decision.
One way to tackle it might be to get him away from the family for a while.
Speaking to his father wouldn't go down too well.

Encourage students to make notes during the discussion about which options they decided against / in favour of, and why. While you monitor this discussion, you could make notes of good language use and/or errors for feedback and correction later.

- 3 You could either ask two students from each group to present their conclusions to the class (e.g. one student presents the options they decided against, the other presents the options they decided would be best) or regroup students so that each group contains people who have discussed different problems, and students present their conclusions to the group.

Task: Additional activity

Once students have finished discussing the best and worst options, they role-play two scenarios – one where the problem is tackled badly, the other where it is tackled well – then present these to the rest of the class. Note that students can then choose to write up one of the scenarios for the Follow up, Writing stage.

Follow up (PAGE 53)

Writing

- 1 Refer students to the Useful language box, section c.
For option a, when students have finished, ask them to swap and read other students' responses and choose the best one.
For option b, you could start by writing one or two example lines for a script on the board, showing students how stage directions can be put in brackets, e.g. (*Anna bursts into tears and runs out of the room*). Students can work in pairs on their script (you may want to give them a number of lines to aim for, so that it is not too long) and practise reading it aloud. As they watch each other's scenes, students could give 'awards', e.g. for 'best script', 'best acting', 'best English pronunciation', etc.

Task: Additional suggestion

Students write a final draft of the posting or play script they wrote in Follow up, Writing, exercise 1, if they haven't done so in class.

Share your task

Some additional ideas could include:

- Students prepare their scene in the style of a daytime television talk show where people confront other people with problems.
- Students think of another personal problem, not covered on pages 52–53, then film/record themselves as the person with the problem. Other students then watch/listen to the recording and give advice.
- Students film/record themselves giving advice for one of the situations on pages 52–53. Other students then listen to or watch the recording and guess which problem they're giving advice for.

Language live (PAGES 54–55)

Writing (PAGES 54–55)

Asking people to do things

- 1a Students read the three emails then check answers in pairs. In feedback, check answers and answer any questions students have about new vocabulary in the emails.

POSSIBLE ANSWERS:

- A They are friends.
B They are colleagues, working in the same place.
C A student is writing to a PR expert she has never met.

- b Students choose the phrases to complete the emails in pairs. Check answers with the class.

ANSWERS:

- 1 a & c (b is too formal)
- 2 b & c (a is too formal)
- 3 a & b (c is too formal)
- 4 a & b (c is too formal)
- 5 b & c (a is too direct)
- 6 a & b (c is inappropriate, as there is nothing to 'see')
- 7 a & c (b could sound rude, as it is too direct)
- 8 b & c (a is too informal)
- 9 b & c (a is too informal and direct)
- 10 b & c (a is too informal)

Notes on email

People are often unsure how to sign off an email, especially if they want to be semi-formal or neutral. What makes it more difficult is that this seems to change quite often, even for native speakers. It could be useful here to look back over your own email inbox and collect a variety of ways people have signed off when writing to you, then share them with the class. The students are likely to appreciate the fact that these have been taken from real emails.

- 2 Do this as a class. As you go through each strategy, ask students if the same applies in their language(s).
- 3 Students discuss this in pairs. When they are ready, check answers with the class and write any other useful phrases students identify on the board.

ANSWERS:

A 2, 5 B 1, 5 C 2, 3, 4, 5, 6

- 4 Put students into groups of three, but explain that they'll work alone to write their replies. Give students five minutes to write brief replies. When they are ready, students compare replies within their group. In feedback, ask students to share their best examples with the class.
- 5 If you feel they would benefit from more practice, students can write all three emails.
- 6a Refer students back to the phrases/strategies from exercises 1 and 2 and encourage them to use these when checking their partner's work.
- b Students write their second drafts, either in class or for homework. You could ask them to email the finished versions to you.

Speaking (PAGE 55)

Getting people to do things

- 1  5.3 Focus students on the pictures and give them a few minutes to discuss the situations. They could also predict what the people will actually say, then listen and see how close their versions were.

ANSWERS:

Picture A: She wants him to move to another seat so a family can sit together.

Picture B: She wants him to pick up her dry cleaning.

Picture C: She wants her colleague to help her print something.

Picture D: He wants the customer not to use his mobile phone in the restaurant.

- 2a You could do an example with the class: ask students to identify the person speaking from the pictures in exercise 1, and to decide why the phrase is being used.

ANSWERS:

- 1 Are you in the middle of ... ? ; Shall I come back later?; Sorry to disturb you.
- 2 Can I ask a really, really big favour?; I wonder if you might be able to help.; I'd be really grateful.; We would very much appreciate it.; I must ask you not to ...
- 3 I don't see why I should.
- 4 I'll be right with you.; If you'll just bear with me for a minute.
- 5 Oh, all right then.; Oh, go on.

- b  5.4 Either play the recording or say the phrases naturally yourself for students to practise the intonation. Point out that intonation often conveys the speaker's attitude more clearly than the actual words they use.
- 3a You may want to play the conversations again, stopping after each one for students to describe the speakers' attitudes.

ANSWERS:

Picture A: annoyed, uncooperative

Picture B: reluctant, casual

Picture C: cooperative, polite

Picture D: extremely polite, cooperative

- b Students can discuss the language in the audio script in pairs.

ANSWERS:

Conversation A: Are you in the middle of something?; Well, shall I come back later?; Sorry to disturb you.; Thanks ... sorry to be a nuisance.

Conversation B: Can I ask a really, really big favour?; Oh, go on.

Conversation C: May I disturb you for one moment?; Would that be at all possible?; We would very much appreciate it if you could help us here.

Conversation D: I must ask you not to use your mobile phone ... ; Thank you, sir.

- 4 Put students into pairs to prepare a similar conversation to the ones in exercise 1. Encourage them to use phrases from exercise 2 where appropriate, and to discuss the questions to help them prepare. When students have prepared their conversations, they take turns acting them out for the class.

Speaking, exercise 4: Alternative suggestion

If you are short of time, students choose one of the four situations on the recording to rewrite, changing the attitude of one of the speakers, and/or the outcome of the conversation.

Students can now do the Mid-course test on the Teacher's Resource Disc.

ADDITIONAL PRACTICE

➔ **Workbook:** Writing: *Asking people to do things*, page 28; Language live: *Getting people to do things*, page 28

Grammar practice (PAGES 130–131)

See *Teaching tips: Using the Grammar and Vocabulary practice sections*, page 25.

Modals

ANSWERS:

- 1
- There is no difference in meaning.
 - Both sentences can mean 'it's possible that he went home early', but *could have* can also mean 'it was possible for him to go home early, but he didn't'.
 - There is a difference in meaning: *can take* means it's generally possible, whereas *could take* refers to a specific possibility, either in the past, present or future.
 - There is a difference in meaning: *should win* means probably, whereas *could win* means it is possible.
 - Both sentences can mean 'it's possible that they got stuck in traffic', but *could have* can also mean 'it was possible for them to get stuck in traffic, but they didn't'.
- 2
- wouldn't eat 2 couldn't even get up 3 could see
 - was able to remove 5 Benji could have died 6 Benji should be
- 4
- would 2 would 3 all three are possible 4 Will 5 May
 - all three are possible 7 Will 8 may
- 5
- (Possible answers)
- Can I pay by credit card?
 - Can/May I go out now?
 - Can/Could/Will/Would you do the washing-up?
 - Can/Could I borrow your car?
 - Could/May I see Mr Davidson?
 - Can/Could/Will/Would you look after my dog for me?
- 6
- must be presented (written)
 - can't have seen (spoken)
 - must not leave (written)
 - will/must be waiting (spoken); *will be waiting* implies certainty, whereas *must be waiting* implies logical deduction
 - mustn't/shouldn't eat (spoken); *mustn't* is stronger than *shouldn't*, which means 'it's not a good idea'
 - must have gone (spoken)
 - will / should / have got to pay (spoken); *will pay* describes an intention made at the time of speaking, *should pay* means 'it's a good idea', and *have got to pay* describes an obligation
 - must/should be switched off (written); *must be switched off* describes an obligation, *should be switched off* describes a suggestion
- 7
- You mustn't miss the United game on Saturday.
 - The management must act quickly to prevent bullying in the workplace.
 - How long did you have to wait for your new passport?
 - Do you have to carry an ID card in your country?
 - Ring Alvaro later – he won't have had time to unpack yet.
 - You shouldn't have invited Ali without asking me.
 - That must be Zoe's book – she's just phoned up about it.
 - You must have driven like a maniac to get here so quickly!

8

- has to
- needs
- dare
- ought to have
- needn't / don't have to
- don't have to
- having to
- didn't dare (to) / had to; *didn't dare to* means he didn't have the courage to admit it, *had to* means he had no choice
- needn't have
- dared

9

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

Vocabulary practice (PAGE 156)

Polite social behaviour

ANSWERS:

- 1
- pushy 2 coughing, sneezing 3 gentlemanly 4 impression
 - yawning 6 familiar 7 drop in 8 over the top 9 awkward
 - rowing

Communication

ANSWERS:

- 2
- f+ 2 d- 3 j- 4 a+ 5 h- 6 e+ 7 l- 8 b- 9 g-
 - k+ 11 i+ 12 c+

Other words and phrases

ANSWERS:

- 3
- get defensive 2 face facts 3 Pull yourself together
 - supportive 5 patronising 6 close up