

a d v a n c e d

teacher's book

# Innovations

What do you do? You look much younger than that! Really!  
What a surprise! I'd rather not talk about it, if you don't  
mind. What do you do in your free time? I'd take it easy if  
I were you. No, of course not. Go ahead. There's a lot to  
see, isn't there? Where are you going this year? Did you  
fly? How long have you been interested in jazz? I really  
like her. I work from home. No, I'm just looking, thank you.  
I'm a nine. Which one sounds more natural? What's it  
like? Don't even ask! We prefer the suburbs. How long have  
you been learning English? Sorry I'm late. There was  
hardly any traffic. Shall we meet there after work? I usually  
work on my laptop. I haven't played since I was at school.

teacher's  
book

Richard Hallows with Lynda Edwards

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teacher's book  
**Innovations**

**a course in natural English**

**Richard Hallows**  
with Lynda Edwards

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*Hallows/Edwards*

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# Introduction

*Innovations*, first published in 2000, was created to provide intermediate to high-intermediate students with interesting models of natural spoken English to motivate them beyond the intermediate plateau. *Innovations* has now been updated and expanded into a full series (*Elementary, Pre-intermediate Intermediate, Upper-intermediate and Advanced*) for classes looking for a fresh approach. It is based on a language-rich, lexical and grammatical syllabus that stems from the kinds of conversations that learners want to have.

## So what's so innovative about *Innovations*?

*Innovations Advanced*, like the rest of the series, aims to promote understanding of natural spoken English and maximise students' ability to speak English with confidence. It does this not simply by providing students with plenty of opportunities to use language in personal, creative and communicative contexts, but more importantly, it provides good models of spoken English.

The language presented in the *Innovations* series is the English commonly used in everyday life by fluent, educated speakers. However, when students reach an advanced level, they need to be stretched and they also need to develop a wider range of registers, including written forms. For this reason, *Innovations Advanced* has 12 **Writing** units as well as a large number of motivating texts which present challenging new vocabulary and stimulate discussion in class.

## How does *Innovations Advanced* fit in with the rest of the series?

*Innovations Advanced* builds on the work done in previous levels. It revises and extends some of the features and patterns of spoken language that were dealt with in *Innovations Upper-intermediate*. It provides a number of global tests on tense through a number of exercises, for example auxiliaries, passives, conditionals, etc. It also provides students with lots more input of vocabulary, collocation patterns and idioms, all of which helps to improve their ability to talk about diverse topics. The course develops students' range by looking at grammar and vocabulary in a number of spoken and written registers. In terms of the Common European Framework it aims to take students from a B2+ to C1.

## Organisation

*Innovations Advanced* is divided into 24 units. Each unit is further divided into two double-page spreads, each providing self-contained and coherent lessons of around 90 minutes. One spread is based around one or more listening texts and focuses on spoken language and conversation. The other spread is based around a text and focuses more on issues connected with the topic and vocabulary, and develops students' ability to argue and debate.

There are also 12 **Writing** units, which deal with different types of written texts. These units provide models of written texts, activities on relevant aspects of grammar and vocabulary, and advice on improving writing skills.

There is a **Review** after every six units.

The **Tapescript** at the back of the Coursebook features all the listening texts apart from those that are included as gap-fill texts within the units themselves.

The **Grammar commentary** at the back of the Coursebook provides students with full explanations and examples of the grammar in the course.

## Other components

The Coursebook is complemented by a set of Audio CDs/Audio Tapes, a Workbook, this Teacher's Book, and a separate, photocopiable Teacher's Resource Book. There is also support in the form of a website with useful links, and the test-creating programme Exam View® Pro.

### • **Audio CDs/Audio Tapes**

The Audio CDs/Audio Tapes contain recordings of all the dialogues and reading texts, pronunciation exercises and those lexical exercises where stress and intonation are the main focus.

### • **Workbook**

The Workbook is for self-study, but any of the exercises in it may be done either in class or as homework. It also provides revision and extension of the language taught in the Coursebook. In addition, there is a writing syllabus running through all the even units. These exercises focus on linkers and discourse markers common to writing. The odd units also provide a **Key words for writing** activity. You may choose to use the Workbook or you may decide that there is sufficient exercise material in the Coursebook. If you choose not to use the Workbook as part of your course, it is a good idea to recommend it to students as additional practice.

### • **Teacher's Resource Book**

The Teacher's Resource Book provides 44 photocopiable activities and games which closely support the material in the Coursebook.

## Getting the most out of *Innovations*

This Teacher's Book provides plenty of detailed advice on how to get the most out of *Innovations Advanced*. However, there are some general points to make about the special features you will find in the *Innovations Advanced* Coursebook. These features are highlighted in the section that follows.

# Features of Innovations

## Advanced students

Students who have reached the level of *Innovations Advanced* are already successful language learners! They have no obvious needs in terms of language classes. They may have reached a stage at which they would best progress by working in an English-speaking environment, reading extensively in English, or through some other daily contact with the language. However, for many students, their commitment to learning English may be limited to dedicating some time to coming to a class where they can speak English and learn a bit more language on the way. Students may also want to improve their knowledge of English because they would like to or need to take a public exam in the future. Advanced students of English are generally more mature, educated people. However, they are *not* necessarily intellectual, or interested in literature or linguistics. With this profile in mind, the teaching emphasis for any advanced students should *not* be primarily grammar or detailed linguistic analysis! We think it is useful for students to have some short exercises and tests where they can notice and reflect on grammar usage, but they should be no more than that – regular, light reviews. Certainly, topics may need to be more serious and less mainstream for students to develop their range of language. However, students at an advanced level still have interests in ‘lighter’ topics such as humour, films, hair and beauty, shopping and celebrity. Indeed, these topics are often lexically quite rich and it is the area of vocabulary where students still have a lot to learn. Most advanced exams test students’ knowledge of vocabulary in relation to collocation, fixed phrases, prepositions and other aspects of ‘word grammar’. Teachers can, therefore, focus on these aspects of the language in lessons. They can ask questions about the language in the Coursebook activities in order to generate more language from the students.

## Using vocabulary

The aims stated in the **Unit overview** at the beginning of each unit in the Teacher’s Book give you an idea of the activities in the Coursebook, with a particular focus on vocabulary. However, the Coursebook does not make a point of labelling activities as ‘Using vocabulary’, because we believe that at this level *all* exercises should be seen as having a vocabulary focus. There will often be new vocabulary in the questions of speaking activities; there will be new vocabulary in grammar activities; there will be new language in reading and listening texts as well as in the comprehension and word check activities that accompany them. To exploit this, the teacher’s notes highlight a lot of the key words, collocations and expressions you will need to draw students’ attention to and explain. The words and expressions highlighted in the Teacher’s Book are merely a good guide to what to focus on, not an exhaustive list.

## Teaching vocabulary

Good vocabulary teaching should ideally involve three parts:

- an explanation or translation of the word or expression
- one or more natural examples of the word or expression as it is often used
- checking that students have understood by asking questions or eliciting further examples

## Explanations and examples

It may seem strange to say this, but explanations are perhaps the least important part of vocabulary teaching! Especially at high levels, it is easy to get bogged down giving very precise explanations. Explaining the difference between, say, *grasp*, *grab*, *snatch* and *clutch* is very difficult and is more likely to confuse things than to clarify them for students. It is, therefore, better to give a quick, general explanation or translation as a starting point, followed by an example. Good examples that show how similar words collocate differently are of much greater use to students than mere explanations at any level, but particularly at advanced levels. Most of the activities themselves provide these good examples, while the teacher’s notes often provide others. Initially, your job as a teacher should be to highlight this usage – the collocations, the grammar, getting students to notice fixed expressions, as well as certain additional factors such as pronunciation, connotation (negative or positive, rude or neutral, etc.) and register (formal or informal, whether the word or expression is used by older or younger people, etc.). You may also want to access other good examples such as those found in good English–English dictionaries in the *Cobuild* series or by doing a search on the web.

## Checking and expanding on understanding

In many cases, activities in the Coursebook (whether gap-fills, speaking practice or reading and comprehension checks) will serve to check whether students have understood what you have taught. However, it is also valuable to ask other questions that check students’ understanding and possibly expand it further. This can be done quickly as you go through answers to an activity on the board, with students calling out answers. Again, the teacher’s notes may suggest specific questions you might ask, but in general you can follow this pattern:

*What other things can you X?*

*What other things can you describe as X?*

*What’s the opposite of X?*

*What’s a positive / negative way of expressing X?*

*If you do X, what will you do next?*

*If you have done X, what happened before?*



Where would you X?

What do you use an X for?

What would you reply if someone said X?

etc.

Notice how these questions will often generate useful language connected to the word or expression (X). This, in turn, can provide students with a better idea of how the word in question differs in usage – especially collocation patterns – from the same word in their own language. It is also more engaging for students, as you are involving them in the teaching and accessing their current knowledge.

You can prepare these questions before class (and obviously re-use them when you come across the word in other contexts and classes). You also need to prepare the answers, bearing in mind the fact that students will often give you the wrong one! Note that in many cases students might understand the meaning, but use the wrong words. Therefore, you won't need to give much further explanation. This new language can also be put on the board, ideally in the form of whole expressions as you would use them in speech.

You may also like to follow up a section of teaching like this by asking students to quickly personalise the new vocabulary you put on the board (Z). For example:

*Do you know or have you heard about anyone who Z / has Z?*

*When was the last time you Z? Where? What happened?*  
etc.

You could quickly put students into pairs to do this kind of activity for five or ten minutes. This is a good way of breaking up the lesson and getting away from the Coursebook for a moment. It encourages students to get to know each other better and, unlike supplementary materials, requires little planning and no fighting with the photocopier! It may take a little time to get used to this style of teaching, and initially students may also need to get used to it, but it is worth persisting as it makes for a dynamic and language-rich classroom.

## Using grammar and the Grammar commentary

You will find many of the familiar 'advanced' grammar features such as inversion and cleft sentences in *Innovations Advanced*. There are also certain patterns such as *It's not as though* that have a simple enough meaning and are frequently used in speech, but are not commonly taught. In all cases, we have tried to exemplify these in as natural a way as possible. This sometimes means they are confined to the writing sections, because the grammar is much more common in a written rather than in a spoken context. It may also mean that the activities are quite short – because a particular piece of grammar has, in fact, a fairly limited range.

Under the **Using grammar** headings, you will also see general reviews of structures. Again, the emphasis is on natural usage, for example looking at substitution and ellipsis with auxiliaries, or looking at how the structure is used with a range of different tenses. These exercises aim to be practical rather than analytical, although the **Grammar commentary** at the back of the Coursebook, which is signposted in the units, provides thorough analysis and further examples.

There is little else to say on the subject other than to reiterate that the **Using grammar** sections are also an opportunity for teaching lexis and that, in the end, what will push students beyond the C1 level is a better command of vocabulary, not a better knowledge of grammar.

## Listening

Most of the listening texts in the Coursebook are conversations, although there are also examples of lectures or radio reports. The conversations exhibit natural use of language and contain many common expressions that are spoken by educated English speakers in daily life. They are recorded at the typical speed of everyday conversations.

Relative to other levels in the *Innovations* series, there are fewer of the listening texts printed in the main body of the units. They are, however, available at the back of the Coursebook. Nearly all of the comprehension and other listening activities have a focus on the language in the recordings, so it is a good idea at some point to allow students to both read and listen to the conversations in the tapescripts. Listening to natural spoken English whilst also reading what they are hearing helps students to get used to the way language is 'chunked': where speakers pause, and, more importantly, where they do not pause. It also helps them to notice other features of everyday speech, such as discourse markers. You can follow up the listening by getting students to read the conversation aloud in pairs – either the whole dialogue or just part of it.

## Reading

One double-page spread in each unit is based around a reading text. These texts are *not* included on the CDs. Most of the texts have been sourced from newspaper and magazine articles, websites and other authentic materials. The texts have then been adapted for classroom use. They aim to give opportunities to teach new language around the topic, stimulate discussion in the classroom and allow students to practise and develop their reading skills.

The texts are dealt with in a number of ways. One way is to put students into pairs or small groups. Students can simply turn to the person on their left for a first round of discussion and then, if you wish, turn to the person on their right to discuss the texts with a new partner. This will avoid a lot of moving around in classroom situations where this is difficult, as well as



making the discussion between the students more manageable. These tasks also aim to reflect the reality of how we talk about texts, where we sometimes have to explain a text as well as pass comment on it. In general, the tasks try to avoid extensive use of comprehension questions, opting instead for a more naturalistic approach where students need to reconstruct or summarise what they have read and/or comment on it. Teachers will need to pay attention to these discussions for gaps in understanding as well as for opportunities to highlight new language.

There are often vocabulary tasks that encourage students to re-read the text and notice useful expressions and collocations. One question that you can ask is if anyone found an expression or collocation that was interesting or new to them. Suggest that students use a good English–English dictionary, not only to check the meaning of words, but also to read the examples, which often contain useful collocations and phrases.

With both the reading and the listening texts, you could simply ask students: *Do you have any questions about the text?* Note that this is a different question to *Are there any words you don't know?* because it allows students to ask about anything. They can ask about words they *do* know, but which may appear in a new meaning or collocation; they can ask about expressions; they can ask about content; they can even ask you what *you* think!

Encouraging students to ask questions is a good way to encourage them to notice language. It also helps to create a good relationship between students and teacher.

## Speaking

Speaking is an essential part of every lesson. The speaking tasks in the Coursebook are intended to encourage students to use some of the new language that they have met in personalised ways. They are also intended as an opportunity for students to relax and enjoy talking to each other! It is a good idea to introduce these speaking tasks by talking about yourself and encouraging the class to ask you questions. This serves as a model of what you are asking students to do and is another good source of language input. Also, students generally like finding out more about their teachers.

You may wish to use these discussion periods as a chance to monitor students' spoken performance and to gather student errors to focus on later, or as a chance to listen out for gaps in students' vocabularies, which can then be addressed later. A good way to give feedback on these sections is to re-tell what one or two students said. Re-telling what students say – sometimes called reformulation – is a good technique even at advanced levels because it allows you to correct and introduce useful new language in a way which acknowledges that the student has successfully conveyed their meaning. At these higher levels, you can also get students to add comments to what you have said or

encourage other students to ask further questions, which may in turn lead to further opportunities to notice, correct and teach new language in a whole class situation. Some of this new language should be written on the board, though how much may depend on the pace of the lesson.

Occasionally, you may wish to just take a back seat and have no feedback. However, on the whole, students like to have opportunities to judge their performance and learn more.

## Pronunciation

There is a lot of value in getting students to listen to and repeat chunks of language. It can help them to memorise the language as well as giving them practice in getting their tongues round an expression. It is a good idea to draw attention to features of connected speech while listening to English, in part because this will help them in producing the language. There are also activities throughout the Coursebook on aspects of intonation and showing emotion through how you say words.

## Real English notes

There are **Real English** notes throughout the book. These notes refer to a particular piece of language – a word, a phrase or a grammatical structure – that appears in one of the tasks. The notes contain features of everyday English that many traditional Coursebooks overlook, and so it is important to draw students' attention to the explanations and examples. You can add more examples or ask a few related questions to exploit the notes further.

## Writing units

For some teachers and students writing can seem rather dull and something to be done individually and at home. However, writing can be done as a collaborative process which involves much discussion and even laughter! Indeed, that has been our own experience of writing the *Innovations* Coursebooks! To reflect this, the Writing units have plenty of speaking activities on the topics that students will write about. The *Innovations* approach to writing also covers skills such as analysing model texts, brainstorming, planning and drafting what you are going to write. All of these writing skills can be covered by working alone or in groups. You could even get students to write the final task in each unit in pairs and in class, or alternatively set it as homework.

Having said all this, the Writing units have also been designed to be used alone or integrated into the syllabus as you wish. As they cover different kinds of writing, you may want to do some and leave out others (or even leave out all of them!), depending on the needs of your students. Most of the units are geared towards the kind of tasks and texts that are found in international exams such as the CAE and IELTS. Generally, there is a clear model, and tightly focused grammar and vocabulary exercises which will help students to write similar kinds of texts. A task is given



at the end of each unit that could be completed in or outside class. There is also a parallel writing syllabus in the Workbook, which features exercises on **Key words for writing** in the odd units and Writing pages after each even unit.

## Review units

There is a Review after every six units. This gives students the chance to revisit and consolidate language they have studied. These Reviews are intended to be used during class time and have a number of speaking activities. However, you may want to set some of the exercises as homework before the class. Two of the exercises are **Look back and check** and **What can you remember?** where students recall information they have learnt, and repeat previous activities. Repeating activities, perhaps unsurprisingly, often leads to better student performance the second time around, and you may want to do these exercises more regularly as a quick way of revising things. The **Vocabulary quiz** activity is best done in pairs or groups or even with the whole class divided into two teams. You could even award points and score it as if it was a real TV quiz show!

Finally, the last section of each Review revises the Writing units and provides a further model and task that can be done in class (perhaps under timed conditions) or at home.

## Tapescript

The Tapescript starts on page 146 and features all of the listening texts. Note that those texts which are in the units and gapped are not in the Tapescript. Answers for the gapped tapescripts are in the Teacher's Book.

## Language strips

The language strips at the beginning of each unit provide valuable input which can be exploited in many different ways. Many of the expressions are explicitly focused on in the unit, so the language strips are a good way of pre-teaching or revising vocabulary. There are also a limited number of common idiomatic expressions that are connected to the topic, but may not actually come up in the unit. These are often fun for students to know and learn.

You may need to give students some guidance on how they can find out about these expressions. For some of the more idiomatic ones, for example *just take my word for it*, tell students to look at the phrases at the end of the dictionary entry for the key word – in this case, *word*. If students are studying in an English-speaking country, you could also encourage them to go out and ask people about the expressions.

## Using the language strips

Students can look at the strips alone, but they are probably best used for pair or small-group activities in class. Ask students to look through the strip themselves and to choose some expressions that look interesting and to find out more about them. They can share their information in small groups at a later stage in the lesson. They can then do another activity related to the strip. Here are some general ideas which can be used for most of the strips:

1. Ask students to find the expressions
  - which are responses to two or three questions or remarks you write on the board.
  - which they could truthfully use.
2. Copy some of the expressions onto an overhead transparency, leaving some gaps. Ask students to complete the expressions before opening their books, and then compare their answers with the strip.
3. Ask students to identify expressions
  - which contain a familiar idiom.
  - which contain a phrasal verb.
  - which contain language that has occurred in an earlier unit.
4. Ask students to sort the expressions in different ways:
  - positive vs. negative expressions
  - formal vs. informal expressions
  - those which are more likely to be used by men vs. those which are more likely to be used by women
  - those which are more likely to be used by the young vs. those which are more likely to be used by older people
  - remarks which initiate a conversation vs. those which are responses

# 1 Describing people

## Unit overview

### General topic

Describing people.

### Conversation

Describing people you know.

### Reading

A text about stereotypical groups of British people.

### Language input

- Modifying nouns and adjectives.
- Ways of adding emphasis.

## Language strip

You can use the language strip to pre-teach some language. Ask students to underline anything they don't know and explain it to the class. Alternatively, use the language strip as a revision tool at the end of the unit. See the **Introduction** for ideas on how you could do this. The language is generally explained at the point where it comes up in the lesson, as described in the teaching notes below.

## Conversation

### 1 Speaking

Put students into pairs or groups of three to discuss the questions. Monitor them for any errors they make with vocabulary or grammar. Look for opportunities to expand on what they are saying by pointing out better ways of expressing what they want to say. Give students four or five minutes to do this activity. Round up with a few corrections. You could also pre-teach a few of the items in the next activity.

### 2 Talking about language learning

Tell students they are going to learn some vocabulary to talk about language learning and classes, which will help them to answer the questions in **Activity 1** better. Do the first item as an example with the class and then ask students to do the rest individually. Encourage them to help each other with vocabulary they don't know. Go round the class and monitor students, helping them with any problem words.

When most students have finished, get the class to compare their answers in pairs and help each other with

any language they are not sure about. Then go through the answers with the class, writing the answers on the board. Elicit from students which question in **Activity 1** each answer refers to.

## Answers

1. alive (Number 4)
2. day-to-day (Number 2)
3. bully (Number 4)
4. her favourites (Number 4)
5. praise (Number 4)
6. tricky (Number 3)
7. on and off (Number 1)
8. deadly (Number 2)
9. rambled (Number 4)
10. around (Number 2)
11. disparate (Number 2)
12. hit it off (Number 2)

As you go through the answers, deal with any problem words and pronunciation, and write up any new collocations or expressions that come up.

- *bring the subject alive* – 'make a subject more interesting'. Point out the verb *bring* in this expression.
- *a bully* – 'someone who uses their strength or power to hurt or frighten people'. Drill *a bit of a bully*. Ask what you do if you bully someone. Where else, apart from school, do you find bullies?
- *pick on someone* – (informal) 'repeatedly criticise someone unfairly or treat them unkindly'. For example: *People picked on her because she wore glasses*. Ask what reasons people might have for picking on someone. What kinds of things do people say when they pick on someone?
- *give lots of praise* – 'say you approve or admire someone'. Ask what you might say if you were praising someone. Elicit the opposite: *put someone down / criticise someone*.
- *tricky* – 'difficult to do or deal with'.
- If someone *rambles on*, they talk for a long time in a boring and rather confused way. Give an example of someone you know who does this: *My brother rambles on and on about football all the time*. Ask students if they know anyone who does this and elicit other examples.
- *disparate backgrounds* – *Disparate* things are different from each other in quality or type. Your *background* is the kind of family you come from and the kind of education you have had. It can also refer to your social and racial origins, your financial status, or the type of work experience that you have. Ask what else can be disparate. For example: *ideas, nations*.



Ask students to do **Activity 1** again with a different partner and to try and use some of the language you have just presented.

### 3 Listening

Tell students they are going to listen to a conversation between two people during a break in their French class. As students listen, they should try to answer the three questions in the Coursebook. Play the recording through once. Then give students two or three minutes to compare their answers in pairs. Round up with the class, and if you feel students missed a lot, play the recording again.

#### Answers

1. They didn't like their last class because the teacher was boring, always explaining grammar, and they didn't have the chance to speak.
2. They prefer their new teacher, but some of their classmates are annoying (Tony talks too much and Al is very nervous). Both Patrick and Zoë like Gareth (Zoë fancies him).
3. They talk about chocolate, dieting and Zoë's ex-boss.

### 4 Listen again

Tell students they are going to match the verbs with the words they went with in the conversation. Do the first item as an example with the class and then ask students to do the rest in pairs. As they are working, they should discuss who or what they think the speakers were talking about in each case. Play the recording again so students can check their answers. Allow them a couple of minutes to check their ideas in pairs before you go through the answers with the class.

#### Answers

1. e. (Zoë)
2. f. (Patrick)
3. b. (the previous teacher)
4. c. (Zoë / Tony never shuts up)
5. a. (Tony)
6. g. (Al)
7. d. (Al)
8. i. (Al)
9. k. (Al)
10. m. (Zoë fancies Gareth)
11. h. (Zoë's ex-boss)
12. i. (Zoë's ex-boss)
13. n. (Patrick is teasing Zoë about Gareth)
14. j. (Patrick offers to get Zoë more chocolate)

As you go through the answers, deal with any problem words and pronunciation, and write up any new collocations or expressions that come up.

● *stick to a diet* – 'continue to follow a diet'. Ask what happens if you don't stick to a diet: *you put weight back on*. Elicit what else you can stick to: *the rules, a path*.

● If someone *cannot get a word in edgeways*, they do not have the opportunity to speak because someone else is talking so much. Explain that *cannot get edgeways* isn't an expression which can be used without *a word in*. This is a good opportunity to talk about the importance of translating and noting down whole expressions rather than single words. Drill the expression.

● *be stuck* – 'be trapped in a place or unpleasant situation and unable to get away from it, even though you want to'. Ask for examples of where you could be stuck: *next to a madman on the bus, in traffic, in front of a computer all day*.

● *mumble* – 'speak very quietly and not clearly, with the result that the words are difficult to understand'. Act it out. Ask students if they know anyone who mumbles.

● *fiddle with something* – 'keep moving something or touching it with your fingers'. Act it out. Elicit what else you can fiddle with: *hair*. Parents and teachers often say to children: *Stop fiddling with that!* If someone is moving a lot in their seat, we may say: *Stop fidgeting*.

● *someone / something gives me the creeps* – 'someone / something makes me feel nervous or frightened'. Ask why someone might give you the creeps. Elicit the adjective: *creepy*.

● If someone *winds you up*, they do or say things which annoy you. For example: *People who drive big 4x4's in the middle of the city really wind me up!* Ask students for examples of what winds them up.

You may want to play the recording again and let students read the tapescript as they listen. You could ask them if there is anything else they want to ask about. If there are no questions, move on to the next activity.

### 5 Speaking

This short speaking activity picks up on some of the language and comments in the listening activity. Give students two or three minutes to discuss the questions – a bit more if they seem particularly interested. Round up with some comments students made, and perhaps any new language that came up.

### 6 Using grammar: modifying nouns and adjectives

This activity focuses on some new vocabulary as well as grammar. Write the following on the board:

*He's so lazy.*

*He's such a lazy.*



Ask students if they are both possible, and if not, why not. Tell them, if they didn't know already, that in English we rarely use adjectives as nouns to describe people (as you do in some languages), so the second sentence is wrong. The noun is usually a completely different word. Ask students if they know a noun meaning 'a person who is lazy'. You could accept *a layabout*, *a slacker* or *a slob* (especially if the person is also untidy). Do the first item as an example with the class, and then ask students to do the rest individually. When most students have finished, get the class to compare their answers in pairs and help each other with any language they are not sure about. Then go through the answers with the class, writing the answers on the board.

**Answers**

1. such a 2. really 3. a right 4. a bit of a 5. so  
6. a complete 7. a bit 8. a real 9. so 10. so

As you go through the answers, find out from students which sex they would associate each sentence with. Ensure students stress modifiers like *right* and *complete*, but not the softer *a bit* / *a bit of a*.

- If someone is *bitchy*, they say unkind things about someone. You could refer students to the **Real English** note at this point. Emphasise that *bitchy* is not a rude word (unlike *You bitch!*) and there are no sexual undertones.
- *a pain in the arse* – (informal) 'a very annoying or irritating person'. Some people find the word *arse* rude. Elicit a more polite expression: *a pain in the neck*, or point out that we can say simply: *He / She's a pain*.
- You can use *dizzy* to describe a woman who is careless and forgets things, but is easy to like. People often talk unfairly about *dizzy blondes*.

Ask students to match the follow-up comments with the sentences. Do the first item as an example with the class and then ask students to do the rest individually. When most students have finished, get the class to compare their answers in pairs and help each other with any language they are not sure about.

**Answers**

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

As you go through the answers, highlight the grammar patterns we use for emphasis:

- She's always / constantly / forever ... -ing*  
*She never lifts a finger.*  
*All she does is sit in front of the TV.*

Check that students understand that when we speak this way about people, we mean that they have a habit which is annoying to others. Note:

- We cannot use the present continuous with *never* in this context.
- *All she does is* is followed by an infinitive, not an *-ing* form.

- If you say that someone *never lifts a finger*, you are critical of them because they do nothing.
- *tell someone off* – 'speak to someone angrily or seriously because they have done something wrong'. A parent might tell a child off when the child has been naughty. Ask students if they themselves have ever been told off and why.

When you have gone through the answers, put students into pairs and ask them to do the follow-up activity.

**7 Ways of adding emphasis**

If you didn't highlight the forms while you were doing the previous activity, do so now. Explain to students that they have to use similar patterns to write a sentence and follow-up comment using the words in the box. Give an example: *My sister is a right whinger. All she does is complain about everything but she never does anything about it.*

- *an egomaniac* – 'someone who thinks only of themselves and does not care if they harm other people in order to get what they want'.
- If you call someone *a whinger*, you are critical of them because they complain about unimportant things all the time. Note the pronunciation: /wɪndʒə/.

Monitor students while they are working and correct any mistakes you notice. Write up any common problems on the board and deal with them later as part of your feedback to the class, before students tell each other about the people they know. Pay attention to the correct use of the modifiers.

Ask students to memorise their sentences. Then put them in groups and ask them to tell each other about the people they have written about. Monitor them and note down any interesting or useful things they are saying, which you can then feed back to the class.



# Reading

## Warmer

If you are starting a new lesson, begin with some revision. You could do the test at the end of **Activity 6 Using grammar: modifying nouns and adjectives** again. Alternatively, you could refer students to the pictures on page 11 and ask them to describe them, using vocabulary from the previous lesson. A further option would be to get students to do one of the activities from **Unit 1** of the **Teacher's Resource Book**.

### 1 Before you read

Read out the short introduction to the class. Explain that if you pigeonhole people, you stereotype them. This is generally considered a negative thing to do. People say: *I don't like to be pigeonholed*. Then ask students to discuss the three questions in pairs or, in a monolingual group, have a whole class discussion.

### 2 While you read

Tell students they are going to read a text about social types in Britain. Explain that it is a humorous text and therefore shouldn't be taken too seriously. Ask them to read the text on page 13 and decide if any of the social types are similar to ones they have in their country. As students are reading, go round the class and help them with any words or expressions they are unsure about. Give short explanations or synonyms. You may want to expand on certain words and expressions after students have completed the reading activities.

- a *buzzword* – 'a word or expression that has become fashionable in a particular field and is being used a lot by the media'.
- a *warehouse* – 'a large building where raw materials or manufactured goods are stored until they are exported to other countries or distributed to shops to be sold'.
- If someone is *hot on your heels*, they are chasing you and are not far behind you.
- *binge-drinking* – 'drinking too much alcohol, usually in the course of a night'.
- *smug* – 'very pleased with how good, clever or lucky you are'.
- a *cynic* – 'someone who believes that people always act selfishly'.
- If you *preface* an action or speech with something else, you do or say this other thing first.
- Something that is *extravagant* costs more money than you can afford.
- You use *utterly* to emphasise that something is very great in extent, degree or amount. If you are *utterly uninterested*, you are completely uninterested.
- *tie the knot* – 'get married'.

### 3 Comprehension

Ask students to do the comprehension questions in pairs. Give them three or four minutes to do this. Get them to underline the relevant parts of the text to justify their answers. Go through the answers with the class, and ask students to read out the relevant sections of the text.

#### Answers

1. a typical Guardian reader 2. a typical Daily Mail reader 3. a lad / ladette 4. a metrosexual 5. one of a dinkie couple 6. a Scouser 7. a Sloane

### 4 Speaking

Ask students to discuss the questions with a partner. Round up with some comments students made and any new language that came up.

### 5 Word check: collocations

Introduce the activity by asking if students know what collocations are. (Essentially, these are words which commonly go together.) Tell students they have to find one word which collocates with all the words in a group. In each group, one of the collocations is in the text. Do the first item as an example with the class, and then ask students to do the rest individually. When most students have finished, get the class to compare their answers in pairs and help each other with any language they are not sure about. Then go through the answers with the class, writing the answers on the board.

#### Answers

1. conscious 2. educated 3. minded 4. background 5. taste 6. a / your reputation 7. the rules 8. a / your career

As you go through the answers, deal with any problem words and pronunciation, and write up any new collocations or expressions that come up.

- If someone is being *bloody-minded*, they are being deliberately difficult instead of being helpful.
- *Deprived* people or people from *deprived* backgrounds do not have the things that people consider to be essential in life, for example acceptable living conditions or education. Elicit the opposite: *privileged*. Drill both words.
- If something is *an acquired taste*, a lot of people do not like it when they first experience it, but often start to like it more when they get to know it better. Give an example of an acquired taste and elicit another from students.



- An *eclectic* collection of objects, ideas or beliefs is wide-ranging and comes from many different sources. Say *I've got eclectic tastes in music. I like ...*, and elicit what kinds of music you might like.
- If something *lives up to its reputation*, it is as good as it is reputed to be. Ask students if they think the reputation in question is good or bad. (It is good.)
- If you *flout the rules*, you deliberately do not obey them or follow them.
- *boost your career* – 'improve your career'. Ask what might boost a tennis player's career. What about a doctor's career? Elicit the opposite of *boost*: *damage*.
- If you *pursue* an activity, interest or plan, you carry it out or follow it. For example: *I'd like to pursue a career in the arts*. Point out the pattern: *pursue a career in ...*

Ask students to look for other collocations in the text. Point out that this is a good thing to do with any text they read and is something they can do at home. You could set this task for homework.

Get students to talk about themselves or their country in pairs or groups of three. Encourage them to use some of the collocations they have learnt. Give an example which is true for you. Monitor students and note any problems they are having. Round up with a few corrections or by reformulating into better English some interesting things you heard students say.

### Homework

You could ask students to do the activities in **Unit 1** in the **Workbook**, if you haven't done so already. Alternatively, ask students to research some of the stereotypes in the text on the Internet and report their findings to the class next time.

Remind students of the kinds of collocations they looked at in **Activity 5 Word check: collocations**. Ask them to find as many such collocations as possible in the rest of the unit and record them.



### Unit overview

#### General topic

Work and office politics.

#### Conversation

Talking about what different jobs involve.

Talking about the people you work with.

Role-playing having problems at work.

Discussing rights in the workplace.

#### Reading

An article about a woman who made a change in her work life.

#### Language input

- Idioms around the theme of work.
- Adjectives describing people you work with.
- Vocabulary describing problems at work.
- Adjectives describing jobs.

### Language strip

You can use the language strip to pre-teach some language. Ask students to underline anything they don't know and explain it to the class. Alternatively, use the language strip as a revision tool at the end of the unit. See the **Introduction** for ideas on how you could do this. The language is generally explained at the point where it comes up in the lesson, as described in the teaching notes below.

### Lead in

To introduce the topic, put students into pairs or small groups and ask them to discuss what their job is and what they like or dislike about it. If any students don't have a job, ask them to tell their partner what job they would like to do and why.

## Conversation

### 1 Talking about what your job involves

Tell students they are going to learn some vocabulary to help them talk about the different aspects of a job. Ask them to complete the sentences with one of the vocabulary items in the box. Students can do this individually, using a dictionary if necessary.

#### Answers

1. do 2. deal with 3. make 4. keep in touch  
5. draw up

As you go through the answers, deal with any problems that occur with vocabulary and pronunciation.

- *do research* – 'try to discover facts about something'. Point out that you do research *into* something.
- When you *deal with someone*, you give your attention to them, and solve a problem or make a decision concerning them. You might deal with someone as part of your job, for example with difficult customers. Alternatively, if you *deal with something*, you might take action to deal with a problem. For example: *How are you planning to deal with this customer complaint?* Ask students if they have to deal with anyone at work, or give examples from your job.
- *keep in touch with someone* – 'remain in contact with someone by writing to them or telephoning them regularly'. Elicit the opposite: *lose touch with someone*. Ask if students are good at keeping in touch. How do they prefer to keep in touch?
- If you *draw up* a contract, you prepare it and write it out. Point out what else you can draw up: *an agreement, a plan, a list*. Elicit *break a contract*.

Repeat the procedure for the remaining sentences.

#### Answers

6. negotiate 7. liaise 8. oversee 9. organise  
10. delegate

- If you *negotiate a price* with someone, you discuss the price in order to come to an agreement about it. Elicit what else you can negotiate: *a contract, a deal*.
- When people or organisations *liaise* with one another, they work together and keep each other informed about what is happening. Point out that *liaise* is often followed by *with*.
- *oversee* – 'make sure that a job or activity is done properly'. Point out that you can *oversee someone or something*. You have control over something, but don't do the actual work.
- If you *delegate* duties, responsibilities or power to someone, you give them those duties, those responsibilities or that power so that they can act on your behalf. Elicit examples of who might delegate work: *a manager to his assistant*.



## 2 Speaking

Put students into pairs or groups of three to discuss the questions. Monitor and encourage them to use as much of the vocabulary from **Activity 1** as possible. If students have a job, get them to answer the questions truthfully. If they don't have a job, ask them to think about their ideal job or a job done by a member of their family. Give students four or five minutes for this activity. Round up with some interesting expressions you heard or any mistakes.

## 3 Work idioms

Ask students to look at the cartoons and elicit what they think the problem is. Put students into pairs to do the matching exercise.

### Answers

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

Ask students if they have ever been in any of the situations described by the idioms. If not, ask them to think of an example where they might be.

Put students into pairs and ask them to test each other. Of course, this is not a formal 'test', so it should be kept light-hearted. If there are any weaker students in the group, make them the 'tester' initially in order to give them some time to learn the words through testing.

## 4 Role play

Put students into pairs. One student should explain their problem using the idiom and the other student should express sympathy. Elicit different ways of expressing sympathy from the class. For example:

*No! I don't believe it!*  
*I'm so sorry!*  
*That's terrible!*  
*Poor you!*  
*I'm sorry to hear that!*  
*That sounds awful.*

Model and practise intonation. Students should swap roles and repeat the exercise.

## 5 Listening

Tell students they are going to listen to a telephone conversation between two friends. Elicit what a PA is (a personal assistant), what the job might involve, and if they think it would be a good job or not. Play the recording once. Give students a few minutes to compare their answers. Feed back and play the recording again if necessary.

### Answers

The job is going badly because Lynn is not doing what a PA should do. On the one hand, she is given lots of menial tasks (she describes herself as 'the office dogsbody' and says she has to make tea and photocopy papers) and on the other, she has to do her boss's work (she finishes off her boss's reports and proposals).

Ask students to check the tapescript for any unfamiliar vocabulary. Put them into groups of three and ask them to try and explain this vocabulary to each other.

- *dreadful* – 'awful'.
- If you refer to a situation as *a nightmare*, you mean that it is unpleasant or irritating because it causes you a lot of trouble. Apart from saying *a bit of a nightmare*, you can also say *a total nightmare*, *an absolute nightmare*, etc.
- If something *gets you down*, it makes you unhappy or depressed.
- *a dogsbody* – (informal) 'someone who has to do the boring jobs that nobody else wants to do'.
- You can use *stuff* to refer to things, events, ideas, etc. in a general way without mentioning the things themselves by name. For example: *I've got so much stuff to do*.
- *find your feet* – 'start to feel confident in a new situation and to deal with things successfully'.
- If someone *sweats blood* trying to do something, they try very hard to do it. This expression is often used to express the idea that someone is ungrateful for all our hard work. For example: *I sweated blood for them for 10 years and then they sack me, just like that!*
- *up-and-down* – 'unpredictable'.
- *let off steam* – 'get rid of your energy, anger or strong emotions through physical activity, by telling someone about them or by behaving in a noisy or violent way'.

### Real English: He seems to think

Before going through the **Real English** box, elicit from students the difference between *He's unhappy* and *He seems to be unhappy*. Establish that we use *seems to* talk about things we do not know to be true, but which appear to be true to us.

## 6 Describing people you work with

Put students into pairs and ask them to explain the meaning of the adjectives in the box to each other. Do the first item as an example with the class.

### words marked with (-) have a negative connotation

- If someone is *dictatorial* (-), they tell people what to do in a forceful and unfair way.



- If someone is *direct*, they are honest and open and say exactly what they mean.
- If someone *does not mince their words*, they speak in a forceful and direct way, especially when saying something unpleasant to someone.
- *insensitive (-)* – ‘unaware of or unsympathetic to other people’s feelings’.
- *hurtful (-)* – ‘unkind and upsetting’.
- If someone is *even-handed*, they are completely fair, especially when they are judging other people or dealing with two groups of people.
- If someone is *moody (-)*, their feelings and behaviour change frequently and they often become depressed or angry without any warning.
- Someone who is *ambitious* has a strong desire to be successful, rich or powerful.
- If someone is *keen to climb the career ladder*, they have a strong desire to succeed at work and be promoted.
- Someone who is *conscientious* is very careful to do their work properly.
- If you *pay attention to detail*, you take notice of small matters and consider them important. Someone who pays attention to detail in their work puts a lot of effort into getting things right.
- Someone who is *reliable* is dependable and can be trusted to work well or to behave in the way that you want them to.
- If someone is *stuck in their own way of doing something (-)*, they have been doing something the same way for a long time and are unwilling to change their behaviour, customs or habits. The opposite is someone who is *open to new ideas* and ways of doing something.
- If someone is *inflexible (-)*, they refuse to change their mind or alter their way of doing things.
- If someone is *accessible*, they are easy for other people to reach or talk to. Also, if an object is *accessible*, it is easy to reach.
- If someone’s *door is always open*, they are easy to contact and speak to. The opposite is someone who is *difficult to get hold of* or is *never available*.

Ask students to practise the adjectives. One student gives a definition and the other decides what the adjective is. Then get students to personalise the vocabulary by using it to talk about people they know.

## 7 Role play

Tell students they are going to do the role play again, but this time stress that you will be expecting them to use vocabulary and expressions from **Activity 5**. If you want to make the activity harder, set it up so students cannot see each other. Arrange the seating so students have their backs to each other. Monitor students and try to stretch them where possible. Note any useful language or corrections which should be used in feedback at the end of the lesson.

# Reading

## Warmer

If you are starting a new lesson, begin with some revision. You could get students to test each other on the meanings of the idioms they learnt in **Activity 3 Work idioms**. Alternatively, you could ask them to recall their descriptions of the people they talked about in **Activity 6 Describing people you work with**. A further option would be to get students to do one of the activities from **Unit 2 of the Teacher’s Resource Book**.

## 1 Vocabulary and listening

Tell students they are going to learn some vocabulary related to work and the law. Ask them for examples of news that has made the headlines recently. Put them into pairs and ask them to spend a minute on each headline and predict what might have happened in each case. Monitor them and feed back interesting ideas to the class.

- *sexual harassment* – ‘repeated and unwelcome sexual advances, usually in the workplace.’ This can take the form of actions or words.
- *posthumous* – ‘happening after someone’s death’.
- *racial discrimination* – ‘unfair treatment of someone on the basis of their race’. Elicit other types of discrimination, for example discrimination based on a person’s sex or age.
- *outlaw* – ‘make something illegal’.
- *a tribunal* – ‘a special court or committee that is appointed to deal with particular problems’. For example: *She took her case to an immigration appeals tribunal*. A tribunal is different from a court of law, which deals with legal cases in general.
- *uphold* – ‘maintain or support’. You can uphold a decision or a verdict.
- *a crackdown* – ‘strong official action that is taken to punish people who break laws’. Point out that the police can *crack down on something*. Elicit what they might crack down on: *crime, drugs, prostitution*.
- *unfair dismissal* – ‘being fired for an unjust reason’. Compare *dismiss someone* with the less formal *fire* or *sack someone*.

Tell students they are going to listen to a short extract from a news programme that refers to two of the stories they have just discussed. Play the recording once and check students’ answers.

## Answers

The first report relates to headline 2. The second relates to headline 4. In the first case, the mother of a young man who committed suicide sued his company because of racial discrimination. They responded by instigating changes throughout the company to put an



end to all discrimination. In the second case, a woman was awarded £22,000 after she was denied the opportunity to work part-time after the birth of her son. The company is going to appeal against the decision.

## 2 Listen again

Tell students they are going to listen to the first report again. Ask them to read the gapped transcript carefully and predict the missing words. Play the recording once. As students listen, they should write down the missing words. Point out that more than one word is needed to complete each space, and that the words collocate. Put students into pairs to compare their answers. Play the recording again if necessary. Feed back answers to the class, paying attention to pronunciation.

- *sue* – ‘take legal action against someone, usually to claim money from them because they have harmed you in some way’.
- If you *undermine* someone or their position or authority, you make their authority or position less secure, often by indirect methods. You behave in a way that makes them less likely to succeed.
- If people *ostracise* someone, they deliberately behave in an unfriendly way towards them and do not allow them to take part in any of their social activities.
- *name-calling* – ‘offensive verbal abuse’.
- *deep regret* – ‘profound sorrow’.
- *sweeping* – ‘wide-ranging; radical’. Elicit some nouns it can collocate with: *changes, reforms*.
- *stamp out* – ‘eliminate completely’.
- If you *appeal* against a decision, you formally ask someone in authority to change the decision.

### Answers

1. constant racist
2. out of court
3. subsequently sued
4. thorough internal
5. consistently undermined
6. initial complaint
7. deep regret
8. sweeping changes

## 3 Speaking

Put students into pairs or small groups to discuss the questions. Encourage them to use vocabulary from the previous activity.

## 4 Describing jobs

Write the word *teacher* on the board and elicit adjectives to describe the job.

Put students into pairs and ask them to look at the jobs in the box. Encourage them to explain any unfamiliar words to each other.

- *G.P. (General Practitioner)* – ‘a doctor’.
- *a househusband* – ‘a married man who does not have a paid job, but instead looks after his home and children.’ He is the male equivalent of a housewife.
- *a refuse collector* – ‘a person who collects the rubbish’. Also: *a dustman*.
- *a stockbroker* – ‘someone who buys and sells stocks and shares on the stock market’.

Ask students to think of one adjective for each job. Then in pairs, they can match the expressions on the right with the jobs on the left. Point out that an expression can be used more than once. Students should be prepared to justify their answers in the feedback session.

### words marked with (-) have a negative connotation

- *challenging* – ‘requiring great effort and determination’.
- An *emotionally demanding* (-) job leaves you feeling tired and drained.
- *tedious* (-) – ‘boring and rather frustrating’.
- *financially rewarding* – ‘well paid’.
- *fulfilling* – ‘giving satisfaction’.
- *demanding* – ‘requiring a lot of effort’.
- *high-powered* – ‘having a lot of power and influence’.
- Something that is *demeaning* (-) makes people have less respect for the person who is treated in that way, or who does that thing.

You could ask students if the adjectives above describe positive or negative aspects of a job. Personalise the activity by getting students to discuss which jobs they would like to do and why. Ensure that they use some of the new vocabulary in their discussion.

## 5 While you read

Tell students they are going to read an article about a woman who made a change in her work life. As a lead in you could ask these questions:

*Are you ambitious?*

*Would you like to have a successful career?*

*Would you be happy staying at home and being a housewife / househusband?*

*Do you think we have the correct balance between work and leisure?*

You might want to pre-teach the words below or discuss them after students have read the article. Give students sufficient time to read the article. When they have finished, ask them to discuss the questions in pairs. Give feedback to the class.



- **settle down to (do) something** – 'prepare to do something and concentrate on it'.
- If something **leaps out at you**, your attention is immediately drawn to it.
- If something **tops** a particular amount, it is larger than that amount.
- **maternity leave** – 'the time that a woman gets off work after she has a baby'. Ask what the male equivalent is: *paternity leave*. Ask if this is normal in the students' country, and how long it is. Is it long enough? If women are entitled to more leave than men, you could ask: *Is this fair?*
- **pangs of guilt** – 'sudden strong feelings of guilt'. Elicit other words that collocate with *pangs of*: *jealousy*.
- **knackered** – 'very tired or exhausted'. Point out that this is very colloquial.
- **the crunch** – 'an important time or event, for example when an important decision has to be made'. Point out *The crunch came when ...*
- **packed** – 'crowded'.
- If you **squeeze** a person or thing somewhere or if they **squeeze** there, they manage to get through or into a small space. Point out that you can **squeeze into** a dress or parking space.
- If someone is **agitated**, they are worried or upset and showing it in their behaviour.
- **terse** – 'brief and unfriendly'.
- If someone **snaps at you**, they speak to you angrily and abruptly.
- **slam the phone down** – 'put the phone down quickly and with great force'. Act it out. You can also slam a door or window.
- If you describe someone as *a lesser being*, you are suggesting that they are inferior in some way to other people.
- **a strain** – 'a state of worry and tension caused by a difficult situation'.

### Answers

She decided to change her life by resigning from her job and spending more time at home with her daughter. She did this for a number of reasons: she felt guilty about leaving her daughter with a childminder; she felt her job was less important than before; her job left her feeling exhausted; her marriage was suffering because of the pressure of work.

## 6 Speaking

Students need to read between the lines in order to do this activity. Ask them to think about how they might feel in the same situation. Point out there are no right or wrong answers. Ask students to discuss the questions in small groups before they have a class discussion.

- **smug** – 'very pleased or satisfied with how good, clever or lucky you are'. For example: *He had a smug expression on his face.*
- **know your own mind** – 'be very sure of what you want'. Ask if this is positive or negative (positive).
- **kid yourself** – 'allow yourself to believe something that is not true because you want it to be true'. Ask if this is positive or negative (negative).
- If you **take someone for granted**, you do not appreciate or are not grateful for how this person has helped you. For example, a child may take his or her parents for granted. Ask if this is positive or negative (negative).
- **unrealistic expectations** – 'strong hopes or beliefs that something will happen or that you will get something that you want, even though you do not recognise the truth about a situation, especially about the difficulties involved in something you want to achieve'. You can have unrealistic expectations about a new job or change in your life.

## 7 Vocabulary check

Ask students to complete the sentences individually before checking in pairs. Feed back as a class.

- **findings** – (formal) 'results'.
- **mounting pressure** – 'increasing stress'.
- **a target** – 'a result you have to try and achieve'. For example: *sales targets* – how much someone has to aim to sell. You can *reach, hit or miss a target*.
- **pull your weight** – 'work as hard as everyone else doing the same task'. For example: *He accused the Sales Manager of not pulling his weight.*
- **a tight deadline** – 'a time or date before which a particular task must be finished, with very little time for unexpected events'. You can *hit or miss a deadline*.

### Answers

1. findings
2. pressures
3. targets
4. crunch
5. evacuated, alert
6. tight
7. snapped
8. strain

### Homework

You could ask students to do the activities in **Unit 2** in the **Workbook**, or an activity from **Unit 2** of the **Teacher's Resource Book**. Alternatively, you could set the following as an essay or research task:

*'In the last 50 years there has been a shift away from the family towards work. Although this may bring increased material wealth and job satisfaction, it has had an overall negative effect on family life and society in general.'* Do you agree or disagree?

Brainstorm keywords that students could use if they do their research on the Internet. For example: *breakdown in family life, erosion of family values*. Get students to write essays or talk about what they read in mini-presentations.

# Writing: An introduction

## 1 Speaking

Tell students that by studying these writing units, they will learn how to express themselves better in written English. Put them into pairs to discuss the questions and give them four or five minutes to do this. Then feed back as a class.

## 2 Listening

Tell students they are going to hear a brief talk by one of the authors of this Coursebook. Ask them why they think some students may be better at writing than speaking, and vice versa, and write up any interesting ideas on the board. Play the recording once and feed back as a class. Ask students if their ideas were mentioned.

### Answers

- 1 Writing and speaking are very different skills; it depends on what types of language students have met – a lot of grammar exercises in class or language picked up from talking.
- 2 Words like *moreover* and *nevertheless* are used much more in formal writing. Similarly, in written English passives are more common than in spoken English (for example in scientific articles), as is inversion.
- 3 He compares the two skills to two different sports – football and tennis. He also compares writing to cooking – different dishes require different ingredients and techniques.

When going through the answers, ask students for their opinions. Do they agree with the author? Is there anything they disagree with?

## 3 Spoken and written English

This activity looks at language appropriate to different contexts. Students complete the task.

### Answers

1. Delete
2. there's something wrong with it
3. affix
4. change
5. back
6. have
7. on top of that
8. seeks

## 4 Spelling and pronunciation

Tell students that both spelling and punctuation are very important in written English. Correct the first couple of lines as an example before students correct the rest of the text individually. When most students have finished, get the class to compare their answers in pairs. Then go through the answers with the class.

### Answers

1. interviews
2. Appearances
3. written
4. examiner;
5. lines (no comma)
6. giving
7. actual
8. capital
9. Similarly,
10. your
11. block (no comma)
12. hasn't
13. breaks
14. argument
15. Whether
16. Finally,
17. writing (no comma)
18. intelligence
19. spell-checked
20. practise
21. them (no comma)

## 5 Speaking

Students should work on their own to rank each piece of advice. Give them three or four minutes to do this and then ask them to compare and justify their ideas with a partner. Feed back as a class.

## 6 Reading: noticing, copying and plagiarism

If any students thought that d. ('Notice and copy chunks of language') was important, you could ask them to expand on it. Then ask students to read the text and see if they change their opinions.

### Answers

The writer thinks that on some occasions copying is acceptable, for example in formulaic formal letters, where chunks of language are used over and over. However, copying from another student or from books when they are writing sentences is unacceptable.

## 7 Making use of sentence frames

Tell students they are going to complete six concluding sentences. Do the first item as an example with the class and then ask students to do the rest individually.



**Answers**

1. fails 2. doesn't 3. goes 4. partial 5. radical  
6. congestion

Ask students to write three sentences of their own and discuss them in pairs.

**8 Collocations: *problem* and *solution***

Tell students that it is important to have a wide range of collocates. Do the first item as an example with the class and then ask students to do the rest individually.

**Answers**

1. problem 2. problem(s) 3. solution 4. solutions  
5. problem 6. problem 7. problem 8. solution  
9. solution 10. solution, problems

- *an intractable problem* – 'a problem that is very difficult to deal with'.
- *address a problem* – 'try to understand and deal with a problem'.
- *the root of a problem* – 'the cause of a problem'.
- *exacerbate a problem* – 'make a problem worse'.
- If a situation is *fraught with problems*, it is filled with them.

Tell students to choose five of the collocations to talk about problems in the world today. Monitor students while they talk, helping them with any difficult vocabulary.

# 3 Describing places

## Unit overview

### General topic

Describing places including holiday destinations.

### Conversation

Talking about places you have visited.

Talking about things you might do on holiday.

### Reading

The potential problems of twin towns.

### Language input

- Adjectives for describing different kinds of places.
- Expressions for comparing different places.
- Noun / verb / adjective collocates and associated grammar.
- Political groups and movements.
- Verb / noun / adjective word building.
- Pronunciation.
- Shifting stress in changing word class.

## Language strip

You can use the language strip to pre-teach some language. Ask students to underline anything they don't know and explain it to the class. Alternatively, use the language strip as a revision tool at the end of the unit. See the **Introduction** for ideas on how you could do this. The language is generally explained at the point where it comes up in the lesson, as described in the teaching notes below.

### Lead in

Write the following questions on the board for students to discuss in pairs or small groups:

*Do you live in an urban or rural area?*

*What's it like? Do you like living there?*

*Would you consider moving to the city / country?*

## Conversation

### 1 Describing places

Tell students they are going to learn some vocabulary for describing places. Do the first item as an example with the class and then ask students to do the rest individually.

#### Answers

1. ancient
2. ghost town
3. compact
4. sprawling
5. remote
6. shanty towns, no-go
7. residential
8. sleepy
9. skyline, skyscrapers
10. deprived

As you go through the answers, deal with any problem words and pronunciation, and write up any new collocations or expressions that come up.

- *ancient* – 'very old'. It is sometimes used about people when we exaggerate. For example: *My mum's ancient.*
- *a ghost town* – 'a town which used to be busy and wealthy but is now poor and deserted'.
- *a sprawling city* – 'a city which covers a huge area of land'.
- *remote* – 'far away from cities and places where most people live, and therefore difficult to get to'. A much more informal expression is *out in the sticks*.
- *a shanty town* – 'a collection of rough huts which poor people live in, usually in or near a large city'.
- *a no-go area* – 'an area which has a reputation for violence and crime so that people are frightened to go there'. Ask students what other place could be considered a no-go area: *a war zone, a dangerous part of a city.*
- *a residential area* – 'an area which has houses rather than offices or factories'. *A resident* is a person who lives in a particular place. *Reside* is the verb, meaning 'live'; this is formal.
- *a sleepy town* – 'a quiet town which does not have much activity or excitement'.
- *a skyline* – 'the line or shape that is formed where the sky meets buildings or the land'.
- *a skyscraper* – 'a very tall building in a city'.
- *a deprived area* – 'an area which does not have the things that people consider to be essential in life, for example acceptable living conditions'. *Deprived* also collocates with *childhood* and *background*.

Put students into pairs to discuss a place they know. Go round and monitor them, listening for occasions when they missed opportunities to use the new vocabulary. Round up with some interesting ideas you heard or any mistakes students made.

### 2 Listening

Tell students they are going to listen to three short conversations. As they listen, they should try to answer the two questions in the Coursebook.

#### Answers

##### Conversation 1

1. A coastal region of Sierra Leone.
2. Because she spent a couple of years working there as a volunteer.



**Conversation 2**

1. A new flat in a suburban commuter belt.
2. Because some friends recently moved there and the man went round to see their new home.

**Conversation 3**

1. A small capital city (Tallinn in Estonia).
2. Because the Baltic States are a hot destination for tourists at the moment.

**3 After you listen**

Tell students to focus on the statements. In pairs, they should discuss whether the statements are true or false and justify their answers.

Play the conversations again, and this time ask students to listen for the exact words which give them the answers. Allow students a few minutes to compare their answers. Then go through the answers as a class. If you feel students missed a lot, get them to read the tapescript on pages 147–148.

**Answers**

- 1a. False ('volunteer work')
- 1b. False ('amazing how motivated everyone seemed')
- 2a. True ('A bit worn out')
- 2b. False ('right out in the commuter belt')
- 3a. True ('tended to be quite stodgy')
- 3b. False ('party like there's no tomorrow', 'nowhere near as dull as their southern neighbours would have you believe')

As you go through the answers, deal with any problem words and pronunciation, and write up any new collocations or expressions that come up.

- A *ramshackle* building is badly made or in bad condition, and looks as if it is likely to fall down.
- *cut off* – 'isolated'. Point out that *from* often follows *cut off*.
- *D-I-Y* – 'do it yourself'. It refers to building or fixing things around the house, for example putting up new shelves. Ask students if they have ever done any D-I-Y.
- *bland* – 'dull and unexciting, lacking individuality'. It is also used to describe food that is tasteless. Ask students for examples of things they find bland.
- *suburban* – 'relating to an area outside the city centre'. Point out *live in the suburbs*.
- *the commuter belt* – 'the area surrounding a large city, where many people who work in the city live'. Ask students what we call a person who lives in the commuter belt: *a commuter*. How do people commute? What do students consider a reasonable distance to commute?
- If people *flock to a place in droves*, large numbers of them go there, usually because it is pleasant or interesting.

- *a hot destination* – 'a very exciting place to go to'. Ask students for examples of hot destinations they know.

- *a budget airline* – 'a cheap airline that keeps costs down by not serving meals and providing only minimal services'. Ask students if there are such airlines in their countries.

- If you are *on a budget*, you have a limited amount of money to spend on something.

- *The infrastructure* of a country, society or organisation consists of the basic facilities such as transport, communications, power supplies and buildings, which enable it to function.

- *hype* – 'the use of a lot of publicity and advertising to make people interested in something such as a product'. You can refer students to the **Real English** box. Ask them if anything has been hyped up recently in their country: a film, a place, a diet, etc.

- *steeped* – 'surrounded and influenced by'. For example: *The fortress is steeped in history*.

- *a soaring church steeple* – 'a very tall pointed structure on top of the tower of a church'.

- *bitterly cold* – 'extremely cold'. The adjective of *bitterly* is *bitter*.

- *what struck you most about ... ?* – 'what was the most important thing you noticed about ... ?' Ask students what struck them most about this school / college / country when they first arrived.

**4 Speaking**

This activity picks up on some of the language from the previous listening activity. Put students into pairs to discuss the questions. Give them four or five minutes to do this, and then round up briefly.

**5 Holiday activities**

Lead in to this activity by asking students what activities they like to do on holiday. Alternatively, put them into pairs and ask them to talk about what they did on their last holiday.

Do the first item as an example with the class and then get students to do the rest individually. When most students have finished, get the class to compare their answers in pairs and help each other with any language they are not sure about. Then go through the answers with the class, writing the answers on the board.

**Answers**

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

As you go through the answers, deal with any problem words and pronunciation, and write up any new collocations or expressions that come up.



- *venture out* – ‘go somewhere that might be dangerous’.
- *laze around* – ‘relax and enjoy yourself, not doing any work or anything that requires effort’. Ask students if they laze around on holiday or if they are more active.
- *party like there’s no tomorrow* – ‘go out and have a good time, and not think about the next day’. You can also say *live for the moment*.
- *hit the town* – ‘go out and have a really good time in places like nightclubs’. For example: *I’ve had a terrible week at work, so I’m going to hit the town tonight*.
- *jet off* – ‘fly to a place in a fast plane’. It is usually used when someone travels by plane often. For example: *He’s always jetting off somewhere!* Elicit the noun: *a jet-setter*.
- *let your hair down* – ‘relax completely and enjoy yourself’.
- A place that is *off the beaten track* is in an area where not many people live or go. For example: *You’ll never find their house. It’s off the beaten track*. Point out the meaning of *track* – ‘a way across fields or through woods’.

## 6 Role play

You could introduce this topic by asking students what type of holidays they like. Do they like to go to new and adventurous places, or do they go to the same place each year?

Tell students they are going to role play a situation in which they have just returned from a holiday. Student A is an adventurous holidaymaker, someone who likes to go to new, different and exciting places. Student B always goes to the same place every year because it is safe and familiar. Give students three minutes to come up with ideas before they start the activity. Monitor them and encourage them to use expressions from **Activity 5**. Round up with a few corrections.

## 7 Using grammar: comparing places

Write the following sentences on the board:  
*Our underground is nowhere near as good as the one in Paris.*  
*The food here is a million times better.*

Ask students which sentence has a positive emphasis and which has a negative emphasis. Find out if they have encountered expressions like this before. If you feel students need more help with this, refer them to **G2** on page 164 before they do the activity. Do the first item as an example with the class and then ask students to do the rest individually. When most students have finished, get the class to compare their answers in pairs and help each other with any language they are not sure about. Then go through the answers with the class, writing the answers on the board.

## Answers

1. nowhere
2. miles
3. times
4. close
5. equivalent
6. nothing
7. parallels
8. comparison
9. league
10. by

- *Stodgy food* is very solid and heavy. It makes you feel full, and is difficult to digest. Elicit examples.
- A *rusty* metal object is covered with *rust* – ‘a brown substance that forms on iron or steel when it comes into contact with water’. If a skill you have or your knowledge of something is *rusty*, it is not as good as it used to be because you have not used it for a long time. For example: *My French is a bit rusty these days*.
- *have something figured out* – ‘understand the best way to do things’. *Figure out* – ‘work out’. For example: *I finally figured out how to switch the machine on*.
- If something is *on a downward spiral*, it is falling or getting worse quickly and at an increasing rate.

## 8 Practice

Get students to use the new language from **Activity 7** by thinking of a town they know well and comparing it to the town they are in at the moment. They should then describe these towns to a partner. Monitor them and encourage them to use the new language. Give feedback to the class at the end.

## Reading

### Warmer

If you are starting a new lesson, begin with some revision. You could get students to recall the sentences in **Activity 1 Describing places**. Alternatively, you could get them to remember the sentences in **Activity 8 Practice**. A further option would be to get students to do one of the activities from **Unit 3** of the **Teacher’s Resource Book**.

## 1 Before you read

Tell students they are going to read an article about the advantages and disadvantages of town twinning (when towns, usually in different countries, form a partnership). Ask students if the town where they live is twinned with any other town. Put students into pairs or small groups and ask them to discuss if they think town twinning is a good idea. Give them three or four minutes to do this before feeding back as a class. Write up the main points on the board.

## 2 While you read

Ask students to read the article and answer the question. This is quite challenging for students as it requires them to read between the lines in order to find



the attitude of the author. Give students sufficient time to read the article. When they have finished, get them to justify their answer to a partner. Feed back as a class.

### Answers

The author thinks that twinning is a good idea on the whole; he emphasises the positive outcomes of the Belper case rather than the negative.

- *a row* – ‘a serious disagreement between people or organisations’. Drill the pronunciation: /raʊ/.
- *tacky* – ‘cheap and badly made or vulgar’.
- *an eyesore* – ‘something which is ugly and out of place’. Elicit examples of local / famous eyesores.
- *a campaign* – ‘a planned set of activities that people carry out over a period of time in order to achieve something’. For example: *An advertising campaign*. Point out that *a campaign* is often followed by *against*: *a campaign against blood sports*.
- Someone who is *snobbish* is too proud of their social status, intelligence or taste. Ask students if they know any snobs.
- If problems *dog* you, they are with you all the time.
- *a public outcry* – ‘a reaction of strong disapproval and anger shown by the public about a recent event’. Point out that there is an *outcry over* something. For example: *There’s been an outcry over the new smoking ban*.
- *a source* – ‘the place where something comes from’. For example: *The source of a river*.
- If someone is guilty of *malpractice*, they are guilty of breaking the law or the rules of their profession in order to gain some advantage for themselves.
- If you are *wary* of something or someone, you are cautious because you do not know much about them and they may be dangerous or cause problems. Point out that *wary* is often followed by *of*. Ask students what they are wary of.
- *a freebie* – ‘something that you are given, usually by a company, without having to pay for it’.
- If you *gain an insight into something*, you gain an accurate and deep understanding of it.

### 3 Comprehension

This type of question requires a personal response rather than a right or wrong answer. Put students into pairs or groups of three to discuss the questions. Get them to respond by going beyond the information contained in the text itself and saying what *they* think. Feed back as a class.

### 4 Vocabulary check

Tell students they are going to find collocations in the article. First ask them to locate and highlight the nouns

in the box in the text, and then to look for words that collocate with them. They should also look out for the grammar of the noun, i.e. if it is singular or plural and if it takes an article. If students do not already do so, encourage them to keep this type of information in their notebooks when they record vocabulary. Ask students to compare lists and evaluate which collocates are the most useful to remember.

### Answers

- row:** a row has erupted; at the centre of the row
- campaign:** started a campaign; the campaign has, in turn, caused upset
- controversies:** a long line of controversies; provoke controversy
- movement:** dogged the twinning movement; the movement really took off; the twin town movement has helped
- outcry:** a public outcry over
- source:** a source of suicide bombers; a potential source of corruption
- agreement:** entered into an agreement; the agreement attracted
- benefits:** the economic and social benefits
- relations:** fostering good relations
- damage:** repairing the damage

### 5 Speaking

Tell students to read the questions and ask them if there is anything they don’t understand. Explain that a movement is a group of people who have a particular aim or set of aims. Ask if any of the movements in the list exist in students’ own countries. Then ask students to discuss the questions in the Coursebook. Remind them of the meaning of *a public outcry*. Ask them if there has been a public outcry over anything in their country. If possible, give an example of a recent event that caused a public outcry and that was reported in the news, or of an event that happened in your local area.

### 6 Word building

Write these two examples on the board:  
*There was a public outcry over the proposed link.*  
*The proposal was eventually rejected.*

Point out that the word class change from adjective to noun (*proposed* – *proposal*) is one way in which repetition is avoided in written English. Then ask students to complete the sentences with the correct form of the word. You could help them by getting them to identify what class of the word is required to fill the gap, i.e. the first sentence requires an adjective – *varied* – and a noun – *variety*. Students could use a dictionary to help them do the activity. They should already be familiar with word building, but remind them that it is very useful to record the different word class changes of words in their notebooks. In your feedback to the class, pay attention to the correct pronunciation of words.

**Answers**

1. varied, variety
2. pressure, pressured
3. applying, regenerate, application, regeneration
4. criticised, criticism, successful, success

Students can do the next task individually. Give them three or four minutes to complete it. Drill the pronunciation when you feed back.

- *bow to pressure* – ‘agree to do what someone wants you to do’.
- *a petition* – ‘a document signed by a lot of people which asks a government or other official group to do a particular thing’. Point out that we *sign a petition*. Ask students if they have ever signed a petition, and if they have, what it was for. Do they think petitions do any good?
- *regeneration work* – ‘work done in an area to improve and develop it’.

**Answers**

demonstrate: demonstrations  
 decide: decision  
 fund: funding  
 deprive: deprived  
 organise: organisation  
 publicise: publicity  
 improve: improvement  
 attend: attendances

**7 Pronunciation**

Tell students that word stress can change as the word form changes. Give the example of ‘reJECT’ as a verb and ‘REject’ as a noun.

Put students into pairs and ask them to think about how the stress changes in the words in the boxes. Go through the answers with the class, writing the word stress patterns on the board. Then play the recording. Students should repeat the sentences.

**Answers**

<u>a</u> nxious	anxi <u>e</u> tty
con <u>t</u> roversy	con <u>t</u> roversial
<u>e</u> xport (n)	exp <u>o</u> rt (v)
<u>f</u> inance	fin <u>a</u> ncial
ins <u>u</u> lting	ins <u>u</u> lt
ph <u>o</u> tography	ph <u>o</u> togen <u>i</u> c
pub <u>l</u> icise	pub <u>l</u> icity
res <u>p</u> onsible	respon <u>s</u> ibilities

**Homework**

You could ask students to do the activities in **Unit 3** in the **Workbook**, if you haven't done so already. Alternatively, ask students to do some Internet research on one of the movements listed in **Activity 5 Speaking**. Ask them to prepare a short presentation which they can give in small groups.



# 4 The law

## Unit overview

### General topic

Talking about the law and lawyers.

### Conversation

Talking about aspects of the law.

### Reading

Lawyers: one of the least respected professions.

### Language input

- Words and expressions connected with the law.
- Modal verbs: *could've / must've / bound to* etc.
- Sympathising.

## Language strip

You can use the language strip to pre-teach some language. Ask students to underline anything they don't know and explain it to the class. Alternatively, use the language strip as a revision tool at the end of the unit. See the **Introduction** for ideas on how you could do this. The language is generally explained at the point where it comes up in the lesson, as described in the teaching notes below.

## Lead in

You could begin this unit with the discussion questions in **Activity 1**, or you could ask students if they know anyone who has been in trouble with the law, or if they themselves have ever been in this situation. This subject could prove difficult to manage, but if you think your class is prepared to talk about it, it could make for an engaging introduction.

## Conversation

Before you begin, check that students understand the items below.

- *strictly enforce a law* – 'ensure a law is obeyed by punishing those who do not obey it'.
- If there is a *miscarriage of justice*, an innocent person is wrongly convicted of a crime. Ask students for examples of famous miscarriages of justice.

## 1 Speaking

Put students into pairs or groups of three to discuss the questions. Give them four or five minutes to do this. Monitor what they are saying, paying close attention to

the grammar and vocabulary they use. Round up with a few corrections. You could then pre-teach some of the vocabulary from the next activity.

## 2 Talking about aspects of the law

Tell students they are going to learn some vocabulary to help them talk about the law. Do the first item as an example with the class and then ask students to do the rest individually.

### Answers

1. obey
2. breakdown
3. a blind eye
4. a caution
5. hands
6. updating
7. tightening
8. an offence
9. having, toughen
10. convicted, overturned

As you go through the answers, deal with any problem words and pronunciation, and write up any new collocations or expressions that come up.

- *obey the law* – 'do what the law tells you to do'. Elicit the opposite: *break the law*.
- If there is a *breakdown in law and order*, many more people than usual are committing crimes and there is social unrest and violence. Point out that *in* often follows a *breakdown*.
- If someone *turns a blind eye to something*, they pretend not to notice that something bad or illegal is happening so that they will not have to do anything about it. Point out the preposition *to* in this expression. For example: *He turned a blind eye to the problem*.
- *let someone off with a caution* – 'warn someone who has broken the law not to do it again and not punish them'. Ask students in what situations someone might be let off with a caution.
- *take the law into your own hands* – 'punish someone or do something to put a situation right instead of waiting for the police or the legal system to take action'. It is often used in a negative context. For example: *He took the law into his own hands and beat the man up*. Ask students what they could do instead of taking the law into their own hands: *report a crime*.
- *update* – 'make something more modern and relevant'. We can also use *update* to tell someone about recent developments. For example: *Can you update me, please?*
- *tighten the rules* – 'make the rules stricter and more efficient'. Point out that *on* often follows *tighten the rules*. For example: *They've tightened the law on speeding*.



- *a crackdown* – ‘strong official action that is taken to punish people who break the law’. Point out that *on* often follows *crackdown*. For example: *They’re having a crackdown on smoking at school.*
- *toughen the law* – ‘make a law that is stricter than the one it replaces’. Point out that *on* often follows *toughen the law*.
- *convicted* – ‘found guilty in a court of law’. Point out that *of* often follows *convicted*. For example: *He was convicted of shoplifting.* Elicit the opposite: *acquitted.*
- If someone in authority *overturns* a legal decision, they officially decide that that decision is incorrect or not valid.

### 3 Listening (1)

Before students listen to the conversation, get them to look at the vocabulary in the box and predict what happened. Put students into pairs or groups of three. Feed back as a class, writing some ideas on the board.

- *tweezers* – ‘a small tool used for picking up small objects or pulling out hairs. Tweezers consist of two strips of metal or plastic joined together at one end’. Point out the verb: *pluck*.
- *stab* – ‘push a knife or sharp object into someone’s body’.
- *hassle* – (colloquial) ‘a situation that is difficult and involves problems, effort or arguments with people’.
- *fingerprints* – ‘marks made by a person’s fingers which show the lines on the skin’. Everyone’s fingerprints are different, so they can be used to identify criminals.
- If you describe something as a *Catch 22* situation, you mean it is an impossible situation because you cannot do one thing until you do another thing, but you cannot do the second thing until you do the first thing. Tell students that this term comes from a famous book entitled *Catch 22* by Joseph Heller.

Play the recording once. Give students two or three minutes to compare their answers. Monitor them and if you feel they missed a lot, play the recording again. Feed back as a class.

#### Answers

Because of increased security, Saroj’s tweezers were confiscated as they were considered an offensive weapon. They said she could have stabbed someone with them. As a result, she only just made it to the boarding gate on time. At the other end, she had a lot of hassle at passport control, where they took her fingerprints. Natalie understands that they have to guard against terrorist attacks but that it is a bit over-the-top now, as the authorities can hold people for as long as they like without evidence. Saroj goes on to

talk about a film about a Muslim woman. She says it was a *Catch 22* situation as the police arrested her for not knowing something that they didn’t know either.

- *an offensive weapon* – ‘a dangerous weapon’. Elicit examples of offensive weapons.
- *over-the-top* – ‘excessive, and therefore unacceptable’. Tell students this is often abbreviated to *OTT*. For example: *The clothes she wore were a bit OTT for the party.*
- *make a scene* – ‘make a fuss about something in a public place’.
- If someone gives you a *dirty look*, they look at you in a way which shows that they are angry with you. Point out the collocation: *give someone a dirty look.*
- *guard against something* – ‘prevent something from happening’.
- *an infringement* – ‘an action or situation that interferes with your rights and the freedom you are entitled to’.
- *I won’t go into something* – ‘I won’t explain or elaborate on something’.
- *interrogate* – ‘question someone thoroughly in order to get some information from them’. For example: *Her parents interrogated her about where she had been.* Elicit the difference between *interrogate*, *question*, *examine* and *interview*.

Ask students if they have had a similar experience and encourage them to say how they felt at the time. Get them to take a personal stance on the issue of freedom versus security and encourage them to justify their opinion. If you think it is a suitable topic, get the class to discuss the security situation in their country, but treat this sensitive topic with caution.

### 4 Using grammar: modal verbs

Tell students they are going to complete the sentences with the modal verbs in the box. Remind them that they might need to use *’ve* or *be*. Do the first item as an example with the class and then ask students to do the rest individually. When most students have finished, give them two minutes to compare their answers.

Get students to check their answers by listening again carefully to the specific language used in the conversation. If you think students might find this difficult, let them read the tapescript on page 148 while they listen.

#### Answers

1. must’ve
2. could be
3. could
4. must’ve, would’ve
5. can
6. won’t
7. bound to
8. shouldn’t be



As you go through the answers, deal with any problem words and pronunciation, and write up any new collocations or expressions that come up.

- *a palaver* – (colloquial) ‘unnecessary fuss and bother about the way something is done’. For example: *Getting a visa for this country is such a palaver.* Ask students for examples of what might constitute a palaver.

- *kick up a fuss* – (colloquial) ‘become angry and excited about something and complain’. Ask students to describe a situation when they saw someone kick up a fuss.

- *make things awkward for someone* – ‘deliberately make a situation more difficult and complicated for someone than it should be’. Elicit who might do this: *your boss, your parents.*

When you have gone through the answers, introduce the follow-up activity. Write *Strictly speaking, I shouldn't ... , but ...* on the board and ask students to think of as many different ways as possible of completing the sentence. You could give an example of your own: *Strictly speaking, I shouldn't have gone out last night, but I did anyway!*

To round off, you could get students to discuss the questions in **Activity 1** again. This time, get them to review the collocations and expressions they have learnt, and to use as many of these in their discussion as possible.

## 5 Sympathising

You could introduce the activity by giving an example of something that has happened to you. Elicit ways of sympathising. You could refer students to the **Real English box**. Ask them to think of examples of things that are a real drag and give one of your own: *Taking the train to work in the rush hour is a real drag!* Then ask them to choose which two of the options would be the most likely responses to the situations.

### Answers

1. a. and b.
2. a. and c. These mean it was annoying. We use b. to refer to something upsetting.
3. b. and c. These two comments refer to the police's unfair and over-the-top treatment. We use *What a pity / shame!* to talk about an unlucky situation.
4. a. and b. These two options avoid repeating the word ‘terrifying’.
5. a. and c. Option b. refers to an unlucky situation.

Explain to students that we often show our interest in what someone has told us by asking a question in response. For example, in the second conversation, possible follow-up questions might be: *Did you have to pay a heavy fine? or Had you parked on double yellow lines?*

Give students time to think of possible questions which could be used as a follow up. Go round and monitor students, playing close attention to their intonation.

## 6 Listening (2)

Tell students they are going to listen to a second conversation between Saroj and Natalie. Saroj is sympathising with Natalie when she tells her some bad news. Play the recording once and ask students to keep notes about what happened.

### Answers

Natalie was burgled while she was asleep. The burglars may have used a long stick to unhook her keys by the front door. They took her portable CD player, some money and some jewellery, but nothing very valuable. The police think the burglars may have been drug addicts.

As you go through the answers, deal with any problem words and pronunciation, and write up any new collocations or expressions that come up.

- *pop somewhere* – (colloquial) ‘go somewhere for a short time’. Also: *pop out* – ‘go out’. For example: *She's just popped out for a minute.*

- If you are *abrupt*, you speak in a rather rude and unfriendly way.

- If a building is *burgled*, a thief enters it by force and steals things. Point out the nouns: *a burglar* and *burglary*. Explain the difference between *burgle*, *rob* and *steal*.

- *confront* – ‘stand in front of someone, especially when you are going to fight or argue with them’.

- *a spate* – ‘a large number of (usually unpleasant) things that happen or appear within a short period of time’. Elicit examples of words that collocate with a *spate of*: *burglaries, attacks.*

- *portable* – ‘designed to be easily carried or moved’.

- *kick a habit* – (informal) ‘stop doing something that is bad for you and that you find difficult to stop doing’. Elicit habits you can kick: *smoking, drinking alcohol.*

- *a rehab* – (a rehabilitation centre) ‘a place which helps people to lead a normal life after they have been ill or when they have had a drug or alcohol problem’. Ask students for examples of famous people who have been to such places. Teach *go into rehab.*

- When something *changes hands*, its ownership changes, usually because it has been sold to someone else.

Encourage a class discussion by asking students if they have ever been burgled, or if they know anyone who has. This can be a sensitive topic, so be careful. Develop the discussion to talk about burglaries in general. Ask if the crime rate is going up or down in students' countries, and what people can do to stop burglars.



## 7 Role play

This activity gives students an opportunity to recycle language from the previous activity. As with any role play give students plenty of time to prepare for it. Divide the class into two groups and refer students to the instructions on pages 171–172. Encourage them to use the language they have learnt.

## Reading

### Warmer

If you are starting a new lesson, begin with a bit of revision. You could get students to practise some of the conversations they had in **Activity 5 Sympathising**. A further option would be to choose one of the activities from **Unit 4** of the **Teacher's Resource Book**.

## 1 Speaking

Introduce the task by getting students to think of the three professions they respect most. Give them two or three minutes and then put them into pairs to compare their answers. Tell them that they must try to agree on the three most respected jobs. Then get them to change pairs and repeat the task. Feed back as a class, writing the top five most respected professions on the board.

## 2 Before you read

Tell students they are going to read an article about one of the least respected professions in Britain. Ask them to predict which profession this is, but don't reveal the answer yet. Then ask students to read the introductory paragraph. Do they find it surprising that lawyers are the least respected professionals?

Put students into pairs and ask them to list five reasons why they think lawyers might be so disliked. Feed back as a class, writing up students' ideas on the board.

- *a traffic warden* – 'a person whose job is to make sure that cars are not parked illegally'.
- *a target of venom* – 'a person towards whom you have feelings of great bitterness and anger'.
- *countless* – 'very many'.

## 3 While you read

Get students to read the article and ask them to see which of their predictions were correct. Then ask them to think about the other three questions and get them to discuss their ideas with a partner. The main ideas in the text are:

- Lawyers are seen as greedy.
- We tend to use lawyers when we are having personal problems.

- The law is now seen more as a business than a profession.
- Lawyers use underhand means to win their cases.
- Lawyers often defend the indefensible.
- Lawyers are seen as hypocritical.

As you discuss the answers, deal with any problem words and pronunciation, and write up any new collocations or expressions that come up.

- *first and foremost* – 'first of all and most importantly'.
- *an urban myth* – 'a strange or surprising story which many people believe, but which is not actually true'. Ask students for examples of urban myths.
- *a custody battle* – 'a fight to gain the legal right to keep and look after a child when a couple get divorced'.
- If you show *dedication*, you work hard because you believe that what you are doing is important. Point out the adjective: *dedicated (to)*.
- *litigation* – 'fighting or defending a case in a civil court of law'.
- *underhand means* – 'secret and dishonest methods'. Elicit the opposite of *underhand*: *fair*.
- *in a bid to* – 'in an attempt to'.
- *a legal loophole* – 'a small mistake in the law which allows people to do something that would otherwise be illegal'.
- *a plea bargain* – 'an offer made to a defendant by the prosecuting lawyer that the defendant will face a reduced charge in exchange for pleading guilty'.
- You say to *add insult to injury* when talking about an action that makes an unfair or unacceptable situation even worse.
- *jargon* – 'words and expressions used in special or technical ways by particular groups of people, often making the language difficult to understand'.

## 4 Speaking

Put students into pairs to discuss the questions. Encourage them to use the vocabulary from the previous activity. Round up with some of the comments students made, and some corrections if necessary.

## 5 Dealing with lawyers

Tell students they are going to learn some vocabulary associated with lawyers. Ask them to complete the sentences with the words in the box. When most students have finished, get the class to compare their answers in pairs and help each other with any language they are not sure about. Then go through the answers with the class, writing the answers on the board.



**Answers**

1. battle, custody
2. maintenance
3. will
4. contract
5. bust, bankruptcy
6. purchase
7. compensation, liable
8. injunction

As you go through the answers, deal with any problem words and pronunciation, and write up any new collocations or expressions that come up.

- *lengthy* – (formal) ‘lasting for a long time’.
- *a legal battle* – ‘a fight in a court of law’.
- If a court *awards someone custody of the children* (usually after a divorce), that person (usually the mother or father) is given the legal right to keep and look after the children. Also: *someone gets custody of the children*. Ask students if they know anyone who has got divorced. Who got custody of the children?
- *maintenance* – ‘money someone gives regularly to another person to pay for the things that the person needs’. For example, a man may have to pay his ex-wife maintenance to help support her and the children after a divorce.
- *draw up a will* – ‘prepare and write a legal document that states what you wish to happen to your money and property after your death’. Ask what else you can draw up: *a contract, a list*.
- *a breach of contract* – ‘the act of breaking a legal agreement’.
- If a company *goes bust* (informal), it loses so much money that it has to close down. Also: *go bankrupt*.
- *file for bankruptcy* – ‘declare officially in a court of law that you are bankrupt and so do not have enough money to pay off your debts’.
- *purchase* – (formal) ‘buy’.
- *compensation* – ‘the money that someone who has experienced loss or suffering claims from the person or organisation responsible’. For example: *Compensation for an accident, a delayed flight*. Point out that you *compensate someone for something*. Ask students what we can get compensation for.
- If you are *liable for something* such as a debt, you are legally responsible for it. Point out that *for* often follows *liable*. For example: *If I hit another car, I am liable for any damage*.
- *take out an injunction* – ‘obtain a court order that tells someone else not to do something’. Ask students when people might take out an injunction.

**6 Lawyer jokes**

Ask students to read through the jokes and predict the punchline (the punchline of a joke or funny story is its last sentence or phrase, which gives it its humour). After they have discussed possible answers with a partner, play the recording so that they can find out if their predictions were correct.

**Answers**

1. His lips move!
2. Vampires only suck your blood at night!
3. Their personalities!
4. God doesn't think he's a lawyer!
5. They're both thick-skinned, short-sighted – and always ready to charge!
6. Take your foot off his head!

Ask if students get (‘understand’) the jokes. You may have to explain some of the humour, especially where the punchline has a double meaning. Use the questions to get students to discuss if they liked the jokes or not. Ask students if they know any similar jokes from their country – maybe about different professions.

- *spot-on* – (informal) ‘exactly correct or accurate’.
- A *sick* joke or story deals with death or suffering in an unpleasantly humorous way.
- If you say that something is *a bit much*, you are annoyed because you think someone has behaved in an unreasonable way.

**7 Speaking**

To round off the unit, get students to think of any famous lawyers they know. Ask them to discuss in pairs or small groups before having a class discussion. Explain that a crusading lawyer is someone who campaigns for a certain cause.

**Homework**

You could tell students to do the activities in **Unit 4** in the **Workbook**, if you haven't done so already. Alternatively, get students to look at an English-speaking newspaper (if they don't have access to newspapers, they could look on the Internet) to find a story about someone who has broken the law. Ask them to prepare a short presentation about this for the next lesson.



# Writing: Job application letters

## 1 Trying to find a job

Elicit from students where they can find out about job vacancies: *newspapers, websites*, etc. Then ask students to complete the sentences.

### Answers

1. advertised, applied
2. headhunted, refuse
3. work experience, post
4. apprenticeship
5. short-listed, messed up

- If someone who works for a company is *head-hunted*, they leave that company because another company has approached them and offered them a job with better pay and higher status.
- If someone is *short-listed* for a job, they are one of a small group of people who have been chosen from a larger group. The successful person is then chosen from the small group.
- If you *mess something up* (informal), you cause something to fail or be spoilt. For example: *I really messed up my French exam.*

## 2 Before you write

Tell students they are going to learn how to structure a covering letter. Put them into pairs to discuss the questions. Give them three or four minutes to do this. Feed back as a class.

### Answers

#### Possible answers

1. where you saw the advertisement
2. reasons for applying
3. office admin experience and IT skills
4. import / export experience if any
5. communication and interpersonal skills
6. what you would bring to the job: hard work, a willingness to face challenges, etc.

## 3 The covering letter

Tell students to read the letter first and decide whether they would give the applicant a job or not. Remind them they have to justify their reasons. They then complete the letter.

### Answers

1. response
2. enclosed
3. suitable
4. relevant
5. invaluable
6. benefited
7. challenges
8. interview
9. references
10. further

When you are going through the answers, focus students' attention on the useful expressions and phrases from the letter:

*in response to*

*Please find enclosed*

*Firstly / Secondly*

*I gained invaluable experience*

*I possess the relevant experience*

*benefit from*

*available for interview*

*I would be happy to provide references*

## 4 Starting and ending formal letters

Put students into pairs to discuss the questions.

### Answers

1. (in English) on the right at the top
2. (in English) on the left, starting just below the end of your address
3. Yours faithfully
4. Yours sincerely
5. Dear Ms Terry
6. *To whom it may concern* is impersonal and general.

## 5 Using grammar: ... -ing clauses

Put students into pairs to discuss the two sentences.

### Answers

1. having spent
2. being
3. having (recently) passed
4. having (recently) completed
5. having dealt with
6. having

## 6 Using grammar: *should*

Turn students' attention to the example sentence. Elicit the meaning of *should* here. Tell students that in formal, written English *should* is often used to mean *if*. Do the first item as an example with the class and then ask students to do the rest individually.



**Answers**

1. if they needed more information, they should get in touch with me
2. if I didn't pay immediately, they would take me to court
3. if we can find their products cheaper somewhere else, they will pay back the difference
4. Should you wish to discuss this (any) further, please make an appointment with my PA.
5. Should (any) vacancies become available, please contact me at the earliest possible opportunity.

**7 Writing a covering letter**

Tell students they are going to write their own covering letter. Tell them to read the advertisement and then, in pairs, discuss and decide what information they want to include. You could feed back interesting ideas to the class before students write their first draft. They could either do the second draft in class, or you could set it as a task for homework.



## Unit overview

### General topic

Talking about food, eating, cooking and dietary problems.

### Reading

Explaining how to cook things.

Three recipes.

Talking about food likes and dislikes.

### Conversation

Producing and shopping for food.

Food and dietary problems.

Sounding surprised.

Developing arguments.

### Language input

- Verbs to describe ways of cooking.
- Unusual food.
- Food and dietary problems.

## Language strip

You can use the language strip to pre-teach some language. Ask students to underline anything they don't know and explain it to the class. Alternatively, use the language strip as a revision tool at the end of the unit. See the **Introduction** for ideas on how you could do this. The language is generally explained at the point where it comes up in the lesson, as described in the teaching notes below.

## Lead in

Put students into pairs and ask them to discuss the most adventurous thing they have ever eaten. Have they ever eaten anything disgusting? Give students three or four minutes for this activity and then ask them to share some of their examples with the rest of the class.

## Reading

### 1 Explaining how to cook things

Ask students to complete the sentences with the words in the box.

#### Answers

1. chop, stir-fry 2. grease 3. bring, simmer 4. toss  
5. roast, sprinkle 6. bake 7. steam, serve 8. Whisk  
9. drain, grate 10. marinate, leave

As you go through the answers, deal with any problem words and pronunciation, and write up any new collocations or expressions that come up.

- *chop up into little pieces* – 'cut up into small pieces'. Compare *chop up* with *cut*, *slice* and *dice*. Ask students what you use to chop things on: *a chopping board*.
- *stir-fry* – 'cook food very quickly in hot oil'. Stir-frying is often used in Chinese cooking. We usually use *a wok* to stir-fry food in.
- If you *grease* a pan or a tray, you put oil or fat on its surface to stop food sticking to it.
- *bring something to the boil* – 'heat something such as soup or a sauce until it reaches boiling point'.
- *simmer* – 'cook food by keeping it at boiling point or just below boiling point'.
- If you *toss a salad*, you cover it with dressing and then mix the leaves and the dressing up by shaking them all together.
- If you *sprinkle* something, you scatter it over something else. *Sprinkle* collocates with *over*. Ask students what else you can sprinkle: *cheese, salt*.
- *dough* – 'a mixture of flour, water and sometimes also fat and sugar that can be cooked to make bread, pastry or biscuits'. Highlight the pronunciation: /dəʊ/.  
● *bake* – 'cook food in the oven without extra liquid or fat'. Ask students what you can *bake*, and then ask what you can *roast*.
- *steam* – 'cook food over boiling water in a steamer'. Ask students what kind of food you can steam.
- If you *whisk* something such as cream, you stir it very fast, often with an electric device, so that it becomes full of small bubbles of air – so that it is *light and fluffy*.
- *drain pasta* – 'get rid of the water in which the pasta has been boiled'. Ask students what you use to drain pasta: *a colander*.
- If you *grate* food such as cheese, you rub it over a metal tool called *a grater* so that the food is cut into very small pieces. Ask students what else you could grate.
- *marinate* – 'keep food in a mixture of oil, vinegar, spices and herbs before you cook it so that it develops a special flavour'.

### 2 Speaking

Get students to discuss the questions in pairs or small groups before opening the discussion to the whole class.



### 3 Reading

Tell students they are going to read different recipes and that they will then have to explain their recipe to another student in the class. Put students into three groups: A, B and C. Each group should read the same recipe. When they have finished reading, put students into pairs to see how much they remember. Encourage them to help each other with unknown vocabulary. A fun way to check they understand and also to help them remember the recipe is to get them to act out making the food. Don't worry if students don't know how to cook! After they have done this, reorganise students into groups of three, one student from each group. Ask them to explain how to cook their respective dishes to each other.

To finish, ask students to discuss the three questions in small groups or as a class.

### 4 Listening

Tell students they are going to listen to two people discussing the same three recipes that they themselves discussed in the previous activity. Play the recording once. Give students a couple of minutes to compare their answers. Feed back and play the recording again if necessary.

Answers	Robin	Sharon
Mexican chicken mole	x	✓
West Beach diet spinach salad	✓	✓
Asian chicken livers	✓✓	x

- If you describe something as *off-putting*, you mean that it makes you dislike that thing.
- If something *puts you off*, it makes you dislike it or decide not to do or have it. Ask students what puts them off certain food, for example the colour, the smell, the idea of it.
- *shed pounds* – 'lose weight'. Elicit the opposite: *put on pounds / weight*.
- If you *keep track of something*, you make sure that you have the newest and most accurate information about it all the time. For example: *I can't keep track of all these new diets*.
- *each to their own* – 'everyone likes different things'.

### 5 Speaking

Put students into pairs to discuss these questions. Give them four or five minutes to do this. Look for opportunities to stretch what they are saying. Briefly round up with a couple of corrections if necessary.

If students haven't already commented on it, turn their attention to the photo of the man eating a centipede.

Ask them if they have ever eaten something similarly off-putting!

Ask students to look at the food vocabulary in the box, encouraging them to teach each other any words they don't know. You can let them use their dictionaries for this activity, but also go round and monitor, helping out with any problem words.

Tell students to go through the structures used to describe how you might feel about eating certain food. Get them to describe how they would feel about eating the food, ensuring they use the new structures.

If you *draw the line at* an activity, you refuse to do it because you disapprove of it or because it is more extreme than what you normally do. Ask students what they would draw the line at.

Once students have finished, ask them to look at the tapescript on page 149 and highlight three more structures that describe how people feel about eating certain food. You could also introduce and drill some follow-up expressions. For example:

*It'd be a bit sickly.*

*The idea of it really puts me off, to be honest.*

*It's disgusting.*

*Ugh! I can't stand the texture.*

*Rather you than me.*

Finally, get students to think of more things they wouldn't like to eat and ask them to discuss these with a new partner.

## Conversation

### Warmer

If you are starting a new lesson, begin with a bit of revision. You could ask students to mime cooking something while the other students guess what they are doing, using the vocabulary from **Activity 1 Explaining how to cook things**. A further option would be to get students to do one of the activities from **Unit 5 of the Teacher's Resource Book**.

### 1 Listening

Introduce the topic by asking students what kinds of subjects people discuss when they have guests over for dinner. Tell students they are going to listen to a conversation between four people at the dinner table. Then focus students' attention on the two questions and play the recording, but ensure students cover the text while they listen.

#### Answers

1. It is more expensive to buy basil from the supermarket than to buy it locally. Tomatoes from the supermarket don't have much flavour because



they are shipped in from countries where they are ripened artificially.

2. They compare the basil bought locally with supermarket produce.

Give students some time to read through the script, then play the conversation again. Ask them to compare their answers, and if you feel they missed a lot, play the recording again.

### Answers

1. it had in it
2. a bunch
3. They're such a rip-off
4. ship it in
5. must be just unbearable
6. as they used to
7. being ripened
8. threw up all over
9. to spite
10. Spare me the details

words marked with (\*) may be offensive to some people

- If something that you bought was a *rip-off* (informal), you were charged too much money for it. For example: *The cost of petrol is a complete rip-off.* Ask students what they consider a rip-off. Have they ever been *ripped off*?
- If you say that a sum of money is *peanuts*, you mean that the sum is very small. If you are *paid peanuts*, you are paid very little.
- The expression *How the hell ...* (\*) is often used when we are angry or excited about something. It is a colloquial expression used among friends.
- When *fruit ripens* or when *the sun ripens fruit*, it becomes mature and ready to eat. You can also say: *The fruit isn't ripe yet / The fruit is ripe / The fruit has gone off.*
- *throw up* – (colloquial) 'vomit'.
- *a pool of vomit* (\*) – 'a puddle of vomit'. This is a colloquial expression only used among friends.
- You can say *spare me the details* when you don't want to hear the details about something, perhaps because it is disgusting or upsetting.

## 2 Speaking

Put students into pairs to discuss the questions. Monitor what they are saying and encourage them to use the vocabulary and expressions in the previous activity. Give students four or five minutes for this activity, and then round up briefly with the class.

## 3 Pronunciation: sounding surprised

Try to elicit that a 'fits all' response of surprise is *You must be joking!* Then demonstrate how we usually make a comment to respond to a surprising statement. Use the example to show what the surprised response consists of. In this case the speaker repeats what

surprised them, and follows up with a comment and another question.

Ask students to listen to the exchange, paying attention to the intonation. Then get them to drill it. After that, students can work in pairs to write their own responses to the comments.

### Answers

Possible answers

1. Frogs legs! Did everyone eat them?
2. Eight courses! You must've been stuffed!
3. A bit overweight! He's as thin as a rake / big as a house!
4. Siberia! Won't that be a bit chilly?
5. A tax inspector! You won't be very popular!
6. Eight-nil! Do you think it could get any worse for them?
7. 20 cigars a day! He must have a death wish!
8. Four different guys! How does she get away with it?

Get students to change partners and practise the responses. Monitor them and make sure they are using appropriate intonation.

## 4 Food and dietary problems

You could introduce this topic by asking students to read the **Real English** box. Point out that some people don't like talking about wind, and that they should use the word *flat* only when they are among friends.

Ask students to complete the sentences with the words in the box. Go round and monitor them, helping out with any vocabulary. You may find it easier to act out some of the illnesses. Remind students of the importance of learning vocabulary like this – people often get ill when they are in a foreign country. When most students have finished, get the class to compare their answers in pairs.

### Answers

1. constipated
2. allergy
3. threw up
4. swell up
5. diarrhoea
6. heartburn
7. agree
8. wind
9. rumbling
10. ulcer
11. stuffed
12. obese

- If you are *constipated*, you have difficulty in getting rid of solid waste in your body.
- If you *have an allergy*, you become ill or get a rash when you eat, smell or touch something that does not normally make people ill. The adjective is *allergic (to)*. Ask students if they are allergic to anything.
- If a part of your body *swells up*, it becomes larger and rounder than normal. It may also become red and feel tender. For example: *I hurt my ankle and it swelled up to the size of a tennis ball.*



● If you *have diarrhoea*, a lot of liquid faeces comes out of your body because you are ill. Diarrhoea can be caused by something you have eaten or a germ. You can also use the very informal expression: *have the runs*.

● *heartburn* – ‘a painful burning sensation in your chest that is caused by indigestion’.

● *wind* – ‘the air that you sometimes swallow with food or drink, or gas that is produced in your intestines, which causes an uncomfortable feeling’.

● If your stomach *rumbles*, it makes a noise because you are hungry.

● *an ulcer* – ‘a sore area on the outside or inside of your body which is very painful’.

● If you *stuff yourself*, you eat a lot of food. For example: *I stuffed myself with chocolate*. If you feel *stuffed*, you can’t eat any more because you have already eaten too much. Elicit a more formal word: *full*.

● *obese* – ‘extremely fat’. Compare with *plump*, *skinny*, etc.

## 5 Listening

Ask students what they remember from the previous conversation. Then tell them they are going to listen to the second half of the conversation. Ask them to look at the two questions and tell them they should listen out for vocabulary from Activity 4. Play the recording once and get students to answer the questions.

### Answers

1. obesity, constipation
2. a bad diet with no fibre

words marked with (\*) may be offensive to some people

● *crap* (\*) – (colloquial) ‘rubbish’.

● A *leek* is a long thin vegetable which smells similar to an onion. It is white at one end, has long light green leaves and is eaten cooked. It is the symbol of Wales.

● *Fibre* consists of the parts of plants or seeds that your body cannot digest. It is useful because it makes food pass quickly through your body.

● *I get the picture* – ‘I understand what you are trying to say’. Explain that we usually say this when we want someone to stop talking.

● *I’m starving* – ‘I’m very hungry’. Also: *I’m famished*. Point out that *starve* also means ‘go without food for too long’.

## 6 Speaking: developing arguments

Write the following sentence on the board:

*I don’t know how people can eat so much junk food.*

Ask students how they would respond to this statement and write up some interesting responses on the board.

Explain that, in order to keep a conversation going, when we agree with someone we don’t just say *I agree*; instead we often rephrase the original information, add an extra comment or give an example.

In this activity, ask students to match the statements with their responses. Do the first item as an example with the class and then ask students to do the rest individually. Point out the responses *I know* and *Absolutely* as natural, spoken ways of agreeing.

### Answers

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

● *additives* – ‘substances which are added in small amounts to foods in order to improve them or make them last longer’. Additives are often negatively referred to as *e-numbers*.

● *pesticides* – ‘chemicals which farmers put on their crops to kill harmful insects’.

● *give in* – ‘agree to do something that you do not want to do’. Point out that *give in* is often followed by *to*. For example: *I gave in to his demands*.

● *processed food* – ‘food that isn’t fresh but is prepared in a factory before it is sold’. Ask students for examples of processed food.

Give students extra practice by getting them to think of their own ideas. Turn their attention to the **Real English** box, pointing out that we don’t often say *on the other hand* in spoken English. We are more likely to use *mind you* to introduce a concession in an argument. After going through the examples in the box, get students to add *mind you* statements to the ideas in the previous activity.

### Homework

You could ask students to do the activities in **Unit 5** in the **Workbook**, if you haven’t done so already. Alternatively, get students to bring in a favourite recipe or one which is traditional to their country. Ask them to explain what the dish is and how to make it. If you are feeling very adventurous, you could even get students to make food at home and bring it to class for a tasting!



# 6 Disasters

## Unit overview

### General topic

Talking about natural disasters and things in the news.

### Conversation

Describing the effects of different natural disasters.

### Reading

Three newspaper stories about foreign aid and charity.

### Language input

- The effects of disasters.
- Using grammar: reporting speech.
- Sections of a newspaper.
- Word building.

## Language strip

You can use the language strip to pre-teach some language. Ask students to underline anything they don't know and explain it to the class. Alternatively, use the language strip as a revision tool at the end of the unit. See the **Introduction** for ideas on how you could do this. The language is generally explained at the point where it comes up in the lesson, as described in the teaching notes below.

## Lead in

Put students into pairs and ask them to discuss any natural disasters that have been in the news recently. You could bring in some headlines from newspapers or news stories from the Internet as a way to generate interest in the topic.

## Conversation

### 1 Speaking

Put students into small groups and get them to teach each other any words in the box that they are not familiar with. Ask them to discuss the questions in pairs or small groups. Give them four or five minutes to do this and then open the discussion to the whole class.

- *an avalanche* – 'a large amount of snow that falls down the side of a mountain'.
- *an earthquake* – 'a shaking of the ground caused by movement of the earth's crust'.
- *a drought* – 'a long period of time when there is no rain'. Point out the pronunciation: /draʊt/. Which countries suffer from droughts?

- *a hurricane* – 'an extremely violent wind or storm'.
- *a landslide* – 'a large amount of earth and rocks falling down a cliff or the side of a mountain'.
- *a tornado* – 'a violent wind consisting of a tall column of air which spins round very fast and causes a lot of damage'.
- *a tsunami* – 'a very large wave, often caused by an earthquake, that flows onto the land and does a lot of damage'.
- *a volcano* – 'a mountain from which lava, gas, steam and ash from inside the earth sometimes burst'.  
Adjective: *volcanic*. Elicit names of famous volcanoes.

### 2 Role play

Turn students' attention to the photograph. Ask them how they would feel if they lived in this place. Then ask them how they would feel if a friend or a member of their family lived there. Tell them they are going to do a role play based on this scenario. Ask them to think of the five questions they might be asked. Give them a few minutes to do this and then feed back interesting ideas to the class. Questions might include:

*Are you OK?*

*Have you spoken to your family?*

*Has there been much damage?*

*Are there many casualties?*

Put students into pairs. Encourage them to get into character. Circulate and monitor their conversations. Give students four or five minutes to discuss. They should then swap roles and repeat the activity. Again, circulate and monitor. At the end of the activity, have an open class round up, in which students tell each other what they talked about. A role play of this kind obviously requires sensitivity: some students may have been personally affected by some kind of disaster.

### 3 The effects of disasters

Three of the disasters in **Activity 1** (flood, forest fire and volcanic eruption) are looked at in more detail in three short conversations. Do the first item as an example with the class and then ask students to do the rest individually. When most students have finished, get the class to compare their answers in pairs and help each other with any language they are not sure about. Then go through the answers with the class, writing the answers on the board.

## Answers

### Conversation 1

flash, submerged, stranded, recede



**Conversation 2**

evacuated, control, ground, flames, deliberately

**Conversation 3**

terrifying, tremors, eruption, lit up, almighty, fleeing, sheer, terrified

As you go through the answers, deal with any problem words and pronunciation, and write up any new collocations or expressions that come up.

- *flash flooding* – ‘sudden, severe flooding caused by heavy rainfall during a storm’.
- If something is *submerged*, it is below the surface of some water.
- If someone is *stranded*, they are prevented from leaving a place, for example because of bad weather. For example: *My car broke down and I was stranded in the middle of nowhere*. Ask students if they have ever been stranded.
- *wait for the waters to recede* – ‘wait for the waters to go down’.
- If a place is *evacuated*, people are sent away from that place because it is dangerous.
- If something is *burnt to the ground*, it is completely destroyed during a fire.
- If something *goes up in flames*, it burns very strongly and is destroyed.
- *deliberately* – ‘on purpose’.
- *a tremor* – ‘a small earthquake’.
- When there is *a volcanic eruption*, the volcano throws out a lot of lava, as well as ash and steam.
- *an almighty bang* – ‘a huge and sudden noise’.
- *flee your home* – ‘run away from your home to escape some danger or threat’.
- *sheer panic* – ‘an extremely strong feeling of anxiety or fear, which makes you act without thinking carefully’. You can use *sheer* for emphasis. Elicit other words that collocate with *sheer*: *terror, stupidity*.
- *absolutely terrified* – ‘extremely frightened’.

Put students into pairs. Tell them they are going to practise reading the conversations. Get them to imagine how the conversations might continue. They could use some of the ideas that were shared at the end of **Activity 2**. Encourage students to use their imagination and to continue speaking for as long as they can.

## 4 Listening

Tell students they are going to listen to three short extracts about some of the disasters in **Activity 1** (tornado, tsunami and earthquake). Play the recording once. Give students a few minutes to compare their answers. Feed back as a class.

**Answers****Text 1**

A twister caused a lot of damage in Sussex, England. It blew roofs off houses, garden sheds were blown to pieces and windows were blown out. No-one was killed, but a few people ended up in hospital with cuts and bruises.

**Text 2**

A tidal wave hit Nias in Indonesia. Half the villages were totally destroyed (‘wiped out’) and about a thousand people were killed.

**Text 3**

An earthquake hit south-eastern Iran and 15,000 people are feared dead (‘the death toll is expected to rise’). Many buildings have been destroyed (‘totally flattened’), and people crushed as they slept.

Turn students’ attention to the **Real English** box. Point out that these passive verb constructions are very journalistic. You could contrast the sentences with a more spoken, active sentence construction. For example: *15,000 people died in the accident*. Explain that the passive construction is more formal and is used to distance the reporter from their source. You should also highlight the structure of the passive sentence, paying attention to the verb + infinitive (*are believed to be buried*).

- *A twister* is a small tornado.
- *you’re kidding* – ‘you’re joking’.
- If something *rips through* someone or something else, it enters that person or thing so quickly and forcefully that it goes completely through them.
- If an animal or object *gets sucked up and dumped somewhere*, it is pulled up by the wind and dropped somewhere else.
- *wipe out* – ‘destroy completely’.
- *A sobering experience* makes you realise how serious the situation is.
- People and things that are *resilient* are able to recover easily and quickly from unpleasant or damaging events.
- *vanish* – ‘disappear’.
- *The epicentre* of an earthquake is the place on the earth’s surface directly above the point where it starts, and is the place where it is felt most strongly.
- When a building is destroyed, the pieces of brick, stone or other materials that remain are referred to as *rubble*.
- *urge* – ‘try hard to persuade someone to do something’.
- *A makeshift building* is temporary and of poor quality, but it is used because there is nothing better available.



Tell students you are going to play the recording again, but this time they should refer to the tapescript on page 150 in order to work out the meaning of the words in red from their context.

### Answers

#### Text 1

- If someone or something is *particularly prone* to something, they have a tendency to be affected by it or to do it. For example, someone can be prone to headaches.
- If the houses *had their roofs blown off*, the wind blew the roofs off the houses.
- *debris* – ‘pieces from something that has been destroyed’.
- If something is *dumped* somewhere, it is put or thrown down.

#### Text 2

- *reconstruction work* – ‘the work of rebuilding houses, etc.’.
- *upbeat* – ‘optimistic and cheerful’.
- If people *pick up the pieces and move on*, they do what they can to get a situation back to normal again, and put the past behind them.
- *aid* – ‘help, usually financial’. Aid can also come in the form of food, medicine and shelter.

#### Text 3

- *the death toll* – ‘the number of fatalities’.
- *crushed* – ‘killed by something heavy falling on you’.
- *launched* – ‘set up, started’.

## 5 Speaking

Put students into pairs for this activity. Monitor them and encourage them to use the language they learnt in the previous activity. Give students four or five minutes to discuss and feed back as a class, with a couple of corrections if necessary.

## 6 Writing

Tell students they are going to write similar conversations to the ones they practised in **Activity 3**. Get them to choose a disaster from **Activity 1** and write a conversation about it. Encourage them to use the vocabulary they have learnt in the unit. Go round and monitor students, helping with vocabulary if necessary and pointing out ways they could reformulate their sentences using the new vocabulary. When they have finished, get them to read out some of their conversations in pairs to the rest of the class.

## 7 Using grammar: reporting speech

Turn students' attention to the example. Elicit from students when we use these verbs and in what situations they might have to use this form. If students need more input on the grammar of reported speech, refer them to **G5** on page 165.

Do the first item as an example with the class and then ask students to do the rest individually. Remind them that the verbs need to be changed to the correct form.

### Answers

1. persuade (persuade him to change)
2. nagging (nagging me to clean)
3. accused (accused me of trying)
4. condemned (condemned the (new management pay) offer)
5. warn (warn you (not) to eat)
6. suggest (suggest to the others that they meet)
7. moaning (moaning about)
8. refused (refused to comment)
9. rejected (rejected them)
10. begging (begging me to get)
11. deny (deny (any knowledge of ever) having)
12. reassured (reassured me that)

As you go through the answers, deal with any problem words and pronunciation, and write up any new collocations or expressions that come up.

- *nag* – ‘keep asking someone to do something they have not done yet or do not want to do’. Ask students if anyone nags them a lot.
- If you *accuse someone of doing something wrong* or dishonest, you say or tell them that you believe they did it. Point out that *accuse* is usually followed by *of*.
- If you *condemn* something, you say it is bad or unacceptable.
- If you *warn someone about something* such as a danger or problem, you tell them about it so that they are aware of it.
- If you *moan about something*, you complain about it. Remind students of the noun *whinger* they encountered in Unit 1.
- If you *beg someone to do something*, you ask them anxiously or eagerly to do it. A *beggar* is someone who lives by asking people for money or food.
- If you *reject a proposal, request or offer*, you do not accept it or agree to it. Elicit the opposite: *accept*.
- If you *deny something*, you state that it is not true. Elicit the opposite: *admit*.
- If you *reassure someone*, you say or do things to make them stop worrying about something. Also: *put someone's mind at rest*.

This activity helps students to recognise the different patterns associated with reporting verbs. Get students to underline the various verb patterns. When most students have finished, get the class to compare their answers in pairs.

To round up, ask students to think of what the person might actually have said in each situation. Get them to imagine the context in which it would have been said.



There are many possible answers, but when you write up examples on the board, use the most natural language.

### Answers

#### Possible answers

1. Are you really sure? Is there no way I can talk you out of it?
2. I've asked you a thousand times, would you please clean the car!
3. Excuse me madam, are you going to pay for that?
4. This pay offer is totally unacceptable. It's about time we had a fair day's pay for a fair day's work.
5. Do you think you should eat all that? You'll be ill if you do.
6. Why don't you ask the others to meet us after lunch?
7. I can't stand my new job. It's boring and tedious and no-one in the office speaks to me!
8. No comment. Sorry, I'm afraid I have nothing more to add at this point in time.
9. We've looked carefully at your ideas, but have come to the conclusion that they're not what we're looking for.
10. Can we, can we? Go on, mum, please!
11. Just say you've never met her, deny all knowledge!
12. I shouldn't worry, Mrs Jones. It's nothing to be alarmed about.

## Reading

### Warmer

If you are starting a new lesson, begin with a bit of revision. You could ask students to repeat the conversations in **Activity 3 The effects of disasters**. Alternatively, you could get them to read the tapescript from **Activity 4 Listening** on page 150 and ask them to try and remember the meaning of the words in red. A further option would be to choose one of the activities from **Unit 6** of the **Teacher's Resource Book**.

### 1 Vocabulary and speaking

If you have access to English newspapers, bring them to class. Ask students to look at the headlines and predict what the story is about. Note that many newspapers are available online.

Put students into small groups to discuss the questions. If you have a multilingual class, get students to work in mixed groups. Encourage them to teach each other any vocabulary they don't know.

- *pro-government* – 'supporting the government'.
- *anti-government* – 'against the government'.
- A *right-wing person or group* has conservative or capitalist views.

- *Left-wing people* have political ideas that are based on socialism.
- Newspapers and magazines which print mainly stories about sex and crime can be referred to as *the gutter press*.
- *The circulation* of a newspaper or magazine is the number of copies that are sold each time it is produced.
- An *editorial* is an article in a newspaper which gives the opinion of the editor or owner on a topic or item of news.
- Someone's *obituary* is an account of their life and character which is printed in a newspaper after they die.

Circulate and monitor students' conversations, noting down any interesting points or common errors. Ask students' opinions of the newspaper article and also ask them what type of newspaper it might come from. You could teach *gutter press* by referring students to the **Real English** box. Contrast the gutter press with the more highbrow, serious press. These sensationalist papers are also known as *the red tops* (due to the colour of their name banners). Ask students if they enjoy reading this kind of sensationalist story.

### 2 Talking about things in the news

Tell students they are going to learn vocabulary to help them talk about the things they see or read about in the news. Do the first item as an example with the class and then ask students to do the rest individually.

When most students have finished, get the class to compare their answers in pairs. In your feedback, go through any problem vocabulary that comes up.

### Answers

1. dreadful, saying, damage
2. crisis, heard, apparently
3. ridiculous, charity, harm

- *dreadful* – 'terrible'.
- *damage* – 'the physical harm caused to an object'.
- *a crisis* – 'a situation in which something or someone is affected by one or more very serious problems'. Elicit types of crisis: *economic, political, medical, domestic*.
- *apparently* – 'it seems (that)'.
- *a charity* – 'an organisation which raises money to help people who are ill, disabled or poor'. Elicit the names of famous charities. Ask students if they *donate to charities*. Have they ever done any *charitable work*?
- *not doing anyone any harm* – 'not hurting anyone by doing something'.



Ask students to practise the conversations in pairs and to continue them as they did in Unit 5. Encourage them to imagine some more details about the situation. If you want to help them further, brainstorm some ideas and vocabulary with them. Encourage them to look back through the unit and pick out any words which might be useful in talking about these topics. You could focus on some useful expressions:

*I was reading a report in the paper about ...*

*Oh yeah, it's awful, isn't it?*

*What it was saying was that ...*

*I haven't heard anything about it.*

*Did you see that story on the news? The one about ...*

*Yeah, it's ridiculous, isn't it?*

### 3 Reading

Tell students they are going to read and report back on three short newspaper articles. Put students into groups of three. Tell them that some of the articles they read might be on the same subject, or they might be different. Get students to read and do the following:

- Complete one of the sentence starters.
- Think about how they respond emotionally to the story.
- Think of similar stories that they have heard.

When they have finished, they should report to the other two students what they have read. The conversation should follow the models in **Activity 2**. Remind students of the useful language that you focused on in the previous activity, and as you monitor them, encourage them to use the new language. You can give them extra practice by getting them to change partners and repeat the activity.

● If you are *on the brink of something*, usually something important, terrible or exciting, you are just about to do it or experience it. For example: *I'm on the brink of a nervous breakdown!*

● If one thing follows *in the wake of* another, it happens after the other thing is over, often as a result of it.

● A *prominent* person is important. Elicit the names of prominent politicians.

● *a finite amount* – 'a definite fixed amount'. Elicit the opposite: *an infinite amount*.

● *cold-calling* – 'telephoning or visiting someone you have never contacted, without making an appointment, in order to try and sell them something'. What do students say to people who cold-call them?

### 4 Word building

Tell students the extracts are from the newspaper articles they have just read. Explain that they have to complete the sentences with the correct form of the words given. Do the first item as an example with the

class and then ask students to do the rest individually. When most students have finished, get the class to compare their answers in pairs. Then play the recording and get students to see if their answers were correct.

#### Answers

1. survivor, completed
2. Experts, donations, closure
3. encourage, protective, development
4. mismanagement, corruption, resignation
5. collectors, harass, techniques, charitable
6. embarrassment, perceived, donator

When you have gone through the answers, put students into pairs and get them to do the follow-up activity.

### 5 Charities

Turn students' attention to the photo and ask them if they know what the man is doing. Explain that a charity called The Royal British Legion organises the Poppy Appeal. Every November artificial poppies are sold to the public, who wear them on their clothes in memory of those who died in the First World War.

Tell students they are going to learn some useful collocations to help them talk about charities. Do the first item as an example with the class and then ask students to do the rest individually. When most students have finished, get the class to compare their answers in pairs and help each other with any language they are not sure about. Then go through the answers with the class, writing the answers on the board.

#### Answers

1. help
2. fight
3. raise
4. provide
5. distribute
6. support
7. lobby
8. fund

● When a person or organisation *funds* something, they provide money for it.

● If you *lobby* a member of a government, you try to persuade them that a particular law should be changed or that a particular thing should be done.

Get students to discuss the questions with a partner. Go round and monitor, encouraging them to use the new vocabulary they have learnt. Feed back interesting ideas to the class.

#### Homework

You could tell students to do the activities in **Unit 6** in the **Workbook**, if you haven't done so already. You could also ask them to prepare a short news story about a natural disaster that has occurred. Tell them they should prepare a two-minute script which they will have to perform to the class in the next lesson.



# Writing: Putting your point of view

## 1 Planning (1): seeing both sides

Tell students it is important to be able to give two sides of an argument when writing essays. Turn their attention to the essay title. Put them into pairs and tell them that one of them has to think of reasons for agreeing with the statement, and the other, reasons for disagreeing. Give them five minutes to do this and then get them to compare their ideas with another pair. Feed back as a class and write up students' ideas on the board.

## 2 Planning (2): weighing up the arguments

Once students have all their ideas, they should decide which they agree with and which they don't agree with. They should do this individually before they discuss their ideas with a partner. Feed back as a class.

## 3 Before you read

Tell students that all of the words in red appear in the essay. In pairs, students should discuss the meaning of the new vocabulary. Feed back and help students with any problems that come up.

- *urban drift* – 'the tendency of people to leave the country and move to the city in order to live and work there'.
- *Rural* places are far away from cities and towns.
- A *depopulated* area is one from which many people have moved away so that the population there is dramatically reduced.
- *a broad spectrum* – 'a wide range'.
- If you are *socially isolated*, you do not have any connections or relationships with other people in the community, so you feel lonely and without friends or help.
- *an idyllic life* – 'an extremely pleasant, simple and peaceful life'.
- If a place has become *urbanised*, it has become part of a town or city.
- *eat up time and money* – 'use up a lot of time and money'.
- *outlaw* – 'ban something or make it illegal'.
- *the green belt* – 'an area with fields or parks around a town or city, where people are not allowed to build houses'.

## 4 While you read

Tell students to read the essay. This is a response to the statement students discussed in the previous activities.

### Answers

2. The writer basically agrees with the statement for the following reasons:
- There are more employment opportunities in the town.
  - There are more leisure time activities.
  - The town offers many lifestyles.
  - In the country you can find narrow-minded attitudes.
  - There are fewer employment opportunities in the country.
  - There are still problems in the country.

## 5 Structuring your ideas

Tell students that when they write essays, it is important that they structure their ideas appropriately. Ask them to think about the function of the different paragraphs. Give them four or five minutes to do this before they compare their ideas with a partner.

### Answers

Paragraph 1 includes a factual statement and introduces the question.

Paragraph 2 discusses reasons why people go to cities and refers to the positive aspects of life in a city.

Paragraph 3 discusses the negative aspects of living in a city.

Paragraph 4 discusses the negative aspects of living in the country.

Paragraph 5 ends the essay with a conclusion.

## 6 Writing your introductory paragraph

Explain the function of the introductory paragraph. Tell students they are going to complete some introductory sentences. Do the first item as an example with the class and then ask students to do the rest individually. Feed back as a class.

### Answers

1. issue 2. recent 3. growing 4. interest 5. impact 6. problematic



Writing: Putting your point of view

When going through the answers, point out the prepositions that are used. Ask students to underline the parts of the sentences that can be re-used in other essays. Ask students to work with a partner and write an introductory sentence for the new essay.

## 7 Showing your attitude

Tell students that in these sentences, although both forms are possible, one of them shows greater certainty. Elicit the difference between *has suggested* and *has shown*. Students complete the task individually.

### Answers

1. has shown
2. has proved
3. has found
4. undoubtedly
5. obviously
6. perfectly
7. offers
8. It is clear that
9. Higher taxation inevitably
10. clear

## 8 Planning an essay

Put students into pairs. Tell them to brainstorm ideas for the essay title in **Activity 6**. Give them four or five minutes to do this and then get them to change partners. Tell them to write the essay for homework, taking into account what they have learnt in this unit.



# Review: Units 1–6

## 1 Adjectives

### Answers

**job:** challenging, demeaning, high-powered, rewarding

**place:** deprived, ramshackle, remote, run-down

**person:** conscientious, dizzy, laid-back, smarmy

**food:** filling, light and fluffy, mouth-watering, stodgy

## 2 Vocabulary quiz

### Answers

#### Suggested answers

1. Children might *be bullied* if they are different in some way.
2. Students' own answers.
3. There is a shortage of water because it hasn't rained for a long time.
4. A *domineering* boss enjoys exercising their power over employees without any regard for their feelings or opinions. A *dominating* boss has a strong personality and can influence other people.
5. Someone would *lobby* a politician if they wanted them to use their political influence to benefit them in some way.
6. An *egomaniac* thinks only of themselves and doesn't care if they harm other people in order to get what they want. A *know-all* thinks they know everything about everything!
7. Two-faced.
8. *Harassment* is behaviour which is intended to trouble or annoy someone, for example repeated attacks on them or attempts to cause them problems. *Discrimination* is treating one person or group of people less fairly or less well than other people or groups.
9. You would *sue* someone in a court of law in order to claim money from them because they have harmed you in some way.
10. You might try to *regenerate* a town which is run-down, perhaps by attracting new business to the area and creating new jobs there.
11. An ugly building.
12. A sprawling city.
13. Communism, socialism, nationalism, feminism.
14. If you wanted to complain about something, for example bad food at a restaurant.
15. A couple who have got divorced and who both want the legal right to keep and look after the children.
16. If you were angry with someone and didn't want to hear their excuse.
17. It might rumble because you are hungry.
18. Criticising someone.

19. Extremely tired.

20. You might get a rash, start sneezing and get itchy eyes.

## 3 Verbs

### Answers

1. foster
2. bend
3. fund
4. reverse
5. slam
6. boost
7. ruin
8. live up to
9. demolish
10. oversee

## 5 Grammar

### Answers

1. are believed to be
2. no comparison between the transport system back home
3. near as cosmopolitan as
4. she does is boss people
5. seems to think
6. the Chinese equivalent
7. 'd have lost my temper
8. we shouldn't do / aren't allowed to do / aren't supposed to do

## 6 Prepositions

### Answers

1. on
2. for, for
3. to
4. in
5. to
6. in
7. with
8. into
9. in, at
10. of
11. on
12. in

## 8 Idioms

### Answers

1. edgeways
2. creeps
3. crunch
4. plate
5. depth
6. track
7. eye
8. injury
9. neck
10. line
11. finger
12. ropes

## 9 Adjective–noun collocations

### Answers

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



## 10 Passives

### Answers

1. A: Were (you) affected  
B: be evacuated, be buried
2. was submerged, were stranded
3. is being dogged, has (not) been stamped out,  
has been (widely) / is being widely criticised
4. was awarded, was upheld
5. were treated, were rescued, been started
6. were thrashed

## Writing

### 1 Collocations

#### Answers

1. problem 2. interest 3. solution 4. increase
5. concern 6. impact 7. issue 8. studies

### 2 Weak and strong positions

#### Answers

##### Possible answers

1. I've found that students in mixed-sex groups work well together
2. it can be difficult to get around without a car, and in the winter it can be quite lonely
3. Internet chat rooms offer a chance to interact with people you might never meet otherwise
4. this depends on how the revenue raised is spent
5. there are higher penalties for many traffic offences than ever before

### 3 A job application letter

#### Answers

enclosed my current CV  
as well as speaking  
and (in fact), I passed the Level 8 Trinity exam last  
month  
where I helped out  
doing the photocopying  
for the teaching staff  
I gained valuable experience  
a charity shop which supports disabled people  
as well as working as a shop assistant  
(who is) able to act  
I very much enjoy new challenges  
an English-speaking company  
allow me to extend my range of abilities  
if you require them / on request  
Should you need more information  
do not hesitate to contact me  
I look forward



# 7 Hair and beauty

## Unit overview

### General topic

Physical appearance and cosmetic surgery.

### Conversation

Talking about changes to people's physical appearance.

### Reading

Different opinions of plastic surgery.

### Language input

- Using auxiliary verbs.
- *Have something done.*
- Using adverbs to modify adjectives.

## Language strip

You can use the language strip to pre-teach some language. Ask students to underline anything they don't know and explain it to the class. Alternatively, use the language strip as a revision tool at the end of the unit. See the **Introduction** for ideas on how you could do this. The language is generally explained at the point where it comes up in the lesson, as described in the teaching notes below.

### Lead in

As an alternative lead in activity, ask students to close their eyes and imagine someone famous. While they have their eyes closed, ask them questions to help them imagine that person more fully. For example:

*How tall are they?*

*What are their eyes like?*

*Are they attractive?*

Give students a minute to visualise the person. Then put them into pairs and ask them to describe the person they have imagined to their partner, who has to try and guess who the person is. Students should then tell the class about this person. Write any interesting expressions or vocabulary on the board. You could use this opportunity to pre-teach some of the vocabulary from **Activity 1**.

## Conversation

### 1 Body collocations (1)

Tell students they are going to learn some vocabulary for describing people. Ask them to complete the collocations using the vocabulary in the box. Do the first

item as an example with the class and then ask students to do the rest individually. When most students have finished, get the class to compare their answers in pairs. Feed back as a class.

### Answers

1. nails 2. eyes 3. legs 4. eyebrows 5. hands  
6. feet 7. chin 8. nose 9. face 10. hair

As you go through the answers, deal with any problem words and pronunciation and write up any new collocations and expressions that come up.

- *polished nails* – 'nails that have been painted with *nail polish* or *nail varnish*, and so are coloured and shiny'. How many students have polished nails?
- *chewed nails* – 'nails that have been bitten, and may therefore be ugly and too short'. Ask students why people might chew their nails.
- *bags under your eyes* – 'dark circles of skin that often appear below your eyes when you are tired or ill'. Ask students if they ever suffer from them. Is there a remedy?
- *bloodshot eyes* – 'eyes that are very red because you are tired, ill, have drunk too much alcohol, etc.'
- *soulful eyes* – 'very expressive, and sometimes sad eyes'.
- *fat stumpy legs* – 'short, thick legs'. Also: *a tree stump* – 'the part of the tree that remains in the ground when the tree has been cut down'.
- *bushy eyebrows* – 'very thick eyebrows'. Elicit what students would use to pluck their eyebrows: *tweezers*.
- *filthy* – 'very dirty'.
- If you have *a double chin*, you have a roll of fat beneath your chin.
- If a man has not shaved recently, he has *a stubbly chin*. Elicit the opposite of a man with a stubbly chin: *a clean-shaven man*. If a man cultivates a stubbly chin because it is fashionable, it can be referred to as *designer stubble*.
- If someone has *a runny nose*, liquid runs from it because they have a cold.
- *A pierced nose* has a small hole made in it so that you can wear a piece of jewellery in it. Ask students what else you can pierce. Find out if they have any *piercings*.
- A man with *a boyish face* has a young and innocent-looking face, like a boy's.
- *A vacant look on someone's face* suggests that the person does not understand something or that they are not thinking about anything in particular. The person's expression is blank.



- *spiky hair* – ‘hair that has been cut or styled to stick up in pointed tufts’. Ask how students would get their hair like this: *with gel*.
- *permed hair* – ‘hair that has been treated with chemicals so that it stays curly for several months’.
- *tangled hair* – ‘hair that hasn’t been brushed or combed and is untidy, with knots in it’. Ask students what they would use to get knots out: *a comb* or *a brush*.

Ask students to discuss the two questions in pairs or small groups before giving feedback to the class.

## 2 Body collocations (2)

Ask students to complete the sentences with the correct form of the verbs in the box. After they have checked their answers in pairs, get them to answer the questions.

### Answers

1. pluck 2. picks 3. file 4. waxed 5. treads  
6. wipe 7. poked 8. water 9. are 10. raise

- *pick your nose* – ‘remove substances from inside your nose with your finger’.
- *file your nails* – ‘smooth and shape your nails with a nail file’.
- *wax your legs* – ‘remove the hairs from your legs with hot wax’. Elicit other ways of removing unwanted hair. Ask students if they have ever had their legs waxed. What else can be waxed?
- *tread on someone’s foot* – ‘step on someone’s foot’.
- If your shoes are dirty, you *wipe your feet* on the mat before entering a house. Ask students what else we can wipe: *your eyes, your nose, the dishes*, etc.
- *poke yourself in the eye* – ‘accidentally push something in your eye’.
- If something *makes your eyes water*, it hurts your eyes and makes tears build up in them. Ask students what makes their eyes water.
- If you *are on your feet*, you stand, usually for a long time. Ask students what professions or activities require you to be on your feet.
- If something *raises a few eyebrows*, it causes people to feel surprised or disapproving. People can also literally raise their eyebrows when they are shocked or surprised. For example: *The length of her skirt raised a few eyebrows*.

When you have gone through the answers, get students to act out the verbs in the collocations. This will help students to remember the vocabulary and also act as light relief! Students can then discuss the questions in pairs and try to think of more verb / body collocations from **Activity 1** before you open up the discussion and give class feedback.

## 3 Listening

Tell students they are going to listen to five conversations connected with hair and beauty. Before you play the recording, go through the statements, making sure that students understand the vocabulary. As students listen, they have to match each statement with a conversation. Ask students to compare and explain their answers to each other before playing the recording again. This is quite a difficult task, so if you feel students need help, refer them to the tapescript on page 150 and ask them to underline the phrases that give the answer. Encourage students to give a personal response by asking them which person they sympathise with the most.

- If you are *pampered*, someone makes you feel comfortable by doing things for you or giving you expensive or luxurious things. You can also *pamper yourself*. Ask students how they like to be pampered.
- Someone who is *self-conscious* is easily embarrassed and nervous because they feel that everyone is looking at them and judging them.
- If you *have your hair dyed*, you ask or pay someone, usually a hairdresser, to change the colour of your hair by applying a special liquid to it.

### Answers

1. h. 2. a. 3. e. 4. b. 5. c.

As you go through the answers, deal with any problem words and pronunciation and write up any new collocations and expressions that come up.

- *ripped jeans* – ‘jeans with holes and cuts in them’.
- *those days are long gone* – ‘that period is finished and in the past’.
- *this stuff* – ‘this thing or substance’.
- *rinse something out* – ‘wash something in clean water in order to remove dirt or soap from it’. For example, after shampooing your hair, you rinse it.
- *manageable hair* – ‘hair that is easy to control and keep looking neat’. Elicit the opposite: *unmanageable / unruly hair*.
- If you *pigeonhole people*, you decide that they belong to a particular class or category, often without considering all their qualities or characteristics.
- If you *overhear* someone, you hear what they are saying when they are not talking to you and they do not know that you are listening.
- If you describe a woman as *a dizzy blonde*, you think she is careless and forgets things, but is easy to like. Point out to students that this is an unfair stereotype.
- If you *don’t take someone seriously*, you don’t value their opinion or believe that they have anything important to say or offer.



- *put people in a box* – ‘stereotype people’.
- *fair enough* – ‘that’s understandable’.
- *put something to the back of your mind* – ‘not think about something even though you are aware of it’.
- *whole clumps of hair* – ‘handfuls of hair’.
- *a wig* – ‘false hair which you wear on your head, for example because you have little hair of your own or because you want to cover up your own hair’. Ask students if they would wear a wig.
- If someone *passes for* someone they are not, they are accepted as that person or mistaken for them. Ask students if they know anyone who could pass for someone famous.
- *a sack* – ‘a large bag made of rough woven material’.

Get students to complete the sentences with the correct form of *have something done*. Do the first item as an example with the class and then ask students to do the rest individually. When most students have finished, get the class to compare their answers in pairs and help each other with any language they are not sure about. Then go through the answers with the class, writing the answers on the board.

### Answers

1. 'm having my hair cut, having much taken off, having it done, 'd just have it trimmed
2. 's had it bleached, had my hair permed, ('d) had it done, had it straightened
3. Have you had it looked at, 'd probably have to have the tooth taken out, had some bridging work done

## 4 Speaking

These questions offer a chance to recycle the vocabulary from the previous listening activity. Monitor students and encourage them to use the new language. Look out for occasions when students miss an opportunity to use this language and try to stretch them. Give feedback to the class at the end.

## 5 Using grammar: auxiliaries

Ask students to complete the sentences with the appropriate auxiliary verb. Then play the conversation so they can check their answers. If students want more information about auxiliary verbs, refer them to **G6** on page 165, otherwise move on to practise the conversations focusing on the stress of the auxiliary verbs.

### Answers

(Words in bold are the stressed auxiliaries.)

1. **have**, was 2. has, **Are**, didn't, **had** 3. don't, **is**, **does** 4. wouldn't, 've 5. must, **did**, didn't, **are**, do

## 6 Using grammar: *have something done*

Turn students' attention to the four examples. Elicit from students when we use the structure *have something done*. Tell them (if they don't already know) that it describes situations where somebody does something for us. Use the four sentences to focus on the structure in different tenses. Point out that the verb *have* changes its form but the past participle stays the same. If students are unsure of the meaning of this structure, you can use these sentences to focus on the differences between *have something done* and *do something yourself*. You can also refer students to **G7** on page 166.

As you go through the answers, deal with any problem words and pronunciation and write up any new collocations and expressions that come up.

- *a crown* – ‘an artificial top piece fixed over a broken or decayed tooth’.
- If you *have your roots done*, you ask or pay someone, usually a hairdresser, to dye the hair that has grown out (near the roots) since the last time you had your hair dyed.
- *a bob* – ‘a fairly short hairstyle for women in which the hair is the same length all the way round, except for the front’.
- If you *have your hair trimmed*, you ask or pay someone, usually a hairdresser, to cut off small amounts so that it looks neat and tidy. Ask students what happens if you have long hair and you never get it trimmed: you get *split ends*.
- If you *have your hair bleached*, you ask or pay someone, usually a hairdresser, to make it much lighter in colour with a chemical like peroxide.
- *I've had my fair share of disasters* – ‘I've had many disasters too’.
- *all the rage* – (informal) ‘popular and fashionable’.
- *abscess* – ‘a painful swelling containing pus’.
- *filled with pus* – ‘filled with a thick yellowish liquid that forms in wounds when they are infected’.
- *have a bridge put in* – ‘go to the dentist so that they can attach a small piece of metal that keeps false teeth in place to your real teeth’.

The follow-up activity offers students a chance to recycle the vocabulary from this activity. Monitor and encourage them to use *have something done*. If students miss an opportunity to use the language, get them to reformulate their sentences. Round up briefly with comments and any new language that came up.



# Reading

## Warmer

If you are starting a new lesson, begin with a bit of revision. You could get students to act out the verb collocations in **Activity 2 Body collocations (2)**. Alternatively, you could ask them to read out the stressed auxiliary sentences in **Activity 5 Using grammar: auxiliaries**. A further option would be to choose one of the activities from **Unit 7** of the **Teacher's Resource Book**.

## 1 Speaking

Put students into pairs or small groups for this activity. Remind them of the structure *have something done*. You could point out the language in the **Real English box**, as students will have a chance to use this language in the discussion questions. Go round and monitor, noting any common mistakes that students make. Round up briefly with comments and perhaps any new language that came up.

- *have a facelift* – ‘have an operation in which the surgeon tightens the skin on someone’s face in order to make them look younger’.
- *liposuction* – ‘a form of cosmetic surgery where fat is removed from a particular area of the body by dissolving it with special chemicals and then sucking it out with a tube’. Ask students where you could have this done.
- *have your ears pinned backed* – ‘have an operation to make your ears lie flatter against your head’.

## 2 Before you read

Turn students’ attention to the picture on page 47 and get some initial feedback about what the woman is going to have done. Then tell students they are going to read an article with four different opinions about plastic surgery. Put students into pairs or small groups and ask them to predict the arguments for and against plastic surgery. Give them four or five minutes to do this and then ask them to compare their ideas with another group. Briefly round up ideas as a class, making notes on the board.

## 3 While you read

Ask students to read the article and look for any of the reasons they came up with in the previous activity. Ask students to underline any other reasons given in the text. After they have finished reading, put them into pairs and get them to compare what they have found. Then ask students to evaluate what they have read by saying which reasons they agree or disagree with. Finally, have a round up of answers with the whole class.

- *undergo surgery* – (formal) ‘have surgery’.
- *in the pursuit of beauty* – ‘while trying to become beautiful’.
- *far from being a uniquely British phenomenon* – ‘this isn’t something that happens only in Britain’.
- *alter* – ‘change’. Elicit the noun: *alteration*.
- *tend to opt for* – ‘usually choose or decide to do something in preference to something else’.
- *Reconstructive surgery* involves rebuilding a part of someone’s body because it has been badly damaged, or because the person wants to change its shape.
- *I’m dead against it* – ‘I don’t agree with it at all’. Ask students if they are dead against anything. Elicit the opposite: *I’m totally for it*.
- *the thing that really gets my back up* – ‘what really annoys / irritates / angers me’. Give an example of what gets your back up and ask students for examples.
- *I don’t get it* – (informal) ‘I don’t understand it’.
- If someone *perpetuates* a situation, system or belief, they cause it to continue.
- *each to their own* – ‘everyone is entitled to their own opinion’.
- If you *sneer at someone or something*, you express your contempt for them by the expression on your face or by what you say. If you sneer, you think you are superior.
- *perspective* – ‘a particular way of thinking about something, especially one that is influenced by your beliefs or experiences’. Point out that *perspective* is often followed by *on*.
- *a bum* – (informal) ‘the part of the body that you sit on’. Also: *a bottom*.
- A *shallow* person does not show any serious or careful thought. *Shallow* can be used to describe a person who is only concerned with appearances. Also: *superficial*.
- A *hereditary* characteristic or illness is passed on to a child from its parents before it is born. Give an example of a hereditary characteristic or illness and ask students for examples.
- *it got to the point where ...* – ‘the situation got worse until it reached the stage when ...’. Ask students to use these words to briefly describe a situation.
- *the final straw* – ‘the latest in a series of unpleasant or undesirable events that makes you feel that you cannot tolerate a situation any longer’. Also: *the last straw*.
- *splash out* – ‘buy something like a luxury even if it costs a lot of money’. Point out that *splash out* is often followed by *on*. Ask students what they have splashed out on recently.



● *borderline anorexic* – ‘a person who is so thin that they might almost be considered to suffer from *anorexia*. *Anorexia* – ‘an illness in which a person has an overwhelming fear of becoming fat, and so refuses to eat enough and becomes thinner and thinner’. Compare with *bulimia* – ‘an illness in which a person has a very great fear of becoming fat, and so they make themselves vomit after eating’.

● *someone totally botched a job up* – ‘someone did a very bad job on something’. Elicit examples of the kinds of things people can botch up: *putting up shelves that later fall down, an exam*.

● If your skin is *scarred*, it is badly marked as a result of a wound. Show students a scar if you have one. Ask students if they have any scars. How did they get them?

#### 4 Speaking

Put students into pairs or small groups to discuss these questions. Treat question four with caution; if students don't feel comfortable talking about this, don't force them. Circulate and monitor students, encouraging them to use the new language and explain to each other any vocabulary they don't know. Give feedback to the class at the end.

#### 5 Using grammar: adverbs that modify adjectives

Turn students' attention to the example and ask them why the adverb *socially* has been used here. Tell them that we often use an adverb to modify the meaning of an adjective. Remind them of the importance of learning chunks of language.

Do the first item as an example with the class and then ask students to do the rest individually. When most students have finished, get the class to compare their answers in pairs and discuss what is being described in 1–6. Students can check their answers by scanning the text for the answers.

#### Answers

1. d. (surgeon)
2. e. (with her body when she was 21)
3. f. (about her nose)
4. c. (practitioners)
5. b. (that some Asians want to change the shape of their eyes)
6. a. (the phenomenon of plastic surgery)
7. l. 8. i. 9. g. 10. h. 11. k. 12. j.

You could also ask students to think of what might be described by items 7–12. For example: *Renting a flat in London is outrageously expensive*.

#### 6 Speaking

These questions offer students a chance to recycle some vocabulary from the previous activity. If you have different nationalities in your class, you can focus on what is socially acceptable in different countries. If you have students from one country, you can talk about how things have changed over time. Also, see if students can come up with the secret to being blissfully happy! Have a round up of the answers with the class.

#### Homework

You could ask students to do the activities in **Unit 7** in the **Workbook**, if you haven't done so already. Alternatively, remind students of collocations they looked at in **Activity 1 Body collocations (1)** and **Activity 2 Body collocations (2)**. Ask them to find as many similar collocations as possible and record them in a list.



### Unit overview

#### General topic

Politics and elections.  
Politics and elections in Britain.  
Discussing political leaders and parties.

#### Conversation

Politics and elections in Britain.

#### Reading

Combating voter apathy.  
Political issues.

#### Language input

- Sentences starting with *What*.
- Vocabulary to describe politicians.
- Matching collocations.

example with the class and then ask students to do the rest individually. Students should be able to work out the meaning of the words in red from the context, but make sure you monitor students and help them with any vocabulary they are unsure of.

### Answers

divide into constituencies  
elect an MP  
win an overall majority  
there is a hung parliament  
form a coalition  
win a landslide victory  
hold a surgery  
adopt a system of proportional representation  
move to the centre  
be in opposition  
suffer from infighting  
adopt left-wing policies  
want autonomy

### Language strip

You can use the language strip to pre-teach some language. Ask students to underline anything they don't know and explain it to the class. Alternatively, use the language strip as a revision tool at the end of the unit. See the **Introduction** for ideas on how you could do this. The language is generally explained at the point where it comes up in the lesson, as described in the teaching notes below.

### Lead in

You could begin by asking students to discuss the following questions in pairs or small groups:  
*Would you say that you are politically aware?*  
*Do you like the leader of your country? What are some of his or her views?*  
*Would you like to be leader of your country? If you were leader, what changes would you make?*

## Conversation

### 1 Reading and vocabulary: politics and elections in Britain

Introduce the activity by asking students if they know anything about British politics. Put students into pairs and ask them to brainstorm all they know about the subject. You could use this opportunity to pre-teach some of the highlighted words in the article. Give students three or four minutes to brainstorm before getting them to share their ideas with the class.

Ask students to read the text and identify which verbs collocate with the nouns in red. Do the first item as an

- *an electoral system* – 'the system by which voters get to elect a government'. Ask students what sort of electoral systems they have in their countries. Elicit the person / people: *an elector / electorate*.
- *a coalition* – 'a government consisting of people from two or more political parties'.
- *a landslide* – 'a victory in an election in which a person or political party gets far more votes or seats than their opponents'. Elicit the opposite: *a narrow victory*.
- If a political party *polls* a particular number or percentage of votes, they get that number or percentage of votes in an election.
- If a group or organisation *suffers from infighting*, they suffer as a result of quarrelling and competition between their own members.
- *autonomy* – 'the control or government of a country, organisation or group by itself rather than by others'.

Encourage students to talk about the electoral system in their country and the main political parties. If you have students from different countries, put them into groups so that they can compare the system in their own country with the system in other countries, including the UK. Give students four or five minutes to do this. Go round the class and monitor, encouraging them to use the new language. Have a discussion with the whole class to round off.



## 2 Listening

Tell students they are going to listen to four people discussing who they are going to vote for in an upcoming (future) election. As they listen, they should try to answer the two questions. Play the recording through once. Give students two or three minutes to compare their answers.

### Answers

Harry is going to vote for the Lib Dems (Liberal Democrats) because he thinks Jimmie White is 'down-to-earth' and 'tells it like it is'. He also thinks they have some serious policies.

Abigail says she hasn't decided yet, but seems to be leaning towards the Conservatives as she defends Peter Green and criticises the other two parties (Labour have been running a negative campaign and the Lib Dems are a bit 'lightweight' and maybe a 'wasted vote').

Miriam is probably going to vote Labour; she thinks they have 'done all right', and she quite likes the leader Frank Black.

Toby sounds as if he isn't going to vote. He thinks 'they're all as bad as each other' and he keeps out of it all if he can help it.

Go through sentences 1–12 and get students to identify who they think might have said each one and also what the people were talking about. You can help with vocabulary, but try to avoid giving the answers away in your explanation!

### Answers

1. Abigail: the party political broadcast
2. Harry: Peter Green
3. Miriam: the negativity of the Conservatives' campaigning
4. Harry: Labour
5. Miriam: private companies
6. Miriam: the increase in faith schools
7. Harry: Frank Black
8. Abigail: the Lib Dems
9. Harry: Jimmie White
10. Abigail: the Lib Dems
11. Toby: politics
12. Abigail: Toby

Play the recording again to allow students to check their answers.

● *I caught the end of it* – 'I only heard or saw the last part'. Elicit what you could catch the end of: a speech, a film, a programme, a report.

● If someone gives you the creeps (informal), they make you feel nervous or frightened. Ask students if anyone gives them the creeps.

● If you describe someone as *smarmy* (informal), you dislike them because they are unpleasantly polite and flattering, usually because they want you to like them or to do something for them. Ask students if they know any smarmy people.

● *slick* – 'skilful and impressive'. Ask students what kind of people need to be slick in their job.

● *it's a fine line between ... and ...* – 'there's a subtle difference between ... and ...'.

● *someone's stance on something* – 'someone's opinion on or attitude to a matter'. For example: *What's your stance on the war against terror?*

● If you *put forward* a plan, proposal or name, you suggest that it should be considered for a particular purpose or job.

● *university tuition fees* – 'the payment that someone makes to a university in order to attend a course of study there'. Ask students if tuition fees are charged by universities in their country.

● *a faith school* – 'a school controlled by members of a particular faith (religion), where the beliefs and values of that religion play an important role in the education of the pupils who study there'. Ask students if there are any faith schools in their countries. Point out that you can *have faith in something*.

● If an institution or organisation is *secularised*, religion is no longer allowed to play a part in it.

● Someone who looks *a bit shifty* (informal) gives the impression of being dishonest.

● *the guy never gives a straight answer* – 'the man never answers a question directly and honestly'. Ask students if they know of a politician who can give a straight answer.

● If you describe someone as *a bit lightweight*, you think they are not very important, serious or skilful in a particular area of activity.

● *down-to-earth* – 'sensible and practical; pragmatic'. Also: *grounded*.

● A *charismatic* person attracts, influences and inspires people by their personal qualities. Ask students for examples of charismatic people. Elicit the noun: *charisma* (/kəˈrɪzmə/).

● *someone tells it like it is* – 'someone describes a bad or serious situation honestly, without trying to conceal the problems'.

● *round your way* – 'in your area'.

● *I haven't got a clue* – 'I have no idea at all'. Think of some difficult questions to ask students so that they have the chance to reply in this way.

● *I keep out of all of it* – 'I don't get involved'. Ask students for examples of situations when they might do this: *when my mum is telling my brother off, when a friend is having an argument with her boyfriend*.

● If you say *I wouldn't trust any of them as far as I could throw them*, you mean you don't trust the people at all.



- a *cynic* – ‘someone who believes that people always act selfishly’.
- *you’re not giving much away* – ‘you don’t let people guess what you are thinking’.

### 3 Speaking

The poster shows Michael Howard, who was leader of the Conservative Party between 2003 and 2005. It is an example of negative campaigning by the Labour Party, who were the party in power at the time. Ask students what they think the Labour Party hoped to achieve with this poster. What impression do they themselves get of Michael Howard?

Put students into pairs or small groups to answer these four questions. Monitor them for any errors with vocabulary or grammar. Give students four or five minutes to discuss before giving feedback to the class.

a *floating voter* – ‘a person who hasn’t yet decided who to vote for in a forthcoming election’.

### 4 Using grammar: sentences starting with *What*

To introduce this activity, write the example sentence on the board, but leave out the first word. Explain to students that you can begin the sentence with *What* or *The thing that*, and that they mean the same thing.

Refer students to the tapescript for **Activity 2** on page 151 and ask them to find and underline examples of sentences beginning with *What*. Drill the example sentence to highlight the sentence stress. Remind students that the second part of the sentence can be a gerund, a noun or *that* + subject + verb.

#### Answers

Abigail: Anyway, what really annoyed me was their stance on immigration.

Miriam: What concerns me in education is the increase in faith schools.

Ask students to complete the sentences with the pairs of words in the box. Do the first item as an example with the class and then ask students to do the rest individually. When most students have finished, get the class to compare their answers in pairs and help each other with any language they are not sure about. Then go through the answers with the class, writing the answers on the board.

#### Answers

1. concerns, that
2. annoys, way
3. angers, amount
4. drives, how
5. disturbs, fact
6. upsets, seeing
7. disappoints, not
8. bothers, level
9. frustrates, lack

- A person who is *patronising* speaks or behaves towards others in a way which seems friendly, but which shows that they think they are superior. Ask students what sort of things patronising people say. Do students know anyone who is patronising?
- If the police *detain someone without trial*, they keep them in prison or some other place under their control, but do not charge them with a crime, which would entitle them to a trial where they would have a chance to prove their innocence.

After completing these sentences, students have the chance to be creative and let off a little steam! Encourage them to think about what makes them angry or what upsets them. They can discuss their ideas in pairs or small groups before they write their sentences. Although the sentences in the Coursebook are about politics, students should feel free to write about anything: school, family, work, etc. Monitor them to see if they are using the structure correctly. Get them to share their ideas with other students in the class and find out if they agree or disagree with each other.

As a final activity get students to complete sentences a–c, where they use slightly different sentences to describe positive feelings. Give students three or four minutes to do this before rounding up as a class.

### 5 Talking about politicians

Tell students they are going to learn some vocabulary to help them describe politicians. You could introduce the activity by asking students if they generally think of politicians in a negative or favourable way. Most of the descriptions in the activity are negative as most people do not have favourable opinions of politicians!

#### Answers

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

As you go through the answers, deal with any problem words and pronunciation, and write up any new collocations or expressions that come up.

- If someone *comes across* in a particular way, they make that impression on people who meet them or are listening to them. Point out that *come across* is often followed by *as* + *-ing*. For example: *He comes across as being very tough but in fact he’s a softie*. Ask students for other examples.



- *catch someone out* – ‘cause someone to make a mistake that reveals that they are lying about something, do not know something, or cannot do something’. Ask students if they have ever been caught out.
- *flustered* – ‘nervous and confused’. People often go red in the face when they are flustered. Ask students when or if they ever get flustered.
- *curb* – ‘control something and keep it within limits’. For example: *He needs to curb his appetite.*
- If *someone has got no pretensions*, they don’t think they are more important than other people.
- *a complete hypocrite* – ‘someone who pretends to have qualities, beliefs or feelings that they do not really have’. Elicit the adjective: *hypocritical*.
- If *someone is very straight with people*, they are direct and honest in their dealings with others.
- *an aura of confidence* – ‘a quality or feeling of confidence that surrounds a person’. Ask students what else you could have an aura of: *superiority, energy*.

Explain to students that, in pairs, they are going to do a memory test, and that they have a limited time to try and remember the descriptions. You could make the activity into a game by saying you will see who can remember the most, and asking students to act out the descriptions to their partners. To finish, put students into pairs or small groups to talk about politicians in their country as well as on the international scene. Monitor students and encourage them to use the new language. Feed back to the class at the end.

## Reading

### Warmer

If you are starting a new lesson, begin with some revision. You could get students to read out their examples of *What* sentences to a partner; see **Activity 4 Using grammar: sentences starting with What**. Alternatively, get students to test each other using the pairs of sentences in **Activity 5 Talking about politicians**. A further option would be to choose one of the activities from **Unit 8** of the **Teacher’s Resource Book**.

### 1 Listening: voter apathy

Tell students they are going to read about the decline in voter turnout in elections. Ask them if there has been a decline in the number of people choosing to vote in their countries. Elicit the difference between the term *voter apathy* (‘a lack of interest in politics and elections’) and *voter turnout* (‘the number of people who vote’).

Turn students’ attention to the text and ask them to predict the missing words. When most students have finished, get the class to compare their answers in pairs before listening to the text to check.

### Answers

1. an all-time high 2. the polls 3. deceitful 4. can trust 5. sneaking suspicion 6. pulls all the strings

- If something *reaches an all-time high*, it reaches the highest level it has ever been. Elicit the opposite: *reach an all-time low*. For example: *Unemployment has reached an all-time low*.
- *The turnout* in an election is the number of people who vote in it, as a proportion of the number of people who have the right to vote in it.
- *stay away from the polls in their millions* – ‘millions of people have chosen not to vote in an election, even though they have the right to vote’.
- If you describe someone as *self-serving*, you are critical of them because they are only interested in what they can get for themselves.
- If someone is *deceitful*, they behave in a dishonest way by making other people believe something that is not true.
- *a sneaking suspicion* – ‘a vague suspicion, often one you are unwilling to accept’.
- *run the show* – ‘be in charge of a situation, organisation, system, etc.’.
- If you refer to a person as *a puppet*, you mean that their actions are controlled by a more powerful person or government, even though they may appear to be independent. Also: *a puppet* – ‘a doll that you can move, either by pulling strings which are attached to it or by putting your hand inside its body and moving your fingers’.
- If something is done *behind the scenes*, it is done secretly rather than publicly. Also, things are done behind the scenes in the theatre.
- *big business pulls the strings* – ‘powerful financial and commercial organisations use their influence with politicians in order to get something done, often unfairly’.

### 2 Speaking

Put students into pairs or groups of three to discuss these questions. Circulate and monitor the conversations, offering support if necessary. Write down any common mistakes or interesting points on the board. Feed back by asking for some comments from the class.

### 3 Before you read

Tell students they are going to read a text about how the problem of voter apathy could be tackled. Ask them to work individually to think of three possible solutions to the problem. Give them three or four minutes to do this before putting them into pairs or small groups to compare their ideas. Round up as a class, writing their ideas on the board. Then put students into groups to



evaluate the ideas, saying which ones would / wouldn't work well and why.

#### 4 While you read

As students read the article, they should consider the three questions in the Coursebook. While they are reading, go round and help them with any words or expressions they are unsure about. Give only short explanations as this stage, as you will have a chance to expand on these later on. When students have finished reading, put them into pairs or small groups and encourage them to evaluate the ideas, saying which ones are likely to be effective, which ineffective, and why. If students come from countries where some of these changes have already been implemented, ask them to tell the class about their electoral system.

- *a vicious circle* – 'a problem or difficult situation that has the effect of creating new problems which then cause the original problem or situation to occur again'.
- *a well-rehearsed script* – 'a speech or dialogue that has been written out and practised many times before it is delivered publicly'.
- If something goes *a long way* towards doing a particular thing, it is an important factor in achieving that thing.
- If you *tailor a policy to fit public opinion*, you make it more appealing to the public by changing the details of it.
- *turn 18* – 'pass the age of 18'.
- *a mock election* – 'an election that you take part in as part of your preparation for a real election'.
- *grassroots democracy* – 'a political process whereby the general public have the opportunity to vote in decisions that are likely to affect them directly'.
- In *a referendum* the public are asked to vote on a particular policy of national importance.
- If there is *a participatory budget*, the public can decide how much of the tax-payer's money is to be spent on different things.
- *SMS-voting* – 'voting by means of a text message'.
- *take something into account* – 'consider something when you are thinking about a situation or deciding what to do'.
- *blatantly* – 'obviously'.

#### 5 Vocabulary focus

Tell students to complete each group of words with one noun from the article which collocates with all of them. Do the first item as an example with the class and then ask students to do the rest individually. When most students have finished, get the class to compare their answers in pairs and help each other with any language they are not sure about. Then go through the answers with the class, writing the answers on the board.

#### Answers

1. joke 2. vote 3. answer 4. meeting 5. election  
6. policy 7. opinion 8. goal

- *crack a joke* – 'tell a joke'.
- If *a joke falls flat*, no one laughs at it because they don't think it is funny.
- *a rambling answer* – 'an answer that doesn't make much sense because it keeps going off the subject in a confused way'. Give an example of a rambling answer. Then ask students to think of their own rambling answers to a question.
- *a cabinet meeting* – 'a meeting of the most senior ministers in a government to discuss policies'.
- *a stormy meeting* – 'a meeting in which there is a lot of angry argument or criticism'.
- *disrupt a meeting* – 'cause difficulties that prevent a meeting from continuing'.
- *in the run-up to an election* – 'in the period of time just before an election'.
- If someone *rigs an election*, they dishonestly arrange to get the result they want.
- *hold an election* – 'organise an election'.
- *adopt a controversial policy* – 'have a policy that will be the subject of intense public argument, disagreement or disapproval'. Ask students for examples of controversial policies.
- If an issue *divides public opinion*, people will form two opposing sides over the right course of action on that issue. Point out: *the government is divided over ...*
- *an opinion poll* – 'a survey in which people are asked their opinions about something, usually to find out how popular something is'. Ask students if there have been any recent opinion polls in their countries.
- People use *humble* in the phrase *in my humble opinion* to emphasise what they think, even though they do not feel humble about it.
- *a long-term goal* – 'something you hope to achieve over a long period of time'. Ask students for examples.
- *an immediate goal* – 'something you hope to achieve in the very near future'. Ask students for examples.
- *set a personal goal* – 'decide that you hope to achieve a particular goal in your life'.

When you have gone through the answers, ask students to scan the article for the words in the box and then search for verbs and adjectives which collocate with these words.



**Answers**

**ways:** to find ways of combating, six key ways  
**participation:** wider participation, greater participation, limit participation  
**the party line:** stick to the party line  
**debates:** encourage debates  
**system:** voting system, first-past-the-post system, A system of proportional representation

Put students into pairs and ask them to consider the collocations and look up any new ones in a dictionary. Get them to discuss when they might use the collocations before rounding up the answers with the class.

**6 Speaking**

As a final activity, students discuss a range of issues that are important in their country or that they might have a personal stance on. Go through the words in the box, explaining that they are all issues that the government might have an agenda to deal with, or policies already in place.

- *an abortion* – ‘a medical procedure to terminate a pregnancy’.
- *civil rights* – ‘the rights that people have in a society to equal treatment and equal opportunities, whatever their race, sex or religion’.
- *immigration* – ‘the coming of people into a country in order to live and work there’.
- *The infrastructure* of a country consists of the basic facilities such as transport, communications, power supplies and buildings, which enable it to function.
- Someone who has *a pension* receives a regular sum of money from the state or from a former employer because they have retired or because they are widowed or disabled. Ask students what the retirement age is in their countries.
- *Privatisation* of a company, industry or service that is owned by the state means that the government sells it and makes it a private company. Ask students for examples of companies or industries that have been privatised.
- *welfare* – ‘services that are provided by the state to help with people’s living conditions and financial problems’. Give examples of what this consists of in your country and ask students for information about welfare systems in their countries.

When students are clear on what the issues are, put them into small groups to discuss the questions. Feed back as a group.

**Homework**

You could ask students to do the activities in **Unit 8** in the **Workbook**, if you haven’t done so already. Alternatively, you could hold a mock election where students have to present a manifesto upon which the class will vote. The manifesto could concern the changes that could be made in the country or town where students are studying.



# Writing: Introductions to essays

## 1 Describing changes

Elicit from students what should go into an introductory paragraph for an essay. This is often a factual statement and some support for the statement, followed by a number of questions you plan to answer in the essay. The factual statement often describes a trend. Students should complete the task individually.

### Answers

1. The number of people using public phones has plummeted.
2. There has been a rise in the number of people committing suicide.
3. The past decade has seen an ever increasing number of cars on the road.
4. The last decade has seen a steady rise in the number of teenage pregnancies.
5. The hole in the ozone layer is twice the size it was five years ago.
6. Since the 80s the birth rate has slumped to just 1.3 children today.
7. Fewer and fewer people are buying music on CD.
8. There has been a drop in car crime over recent years but violent crime is going up.

- *plummet* – 'decrease quickly by a large amount'.
- *slump* – 'decrease quickly by a large amount'.

## 2 Speaking

Students should discuss the questions in pairs. Feed back as a class.

## 3 Using grammar: cause or result?

Students complete the task. Feed back as a class.

### Answers

**Cause–Result:** bring about, cause, give rise to, result in, lead to, play a part in, mean  
**Result–Cause:** be brought about by, be caused by, be the result of, stem from, be due to

Put students into pairs and ask them to complete the sentences with one word in each space. Highlight the importance of the prepositions that follow these words.

### Answers

1. played
2. result
3. caused
4. resulted
5. due
6. lead
7. stem
8. brought
9. rise
10. meant

Students should discuss the questions in **Activity 2** with a new partner. Encourage them to use the verbs they have just studied.

## 4 Vocabulary check

Encourage students to complete the exercise without looking at **Activity 3**. When they have finished, they can look back to check their answers.

### Answers

- a. funding
- b. expectancy
- c. conflicts
- d. countries
- e. education
- f. layer
- g. cancer
- h. pregnancies
- i. use
- j. network
- k. disasters
- l. ladder

## 5 Introductions

Explain the task. When most students have finished, get the class to compare their answers in pairs and help each other with any language they are not sure about.

### Answers

**Introduction 1:** d., b., a., c.

**Introduction 2:** e., c., a., d., b.

**Introduction 3:** b., d., c., a., e.

## 6 Practice

Students work individually to write down ideas and three introductory paragraphs. When they have finished, they should show their ideas to their partner, who should decide which of the three they prefer and why.

## 7 Planning

Students should choose one of the essays to write about. In pairs, they should brainstorm ideas. They can then exchange partners to discuss their ideas and write the essay for homework.





# The weather and the environment

## Unit overview

### General topic

The weather and the environment.

### Conversation

Talking about the weather and the problems it causes.

### Reading

Different opinions regarding a wind farm.

### Language input

- Similes.
- Word building and collocations.
- Using conditional sentences.

## Language strip

You can use the language strip to pre-teach some language. Ask students to underline anything they don't know and explain it to the class. Alternatively, use the language strip as a revision tool at the end of the unit. See the **Introduction** for ideas on how you could do this. The language is generally explained at the point where it comes up in the lesson, as described in the teaching notes below.

## Lead in

You could begin by asking students to discuss the following questions in pairs or small groups:

*What examples of unusual weather have we seen around the world in recent years?*

*Is the climate changing in your country?*

*What do you think is responsible for these changes?*

*Do you think we can do anything to slow down, halt or reverse the changes?*

## Conversation



### Talking about the weather

Introduce the activity by asking students questions about the weather today. You could use some of the questions from **Activity 1** to elicit different responses.

Tell students they are going to learn vocabulary to help them talk about the weather. Do the first item as an example with the class and then ask students to do the rest individually. When most students have finished, get the class to compare their answers in pairs and help each other with any language they are not sure about.

## Answers

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

As you go through the answers, deal with any problem words and pronunciation, and write up any new collocations or expressions that come up.

- *it's chilly* – 'it's unpleasantly cold'. Point out *I've got a bit of a chill* (a cold).
- *it's scorching* – 'it's extremely hot'.
- *it's pouring down* – 'it's raining heavily'. Also: *it's chucking down*.
- *an absolute blizzard* – 'a very bad snowstorm with strong winds'. Ask students what problems a blizzard could cause.
- *it's mild* – 'the weather is pleasant because it is neither too cold nor too hot'.
- *it's bitter* – 'it's extremely cold'.
- *it's spitting* – 'it's raining very lightly'.
- *it's going to chuck it down any minute* – 'it's going to rain very heavily very shortly'.
- *I got soaked* – 'I became wet through to the skin'.

After you go through the answers, ask students to test each other in pairs: one student covers the answers while the other student uses the questions as prompts. Students then swap roles. When they have finished, ask them to match the groups of adjectives with the nouns in the box. Get them to compare their answers in pairs before you go through the answers with the class.

## Answers

1. sky 2. fog 3. winds 4. rain 5. weather  
6. breeze

- *an overcast sky* – 'a sky completely covered with cloud'.
- *patchy fog* – 'fog that comes and goes at intervals and does not form a constant blanket'. Also: *a patch* – 'a small area'.
- *a howling wind* – 'a very strong wind that makes a loud noise'.
- *a biting wind* – 'a very cold wind'.
- *torrential rain* – 'rain that pours down in great quantities'.
- *tropical rain* – 'heavy rain that pours down for only a short time'.



- *fine rain* – ‘light rain’.
- *miserable weather* – ‘dull, wet weather’.
- *unpredictable weather* – ‘changeable weather’.
- *a breeze* – ‘a gentle wind’.
- *a stiff breeze* – ‘a strong breeze’.

Put students into pairs to discuss the three questions. Tell them that these questions offer a chance to recycle the vocabulary from the previous activity. Circulate and monitor students’ conversations. Encourage students to use the new language where possible. If they miss an opportunity to use the language, get them to reformulate their sentences. Feed back by asking for comments from the class and write any useful language on the board.

## 2 Listening

Tell students they are going to listen to six short conversations about the different types of weather they have just studied. As they listen, they should try and answer the two questions. Play the recording once. Give students a few minutes to compare their answers. Feed back and play the recording again if necessary.

### Answers

#### Conversation 1

- a. Heavy rain.
- b. A football match was postponed.

#### Conversation 2

- a. Overcast weather / It’s about to start raining heavily.
- b. A (wedding) reception that was to have been held out of doors may have to be moved indoors.

#### Conversation 3

- a. Very hot and humid weather.
- b. His mother found the heat unbearable and got a heat rash.

#### Conversation 4

- a. A gale / Gale-force winds.
- b. His flight has been delayed.

#### Conversation 5

- a. Very cold weather with snow and ice.
- b. The taxi / cab skidded on ice and they had a car accident.

#### Conversation 6

- a. Autumnal weather. (There are leaves on the line.)
- b. Leaves on the line caused the train to be delayed.

Turn students’ attention to the tapescript on page 151. Ask them to identify any new language associated with the weather and record it in their notebooks. Go round and help with any vocabulary students are unsure of.

### words marked with (\*) may be offensive to some people

- If a sports game *is rained off*, it has to stop or it is not able to start because of rain.
- If *the pitch is waterlogged*, the area where people play football is so wet that it cannot absorb any more water, so a layer of water remains on its surface.
- If you *postpone* an event, you delay it or arrange for it to take place at a later time than was originally planned. Also: *put off*.
- *it’s bucketing down* – ‘it’s raining very heavily’.
- *I can’t see them having ...* – ‘I can’t imagine that they will have ...’. Point out that this expression is followed by *-ing*. For example: *I can’t see him winning*.
- *reception* – ‘a formal party to celebrate a special event such as a wedding’.
- If *someone can’t handle a problem or situation*, they can’t deal with it successfully.
- *a bit much* – (informal) ‘excessive’.
- *sweat like a pig* (\*) – (informal) ‘perspire heavily’. Ask students when they would sweat like this.
- *a heat rash* – ‘red spots that appear on your skin because you are very sensitive to a combination of the heat and humidity’.
- If *a flight is grounded*, it is not allowed to take off.
- *it’s blowing a gale* – ‘it’s extremely windy’.
- *you’re kidding* – ‘you’re joking’.
- *it dropped to minus God knows what* (\*) – ‘the temperature dropped dramatically, but I don’t know what the exact temperature was’. This expression is often used to exaggerate. We can also use *God knows where / why / who / how ...!* For example: *God knows how he got here in time!*
- A *slippery surface* is difficult to walk on because of ice or because it is wet.
- If a vehicle *skids off the road*, it slides off the road while it is in motion, for example because you are trying to stop it suddenly on a wet road.
- *bloody typical!* (\*) – (informal) ‘it’s always the same!’ For example: *Ben is late. Bloody typical!*
- *slimy mush* – ‘an unpleasant, thick, wet, paste-like substance’.
- If you *make your point*, you prove that something is true, either by arguing about it or by your actions or behaviour. We often say *you’ve made your point* when we want someone to stop repeating the same thing.
- If someone keeps reminding you of something you would rather forget, they *are rubbing it in*.

## 3 Vocabulary focus

Play the conversations again and ask students to complete each sentence with two words from the texts.



**Answers**

- 1a. completely waterlogged 1b. do with  
 2a. was supposed 2b. can't see  
 3a. couldn't handle 3b. Apart from  
 4a. delayed indefinitely 4b. out of  
 5a. involved in 5b. ended up  
 6a. not uncommon 6b. no need

**4 Speaking**

Put students into pairs or groups of three to discuss the questions. Circulate and monitor what students are saying, noting any common mistakes they make. Feed back as a class with comments from students and any new language that came up.

- a close shave – ‘an accident or disaster that very nearly happened’. For example: *I nearly hit that car. It was a close shave.*

**5 Weather problems**

Ask students to complete the sentences with the words in the box. Do the first item as an example with the class and then ask students to do the rest individually. When most students have finished, get the class to compare their answers in pairs and help each other with any language they are not sure about. Then go through the answers with the class, writing the answers on the board.

**Answers**

1. bucketing down 2. snowed in 3. power cut  
 4. dropped, froze over 5. sunburnt, blisters  
 6. skidded 7. chaos 8. icy, tailback 9. foggy, visibility  
 10. soaked, downpour

- *horrendous* – ‘terrible’.
- If you *literally dig yourself out of the snow*, you are buried in the snow or surrounded by it and you get yourself out of it by digging.
- a *power cut* – ‘a period of time when the electricity supply to a particular building or area is stopped’. Ask students if power cuts are frequent in their countries.
- a *blisters* – ‘a painful swelling on the surface of your skin that contains a clear liquid and is usually caused by heat or by something repeatedly rubbing your skin’. Ask students when and why we get blisters.
- *chaos* – ‘a state of complete disorder and confusion’. Elicit the adjective: *chaotic*. Highlight the pronunciation: /keɪɒs/.
- a *tailback* – ‘a long line of traffic stretching back along a road, which moves very slowly or not at all, for example because of road works or an accident’.

- If there is *zero visibility*, you cannot see anything because it is very dark or because weather conditions are bad. Elicit other words that collocate with *visibility*: *poor, good*. Ask students what affects visibility: *fog, rain, mist, snow*.
- a *downpour* – ‘a sudden and unexpected heavy fall of rain’.

**6 Speaking**

Put students into pairs to discuss the three questions. Remind them that these questions offer a chance to practise the vocabulary from the previous listening and vocabulary activities. Circulate and monitor students, encouraging them to use the new language. Round up briefly with the class.

**7 Similes**

Turn students' attention to the picture on page 55 and ask them what it illustrates. If necessary, explain that *I have a memory like a sieve* means ‘I can't seem to remember anything’, for example new English words. A sieve is a tool used for separating solids from liquids or larger pieces of something from smaller pieces. It consists of a metal or plastic ring with a wire or plastic net underneath, which the liquid or smaller pieces pass through.

Explain to students that we use similes to describe a person or thing as being similar to someone or something else.

**Answers**

1. like a mudbath 2. like a pig 3. like cat and dog  
 4. like dirt 5. like a log 6. like the plague 7. like a glove 8. like a sieve

When going through the answers, remind students that these are idiomatic expressions. Try to get students to think of the meanings of the nouns and explain why they are used in these similes.

- a *log* – ‘a piece of a thick branch or of the trunk of a tree that has been cut so that it can be used for fuel or for making things’.
- the *plague* – ‘a terrible disease where the sufferer gets red swellings on their face and body, and which often results in death’.
- the *cut of clothes* – ‘the way clothes are designed and made’. For example: *I like the cut of your trousers*.
- *comfy* – (informal) ‘comfortable’.

The next activity offers students the chance to be creative with their answers. Monitor students as they write down their ideas and correct any mistakes you



notice. See who can make up the best / funniest / silliest examples before having a light-hearted round up of answers with the whole class.

## Reading

### Warmer

If you are starting a new lesson, begin with some revision. You could get students to test each other using the pairs of sentences in **Activity 1 Talking about the weather**. Alternatively, choose one of the activities from **Unit 9** of the **Teacher's Resource Book**.

### 1 Before you read

Use the discussion questions and photos to generate interest in the topic and to get students thinking about some of the issues in the reading text.

### 2 While you read

Tell students they are going to read a text about the erection of wind farms in the north of England. Ask them to predict what the article is about by examining the title. Ask them how they would feel if wind farms were erected near their homes. Get them to read the text and make notes on the opinions put forward by the groups and individuals in the box. Ask students to first scan the text and highlight the names before making notes.

#### Answers

**Professor Bellamy:** He is a conservationist interested in saving wildlife and its habitat. He says that wind farms are uneconomic and argues that we should reduce our consumption of fossil fuels in order to control greenhouse gases.

**Professor James Lovelock:** Despite being a leading green scientist, he thinks wind power cannot produce enough energy for our needs and has advocated the use of nuclear power.

**The people of Saddleworth:** We can infer that they are against the wind farms and assume that they do not want a nuclear power station 'on their doorstep' either.

**Environmentalists:** They want to see a reduction in the consumption of fossil fuels.

**The Countryside Alliance:** It argues against taxes on fuel, saying that people living in the country rely on their cars. They also think wind farms are unsightly and spoil the countryside.

**Left-wing groups:** They argue that the West is trying to restrict the growth of developing countries' economies by attacking the world's increasing consumption.

**Oil companies:** They argue that global warming doesn't exist.

**The writer:** The writer appears to feel confused, but argues that all this 'passing the buck' may ultimately mean it is too late to do anything about the problem.

You could use this opportunity to turn students' attention to the **Real English** box. Ask them if they think the people of Saddleworth wouldn't object to wind farms in other parts of the country, and are only objecting because the farm has been proposed near their homes. Ask students for examples of *nimbyism* from their town or country. As you go through the answers, deal with any problem words and pronunciation, and write up any new collocations or expressions that come up.

- *a desolate place* – 'an area with no people and lacking in comfort'.
- *grim* – 'unpleasant and depressing'.
- *bizarre* – 'very odd or strange'.
- *the erection of* – 'the construction of'.
- *a battleground* – 'an issue over which people disagree violently'.
- *I made the false assumption* – 'I incorrectly accepted that something was true without any real proof that it was so'.
- *on reflection* – 'after thinking carefully about something'. Point out that you can *reflect on something* – 'think about something'.
- *along with* – 'as well as'.
- *commercially viable* – 'capable of making a profit'.
- If something is *heavily subsidised*, a government or other authority pays part of the cost of it.
- *extol the virtues of someone or something* – 'praise the good qualities of someone or something enthusiastically'. Ask students what they could say to extol the virtues of someone or something.
- If you *advocate* a particular action or plan, you recommend it publicly.
- *on your doorstep* – 'very near to where you live'.
- *under the guise of* – 'while pretending to be someone you are not or to do something'. Point out that *under the guise of* is often followed by *-ing*.
- *and the like* – 'and others like them'.
- *conflicting claims* – 'ideas, beliefs or accounts that are very different from each other and it seems impossible for them to exist together or for each to be true'.
- The person who *fronts* an organisation is the most senior person in it.
- An *eminent* person is famous and respected, especially because they are good at their profession. Ask students if they can name eminent scientists from their countries.
- *a barrage of statistics* – 'a large number of statistics'. Ask students what else collocates with *a barrage of*: *questions, complaints*.
- *pass the buck* – 'refuse to accept responsibility for something and say that someone else is responsible'.
- If a situation is *down to someone or something*, it has been caused by that person or thing.



### 3 After you read

After students have read the article and made notes, get them to compare their answers in pairs. Ask them to discuss which arguments they have heard before and which ones are new. Encourage them to describe the situation in their country. Circulate and monitor their conversations, encouraging them to use the new language. Give feedback to the class at the end.

### 4 Word building and collocations

Write the word *environment* on the board. Ask students to build as many words as they can from this: *environmentalist*, *environmentally*, etc. Give students two or three minutes to do this. Briefly round up as a class. Then ask students to write down words from the article that are formed from the words in the box. When they have done this, get them to scan the article and underline the words they collocate with.

#### Answers

1. *environmental* movement, *environmentalist*
2. *false assumption*
3. preserve (natural habitats) from *destruction*, weapons of mass *destruction*
4. along with other *opponents*
5. they are in fact *uneconomic*, *economic* progress
6. *commercially viable*
7. heavily *subsidised*
8. planning *permission*
9. reducing *consumption* of (fossil fuels), the attack on *consumption*
10. so many *conflicting* claims, *conflicting* arguments

Get students to take a personal stance on the arguments put forward in the article by agreeing or disagreeing with the people and groups. They could use some examples from their country and draw parallels with the example of Saddleworth. Ask students what they would do if people were proposing to erect a wind farm on their doorstep. This leads on to the next activity on conditional sentences.

### 5 Using grammar: conditional sentences

To introduce this activity, you could ask students questions such as:

*What would you do if a wind farm was going to be built in your town?*

*How would the local people react?*

Round up briefly with the class and remind students of the use of conditional sentences if necessary.

#### Answers

1. be
2. find
3. turn
4. kick up
5. get away
6. stand for
7. grind
8. deteriorate
9. regret
10. happen

Explain that sentences 8., 9. and 10. use the first conditional instead of the second conditional because the condition is seen as much more real or likely to happen. We often use the first conditional when we are giving a warning. For example: *If we don't do this, that will happen.* In the final sentence, *If you ask me* is used as a set expression to express a personal opinion.

- *find a way of getting round a rule or law* – 'find a way of doing something that the rule or law is intended to prevent, without actually breaking the rule or law'.
- *kick up a fuss* – 'become angry about something and complain'.
- *If you get away with doing something wrong*, you do not suffer any punishment or other bad consequences because of it. For example: *He worked for the company and got away with stealing thousands of pounds.*
- *If you will not stand for something*, you will not allow it to happen or continue.
- *If a country's economy or a process grinds to a halt*, it gradually becomes slower or less active until it stops.
- *deteriorate* – 'become worse in some way'. Ask students what collocates with *deteriorate*: *someone's condition, someone's health.*

Play the recording and ask students to listen out for the expressions that are used.

#### Answers

There'd be a riot.

People just wouldn't stand for it.

If they don't do something drastic, the situation's just going to deteriorate.

People would just find ways of getting round it.

### 6 Practice

Focus on the structures presented in the Coursebook and explain how this language is an alternative to saying *I think they should ...* or *Why don't they ...*? This activity practises some of the vocabulary students came across in the article. You could review some of the ideas from the unit before asking students to complete the sentences.

Students should compare their ideas in pairs and find out if they agree or disagree with each other. Circulate and monitor their conversations, encouraging them to use the language and expressions from **Activity 5**. Round up briefly with some comments students made and any new language that came up.

#### Homework

You could ask students to do the activities in **Unit 9** in the **Workbook**, if you haven't done so already. Alternatively, ask them to do some Internet research into other global environmental problems, and find different views on the subject before writing a report about one of them.



# 10 Shopping

## Unit overview

### General topic

Shopping and black-market economies.

### Reading

How to respond to black-market economies.  
Problems with things you buy.

### Conversation

Returning faulty goods to shops.

### Language input

- Being sarcastic.
- Negative sentences.

## Language strip

You can use the language strip to pre-teach some language. Ask students to underline anything they don't know and explain it to the class. Alternatively, use the language strip as a revision tool at the end of the unit. See the **Introduction** for ideas on how you could do this. The language is generally explained at the point where it comes up in the lesson, as described in the teaching notes below.

## Lead in

To introduce the topic, put students into pairs and ask them to discuss the following questions:

*Where do you usually go shopping and what kind of things do you buy?*

*Would you consider buying something you knew was pirated or stolen if it were a lot cheaper? Are there any occasions when you think it is OK to buy such things?*

## Reading

### 1 Speaking

Tell students they are going to talk about shopping illegally and what things they consider acceptable to do. This activity works best if you keep the discussion light-hearted and assure students that nothing they say will go beyond the classroom! Put students into pairs or small groups and encourage them to explain to each other any highlighted words they don't understand. Check that all students understand these words before they discuss the questions. Circulate and monitor students' conversations, looking for opportunities to stretch what students are saying. Feed back as a class.

● *a tout* – 'someone who sells things such as tickets unofficially, usually at prices which are higher than the official ones'. Ask students what sort of events the tickets might be for. Have they ever bought tickets from a tout? Also: *tout for business* – 'try to obtain business'.

● *a counterfeit CD or DVD* is not genuine, but has been made to look exactly like a genuine one in order to deceive people. Ask students what else could be counterfeit: *money, a document*.

● *a pirate copy* – 'an illegal copy of something'. DVDs and CDs are often *pirated*.

● If you *fiddle your tax return*, you fill in your tax return with incorrect details about your income and personal situation so that you pay the government less tax than you should. Fiddling your tax return is illegal.

● *a cash-in-hand job* – 'a job that is done for cash and for which there are no written records'. In this way the person receiving the money is not taxed. Point out that this is illegal.

● *burn a CD* – 'write or copy data onto a CD'.

● *smuggle goods into the country* – 'bring goods secretly or illegally into the country'. Ask students for examples of goods that might be smuggled: *alcohol, cigarettes*. Ask students if they have ever smuggled things like this. Elicit the person: *a smuggler*.

● *a fraudulent benefit claim* – 'a deliberately deceitful application that you make to the government for money that is given to people who are poor, ill or unemployed'. Ask students if there are benefit claims in their countries.

● *a counterfeit replica football shirt* – 'an illegal copy of a replica football shirt'. A *replica football shirt* is a copy of one worn by a member of a well-known football team, and which is sold legally. Ask students for other examples of objects that could be counterfeit replicas: *a gun, a sports trophy*.

● *a fake brand-name perfume* – 'an illegally-produced perfume sold under a well-known brand name'. Also, teach *he's a fake* – 'he's not what he says he is'.

● *goods that have been nicked* – 'goods that have been stolen'. Ask students to look at the **Real English** box. Elicit other informal words meaning 'steal': *pinch, nab, thief, make off with*.

### 2 While you read

Tell students they are going to read an article about the black economy in different countries. Ask them what they think *black economy* means ('the buying, selling and producing of goods or services that goes on without the



government being informed, so that people can avoid paying tax on them'). Ask students to say a little about any black-market activities that exist in their country.

Elicit from students what the title *Out of the black, into the red!* means. Explain that if a company or person is *in the black*, they don't owe anyone any money, but if they are *in the red*, they are in debt. As they read, students should try to answer the four questions. While they are reading, go round and monitor, helping with any words or expressions they are unsure about.

#### Answers

1. The UK government has promised to introduce stiffer penalties for benefit fraud and clamp down on piracy. The US government has introduced legislation making illegal downloading and file sharing a federal crime punishable by up to ten years in prison.
2. The death of 21 Chinese migrant workers who were killed while working illegally for slave-labour wages.
3. Academics have suggested that the proposals miss the point, and that black-market activity actually supports the mainstream economy. They point out that illegal downloaders also buy music tracks legitimately and that Hollywood's profits increase year by year. They also argue that 'off the books employment' is essential to many people and that the law often encourages the black economy.
4. The basic income tax should have a higher starting threshold, brothels should be licensed and tax on alcohol and cigarettes should be reduced.

As you go through the answers, deal with any problem words and pronunciation and write up any new collocations and expressions that come up.

- *illicitly* – 'not allowed by the laws or social customs of a country'.
- *treacherous* – 'dangerous and unpredictable'. For example, a road covered with ice is treacherous.
- *cast a stark light onto the shadowy world of Britain's black-market economy* – 'make known to the public the unpleasant aspects of Britain's black-market economy'.
- *cockles* – 'small edible shellfish'. Ask students if they can name any other shellfish.
- *incoming tide* – 'the movement of the level of the sea towards the land'.
- *a ruthless gang* – 'a group of criminals who will do anything that is necessary to achieve what they want'.
- *the tip of the iceberg* – 'one small part of a much larger problem'.
- *a stiff penalty* – 'a severe punishment for breaking a rule or law'.
- If you *undercut wages*, you pay lower wages than those regarded as accepted for a particular job.

- *draconian new legislation* – 'very harsh new laws'.
- *akin to* – 'similar to'.
- When *battle lines are drawn*, two sides prepare to fight about an issue. Also: *battlelines* – 'the positions taken by two or more armies before a battle begins'.
- *rampant piracy* – 'piracy that is very common and increasing in an uncontrolled way'.
- *bootlegging* – 'making and selling goods secretly and illegally'. Ask students for examples of goods made by bootleggers: *music recordings, alcohol*.
- *miss the point* – 'not understand the significance of what someone has said'.
- *buoyant* – 'successful and profitable'.
- *a boost* – 'an improvement or lift'. For example: *It gave me a boost*. Ask students what gives them a boost when they are feeling low.
- *VAT* – (value added tax) 'a tax that is added to the price of many goods and services'. The standard rate in the UK is 17.5 percent. Ask students what the VAT rate is in their countries.
- If you *resort to buying fake goods*, you buy them even though you do not really approve of buying fake goods because you can see no other way of obtaining the genuine articles. Also, teach *as a last resort*. For example: *I copied my essay off the Internet as a last resort*.
- *a brothel* – 'a building where men can go to pay to have sex with prostitutes'.
- If you *make a switch to something different*, for example to a different system or task, you change to it from what you were doing before.
- *a manifesto* – 'a statement published by a political party or a government in which they say what their aims and policies are'.

### 3 Word check

Tell students that the words in the box are all in the article they have just read. Ask them to complete the sentences with the correct form of the words. Do the first item as an example with the class and then ask students to do the rest individually. When most students have finished, get the class to compare their answers in pairs and help each other with any language they are not sure about. Then go through the answers with the class, writing the answers on the board.

#### Answers

1. uncovered
2. rampant
3. draining
4. draconian
5. incorporates
6. undercut
7. radical
8. dented
9. resort
10. cast



- a *probe* – ‘an investigation’.
- *uncover* – ‘reveal’.
- If the economy is *crippled by inflation*, it is so badly damaged by inflation that it cannot operate properly. *Inflation* – ‘a general increase in the prices of goods and services in a country’.
- If something *drains a company’s financial resources*, it uses up or spends all the company’s money.
- If something is *flawed*, it has faults or mistakes in it. Point out the opposite: *flawless*.
- If you need a *radical rethink*, you need to think about something again in a completely new way.

#### 4 Speaking

Put students into pairs or small groups to discuss the questions. Monitor them closely and if necessary prompt them to reformulate their sentences in ways that incorporate the new language. When they have finished, round up answers with the class.

#### 5 Problems with things you buy

Put students into pairs and ask them to discuss what each sentence is about. Point out that there could be more than one answer. Give students three or four minutes to discuss, and then ask them to compare their ideas with another pair. Feed back as a class and check students’ understanding of the vocabulary presented.

#### Answers

##### Suggested answers

1. a DVD / a video
2. a CD
3. a piece of clothing
4. some kind of crockery or a vase
5. a cup / a suitcase
6. computer software
7. a piece of clothing
8. jeans or trousers
9. a piece of furniture
10. an accessory, e.g. a handbag or hat
11. a shoe
12. a car
13. food

- A *fuzzy* picture or sound is unclear and difficult to see or hear.
- If a piece of clothing *shrinks in the wash*, it becomes smaller in size as a result of being washed.
- If an object like a cup is *chipped*, a small piece has been broken off it.
- If one make of computer or computer equipment is *compatible with* another make, they can be used together and can use the same software. Elicit the opposite: *incompatible*. Also, people can be incompatible in relationships.

- If the *colours* of a piece of cloth *run*, the dye comes off when the cloth gets wet.
- *Flat-pack* furniture is furniture such as shelves and cupboards which you buy as a number of separate pieces and assemble yourself.
- If a piece of clothing or an accessory *doesn’t go with the rest of the outfit*, it doesn’t look nice with the rest of the outfit. Ask students for examples of things that go / don’t go with each other.
- a *sole* – ‘the underneath surface of a shoe or boot’.
- *chuck something away* – (informal) ‘throw something away’.

## Conversation

### Warmer

If you are starting a new lesson, begin with some revision. You could ask students to try and remember the meaning of the words in red in **Activity 1 Speaking**. A further option would be to choose one of the activities from **Unit 10** of the **Teacher’s Resource Book**.

### 1 Speaking

Read out the short introduction. Ask students to try and remember some of the problems with the goods in **Activity 5** on page 59. Get them to look back at the sentences and then discuss the two questions in pairs. Circulate and monitor their conversations, looking for opportunities to stretch what they are saying. Round up with a few corrections. You could use this opportunity to pre-teach some of the items in the listening activity.

### 2 Listening

Tell students they are going to listen to Joanna talking to a shop assistant. She is trying to return something. Ask students if they have ever tried to return goods to a shop and encourage them to tell the class about the experience. Was the shop assistant helpful or did students have problems?

Play the recording once. As students listen, they should try to answer the two questions. Don’t let students read the conversation at this stage, and if necessary get them to close their books to help them resist temptation.

#### Answers

1. A pair of shoes which are coming apart at the sole.
2. She is unhappy because the assistant refuses to give her a refund.

Tell students they are going to listen to the conversation again, but this time they should complete the missing gaps. Play the conversation through once and ask



students to write the missing words as they listen. Give them a couple of minutes to compare their answers. Feed back and play the recording again if necessary.

### Answers

1. I wonder if
2. a bit scuffed
3. wasn't expecting to be
4. in that case
5. out of the question
6. a hundred quid
7. all I'm saying is
8. just great, that is

- *Scuffed shoes* have been marked by scraping them against other things.
- *a refund* – 'a sum of money which is returned to you because you have returned goods to a shop'. Ask students when they last got a refund.
- *that's just out of the question* – 'that's completely impossible or unacceptable'.
- *a quid* – (colloquial) 'a pound'.
- *take something up with the manager* – 'discuss something with the manager'.

After you have checked the answers, get students to practise reading the conversation in pairs, paying particular attention to the intonation.

### 3 Being sarcastic

Turn students' attention to Joanna's last sentence in the conversation and ask them why she says 'that's great!' when clearly it isn't. Establish that she is being sarcastic. Point out that she not only says the opposite of what she means, but she also uses her voice to convey her true meaning by exaggerating her intonation pattern. Point out that being sarcastic is potentially very rude and students should use sarcasm with caution.

Play the recording once. Ask students to listen to the sarcastic comments and repeat them, paying close attention to the correct intonation pattern. Students can sometimes feel foolish when practising what is, for them, unnatural intonation, so persevere, keeping the activity light-hearted. Then put students into pairs. They should take turns to read sentences a–g and respond with one of the sarcastic sentences from the recording. Circulate and monitor their responses, paying attention to the intonation pattern they use. Listen for inappropriate responses and correct them. At the end of the activity, go through the answers with the whole class.

### Answers

- |               |                   |
|---------------|-------------------|
| a. 4.         | e. 1., 4., 7.     |
| b. 3., 5., 9. | f. 1., 4., 7., 8. |
| c. 5., 9.     | g. 2., 11., 12.   |
| d. 4., 5.     |                   |

### 4 Role play

Put students into pairs. Tell them they are going to have a similar conversation to the one between Joanna and the shop assistant. The pair should decide on one of the shopping problems in **Activity 5 Problems with things you buy** on page 59. Ask them to look at the conversation in **Activity 2 Listening** again and the sarcastic comments in **Activity 3 Being sarcastic**. Give them three minutes to prepare. Circulate and monitor students' conversations, noting down any interesting phrases or common mistakes. Give students four or five minutes for this activity. You could ask them to act out their conversation in front of the whole class. Briefly round up with the class, picking out examples of language which occurred earlier in the unit, and focusing on the intonation used in students' sarcastic comments.

### 5 Listening

Tell students they are going to listen to three more conversations. In some of them, someone is being sarcastic. Play the recording once, getting students to identify in which conversations someone is being sarcastic. Ask students to compare their answers with a partner. You could play the recording again if necessary and ask students to listen for where the speakers are.

### Answers

Conversations 2 and 3 are sarcastic.  
In Conversation 2 the woman is being sarcastic because they were meant to be at the train station five minutes ago.  
In Conversation 3 the man is being sarcastic because he refers to the woman's bottom as 'normal'.

- *an adaptor* – 'a special device for connecting electrical equipment to a power supply, or for connecting different pieces of electrical or electronic equipment together'.
- *A plug* on a piece of electrical equipment is a small plastic object with two or three metal pins which fit into the holes of an electric socket and connects the equipment to the electricity supply. Ask students where you plug an appliance: *into a socket*.
- *not as far as I know* – 'I don't think so'. Ask students questions to elicit the response.



- If you are *distracted*, you are not concentrating on something because you are worried or are thinking about something else.
- If someone's remarks are *flattering*, they praise you and say nice things about you. Ask students for examples of flattering comments.
- If you *show off your backside*, you make your bottom look obvious because you are proud of it.

## 6 Using grammar: negative sentences

Write the following on the board:

*You don't think it makes my bum look big?*

Ask students why the woman in Conversation 3 in **Activity 5** used a negative sentence with a questioning intonation. Explain that we use sentences like this when we are unsure about something and want to check someone's opinion. Tell students to match the negative sentences with the correct response. Do the first item as an example with the class and then ask students to do the rest individually. When most students have finished, get the class to compare their answers in pairs and help each other with any language they are not sure about. Feed back as a class.

### Answers

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

- Something *extravagant* costs more than you can afford. Elicit the noun: *extravagance*. Ask students if they have been extravagant recently.
- If you *splash out on something* like a luxury, you buy it even though it costs a lot of money. For example: *My dad splashed out on a new Porsche when he retired.*
- *Revealing* clothes allow more of a person's body to be seen than is usual. For example, a low neckline can be revealing.
- *if you've got it, flaunt it* – 'if you possess an object, ability, quality or physical attribute that you are proud of, display it and obtain other people's admiration'.
- *Frumpy* clothes are dull and unfashionable and make you look older than you are. Ask students what sorts of clothes are frumpy. Point out the noun: *a frump*. For example: *She's a real frump.*
- *tacky* – 'cheap and badly made or vulgar'. Ask students if they have anything that is really tacky.
- A *flimsy* object is weak because it is made of a weak material or is badly made.
- If you describe a piece of clothing as *loud*, you dislike it because it has very bright colours or very large, bold patterns which look unpleasant. Go through the **Real English** box.
- If colours *clash*, they look ugly together. Ask students for examples of colours that clash.

After you have had a round up of answers with the class, get students to test each other on the questions and answers. Give them one minute to memorise the answers. Then ask them to take turns testing each other.

Tell students they are going to practise this vocabulary by describing the pictures on page 61. The beginning of the conversation is given. Monitor them closely and prompt them when necessary to reformulate their sentences in ways that incorporate the new language. When they have finished, have a round up of answers with the class.

### Homework

You could ask students to do the activities in **Unit 10** in the **Workbook**, if you haven't done so already.

There continues to be a lot in the news about illegal file-sharing on the Internet and how this is having an impact on the music industry. Ask students do some Internet research and come up with some solutions as to how this problem should be tackled by the music industry and law enforcement agencies (if it should be tackled at all).



# Writing: Letters of complaint

## 1 Speaking

Introduce the topic by asking students the following questions:

*Have you ever written a letter of complaint?*

*Who did you write to and why?*

*What response did you get, if any?*

Then ask students to read about the problems and rank them. Get them to discuss their ideas with a partner and give reasons for their rankings. Feed back as a class.

## 2 Listening

Tell students they are going to listen to two people talking about a problem one of them had. As they listen, they should answer the questions.

### Answers

Donna had problems with her rail journey. On the return journey she had to travel by coach because Goldlink didn't have any trains running on Saturday. She also had problems on the way out. There was a delay and her connecting train was also delayed and overcrowded.

## 3 Reading

Tell students they are going to read the letter Donna wrote to the rail company. Ask them what sort of language they would expect to find in a letter of complaint (for example formal vocabulary, no contractions and use of the passive). As students read, they should answer the questions.

### Answers

- Donna wrote to complain about the Goldlink train service but received an inadequate response, which is why she is writing again.
- She didn't mention that her bag had been stained because the floor of the train had not been cleaned.

● *inadequate* – 'not good enough'.

● If you *reiterate* something, you say it again, usually in order to emphasise it.

● If you *fail to address a complaint*, you do not deal with the complaint even though you should have dealt with it.

● If you *neglect to do something*, you do not do it even though you should have done it.

● *compensation* – 'money that someone who has experienced loss or suffering claims from the person or organisation responsible'.

● *a prompt reply* – 'a reply made without delay'.

Ask students to spend two minutes trying to memorise the underlined expressions.

## 4 Useful expressions

Put students into pairs and ask them to complete the task without looking at the original letter. When they have finished, get them to compare their answers with another pair before checking against the original letter.

## 5 Using grammar: *Not only ... / At no time ...*

Turn students' attention to the three patterns from the letter and ask them to look at them carefully. Get students to rewrite the sentences.

### Answers

- Not only did the room overlook a building site, but it was (also) filthy.
- At no time did anyone inform us what was happening or why the plane had been delayed.
- Not only were there over 18 students in the class, but the room was (also) dark and cramped.
- Not only was our teacher frequently late for class, but she (also) had extended breaks.
- At no time were we provided with any refreshments while we were there.
- Not only have you wasted my time, but you have (also) wasted my money.
- Not only was I required to pay for the transfer to the airport, but I (also) had to pay a service charge for my room.
- At no time did anybody say children were not allowed at the event, although / even though I asked several times.



## **6** According to ...

Explain to students that *according to* is often followed by a contrast. Give them an example of your own and then ask them to complete the contrast sentences with their own ideas.

### **Answers**

#### Possible answers

1. it appears that Mr Thomas does not have a degree
2. that it was at least five minutes' drive away
3. it is on their second
4. we have a healthy bank balance and shall be expanding at the end of the summer
5. I discovered that we had to pay for lunches
6. I have been waiting for two weeks for my new PC

## **7** Planning

Ask students to tell each other about a similar bad experience or a time when they had to complain. They should write the letter for homework using the model as a guide.



### Unit overview

#### General topic

Relationships.

#### Conversation

Speculating about why people go missing.  
A row between friends.

#### Reading

Two student housemates moan about each other.  
Role play having a row.

#### Language input

- *Must / might / can't.*
- Reporting conversations.
- *She's not exactly ...*
- *I wish you wouldn't do that.*

### Language strip

You can use the language strip to pre-teach some language. Ask students to underline anything they don't know and explain it to the class. Alternatively, use the language strip as a revision tool at the end of the unit. See the **Introduction** for ideas on how you could do this. The language is generally explained at the point where it comes up in the lesson, as described in the teaching notes below.

#### Lead in

You could do one or both of the following:

- Ask students to tell each other about two people they have a close relationship with. They should say what they like about these people and what they dislike.
- Find out if students have lost touch with someone they used to be close to. What happened? Why did they drift apart? Would they like to get in touch with them again?

## Conversation

### 1 Before you listen

Tell students they are going to learn some collocations which feature in the listening activity that follows this one. Do the first item as an example with the class and then ask students to do the rest individually. When most students have finished, get them to compare their answers in pairs and help them with any unfamiliar language.

### Answers

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

As you go through the answers, deal with any problem words and pronunciation, and write up any new collocations or expressions that come up.

- If you *want the ground to open up*, you feel very embarrassed and wish you could disappear. Ask students if this has ever happened to them.
- If you go *bright red*, your face becomes red, usually because you are embarrassed. Ask students when they go red. Also: *blush*.
- If you *drop the subject*, you stop talking about something you no longer want to discuss.
- If people *have some kind of falling out*, they have an argument and stop being friendly. Point out that people can *have a falling out over something* or people can *fall out over something*. For example: *My brother and I fell out over what to buy mum for Christmas*. Also: *fall out with someone*. Ask students for example sentences.
- If someone *bites your head off*, they are angry and shout at you, probably without good reason.
- If you *have got a temper*, you get angry easily. Also: *a bad-tempered / good-tempered / even-tempered person*. Ask students if they know anyone who has got a temper.
- If people *get over an argument*, they resolve their differences and are friendly again. Also: *make up with someone* – 'become friends with someone again after an argument or fight'.
- If you *feel a bit left out*, you feel sad because you are not included in a group or activity.
- If you *give someone a ring*, you telephone that person.
- If someone or something *ruins the whole evening*, they spoil the evening.

Ask students to predict what the listening is about, based on the vocabulary they learnt in the previous activity. Give them three or four minutes to think about this before getting ideas from the class.

### 2 While you listen

Tell students they are now going to listen to what actually happened. Get them to listen to the recording and decide if they were correct or not. Then put them into pairs and ask them to re-tell the story to each other. Encourage them to use as many of the words



from **Activity 1** as possible. Circulate and monitor students' conversations, stretching them when necessary.

### Answers

The group begin the conversation by remembering the holiday they had in Portugal. Michelle tried to impress a group of lads with her knowledge of food by ordering something which she thought was fish, but was in fact something that looked like blue-veined golf balls. Amy and Michelle appear to have had a falling out. Caitlin says that Michelle has a bit of a temper, although Amy is not that tolerant either. Caitlin had been hoping to see Michelle tonight, but admits that she often felt left out when she was with Michelle and Amy. Danielle suggests Caitlin gives her a ring.

- *it's always the way* – 'that always happens'.
- *If the colour drains from your face*, your face becomes very pale suddenly because you feel ill, frightened, etc.
- *don't get in a mood* – 'don't get angry or upset'.
- *petty* – 'unimportant'.
- If people *drift apart*, they become less intimate or friendly than they used to be because they see each other less. Ask students if they have drifted apart from anyone.
- If you *change the subject*, you stop talking about something and talk about something else.

### 3 Comprehension

Get students to read the tapescript on page 152 before they use the questions to speculate about the situation. There is no single correct answer here, but encourage students to think about what *must*, *might* or *can't have* happened. This activity leads to a look at the grammar of *must / might / can't* when speculating about things, so listen out for how students use this language before you begin **Activity 4** in order to be able to gauge how much guidance they will need with the grammar.

### 4 Using grammar: *must / might / can't*

Focus on the example sentences from the listening activity and elicit from students the differences in meaning. You could use this opportunity to refer students to the **Real English** box. Explain that although this looks like a grammar structure, it is in fact a set expression which can be used without having to make any changes at all. It links back to Unit 10 and the section on sarcasm. Get students to try to remember that sarcasm works by saying one thing, but meaning the opposite. We use sarcasm when we are annoyed, and we show we are being sarcastic by exaggerating our intonation. Students will find it useful to drill the intonation pattern.

Explain the task and do the first item as an example with the class. Then ask students to do the rest individually. Monitor and help with any unknown language. When most students have finished, get the class to compare their answers in pairs. Elicit answers from the class, writing up the answers on the board.

### Answers

1. *must have split up, might just be*
2. *must be, can't be*
3. *might be waiting, might just have got, must be caught, might just have forgotten*
4. *might have had, must have felt, can't have been*

● If two people *split up*, they end their relationship or marriage. For example: *His parents have split up*. Also: *break up*.

● If two people *get their wires crossed*, they misunderstand what the other said or intended.

● *a drama queen* – 'someone who overreacts to situations or events because they like the sensation this creates'. Ask students if they know any drama queens. What do these people do?

● If you *go on about something*, you talk about the subject continuously in a way that bores or annoys others.

If students need extra guidance, ask them to read **G10** on page 166.

### 5 Practice

You could begin this activity by asking students to discuss the following questions in pairs or small groups: *Why do you think people go missing?*

*What do you think is the most common age group for people to disappear?*

*What advice would you give to someone who was thinking about running away from home?*

Tell students they are going to practise the grammar structures they have just studied. Get them to read the three texts and then, in pairs, speculate about what might have happened in each case using *must*, *might* and *can't*. Circulate and monitor students' conversations, listening out for examples of the correct language. If students miss an opportunity to use the language, get them to reformulate their sentences. Give feedback to the class at the end, picking out examples and writing them up on the board to illustrate the modal verbs.

### Answers

Possible answers

1. Linda Peyton *might have gone off to be with her boyfriend as she was last seen in the same part of the country where he lives. She might be living with him. She might have hated living with her grandparents, and decided to run away.*



2. Richard Withers must have wanted to disappear completely because he left his personal documents and credit cards behind and so left no trail. He must have been really unhappy. He might have committed suicide.
3. Skip Hudson can't have been planning to disappear as he had been planning and looking forward to his holiday. He can't have gone far as he was seen in a nearby town on Boxing Day. He might have got cold feet over getting married.

- If someone *wouldn't hurt a fly*, they are very gentle and wouldn't harm anyone.
- *Boxing Day* is 26<sup>th</sup> December. This is a public holiday in the UK and other Commonwealth countries. There are several explanations why 26<sup>th</sup> December is called Boxing Day, the most popular being that traditionally this was the day tradesmen collected their Christmas boxes or gifts for the work they had done during the year.

## 6 Reporting conversations

Turn students' attention to the example sentence from the listening in **Activity 2** and remind them of the meaning of *has bitten my head off*. Obviously, no one actually bit anyone else's head off! Explain that it means someone 'snapped at me', i.e. they suddenly and unexpectedly became very angry.

Explain the task and get students to complete the sentences with the words in the box. When most students have finished, get the class to compare their answers in pairs and help each other with any language they are not sure about. Then go through the answers with the class, explaining any problematic phrases that come up.

### Answers

1. taking: He was taking the mickey out of. If you *take the mickey out of someone*, you make fun of them and ridicule them. A more impolite way of saying this is *take the piss out of someone*, although you should warn students that this is potentially offensive and must be used with caution.
2. head: bit my head off. Refer students to the explanation at the beginning of the activity.
3. mood: she got into a right mood. If you *get into a (right) mood*, you become angry, sulky or grumpy.
4. brick wall: it was like talking to a brick wall. If you say *it was like talking to a brick wall*, you mean that although you tried to tell someone something, explain something to them or persuade them, your words had no effect and they paid no attention to you.

5. exactly: she wasn't exactly sympathetic. If you describe someone or something as *not exactly + adjective*, you mean they are the opposite of the word you used to describe them. In this case, *she wasn't exactly sympathetic* means that she didn't seem to care. Another example: *He wasn't exactly hard-working*. This means that he was lazy. Notice how both these examples are negative; this is a very common use of the expression.
6. had: had a bit of a heart to heart about things. If two people *have a heart to heart about something*, they have a serious, honest and open discussion about a sensitive subject.
7. get: I couldn't get a word in edgeways. If you *cannot get a word in edgeways*, you do not have the opportunity to speak because someone else is talking so much.
8. chest: I just needed to get it off my chest. If you *get something off your chest*, you talk about something that has been worrying you.
9. took: he took it the wrong way. If you *take something the wrong way*, you misinterpret something someone has said and are offended by it.
10. confirmed: she confirmed my worst suspicions. If someone *confirms your worst suspicions*, they tell you that something bad that you have only suspected to be true up to now is really true.

After you have gone through the answers, get students to underline the whole expression in each sentence. Go round and monitor, making sure they have picked out the correct part of the sentence. After they have finished, you can have a class round up of answers. Make sure students understand the expressions.

Get students to discuss what was actually said in each situation. You could elicit some examples before asking students to look at all the sentences. Explain that they should develop their ideas into mini dialogues which they will act out for the rest of the class. Monitor students' ideas and help them when necessary. Get students to watch some of the exchanges being acted out and ask them to guess which sentence is being acted out.

## Reading

### Warmer

If you are starting a new lesson, begin with some revision. Ask students to try to remember some of the sentences they made when speculating about the people in **Activity 5 Practice**. Alternatively, you could ask students to look at the **Language strip** on page 64 and underline and explain all the expressions that came up in the previous lesson. A further option would be to choose one of the activities from **Unit 11** of the **Teacher's Resource Book**.



## 1 Listening

Introduce this topic by asking students if they consider themselves argumentative. What was the last row /*rau*/ they had? Who was it with? Alternatively, you could discuss what people often have rows about.

Tell students they are going to listen to two people having a row and that they should answer the three questions as they listen. Play the recording once. Give students a few minutes to compare their answers in pairs and then elicit answers from the class.

### Answers

1. They are husband and wife.
2. A mess their son has left behind.
3. The husband accuses the wife of being as messy as the son.

● *I've had it up to here with him!* – 'I have no more patience with him and I will not tolerate him or his behaviour any more'. We often say this while making a gesture – indicating a point above the eyebrows. Also: *I've had enough, I'm fed up with him.*

● If you *never lift a finger*, you never do any work or help anyone.

● *look who's talking!* – 'you can't criticise because you are just as bad as the person you are criticising'.

● *talk about the pot calling the kettle black* – 'you shouldn't criticise because you are equally bad'. This is an idiomatic expression.

● If someone *hasn't turned out that bad*, they have not become or grown up to become a bad person.

● *a complete and utter slob* – 'an extremely lazy and untidy person'. This is often used to exaggerate.

● *just leave it, will you?* – 'please don't talk about it any more'.

● If you *get worked up about something*, you become angry or upset about it. Ask students if there are any topics they get worked up about.

● If you *sort yourself out*, you realise you have behaved wrongly and start to act reasonably.

## 2 Language focus: having an argument

Tell students they are going to hear the conversation again. As they listen, they have to complete each sentence with one word. Play the conversation once. If students feel the task is too difficult, encourage them to guess the missing words by thinking logically. Give students a few minutes to compare their answers in pairs. Feed back and play the recording again if necessary. Students can read the tapescript on page 153 to check their answers.

### Answers

1. here
2. lifts
3. Look
4. supposed
5. pot, kettle
6. exactly
7. slob
8. constantly
9. 'd / would (point out the use of *would* after *wish*; this will be explored in Activity 5 later in the unit)
10. wouldn't

Go through the meanings of the expressions with students. Then get them to discuss the expressions in sentences 1 and 5. Ask them to think of other situations where they could use these expressions. Finally, ask them to discuss which expressions they are most likely to use and in which situation.

## 3 Speaking

Put students into pairs or groups of three to discuss the questions. Then have a discussion with the whole class. This activity allows for some free practice before the grammar exercises which follow.

## 4 Using grammar: *She's not exactly ...*

Refer students to the example from the listening activity: *You're not exactly the tidiest person in the world yourself.* Explain that if you describe someone as *not exactly + adjective*, you mean that they are the opposite of the word you used to describe them. We often use this structure to criticise people or things. In this case, the husband says *You're not exactly the tidiest person in the world yourself* to imply that his wife is messy. Focus students' attention on the five examples and ask them what the final three examples might mean.

- *She's not exactly an oil painting:* She's unattractive.
- *He didn't exactly cover himself in glory:* He failed in what he was doing / He disgraced himself.
- *It's not exactly rocket science:* It's actually quite easy / simple.

Explain the task. Students have to respond to the sentences using the words in the box. Do the first item as an example with the class and then ask students to do the rest individually.

### Answers

#### Suggested answers

1. not exactly generous
2. not exactly the best film ever
3. not exactly the most positive person I know
4. didn't exactly help
5. not exactly Bill Gates
6. not exactly sharp

● If someone is *tight-fisted*, they are unwilling to spend money. Elicit the opposite: *generous*.

● *thick* – (informal) 'stupid'.

● *I wouldn't go that far* – 'I wouldn't express myself in such extreme terms'.



Get students to think of their own sentences using *not exactly*. Give them four or five minutes to do this before they compare their ideas with a partner. You could get them to develop their ideas into mini dialogues, which they can then act out for the rest of the class. Feed back in the usual way.

## 5 Using grammar: *I wish you wouldn't do that!*

Ask students if they can remember who said the two sentences in **Activity 2** and what they were talking about. Elicit that the speaker is complaining about someone. Explain that we use these structures to complain about other people's annoying behaviour. You could give an example related to your students (keeping it lighthearted): *I wish Ricardo wouldn't look out of the window all the time!*

Explain the task. Do the first item as an example with the class and then ask students to do the rest individually. When most students have finished, get the class to compare their answers in pairs and then elicit the answers from the class.

### Answers

1. wouldn't keep 2. 'd tell 3. wouldn't talk down  
4. wouldn't assume 5. wouldn't barge into 6. 'd stop  
7. wouldn't call 8. wouldn't get

- If you *are worried sick*, you are extremely worried.
- *a little kid* – 'a young child'.
- If you *barge into a room*, you enter it in a rough or rude way, usually without knocking or asking for permission to enter.
- If someone *puts words into your mouth*, they deliberately misinterpret what you have said, or try to make it seem as if you meant something different from what you actually intended to express.
- If someone *twists what you are trying to say*, they are trying to make it seem as if you mean something different from what you actually intended to express.
- *worked up* – 'upset and angry about something'.

Get students to think creatively about people they know. What irritates them? Get them to write three sentences about either a family member or one of their friends. They could write about another classmate if you think they can do it without upsetting anybody! Finally, get students to read **G11** on page 166.

## 6 Reading

Tell students they are going to read a text about the problems of sharing a house. Ask them if they share a house or flat with anyone. How do they get on with their housemates or flatmates?

Divide students into two groups: A and B. Students in group A will read the article on page 67. Students in group B will read the article on page 174. Ask students to read the three questions before they read their respective articles. They should try and imagine that they are the person speaking in the article and answer the questions. Then get students who have read the same article to compare their answers and complain about their situation to each other.

### Answers

#### Suggested answers

#### Group A

1. I don't get on with my housemates at all. I think they're losers, layabouts and spoiled. I guess they've led a sheltered life.
2. They steal my food and are messy. They wake me up at night when they come in from partying. Sometimes they make fun of my accent.
3. I think they don't understand what it's like to struggle in life. Nor do they understand that this is my opportunity to escape the hardships that my family went through.

#### Group B

1. I have a real laugh with two of my housemates, but I have a problem with Martin. He's so uptight; he needs to relax a bit and enjoy himself.
2. He's always going on about how he's had to struggle to get where he is today, and that's tedious. He nags us about being messy but he isn't exactly tidy himself.
3. I think he's got a chip on his shoulder about coming from the North. If he could just accept us a bit more, we could have some fun together.

- If something *isn't all it's cracked up to be*, it doesn't live up to its reputation. Ask students for examples of things like this.
- If something is *your ticket out of a place or situation*, it is a means of getting away from this place or situation to a better place or situation.
- If you *get on with someone*, you like them and have a friendly relationship with them. Also: *get on well / badly with someone*, *get on like a house on fire*.
- *a layabout* – 'a lazy person who doesn't work'.
- If you *have led a sheltered life*, you have been protected from difficult or unpleasant experiences.
- *it's out of order* – 'it's not right or acceptable'.
- *hilarious* – 'very funny'.
- *a ringleader* – 'the person in a quarrel or disturbance who started it and who caused most of the trouble'.
- *a party animal* – 'someone who goes out to parties all the time'. Ask students if they know any party animals.
- *the small hours* – 'the early morning after midnight'.



- *lighten up* – ‘become less serious’. Ask students if they know anyone who needs to lighten up a bit.
- *another thing that really bugs me* – ‘another thing that really irritates me’.
- If someone *is constantly nagging*, they are always complaining and asking other people to do things they do not necessarily want to do.
- *tip* – (informal) ‘a very untidy place’.

## **7** Role play

Explain the task. Put students into pairs and give them five minutes to plan what to say. Then get them to do the role play with a student from the other group. Encourage them to get angry, but they must keep the language in focus. Circulate and monitor their conversations, making a note of key language they use and also any mistakes they make. Feed back as a class.

## Homework

You could ask students to do the activities in **Unit 11** in the **Workbook**, if you haven't done so already.

Ask students to research the following questions on the Internet:

- Why do people go missing?
- What should you do if someone you know goes missing?
- Are there any useful databases of missing persons available?

They could do their research in pairs and then report back to the rest of the class on their findings.



### Unit overview

#### General topic

Economics and finance.

#### Conversation

Talking about the quality of life.  
Ireland's economic turnaround.

#### Reading

Different attitudes to debt.  
Discussing business.

#### Language input

- Voicing your opinion.
- Using grammar: auxiliaries and modals, *I wish ...*
- Describing how your business is doing.

### Language strip

You can use the language strip to pre-teach some language. Ask students to underline anything they don't know and explain it to the class. Alternatively, use the language strip as a revision tool at the end of the unit. See the **Introduction** for ideas on how you could do this. The language is generally explained at the point where it comes up in the lesson, as described in the teaching notes below.

### Lead in

To introduce this topic, ask students the following questions:

*What makes for a high quality of life?*

*Would you consider moving to another country if you thought the quality of life there would be better?*

## Conversation

### 1 Speaking

Explain the task. Ask students to work individually and grade their own country according to the criteria. They should be prepared to justify their rating. Focus on the useful language for rating countries. You could give an example about your own country using the structures in the Coursebook and encourage students to do the same. If you have a multinational class, try to ensure students are paired with someone from a different country. Circulate and monitor students' conversations. Feed back in the usual way.

### 2 Talking about the quality of life

Tell students they are going to learn vocabulary to help them talk about the quality of life, which will help them expand on their conversation in **Activity 1**.

Get students to complete the sentences with the words in the box. Do the first item as an example with the class and then ask students to do the rest individually. When most students have finished, get the class to compare their answers in pairs before you go through the answers with the class.

#### Answers

1. downturn, laid off
2. breakdown, rocketed
3. booming, springing up
4. repressive
5. lag
6. thing, safe
7. defaulted, mess
8. recession, bust
9. breakdown
10. dwindled

As you go through the answers, deal with any problem words and pronunciation, and write up any new collocations or expressions that come up.

- If there is a *downturn* in the economy, it becomes worse or less successful than it has been. Elicit the opposite: *an upturn*. Point out that *downturn* is often followed by *in*. Ask students for examples of recent trends.
- If workers *are laid off*, they are told by their employers to leave their job, usually because there is no more work for them to do.
- *The breakdown of something* is its failure or collapse. Point out that *breakdown* is often followed by *of* or *in*.
- If the economy or a business *is booming*, the amount of things being bought or sold is increasing. For example: *Business is booming*. Ask students what else is booming at the moment.
- *spring up* – 'suddenly appear or start to exist'. Ask students what can spring up: *businesses, houses, towns*.
- *women's wages still lag a long way behind men's* – 'women's wages still aren't as high as men's'.
- *there's no such thing as ...* – 'such a thing as ... doesn't exist'. For example: *There's no such thing as a ghost!* Ask students for examples.
- If a person, company or country *defaults on a loan*, they fail to pay back the money that they borrowed, even though they are legally obliged to pay it back.
- If an economy is *in recession*, it is doing badly because industry is producing less and more people are becoming unemployed.



- If a company goes *bust*, it loses so much money that it is forced to close down. Go through the **Real English** box with students. Ask them if they know any other ways to express the same thing: *fold, go out of business*.
- If membership *dwindles*, the number of members goes down.

Ask students to look through the sentences and underline and record any new collocations or expressions they find. Then put students into pairs or groups of three and ask them to discuss the categories in **Activity 1** again. This gives students a chance to activate and remember some of the new vocabulary.

### 3 Before you listen

Tell students they are going to listen to a radio programme about the country that has the best quality of life according to *The Economist's* survey in **Activity 1**. Ask students to predict which country they think is number one and justify their opinions. Get them to discuss their opinions in pairs or small groups before moving on to the next activity. Feed back as a class, writing students' ideas on the board.

### 4 While you listen (1)

Ask students to make notes on the three points while they listen to the news report. Then get them to compare their ideas with a partner. Rather than having a round up of answers with the class at this point, move on to the next activity, which gets students to discuss what they heard in pairs.

#### Answers

1. Mass emigration from Ireland occurred as a result of the potato famine of the nineteenth century and the poverty and chronic unemployment of the twentieth century.
2. The economic turnaround came about partly because Ireland joined the EU in 1973, opening itself up to free trade, foreign investment and unregulated business spending.
3. The results of the economic miracle are: the fourth highest GDP (gross domestic product) per head in the world (\$36,500 per person); unemployment has dropped from 20 per cent to around 4 per cent.

- *reverse a trend* – 'change a trend or development so that the opposite happens'.
- *a person of Irish descent* – 'a person whose ancestors were Irish'.
- If people are *scattered around the globe*, they do not all live in the same country, but rather are found in countries all over the world.

- *ever-expanding* – 'getting bigger all the time'.
- *check wage increases* – 'stop or prevent people from earning more money per week'.
- If one thing produces a particular effect when it is *coupled with* another, the two things combine to produce that effect.
- *a switch* – 'a change'.

### 5 Speaking

Put students into pairs to discuss the questions. If they are from different countries, encourage them to compare emigration in their countries. Give students four or five minutes to do this.

### 6 While you listen (2)

Tell students they are going to listen to three Irish people who have returned to Ireland after having lived abroad. Focus students' attention on the list a–i and make sure they understand the vocabulary. Encourage them to explain to each other any vocabulary they don't understand.

- *a let-down* – 'a disappointment that you suffer, usually because something has not happened in the way in which you expected it to happen'.
- If something is *over-rated*, people have a higher opinion of it than it deserves.
- *express serious reservations about something* – 'say that you have serious doubts about whether something is good or right'.

Play the recording and get students to write down the name of the relevant interviewee. Ask students to compare their answers in pairs before you go through the answers with the class.

#### Answers

**Ian:** e., f., g.  
**Jackie:** b., c., h.  
**Mary:** a., d., i.

Refer students to the tapescript on page 153 and get them to underline the expressions that led them to their answers.

- If you are *cheesed off*, you are annoyed, bored or disappointed.
- *a buzz* – 'an exciting atmosphere'. For example: *There was a real buzz about the place!* Ask students for examples of places they have been to recently which had a buzz. Also: *get a buzz from something*. Ask students what they get a buzz from.



- *what really swung it for me* – ‘what made me decide to make a change’. Ask students for examples of difficult decisions they had to make and what swung it for them.
- *If the tide has turned the other way*, a tendency or trend is reversed.
- If you *poke your nose in something*, for example other people’s business, you try to interfere in it even though it does not concern you. This expression has a negative connotation.
- *Nigh on* an amount, number or age means almost that amount, number or age.
- You can describe something as *an anticlimax* if it disappoints you because it happens after something that was very exciting, or because it is not as exciting as you expected.
- If something is *hyped up*, it is advertised or praised a lot.
- *young folk* – ‘young people’.
- If you are *better off* than you were or *better off* than someone, you have more money than you used to have, or more money than that person. Also: *well-off* – ‘rich enough to be able to do and buy most of the things you want’.
- If you *have been around the block a couple of times*, you are no longer young and inexperienced.
- If you *take something with a pinch of salt*, you do not believe that it is completely true or accurate. Ask students for examples of things they have heard recently and taken with a pinch of salt.

## 7 Voicing your opinion

Introduce this activity by asking students what they say when they want to give their opinion. You could say something quite controversial to get them to react.

Tell students they are going to learn new ways to voice their opinions. Do the first item as an example with the class and then ask students to do the rest individually. Ask students to compare their answers with a partner before you elicit answers from the class.

### Answers

a. theory, practice b. doubts c. favour, slight d. fan, support e. opposed f. stand, minds

- *grave doubts* – ‘serious doubts’.
- If you are *in favour of something*, you support it and think it is a good idea.
- *slight* – ‘minor; not serious’. Elicit words that collocate with *slight*: *difficulty, problem, accident, difficulty, advantage*.
- If you are a *fan of someone or something*, you like them very much and support them. Ask students what they are fans of.

- *fully* – ‘completely’.
- If you are *fundamentally opposed to something*, you disagree with it and try to prevent it from happening. Ask students if they are fundamentally opposed to anything.
- *I don’t know where I stand on an issue* – ‘I don’t know what my opinion on the issue is’.
- *I’m in two minds about it* – ‘there are two possibilities, and I am uncertain what to do or think’. Ask students if they are in two minds about anything at the moment.

When going through the answers, encourage students to say the expressions with different degrees of enthusiasm. You could do this through some drilling practice or let students practise in pairs. To finish, get students to put the sentences in order from 1 (totally disagree) to 6 (completely agree).

### Answers

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

## 8 Practice

Get students to look through the list, clarifying any unknown items for them. Give them some time to think about which expressions they could use to voice their opinions about the issues. You may need to encourage them to consider what their opinions are! If they don’t have any opinions at all, you could point out the expression *I couldn’t care less about it!* or *I’ve never really given it much thought*. Put students into groups of three and ask them to go through the list, saying what they think about each item and why. Monitor them and help them to reformulate their sentences when necessary, or save your feedback for when you round up at the end of the activity.

## Reading

### Warmer

If you are starting a new lesson, begin with some revision. You could get students to ask each other how they feel about the items in **Activity 8 Practice** using the language they learnt in **Activity 7 Voicing your opinion**. Alternatively, you could choose one of the activities from **Unit 12** of the **Teacher’s Resource Book**.

## 1 Before you read

Lead into the reading text by discussing these questions with the class. Then get students to consider what problems they might have borrowing money. Your discussion might include the following: getting into debt, spiralling debt, not being able to make repayments, falling out over money, having your house repossessed, being crippled by debt.



## 2 While you read

Tell students they are going to read an article about personal debt in the UK, which looks at different attitudes to debt and describes people's experiences of being in debt.

Before students read the article, ask them to focus on the headline and explain the expression 'Lenders and borrowers – all are we!' and ask them if they agree or disagree with this sentiment. The subheading points out that in the UK we are £1 trillion in debt; again, get a reaction from the class.

Ask students to read the article and see if any of the issues discussed in **Activity 1** are mentioned in the text.

words marked with (\*) may be offensive to some people

- If you are *saddled with* a problem or a responsibility, you are in a position where you have to deal with it. Elicit words that collocate: *an elderly relative, a huge debt, the neighbour's cat*.
- If a system is *skewed in favour of the big boys*, it is organised in such a way that it benefits large or powerful businesses and organisations, not small or unimportant ones.
- *refuse point blank* – 'refuse categorically'.
- *swear blind* – 'make a solemn promise to yourself or others'. For example: *He swore blind that he hadn't seen my brother*. Ask students to make up their own examples.
- If you are *bombarded with something*, you are forced to face a great deal of it. For example: *I was bombarded with questions at my interview*.
- *juggle a debt* – 'try to manage a debt by employing different ideas and solutions'. Also, you can *juggle balls* in the air.
- If something *gets out of hand*, it gets out of control. Also: *it's in hand* – 'it's under control'.
- *debt-ridden* – 'burdened by debt'.
- *when the shit hits the fan* (\*) – 'when the crisis happens'. This is a very informal expression.
- If something *plays on your mind*, you can't stop thinking and worrying about it. Also: *preys on your mind*.
- If there is *friction* between people, there is disagreement and argument between them.

## 3 Speaking

This activity makes students think about the attitudes of the people in the article. Ensure students understand all the vocabulary before they do the activity.

- If someone *has hit the nail on the head*, they are exactly right about something.
- If someone is *blasé about something*, they are not easily impressed, excited or worried by things, usually because they have seen or experienced them before.
- *a crackpot* – (informal) 'a person whose ideas are strange and crazy'.

Ask students to complete the sentences with a name, according to how they view the people in the article. Of course, there are no right or wrong answers, so explain to students that they can use names more than once or not at all. When they have finished, get them to compare their answers in pairs, justifying their answers by referring to the text. Round up by getting students to pick out interesting language from the text.

## 4 Using grammar: auxiliaries and modals

Focus students' attention on the examples of *wish + past tense* and ask them to look at the questions that follow. Elicit the meaning of the words in red.

### Answers

1. In the first example 'did' refers to 'go' – 'I wish I'd never gone but the reality is I went'. In this sentence 'went' changes to 'did' to allow the speaker to use only the auxiliary verb. In the second example 'hadn't' refers to 'borrow' – 'I wish we hadn't borrowed any money from my parents'.
2. The first sentence uses the past tense to refer to a real past situation – 'I wish I hadn't gone but I did go'. The second sentence uses the past perfect to refer to an unreal situation in the past, in this case a wish or regret – 'I borrowed the money, but I wish we hadn't borrowed it'.

Explain the task. Do the first item as an example with the class and then ask students to do the rest individually. Give them three or four minutes to do the activity before you elicit answers from the class. In your feedback, make the connection between the two verbs in different tenses, contrasting the reality and non-reality of the situation.

### Answers

1. did 2. had 3. don't 4. aren't 5. could 6. won't  
7. hadn't 8. can



- The *small print* of a contract consists of the legal conditions, which are often printed in much smaller letters than the rest of the text.
- If a person or organisation is *struggling*, they are likely to fail in what they are doing, even though they might be trying very hard. Also: if you *can't make ends meet*, you can't manage financially because you don't have enough money for the things you need.
- a *tenner* – 'a £10 note'.
- If you are *skint*, you have no money. Refer students to the **Real English** box, which includes two informal ways of saying you have no money. You should stress that they are common in everyday language.

Get students to memorise B's responses. Then put students into pairs and ask them to test each other. One student should read out A's sentences while the other student responds in a similar way to B, but without looking at the Coursebook. When students have finished, they should swap roles. Obviously, the responses students give will be different, but tell them this does not matter – get them to focus on reproducing the correct modal verb form. During the activity, circulate and monitor their conversations, but focus on the grammatical aspects of students' sentences and ignore other errors they might make.

If you think students need more information, refer them to **G12** on page 166.

## 5 How's business?

Write the question on the board and ask students what it means, who you would say it to and what the answer might be. Tell them it is a question you would ask someone who has their own business in order to find out how well the person's business is doing.

Explain the task. Ask students to do the task individually and then compare their answers in pairs. Elicit answers from the class, writing the answers on the board.

### Answers

1. break 2. 've (already) lost 3. 're (really) struggling  
4. is booming 5. 're going to make 6. 're inundated  
7. haven't been hit 8. 've taken on 9. get rid of  
10. cut

- When a company or business *breaks even*, it makes neither a profit nor a loss but manages to cover its expenses.
- If you are *inundated with orders*, you receive so many of them that you cannot deal with them all. Ask students what else collocates with *be inundated with*: *applications, paperwork, requests*.
- *take on* – 'employ someone to do a job'.
- *cut costs* – 'reduce expenses'. Elicit how you can cut costs in a particular business.

Ask students to go through the sentences and say whether the business is doing well or badly, underlining any expressions which they think are useful. Then put them into pairs or small groups and ask them to discuss any businesses which they know to be booming or struggling at the moment. They could think about local or international businesses. Have a general round up of points discussed with the class.

## 6 Role play

Before students start the role play, get them to think about the following:

*What kind of business do you want to have?*

*How well are you doing at the moment?*

*Will you be taking on new people or getting rid of workers?*

Put students into pairs or small groups to discuss how well their businesses are doing. Encourage them to find out as much as they can about each other's businesses. Circulate and monitor their conversations and listen out for students using the language from **Activity 5**. Round up with some interesting expressions you heard or a few corrections.

### Homework

You could ask students to do the activities in **Unit 12** in the **Workbook**, if you haven't done so already. You could also get students to find an article from a financial newspaper. There are many available online, for example *Financial Times*. Ask them to read the article at home and prepare some comprehension questions for other students to answer, or get them to make notes on the key points in the article and prepare to explain what they have read to another student.



# Writing: Anecdotes and stories

## 1 Speaking

Introduce this topic by telling the class an anecdote of your own. Try to incorporate some of the sentences from **Activity 2**. Explain that an anecdote is a short, amusing story about something that has happened to you. Put students into pairs to discuss the questions.

## 2 Starting and ending anecdotes

Ask students if they can remember how you started and finished your anecdote. Do the first item as an example with the class and then ask students to do the rest individually.

### Answers

1. shave 2. killed 3. laughing 4. had 5. died  
6. hilarious 7. ground 8. books 9. learn  
10. mistake 11. shock 12. hurry 13. tell  
14. mouth

Sentences introducing an anecdote: 1., 4., 6., 8. and 11.

Sentences that could appear in the same anecdote:

1., 2., 9. and 12;  
3., 5., 6., 7. and 14.

- If you are *in someone's bad books*, you have done something to make them angry.
- If you *say me and my big mouth*, you mean that you said something that upset or annoyed someone and you wish you hadn't said it.

## 3 Reading

Tell students they are going to read an e-mail from Megan to her friend Janice. Ask students to read the e-mail and summarise the story in their own words. Then ask them if they think the e-mail is funny. Has anything like that ever happened to them?

### Answers

Megan was distracted by someone when he came up to her and asked for directions. While she was talking to him, some kids stole her phone. When she and Gareth got up and ran after them, the man she had been giving directions to walked off with her laptop.

## 4 Using grammar: tenses in anecdotes and stories

Explain the task and ask students to complete the e-mail, putting the verbs in brackets in the correct form. When they have finished, get them to discuss the five questions in pairs.

### Answers

1. lost 2. was sitting 3. 'd stopped off 4. 'd just hung up 5. came 6. were talking 7. snatched  
8. has gone 9. 'd left 10. felt 11. 'd actually heard  
12. won't fall for

1. past simple 2. past perfect 3. past continuous  
4. for dramatic effect 5. it was an assumption

## 5 Further practice

Ask students to complete the sentences in their own words.

### Answers

Possible answers

1. it started to rain
2. the doorbell rang
3. I decided to wear my boots for the walk
4. I had a long, relaxing bath
5. the bell rang for the end of the lesson
6. I'd been working for ten hours
7. There'd been a big accident
8. everyone else had arrived
9. we'd drunk a fair amount

## 6 Ways of doing things

Turn students' attention to the example sentence. Ask them to scan the e-mail to check which verbs replace the verbs in *italics*. Act out the verbs if students are not sure of their meaning. Remind students that a story is more exciting with dramatic vocabulary.

### Answers

The two verbs which replace the verbs in brackets are:

get up very quickly: leap up  
runs off very fast: sprints off



**Answers**

1. The car shot out of the side road.
2. I sneaked down the stairs.
3. I crawled into bed, exhausted.
4. I snatched his bag.
5. I sprinted down the road.
6. I strolled through the park.
7. I glared at him.
8. I slammed the phone down.

Ask students to look at the verbs in the box and decide what each verb is a way of doing. Circulate and monitor, helping out with vocabulary if necessary.

**Answers**

**ways of looking:** gaze, leer, peek, stare

**ways of laughing:** giggle, screech

**ways of speaking:** mumble, screech, whisper

**ways of moving:** sprint, strut, trudge

- If someone *leers* at you, they smile in an unpleasant way, usually because they are sexually interested in you.
- Someone who *struts* walks in a proud way, with their head held high and their chest out, as if they are very important.
- If you *trudge* somewhere, you walk there slowly and with heavy steps, especially because you are tired or unhappy.

When you have gone through the answers, put students into pairs. Get them to take turns to act out the verbs while their partner guesses which verb they are acting out.

## 7 Planning

Get students to write an e-mail telling an anecdote for homework.



# Review: Units 7-12

## 1 Grammar

### Answers

#### Suggested answers

1. don't, too
2. did
3. had
4. having
5. can't
6. must
7. exactly, ever
8. wouldn't
9. would, 'd, such
10. What, how

## 2 Grammar: *I wish*

### Answers

2. I wish he wouldn't
3. I wish she didn't have
4. I wish he wasn't / hadn't been
5. I wish I hadn't had him

## 3 Grammar: *must / might / can't*

### Answers

1. must be living, might have had
2. must have committed, might have got into, might just be
3. might have been mugged, might have just disappeared, can't have just disappeared, might have been having

## 4 Common mistakes

### Answers

1. ... I'll probably have to have a tooth taken out
2. I wish I wasn't so fat!
3. ... if they did that here.
4. He never gives a straight answer.
5. His car can't have been that expensive ...
6. I was bitterly disappointed with the result.

## 5 Verb collocations

### Answers

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

## 6 Adjectives

### Answers

#### Suggested answers

bloodshot eyes; draconian law; gale-force wind; hereditary illness; shallow person; sick joke; strictly enforced law; stubbly chin; subsidised bus fare; torrential rain; unrealistic expectations; waterlogged pitch

## 9 Idioms

### Answers

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

## 10 Vocabulary quiz

### Answers

1. They don't think their vote will make a difference; all political parties are the same; politicians tell lies.
2. I haven't got a clue; I haven't got the foggiest.
3. Students' own answers.
4. You might have a serious conversation about an unresolved problem in your relationship.
5. Nobody laughs at the joke and you feel embarrassed.
6. There is a snowstorm with high winds.
7. When a political party doesn't have enough votes to form a government on its own, it might join with another party to form a government.
8. Clouds could cast a shadow over a city. If a bride's mother refused to come to the wedding, it would cast a shadow over the wedding.
9. Students' own answers.
10. When someone criticises someone for their behaviour or actions but is guilty of the same thing himself / herself.
11. The differences might be best shown in a drawing. *Wavy* hair is not straight or curly, but curves slightly. *Curly* hair is in the form of tight curves and spirals. *Permed* hair has been treated with chemicals so that it stays curly for several months. *Tangled* hair is twisted together in an untidy way.



12. Clothes that are *a bit frumpy* are dull and unfashionable and make you look older than you are. Clothes that are *a bit flimsy* are badly made or made of weak material.
13. When someone keeps reminding you about the consequences of something that you regret having done.
14. Laying them off; letting them go; making them redundant.
15. The hours soon after midnight, very early in the morning.
16. A job interview, a DIY job, an exam.
17. If someone rigs an election, they dishonestly arrange it to get the result they want or to give one candidate or party an unfair advantage.
18. Appearances, material possessions, gossip.
19. Students' own answers.
20. At the end of a legal document such as a contract. It usually contains the conditions of the contract and if you don't read these, you may have problems later on.

## 11 Real English

### Answers

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

## 12 Word building

### Answers

1. election 2. charismatic 3. consumption  
 4. deception 5. surgically 6. punishable  
 7. disillusion / disillusionment 8. practitioners

## Writing

### 1 Opposites

#### Answers

1. halved 2. rocketed 3. huge 4. fall 5. decreased  
 6. Fewer and fewer 7. risen slightly 8. major rise

## 2 Ways of doing things

### Answers

- ways of talking and shouting:** mumble, whisper, yell, go on  
**ways of walking and running:** sprint, stroll, strut, trudge  
**ways of looking at things:** gaze, leer, peek, strain  
**ways of taking things – or damaging them:** snatch, smash, stain, slam

## 3 A letter of complaint

### Answers

1. to write to you to complain
2. experiences
3. Last Tuesday, that is
4. Naturally,
5. invalid
6. It was only after making
7. I was finally informed that in fact, a mistake had been made
8. board
9. neither
10. Start new paragraph with 'This however was not all;
11. economy
12. possessed
13. attempt
14. As a result, I...
15. severe discomfort, but again
16. business
17. sure
18. seriousness
19. matter
20. Furthermore, I ...
21. If not, I will be
22. the issue further with the airlines watchdog



## Unit overview

### General topic

Books, films and music.

### Conversation

Describing and discussing films.

### Reading

Making plans and keeping your options open.  
'What's on' listings column.

### Language input

- Using grammar: unreal conditionals.
- Adjective + noun collocates.

## Language strip

You can use the language strip to pre-teach some language. Ask students to underline anything they don't know and explain it to the class. Alternatively, use the language strip as a revision tool at the end of the unit. See the **Introduction** for ideas on how you could do this. The language is generally explained at the point where it comes up in the lesson, as described in the teaching notes below.

## Lead in

You could begin this section by getting students to discuss the following questions:

*What was the last novel you read?*

*What was the last film you saw?*

*What was the last music you bought or downloaded?*

*What was it about it that you liked / didn't like?*

## Conversation

### 1 Describing films

Ask students which film they discussed in the lead in and what one adjective they would use to describe it. Put students into pairs and ask them to go through the adjectives in the box, explaining any unknown words to each other. Then get them to discuss if they have seen films which could be described in this way. When they have finished, ask them to select four adjectives which could describe a film or TV programme they have seen recently and get them to explain what they saw and why it could be described in this way. Round up briefly with the class before moving on to the next activity.

- *an art-house film* – 'a film intended to be a serious artistic work rather than a piece of popular entertainment'.
- A *convoluted* story or plot is complicated and difficult to understand.
- *a disturbing film* – 'a film that makes you feel worried or upset'.
- *explicit* – 'expressed or shown clearly and openly, without any attempt to hide anything'. For example: *The film had several sexually explicit scenes.*
- *a gory film* – 'a film that shows people being injured or dying in a horrible way'.
- *a gripping film* – 'an exciting or interesting film that holds your attention'.
- *a harrowing film* – 'a film that is extremely upsetting or disturbing'.
- *a moving film* – 'a film that makes you feel sadness, pity or sympathy'.
- A film that is *off-the-wall* is unusual and strange but in an amusing or interesting way.
- *over-the-top* – 'exaggerated and therefore unacceptable'.
- If a film is *predictable*, it is obvious in advance what will happen. Ask students for examples of something they have read or seen recently that was predictable. Also: *predict the ending.*
- *a soppy film* – 'a foolishly sentimental film'. *Soppy* is often used negatively about a moving film.
- A *tense* situation is one that makes people anxious because they don't know what is going to happen next.
- *an uplifting film* – 'a film that makes you feel very cheerful and happy'. Also: *feel-good.*

### 2 Listening

Tell students they are going to listen to four conversations in which people discuss films they have seen or are going to see. Explain the task and go through the sentences with the class, clarifying meaning where necessary.

Play the conversations through once, pausing after each one to allow students to consider their answer. Put students into pairs to compare their answers. Play the recording again if necessary.

### Answers

**Conversation 1:** 2., 4.

**Conversation 2:** 7., 9.

**Conversation 3:** 3., 5.

**Conversation 4:** 6., 10.



- *a light touch* – ‘an entertaining detail’.
- *top yourself* – ‘commit suicide’. Refer to the **Real English** box and explain to students when it is appropriate to use this expression.
- *a bit peckish* – ‘a little hungry’.
- *one night off won’t hurt* – ‘one night off work won’t be a problem’. Elicit similar examples: *One chocolate won’t hurt!*
- *you’ve twisted my arm* – ‘you’ve managed to persuade me’.
- If a *frame* freezes, the film focuses on one picture for a few moments. A *frame* of cinema film is one of the many separate photographs it consists of.
- If a *bag rustles*, it makes soft sounds as it moves.
- *slag someone off* – (informal) ‘criticise someone in an unpleasant way’.
- *could you follow it all right?* – ‘could you understand the story?’ Elicit what else you can follow: *an explanation, directions, an anecdote*.
- *pretty much* – ‘more or less’.
- Someone who is *snobby* is too proud of their social status, intelligence or taste.
- *a big-budget film* – ‘a film that cost a lot of money to make’. Ask students for examples.
- If a film is *all hype and no substance*, there has been a lot of publicity about it but the film itself is uninteresting.

### 3 Listen again

Tell students they are going to listen to one of the conversations again. As they listen, they should complete the gaps.

#### Answers

1. if I'd known
2. great reviews
3. that was about it
4. see it as
5. I was vaguely thinking
6. a bit peckish
7. won't hurt
8. twisted my arm

Go through the answers with the class and explain any new words or expressions. Then get students to read the conversation in pairs.

### 4 Speaking

Put students into pairs or groups of three to discuss the questions. Circulate and monitor their conversations, looking for opportunities to stretch what they are saying. Feed back as a class.

### 5 Describing scenes of films

You could introduce this activity by describing a scene from your favourite film and asking students if they can guess what it is. Tell them they are going to learn

vocabulary to help them describe individual scenes in a film. Explain the task and do the first item as an example with the class. Then ask students to do the rest individually. Elicit answers from the class.

#### Answers

1. floods, moving
2. hilarious, wet
3. gory, zoomed
4. twist, mile
5. gripped, lost
6. gross, squirming

- If you are *in floods of tears*, you are crying and you cannot stop. Also, point out the expression *be in fits of laughter*. Ask students for examples of occasions when they were in floods of tears and when they were in fits of laughter.
- *wet yourself* – (informal) ‘laugh so hard that you urinate in your clothes’.
- If a camera *zooms in on* something that is being filmed, it gives a close-up picture of it.
- *guts* – (informal) ‘the organs inside an animal or person’.
- *a twist* – ‘an unexpected and significant development of the storyline’.
- If you can see *something coming a mile off*, you can predict that something will happen long before it happens.
- *gross* – ‘horrible, rude or unacceptable’. Elicit examples of what can be gross: *food, clothes, behaviour*.
- *squirm* – ‘move your body from side to side because you feel embarrassed or ashamed’.

When you have gone through the answers, put students into pairs and get them to think of two films they have both seen and can remember well. Then ask them to look back at **Activities 1** and **5** and think which words and expressions they could use to describe these films. Get them to make notes about the films. Give them two minutes to do this. When students have decided which words and expressions to use, they should tell each other about individual scenes in the film. Encourage them to agree or disagree as in the exchanges in the Coursebook. Circulate and monitor their conversations, helping students reformulate their sentences if they miss an opportunity to use the language. Let students talk for four or five minutes. Then ask them to report their conversations to the class or get them to act out their exchanges.

### 6 Using grammar: unreal conditionals 1

Turn students’ attention to the first sentence and ask them if they remember in what context it was said. (It was said by the man in the cinema who didn’t say anything to the couple who were talking.) Explain the task. In all three exchanges the second sentence is a conditional. When students have underlined the conditional sentences, get them to discuss the questions that follow in pairs. Elicit answers from the class.



**Answers**

- In the first exchange, *if* is followed by *had* + past participle (*if I had been in Britain*) because the event is in the past: I wasn't in Britain. Similarly, in the second exchange, *if* is followed by *had* + past participle (*if I hadn't told my boss*) because that, too, is in the past: I did tell my boss. In the third exchange *if* is followed by the past continuous. The speaker is talking about the present, but the past continuous is used, not the present continuous, to express the unreal nature of the situation.
- The difference between *would* and *would've* is again one of time. The first exchange describes a situation in the past: in fact, I didn't say anything. The second exchange describes a situation in the present: in fact, I do have to go now. The third exchange also describes a situation in the present: in fact, I can't give you a lift.

Get students to write similar responses to the questions using the conditional form. Point out the form *should've done* and explain that we use this to refer to a situation in the past, where the person can't do anything to change the situation. Students may have difficulty with the structure of the sentences, so monitor them closely and help them when necessary. Students should share their ideas with the class during feedback.

**Answers**

Possible answers

- I would've, but I couldn't get a babysitter.
- I would've, but to be honest, I couldn't be bothered.
- I would, but I'm flat broke.
- I would've, but I haven't had a minute.
- I would, but I've arranged to meet up with Simon.
- I would, but it's hard raising a child on your own.

**7 Using grammar: unreal conditionals 2**

Get students to match sentences 1–5 and sentences a–e. Ask them to compare their answers in pairs and then answer the question below. Go through the answers with the class.

**Answers**

1. b. 2. d. 3. a. 4. e. 5. c.

The *if* part of the sentence is unspoken but understood in each sentence; the listener understands the intended meaning.

Ask students to think of their own follow-up comments using *would*, *could* or *should* in the present or the past. Get them to compare their answers in pairs before eliciting answers from the class.

**Answers**

Possible answers

- I wouldn't be feeling so lonely.
- You really should've, you know.
- It would make it a lot easier to get by.

If students need some help with unreal conditionals, refer them to **G13** on page 166. You might feel, however, that they only need to look at the sentences in the Coursebook, which present the grammar naturally.

**Reading****Warmer**

If you are starting a new lesson, begin with some revision. Put students into pairs and get them to recall their accounts of films they have seen in **Activity 5 Describing scenes of films**. Alternatively, write the word *film* on the board and get students to think of as many adjectives as possible to describe them. A further option would be to choose one of the activities from **Unit 13** of the **Teacher's Resource Book**.

**1 Using grammar: keeping your options open**

Tell students they are going to look at ways of expressing indefinite plans. Explain that the structures can be used to say that you plan or intend to do something, but that your plans are, in fact, quite vague and you may not be very keen at all! Explain the task. Let students compare their answers in pairs before having a round up of answers with the class.

**Answers**

1..d. 2. a. 3. e. 4. b. 5. c.

Explain that there are a number of ways of expressing that we are not very keen on doing something. Ask students to look at the jumbled follow-up comments and put the words in the right order. Then get them to compare their answers in pairs before eliciting answers from the class.

**Answers**

- but I'm open to suggestions
- but I'm looking for an excuse to get out of it
- I don't suppose anyone fancies coming with me, do they?
- but we haven't got anything definite confirmed yet
- but it wouldn't be the end of the world if I didn't



## 2 Practice

Tell students they are going to speak about their plans for the next few days. First, they should spend three minutes thinking about what they are going to do and make some notes. Go through the conversation in the Coursebook and ask students to use at least two of the sentence starters from **Activity 1** when they do the activity. Then put students into pairs and get them to make arrangements with each other. At the end of the activity, you could get some students to act out their conversation in front of the class, while the other students write down the sentences they use. If you feel students need more practice, get them to form different pairs and repeat the activity.

## 3 Before you read

Tell students they are going to read an extract from a listings magazine which tells them what is on at the cinema, theatre, etc. Check that they understand the meaning of the words in the box. Students can check any unknown words in their dictionaries.

- *a dressed-up crowd* – ‘a group of people wearing smart clothes’. Also, teach *dress up* – ‘put on different clothes in order to make yourself look smarter than usual or to disguise yourself’.
- *middling* – ‘average, nothing special’. Also: *middle of the road*.
- *an open mic jam session* – ‘an event in which anyone can take part by singing, rapping, etc. using a microphone’. Ask students if they have ever taken part.
- A book or film which is *a sequel* to an earlier one continues the story of the earlier one. Ask students for examples.
- A *show-stopping* performance is very impressive. Ask students if they have been to a show-stopping show or event recently.
- *an MC* – (Master of Ceremonies) ‘the person who introduces the performers in a show and who announces what is going to happen next’.
- *a trad stand-up act* – ‘a traditional act by a comedian who stands alone in front of an audience and tells jokes’. Ask students if they know any good stand-up comedians.
- If a DJ *spins a wildly eclectic mix*, they play a wide variety of music in a club.
- *stark* – ‘very plain’.
- *minimal* – ‘very simple’.
- *The set* for a play, film or television show is the furniture and scenery that is on the stage when the play is being performed or in the studio where filming takes place.

When you are sure students understand the vocabulary, they can categorise it according to whether it is connected with music, film, comedy, theatre or clubs. Finish by rounding up answers with the class.

## 4 While you read

Explain the task. Ask students to read the text and decide which things they would enjoy and which they wouldn't. When they have finished, get them to discuss their choices in pairs. Set up the task as a test of compatibility: how suitable would their partner be as a holiday companion? When they have finished the activity, get them to refer to the text when they tell you whether they are compatible or not.

- *not for the faint-hearted* – ‘not for people who like safe and familiar environments, situations, etc.’.
- A *full-on* performance is done in the strongest or most extreme way possible.
- A *reclusive* person lives alone and deliberately avoids the company of others. Elicit the noun: *a recluse*.
- If you have *an infatuation* for a person, you have strong feelings of love or passion for them which make you unable to think clearly or sensibly about them. Point out the expression *be infatuated with someone*.
- If someone is *evasive*, they deliberately avoid giving clear direct answers to questions. Elicit the verb: *evade*.
- If one thing follows *in the wake of* another, it happens after the other thing is over, often as a result of it.
- *up-and-coming* – ‘likely to be successful in the future’.
- *a promising bill* – ‘a list of performers taking part in a show or concert who are likely to be very good or successful’. Elicit other words that collocate with *promising*: *start, student, singer*.
- *an improvised sketch* – ‘a short humorous piece of acting, usually forming part of a comedy show, in which the words and actions are invented by the actors as they perform’. Tell students that we can *improvise* in a situation when we don't have a plan. Elicit the noun: *improvisation*. Ask students if they are good at improvising.
- *a stellar performance* – ‘an extremely good performance’.
- *a seasoned cast* – ‘a very experienced group of actors in a play or film’.
- If a venue is *revamped*, it is changed in order to improve it.
- *well-heeled* – ‘wealthy’.
- *shake their stuff* – (informal) ‘dance’.



## 5 Vocabulary focus: collocations

Ask students to match the adjectives and collocates.

### Answers

1. thorny
2. up-and-coming
3. improvised
4. retro
5. promising
6. veteran
7. experimental
8. supportive

After checking the answers with the class, get students to go through the text again and underline the collocates for the eight adjectives.

### Answers

improvised sketches  
retro club  
thorny issues  
up-and-coming comedienne  
experimental work  
a very promising bill  
supportive workshop  
veteran saxophonist

## 6 Listening

Tell students they are going to listen to a conversation between two people who are deciding what to do this evening. The people will make their choice from the events in the listings magazine. Focus students' attention on the questions and play the conversation through once. Get students to make notes and compare their answers in pairs, referring to the specific language they heard as they do so.

### Answers

- a. Theatre: *Carl and Carla*; Film: *Revenge*; Comedy: *Big Night Out*; Clubs: *Larger* and *Blow Up*
- b. They decide to go to *Big Night Out* and then *Blow Up*.
- c. Rod thinks *Carl and Carla* sounds arty-farty. Tracy thinks *Revenge* sounds like a Hollywood action flick, which she can't stand. Tracy thinks *Larger* sounds a bit full-on.

- *arty-farty* – 'pretentious'. Refer to the **Real English** box, explaining that if you describe someone or something as *arty-farty*, you are criticising them.
- If something *has been sorted*, it has been decided on or arranged.

## 7 Role play

Get students to read through the tapescript on page 154 and choose three expressions that they would like to use in their conversation. There are many to choose from, for example *I wouldn't mind giving that a go*, *Brilliant*, *That's sorted then*. Put students into new pairs and get them to make an arrangement to go out. Explain that it is important not to agree to the first suggestion, but to disagree so that they can use more of the vocabulary and expressions.

### Homework

You could ask students to do the activities in **Unit 13** in the **Workbook**, if you haven't done so already. You could also get them to write a listings column of their own featuring events in their town or city. A further suggestion is to ask them to bring a review of a film that they have seen or would like to see to class. Put the reviews around the room and get students to discuss if they would like to go and see the films or not.



# 14 War and peace

## Unit overview

### General topic

War and peace.

### Conversation

Speaking about different aspects of war and terrorism.

Positive and pejorative terms used in war reporting.

### Reading

Different opinions about war and terrorism.

The stages of a terrorist conflict.

### Language input

- Terms used in war reporting.
- Verb + noun phrase collocations connected with terrorism.

## Language strip

You can use the language strip to pre-teach some language. Ask students to underline anything they don't know and explain it to the class. Alternatively, use the language strip as a revision tool at the end of the unit. See the **Introduction** for ideas on how you could do this. The language is generally explained at the point where it comes up in the lesson, as described in the teaching notes below.

## Conversation

### 1 Speaking

Before you start, it is worth considering where your students come from and if there are any wars or occupations in their countries at the moment. Be sensitive to students' feelings during the various discussions. Encourage students to answer the questions by saying as much as they can about the situations in the countries referred to.

Ask students to look at the vocabulary in red and make sure they understand it. Circulate and monitor, explaining any words students don't understand.

● *compulsory military service* – 'a period of service in the armed forces that every man in certain countries has to do'. Elicit the opposite of *compulsory*: *optional* or *voluntary*.

● If a country *is invaded*, the army of another country enters it by force. Point out that *be invaded* is often followed by *by*.

● If an army *occupies* a country, it moves into it, using force in order to gain control of it. If appropriate, ask students for examples of countries that have been occupied.

● *a rogue state* – 'a state that could cause trouble to neighbouring states or other countries in the future because of the unpredictable behaviour of its inhabitants or leaders'.

● *conscription* – 'officially making people in a particular country join the armed forces'. Go through the **Real English** box, which explains the meaning of *conscription* and *the draft*.

● *a civil war* – 'a war which is fought between different groups of people who live in the same country'. Ask students why a civil war might happen.

● When there is *a coup*, a group of people seize power in a country. Highlight the pronunciation: /ku:/.

● *a military dictatorship* – 'government by the military, which has seized political power by force and uses it unfairly or cruelly'.

● If *guerrilla warfare* is being *waged*, a group of people who are part of an unofficial army are fighting against an official army over a period of time.

● *genocide* – 'the deliberate murder of a whole community or race'.

● *a border skirmish* – 'a minor battle at the border between two countries'.

Put students into pairs or groups of three to discuss the questions. Have a class round up of answers, getting students to report their conversations to the class.

### 2 Talking about war and terrorism

Tell students they are going to learn some vocabulary to help them talk about war and terrorism. Do the first item as an example with the class and then ask students to do the rest individually. When most students have finished, get the class to compare their answers in pairs and help each other with any language they are not sure about. Then elicit the answers from the class.



**Answers**

1. declared 2. pulling out, descend 3. propping up, get rid of 4. foil 5. gone off, stepping up 6. pose 7. hailed 8. stick, indicted

As you go through the answers, deal with any problem words and pronunciation that come up.

- *declare a ceasefire* – ‘state that an arrangement has been made between countries who are fighting that they will stop fighting’.
- *prop up a regime* – ‘support an undemocratic government that is failing’.
- *foil an attack* – ‘succeed in stopping an attack’.
- *step up a campaign* – ‘increase the intensity of the fighting’.
- If something *poses a threat*, it could cause a problem in the future.
- If people *are hailed as liberators*, they are welcomed because they have freed people from a system or government that restricted their freedom.
- If you *stick to your guns*, you continue to have your own opinion about something even though other people are trying to tell you that you are wrong.
- If someone *is indicted for a crime*, they are officially charged with it. Pont out the pronunciation: /ɪnˈdɑɪtɪd/.

After checking the answers, get students to practise reading the exchanges in pairs. Ask them to try and continue the conversations using their imagination.

To finish the activity, put students into groups and ask them to think about any news articles they have read about wars or fighting in the world today. Encourage them to express how they feel about the war. Put them into groups and try to ensure that each group has one person who seems to be well informed about current affairs. Don't worry if students don't have many ideas – you can set an Internet research task later for homework.

**Listening**

Tell students they are going to listen to three people talking about a film which deals with the subject of genocide. Go through the points a–d, and get students to make notes as they listen. Play the recording once. Give students a few minutes to compare their answers. Feed back and play the recording again if necessary.

**Answers**

a. Jackie talks about *Hotel Rwanda*. She thinks it was an incredible film and describes it as powerful but harrowing.

- b. Over three quarters of a million Tutsis were killed in just a few months.
- c. She feels awful and says ‘we all just sat back and let it happen. We should’ve intervened’. She thinks her country didn’t intervene because ‘it wasn’t in our economic interest to help them’.
- d. She is accused of changing her position. Don remembers her saying that war is never justified, whereas she now says that her country should have intervened militarily to stop the killing.

- *harrowing* – ‘extremely upsetting or disturbing’.
- If something *has you in floods of tears*, it makes you cry a lot.
- *a corpse* – ‘a dead body’.
- *spark ethnic tension* – ‘cause tension to start to exist between people of different races’. Ask students for examples of ethnic minorities in different countries.
- *a machete* – ‘a large knife with a big blade, often used for cutting vegetation’.
- *unfold* – ‘happen; develop’.
- *rabidly* – ‘strongly or unreasonably’.
- *you’re twisting what I said* – ‘you’re deliberately changing the meaning of what I said’.
- *get the whole picture* – ‘understand the real situation’.
- *propaganda* – ‘often inaccurate information which a political organisation publishes or broadcasts in order to influence people’.
- *brain-wash* – ‘force someone to believe something by continually telling them that it is true, and preventing them from thinking about it properly’.
- If you *change your tune*, you say something that contradicts what you said earlier.

**4 Word check**

Ask students to work individually to complete the sentences with the words in the box, but allow them to compare their answers with a partner when they have finished. Then get them to discuss who said the sentences and what they were talking about. Play the recording again if necessary so that students can check their answers.

**Answers**

1. had (Jackie is talking about the film she saw.)
2. 're twisting (Jackie is talking about Don changing the meaning of what she had said previously.)
3. 've intervened (Jackie is talking about her country.)
4. 've changed (Don is talking about Jackie's change of attitude.)
5. distract (Jackie is talking about the so-called experts.)



6. come (Jackie is talking about the factors that affect our decisions and what we do.)
7. hacked (Jackie is talking about Hutu extremists.)
8. see (Jackie is talking about the people who live in the countries we invade.)

## 5 Speaking

Put students into pairs or groups of three to discuss the questions. Circulate and monitor their conversations closely, encouraging them to expand on what they said if necessary. Feed back as a class.

## 6 Using vocabulary: war reporting

This activity examines the way in which war is reported by the media and the different terms used to report it. Before starting the activity, elicit from students why Don and Jackie distrust the media and why they feel like this.

Do the first item as an example with the class and then ask students to do the rest individually. When most students have finished, get the class to compare their answers in pairs and help each other with any language they are not sure about.

### Answers

1. biased
2. a war machine
3. precision bombing
4. tyrant
5. collateral damage
6. pre-emptive strikes
7. censor
8. propaganda
9. loyal
10. fanatical

As you go through the answers, deal with any problem words that come up.

- If someone is *biased*, they prefer one group of people to another, and behave unfairly as a result.
- *a war machine* – ‘an army trained to kill and destroy’. The implication is that a war machine is more deadly than a regular army.
- *precision bombing* – ‘well targeted bombing’.
- *a tyrant* – ‘someone who treats the people they have authority over in a cruel and unfair way’. Elicit the adjective: *tyrannical*.
- *collateral damage* – ‘unavoidable damage that happens accidentally as a result of war’. This expression is often used to refer to civilian deaths.
- *a pre-emptive strike* – ‘an attack that aims to damage and stop the enemy before they start an attack themselves’.
- If someone in authority *censors* the media, they officially examine what the media want to publish or broadcast and cut out any information that is regarded as secret. Ask students what can be censored: *a film, an article, a book*.
- If someone is *fanatical*, their behaviour or opinions are very extreme.

After you have had a round up of answers with the class, put students into different pairs to discuss the questions that follow. Encourage them to use some of the terms they have learnt.

## Reading

### Warmer

If you are starting a new lesson, begin with some revision. Ask students to discuss the meaning of the words in red in **Activity 1 Speaking**. Alternatively, get them to practise the conversations in **Activity 2 Talking about war and terrorism**. A further option would be to choose one of the activities from **Unit 14** of the **Teacher’s Resource Book**.

## 1 Speaking

Get students to look through the quotes about war and terrorism and ask them to think about whether they agree or disagree with them. Students should also decide which quote is their favourite. Put students into pairs to discuss what they think about the quotes and also to help each other with any that they don’t understand.

- *a wimp* – ‘someone who lacks confidence or determination or is often afraid of things’.

## 2 Reading

Tell students they are going to read a text about the conflict in Northern Ireland. Ask them to read the first paragraph only and discuss the three questions that follow with a partner. Circulate and monitor their conversations, helping out with any vocabulary students are unsure of.

Give students four or five minutes to do this before feeding back ideas from the class. If students find the questions difficult, tell them not to worry too much as the rest of the article will make issues clearer. Then ask them to read the rest of the article. Get them to explain the conflict again, but this time using the diagram to help them do so. You may have to help weaker students with this activity, feeding in missing information and vocabulary as you circulate and monitor.

- *escalate a conflict* – ‘make the fighting between two groups of people more intense and violent’.
- *dehumanise* – ‘not to regard people as human beings’.
- *heavy-handed ways* – ‘methods that are too rough or forceful’.
- *fuel* – ‘make something become worse or more intense’. Elicit words that collocate with *fuel*: *people’s fears, an argument*.



- *antagonism* – ‘hatred between people’.
- *trigger* – ‘cause something to start to exist or happen’.
- *spiralling violence* – ‘increasing violence’.
- *crush* – ‘destroy’.
- A *backlash* against a tendency or recent development in society or politics is a sudden, strong reaction against it. For example: *The government fears a backlash over the recent war.*

### 3 Speaking

Put students into pairs to discuss these questions before having a discussion with the class.

### 4 Word check: nouns

Get students to scan the reading text to find the nouns in the box. They should look for the adjectives and nouns which collocate with these nouns. Ask students to check their answers in pairs, making sure they understand both the expression and the context in which it is used. Have a round up of answers with the class.

#### Answers

**violence:** the language of violence, further violence, spiralling violence, low-level violence  
**struggle:** armed struggle  
**ground:** a breeding ground for  
**peace:** our attempt at peace, peace-building, 10 years of peace, lasting peace  
**riots:** full-scale riots  
**involvement:** terrorist involvement  
**bombings:** a series of bombings  
**sacrifice:** the ultimate sacrifice

### 5 Word check: verbs

Explain the task. When students have finished doing it, ask them to check their answers with a partner and explain what is meant by each verb + noun phrase collocation.

#### Answers

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

Go through the answers with the class and explain any unfamiliar or difficult vocabulary. Then ask students to try to remember how the verbs were used in the text. Get them to scan the text again to confirm their guesses or to find out how the words were originally used. They should underline the relevant verb + noun phrase collocates and compare how they are used in the text with how they are used in **Activity 5**.

- *contain a situation* – ‘control a situation and prevent it from getting worse’.
- *open fire on someone* – ‘start shooting at someone’.
- If something *bridges the gap between two sides*, it brings the two opposing sides closer together.
- *resolve a conflict* – ‘find a way to end a conflict’.
- If you *acknowledge your role in an event*, you admit that you played a part in it.
- *entrench attitudes* – ‘firmly establish attitudes so that they are not easy to change’.

### 6 Speaking

These two questions require students to know something about government policy and to think abstractly. Don't worry if they find this difficult. Also, avoid having a discussion where one or two knowledgeable students dominate the class for too long.

#### Homework

You could ask students to do the activities in **Unit 14** in the **Workbook**, if you haven't done so already. Alternatively, get them to research wars in the world. One excellent source of material is the BBC WW2 archive, which they will find online at [www.bbc.co.uk/dna/ww2](http://www.bbc.co.uk/dna/ww2). There are many interesting things to read on this site, including some personal accounts of war experiences. There are also some lesson plans which you could use if students are particularly interested in this topic.



# Writing: Describing visual information

## 1 Speaking

Ask students what they think is the most important factor in achieving job satisfaction. Elicit answers from the class, writing their ideas on the board. Then put students into pairs to discuss the questions. Feed back as a class. When you go through the answers, check that students understand what the different jobs are.

## 2 Commenting on visual data

Elicit some ways in which data can be presented visually: in a bar chart, in a pie chart, in a graph, etc. Then get students to complete the task.

### Answers

1. from, significant 2. revealed 3. inspection, seems  
4. morale 5. case, with

Get students to go through the sentences and underline the useful phrases for commenting on data.

## 3 Interpreting research data

Point out that both options are useful language but one item is stronger than the other. Do the first item as an example with the class and then ask students to do the rest individually. Elicit answers from the class.

### Answers

1. establish 2. shows 3. undermine 4. clearly depicts  
5. distorted 6. validate 7. have failed to take  
8. demonstrate

## 4 Practice

Ask students to make three comments about the chart before comparing their comments with a partner. Circulate and monitor to ensure they are using the language from **Activity 2** and **Activity 3**.

## 5 Describing charts

Ask students to complete the short essay with one word in each space. They should do the task individually before comparing their answers with a partner.

### Answers

1. range 2. tendency 3. whereas / while 4. As  
5. whom 6. both 7. quarter 8. about 9. mere  
10. even

- *Blue-collar workers* work in industry doing physical work, rather than in offices.
- *White-collar workers* work in offices rather than doing physical work in factories or building things.

## 6 Describing numbers

Explain to students that they need to vary their writing in order to make it more interesting for the reader. Ask students to complete the task.

### Answers

1. Just over half, only slightly fewer
2. Only a tiny percentage
3. The overwhelming majority
4. Upwards of a third, just under a third
5. An almost insignificant number

## 7 Using relative clauses

Refer students to **G14** on page 167. Go through the examples and ask students to do the task.

### Answers

1. Only 800 escaped from the camps, 650 of whom were recaptured.
2. The government donates approximately 1.3 billion dollars in overseas aid per annum, the majority of which goes to Eastern Europe.
3. Over a thousand people died in the conflict, of whom only a small percentage were actual combatants.
4. There has been a sharp increase in crime over the last twelve months, a considerable amount of which was juvenile crime.
5. Your body needs between 1.5 and 1.8 litres of fluid a day, the bulk of which should be water.
6. During this time just over 250 responses were received, only a small percentage of which were negative.
7. Italian is a Romance language currently spoken by some 66,000,000 people, the vast majority of whom live in peninsular Italy.
8. There were 1,113 motorcycle casualties in the country last year, 63 of whom died.

## 8 Writing

Get students to write the essay for homework.



## Unit overview

### General topic

Ceremonies, celebrations and culture.

### Conversation

Discussing different ceremonies.  
Talking about going to ceremonies.  
Talking about death.

### Reading

Multiculturalism and immigration.  
Festivals and holy days.

### Language input

- *However, whenever, wherever, etc.*
- *It's not as though ...*
- Prefixes.
- *Considering how much ...*

## Language strip

You can use the language strip to pre-teach some language. Ask students to underline anything they don't know and explain it to the class. Alternatively, use the language strip as a revision tool at the end of the unit. See the **Introduction** for ideas on how you could do this. The language is generally explained at the point where it comes up in the lesson, as described in the teaching notes below.

## Conversation

### 1 Speaking: ceremonies

Introduce the topic through this activity. Go through the list of ceremonies with the class, explaining any unknown vocabulary as you do so. Then you could have a class discussion about when each ceremony might take place and what you might do there.

Put students into small groups and get them match the adjectives in the box with the different ceremonies. Feed back as a class.

- *brief* – 'lasting only a short time'.
- *lavish* – 'rich, luxurious, extravagant'. Ask students what else collocates with *lavish*: *wedding reception, meal*. Also, teach *lavish gifts on someone*.

## 2 Listening

Tell students they are going to listen to four conversations about ceremonies. Play the conversations through once, stopping briefly after each one to allow students to consider the questions. Then put students into pairs to discuss the questions. Feed back as a class. Play the recording again if necessary.

### Answers

#### Conversation 1

1. A wedding ceremony.
2. Brief, moving, simple, civil – not religious!
3. Yes. When they exchanged their vows, he got quite emotional.

#### Conversation 2

1. A graduation ceremony.
2. Formal – certainly not brief!
3. No. It was long and boring, but he did it for his parents.

#### Conversation 3

1. An awards ceremony.
2. Lavish, elaborate.
3. Yes, although she felt guilty because it seemed like a waste of money.

#### Conversation 4

1. A funeral.
2. Religious, moving – certainly not solemn!
3. Yes. He seemed to enjoy it.

- *a shotgun wedding* – 'a wedding that has to take place quickly, often because the woman is pregnant'.
- *make a big thing of something* – 'consider something particularly noteworthy or important, and possibly celebrate it'. For example: *I only came third but my parents made a big thing of it*. Ask students for examples of events that they made a big thing of.
- If something happened *in ten minutes flat*, it happened surprisingly quickly and took no longer than ten minutes.
- *a vow* – 'a solemn promise'. Ask students where a vow can be made: *in church, in a law court*.
- *weird* – 'strange'. Ask students for words that collocate with *weird*: *noise, man, dream*.
- If you *make more of an event*, you celebrate it as a special occasion.
- *have a do* – 'have a party'.
- *a bit of a drag* – 'a bit boring'. Ask students what has recently been a bit of a drag for them.



- If someone *drone on about something*, they keep talking about it in a boring way. For example: *My grandfather is always droning on about what life was like when he was a child.*
- *nod off* – ‘fall asleep, especially when you do not intend to’.
- If people *file on and off the stage*, they walk one behind the other on and off a stage. Also, a group of people who are walking or standing *in single file* are in a line, one behind the other.
- *a scroll* – ‘a formal certificate printed on a piece of paper that is then rolled’.
- *a gown* – ‘a loose black garment worn on formal occasions by lawyers and academics’.
- *a mortar board* – ‘a stiff black cap with a flat square top and a bunch of threads attached to it’. In Britain, mortar boards are sometimes worn on formal occasions by university students and teachers.
- *I looked a right idiot* – ‘I looked ridiculous’.
- The person who *compères* a show introduces the people who take part in it.
- *the needy* – ‘people who do not have enough food, medicine, clothing or adequate housing’. Ask students what kind of help the needy might require: *financial, social, etc.*
- *a perk of the job* – ‘a special benefit that is given to people who have a particular job’. Elicit examples: *free lunches, a car.*

### 3 Listen again

Get students to try to complete as much as possible of the conversations from memory. Do the first item as an example with the class and then ask students to do the rest individually. When most students have finished, get the class to compare their answers in pairs and help each other with any language they are not sure about. Play the recording again and elicit answers from the class.

#### Answers

##### Conversation 1

1. It's not as though
2. legal complications
3. burst into tears
4. however long

##### Conversation 2

1. 'd been nagging me
2. I bet you will

##### Conversation 3

1. How come
2. It's just that
3. and considering

## 4 Death, wills and funerals

Before students do this exercise, you might like to elicit the word *will*. Here, it refers to a document in which you declare what you want to happen to your money and property when you die.

Get students to complete the sentences with the words in the box. Circulate and monitor, helping them with any vocabulary they are unsure about. Ask them to compare their answers in pairs. As you go through the answers, deal with any problem words and pronunciation, and write up any new collocations or expressions that come up.

#### Answers

1. split, left
2. condolences
3. wreath
4. grieving
5. mourn, procession
6. cremated
7. buried, shroud
8. went
9. cut

- If you ask someone to *pass on your condolences*, you ask them to express on your behalf your sympathy for a person because one of their friends or relatives has died recently. Ask students what else you can pass on: *information, apologies, compliments.*
- *a wreath* – ‘an arrangement of flowers and leaves, usually in the shape of a circle, which you put on a grave to show that you remember a person who has died’.
- If you *pay your respects* to someone who has just died, you show your respect or affection for them by coming to see their body or their grave.
- If you *grieve over* someone's death, you feel very sad about it. Elicit the noun: *grief.*
- If you *mourn* someone who has died, you are very sad that they have died, and you show your sorrow in the way you behave. For example: *The whole country mourned the death of Princess Diana.*
- *a procession* – ‘a group of people who are walking, riding or driving in a line as part of a public event’. Processions can take place for a sad or happy occasion. Ask for examples: *a funeral procession, a carnival procession.*
- *wail* – ‘make long, loud, high-pitched cries which express sorrow or pain’.
- When someone *is cremated*, their dead body is burned, usually as part of a funeral service. Also, teach *be buried* and highlight the pronunciation of *buried*: /'berɪd/.
- *a coffin* – ‘a box in which a dead body is buried’.
- *a shroud* – ‘a cloth which is used for wrapping a dead body’.

Ask students to discuss the questions in pairs or groups of three before you have a discussion with the class.

Get students to discuss the questions that follow in pairs.



## 5 Using grammar: -ever

In your explanation you could refer students back to the example in Conversation 1 in **Activity 3**. Elicit the meaning of *however* in this context.

Tell students that adding *-ever* to a question word such as *how* adds the meaning of *it doesn't matter how*. Explain that *-ever* can also be added to other question words such as *what*, *who*, *where* and *when*. Ask students to complete the sentences 1–8 with the correct *-ever* word. Do the first item as an example with the class and then ask students to do the rest individually. Have a round up of answers with the class.

### Answers

1. Whatever 2. However 3. whenever 4. whoever  
5. Whenever 6. Wherever 7. however 8. whatever

If you feel students would benefit from further explanation and examples, refer them to **G15** on page 167.

## 6 Using grammar: *It's not as though*

Explain to students that in natural spoken English, *it's not as though* is used often. Turn students' attention to the first conversation and elicit which of the sentences a–j they would include in the conversation. Write down the conversation on the board.

A: *Why did you buy that?*

B: *What's the problem? It's not as though it was that expensive.*

A: *I know. It's just that we don't need it. It's a real waste.*

Point out that speaker A always acknowledges speaker B's point by saying *I know*, or *yeah I know*, before going on to justify his or her point of view. Get students to complete the conversations by adding *It's not as though ...* (or *It's not as if ...*) and *It's just (that) ...*

### Answers

1. e., h. 2. c., f. 3. a., j. 4. b., g. 5. d., i.

When you have gone through the answers, get students to read the conversations in pairs. Encourage them to continue the conversations using their imagination.

## 7 Practice

Here, students get the chance to use the structures from **Activity 6**. Put students into pairs and tell them to write similar conversations to the ones in **Activity 6**. They can go on to act out their conversations in front of the class.

# Reading

## Warmer

If you are starting a new lesson, begin with some revision. You could get students to read and extend the conversations in **Activity 6 Using grammar: *It's not as though***. Alternatively, you could write the ceremonies in **Activity 1 Speaking: ceremonies** on the board, and ask students to work in pairs and try to come up with as many adjectives as they can to describe them. A further option would be to get students to do one of the activities from **Unit 15** of the **Teacher's Resource Book**.

## 1 Speaking

Use the photos on page 91 to introduce the topic of multiculturalism. Ask students if they come from a multicultural place. What are the advantages of this? Are there any problems because of this?

Tell students they are going to read an article about London life. Put them into pairs and ask them to discuss the questions. Your students may not know much about the different festivals, but tell them not to worry as they are about to find out.

## 2 While you read

Go through the comprehension questions before students read the text. As they are reading, go round and monitor for any words or expressions they are unsure about. After students have answered the questions, get them to compare their answers in pairs before eliciting answers from the class.

### Answers

- In the Chinese New Year the colour red and *jiaozi* dumplings (a kind of food) are important. Divali, the Hindu and Sikh festival of light, celebrates the victory of good over evil and knowledge over ignorance. At Easter we eat a lot of chocolate. The Muslim festival of Eid-ul-Adha comes at the end of the fasting period known as Ramadan. The Jewish festival Hannukah celebrates the Jews' struggle for religious freedom. Ramadan is a holy month for Muslims and is a time of fasting and reflection.
- The writer enjoys the multiculturalism of the city.
- She thinks it is a much more colourful world to live in. She thinks all these people have brought a 'rich mix of traditions and culture' compared to the 'black and white' world she grew up in.



As you go through the answers, deal with any problem words and pronunciation, and write up any new collocations or expressions that come up.

- *no mean feat* – ‘an impressive achievement’. Ask students for examples: *getting A’s in all your exams, climbing a very high mountain.*
- *ghettoisation* – ‘the creation of areas in a city where one particular group of people live’. These areas are often poor, deprived and dirty.
- *prejudice* – ‘an unreasonable dislike of someone or something’. For example: *Racial prejudice.*
- If you *fast*, you eat no food for a period of time, usually for religious or medical reasons. Ask students if they have ever fasted.
- *take something for granted* – ‘not appreciate something because you think that you are entitled to it’. Also, teach *take someone for granted.*
- *lacklustre* – ‘not exciting or energetic’.
- If you *egg someone on*, you encourage them to do something, especially something dangerous or foolish. Children often egg each other on to do something naughty.
- If a person *slaves over* something, they are working very hard. Ask students what they slaved over recently.
- If you *coerce someone into doing something*, you make them do it, although they do not want to.
- If you *take something as a given*, you take it for granted and don’t question it.
- *dreary* – ‘dull and depressing’.
- *bland* – ‘tasteless, with very little flavour’.
- If you *pine for* someone or something that no longer exists, you feel sad because they are not there and you wish they were there.
- *an ever shrinking world* – ‘a world that is getting smaller all the time’.
- *empathy* – ‘the ability to share another person’s feelings and emotions as if they were your own’.

### 3 Speaking

This is a chance for students to personalise the theme of the article. Ask them to compare their town or city with London in terms of ethnic mix and immigration. Put students into pairs to discuss the questions. Circulate and monitor their conversations, looking for opportunities to stretch what they are saying. Feed back as a class.

## 4 Prefixes

Write *multi-* on the board and explain that it means *many*. Then establish that an *Anglo-Turkish* student is English but has Turkish ancestry. Elicit from students that the prefix *multi-* was used in the words *multicultural* and *multi-faith* in the article, and then ask them to think of three more words with this prefix.

Go through the list of prefixes explaining the meaning of each one. Get students to work individually and brainstorm words that are formed with each of the prefixes. Ask them to use a dictionary to find words that are new to them and encourage them to record the new words in their notebooks.

### Answers

- anti-:** against, opposite
- hyper-:** over, above, beyond, excessive, abnormally high
- post-:** after, later
- pro-:** in favour of
- sub-:** under, below, less, smaller
- counter-:** having the opposite effect
- over-:** excessive
- pre-:** before, happening earlier
- semi-:** half, partly
- under-:** not enough, less than expected

Get students to compare their findings and explain any new words to each other. Have a round up of the ‘best’ words with the class. Be careful not to overwhelm students by presenting them with too much vocabulary at this point.

## 5 Using grammar: *Considering*

Explain that *considering* means *when you take something into account*. It is used to refer to something which is disadvantageous. For example: *Considering the weather, we got here quite quickly.* You can also teach *when you consider*, which has the same meaning. Point out that *considering* is often used with the word *how*. Point out the examples in the box.

You could also go through the **Real English** box at this point, explaining that *all things considered* implies that something wasn’t as bad as it might have been. For example: *The meeting went pretty well, all things considered.* Elicit reasons for this from students, for example perhaps someone was late, or the people taking part didn’t like each other, or you were badly prepared.



Explain the task and ask students to complete the sentences with the words in the box. Get them to compare their answers in pairs before eliciting answers from the class.

### Answers

1. how little 2. how badly 3. how much 4. how late  
5. how many 6. how often 7. how few  
8. how quickly 9. how rarely

If students need further help, refer them to **G16** on page 168.



### Practice

To finish, ask students to complete the sentences with their own ideas. Get them to share their thoughts when you round up answers with the class.

### Homework

You could ask students to do the activities in **Unit 15** in the **Workbook**, if you haven't done so already. Alternatively, get students to do some research into the festivals mentioned in the reading text (or any other festivals) and present their findings to the class. You could set this as a writing task or as a mini-presentation, where students can first present their findings to each other in small groups.



# 16 Health and medicine

## Unit overview

### General topic

Health and medicine.

### Conversation

Discussing medical problems.

### Reading

Approving and disapproving of controversial medical treatments.

Discussing medical ethics.

### Language input

- Medical acronyms – SARS, PMT, MS, etc.
- Using grammar: perfect tenses.
- Word building.

## Language strip

You can use the language strip to pre-teach some language. Ask students to underline anything they don't know and explain it to the class. Alternatively, use the language strip as a revision tool at the end of the unit. See the **Introduction** for ideas on how you could do this. The language is generally explained at the point where it comes up in the lesson, as described in the teaching notes below.

## Conversation

### Lead in

Tell students they are going to learn vocabulary that will help them talk about health and medicine. Then turn their attention to **Activity 1**.

## 1 Medical problems

Go through the vocabulary in red, making sure students understand what these conditions are.

- *chronic* – 'very severe and unpleasant'. Also, a *chronic illness* lasts for a very long time.
- *a migraine* – 'an extremely painful headache that makes you feel very ill'.
- If someone has *a stroke*, a blood vessel in their brain bursts or becomes blocked, which may kill them or make them unable to move one side of their body.
- *The menopause* is the time during which a woman gradually stops menstruating, usually when she is about fifty years old.

- If someone suffers from *hay fever*, they sneeze and their eyes itch because they are allergic to grass or flowers. Ask students if they suffer from this or any other allergies. Also, teach *be allergic to something*.
- *arthritis* – 'a medical condition in which the joints in someone's body are swollen and painful'.
- *eczema* – 'a skin disease which makes your skin itch and become sore, rough and broken'. Ask students if they know what causes eczema.
- *obese* – 'extremely fat'. Elicit the noun: *obesity*.
- *Attention Deficit Disorder* – 'a condition where people, especially children, are unable to concentrate on anything for very long and so find it difficult to learn and often behave in inappropriate ways'. The abbreviation *ADD* is often used. Refer students to the **Real English** box.
- *asthma* – 'a lung condition which causes difficulty in breathing'. Elicit the adjective: *asthmatic*. Elicit the person: *an asthmatic*.
- Someone who suffers from *insomnia* finds it difficult to sleep. Elicit reasons and possible remedies. Elicit the person: *an insomniac*.
- *post-traumatic stress* – 'a mental illness that can develop after someone has been involved in a very bad experience such as a war'.
- *a head louse* – 'a small insect that lives on the heads of people and bites them in order to feed off their blood'. Head lice are often found on the heads of children, who pass on the lice to others at school. Ask students if they ever had head lice as a child and what they did to get rid of them.

Ask students to discuss the two questions in pairs. Feed back as a class.

## Answers

### Suggested answers

1. Migraines may be caused by strobe lighting or certain foods, typically cheese or chocolate. A sufferer may not be able to function normally because of the pain.
2. Strokes may be caused by a blood clot or bleeding blood vessel in the brain. A stroke victim may suffer from temporary or permanent paralysis and loss of speech.
3. The menopause is brought about by a change in hormone levels when a woman gets older. Women can feel tired and irritable and get hot flushes.
4. Hay fever is caused by dust or pollen. A sufferer may get itchy eyes and sneeze.



5. Doctors do not yet clearly understand what causes arthritis, which results in painful swollen joints. A sufferer cannot move easily without pain.
6. Eczema may be a genetic condition. The sufferer has dry, sore, rough and broken skin.
7. Obesity is usually caused by overeating. An obese person is prone to heart problems, strokes and diabetes.
8. It is not known what causes ADD. A person with ADD cannot concentrate for long. Their academic work suffers as a result and their behaviour may disrupt family life.
9. Asthma may have a genetic origin, but it is aggravated by poor air quality. A sufferer has difficulty in breathing when they are having an attack and may even die.
10. Insomnia may be caused by stress. Insomniacs may feel tired because of lack of sleep, which may also affect their ability to concentrate or work.
11. Post-traumatic stress is caused by a stressful situation, for example a terrible accident. A sufferer can experience insomnia and their ability to function normally in society may be affected.
12. Head lice are transmitted from person to person. A person with head lice suffers from an itchy head and may also feel embarrassed.

Get students to read through the descriptions of the symptoms a–f and match them with six of the conditions.

### Answers

- a. eczema   b. stroke   c. menopause   d. hay fever  
e. asthma   f. Attention Deficit Disorder

- If your skin *itches like mad*, you have a very unpleasant feeling that makes you want to scratch. Act out *scratch*.
- If a problem is *exacerbated* by something, it is made worse.
- *he's been really down* – 'he's been feeling very depressed'. Also, teach *a bit down* – 'a little depressed'. Ask students if they ever get a bit down.
- If someone is *paralysed* by an accident or an illness, they have no feeling in their body, or in part of their body, and are unable to move.
- *a hot flush* – 'a sudden hot feeling in the skin which women often experience at the time of their menopause'. Point out that we can also *flush* when we are angry or ill. Contrast with *blush* – 'go red because you are embarrassed'.
- *mood swings* – 'sudden changes in the way a person is feeling'. For example, a person may be feeling happy and then suddenly feel angry. Also, teach *be in a good / bad mood*.

- If you are *short of breath*, you find it difficult to breathe properly. You may be short of breath if you take unaccustomed exercise.
- *an inhaler* – 'a small device that helps you breathe more easily if you have asthma or a bad cold'. You put it in your mouth and breathe in deeply, and it sends a small amount of a drug into your lungs.
- Your *attention span* is the length of time you are able to concentrate on something or be interested in it. Children tend to have a shorter attention span than adults. Also, teach *pay attention to something*.

To finish, ask students if they know anyone who suffers from any of these problems. Then get students to discuss in pairs or groups of three before having a discussion with the class.

## 2 Acronyms

Remind students what an acronym is by eliciting another way of referring to *Attention Deficit Disorder: ADD*. Put students into pairs and ask them to look at the acronyms in the box and see if they know what they mean, how they are pronounced and what they stand for. If students feel overwhelmed by this task, remind them that it isn't necessary to remember what each acronym stands for, as many native speakers don't either. What is important is that they know what the illness is.

### Answers

**AIDS** (pronounced as one word): acquired immunity deficiency syndrome. This is a disease which destroys the body's natural protection from infection.

**CJD** (pronounced as individual letters): *Creutzfeldt Jakob disease*. This is a fatal disease which damages the brain and nervous system. It is the human form of BSE, commonly known as mad cow disease.

**IVF** (pronounced as individual letters): *in vitro fertilisation*. This is a method of helping a woman to have a baby, in which an egg is removed from one of her ovaries, fertilised outside her body, and then replaced in her womb.

**MS** (pronounced as individual letters): *multiple sclerosis*. This is a serious disease of the nervous system, which gradually makes a person weaker, and sometimes affects their sight or speech.

**PMT** (pronounced as individual letters): *pre-menstrual tension*. This is a condition which some women experience a few days before their period is due. Symptoms include water retention and feelings of anxiety, anger or unhappiness.

**STD** (pronounced as individual letters): *sexually transmitted disease*. This is a disease which is passed on through sexual contact.

**BSE** (pronounced as individual letters): *bovine spongiform encephalopathy* (often called mad cow disease). This is a disease which affects the central nervous system of cattle.



HIV (pronounced as individual letters): *human immunodeficiency virus*. This is the virus which causes AIDS.

ME (pronounced as individual letters): *myalgic encephalomyelitis*. This is an illness which can persist for several years, where people suffer from pain in their muscles and joints and feel very tired.

MRSA (pronounced as individual letters): *methicillin resistant staphylococcus aureus*. This is a type of bacterium that cannot be treated by most antibiotics.

SARS (pronounced as one word): *severe acute respiratory syndrome*. This is a serious illness which causes difficulty in breathing and sometimes death.

TB (pronounced as individual letters): *tuberculosis*. This is a serious infectious disease which can affect many parts of the body, but especially the lungs.

Get students to complete the sentences with the medical conditions in the box. Do the first item as an example with the class and then ask students to do the rest individually. When most students have finished, get the class to compare their answers in pairs. Elicit answers from the class, focusing on their pronunciation and writing up the acronyms on the board.

### Answers

1. STD 2. PMT 3. BSE, CJD 4. IVF 5. SARS  
6. AIDS, HIV 7. MS 8. TB 9. ME 10. MRSA

- *bury your head in the sand* – ‘ignore a problem and pretend it doesn’t exist, hoping that it will go away’.
- *face up to something* – ‘confront something difficult or unpleasant’.
- If someone *wastes away*, they become extremely thin or weak because they are ill or worried and they are not eating properly. The expression can also be used colloquially. For example: *You’re wasting away!* (You’re getting skinny!)
- If you *get vaccinated*, you are given a vaccine, usually by injection, to prevent you from getting a disease. Point out that *get vaccinated* is often followed by *against*. Ask students what we can be vaccinated against.
- If you *diagnose* someone as having a particular illness or problem, their illness or problem is identified. Elicit the noun: *a diagnosis*.

### 3 Speaking

Get students to discuss the questions in pairs before you have a round up of ideas with the class.

### 4 Listening

Before you play the conversations, go through the sentences a–h explaining any unknown vocabulary.

- *get the wrong end of the stick* – ‘misunderstand something’.
- *withdrawal symptoms* – ‘the unpleasant feelings someone suffers from when they stop taking a drug they were addicted to’.
- *hit the roof* – ‘get very angry about something’.
- *a complementary therapy* – ‘a way of treating a patient which is different from the methods used by most Western doctors, for example acupuncture and homeopathy’.

Play the recording once. Give students a few minutes to compare their answers and ask them to refer back to the recording to explain their answers. If necessary, play the conversations again or get students to read the tapescript on page 156. Elicit the answers from the class.

### Answers

1. e., g. 2. a., f. 3. b., c. 4. d., h.

- Your *line of work* is the kind of work you do.
- If you *stretch yourself*, you try to do something challenging that you have never done before.
- *I set up on my own* – ‘I started my own business’.
- *chilled-out* – ‘relaxed’.
- If news or information passes by *word of mouth*, people tell it to each other rather than it being printed in written form. Ask students for examples of good things they have discovered by word of mouth.
- *another string to my bow* – ‘another skill I have that may be useful to me’. Give an example of your own and elicit examples from students.
- *a mole* – ‘a natural dark spot or small dark lump on someone’s skin’.
- *a check-up* – ‘a medical examination by your doctor or dentist to make sure that there is nothing wrong with your health’.
- When you *break a piece of bad news* to someone, you tell it to them, usually in a kind way.
- If something *comes out of the blue*, it arrives or happens unexpectedly and surprises you. This expression can be both positive and negative. For example: *The job offer came out of the blue*.
- If something is *a blessing in disguise*, it causes problems and difficulties at first but later you realise that it was the best thing that could have happened.
- If someone who has had cancer *goes into remission*, the disease has been controlled so that they are not as ill as they were. Remission can be either permanent or temporary.



● If someone is used as a *guinea pig* in an experiment, something is tested on them that has not been tested on people before. Elicit examples of things that might be tested on guinea pigs: *a new teaching technique, a drug*.

● If you say *fingers crossed*, you have put one finger on top of another and hope for good luck.

● If a sick person *has a relapse*, their health suddenly gets worse after it had been improving.

● *a bit on the plump side* – ‘a little fat’.

● *it can really do you in* – ‘it can do you a lot of harm’.

● *belly* – ‘abdomen; stomach’.

● *ominous* – ‘worrying’.

● *hyper* – ‘very excited and energetic’.

● If you are *hooked on* a drug, you are addicted to it. Ask students for examples of things you can be hooked on: *cigarettes, drugs, coffee, chocolate*.

● If someone goes *cold turkey*, they suddenly stop taking a drug that they have become addicted to and suffer from an unpleasant physical reaction.

## 5 Speaking

Ask students to discuss the questions in pairs before having a round up of answers with the class.

## 6 Using grammar: perfect tenses

This activity looks at different forms of the perfect aspect: past, present and future, as well as past modals and continuous forms. Tell students that all the sentences are from the previous listening activity. Ask them to use the contracted form where they think it will sound more natural. Do the first item as an example with the class and then ask students to do the rest individually. Elicit answers from the class.

### Answers

1. 'd started
2. haven't looked back
3. has just been growing and growing
4. have finished
5. 'd got
6. 's (all) turned out, 've been feeling
7. 've been killing
8. 've misheard
9. haven't spoken (to you since then,) have (I?)
10. 's (only just) managed, 'd been, 'd been taking, has been struggling

Get students to read the conversations in pairs, using contractions to sound natural. If you feel that your students would benefit from reviewing the grammar, refer them to **G17** on page 168.

# Reading

## Warmer

If you are starting a new lesson, begin with some revision. You could get students to test each other on the matching activity in **Activity 1 Medical problems**. Alternatively, you could get them to test each other on the medical acronyms in **Activity 2 Acronyms**. A further option would be to get students to do one of the activities from **Unit 16** of the **Teacher's Resource Book**.

## 1 Medical issues

Tell students they are going to learn some vocabulary about different medical issues. Put them into pairs and ask them to discuss whether the pairs are the same or not. Avoid going through the vocabulary with them and encourage them to use a dictionary.

### Answers

1. The same.
2. If you *donate an organ*, you allow doctors to use it to help someone who is ill. If you remove an organ, you cut it out of a person's body because it is diseased or damaged and is endangering the person's health.
3. The same.
4. A *chronic condition* exists for a long time, but you may recover from it. A *terminal condition* causes death, often slowly, and cannot be cured.
5. In both cases the pregnancy ends. An *abortion* ends a pregnancy deliberately, whereas a *miscarriage* can come about through natural causes or an accident.
6. If an organism is *genetically modified*, it is altered by manipulating its genes. The aim of *cloning*, on the other hand, is to produce artificially an exact copy of an organism.
7. If someone *commits suicide*, they kill themselves. *Euthanasia* is killing someone who is very ill and will never get better in order to end their suffering, usually done at their request or with their consent.
8. The same.
9. If you *are disabled*, you have a permanent injury, illness or physical or mental condition that tends to restrict the way that you can live your life. If you have *learning difficulties*, you merely have difficulty learning. Refer students to the **Real English box**.
10. The same.



Ensure students understand the differences and then put them into pairs to discuss the questions. Go through the sentence frames a–f establishing if they express approval, disapproval or a position in between. You could ask students to arrange them on a scale from strong approval to strong disapproval (a., d., f., b., c., e.). Then ask them to make sentences expressing approval or disapproval of the issues above. Encourage them to give reasons for their opinions.

## 2 Reading

Tell students they are going to read two stories which look at the ethical concerns over embryo screening. Elicit from students what they understand by the term *designer baby*.

After students finish reading the text, ask them to discuss their ideas with a partner. Their opinions will vary, but students should be able to justify their opinions. Circulate and monitor their conversations, and listen out for the sentence frames in **Activity 1**.

- (*bone*) *marrow* – ‘the soft fatty substance inside human or animal bones’.
- *a transplant* – ‘a medical operation in which a part of a person’s body is replaced because it is diseased’.
- *extensive* – ‘wide-ranging’. Elicit words that collocate with *extensive*: *damage, knowledge, injuries*.
- If an attempt or action *proves fruitless*, it doesn’t achieve anything.
- *a ruling* – ‘an official decision made by a judge or court’.
- *an embryo* – ‘an unborn animal or human being in the very early stages of development’.
- If you *screen for* a disease, you examine people to make sure that they do not have it.

## 3 Listening

Tell students they are going to listen to two people having a similar discussion. As students listen, they should try to answer the two questions. Play the recording once. Give students a few minutes to compare their answers. Feed back and play the recording again if necessary.

### Answers

1. They are discussing the first story.
2. Charlotte is against the procedure. She feels that it creates false hopes for the parents and we should allow ‘nature to take its course’. John is undecided but appears to be more in favour of the procedure than against it. He implies that if he had a sick child, he would do anything for it, and doctors are optimistic about the chances of success.

- If you describe a situation as *a minefield*, you are emphasising that there are a lot of hidden dangers or problems, and people need to behave with care because things could easily go wrong.
- If someone is on *a slippery slope*, they are involved in a course of action that is difficult to stop and that will eventually lead to failure or trouble.
- If you *contradict yourself*, you say something that is the opposite of what you said before.
- *let nature take its course* – ‘don’t interfere with nature and allow things to happen naturally’. For example: *You can’t cure a cold; you just have to let it take its course*. Ask students for examples of when we should let nature take its course.
- *up-front* – ‘open and honest’. Point out that *upfront* is often followed by *about*.
- *harsh* – ‘unkind, showing no understanding or sympathy’.

## 4 Discussing medical ethics

Go through the expressions a–t with students, making sure they understand them. Then ask them to decide which expressions were used in the recording in **Activity 3**. Get them to compare their answers. They could also group the sentences according to whether they view the subject in a positive or negative light. Play the recording once. Feed back and play the recording again if necessary.

### Answers

The following sentences were included in the conversation: b., c., d., e., f., i., m., n., p.

- *when it comes down to it* – ‘when you look at the reality’.
- If one thing *paves the way for* another, it creates a situation in which it is possible or more likely that the other thing will happen.

## 5 Practice

Get students to read the articles and decide what they think and feel about them. Then put students into pairs and ask them to prepare to discuss the stories using a combination of the sentence frames in **Activity 1** and the expressions in **Activity 4**. It doesn’t matter if students have read different articles, as they have to give their personal opinion. If there is time, students can change partners and repeat the activity. Elicit ideas from the class.



## 6 Word building 1

Ask students to complete the sentences with the correct form of the words in the box. Do the first item as an example with the class and then ask students to do the rest individually. Ask them to compare their answers before you elicit answers from the class.

### Answers

1. ageing 2. resistant 3. (over)reliance 4. estimated  
5. continuous 6. shortage 7. infertility  
8. prematurely

## 7 Word building 2

Following on from the previous activity, get students to use a dictionary to complete the table. Point out that the differences in meaning are sometimes very slight or simply a matter of collocation. Get them to look at their dictionaries critically to see if they are detailed enough to give such information and if there are examples of collocates. You could bring a photocopy of a page from a good advanced monolingual dictionary and get students to compare the information in that dictionary and their own.

### Answers

continuation, continually, continuously  
commercialise, commercialisation, commercially  
underestimate, overestimate, overestimation,  
underestimation  
reliable, unreliable, reliant (on), reliably, unreliably  
revolutionary

### Homework

You could ask students to do the activities in **Unit 16** in the **Workbook**, if you haven't done so already.



# Writing: Book reviews

## 1 Speaking

Introduce the topic by asking students to discuss the last book they read. Would they recommend it? Then put students into pairs to discuss the questions. Feed back as a class.

## 2 Describing books (1)

Explain the task and ask students to complete it individually. Circulate and monitor, helping them with any unknown vocabulary. When students have finished, put them into pairs to discuss which books they have read could be described by the sentences 1–12. Elicit answers from the class.

### Answers

1. P 2. N 3. P 4. P 5. P 6. N 7. P 8. N 9. N  
10. P 11. N 12. N

- a witty satire – ‘a novel in which humour or exaggeration is used to criticise something in a clever way’.
- puerile – ‘silly and childish’.
- riveting – ‘extremely interesting and exciting’.
- incisive – ‘clear, brief and forceful’.
- If a book is underrated, people do not recognise how clever, important or significant it is.
- heavy going – ‘difficult to read’.
- preposterous – ‘extremely unreasonable and foolish’.
- If a book is verbose, it uses more words than are necessary, and so makes you feel bored or annoyed.

## 3 Describing books (2)

Tell students they are going to describe a book they really like. Before they do the activity, go through the language with them and elicit examples and endings. Then get students to talk about the books in pairs. Ask for the names of books they discussed and write them on the board. Elicit further comments from the class.

## 4 A review

Elicit what information is often given in a review. Possible ideas include: a plot summary, a description of characters and place, style, genre, the reviewer’s opinion and a recommendation. Ask students to read the review and complete the task. Elicit answers from the class.

### Answers

1. heroine 2. childhood 3. internal 4. unfold  
5. protagonists 6. cope 7. moved 8. appeal  
9. indifferent 10. narration

- If feelings overwhelm you, they affect you strongly, and you do not know how to deal with them.
- a snippet – ‘a small piece’.
- When a writer portrays something, he or she writes a description of it.
- an encounter – ‘a meeting’.
- a protagonist – ‘one of the main people in a book’.
- Eloquent writing is well expressed and effective in persuading people.

When you have gone through the answers, get students to discuss the questions in pairs.

## 5 Using grammar: adjectival clauses

Turn students’ attention to the two sentences. Elicit the difference between the two. Refer students to **G18** on page 168. Then ask students to do the task.

### Answers

1. Narrated 2. Blessed 3. Using 4. based  
5. published 6. Revolving 7. Leaving 8. Starting  
9. looking, dead

## 6 Using grammar: adverbial modifiers

Explain the task. Do the first item as an example with the class and then ask students to do the rest individually.

### Answers

1. very 2. quite 3. almost 4. crucially 5. really  
6. absolutely 7. slightly 8. fully 9. extensively  
10. bitterly

When you go through the answers, point out and practise the important collocations. Ask students to repeat with correct word stress.

## 7 Planning a book review

Students can prepare the review in class and write it up for homework.



## Unit overview

### General topic

Humour.

### Conversation

Describing people's sense of humour.  
Expressing yourself using intonation.  
Talking about comedy.

### Reading

Telling jokes.  
Political correctness.

### Language input

- Ways of laughing.
- Idioms: *joke, laugh and funny*.
- Using grammar: tenses and jokes

## Language strip

You can use the language strip to pre-teach some language. Ask students to underline anything they don't know and explain it to the class. Alternatively, use the language strip as a revision tool at the end of the unit. See the **Introduction** for ideas on how you could do this. The language is generally explained at the point where it comes up in the lesson, as described in the teaching notes below.

### Lead in

To introduce the theme of humour, put students into pairs and get them to discuss the following questions:  
*What was the last joke you heard or told someone?*

*Do you think people have a particular sense of humour in your country?*

*Are there any kinds of jokes that you find offensive?*

*How would you describe your sense of humour?*

Alternatively, if you know a good joke, tell it to the class.

## Conversation

### 1 Describing people's sense of humour

Tell students they are going to learn some vocabulary to describe people's sense of humour, which will help them answer the questions in the lead in better. Explain the task. Do the first item as an example with the class and then ask students to do the rest individually. Then ask to check their answers with a partner. As they are doing so, ask them to underline useful collocations and expressions. Elicit answers from the class.

## Answers

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

- *An infectious laugh* makes other people laugh. Elicit what else can be infectious: *a disease, enthusiasm, yawning*.
- *cackle* – 'laugh like a witch'. Act it out.
- Someone with *an irreverent sense of humour* laughs at people and things that are usually respected.
- Someone with *a self-deprecating sense of humour* laughs at themselves.
- *Deadpan* humour is when you appear to be serious and are hiding the fact that you are joking or teasing someone.
- If you *take the mickey* out of someone, you make fun of them, usually in an unkind way. Turn students' attention to the **Real English** box. Emphasise the difference between *take the mickey* and *take the piss (out of someone)*, which should only be used if the speaker is sure it won't cause offence.

Get students to discuss the questions in pairs. Circulate and monitor their conversations, noting down any interesting comments or common errors they make. Feed back as a class.

## 2 Listening

Tell students they are going to listen to four conversations where someone laughed, but something funny happened in only some of the conversations. Go through the questions with students. As they listen, they should try to answer the questions. Play the recording once, pausing briefly after each conversation to allow them to consider the questions. Then ask students to discuss what they heard in pairs. Encourage them to refer back to the parts of the conversations that gave them their answers.

## Answers

### Conversation 1

The speaker 'just cracked up' – he burst out laughing at the same moment as the woman sitting next to him on the bus. They could both see what the other was thinking.

### Conversation 2

The speaker was very angry – he was 'fuming'. The teacher tried to 'laugh it off', i.e. he tried to suggest that the fact that he was unprepared was amusing and unimportant.



**Conversation 3**

The speaker and her friend 'got the giggles' – they started laughing uncontrollably about something that was not particularly funny. The speaker couldn't 'keep a straight face' and had tears rolling down her face.

**Conversation 4**

A couple of the speaker's colleagues were 'sniggering' when she came into the office because they had put porridge in the speaker's desk drawers, but the speaker 'didn't see the funny side' of the joke.

● *hobble* – 'walk in an awkward way with small steps, for example because your foot is injured'. Act it out. Contrast with *limp* and *stagger*.

● *I get the picture* – 'I understand'.

● *a bloke* – 'a guy'.

● If you *squirm*, you are very embarrassed or ashamed.

● If you describe a situation or event as a *farce*, it is so disorganised or ridiculous that you cannot take it seriously. Elicit the adjective: *farcical*.

● If you *fume* over something, you express anger about it.

● *how come?* – 'why?' This is a colloquial expression.

● *get the giggles* – 'start laughing in a childish way'. Ask students if they have ever got the giggles.

● *what brought that on?* – 'what made that happen?'

● *a snort* – 'the noise people or animals make when they breathe air out noisily through their noses'.

● If someone *gives you a filthy look*, they look at you angrily.

● If you *play a practical joke on someone*, you do something to make them look foolish and to make other people laugh.

● *Porridge* is a thick sticky food made from oats cooked in water or milk and eaten hot, especially for breakfast. Porridge is traditionally associated with Scotland.

● If someone *sniggers*, they laugh quietly in a disrespectful way, for example at something rude or unkind.

● *sludge* – 'a thick, liquid mess'.

Point out that the fourth conversation is about a practical joke, as this leads into the two questions that follow. You could also ask students if practical jokes are common in their own countries. Get them to discuss the questions in pairs before opening the discussion up to the class.

**3 Ways of laughing**

Explain the task. Do the first item as an example with the class and then ask students to do the rest individually. Get them to compare their answers in pairs. Elicit answers from the class, writing them up on the board.

**Answers**

1. tears, stitches
2. giggling, straight
3. giggles
4. burst
5. cracks
6. sniggering
7. chuckling

As you go through the answers, deal with any problem words and pronunciation, and write up any new collocations or expressions that come up.

● *have someone in stitches* – 'make someone laugh so hard they get a sharp pain in their side. Also: *a stitch* – 'a sharp pain in your side, usually caused by running or laughing a lot'.

● *keep a straight face* – 'not smile, even though something is funny'.

● If someone *cracks you up*, they do or say something very funny that makes you laugh a lot. Ask students if they know anyone who cracks them up.

● If someone *stutters*, they have difficulty speaking because they find it hard to say the first sound of a word.

● *chuckle* – 'laugh quietly'.

Get students to try to act out the different verbs for laughing before they discuss the questions in pairs.

**4 Idioms: It was a joke!**

Write up the following sentence from the listening activity on the board:

*The place is a joke!*

Elicit from students who said this and what they were talking about. Does this mean the place is funny? Turn students' attention to the 12 sentences. Explain that although it may appear that all the sentences are about laughing or being funny, in fact several of them are not. Ask students to go through the sentences and say which ones express that someone found a situation funny.

**Answers**

Sentences that talk about funny situations are: 1., 7., 8., and 11.

Put students into pairs to check their answers and get them to think about when you might say the other sentences.

**Answers**

1. The person found something very funny and laughed uncontrollably.
2. Something was totally inadequate or not good enough. Refer students back to the example sentence on the board.
3. The speaker probably did something stupid or embarrassing. People ridiculed him or possibly laughed behind his back.



4. This is similar to sentence 2. Refer students back to Conversation 2 from the previous listening activity: 'It was a complete farce'.
5. You might say this to someone who claims something you think can't possibly be true. It means 'Don't be so ridiculous'.
6. This is similar to sentence 3. People laughed at the person.
7. You might say this to someone who told you a funny joke.
8. The person found something very funny and laughed uncontrollably.
9. Refer students to the **Real English** box. Explain that it is usually clear which meaning of *funny* people intend from their facial expression or the intonation they use.
10. 'Hah, hah, hah' tells us that this sentence is intended to be sarcastic. The intonation is very important in this type of sentence – it should be very flat.
11. The person found something very funny and couldn't prevent themselves laughing.
12. You might say this to respond to some bad news or to an amusing story; the intonation pattern will be different depending on the circumstances.

## 5 Intonation

Introduce the task by asking students how the intonation of *You're joking* might change depending on if they were responding to something serious or amusing. Elicit ideas from the class. Play the recording through once, allowing students to listen and repeat what they hear.

Put students into pairs and get them to make up short exchanges where someone responds to something amusing or serious. They can then read them out to the rest of the class, emphasising the correct intonation pattern.

## 6 Talking about comedy

You could use the photos on page 99 to introduce this topic. Ask students if they know who these people are and if they find them funny or not. The people are Benny Hill, Eddie Murphy and Emo Phillips.

Explain the task. Give students three or four minutes to think of a film, TV show or comedian for each description. In the case of comedians, students should think of examples of their work. Circulate and help students with unfamiliar vocabulary. Then put them into pairs and get them to compare their answers.

When they have finished, ask them to discuss the two questions before you open the discussion to the whole class.

- *a sitcom* – 'an amusing television drama series about a set of characters'. *Sitcom* is an abbreviation for 'situation comedy'. Ask students for examples.
- *a spoof* – 'a television programme, show or film that seems to be about a serious matter but is actually a joke'. Ask students for examples.
- *a satire* – 'a play, film or novel in which humour or exaggeration is used to criticise something'.
- *slapstick* – 'a simple type of comedy in which the actors behave in a rough and foolish way'.
- *puerile lavatorial humour* – 'childish humour involving stories about or references to urine or faeces'.
- *quirky* – 'odd and unpredictable'.
- *corny* – 'obvious, and not at all original'. Ask students if they can think of any corny jokes.

## Reading

### Warmer

If you are starting a new lesson, begin with some revision. Tell students they have one minute to memorise the sentences 1–8 in **Activity 1 Describing people's sense of humour**. Put students into pairs. Tell one student in each pair to close their books. The other student should read out sentences a–h. The first student has to try to remember the descriptions 1–8. Students could then change partners and discuss what kind of a sense of humour they think they have – and what kind the people they know have. Alternatively, get students to do one of the activities from **Unit 17** of the **Teacher's Resource Book**.

### 1 Telling jokes

Get students to discuss the questions in pairs before having a round up of answers with the class.

### 2 Listening

Telling jokes in your own language can be hard enough, but doing so in a foreign language is very difficult indeed! In the next three activities, students prepare to tell a joke in English. In this first activity they listen to a joke before going on to analyse the language being used.

Ask students to look at the vocabulary in the box and look up any unknown words and expressions in a dictionary. Then put them into pairs and get them to predict what the joke may be about. Before they listen, have a round up of ideas with the class. You might like to feed in possible situations, for example a patient at a doctor's surgery, a husband and wife who have been married a long time. Play the joke through once and ask students if they thought it was funny and if they know this or any similar jokes in their language.



You could refer students to the **Real English** box and explain how people report direct speech when they are telling a joke or relating a story in an informal situation. Instead of saying 'and she says', we often say 'and she goes'.

### 3 Using grammar: tenses and jokes

Refer students to the tapescript on page 157 and get them to discuss the two questions about tense usage. After establishing that the joke uses mainly the present tense, ask students to look at the joke on page 100. Ask them to read it through to get a general idea – and to see if it's funny! If any of the vocabulary is unfamiliar, they should look it up in a dictionary. Then ask them to complete the joke with the words in the box in the correct form.

#### Answers

1. chops (his arm) off 2. sticks 3. 's / has been sewn  
4. 's / is playing 5. rushes 6. is 7. calls 8. Don't blame  
9. did 10. wouldn't have suffocated

### 4 Practice

Put students into pairs and ask them to look at the two sets of jokes on pages 173 and 175 in pairs. One student reads through the jokes on page 173 and the other student reads the jokes on page 175. They should decide which joke they like best. Before they go on to tell their partner the joke, they should change the tense of most of the verbs from the past to the present; this will not only reinforce the earlier grammar point, but also allow students to tell the joke more naturally. Give them five minutes to try to memorise the joke. At this point, you could put the As together and the Bs together in small groups to give them a chance to practise on each other and help each other improve their delivery. Encourage them to see it as a performance where their goal is to make a student from the other group laugh, and this is their rehearsal time! Tell them they can change or embellish the joke as they wish. After they have practised, put them into pairs so that they can tell each other their jokes. In feedback you could discuss if any of the jokes were funny and if any were offensive. This second question links in neatly with the next activity about political correctness.

### 5 Political correctness

Put students into pairs to discuss what *PC* might mean. After eliciting some ideas from the class, refer students to the dictionary definition and ask them to check their own definition against it. Get students to look at the words in the box, which all describe jokes that are offensive to certain groups of people. Ask students to look in a dictionary to check who the jokes might offend.

#### Answers

Ageist jokes might offend old people.  
Homophobic jokes might offend gay people.  
Racist jokes might offend people who belong to a particular race.  
Anti-Semitic jokes might offend Jewish people.  
Islamophobic jokes might offend Muslims.  
Sexist jokes might offend women.

### 6 Reading

Go through the questions with the class and then get students to think about the answers for questions 1 and 2. As they discuss their answers in pairs, they can also think about questions 3 and 4.

#### Answers

1. Political correctness acknowledges that there is a relationship between potentially offensive language and discrimination.
2. Opponents of political correctness argue that it is a blow against freedom of speech.

Get students to look in a dictionary for any information regarding the potential offensiveness of the words in the box. You could explain a little about the word *black*. It was once considered non-PC to use the word *black* to describe someone. An earlier generation might have used the word *coloured*, but now *coloured* is considered offensive and *black* is the acceptable term. Explain that these words can be a potential minefield for non-native and native speakers alike! Ask students to look up the words *black* and *coloured* and compare their dictionary entries in pairs.

As a final activity, get students to underline 10 collocations or expressions in the text and compare them with a partner.

#### Answers

the debate surrounding ... ; increasingly heated; take a stand against; civil rights movement; potentially offensive; a just and equal society; social commentators; an affront to free speech; the very fabric of society; a major impact on ... ; common currency; women drivers

#### Homework

You could ask students to do the activities in **Unit 17** in the **Workbook**, if you haven't done so already.

You could also ask students to research a joke either on the Internet or by asking friends or family to tell them one. They can rehearse it at home and come to class prepared to tell it to another student. Students could walk around the class, telling their joke to several people. This way they will get to tell their joke many times and hopefully perfect their performance as well as hear different jokes.



## Unit overview

### General topic

Crime.

### Conversation

Talking about crimes.

### Reading

Different types of crimes.

The process of arrest, trial and sentencing.

Judging a case.

### Language input

- Adjective + noun collocates.
- Verb + noun collocates.
- Using grammar: passives.
- Crime idioms.

## Language strip

You can use the language strip to pre-teach some language. Ask students to underline anything they don't know and explain it to the class. Alternatively, use the language strip as a revision tool at the end of the unit. See the **Introduction** for ideas on how you could do this. The language is generally explained at the point where it comes up in the lesson, as described in the teaching notes below.

### Lead in

You could ask the class to discuss the following questions in pairs before having a round up of ideas with the class:

*Have you ever witnessed a crime or been a victim of crime?*

*Is crime increasing in your country? Do you think this trend will continue?*

*If you were the government minister responsible for tackling crime, what measures would you introduce?*

## Reading

### 1 Crimes

Ask students to rate each crime according to how serious they think it is. They can check any unknown crimes in a dictionary before comparing their answers with a partner. Insist that they justify their choices – why is one crime more serious than another? Get them to come up with five other crimes which you can include in your round up of answers with the class.

● *armed robbery* – 'the crime of robbing people by threatening them with guns or other weapons'. Compare *rob* with *steal* and *burgle*.

● *disorderly conduct* – 'the crime of behaving noisily, rudely or violently in public'. Drunk people are often guilty of this kind of crime.

● *extortion* – 'the crime of obtaining something from someone, especially money, by using force or threats'. Also, teach *extortionate* – (informal) 'excessive'. For example: *It cost an extortionate amount!* Ask students what prices are extortionate these days.

● *forgery* – 'the crime of making a copy of something such as a banknote, a document or a painting so that it looks genuine, in order to deceive people'.

● *fraud* – 'the crime of gaining money or financial benefits by a trick or by lying'.

● *inciting racial hatred* – 'the crime of encouraging people to hate others who belong to a different racial group and to behave violently towards them'.

● *handling stolen goods* – 'the crime of buying and selling stolen goods'.

● *indecent assault* – 'the crime of attacking someone in a way which involves touching or threatening them sexually, but not forcing them to have sexual intercourse'.

● *reckless driving* – 'the crime of driving carelessly and dangerously'.

● *libel* – 'the crime of writing or printing something in a book, newspaper or magazine which wrongly damages a person's reputation and is therefore against the law'. Elicit the adjective: *libellous*.

● *manslaughter* – 'the crime of killing a person without intending to kill them'. Ask students when someone might be guilty of manslaughter: by killing someone in a fight or a car accident.

● *obstructing the course of justice* – 'the crime of preventing or hindering the police from investigating a crime'.

● If someone *hacks into a computer system*, they break into the system, especially in order to get secret information.

At this point, you can refer students to the **Real English** box, which explains the term GBH. Ask students if they think the punishment for this is fair and how it compares to their country.

### 2 Verdicts and sentencing

There are lots of terms that are specific to the process of arrest and sentencing in this text. Get students to read through the text and try to work out the meaning of the words in red from the context. Then ask them to



look up any words they are not sure about in a dictionary. To activate the words, get students to discuss the questions a–c with a student from another country if possible, before having a round up of answers with the class.

- When the police *detain* someone, they keep them in a place under their control.
- When the police *charge someone with a crime*, they formally accuse them of having done something illegal.
- When someone charged with a crime *pleads guilty / not guilty* in a court of law, they officially state that they are guilty or not guilty of the crime.
- In a court of law, *the verdict* is the decision that is given by the jury or judge at the end of a trial.
- In a law court, the judge *passes sentence* when he or she announces the punishment that a person receives after they have been found guilty of a crime.
- *Mitigating circumstances* make a crime easier to understand and excuse, and may result in the person responsible being punished less severely. Elicit what circumstances these may be.
- *a lenient sentence* – ‘a sentence that is not as strict or severe as expected’.
- If someone in authority *abolishes* a system or practice, they formally put an end to it. Elicit the noun: *abolition*. Elicit practices or systems that have been abolished: *the death penalty in the UK, the slave trade*.
- *sweeping changes* – ‘major changes’.

### 3 While you read

In each of these cases the blame could be seen to lie with either party and therefore should lead to some good discussion. When students are deciding on an appropriate sentence, get them to consider what law has been broken, how serious the crime was and whether there were any mitigating circumstances.

- *seek damages* – (formal) ‘try to obtain compensation from someone through the courts’. Also: *seek* – ‘look for’.
- You say that something is *unspecified* when you are not told exactly what it is.
- If you *allege* that something bad is true, you say it but do not prove it. *Allege* is often used in the structure *it is alleged that ...*.
- *a death pact* – ‘a solemn promise or agreement to commit suicide together’.
- If you are *stone cold sober*, you are the opposite of very drunk. *Stone cold sober* is a collocation.
- If you *sue* someone, you start a legal case against them, usually in order to claim money from them because they have harmed you in some way. Elicit reasons for suing someone.

- Something that is *anonymous* does not reveal who you are. Point out the abbreviation: *anon*.
- If someone is *jilted* (informal), the person they are having a romantic relationship with suddenly ends the relationship in a surprising and upsetting way.
- When you *are seething*, you are very angry about something but do not express your feelings about it.
- *slash* – ‘cut to pieces with a knife’.
- If you cut something and it is *in shreds*, you have cut or torn it into small, narrow pieces.
- If someone *violates* an agreement, law or promise, they break it.
- Someone who is *destitute* has no money or possessions.
- *displacement* – ‘the forcing of people away from the area or country where they live’.
- If someone is *dubbed* a particular thing, they are given that description or name. Ask students for examples of famous nicknames. Also, if a film is *dubbed*, a new soundtrack is added with actors giving a translation.
- *grant* – ‘give’. Point out that you can also grant a wish or a favour.
- *extradition* – ‘the process of officially sending someone back to their own or another country to be tried for a crime that they have been accused of’.
- *a voyeur* – ‘someone who gets pleasure from observing things they are not meant to see’.
- *stunned* – ‘shocked or surprised’. Also, if something such as a blow on the head *stuns* you, it makes you unconscious or confused and unsteady. Also: *stunning* – ‘gorgeous’.

### 4 After you read

Ask students to discuss their sentencing ideas together and justify their point of view. Encourage them to listen carefully to each other’s arguments and to be open to being persuaded to another’s point of view. They should try to agree in the end and present a unanimous decision in the class feedback.

### 5 Vocabulary focus: collocations

Ask students to match the adjectives with the groups of collocates. Tell them they should use a dictionary to check any unknown words. The exercise has been split into two sections to make it more manageable.

#### Answers

1. gross
2. turbulent
3. crucial
4. internal
5. subliminal
6. numerous
7. eminent
8. long-standing



- *gross (misconduct)* – ‘unacceptable or unpleasant to a very great degree’.
- A *turbulent* time, place or relationship is one in which there is a lot of change, confusion and disorder. *Turbulent* water or air contains strong currents which change direction suddenly. Ask students for examples of celebrities who have had turbulent marriages.
- *crucial* – ‘extremely important; vital’.
- *Internal* is used to describe things that exist or happen inside a particular person, object or place. Ask students for examples of internal organs.
- *Subliminal* messages affect your mind without you being aware of it. Ask students if they know how subliminal messages work.
- *eminent* – ‘famous and respected’. Ask students if they can name some eminent scientists.
- A *long-standing* situation has existed for a long time. Elicit words which collocate with *long-standing*: *agreement, understanding*.

Get students to consider which collocates are new for them and to work with a partner to think of a good collocate for each adjective. You can have a round up of examples when you give feedback to the class.

## Conversation

### Warmer

If you are starting a new lesson, begin with some revision. Put students into pairs and get them to discuss what they remember about the six cases they read about on page 103. Then elicit some of the stories from the class, and encourage students to use as much of the vocabulary from the text as they can when they speak. Alternatively, read out the adjectives in **Activity 5 Vocabulary focus: collocations** and see how many collocations students can remember. A further option would be to get students to do one of the activities from **Unit 18** of the **Teacher’s Resource Book**.

### 1 Talking about crimes

Get students to match the verb and noun collocates, using a dictionary to check any unknown vocabulary. Ask them to check their answers with a partner and then discuss the two questions. For example: *hijack a security van. You know those vans they use to take money from banks, you stop one at gunpoint and steal the money – it’s quite a violent crime.*

Also, ask students to discuss if they have heard about such crimes in the news. Consider these questions as well as the answers in the class feedback at the end.

#### Answers

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

- If someone *hijacks* a plane or other vehicle, they illegally take control of it by force while it is travelling from one place to another.
- If people *go on the rampage*, they rush about in a wild or violent way, causing damage or destruction.
- *graffiti* – ‘words or pictures that are written or drawn in public places, for example on walls or posters’. Ask students where you can see graffiti locally.
- *a blind corner* – ‘a corner that you cannot see round because something is blocking your view’.
- If you *fail to declare all your earnings*, you do not give the full details of the money you have earned on your tax return. Ask students if they have ever failed to declare all their earnings.

## 2 Listening

Tell students that the first time they listen, they should decide which of the people has been a victim of crime. You could play the recording a second time before students tackle the true / false questions. Get students to discuss their answers in pairs, referring to what they heard, before having a round up of answers with the class. Point out the relevant vocabulary. (See the answers below.)

### Answers

#### Conversation 1

The speaker was a victim of a robbery. They were ‘held up at gunpoint’ at a cash point by someone riding a moped (a type of small motorbike). They were both ‘a bit shaken-up afterwards’.

#### Conversation 2

The speaker was guilty of the offence. He was caught speeding by a speed camera. The road was ‘virtually deserted’, but there’s ‘no right to appeal’.

#### Conversation 3

Someone the speakers know was caught drink driving. According to the speakers, ‘he had it coming’ and he has been banned from driving for a year. He also has to pay a 2,000-pound fine.

#### Conversation 4

Someone was murdered in a crowded street. The attack seems to have been ‘totally unprovoked’ but ‘no-one intervened’.

#### Conversation 5

A woman the speakers know worries that her children might ‘be mugged or abducted’. One of the speakers says ‘it’s not as though they live in the roughest part of town’, and believes the woman ‘smothers’ her kids.



**Answers**

- 1 a. F (He rode off on a moped.)  
b. T (They felt 'shaken-up afterwards'.)
- 2 a. T ('the road was virtually deserted')  
b. F (There's 'no right to appeal'.)
- 3 a. F ('he had it coming' / 'it serves him right')  
b. F ('he could've gone to prison')
- 4 a. T ('It just seemed totally unprovoked'.)  
b. F ('no-one intervened')
- 5 a. F ('it's not as though they live in the roughest part of town')  
b. T ('She just smothers those kids.')

- If you feel *shaken-up*, you have had a bad experience and you feel shocked and upset.
- *virtually* – 'almost'.
- *a fine* – 'a punishment in which a person is ordered to pay a sum of money because they have done something illegal or broken a rule. For example: A *parking fine*. Ask students for examples of situations in which a person might have to pay a fine.
- If you say *it serves someone right* when something unpleasant happens to them, you mean that it is their own fault and you have no sympathy for them.
- *what goes through their heads?* – 'what are they thinking about?'
- If someone makes an *unprovoked* attack, they attack someone who has not tried to harm them in any way. Also, teach *provocative*.
- If you say that a crime is committed in *broad daylight*, you are expressing your surprise that it is done during the day when people can see it, rather than at night.
- *a mugger* – 'a person who attacks someone violently in a street in order to steal money from them'. Elicit the verb: *mug*.

**3 Speaking**

Get students to discuss the questions in pairs before having a round up of answers with the class.

**4 Using grammar: passives**

If students need some help before they tackle this task, write the following sentences on the board:

*My bike was stolen last week.*

*Someone stole my bike last week.*

Ask students what the difference is (the first sentence is passive and the second sentence is active). If you wish to give further explanations, you could refer students to **G19** on page 169. Then ask students to go through the sentences a–f and decide if they are passive or active. The sentences include structures that are slightly different from the example you might have written on the board, for example 'had my car broken into' or 'My

car got broken into', but in all the passive examples, there is no subject. If you want to say who did something, you need to add *by ...*

**Answers**

- a. passive b. passive c. active d. active e. passive  
f. passive

Get students to complete the conversations with the verbs in the box, making either passive or active sentences. Then ask them to compare their answers with a partner before having a round up of answers with the class.

**Answers****Conversation 1**

- a. had / got (my car) towed away b. imposed  
c. didn't realise / hadn't realised  
d. have / get (it) released

**Conversation 2**

- a. steer clear b. were mugged c. was beaten up  
d. was hospitalised e. keep

**Conversation 3**

- a. was done / 's been done b. be imprisoned  
c. 'll have got off / 'll get off / 'll be getting off  
d. knocked down e. was left f. was doing  
g. went through

**5 Practice**

Get students to prepare to have a conversation about a crime they have witnessed or they know about by considering again the questions you asked them in the lead in to this unit:

*Have you ever witnessed a crime or been a victim of crime?*

*Is crime increasing in your country? Do you think this trend will continue?*

*If you were the government minister responsible for tackling crime, what measures would you introduce?*

Refer students back to the tapescript for **Activity 2** on page 158 and to the examples of the passive in **Activity 4** and ask them to try and incorporate some of the vocabulary and expressions they learnt as well as make appropriate use of the passive. Don't give students time to script a conversation, but only to make some notes. Put them into pairs and get them to practise their conversations. They could begin with a question such as *Did I tell you about ... ?*

Go around and monitor their conversations and if necessary, feed in some useful vocabulary. If you feel students would benefit from and enjoy some more practice, ask them to form different pairs and try to improve on what they said before. You could get some students to practise their conversations in front of the class.



## 6 Crime idioms

Get students to go through the sentences and in pairs discuss what they think the idioms in red mean. Tell them that if they look up key words such as *murder* and *robbery* in a good dictionary, they will find related idioms. Round up ideas with the class. End the lesson with the free discussion question.

### Answers

1. He can do whatever he likes and he's never punished.
2. It's really difficult to find a place to park.
3. I was really angry with her.
4. It was really busy.
5. I really want one.
6. The price is ridiculously high.
7. We should have won.
8. It's a grossly unfair state of affairs.

### Homework

You could ask students to do the activities in **Unit 18** in the **Workbook**, if you haven't done so already. Alternatively, ask them to write about one or two legal cases that stick in their minds, in a style similar to the article on page 103. Tell them they can use the Internet to help them research details – but not to copy from! You could even ask individual students to research and write up examples of cases involving all of the different crimes in **Activity 1 Crimes**. You could then edit these and turn them into a miniature class newspaper.



# Writing: Giving instructions and advice

## 1 Speaking

Elicit the meaning of *do a house swap* – ‘spend your holidays at someone else’s home while they are away, and in exchange, they can spend their own holidays at your home when you are away’. Ask students to give their opinions of this kind of holiday. What could be the advantages and disadvantages? Then get students to look at the eight possible house swaps and decide which one they would most like. Encourage them to explain their choice to a partner before they report back during class feedback.

- a *bungalow* – ‘a house with only one level and no stairs’.
- a *penthouse* – ‘a luxurious flat or set of rooms at the top of a tall building’.

Ask students to write similar descriptions of their own house / flat to advertise a house swap.

## 2 Reading

Tell students they are going to read a letter from a person doing a house swap. Elicit what instructions or advice they might leave for people staying in their home. Get them to read the letter and check their ideas. Then ask them to complete the task.

### Answers

1. with
2. from
3. case
4. let
5. unless
6. best
7. would
8. mind
9. have
10. itself

- *set the alarm* – ‘put the alarm on’.
- A *temperamental* machine often does not work properly. Turn students’ attention to the **Real English** box and point out that a *temperamental* person is not calm or quiet by nature, but has moods that change often and suddenly. Ask students if they know any temperamental people.
- Food that is *burnt to a crisp* has been overcooked and is almost black.
- *pricey* – ‘expensive’.
- A *reasonable* price is fair and not too high.
- If you *steer clear of something*, you avoid it.
- a *glorified farm* – ‘a place that is less impressive or important than it is made out to be, and is, in fact, just a farm’.

## 3 Speaking

Put students into pairs to discuss the questions.

- a *typical Sunday lunch* – in the UK people usually have a roast dinner on Sundays. This can include roast meat (pork, beef, lamb or chicken) with roast potatoes, vegetables (for example carrots and cabbage), gravy and Yorkshire pudding.

## 4 Clarifying

Explain the importance of asking for clarification when someone hasn’t given you all the information you need. Tell students that when you ask for clarification, you might make a statement or ask a question, or both. Ask them to do the task individually before comparing their answers with a partner. Elicit answers from the class.

### Answers

1. b., h.
2. c., f.
3. a., d.
4. e., g.

Get students to write follow-up sentences to clarify sentences 5–8.

## 5 Using grammar: giving advice

Elicit different ways of giving advice and then ask students to complete the task.

### Answers

1. ‘d steer clear, gets / can get
2. ‘re into, heading
3. ‘ve never gone camping, wouldn’t recommend, visiting
4. wouldn’t bother, are
5. fancy, could try
6. ‘d give, were, enjoy
7. must go, won’t regret
8. Don’t be tempted, ‘ll get ripped off

## 6 Planning a letter

Put students into pairs and ask them to choose a home for a house swap from **Activity 1**. Get them to discuss what information they might need from the owners. Then they can write the letter to the people they are going to house swap with for homework.



# Review: Units 13–18

## 1 Adjectives

### Answers

- devoted
- grave
- subtle
- fanatical
- chronic
- continual
- impressive
- irreverent

## 2 Adjective–noun collocations

### Answers

- c.
- d.
- b.
- a.
- f.
- h.
- g.
- e.

## 3 Passives

### Answers

- was diagnosed, was cremated
- was detained, was denied
- was coerced, was (then) convicted
- be hailed, being indicted
- was invaded, was (then) occupied
- is buried
- was suspected, was arrested, was (just) released
- was beaten up, be hospitalised

## 4 Verbs

### Answers

- foil
- take
- slash
- open
- combat
- twist
- get
- have
- contest
- exercise

## 5 Grammar

### Answers

#### Suggested answers

- just, suppose, they
- given
- as, that
- have
- haven't
- however
- considered
- few
- should, would / 'd
- should, would / 'd

## 8 Compound nouns

### Answers

- e.
- b.
- h.
- i.
- c.
- j.
- g.
- d.
- f.
- a.

## 9 Idioms

### Answers

- murder
- slope
- blessing
- guns
- minefield
- roof
- tune
- robbery

## 10 Word building

### Answers

- sexist
- (anti-)depressants
- estimation
- ghettoisation
- treatment
- gunpoint
- escapism
- overreliance

## 11 Vocabulary quiz

### Answers

#### Suggested answers

- By lying to the police, or preventing or hindering them in their inquiries.
- When you find something very funny and you laugh a lot – and can't stop laughing.
- Students' own answers will include the names of new and promising bands and athletes, and areas that are becoming popular and whose market value is going up.
- If something false and malicious were published about someone that damages their reputation.
- Teenagers sometimes snigger, i.e. laugh disrespectfully, rudely or unkindly at someone.
- A *massacre* is the killing of large numbers of people. *Genocide* is the systematic killing of people belonging to a particular ethnic group or nation.
- They allow themselves to be experimented on.
- A legitimate business that the mafia can hide behind.
- A person might be *left seething* if something made them very angry but they couldn't express their anger. A person might be *left destitute* if all their money and possessions were taken away from them.
- You might laugh quietly to yourself if you found something amusing.
- When civilians are killed accidentally in a war, perhaps in a bombing raid.



12. If the police believe you may have committed a crime, you *are arrested for* it – they take you to a police station and hold you there. Later, if they believe they have enough evidence to show that you have indeed committed the crime, you *are charged with* it. If you are found guilty of the crime in a court of law, you *are convicted of that crime*.
13. A couple might get married quickly if the woman were pregnant.
14. When someone dies and you ask someone to express on your behalf your sympathy to their family.
15. If it is *soppy*, it is too sentimental; if it is *gory*, it is too bloody and violent; and if it is *convoluted*, the plot is difficult to follow because it is overly complicated.
16. Paper or dry leaves make a soft sound as they move.
17. A *terminal condition* cannot be cured and causes death. A *chronic condition* lasts for a long time, but does not necessarily cause death, and may be curable.
18. You want to eat because you are a bit hungry.
19. If you made a fool of yourself and were embarrassed, or found yourself in an embarrassing situation.
20. A *lavish ceremony* is one where no expense has been spared. Funerals are *solemn occasions* because they are very serious.

## 2 Adjectives

### Answers

1. underrated
2. controversial
3. puerile
4. riveting
5. intricate
6. devastating
7. preposterous
8. witty

## 3 Describing visual information

### Answers

1. were
2. than
3. the
4. correct
5. for
6. correct
7. with
8. correct
9. little
10. correct
11. of
12. correct
13. the
14. correct
15. it
16. are
17. for (second one)
18. because
19. correct

## Writing

### 1 Grammar

#### Answers

1. wouldn't bother going / to go
2. give the Italian restaurant in town a miss
3. won't regret it / 'll regret it if you don't
4. Don't be tempted to go to
5. worth a visit
6. 're best going to
7. I recommend (that) you avoid / I wouldn't recommend (that you try)
8. absolutely must visit



## Unit overview

### General topic

Sport and fitness.

### Conversation

Discussing players and teams.

Talking about a football match.

Talking about sport and keeping fit.

### Reading

Discussing issues surrounding sport.

Reasons for liking or disliking sport.

### Language input

- Expressing degrees of certainty.
- Idioms derived from sport.

## Language strip

You can use the language strip to pre-teach some language. Ask students to underline anything they don't know and explain it to the class. Alternatively, use the language strip as a revision tool at the end of the unit. See the **Introduction** for ideas on how you could do this. The language is generally explained at the point where it comes up in the lesson, as described in the teaching notes below.

## Lead in

You could ask students to discuss the following questions in pairs before having a round up of ideas with the class:

*What was the last sporting event you went to? Did you take part or were you a spectator?*

*What are the most popular sports in your country? Why do you think these sports are so popular?*

## Reading

### 1 Speaking

After the relatively simple questions in the suggested lead in, there are now some more challenging questions for students to discuss. Get them to read through the statements and decide how far they agree with them before discussing their opinions with a partner. Insist that students justify their opinions and encourage them to support their stance in the feedback with the class.

## 2 Before you read

To lead into the text and pre-teach vocabulary, get students to match the verbs from the text with the nouns they collocate with.

### Answers

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

After checking the answers, ask students to categorise the collocations according to whether they express positive or negative attitudes to sport. Finally, get them to think of more reasons for liking and disliking sport.

- *heal a rift* – 'resolve a serious disagreement or quarrel that has caused unpleasant feelings between countries, groups of people or individuals'.
- *fuel tensions* – 'make tensions more intense'. Also: *a fuel* – 'a substance like coal, oil or petrol'.
- If you *pick yourself up* after a disappointment, failure or setback, you start again and continue to make efforts. Also, when you *pick yourself up* after you have fallen down, you stand up rather slowly.
- If a subject *dominates the media*, it is considered so important that the media publish or broadcast articles and stories about it for a period of time. Ask students what is dominating the media at the moment.
- *a conversational crutch* – 'a topic of conversation that helps you carry on a conversation with someone, especially when you have nothing very important or interesting to say to them'. Also: *a crutch* – 'a stick whose top fits round or under the user's arm, which someone with an injured foot or leg uses to support their weight when walking'.
- *foster a competitive edge* – 'encourage and promote the advantage someone has over another person that makes them more likely to be successful in a competition'. Also: *foster parents* – 'people who officially take a child into their family for a period of time, without becoming the child's legal parents'.
- If an event or experience is *mind-numbing*, it is so bad, boring or great in extent that you are unable to think about it clearly. Ask students what else has a mind-numbing effect. Also, if a part of your body is *numb*, you cannot feel anything there.

## 3 While you read

As they read, students can check why people like or dislike sport and decide which of the reasons they agree



or disagree with. Put students into pairs to discuss before you have a round up of answers with the class.

### Answers

The main reasons people dislike sport:

There is too much coverage of sport in the media, which prevents other more important issues being discussed.

Sport fosters a male-dominated competitiveness in the young.

It is a boring conversational crutch that men rely on socially.

It is dominated by big business.

Athletes are portrayed as heroes.

Footballers are seen as being responsible for encouraging bad language, binge-drinking and consumerism.

It can fuel tensions and violence.

The main reasons people like sport:

It offers drama, tension, escapism and release for many people.

It teaches you how to be a good loser, how to pick yourself up after defeat, how to focus on a long-term goal.

It can bring people together and heal rifts.

- A *bid for something* or *a bid to do something* is an attempt to obtain it or do it. Also: *a bid* – ‘an offer to pay a particular amount of money for something that is being sold’. Elicit words that collocate with *bid*: *a bid for freedom, a bid for power, a bid for fame*.

- *dismay* – ‘shock and sadness’. Point out the expression *to my dismay*. The opposite of *dismay* is *delight*.

- *a hike* – (informal) ‘a sudden or large increase in prices, rates, taxes or quantities’. Point out that *a hike* is often followed by *in*. For example: *A hike in the price of petrol*.

- *dissent* – ‘strong disagreement or dissatisfaction with a decision or opinion, especially one that is supported by most people or by people in authority’.

- If you describe something as *unprecedented*, you are emphasising that it is very great in quality, amount or scale. Also, if something is *unprecedented*, it has never happened before.

- *your waking hours* – ‘the hours when you are awake’.

- If someone *rules the roost* in a particular place, they have control and authority over the people there.

- *trampolining* – ‘a sport which involves jumping on a trampoline and performing certain actions’. Also: *a trampoline* – ‘a piece of equipment on which you jump up and down as a sport. It consists of a large piece of strong cloth held by springs in a frame’.

- *archery* – ‘a sport in which people shoot arrows at a target using a bow’.

- *Saturation coverage* of something in the news is the reporting of it to such a great extent that there is no room or time to cover anything else. Elicit the verb: *saturate*. Explain that a sponge that is submerged in water will take in a certain amount of water until it becomes *saturated*. Then it cannot absorb any more water. Ask students what words collocate with *saturation*: *saturation point, saturation level*.

- If you *lament* something, you express your sadness, regret or disappointment about it. Ask students for examples of words that collocate with *lament*: *lament the loss of something, lament the passing of something*.

- If you describe someone as *pathetic*, you mean that they make you feel impatient or angry, often because they are weak or not very good.

- Someone’s *counterpart* is another person who has a similar function or position in a different place.

- If something is *malign*, it causes harm. Elicit the verb: *malign* – ‘say unpleasant and untrue things about someone’. Elicit the adjective: *malignant*. For example: *A malignant tumour*.

- If you describe a situation as *cut-throat*, you mean that the people or companies involved all want success and do not care if they harm each other in getting it. For example: *A cut-throat business / competition*.

- If someone *muscles in on* something, they force their way into a situation where they have no right to be and where they are not welcome, in order to gain some advantage for themselves.

- *unsavoury* – ‘unpleasant or morally unacceptable’. For example: *An unsavoury character*.

- *A salutary* experience is good for you, even though it may seem difficult or unpleasant at first.

- *disparate* – ‘very different from each other’.

- *enliven* – ‘make more cheerful and lively’. Ask students what can enliven a dreary meeting.

- *keep an eye on* – ‘watch in case anything bad happens’.

## 4 Speaking

Get students to discuss the questions in pairs. Check that they understand the vocabulary in question 3 before having a round up of answers with the class.

## 5 Idioms

This activity follows on from the last paragraph of the text. Each sentence contains an idiom that has been taken from the article. Get students to complete the idioms with the words in the box and then underline the complete idiom. Ask them to compare their answers with a partner and discuss which sport each idiom originally came from and what it means in this context. As you go through the answers, make sure students have understood the idioms and clarify any idioms they are not sure about.



**Answers**

1. a level *playing field* to compete on (football)
2. she's got her *sights* set firmly on ... (shooting)
3. it seems to be *par* for the *course* (golf)
4. She doesn't pull any *punches* (boxing)
5. the ball is in their *court* (tennis)
6. moving the *goalposts* (football)
7. below the *belt* (boxing)
8. keep my head above *water* (swimming)
9. touch *base* (baseball)
10. rise to the *bait* (fishing)

Get students to discuss the questions in pairs and check that they understand the idioms before having a round up of answers with the class.

● If you say that something that happens is *par for the course*, you are not pleased with it but it is what you expected to happen. Also, teach *I'm a bit under par* – 'I feel tired and unable to perform as well as I normally do'.

● *a moron* – 'an incredibly stupid person'. This is an insulting term.

● Something that is *below the belt* is cruel and unfair.

● *touch base* – 'meet and catch up with news'.

● If you *rise to the bait*, you react to something that someone has said or done exactly as they intended you to do. Also: *bait* – 'food which you put on a hook or in a trap in order to catch fish or animals'.

## Conversation

### Warmer

If you are starting a new lesson, begin with some revision. Write the 10 words from the box at the start of **Activity 5 Idioms** on the board. Put students into pairs and ask them how many of the complete idioms from this activity they can remember. Then ask them to choose two idioms to talk about experiences from their own lives. Alternatively, write the 12 verbs from **Activity 2 Before you read** on the board and ask students how many reasons for liking or disliking sport they can remember, explaining that these 12 verbs were all used in expressions for talking about likes and dislikes. They could then change partners and discuss which reasons they agree with and why. A further option would be to get students to do one of the activities from **Unit 19 of the Teacher's Resource Book**.

### Discussing players and teams

Ask students to go through the sentences with a partner and decide which are positive and which are negative. Get them to explain what they think the sentences mean and why they are positive or negative.

**Answers**

1. negative – She doesn't believe she will succeed.
2. positive – He's very good-looking.
3. negative – He may be able to kick the ball hard, for example, but he can't control it very well.
4. negative – He is the worst player in the team.
5. negative – He is an excessively aggressive player.
6. negative – Very often they play poorly for no apparent reason.
7. negative – He must be taking some kind of (illegal) performance-enhancing drug.
8. positive – He is getting better and better and is going to be the best in the game.
9. positive – He really wants to succeed.
10. positive – She is better than most people say she is.
11. negative – He is too old now to play well.
12. negative – They could have been better than they actually were.
13. negative – He ended up drinking and partying too much.
14. positive – He is trying to make a new start in his career and become successful again.
15. positive – He is a courageous and determined player who keeps trying, even if he is defeated.
16. negative – He can't play well under pressure.

Put students into pairs and ask them to tell each other about sportspeople who might be described by the sentences above. If students are from different countries, encourage them to refer not only to athletes who are well-known in their own country, but ones who also have an international reputation. This way, students can exchange opinions about the athletes. Encourage them to say why they think a sportsperson can be described in this way. If they claim not to know much about sport, mention stars such as David Beckham or Pelé.

● If you have an *off day*, you have a day when you can't do things as well as you can normally. Also, if something happens *on and off*, it happens occasionally, not in a regular or continuous way.

● If someone is *on something* like a drug, they take it regularly.

● *drive* – 'energy and determination to succeed'. For example: *She has a lot of drive and determination*.

● *underrated* – 'better, more clever, more important or more significant than most people think'.

● If someone is *past it*, they are no longer able to do what they used to do. Also: *past his sell-by date* – 'no longer effective, interesting or useful'.

● *fulfil your potential* – 'achieve what you are capable of achieving'. For example: *That child is very talented. I hope she will be able to fulfil her potential*.

● If someone *goes off the rails*, they start to behave in a way that is unacceptable or very strange, for example they start taking drugs or breaking the law.

● *gutsy* – 'very courageous'.



## 2 Listening

Tell students they are going to hear a conversation between three people who are discussing a game of football. Ask them to read the questions before you play the recording through once. Then elicit answers from the class.

### Answers

1. We do not know the exact score, but according to Terry, Lee's team 'scraped a win'.
2. Both men think their team played better than the other one. Terry thinks Lee's team were lucky and Lee thinks Terry's team hardly had a shot on target. Grace wishes they wouldn't talk about football all the time.

Get students to discuss whether their own attitude to football is similar to Lee and Terry's or to Grace's, and why. Have a round up of ideas with the class and then move on to the next activity, which requires students to focus on the details of the conversation.

## 3 Listen again

Go through the sentences with students or put them into pairs to do so. Discuss who said these sentences, what the speakers were referring to, and what the sentences mean.

- In games such as football or hockey, when an attacking player is *offside*, they have broken the rules by being nearer to the goal than a defending player when the ball is passed to them.
- *boot a ball* – 'kick a ball without much skill'.
- *keep it up* – 'continue to perform well'.
- If a team is *relegated*, they have to compete in a lower division in the next competition because they were one of the least successful teams in the higher division.
- *friendly banter* – 'teasing or joking talk that is amusing and friendly'.
- *an old chestnut* – 'a story, joke, argument or excuse that has been repeated so many times that you are bored of it or, in the case of arguments or excuses, you don't believe it any more'. Refer students to the **Real English** box.
- *it's so tribal* – 'the rivalry is childish and primitive'.
- If someone is *not exactly a good model of behaviour*, their behaviour is not good and you do not think other people should copy it.
- *a feeble argument* – 'a weak argument'.

Play the conversation through again and ask students to listen out for who said what.

### Answers

1. Terry: the goal
2. Lee: the centre back of Terry's team for whom the club paid £18 million
3. Terry: the players in Lee's team, who kick the ball without skill
4. Terry: Can Mariner, a player in Lee's team, sustain his good performance the whole season?
5. Terry: Lee's team will play so badly that they will probably have to compete in a lower division in the next season.
6. Lee: He and Terry are not fighting; they are just teasing each other.
7. Grace: Grace is tired of hearing that excuse.
8. Grace: Men's behaviour regarding football is childish and primitive.
9. Terry: Tennis players can behave badly too.
10. Grace: She has a poor opinion of Lee's argument that tennis crowds are better behaved because they are middle-class.

There are many expressions in this listening activity. Get students to read through the tapescript on page 158 and underline some more expressions that they would like to remember. Have a round up of these expressions with the class.

- If one team *thrashes* another in a game, they defeat them easily or by a large score. Ask students for examples of recent matches where a player or a team thrashed another. Also: *thrash* – 'hit someone several times as a punishment'.
- *clear-cut* – 'easy to recognise; obvious'. For example: *A clear-cut decision.*
- *dream on* – 'that's what you'd like to believe, but it's not going to happen'. Also: *in your dreams.*
- *pace* – 'speed'.
- If you are *at the top of your game*, you are playing very well.
- *scrape a win* – 'manage to win by a very narrow margin'.
- *keep your hair on* – 'don't get upset'.
- *24/7* – 'twenty-four hours a day, seven days a week, i.e. all the time'.
- *a racket* – 'an oval-shaped bat with strings across it, which is used by a tennis player to hit the ball'. Also: *make a racket* – 'make a lot of noise'.
- If you *hurl abuse at someone*, you shout insults at them aggressively. Also, if you *hurl* something, you throw it violently and with a lot of force.

## 4 Speaking

Go through the questions with students and get them to discuss in pairs before having a round up of ideas with the class.



## 5 Expressing degrees of certainty

We often teach students how to express probability using modals such as *may*, or expressions such as *it's unlikely*. In this activity students learn more natural ways to express possibility and probability.

Get students to go through the sentences and decide which two options are correct.

### Answers

1. bet / hope, Fat / No
2. a chance / a hope, an even / a reasonable
3. definite / distinct, likelihood / probability
4. slender / slim
5. odds / chances
6. low / slim
7. likelihood / probability

At this point, refer students to the **Real English** box. Go through the explanation and point out the natural language used by B in the example. 'About a million to one, I would've said' is a natural way of expressing that something is very unlikely to happen. Get students to think of other examples of things that may or may not happen and encourage them to develop mini-exchanges using this expression – not necessarily on the subject of sport!

Students will have a chance to use some of the language expressing certainty in the sentences a–e. Ask them to complete the sentences using their own ideas and then compare what they have written with another student to see if they agree or disagree with each other.

## 6 Talking about sports and keeping fit

Ask students to complete the texts with the words in the box.

### Answers

#### Text 1: skiing

1. obsessive 2. challenging 3. off-piste 4. virgin

#### Text 2: football

1. kickabout 2. charging 3. dribbled 4. hacked

#### Text 3: sailing

1. flipped 2. undertow 3. dragged under 4. drown

#### Text 4: long-distance running

1. beat 2. fade 3. paced 4. collapsed

#### Text 5: tennis

1. calls 2. get 3. fell apart 4. whacking

#### Text 6: golf

- a. blew b. dropped c. play-off d. blasted

Get students to decide which sports are being discussed in each text and which vocabulary helped them arrive at their conclusions. Ask them to compare their ideas in pairs before you discuss them as a class. To end the lesson, you could extend the discussion. Ask students if they have ever taken part in or watched any of these sports and if they have done or seen any of the things described in the texts. Feed in any necessary vocabulary when students miss an opportunity to use the new words and expressions.

● *a resort* – 'a place where a lot of people spend their holidays'. There are both summer and winter resorts. Ask students for examples from their countries.

● A *challenging* task or job requires great effort and determination. Ask students what is challenging about learning English.

● *virgin* – 'new; untouched'.

● If you have a *kickabout*, you play a friendly, informal game of football purely for fun.

● *charge around* – 'run around quickly and aggressively'. An animal like a bull can *charge* you if it is provoked.

● When players *dribble* the ball in a game such as football or basketball, they keep kicking or tapping it quickly in order to keep it moving. Also, if a baby *dribbles*, saliva drops slowly from its mouth.

● *flip over* – 'turn over quickly'. Also: *flip a coin* – 'use your thumb to make a coin turn over and over as it goes through the air'.

● *an undertow* – 'a strong current of water that is moving below the surface current and in a different direction to it'.

● If something like an undertow *drags you under*, it pulls you under the water.

● If a runner *fades towards the end of a race*, they struggle to finish because they don't have much strength and energy left. Also, point out that light can *fade* – 'become less bright'. Colours can *fade* – 'become paler'.

● If you *pace yourself* in a race, you know when you should go faster or more slowly or maintain a steady speed, depending on circumstances.

● *collapse* – 'fall down suddenly because you are very weak'.

● In tennis, a *line call* is the umpire's decision about whether a player has hit a ball within the area of play or whether the ball is out.

● *let it get to you* – 'let something affect you negatively'.

● *her game fell apart* – 'she started making mistakes and she played badly'.

● If you *whack* something, you hit it very hard.



- If you *blow* a chance or attempt to do something, you make a mistake which wastes the chance or causes the attempt to fail. Ask students if they have ever blown anything.
- a *sudden death play-off* – ‘a way of quickly deciding the winner of a game such as football or a golf tournament when there are equal scores at the time when it would normally end’. In a *sudden-death* situation, the first team to score a goal or the first golfer to win a hole is the winner.
- If you *blast* something, you hit it very hard. Ask students in which sports a player could blast something.

### Homework

You could ask students to do the activities in **Unit 19** in the **Workbook**, if you haven't done so already. You could also get them to write a 150–200 word essay in response to one of the sentences in **Activity 1 Speaking** on page 112. Alternatively, you ask them to write a short article explaining what they do to *stay* in shape. One further option might be to get students to write a phone conversation between two friends discussing a recent sporting event.



## Unit overview

**General topic**  
Belief.

**Conversation**  
Talking about religion.  
Practising your faith.  
Freedom of religion.

**Reading**  
Modern belief systems.

**Language input**  
Using grammar: verb patterns.

## Language strip

You can use the language strip to pre-teach some language. Ask students to underline anything they don't know and explain it to the class. Alternatively, use the language strip as a revision tool at the end of the unit. See the **Introduction** for ideas on how you could do this. The language is generally explained at the point where it comes up in the lesson, as described in the teaching notes below.

## Lead in

You could ask students to discuss the following questions in pairs before having a round up of ideas with the class:

*Are you religious at all?*

*What religions do people practise in your country? What do you know about them?*

*Do you think people have a need to believe in something?*

## Conversation

### 1 Talking about religion

In this activity, students learn how to respond to the question *Are you religious at all?* and talk about their beliefs. Get them to complete the sentences with the words in the box, using a dictionary to look up any unknown words.

#### Answers

**Conversation 1**  
1. brought up 2. Mass 3. practise 4. pray

**Conversation 2**  
1. out there 2. higher power 3. agnostic

### Conversation 3

1. believe 2. atheist

### Conversation 4

1. became 2. converted 3. meditates

### Conversation 4

1. Practising 2. mosque 3. supposed

Get students to compare their answers with a partner and underline any useful collocations and expressions. Have a round up of answers with the class. You could also refer students to the **Real English** box. Point out the pronunciation of *folks*: /fəʊks/. Explain the difference between *my folks*, *folks* and *folk*. Focus on the use of *my folks* as an everyday way of saying *my parents*, and *folks* as an informal way of describing or addressing a group of people.

- *Mass* – 'a Christian church ceremony, especially in a Roman Catholic or Orthodox church, during which people eat bread and drink wine in order to remember the last meal of Jesus Christ'.
- In the Catholic church and in some other churches, if you *go to confession*, you privately tell a priest about your sins and ask for forgiveness. Also: *confess* – 'admit to doing something wrong'.
- *an agnostic* – 'a person who believes that it is not possible to know whether God exists or not'.
- *an atheist* – 'a person who believes that there is no God'.
- If you *are converted*, you are persuaded to change your religious or political beliefs. *Convert* can be used as an active and a passive verb. Elicit the noun: *a convert*.
- If you *meditate*, you remain in a silent and calm state for a period of time as part of a religious training or so that you are more able to deal with the problems and difficulties of everyday life. Elicit the noun: *meditation*.
- If a person is described as being a *practising* Muslim, Catholic, Buddhist, etc., they take part in the activities associated with a particular religion.
- *a mosque* – 'a building where Muslims go and worship'.
- A *devout* person has deep religious beliefs.
- When people *pray*, they speak to God in order to give thanks or to ask for his help.

## 2 Speaking

Get students to discuss the questions in pairs before having a round up of answers with the class.



## 3 Practising your faith

Explain to students that in this activity the words in red are associated with a particular faith or religion. Get students to go through the sentences and look up any unknown words in a dictionary.

- *confirmation* – ‘a ceremony in which a person is confirmed, i.e. they are formally accepted as a member of a Christian church during a ceremony in which they say they believe what the church teaches’.
- *Lent* – ‘the period of forty days before Easter, during which some Christians give up something that they enjoy’.
- *halal meat* – ‘meat from animals that have been killed according to Muslim law’.
- *a veil* – ‘a piece of thin soft cloth that women wear over their heads and which covers their face’.
- *a headscarf* – ‘a head covering which Muslim women wear’.
- If you *fast*, you eat no food for a period of time, usually for either religious or medical reasons. Muslims fast during the month of Ramadan, when they don’t eat during daylight hours. Members of other religions can fast, too: Christians can fast during Lent, for example.
- In a *circumcision ceremony* the loose skin at the end of a boy’s or man’s penis is cut off. Jews and Muslims practise circumcision.
- *a synagogue* – ‘a building where Jewish people meet to worship or to study their religion’.
- *kosher food* – ‘food that is approved of or allowed by the laws of Judaism’. Point out that *kosher* can also be used colloquially to describe something approved of or considered to be correct.
- If you believe in *reincarnation*, you believe that when a person dies, their spirit will be born again and will live in the body of another person or animal.
- *a bindi* – ‘a red dot which many Hindu women wear on their forehead’. It is traditionally a symbol of marriage, so widows do not wear a bindi.
- *a shrine* – ‘a place of worship which is associated with a particular holy person or object’.
- *incense* – ‘a substance that is burned for its sweet smell, often as part of a religious ceremony’.
- *leave an offering* – ‘offer a gift to a deity as a form of worship’.
- An *indigenous tribe* belongs to the country in which it is found, rather than coming there from another country.

Get students to discuss the questions about religion and belief in pairs or small groups before having a round up of answers with the class. If you have students of different religious beliefs, distribute them evenly throughout the class to make for a more interesting discussion.

## 4 Listening

Explain to students that in this listening activity they will learn something about Jehovah’s Witnesses. Ask students what they know about these people and write up information on the board. It would probably be a good idea to read the tapescript before you have the discussion so that you can feed in useful ideas and direct the conversation.

Play the conversation through once and ask students to take notes about Jamelia’s beliefs and practices. Then get them to discuss their ideas in pairs.

- Your *in-laws* are the parents and close relatives of your husband or wife. Elicit types of in-laws: *mother-in-law, father-in-law, brother-in-law, sister-in-law*.
- *freak out* – ‘suddenly feel extremely surprised, upset, angry or confused’.
- *petrified* – ‘very frightened’.
- *pass out* – ‘lose consciousness’. Ask students why people might pass out.
- *sneak out* – ‘go out very quietly on foot, trying to avoid being seen or heard’.
- *I’m pretty ignorant about ...* – ‘I really don’t know much about ...’.
- *a heathen* – ‘a person who has no religion, or belongs to a religion that is not Christianity, Judaism or Islam’.
- *I see where you’re coming from* – ‘I understand you’.
- *it’s hard for me to get my head round it* – ‘it’s not easy for me to understand it’. Ask students for examples of things they can’t get their head round.
- If you are *duty bound* to do something, you feel obliged to do it because you feel it is your responsibility. Ask students who might say *I’m duty bound to report you*.

## 5 Listen again

Go through the questions with students and then play the conversation through again. Put students into pairs and get them to discuss their answers. Encourage them to make reference to specific things that were said in the conversation before discussing the answers with the class.

### Answers

1. She’s ‘freaking out’ and very worried that ‘it’s all going to be a disaster’.
2. The kids are getting over-excited – ‘hyper’ – because ‘they’re expecting more presents than ever’.
3. He hopes to be able to ‘sneak out on occasion’ and get away from it all for a while!
4. Arthur and his partner are going away on holiday. They have ‘booked a little villa in the Dordogne’ and it will be just the two of them.



5. It is not a Christian festival but a pagan one, which originally celebrated the winter solstice. Also, she doesn't believe Jesus was born at Christmas. Furthermore, he never commanded anyone to celebrate his birth, and Jehovah's Witnesses 'see celebrating His birth as disrespectful'.
6. He likens Gary's Christmas to a pagan festival and implies that he will not be celebrating the birth of Jesus at all.
7. He makes a joke about not celebrating anything and maybe missing out on things.
8. She goes round people's houses knocking on doors, as Jehovah's Witnesses are 'duty bound to warn people about the end days'.

The post-listening activity encourages students to learn something from other members of the class. Get students to look at the tapescript on page 159 and pick out three words or expressions they are not sure about. They could walk around the room asking other students if they can help explain the new words or expressions. As a final check, students can ask you to clarify any meanings in a round up of new words and expressions.

## 6 Speaking

Put students into pairs or small groups and ask them to discuss these questions about religion and belief. Then have a round up of answers with the class. See if you can get a discussion going about possible conflicts between religious freedom and the laws of a secular state.

## 7 Using grammar: verb patterns

In this activity students are given practice in recognising different patterns following certain verbs and verb + preposition combinations. Point out the example from the previous listening activity: *command someone to do something*. Then ask students if it is possible to change the pattern following *command*. For example, can we say *command someone do / doing something?* (It isn't.) If students want more information on verb patterns, refer them to **G22** on page 170. Get them to complete the sentences with the verb in brackets in the correct form.

Ask students to compare their answers in pairs before having a round up of answers with the class. As you give feedback, make sure students record the patterns following the verbs in their notebooks.

### Answers

1. to moralise
2. to stealing / to having stolen
3. not to get / about getting
4. to think
5. of lying
6. on having
7. to having
8. into trying / to try
9. not to have
10. to love

Put students into pairs or small groups and ask them to discuss the questions using verb patterns they have encountered. Monitor their conversations and make sure they are using these patterns correctly. Then round up answers with the class.

## Reading

### Warmer

If you are starting a new lesson, begin with some revision. Write the words in red from **Activity 3 Practising your faith** on the board before the lesson begins. Put students into pairs and ask them if they remember which religion each word is associated with. Then ask them to change partners and discuss questions a–c. Alternatively, you could ask students to tick any of the words in the box in **Activity 1 Talking about religion** that they feel apply to their own lives and then ask them to explain why these words apply to a partner. You could begin by modelling the task with reference to your own life. A further option would be to get students to do one of the activities from **Unit 20** of the **Teacher's Resource Book**.

## 1 Speaking

The statements 1–10 are used later on to discuss the views put forward by the writer of the article, so make sure students have a clear understanding of what each one means. Go through the statements with the class explaining any unknown vocabulary. Give students time to consider to what extent they agree or disagree with each one and why. Then put them into pairs and ask them to explain their ideas to a partner before having a round up of ideas with the class.

## 2 Before you read

There are a number of obscure terms in the article that are defined here. Go through them with the class before setting the reading task. You could have a brief discussion to find out if students know anything about the beliefs listed here.

## 3 While you read

The article talks about our search for something to believe in as an alternative to established religion. When students have finished reading, refer them back to the statements in **Activity 1**. Get them to try to understand the views of the writer by considering to what extent they would agree or disagree with these statements.



**Answers****Suggested answers**

1. The writer seems to agree. People have adopted some rather bizarre belief systems to replace more traditional ones, including a religion developed for a movie!
2. He seems to agree, and says: 'I had a friend who practised Jediism. ... it really seemed to centre my friend and give him strength, so I said, more power to him.'
3. He agrees. In the article he says that a kind of 'pick 'n' mix belief system appears to be becoming increasingly prevalent'.
4. He agrees, but only to an extent. He says: 'Churchgoing in Britain has been in decline, due in part to the rise of science and technology', but at the same time people 'need some kind of faith as humans'.
5. He does not seem to agree. The article does not mention 'strange phenomena in the universe which science can't explain'. However, the writer seems rather scornful about 'the explosion of interest in all kinds of things which have, at best, only a tenuous scientific basis'.
6. He does not seem to agree. He implies that alien abductions and crop circles are phenomena that logic dictates can't be true.
7. He agrees to a great extent. He says: 'It seems as if we almost need some kind of faith as humans.' Science cannot satisfy us emotionally or spiritually or 'answer the big questions such as "Why are we here?"'.
8. He agrees. He says: 'If faith, then, is a matter of choosing between one of the ancient faiths and these pick 'n' mix beliefs, I would take one of the older faiths any day. They have produced better art, more beautiful buildings ... than any of these New Age self-help cults.'
9. He does not mention this.
10. He does not mention this.

**4 Word check**

Explain to students that the verbs in the box come from the article, but in this activity they are used in other contexts. Get students to complete the sentences and ask them to underline the verbs with their collocates in the original article. Encourage students to look up the verbs in a dictionary and find one more collocate. Ask them to compare their answers and findings in pairs before having a round up of new collocations with the class.

**Answers**

1. pick 2. swear 3. judged 4. revealed  
5. dedicated 6. verging 7. adopted 8. inflated

- *pick and choose* – 'carefully choose only things that you really want and reject the others'.
- If you *swear by something*, you have great confidence in the value of that thing. Ask students what they swear by: *a remedy, make-up*.
- If an organisation is *dedicated to a cause*, its purpose is to serve that cause. Also, if someone *dedicates a book to you*, they mention your name in the front of a book as a way of showing affection or respect for you. Elicit the noun: *dedication*.
- If something is *on the verge of genius*, it is very close to being a work of genius. Also: *the verge of a road* – 'a narrow piece of ground by the side of a road, which is usually covered with grass or flowers'.
- *adopt* – 'begin to use'. Also, if you *adopt* someone else's child, you take it into your own family and make it legally your son or daughter.
- If someone *inflates* the amount or effect of something, they say it is bigger, better or more important than it really is, usually so that they can profit from it. Elicit words that collocate with *inflate*: *a balloon, a tyre, numbers*. Also: *have an inflated opinion of yourself*.
- *blow things up out of all proportion* – 'exaggerate matters, make things seem bigger, more dangerous, worrying, etc. than they are'. Ask students for examples of when governments or the media have done this.

**5 Speaking**

Go through the list of beliefs. Put students into pairs or small groups and ask them to discuss the questions. Then have a round up of answers with the class. Try to get a discussion going over which of the beliefs might have something behind them and which are nonsense!

**Homework**

You could ask students to do the activities in **Unit 20** in the **Workbook**, if you haven't done so already. Another possibility is to put students in groups of three and ask each student to choose two of the things from **Activity 5 Speaking**. Make sure each group of three chooses different things. Students then go home and research each topic on the Internet or in encyclopaedias, etc. They can give a five-minute presentation on their subjects to the other members of their group at the start of the next class. Alternatively, you could ask students to write a 150–200 word essay in response to one of the sentences in **Activity 1 Talking about religion**.



# Writing: Making requests and enquiries

## 1 Speaking

Elicit examples of occasions when we might have to request or enquire about any of the items 1–8. Ask students to tell each other if they have ever written any of the documents mentioned and what the circumstances were. Did they write letters or e-mails, and why?

## 2 Stating your purpose

Elicit ways of stating your reason for writing in a letter of request or enquiry. Remind students about the different language used for formal and informal contexts. Then ask them to complete the task.

### Answers

- send
  - request
  - inform you of the fact, overcharged by thirty pounds
  - reimburse me
  - let me know
  - further information regarding, determine, advising against
  - I would be most grateful if you could
  - possibility, acquiring
- a. 8. b. 5. c. 2. d. 1. e. 3. f. 6. g. 7. h. 4.

## 3 Using grammar: softening

Explain that extended sentence starters are very common, especially in more formal language or when we want to be polite, and get students to look at the ones in the box. Elicit language to follow on from these, and then ask students to complete the task.

### Answers

- I was wondering
- Could you do me a favour
- You wouldn't happen
- You couldn't
- Is there any way
- Would it be at all possible
- Would you mind
- Do you know

I don't suppose you could possibly do me a huge favour and lend me your laptop, could you?

Ask students if they can combine any of the requests to make longer ones like this!

## 4 Listening

Ask students to listen to eight short exchanges and decide in which two the responses are sarcastic.

### Answers

5. and 7.

Ask students to work individually and write five questions of their own so that they can have similar conversations. Once they have finished, get them to walk round the class and ask other students their questions. They will also have the chance to respond to questions. Encourage them to vary their responses.

## 5 Practice

Explain the task and ask students to re-write the sentences using the words in brackets.

### Answers

- You don't happen to know whereabouts in Venice he's staying, do you? / Do you happen to know whereabouts in Venice he's staying?
- Could you do me a favour and check this letter for me?
- You couldn't possibly send me over some of that saffron from Teheran, could you?
- Would it be at all possible to get the report back to me by Friday?
- Would you mind my not paying / if I didn't pay the bill till next month?
- Is there any way you could pass my name and address on to him?
- I was / We were wondering if you would like to write an article for our magazine?
- Do / Would you know when the delivery is due by any chance?

When you have gone through the activity as a class, ask students to write short replies to the questions. Have a round up of possible answers.

## 6 Speaking

Put students into pairs and ask them to discuss the questions. Feed back as a class. This activity leads into the next one.



## **7** A letter of request

Ask students to read through the letter to get a general idea of what it is about. Then individually or in pairs, they can complete it with one word in each space. Go through the answers as a class.

### **Answers**

1. about 2. planning 3. grateful 4. least  
5. wondering 6. interested 7. possible 8. basis  
9. chance 10. advance

## **8** Writing your own e-mail

Get students to write the e-mail for homework. You could also ask them to write a letter using more formal equivalent expressions.



## Unit overview

### General topic

Travel and tourism.

### Conversation

Different kinds of vehicles.

Talking about cars and driving.

Some bad driving experiences.

### Reading

Why a man never goes on holiday.

Debating.

### Language input

- Parts of a car.
- Using grammar: *wouldn't*.
- Making concessions when debating.
- Giving reasons for doing something: *out of + a noun*.

## Language strip

You can use the language strip to pre-teach some language. Ask students to underline anything they don't know and explain it to the class. Alternatively, use the language strip as a revision tool at the end of the unit. See the **Introduction** for ideas on how you could do this. The language is generally explained at the point where it comes up in the lesson, as described in the teaching notes below.

### Lead in

You could ask students to discuss the following questions in pairs before having a round up of ideas with the class:

*Do you drive? Do you enjoy driving? Do you prefer to take public transport?*

*Is car ownership increasing in your country? Is this a good thing? Why / why not?*

*If you were the government minister in charge of transport, are there any laws that you would introduce regarding cars and / or public transport?*

## Conversation

### 1 Different kinds of vehicles

In this activity students will have the chance to discuss the advantages and disadvantages of different types of cars and other vehicles which they may not have heard of before. Get students to look up any unknown vocabulary in a dictionary and make some notes before

discussing their ideas with a partner. Make sure they understand the meaning of *downsides* – 'disadvantages'. To explain *a limo* you could refer students to the **Real English** box. In the UK nowadays, it is relatively cheap to hire a limo for a party. It is not uncommon to see groups of young people hanging out of limo windows on a Saturday night shouting at passers-by!

- *an automatic* – 'a car with automatic gear change'. Ask students if they know anyone who has such a car.
- *an estate* – 'a car with a long body, a door at the rear and space behind the back seats'. Ask students for examples.
- *a hatchback* – 'a car with an extra door at the back which opens upwards'. Ask students why people might like hatchbacks.
- *a convertible* – 'a car with a soft roof that can be folded down or removed'. Ask students for examples.
- *a camper van* – 'a van which is equipped with beds and cooking equipment so that you can live, cook and sleep in it'. Ask students what the attractions might be.
- *a moped* – 'a small motorcycle which you can also pedal like a bicycle'.

## 2 Speaking

Get students to discuss the questions in pairs before having a round up of ideas with the class. When students are answering question 2, encourage them to think back to a special time in their lives, perhaps a wedding or holiday, or when they hired a limo for a party!

## 3 Parts of a car

Ask students to study the pictures and label them with the words in the boxes. The first set of words has to do with the outside of the car and the second set with the inside. The latter will be more difficult for those students who can't drive, as they won't necessarily understand what the various controls do. After students have finished labelling the pictures, give feedback to the class.

### Answers

1. windscreen 2. windscreen wiper 3. wing mirror  
4. bonnet 5. headlights 6. indicator 7. tyre  
8. number plate 9. bumper

A. dashboard B. gear stick C. steering wheel  
D. horn E. handbrake F. clutch G. brake  
H. accelerator

Get students to test each other to see how many words



they remember. Put them into pairs and ask them to cover the boxes with the words. They can then show each other the pictures in turn to see who can remember the most words. Try to make this activity light-hearted and fun, but make sure students have learnt most of the words as they will need them in the next activity.

#### 4 Talking about cars and driving

In this activity the words from **Activity 3** are contextualised. The task also introduces some new words, expressions and collocations. Ask students to complete the sentences individually. When most students have finished, get the class to compare their answers in pairs and help each other with any language they are not sure about. Encourage them to focus on collocations like *dip his headlights* or *shattered my windscreen*. Then go through the answers with the class, writing the answers on the board.

##### Answers

1. headlights
2. wing mirror
3. windscreen
4. clutch
5. dashboard
6. accelerator, brake
7. windscreen wipers
8. handbrake

Get students to discuss the questions. These questions may not be so interesting for students who can't drive, so be prepared to cut the discussion short.

#### 5 Listening

Students may have had similar experiences to the four speakers in this listening activity. Go through the questions a–c with the class before playing the conversations through once. Ask students to make notes while they listen and then discuss their ideas with a partner. Encourage them to refer to specific things that they heard in the conversations as this will help them in the next part of the activity when they have to identify which speaker said what.

##### Answers

###### Conversation 1

They arrived in a foreign country late at night and the taxi driver who took them to their hotel grossly overcharged them: 'he proceeded to completely fleece us'.

###### Conversation 2

Mandy failed her driving test because she was so nervous: 'I just completely botched it up'. In the end, the examiner had to stop the car to prevent an accident.

##### Conversation 3

John and six other people were driving around the town in a hatchback looking for a restaurant. The woman driving the car turned into the wrong street and they realised they were going 'the wrong way down a one-way stretch of the motorway'. They didn't have an accident but neither did they find the restaurant, so they didn't have any dinner.

##### Conversation 4

James was driving a hired car on holiday, but couldn't get the cap off the petrol tank. The garage assistant showed him how to do it, but the next time John needed petrol, he still couldn't work out how to get it off.

Go through the answers with the class, and then ask students to go through the sentences 1–12, looking up any unknown vocabulary in a dictionary. Put them into pairs and get them to discuss who said what, and what they were talking about. Then play the conversations through again, this time getting students to listen carefully to the specific language being used.

##### Answers

1. John: I thought we were going to die.
2. Julie: There was nothing we could do about the situation.
3. James: The car we hired was much more sophisticated than my old car back home.
4. John: I did what everyone else was doing.
5. James: I needed to get petrol.
6. Mandy: I was very nervous.
7. Julie: He ripped us off / overcharged us.
8. Mandy: I wasn't able to concentrate any more.
9. Mandy: I accidentally made the engine stop suddenly.
10. John: I thought we had little chance of finding the restaurant because we had been given incorrect information about its location.
11. James: The assistant helped me.
12. Julie: I knew instinctively that something wasn't right.

Get students to compare their answers in pairs before having a round up of answers with the class.

● *hop in* – 'get into a vehicle'. Also: *hop* – 'move along by jumping on one foot'.

● A *scenic route* goes through attractive scenery and has nice views. Here it is used sarcastically because the taxi driver is taking them the long way in order to overcharge them. Ask students for examples of local scenic routes.



● If you *put* an idea or remark *mildly*, you do not express it in a strong or severe way. If it is bitterly cold, for example, you might say: *It's a bit cold, to put it mildly.*

● *and then some* – 'and more'.

● *wiped-out* – 'exhausted'. Ask students when they last felt wiped-out.

● If you *make the most of something*, you take full advantage of its benefits and enjoy it as much as you can.

● If you are *a bag of nerves*, you are very nervous. Ask students if they have ever felt like this.

● If something such as a remark or an experience *throws you*, it surprises you or confuses you because it is unexpected. Ask students what kinds of situations or events might throw them.

● If someone is *a goner*, they are about to die, or are in such danger that nobody can save them.

● If you are *fazed*, you are surprised, shocked or frightened so that you do not know what to do.

● *mythical* – 'imaginary'. Point out that *mythical* collocates with *creatures*.

● If a vehicle *veers* in a certain direction, it suddenly moves in that direction.

● *beep a horn* – 'sound a horn'.

● If you *dodge* something, you avoid it by quickly moving aside or out of reach so that it cannot hit or reach you. Elicit words that collocate with *dodge*: *a car, taxes, a person*.

● *ravenous* – 'extremely hungry'. Ask students when they get ravenous.

● *air con* – 'air conditioning'.

● *sat nav* – 'satellite navigation system'.

● *all that jazz* – 'everything else like that'.

● If you *man* a place or machine, you operate it or are in charge of it.

● If you are *at someone's mercy*, you are in a situation where you cannot prevent yourself being harmed or affected by that person.

● If you *go with the flow*, you let things happen or let other people tell you what to do, rather than trying to control what happens yourself. Also: *don't make waves*.

● *fill up* – 'put petrol in the petrol tank of a car'.

● If you *fleece* someone, you get a lot of money from them by tricking them or charging them too much. Ask students if they have ever been fleeced. Also: *fleece* – 'the coat of wool that covers a sheep'. Also: *a fleece* – 'a jacket or other garment made from a soft warm artificial fabric'.

● If a vehicle *stalls* or if you *stall* it, the engine stops suddenly.

● If you are on a *wild goose chase*, you waste a lot of time searching for something that you have little chance of finding, because you have been given incorrect information.

● *put someone out of their misery* – 'give someone information about a matter or help someone with a problem that has been worrying them'. Elicit examples of what you might do to put someone out of their misery: *tell them the results of an exam or job interview, eventually accept their proposal of marriage.*

● *a gut feeling* – 'a feeling based on instinct or emotion rather than reason'.

## 6 Speaking

Put students into pairs and get them to discuss the questions before having a round up of ideas with the class. If students have not passed their driving test, ask them to focus on questions 1 and 4.

## 7 Using grammar: *wouldn't*

This activity focuses on the different uses of *would*, which is sometimes an area of confusion for students. Focus students' attention on the example from the previous listening activity. Here, *wouldn't* is similar to a refusal: the petrol cap *refused* to come off. Go through G23 on page 170 and clarify any uncertainties students might have about the different uses of *would*. Then ask them to read the sentences 1–9 and group them according to the meaning of *would*. When students have finished, ask them to compare their answers with a partner and explain their groupings.

### Answers

Imaginary situations in the past or present: 5., 8.

Refusal to do things: 2., 4.

In reported speech / thoughts: 1., 6.

Creating distance: 3., 7.

## 8 Practice

Go through the sentences with the class and explain any unknown vocabulary.

● If something *won't budge*, it won't move no matter how hard you try to move it.

● If someone *won't let something lie*, they keep referring to it in an annoying way.

Put students into pairs and get them to talk about the sentences, speculating about what may have happened in each situation. Then have a round up of ideas with the class.



**Answers**

## Possible answers

1. I wanted to get into this smart new nightclub, but I wasn't wearing a tie.
2. I told him I was late because the train had been delayed, but he thought I was lying.
3. We tried to open the door, but it was stuck and it wouldn't open.
4. I said I was sorry, but she just wouldn't forgive me.
5. I was waiting for the bus, and this guy kept asking me for money.
6. I apologised for being late, but he kept saying how much I had inconvenienced him.

## Reading

**Warmer**

If you are starting a new lesson, begin with some revision. Tell students to go to **Activity 3 Parts of a car**. Then put them into pairs. Student A closes their book while Student B covers the language boxes and tests Student A to see how many of the words they can remember. Alternatively, ask students to think of any scary experiences they have had in a car and to tell a new partner about what happened. Another idea might be to simply write the word *car* on the board and ask students to see how many different kinds of cars they can think of. They could rank them from best to worst and explain their choices to a partner. You could also get students to do one of the activities from **Unit 21** of the **Teacher's Resource Book**.

### 1 Speaking

Use the questions to lead into the reading text, which questions the merits of going on holiday. Put students into pairs and get them to discuss the questions before having a round up of ideas with the class.

### 2 As you read

Explain that the article is by a father who never takes his family away on holiday. Elicit possible reasons why this might be, and then ask students to read the article to find out the actual reasons. While they are reading, they should also try and work out the meaning of the words in red.

When students have finished reading, ask them to cover the text and, in pairs, try to remember the reasons the father gives for not going away on holiday. They should also try to match the words in red and their meanings 1–12. Don't allow students to look back at the text until you think they have remembered as much as they can. Encourage them to try and remember specific things that they read. After they have finished, have a round up of ideas and check the vocabulary matching task with the class.

**Answers**

He gives several reasons for not taking his family on holiday:

It is much more relaxing to stay at home than go away.

The children don't get bored and moan, and they don't have fights.

The money they save can be spent on other things like meals out or theatre tickets.

He never used to enjoy going away on holiday and sightseeing.

Places never live up to expectations.

1. a blazing row
2. feats
3. a slight daze
4. sulky
5. wind me up
6. fleeced
7. odd
8. requisite
9. potter about
10. tout
11. jostle with
12. splash out

- *Far-flung* places are a very long distance away from where you are or from important places. Ask students for examples.
- *strenuous* – 'involving a lot of energy or effort'. Elicit examples of strenuous activities.
- When you *prune* a tree or bush, you cut off some of the branches so that it will grow better the next year.
- If something will happen *for the foreseeable future*, it will continue to happen for a long time.
- *dodgy* – 'risky, dangerous or unreliable'. Elicit words that collocate with *dodgy*: *deal, person, situation*.
- *rant and rave* – 'talk loudly and angrily in an uncontrolled way'.
- *leap at a chance* – 'accept a chance quickly and eagerly'. Ask students what chances they would leap at.
- *requisite* – 'necessary for a particular purpose'. Here, the word is used sarcastically.
- *take the Pyramids* – 'consider the Pyramids, for example'.
- A *run-down* area is in very poor condition. Also, if you *run someone down*, you criticise them strongly. Also, if a vehicle *runs someone down*, it hits them and injures them.
- *anticipation* – 'a feeling of excitement about something pleasant or exciting that you know is going to happen'.
- If something *shatters* your dreams, it completely destroys them. Also, if something *is shattered*, it breaks into a lot of small pieces. Also, if you are *shattered*, you are extremely tired and have no energy left.



### 3 Comprehension

Before you ask students to agree or disagree with the statements, you might like to check that they understand the vocabulary.

- *tight-fisted* – ‘very mean with money’.
- *too soft on his children* – ‘not strict enough with his children’.
- If someone is *xenophobic*, they show strong dislike or fear of people from other countries.

Put students into pairs and get them to discuss the statements and compare their ideas. They should justify their opinions by referring to the text. To round off the activity, feed back as a class.

### 4 Debating

This activity sets up the language necessary for the debate in **Activity 5**. When we debate something, we often partially concede a point before we go on to give our own point of view. Read through the two dialogues with the class and ask them to pick out the language of concession in each one: *I know what you mean in a way, but ...* and *Fair enough, but ...*. Explain that these are fixed expressions, like the ones in items 1–8. Ask students to unjumble the words to form fixed expressions. Go through the answers with the class and get students to drill the expressions.

#### Answers

1. I know what you mean
2. that's true in a way
3. there is some truth in that
4. I guess that's a fair comment
5. I agree with you up to a point
6. I suppose you could argue that
7. I can see what you're getting at
8. that's (only) true (only) up to a certain point

### 5 Practice

To prepare students for the debate, write the following statement on the board:

*We should all travel less and restrict the growth of tourism.*

Put students into two groups, A and B, and get them to prepare arguments to agree or disagree with the statement. If you think they might find it difficult to think of ideas, get them to brainstorm ideas in groups. Then put students into A and B pairs to debate the issue. Go round the class and monitor them while they are talking, making sure they are using the fixed expressions for making concessions. In class feedback, you can have a round up of the ideas that were put forward and see if you can reach a conclusion as a class.

### 6 Out of habit

Point out the example from the text and explain that *out of* + a noun gives a reason for doing something. Give examples to illustrate the meaning:  
*because he was bored = out of boredom*  
*because she was angry = out of anger*

Ask students to complete the sentences with the words in the box. Then get them to compare their answers with a partner before giving feedback to the class.

#### Answers

1. boredom
2. desperation
3. curiosity
4. respect
5. anger / frustration, frustration / anger
6. loyalty
7. spite

To end the lesson, get students to discuss the questions that follow with a partner before having a round up of ideas with the class.

#### Homework

You could ask students to do the activities in **Unit 21** in the **Workbook**, if you haven't already done so. You could also ask them to write a short article about the different vehicles they have owned. Alternatively, ask them to write an essay of 250–300 words in which they discuss the degree to which they agree with the following statement: *'We should all travel less and restrict the growth of tourism.'* Tell students to look back at **Writing: Putting your point of view** on pages 38–39 to help them.



### Unit overview

#### General topic

Youth and experience.

#### Conversation

Talking to someone about their pregnancy and new baby.

Describing babies, teenagers and parents.

#### Reading

Talking about elderly people.

Pensioners' attitudes to life.

#### Language input

- Using grammar: *No wonder ...!*
- Expressions with *no*.

### Language strip

You can use the language strip to pre-teach some language. Ask students to underline anything they don't know and explain it to the class. Alternatively, use the language strip as a revision tool at the end of the unit. See the **Introduction** for ideas on how you could do this. The language is generally explained at the point where it comes up in the lesson, as described in the teaching notes below.

### Lead in

You could ask students to discuss the following questions in pairs before you have a round up of ideas with the class:

*Do you know anyone who is expecting or has recently had a baby? How would you feel if you were expecting or if you had recently had a baby?*

*Are you a parent? Would you like to be a parent? Do you think you are / would be a good parent? What makes a good / not so good parent?*

*Do you worry about getting old? Why / why not?*

## Conversation

### 1 Role play

Put students into pairs and get them to brainstorm questions they might ask. It is difficult to know how direct to be when asking a colleague if they are pregnant – they may want to keep it to themselves for the time being. In England you probably wouldn't say *I hear you're pregnant*, but something more like *I'm not sure if I'm supposed to know, but I hear you're expecting*. Some questions you might ask are:

*When's it due?*

*How far gone are you?*

*Do you know if it's a boy or a girl?*

*Are you going to carry on working?*

*Are you excited?*

*Does everyone else know?*

*It's your first, isn't it?*

*How does your husband / partner feel about it?*

After you have established a list of questions on the board, ask students to role play the conversation in pairs. If possible, one student in each pair should be female, but if that is not possible, some real acting may be required! Get students to swap roles and repeat the activity, encouraging them to have fun.

### 2 Listening (1)

Tell students they are going to listen to a woman talking to a work colleague about her new baby. Ask students to take notes while they listen. Play the conversation through once. Then get students to compare what they heard. Encourage them to refer to the actual language they heard if they remember the words and expressions. You could play the conversation through again or get students to read the tapescript on page 160.

- *an epidural* – 'a type of anaesthetic which is injected into a person's spine so that they cannot feel anything from the waist downwards'. Epidurals are sometimes given to women when they are giving birth.
- *excruciating* – 'extremely painful'.
- *go straight for something* – 'choose something immediately, without hesitation'.
- *a caesarean* – 'an operation in which a baby is lifted out of a woman's womb through an opening cut in her abdomen'.
- *wearing* – 'exhausting'.
- *loopy* – 'a little crazy'.
- *settle in* – 'become used to living in a new place'. Also: *settle down* – 'become calm'.
- If you *take to someone*, you like them, especially after knowing them for only a short time.
- If leaving someone is *a wrench*, you feel very sad about it.

### 3 Describing people at different ages

Ask students to complete the sentences with the words in the box, using a dictionary to look up any unknown vocabulary. Get them to compare their answers in pairs. As you go through the answers, deal with any problem words and pronunciation, and write up any new collocations or expressions that come up.



**Answers**

1. handful 2. brat 3. clingy 4. smothers 5. chubby  
6. stroppy 7. shot up 8. gives in 9. got in  
10. patronising 11. angst 12. authoritarian

To reinforce the new vocabulary, ask students to go through the sentences again and decide which of them describes a baby, a toddler, a teenager and a parent.

**Answers**

a. a baby / toddler: 1., 2., 3., 5.  
b. a teenager: 2., 6., 7., 9., 11.  
c. a parent: 4., 8., 10., 12.

Get students to check the meaning of the words in the box in a dictionary and think whether they could be used to talk about babies / toddlers, teenagers or parents. Also, ask them to underline any other useful vocabulary and expressions they would like to remember. Have a round up of answers with the class. Then ask students to tell a partner about toddlers, teenagers and parents that they know using these words. You could ask students to think about their own parents (or children if they have them) while they are doing this activity, but don't force them to do this.

- If someone, especially a child, is *a handful*, they are difficult to control. Ask students if they know any children who are a handful. Also: *a handful of something* – 'the amount of something that you can hold in your hand'. For example: *a handful of rice*.
- If you call a child *a brat*, you mean that they behave badly or annoy you.
- If someone is *clingy*, they become very attached to people and depend on them too much. Also: *cling to someone*.
- If you *smother* someone, you show your love for them too much and protect them too much. Also: *smother someone* – 'kill someone by covering their face with something so that they cannot breathe'.
- *chubby* – 'pleasantly fat and round'. A baby's cheeks can be described as chubby.
- Someone who is *stroppy* is bad-tempered and gets angry or upset with people. Ask students if they ever got stroppy as a child.
- *shoot up* – 'grow up quickly'. Also, if a drug addict *shoots up*, they inject a quantity of drugs into their body.
- *give in* – 'agree to do something that you do not want to do'.
- *get in with a bad crowd* – 'become friendly with and influenced by a group of young people who get into trouble with the authorities'.
- *angst* – 'a feeling of anxiety and worry'.
- If you describe a person as *authoritarian*, you are critical of them controlling everything rather than letting people decide things for themselves.

- *a toddler* – 'a young child who has only just learnt to walk or who still walks unsteadily with small, quick steps'. Elicit the verb: *toddle*.
- If a person, especially a child, is *cheeky*, they are slightly rude or disrespectful.
- *crawl* – 'move forward on your hands and knees'.
- When babies *are teething*, their teeth are starting to appear through their gums, often causing them pain.

**4 Listening (2)**

Explain to students that in these conversations they will come across vocabulary from previous activities. Play the conversations through once and get students to discuss the questions in pairs. Then go through the answers with the class.

**Answers****Suggested answers**

In conversation 1 an uncle talks about his nephew and the way he is treated by his parents. The following could be used about the toddler: *a spoilt brat, a real handful, throw a tantrum, he gets away with murder, out of control*. The following could be used about the parents: *soft, give in too easily*.

In conversation 2 a father and his teenage son discuss a teacher. The following could be used about the teenager: *cheeky, rebellious, a handful*. The following could be used about the father: *supportive, authoritarian*.

**words marked with (\*) might be offensive to some people**

- *nauseating* – 'extremely unpleasant and disgusting'. Ask students what they find nauseating. Elicit the noun: *nausea*.
- *take someone at face value* – 'accept someone and believe them without thinking about them very much, even though they might not be truthful or sincere'.
- *it's all show* – 'it's all superficial and an act'.
- *a bitch* (\*) – 'a woman who behaves in a very unpleasant way'.
- *detention* – 'a punishment for naughty schoolchildren, who are made to stay at school after the other children have gone home'. Ask students if they ever got detention and why.
- When parents *ground* a child, they forbid them to go out and enjoy themselves for a period of time, as a punishment. Ask students if they have ever been grounded and why.



## 5 Vocabulary focus

To focus in more detail on what was actually said in the listening activity, ask students to match the verbs with the words they go with. Get students to compare their answers with a partner and discuss what the verb phrases refer to in the conversations. Play the recording a second time to allow students to check their answers.

### Answers

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

- *run circles round someone* – ‘get someone to do exactly what you want’. Also: ‘be a lot better or more successful than someone at a particular activity’.
- *scream blue murder* – ‘scream very loudly and angrily’.
- *melt away* – ‘disappear’. Also, when a solid substance *melts*, it changes to a liquid, usually because it has been heated.
- *leave him be* – ‘let him do what he wants’.
- *mush* – ‘a thick, soft paste’. If you describe a film or book as *mush*, you mean that it is very sentimental.
- If a child *answers back*, they speak rudely to you when you speak to them.

## 6 Speaking

Ask students to discuss the questions in pairs before having a round up of answers with the class. See if there are different opinions between those students who have children and those who don’t.

## 7 No wonder

Explain the meaning and use of *No wonder* and go through the examples. Get students to think what was said to prompt the responses 1–8. After students have come up with some ideas, put them into pairs to practise the *No wonder* comments. One student reads out the prompts and the other student responds with a *No wonder* comment. Students could do this activity by walking round the room and so practise the exchanges with different partners. Have a round up of ideas with the class at the end of the activity.

### Answers

#### Possible answers

1. They let their kids eat sweets and crisps whenever they want.
2. He’s always promising to take him places and then cancelling at the last minute.
3. She’s always talking about people behind their back.

4. He’s a really nice guy, charming and generous to a fault.
5. Apparently, he’d been having an affair for years.
6. I’ve had to re-do it several times.
7. It turns out I threw them out by mistake!
8. John confessed that he had dropped it the other day.

## 8 Using grammar: Expressions with *no*

In this activity, students are introduced to further expressions with *no*. Go through the sentences with students and explain any unknown vocabulary. Ask them to complete the sentences with the words in the box and the correct form of the verbs in brackets. Point out that in sentences 5–10 they will also need to add a preposition after the verb, so the verb will be in the *-ing* form.

- If you *have no desire to do something*, you do not want to do it.
- If *it is no good doing something*, there is no point in doing it.
- If you *have no recollection of something*, you have no memory of it.
- If you *have no intention of doing something*, you are not planning to do it.

### Answers

1. desire to get married
2. point (in) trying
3. need to thank
4. good nagging
5. excuse for swearing
6. intention of apologising
7. recollection of seeing
8. chance of (them ever) having
9. choice (but) to adopt
10. sign of (things) picking up

After having a round up of answers with the class, ask students to use the sentence starters to make sentences of their own. Get them to compare their sentences in pairs. Feed back as a class.

## Reading

### Warmer

If you are starting a new lesson, begin with some revision. Write the words from the two boxes in **Activity 3 Describing people at different ages** on the board before the lesson. Put students into pairs and ask them to decide which words they associate with babies / toddlers, which with teenagers, and which with parents. Ask them to explain their decisions to each other.



Alternatively, refer students to **Activity 7 No wonder**. Put students into pairs. Student A reads out the eight sentences they wrote to elicit the comments 1–8. Student B should try to remember the *No wonder* comments that respond to each sentence. A further option would be to get students to do one of the activities from **Unit 22** of the **Teacher's Resource Book**.

## 1 Talking about elderly people

Put students into pairs and ask them to tell each other about an elderly person they know, saying if they like this person or not. Then get them to go through the sentences, making sure they understand the vocabulary in red. They can help each other with any language they are not sure about or look up unfamiliar words in a dictionary. If you want to clarify the vocabulary at this point, have a round up of definitions with the class. Alternatively, ask students to think about the old person they described in the previous activity and tick those sentences that apply to the person. Put students into pairs and ask them to describe the elderly person again, this time using some of the new vocabulary.

- Someone who is *hard of hearing* is not able to hear properly.
- a *hearing aid* – 'a device which people with hearing difficulties wear in their ear to enable them to hear better'.
- If someone is *getting on*, they are getting old. Ask students how old a person must be before you can use this expression about them.
- a *bigot* – 'a person with strong, unreasonable prejudices or opinions which they will not change, even when they are proved to be wrong'.
- *get around* – 'manage to move around'.
- a *Zimmer frame* – 'a frame that old or ill people sometimes use to help them walk'.
- If old people become *senile*, they become confused, can no longer remember things, and are unable to look after themselves. Ask students what kinds of things senile people do. Elicit the noun: *senility*.
- Someone who is *dodderly* walks in an unsteady way, especially because of old age.
- A *sprightly* old person is lively and active.
- Your *faculties* are your physical and mental abilities. For example: *He still has all his faculties*. Also: a *faculty* – 'a group of related departments in some universities, or the people who work in them'.

## 2 Listening

You could begin this activity by having a brief discussion about grandparents. Students could answer the following questions:

*Are your grandparents still alive?*

*Do / Did you get on with your grandparents?*

*What are some of the problems associated with old age?*

Focus students' attention on the questions before playing the conversation through once. Get students to make notes as they listen so that they can refer back to them when they compare their answers with a partner.

### Answers

1. His grandparents on his dad's side have 'passed away', but his mum's parents are still alive. They are both 'getting on a bit'. His gran's memory is 'not what it used to be'. His granddad is 'quite hard of hearing' and he had a stroke, so he has problems speaking.
2. He thinks his gran's lovely, but his granddad used to drive him mad 'reminiscing about the war and the good old days'.
3. Her dad's folks are still 'really sharp' and 'with it'; they have even kept up to date with email. Her mum's mum is 'pretty sprightly' and 'still gets around on her own'.
4. She thinks they are lovely.

As you go through the answers, deal with any problem words and pronunciation, and write up any new collocations or expressions that come up. Then play the conversation again. This time, ask students to focus on the specific language that Roy and Mary use.

- *pass away* – 'die'.
- a *fair bit* – 'quite a lot'.
- *drift off* – 'fall asleep or lose concentration'. Compare with *nap* and *doze*. Also, when something *drifts* somewhere, it is carried there by the movement of wind or water.
- If you *reminisce* about something from your past, you write or talk about it, often with pleasure. Elicit the noun: *reminiscence*. Also, if you say that one thing is *reminiscent of* another, you mean that it reminds you of it.
- *the good old days* – 'the days in the past that you remember with affection'. You could also refer students to the **Real English** box. Ask them how people in the future might reminisce about today. For example: *Ah, the good old days! I remember when you could still find somewhere to park your car!*
- *bug* – (informal) 'annoy'. Ask students what bugs them. Also: a *bug* – 'an insect or similar small creature'. Also: a *bug* – 'an illness caused by a micro-organism'. For example: *I've got a stomach bug*.



To round off this activity, ask students what they think about Roy and Mary's attitudes to their grandparents and getting old generally. If you have a multilingual class, you might find that different cultures view old people and their place in society quite differently.

### 3 Before you read

The introduction to the article deals with the issue of an ageing population. Get students to complete the article with the words in the box, using a dictionary to look up any unknown vocabulary. Go through the answers with the class and then try to encourage a brief discussion of the situation in the students' countries. Is the situation there similar or different to the one described in the article?

#### Answers

1. suggests
2. contrasts
3. respectively
4. massively
5. comprehensive
6. parallel
7. sharp
8. ratio
9. demographic
10. canvass

● *a centenarian* – 'a person who is a hundred years old or over'. Ask students if there are many centenarians in their country. How do people live this long?

● *run parallel* – 'exist or happen at the same time'.

● *a ratio* – 'a relationship between two things when it is expressed in numbers or amounts'. For example, if there are ten boys and twenty girls in a room, the ratio of boys to girls is 1:2, or one to two.

● *a pensioner* – 'a person who receives a pension, especially a pension paid by the state to retired people'. Ask students what the retirement age is in their country.

● *what do they make of ... ?* – 'how do they feel about ... ?'.

● If you *canvass* public opinion, you find out how people feel about a particular subject.

### 4 While you read

The six pensioners all have different perspectives on what it is like to be old. Go through the sentences 1–9 with the class and explain any unknown vocabulary.

● If you *bide your time*, you wait.

● If you *accrue* money, it gradually increases in amount over a period of time.

● Someone who is *a beneficiary* of something is helped by it.

● *put something by* – 'save, usually money'.

● You use *dog eat dog* to express your disapproval of a situation where everyone wants to succeed and is willing to harm other people in order to do so.

● *a close-knit bunch* – 'a group of people who are very close to each other'. Also: *a close-knit family*.

● *sheltered accommodation* – 'accommodation where old people can live, and where help is provided for those who need it'.

● If a situation or problem *boils down to* a particular thing, this is the most important or the most basic aspect of it.

● *the powers that be* – 'the people in authority'.

● If you *bail someone out*, you help them out of a difficult situation, often by giving them money. Also: *bail* – 'a sum of money that an arrested person or someone else puts forward as a guarantee that the arrested person will attend their trial in a law court'.

● *scant reward* – 'very little payback for what you have done'. Also: *pay scant attention to* – 'pay little attention to'. Also, if someone is *scantily clad*, they are wearing clothes which are revealing.

● *livid* – 'extremely angry'. Also: 'an unpleasant dark purple or red colour'. Ask students when was the last time they were livid.

● If you *give up on something*, you stop caring about it.

● If someone *comes across* in a particular way, they make that impression on people who meet them or are listening to them. Point out that *come across* is often followed by *as*. For example: *She comes across as a friendly sort of person*.

● If you look at a person or situation *through rose-tinted glasses*, you see only their good points and therefore your view of them is unrealistic.

● If you *reap* the rewards of something, you enjoy the good things that happen as a result of it. Elicit words that collocate with *reap*: *benefits, crops, what you sow*.

● *live it up* – 'have a really good time'. Ask students what they would do if they wanted to live it up.

● Someone who is *on the breadline* is very poor indeed.

● If someone is *bitter and twisted*, they have been very disappointed by life and have become angry and unpleasant as a result.

Get students to read the article. Ask them to match the sentences with the pensioners, but point out that some sentences might not match with anyone. Point out that there are no right or wrong answers, so they will have an opportunity to discuss what they think about the pensioners' ideas and attitudes. Encourage students to say if they agree or disagree with the pensioners and why.

#### Answers

##### Suggested answers

1. Kelvin sounds angry; his situation makes his blood boil.
2. Callum sounds like he has given up on life. He is lonely in his sheltered accommodation now his wife has gone and he doesn't want to be a burden on his children.



3. Dorothy helps out with her grandchildren and is very kind and considerate. Perhaps her children take advantage of her babysitting availability!
4. Rosie thinks life was better in the good old days but now things like respect for older people and proper manners have 'gone out the window'.
5. When he was working, Harold put a little by each week and built up a nest egg for himself.
6. Harold is having the time of his life. He points out that you can't take it with you.
7. Kelvin is quite badly off and has to 'live on a shoestring budget'.
8. Kelvin might be described as bitter and twisted, but perhaps he has good reason to be like this. Edna is angry about being 'thrown onto the scrap-heap', but again, perhaps she has good reason to feel that way.
9. Dorothy says she has never felt as happy as she does now.

## 5 Vocabulary check: idioms

To recycle and reinforce some of the new vocabulary, get students to complete the sentences with words from the article. As you go through the answers, deal with any problem words and pronunciation, and write up any new collocations or expressions that come up.

### Answers

1. dance 2. scrap-heap 3. nest 4. life 5. dogs  
 6. window 7. spitting 8. heart 9. burden 10. river  
 11. shoestring 12. boil

- If you *make a song and dance* about something, you make a big fuss about it.
- If you *throw someone onto the scrap-heap*, you regard them as useless members of society and ignore them. Ask students what you normally see on a scrap-heap.
- *build up a nest egg* – 'save up a sum of money for a particular purpose'.
- If something is *going to the dogs*, it is becoming weaker and worse in quality.
- If something *has gone out of the window*, it has disappeared completely.
- If people *live within spitting distance* of each other, they live very close to each other. Also: *live within walking distance*.
- If a person is *a burden* on someone else, they cause them a lot of difficulty, worry or hard work. Point out that *a burden* is often followed by *on*. For example: *Most old people don't want to be a burden on their children.*
- If you *sell someone down the river*, you betray them.
- *live on a shoestring budget* – 'have a very small amount of money to live on'.
- If something *makes your blood boil*, it makes you very angry indeed.

When you are sure that students have understood the meaning of the expressions, put them into pairs and ask them to discuss which of the expressions they are likely to use themselves and which of them they hear elderly people they know using.

## 6 Speaking

To end this lesson, get students to discuss the questions in pairs or small groups before having a round up of ideas and opinions with the class. Students from different countries might have very different attitudes to many of these questions, particularly if society is going to the dogs or if *the good old days* were in fact *the bad old days*!

### Homework

You could ask students to do the activities in **Unit 22** in the **Workbook**, if you haven't done so already. You could also ask them to write a short essay about an elderly person who has had a big influence on their lives. Alternatively, ask them to write a short article about the situation for elderly people in their country. Encourage them to prepare for the essay by interviewing or chatting to older people they know.



# Writing: Reports

## 1 Speaking

Put students into pairs and ask them to discuss the questions. Feed back as a class. Ask students what they think might be in a report. For example, there might be a reference to a survey, research or a questionnaire. Also, point out that reports are often divided into sections and end with recommendations for a course of action.

## 2 Topic sentences

Explain what a topic sentence is and then ask students to complete the task.

### Answers

- details of the survey and what it entailed
- recommendations with possible references to cost
- a summary of comments about the staff, perhaps with quotes from the survey
- a summary and / or examples of positive comments about products
- details about stock organisation and why it received negative comments

Write up the following useful expressions on the board and tell students that they are common in reports: *the findings of a survey, a tight budget, mixed comments, positive in their views of (our products), an issue which emerged, customer responses.*

## 3 Reading

Get students to read the report and then match the topic sentences to the correct paragraph. Were the suggestions they made in **Activity 2** correct?

### Answers

1. a. 2. d. 3. e. 4. c. 5. b.

- *raise an issue* – ‘mention an issue or bring it to someone’s attention’.
- If a number of different things *are lumped together*, they are considered as a group rather than separately.
- If you *browse* in a shop, you look at things in a casual way, in the hope that you might find something you like.
- A *cramped* room is not big enough for the people or things in it.

- *address a problem* – ‘deal with a problem’.
- If you talk about something *in terms of* something else, you are specifying which aspect of it you are discussing or from what point of view you are considering it.
- *a damning comment* – ‘a very critical and negative comment’.
- If a course of action has *huge cost implications*, it is likely to cost a very large amount of money.

## 4 Referring to things

Ask students to complete the sentences with one word in each space.

### Answers

1. far, concerned 2. regard 3. terms 4. Price-wise  
5. concerning 6. came / comes

## 5 Rating things

Put students into pairs and ask them to do the task.

### Answers

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

As you go through the answers, deal with any problem words and pronunciation, and write up any new collocations or expressions that come up. Then get students to write sentences based on a survey. Feed back as a class.

## 6 Making formal recommendations

Ask students to do the task.

### Answers

1. seriously consider offering
2. desperately needs updating / to be updated
3. urgently needs to recruit
4. strongly recommend that the department institutes / should institute
5. should definitely be installed
6. certainly suggest that less money (should) be spent



## **7** Reporting people's responses

Explain the task and get students to summarise the pairs of comments.

### **Answers**

1. People voiced concerns about the lack of supervision over children.
2. Many expressed a desire to see more facilities for young children.
3. It was felt that four hours a day in one class is too tiring.
4. Many people disliked the fact that they had to queue for such a long time both to order and to pay.

## **8** Planning

Get students to write the report for homework.



### Unit overview

#### General topic

Taboos and embarrassing situations.

#### Conversation

Describing embarrassing situations.  
Talking about taboo subjects.

#### Reading

Swearing and taboo words.  
Euphemisms.

#### Language input

- Using grammar: *No sooner had ... than ...*
- Using vocabulary: loan words.
- Using grammar: *Given*.

### Language strip

You can use the language strip to pre-teach some language. Ask students to underline anything they don't know and explain it to the class. Alternatively, use the language strip as a revision tool at the end of the unit. See the **Introduction** for ideas on how you could do this. The language is generally explained at the point where it comes up in the lesson, as described in the teaching notes below.

#### Lead in

You could ask students to discuss the following questions in pairs before having a round up of ideas with the class:

*When was the last time you really put your foot in it?*

*Are there any taboo subjects in your country that are not suitable for everyday conversation?*

*When is it (not) acceptable to swear in your country?*

## Conversation

### 1 Using vocabulary: awkward situations

This activity introduces idioms and expressions about situations where someone says something embarrassing or misunderstands a situation. Go through sentences 1–5 and explain any unknown vocabulary. Get students to put the jumbled words in the correct order to make idioms that complete the sentences. Ask students to translate the idioms and discuss with a partner if there are similar idioms in their language. If you have a multilingual class, you should try to pair students of different nationalities.

### Answers

1. I must have hit a raw nerve
2. a slip of the tongue
3. got the wrong end of the stick
4. you are treading on thin ice
5. I really put my foot in it

Sentences 6–10 also introduce vocabulary to describe embarrassing situations. Ask students to complete the sentences with the words in the box. When they have finished, get them to compare their answers in pairs and underline any useful collocations or expressions. As you go through the answers, explain any new vocabulary if necessary.

### Answers

6. taboo, steer clear 7. minefield, tread 8. faux pas, mouth 9. no-no 10. mortified

- If someone makes a *throw-away comment*, they make it in a casual way, although it may be important or have some serious or humorous effect.
- *hit a raw nerve* – ‘accidentally upset someone by talking about something that they feel strongly about or are very sensitive about’. Also: *raw food* – ‘food that is eaten uncooked, that has not yet been cooked, or that has not been cooked enough’.
- If something you said was a *slip of the tongue*, you said it by mistake.
- If someone gets the *wrong end of the stick*, they do not understand something correctly and get the wrong idea about it.
- *tread on thin ice* – ‘do something risky which may have serious or unpleasant consequences’. Ask students where you can find thin ice.
- If someone puts their *foot in it*, they accidentally do or say something which embarrasses or offends people. Ask for examples: *asking a plump woman when her baby is due*.
- a *taboo subject* – ‘a subject which people do not talk about because it is embarrassing or offensive’. Ask students for examples of subjects that are taboo in their country.
- a *faux pas* – ‘a socially embarrassing action or mistake’.
- a *no-no* – ‘something undesirable or unacceptable’. Ask students for examples of *no-nos* in England.
- *mortified* – ‘extremely offended, ashamed or embarrassed’.



## 2 Speaking

The questions recycle vocabulary from the previous activity and give students an opportunity to speak freely. Get students to discuss the questions in pairs or small groups and see who can come up with the most embarrassing situation!

## 3 While you listen

In this activity, students will hear a woman describing an embarrassing situation she found herself in when she visited her husband's family. Explain to students that she was visiting her in-laws in the Ivory Coast when she put her foot in it, and ask them to predict what the woman's faux pas might have been. Have a quick round up of ideas, and then go through the questions before playing the conversation through once. Ask students to discuss what they heard and answer the questions in pairs. Encourage them to refer back to what they heard. Go through the answers with the class.

### Answers

1. She didn't get on with them at all in the beginning, but now Olivier's parents seem to be 'coming to terms with the fact that their darling son has dared to marry a foreigner'. Her mother-in-law still pretends not to understand her and sometimes refers to her 'in the third person'.
2. She referred to the fact that Olivier's uncle had got divorced, but 'talking about the divorce in public was a real no-no'. There was an awkward silence and everyone started shifting uncomfortably in their seats.
3. She asks Kirsten about her new boyfriend without realising that they have split up.

- If a situation is *getting on for* a period of time, it has existed for almost that period of time.
- If someone *drives you nuts*, they make you very annoyed or angry. Also: *drive someone round the bend / up the wall*. Ask students what drives them nuts. Also: *nuts* – 'crazy'.
- *infuriating* – 'extremely annoying'.
- If a group of people *take someone into the fold*, they welcome them and accept them as part of that group.
- If you *spill the beans*, you tell someone something that people have been trying to keep secret.

Play the recording again and ask students to listen out for some of the language.

## 4 Vocabulary focus: collocations

This activity follows on from the listening and focuses on adjective + noun collocations that occurred in the conversation. Get students to match the collocations from memory. When students have finished, ask them to

compare their answers with a partner and see if they can remember in what context the collocations appeared in the conversation. Refer students to the tapescript on page 161 so that they can check their answers, and then have a round up of answers with the class. To finish, ask students to discuss the three questions in small groups.

### Answers

1. a. 2. e. 3. d. 4. f. 5. b. 6. c. 7. h. 8. i. 9. k.  
10. g. 11. j.

- *an icy look* – 'a very angry look'.
- *The pecking order* of a group is the way that the positions people have are arranged according to their status or power within the group.
- *small talk* – 'polite conversation that people make about unimportant things at social occasions'. Elicit subjects that would be suitable for small talk.
- *shift in your seat* – 'move uncomfortably in your seat'. Also, if factory workers, nurses or other people work *shifts*, they work for a set period before being replaced by another group, so that there is always a group working.
- *mouth* – 'form words with your lips without making any sound'.
- If you *come to terms with something* difficult or unpleasant, you learn to accept and deal with it. Also, *the terms* of an agreement or contract are the conditions that must be accepted by the people involved in it.

## 5 Using grammar: No sooner had ... than ...

Draw students' attention to the example sentence and explain that we use this structure to emphasise that one action is followed immediately by another. Point out how the subject and the auxiliary verb are inverted. If students want to find out more about this structure, refer them to **G24** on page 170. Then ask them to rewrite the sentences using *No sooner had ... than ...*. When they have finished, get them to check their answers in pairs before having a round up of answers with the class.

### Answers

1. No sooner had I got to the check-in desk than I realised I'd left the tickets at home.
2. No sooner had I done it than I realised I'd made a terrible mistake.
3. No sooner had we offered the unions a decent pay rise than they called a strike.
4. No sooner had I booked an appointment with my doctor than the pain disappeared.
5. No sooner had my ex-wife rung than my lawyer called.



## 6 Using vocabulary: loan words

Focus students' attention on the example sentence and explain a little about 'loan words'. Ask them to look at the words in the box and discuss the two questions. Students may have problems pronouncing these words; if they do, they can look them up in a dictionary and check both their meaning and pronunciation.

Put students into pairs and get them to practise saying these words. Then play the recording so they can hear the words and repeat them. Help students with the meanings of any words they are still not clear about before they go on to do the next part of the activity.

Get students to complete the sentences with the words in the box. Tell them they will not need to use many of the words. Feed back as a class.

### Answers

1. coup 2. élite 3. cliché 4. risqué 5. blasé  
6. en masse 7. fiancé 8. au fait

To round off, ask students what loan words are used in their own language; it may be interesting to find out how much of an exchange there has been between English and their own language.

- If you are *au fait* with something, you are familiar with it and know about it.
- *an au pair* – 'a young person from a foreign country who lives with a family in order to learn the language and who helps to look after the children'. Ask students if this job is popular in their country.
- *avant-garde* – 'extremely modern'.
- Someone who is *blasé* is not easily impressed, excited or worried by things, usually because they have seen or experienced them before.
- *a buffet* – 'a meal of food that is displayed on a long table at a party or public occasion'. Guests usually serve themselves from the table. Also, on a train the *buffet car* is the carriage or car where meals and snacks are sold.
- *camouflage* – 'the way in which some animals are coloured and shaped so that they cannot easily be seen in their natural surroundings'.
- *c'est la vie* – 'that's life'.
- *chic* – 'fashionable and sophisticated'.
- *a cliché* – 'an idea or phrase which has been used so much that it is no longer interesting or effective or no longer has much meaning'. Ask students for examples.
- When there is *a coup*, a group of people seize power in a country. For example: *A military coup*.
- *The cuisine* of a country is the style of cooking that is characteristic of that country. Ask students which type of cuisine they prefer.

- *déjà vu* – 'the feeling that you have already experienced the things that are happening to you now'. Ask students if they have ever experienced this.
- *de rigueur* – 'fashionable and therefore necessary for anyone who wants to avoid being considered unfashionable'.
- *a double entendre* – 'a word or phrase that has two meanings, one of which is rude and often sexual'. Give examples of jokes / comments with a double entendre.
- *a duvet* – 'a large cover filled with feathers or similar material which you put over yourself in bed instead of a sheet and blankets'.
- The most powerful, rich or talented people within a particular group, place or society can be referred to as *the élite*. Also, *élite* people or organisations are considered to be the best of their kind.
- If a group of people do something *en masse*, they do it all together and at the same time.
- If you are *en route* to a place, you are on your way to that place. Ask students what they can see en route to school.
- An *en suite* bathroom is next to a bedroom and can only be reached by a door in the bedroom.
- A woman's *fiancé* is the man to whom she is engaged to be married. Also, a man's *fiancée* is the woman to whom he is engaged to be married.
- *a genre* – 'a particular type of literature, painting, music, film or other art form which people consider as a class because it has special characteristics'.
- *laissez-faire* – 'the policy which is based on the idea that governments and the law should not interfere with business, finance or the conditions of people's working lives'.
- *a matinée* – 'a performance of a play or a showing of a film which takes place in the afternoon'.
- *the nouveaux riches* – 'people who have only recently become rich and who have tastes and manners that some people consider vulgar'.
- *risqué* – 'slightly rude because it refers to sex'.

## Reading

### Warmer

If you are starting a new lesson, begin with some revision. Put students into pairs and ask them to look at **Activity 6 Using vocabulary: loan words**. Ask them to test each other to see if they remember how the words in the box are pronounced in English. Then ask each student to choose five words they feel they are most likely to use. Ask them to explain why they have chosen these words.

Alternatively, write the sentence starter *It was crazy! No sooner had ...* on the board and give students three minutes to think of the funniest ending they can. It will be fun to see who can come up with the best sentence.



Students could then think of endings for the following:

*It was terrible! No sooner had I ...*

*It was terrifying! No sooner had I ...*

*It was hilarious! No sooner had I ...*

*It was absolutely incredible! No sooner had I ...*

A further option would be to get students to do one of the activities from **Unit 23** of the **Teacher's Resource Book**.

## 1 Speaking

The questions in this activity pave the way for the reading text about how the public reaction to swearing has changed over the years. Get students to discuss the questions in pairs before having a round up of ideas with the class.

## 2 Reading

Go through the questions with the class. Then ask students to read the text and compare their answers with a partner. As they compare, encourage them to refer to the language in the text, which you can pick up on when you give feedback to the class.

### Answers

1. It now seems to be a tired and tedious cliché.
2. 500 years ago it was language used in a blasphemous context that shocked people. This changed in Victorian times when words connected with sex became taboo. In the last 40 years swearing has become commonplace once again.
3. Today people are more likely to be shocked by abusive language directed at minorities.

- *tedious* – 'boring'.
- *outrage* – 'make someone shocked and angry'. Ask students for examples of events that have outraged the public recently.
- You use *so-called* to indicate that you think a word or expression used to describe someone or something is in fact wrong. Elicit words that collocate with *so-called*: *expert, cook, masterpiece*.
- If you use something *liberally*, you use it in large quantities.
- You can describe someone who shows disrespect for God or a religion as *blasphemous*. You can also describe what they are saying or doing as *blasphemous*.
- If something *loses its grip on the popular imagination*, it stops influencing the popular imagination and no longer has an effect on it.
- If something is *commonplace*, it happens often or is often found, and is therefore not surprising.
- If you *are polled on* something, you are asked what you think about it as part of a survey.

- If you *dumb down* something, you make it easier for people to understand, especially when this spoils it.
- *the gutter* – 'the bad social conditions of the poorest levels of society'. Also: *a gutter* – 'the edge of a road next to the pavement, where rainwater collects and flows away'.

## 3 Word building

This activity picks out words from the reading text. It requires students to change the form of the words to fit the sentences. The best way to do this is to get students to refer to a dictionary. After giving feedback to the class, put students into pairs to discuss whether they agree or disagree with the statements. Finish off with a round up of ideas.

### Answers

1. supposedly
2. shift
3. undoubtedly
4. disabilities
5. liberally
6. radically
7. bodily
8. offensive

- *untold damage* – 'an incalculable amount of damage'. Elicit words that collocate with *untold*: *wealth, treasures*.
- If you *marginalise* people, you make them feel isolated and unimportant.
- *gratuitous* – 'unnecessary and often harmful or upsetting'. Elicit words that collocate with *gratuitous*: *violence, sex* (in films / books).

## 4 Using grammar: Given

Explain that *given* is a linking device which is used to refer to something that was mentioned previously. Ask students to look at the example and see if they can remember what *this* refers to (the fact that swearing has become commonplace and has therefore lost its power to shock). If you say *Given this*, you mean 'Taking this into account' (i.e. that swearing is commonplace). Get students to do the matching task. Feed back as a class before going on to the next activity.

### Answers

1. e.
2. c.
3. d.
4. b.
5. a.

## 5 Practice

Ask students to complete the sentences with their own ideas. They can compare their ideas with a partner before you have a round up of answers with the class.



**Answers**

Possible answers

1. I really think we should hold off buying a bigger place just now
2. it's amazing how independent she is
3. I can't believe how much the tax and insurance cost
4. I was surprised when he told me I was ready to move on to the next level
5. I think it looks really lovely now

**Real English: In view of**

Explain to students that *In view of* is a more formal way of saying *Given*. Also, explain that *When you think about ...* is an informal way of saying *Given*. For example: *When you think about the traffic, it's amazing we got here at all!*

**6 Euphemisms**

Explain that euphemisms are used if we want to be polite or to avoid referring to something unpleasant (for example death) or embarrassing (for example going to the toilet)! Get students to complete the sentences with the words in the box. In your feedback, clarify the meaning of the euphemisms. Finally, ask students to discuss if they have similar expressions in their own language or if it is acceptable to refer to certain subjects directly.

**Answers**

1. privates 2. powder my nose 3. relieving himself, effing and blinding 4. passed away 5. eff off  
6. sugar, dirt

**Homework**

You could ask students to do the activities in **Unit 23** in the **Workbook**, if you haven't already done so. You could also refer them to the French loan words in **Activity 6** on page 133. Then put students into two groups. Ask one group to find as many Italian loan words as they can. Ask the other group to find as many Spanish loan words as they can. Tell them they can Google for 'Italian / Spanish loan words in English' to help them. Encourage them to check the meanings of any words they are not sure about and to decide on the 10 most useful new words they encounter. You can begin the next lesson by getting students compare their findings in pairs.



## Unit overview

### General topic

Celebrity and scandal.

### Conversation

Reading gossip magazines.  
Talking about scandals.

### Reading

Describing why people were famous.  
Where are they now?

### Language input

- Question tags used to express surprise.
- Words used in an unusual word class.

## Language strip

You can use the language strip to pre-teach some language. Ask students to underline anything they don't know and explain it to the class. Alternatively, use the language strip as a revision tool at the end of the unit. See the **Introduction** for ideas on how you could do this. The language is generally explained at the point where it comes up in the lesson, as described in the teaching notes below.

## Reading

### 1 Speaking

Put students into pairs and get them to discuss the questions about famous people and celebrities. During feedback, ask them if they would like to be famous, and if so, why. You could also ask students to think of different ways people become famous; this will lead into the next activity.

### 2 Describing why people were famous

Explain to students that the sentences explain how someone became famous. Get them to complete the sentences with the words in the box. They can use a dictionary to look up any unknown vocabulary. Feed back as a class.

#### Answers

1. contestants 2. glamour 3. wonder, smash  
4. famous 5. fling, kiss-and-tell 6. rails 7. runner-up  
8. golden boy, caps 9. host 10. soap, launched

- *a contestant* – 'a participant in a quiz or game'. Elicit the names of TV shows with contestants.
- *a glamour model* – 'someone who models in revealing poses'. Ask students where you can find pictures of glamour models.
- *a pin-up girl* – 'an attractive woman who appears on posters, often wearing very few clothes'. Elicit examples of famous pin-up girls.
- *a one-hit wonder* – 'a singer or group who only ever had one success'. Elicit examples.
- *a smash hit* – 'a very big hit'. Elicit examples.
- *have a fling with someone* – 'have a short sexual affair with someone'. Ask students if they know any celebrities who have had or are having flings.
- If someone who has had a love affair with a famous person tells the story of that affair in public, for example in a newspaper or book, you can refer to this as *a kiss-and-tell story*. Elicit examples of kiss-and-tell stories in the news.
- *a runner-up* – 'someone who has finished in second place in a race or competition'.
- *a golden boy* – 'a man or boy who is especially popular and successful'. Elicit the names of golden boys in sport or films.
- If a sports player represents their country in a team game such as football, rugby or cricket, you can say that they have been awarded *a cap*. Also: *a cap* – 'a soft, flat hat with a curved part at the front which is called a peak'. Caps are usually worn by men and boys.
- *a TV host* – 'someone who introduces a television show and talks to the people who appear in it'. Elicit examples. Also: *host a show*.
- *a soap star* – 'an actor who appears in a soap opera'. Also: *a soap opera* – 'a popular television drama series about the daily lives and problems of a group of people who live in a particular place'. Elicit examples.
- If you *launch* an activity, you start it. Also, if you *launch* a rocket, missile or satellite, you send it into the air or into space. If you *launch* a ship or a boat, you put it into water, often for the first time after it has been built.

### 3 Practice

Get students to think of three people whose careers are similar to the ones described in **Activity 2**. Then put them into pairs and ask them to describe these people's careers so that their partner can guess who the person is. When students have finished, they can change partners and repeat the activity. Feed back as a class.



## 4 Before you read

Focus students' attention on the pictures of the people and get them to discuss the questions. Don't tell students whether they are right or wrong at this stage, but get them to speculate further about which words below the pictures go with which person. Students will have a chance to see if they were right in the next activity.

- *an eco-warrior* – 'someone who spends a lot of time working actively for environmental causes'. Also: *a warrior* – 'a fighter or soldier, especially one in former times who was very brave and experienced in fighting'.
- *do a stint* – 'spend a period of time doing a particular job or activity or working in a particular place'.
- *a bouncer* – 'a man who stands at the door of a club, prevents unwanted people from coming in, and makes people leave if they cause trouble'. Also, a ball *bounces*.
- If you *endorse a product*, you appear in advertisements for it. Ask students if they know any celebrities who have endorsed products.
- If you *feel hard done by*, you feel you have been unfairly treated.
- If a secret document or piece of information *leaks* or *is leaked*, someone lets the public know about it. Also, if a container *leaks*, there is a hole or crack in it which lets a substance such as a liquid or gas escape.
- *a sideline* – 'something that you do in addition to your main job in order to earn extra money'.
- *a rapper* – 'someone who performs rap music'. Also: *rap music* – 'a type of music in which the words are not sung but are spoken in a rapid, rhythmic way'. Elicit the names of famous rappers.
- *go solo* – 'leave a group or partnership to start a career on your own'. Ask students if they know of any celebrities who have done this.

## 5 While you read

The two texts give a short biography of the celebrities discussed in **Activity 4**. The text on page 137 discusses Andrew Ridgeley and Ben Johnson; the text on page 176 discusses Monica Lewinsky and Mr T. The idea of a jigsaw reading is that a student will read one text and then get together with a student who has read another text to share information in order to answer a set of questions.

Divide the class into two groups. Each group should read a different text. As students read, they should check whether they matched the words with the correct photos in **Activity 4**. When they have finished reading, get students to tell each other as much as they can about their celebrities without looking at their text.

## Answers

an eco warrior: Andrew Ridgeley  
 did stints as a bouncer: Mr T  
 endorse a brand of diet products: Monica Lewinsky  
 feel hard done by: Ben Johnson  
 leaked recordings of telephone conversations: Monica Lewinsky  
 pursued a sideline career as a rapper: Mr T  
 sent home in disgrace: Ben Johnson  
 went solo: Andrew Ridgeley

- *a fly-on-the-wall TV show* – 'a reality TV show where viewers see everything that happens to people as if they are unaware we are watching'. Elicit examples.
- *a detox camp* – 'a special institution where people undergo treatment to help them get over an addiction to drugs or alcohol'.
- If someone is in *the limelight*, a lot of attention is being paid to them because they are famous or because they have done something unusual or exciting.
- *twists and turns* – 'the complex way a story develops'.
- *propel* – 'push forward'. Elicit words that collocate with *propel*: *a plane, a boat*. Elicit the noun: *a propeller*.
- A *string of similar things* is a series of them that happen one after the other. Elicit words that collocate with *a string of*: *lovers, affairs, failures, successes*.
- *vanish off the radar* – 'disappear'.
- If something is *ill-fated*, it ended or will end in an unsuccessful or unfortunate way.
- If an entertainer or sports personality makes a *comeback*, they return to their profession or sport after a period away. Also: *make a comeback*. Ask students if they know anyone who has made a comeback recently.
- If you *strip someone of something*, you take it away from them.
- *a steroid* – 'a type of chemical substance found in your body'. Steroids can be artificially introduced into the bodies of athletes to improve their strength.
- *ignominious* – 'humiliating'.
- If someone *cashes in on* a situation, they use it to gain an advantage.
- *drift* – 'move around with no particular aim or direction in life'.
- *impoverished* – 'poor'.
- *thrust* – 'push'.
- If a court *impeaches* a president, it charges them with committing a crime which makes them unfit for office. Elicit the noun: *impeachment*.
- If someone is *acquitted of* a crime in a court of law, they are formally declared not to have committed the crime. Point out that *acquit* is often followed by *of*. The opposite of *acquit* is *convict*.



- If someone is in the *glare* of the media, they are constantly in the news. Also: *glare* – ‘very bright, hard light’.
- *litigation* – ‘the process of fighting or defending a case in a civil court of law’.

## 6 Comprehension check

Explain the task and then put students into pairs so that they can do the activity. When they have finished, ask them to check their answers by referring back to the texts and underlining the words that led them to their answers.

### Answers

1. T: ‘an ill-fated attempt at becoming a racing driver’
2. F: ‘A comeback LP, ‘Son of Albert’, flopped’
3. T: ‘made his Olympic debut in Los Angeles in 1984, winning bronze’
4. F: ‘He was last heard of living back with his mother in a relatively impoverished state’
5. T: ‘her one-time confidant, Linda Tripp’
6. T: ‘she survived the harsh glare of the media spotlight by developing an enthusiasm for knitting’
7. T: He actually changed his name by deed poll in 1980 to Mr. T’
8. T: ‘aimed at keeping young kids on the straight and narrow’

## 7 Speaking

Get students to discuss the questions in pairs and encourage them to use the new vocabulary they have learnt. Finish by having a round up of ideas with the class.

## Conversation

### Warmer

If you are starting a new lesson, begin with some revision. Write the words in the box from **Activity 2 Describing why people were famous** on the board. Put students into pairs and ask them to use these words to explain why people are famous. For example: *He’s a footballer. He’s won over a hundred caps for his country.* When they have finished, have a round up of ideas with the class.

You could also ask students to choose some of these expressions to describe a famous person they know. Put students into pairs and ask them to describe a famous person to their partner, but without naming them. Their partner must try to guess who the person is. Alternatively, ask students to work in pairs and compare how much they remember about the ex-celebs they read about in the texts on pages 137 and 176. Feed back as a class and then ask students to discuss how they feel about the ex-celebs.

A further option would be to get students to do one of the activities from **Unit 24** of the **Teacher’s Resource Book**.

## 1 Speaking

If you can get hold of any gossip magazines, bring them to class to stimulate discussion. Ask students if they ever read this type of magazine and say why / why not. Then get them to discuss the other questions in pairs before having a round up of ideas with the class.

## 2 Listening

Go through the questions with the class before playing the conversation through once. Get students to make notes as they listen. They can then use these notes to discuss what they heard with a partner. Encourage them to refer back to any specific language they heard in the conversation. Feed back as a class.

### Answers

1. Speakers B and C like reading the magazines.
2. Speaker B says ‘it’s entertaining, isn’t it?’ Speaker C is ‘a sucker for any of those glossy gossip mags and trashy tabloids’. Speaker A thinks we are ‘becoming obsessed with celebrities and it’s dumbing down our whole media culture’.
3. A celebrity wedding.
4. He’s ‘in some boy band’ and she’s a ‘wannabe actress or something’, but seems to be famous for sleeping with B-list celebrities and ‘snorting coke’.

- *have a flick through* – ‘look through something like a book or a magazine quickly’.
- *a subscription* – ‘an amount of money that you pay regularly in order to receive copies of a magazine or newspaper’. Elicit the verb: *subscribe*. Ask students if they subscribe to any magazines. Which ones?
- *dump someone* – ‘end your relationship with someone’.
- If you call *someone a wannabe*, you are saying in an unkind way that they are trying very hard to be like another person or group of people.
- *snort coke* – ‘breathe cocaine in quickly through your nose’. Also, when people or animals *snort*, they breathe air noisily out through their noses.
- *a rehab clinic* – ‘a rehabilitation clinic’. Elicit why people go to a rehab clinic: *because they have a drug or alcohol addiction and need help to overcome this*.
- If you *lose track of someone or something*, you no longer know where they are or what is happening.
- If someone is *a sucker for something*, they find it very difficult to resist it. Ask students if they are suckers for anything.
- *a glossy mag* – ‘a magazine produced on shiny, expensive paper’. Elicit examples.



- *trashy* – ‘rubbishy; of poor quality’.
- If someone is *naive*, they lack experience and so expect things to be easy or people to be honest or kind.
- A *whiff* of something bad or harmful is a slight sign of it. Also, if there is a *whiff* of a smell, you smell it only slightly or only for a brief period of time. For example: *I caught a whiff of perfume as I passed her.*
- *lay bare* – ‘reveal everything’.
- *bear-baiting* – ‘a cruel sport, now illegal, in which large dogs fought with a bear in a pit’.
- *go a bit far* – ‘overdo something’.
- *humiliation* – ‘the embarrassment and shame you feel when someone makes you appear stupid, or when you make a mistake in public’. Elicit the verb: *humiliate*.
- *wind someone up* – ‘deliberately say things to annoy someone’.

### 3 Listen again

Get students to complete the sentences with words from the conversation. Then ask them to compare their answers with a partner. Play the conversation again so that they can check their answers. Feed back as a class.

#### Answers

1. a flick through 2. annual subscription 3. so tacky  
4. wannabe actress 5. I lose track 6. I'm a sucker  
7. caught the end 8. it's dumbing down 9. knock them down  
10. take out injunctions 11. lowest common denominator 12. winding us up

Put students into pairs and ask them to discuss the questions, saying if they agree or disagree with the arguments in the conversation. Encourage them to use as much of the new language they have learnt as possible. Round up ideas with the class.

You could refer students to the **Real English** box at this point. Ask students if they recall who called who an old fogey in the listening activity and why. (Speaker B accused Speaker A of being an old fogey when he said we are becoming obsessed with celebrities and it's dumbing down our media culture.)

### 4 Speaking

The discussion questions offer an opportunity for some free speaking. Put students into pairs or small groups and get them to discuss the questions. Have a round up of ideas with the class.

### 5 Changing word class

Ask students if they can remember how the word *bed* was used in **Activity 2**. It was, in fact, used as a verb

rather than as a noun. Explain that in the sentences the words in red are used in an unusual or unexpected word class. However, in two of the sentences the word in red is used in an incorrect word class. Ask students to go through the sentences and decide which two words are being used in the wrong word class. Then get students to compare their answers with a partner and explain to each other what they think the words in red mean in context.

#### Answers

Sentence 1: *famous* is used as a noun, but can only be used as an adjective.

Sentence 10: *whisky* is used as an adjective, but it can only be used as a noun.

As a follow up activity, get students to check the meaning of the words in the box, but to check their meanings as verbs, not nouns. Ask them to write example sentences for each word, and compare their answers with a partner. To end the activity, round up some sentences with the class.

#### Answers

Possible answers

1. We're thinking of bricking up this door and making a new one over here.
2. The lions circled their prey before attacking.
3. Don't worry; the insurance company will foot the bill.
4. I can't come out. My dad's grounded me for a week.
5. I tried sellotaping it back on, but it keeps coming apart when I try to use it.
6. The evacuees were bussed to safety.
7. The question completely floored me. I didn't know what the answer was.
8. The people were gassed by the leaking carbon monoxide.
9. She penned a note of thanks to her host family.
10. I'd like to table a motion for the next meeting.

● If you *elbow people aside* or *elbow your way* somewhere, you push people with your elbows in order to move somewhere. Also, if someone *elbows their way* somewhere, they achieve success by being aggressive and determined.

● *knee someone* – ‘hit someone using your knee’.

● If you *pencil in* an event or appointment, you agree that it should take place, but it will have to be confirmed later. Ask students if they have pencilled in any event or appointment for this week.

● If you *up* the amount of money you are offering for something, you increase it.

● If someone is *switched-on*, they are clever and aware of what is happening around them.

● If someone *downs* food or a drink, they eat or drink it.



- *foot a bill* – ‘pay a bill’.
- When parents *ground* a child, they forbid them to go out and enjoy themselves for a period of time, as a punishment.
- When someone is *bussed* to a place, they travel there on a bus. Also, in some parts of the United States, when children are *bused* (American spelling) to school, they are transported by bus to a school in a different area so that children of different races can be educated together.
- If you are *floored* by something, you are unable to respond to it because you are so surprised by it.
- To *gas* a person or animal means to kill them by making them breathe poisonous gas.
- If someone *pens* a letter, article or book, they write it. Also, if people or animals are *penned* somewhere, they are forced to remain in a very small area.
- If someone *tables* a proposal, they say formally that they want it to be discussed at a meeting.

## 6 Using grammar: question tags

Students will have studied question tags before, but this activity focuses on a use that they may not have encountered before: showing surprise or incredulity. Refer students to the example from the listening activity and go through **G25** on page 170. Then get them to do the activity. Point out that question tags can be used liberally. When students have finished, play the recording so that they can check their answers. Point out the intonation patterns of the tags and get students to practise saying the sentences in pairs.

### Answers

1. Nobody really believes that, do they? Everybody knows that it's all just about the money.
2. So it's my fault, is it? I don't think so!
3. You don't really believe that, do you? You can't do.
4. I don't have to come with you, do I? Do you really need someone to hold your hand?
5. You didn't fall for that old trick, did you? That's the oldest one in the book.
6. She didn't, did she? She wouldn't really do that, would she?
7. They can't really expect us to pay for this, can they? It's outrageous.
8. So it was easy, was it? Is that what you think?
9. You don't think he'd actually do it, do you? It was a joke.
10. She's not going to marry him, is she? That would be such a disaster.

## 7 It's a scandal

Establish what a scandal is before getting students to complete the sentences using the words in the box in the correct form. They can use a dictionary to check any

unknown vocabulary and check their answers with their partner when they finish. Feed back as a class. Then ask students to discuss the questions in small groups. To end the activity, have a round up of ideas with the class.

### Answers

1. chucked
2. cover up
3. sleeping
4. kerb-crawling
5. dumped
6. accepting
7. exposed
8. snorting
9. admitted
10. collapsed
11. batters
12. outed

- If a person is *chucked out* of a job, a place or their home, they are forced by other people to leave. Also: *chuck something out* – ‘throw something away because you do not need it or cannot use it’.
- a *nanny* – ‘a woman who is paid by parents to look after their child or children’. Also, if you refer to the government as *the nanny state*, you think it tries to protect its citizens too much and makes them rely on the state too much.
- Something that is a *sham* is not real or is not really what it seems to be.
- If you *cover up* something that you do not want people to know about, you hide the truth about it. Elicit the noun: *a cover-up*. Ask students for examples of famous cover-ups.
- *kerb-crawling* – ‘the activity of driving slowly along the side of a road in order to find and hire a prostitute’.
- a *bribe* – ‘a sum of money or something valuable that one person offers or gives to another in order to persuade them to do something’. Elicit another noun: *bribery*.
- In sports, if a player *throws a game*, they lose it as a result of a deliberate action or intention. Ask students who might do this and why.
- *expose someone* – ‘reveal that someone is bad or immoral in some way’.
- If someone is *admitted to* a hospital, they are taken into hospital for treatment and kept there until they are well enough to go home.
- *dodgy* – ‘dishonest and unreliable’.
- If you describe something as *wholesome*, you approve of it because you think it is likely to have a positive influence on people's behaviour or mental state, especially because it does not involve anything sexually immoral.
- a *goody-goody* – ‘someone who behaves extremely well in order to please people in authority’.
- If someone is *battered*, they are regularly hit and badly hurt by a member of their family or by their partner.
- a *nasty piece of work* – ‘a horrible person’.
- a *lesbian* – ‘a homosexual woman’.



**Homework**

You could ask students to do the activities in **Unit 24** in the **Workbook**, if you haven't done so already. You could also ask them to write a tabloid-style newspaper article about a celebrity who has been in the news recently. Tell them to use as much of the language from this unit as they can. Alternatively, ask students to use the Internet to find out what has happened to stars they remember from when they were younger. Students should report back at the start of the next class.



# Writing: Giving presentations

## Speaking

Elicit from students what a presentation is, when you might give one, to whom, and what topics a presentation can be on. Encourage students to discuss the questions in pairs. Feed back as a class.

## Dealing with problems

Elicit what types of problems can occur when giving a presentation. Then get students to do the task and check their answers with a partner.

### Answers

1. mike
2. bear, slide
3. make that out
4. sharper
5. Give, train
6. place
7. backtrack
8. smudged
9. clip-on
10. bag

Point out the following useful expressions:

*Bear with me a minute.*

*Can you make that out?*

*I've lost my train of thought.*

*I've lost my place.*

*Let me just backtrack a minute.*

## Preparing your presentation

Ask students to discuss the advice given. Feed back as a class.

## Listening

Ask students to listen to the talk and answer the questions.

### Answers

1. a. (the speaker implies this), b., d., e., g., h. (if you are going to give the presentation in a foreign language)
2. To know your talk really well.

- a *field* – 'a subject of study or type of activity'.
- *know something like the back of your hand* – 'know something really well'.
- If you repeat something *word for word*, you repeat it exactly as it was originally said or written.
- *the run-up to an event* – 'the period of time just before an event'.

- Someone's *frame of mind* is the mood that they are in, which causes them to have a particular attitude to something.

- *keep someone on-side* – 'keep someone's attention'.

- If you *are sidetracked* by something, it makes you forget what you intended to do or say, and start instead doing or talking about a different thing.

- A *nerve-racking* situation makes you feel very tense and worried.

## 5 Connecting with your audience

Tell students that there are many expressions a presenter can use to help the audience relate to what they say. Ask students to make such sentences by matching the beginnings and endings. Go through the answers as a class.

### Answers

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

## 6 Writing your presentation

Encourage students to choose a topic to write a presentation on. Remind them to signpost their presentation clearly, i.e. indicate where it is going. For example:

*First I'd like to talk about ...*

## 7 Asking for clarification

This activity looks at questions people might ask at the end of a presentation for clarification or for more detail. Get students to complete the questions with the verbs in the box. Then ask them to compare their answers in pairs. Feed back as a class.

### Answers

1. talking, mentioned, say
2. showing, quoted
3. describing, referred, run
4. dealing, made, elaborate
5. said, give



- *run through something again* – ‘tell someone quickly about something again’.
- *make reference to something* – ‘refer to something’.
- *elaborate on something* – ‘give more details about something’. Point out that *elaborate* is often followed by *on*.

## 8 Giving your presentation

After students have written their presentations, ask them to make notes of their talk on another piece of paper. They should use these notes to give the full presentation to groups of four or five. Other students should take notes and later ask questions.



# Review: Units 19–24

## 1 Adjectives and nouns

### Answers

**children:** a brat, cheeky, hyper, sulky

**old people:** dodderly, past it, senile, sprightly, a zimmer frame

**religion:** confession, devout, evangelical, practising

**sports players:** gutsy, past it, underrated, a weak link

## 2 Vocabulary quiz

### Answers

1. You have an informal game of football with a few friends; you don't really play to win or lose.
2. A *headscarf* covers the head but not the face. A *veil* covers the face.
3. Students' own answers. These could be any two events which are on TV and in the newspapers all the time.
4. A small child might have a tantrum if they cannot get or do what they want. They may scream and cry.
5. An *atheist* does not believe in God. An *agnostic* thinks it is impossible to know if God exists or not.
6. A car stalls when its engine stops working suddenly. This might happen if you don't press down the accelerator enough when you let the clutch out.
7. Swearing or using very strong language.
8. Students' own answers. For example: a ship, a book, a rocket.
9. If you don't dip your headlights, the driver coming towards you will be dazzled by the light and won't be able to see clearly.
10. It is unsuccessful and doesn't make money.
11. You don't eat, usually for religious reasons.
12. You don't like people from other countries.
13. Students' own answers. If something bad is rife in a place, it is very common. For example: malaria, office rumours, poverty.
14. If you look under the *bonnet* of a car, you will find the engine. The *dashboard* has the control indicators on it. A car has two *bumpers* – one at the front and one at the back – which protect the car from being damaged in a gentle collision.
15. Nothing! You wasted a lot of time searching for something that you had little chance of finding because you had been given incorrect information about it.
16. They start to behave in a way that other people think is unacceptable or very strange, for example they start taking drugs or breaking the law.

## 3 Verbs

### Answers

1. shatter 2. run 3. verge on 4. grab 5. rejuvenate
6. hurl 7. flip 8. lose track 9. fulfil 10. proceed

## 5 Grammar

### Answers

1. sooner had I pressed the send button than
2. wouldn't bother visiting that place unless
3. out of boredom
4. all probability they'll win
5. expressed a desire for / expressed a desire to learn / find out
6. no (other) choice but to
7. seriously needs to consider
8. wouldn't happen to know

## 6 Grammar and vocabulary

### Answers

1. through 2. help 3. referred 4. by 5. off 6. up
7. business 8. on 9. Given 10. take 11. of
12. worst 13. had 14. In 15. doing

## 7 Word building

### Answers

1. beneficiaries 2. curiosity 3. ignorance
4. confirmation 5. fulfilment 6. conversion

## 9 Idioms

### Answers

1. goalposts 2. hair 3. window 4. level (playing) field
5. boil, rest 6. water 7. course 8. flow
9. misery 10. head

## 10 Passives

### Answers

1. be saddled with 2. was chucked out 3. were (absolutely) fleeced
4. was stripped of 5. were (largely) / have been (largely) discredited
6. was splashed, be fazed 7. was adopted 8. was grounded



**11 Adjective–noun collocations****Answers**

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

**Writing****1 Requests****Answers**

1. Would you mind at all if – d.
2. Could you do me a huge favour – f.
3. Would it be at all possible – e.
4. I don't suppose you could – b.
5. You wouldn't happen to know – a.
6. I was wondering if there was any way – c.

**2 Formal vocabulary****Answers**

1. request 2. forward 3. inform you of 4. identified  
5. proposes 6. acquiring 7. elaborate on  
8. reimburse you 9. submitted

**3 A report****Answers**

1. which was organised
2. a week after
3. On the other hand
4. need to be addressed
5. objections to camping in principle
6. place was a health risk
7. I wouldn't even let
8. As far as the daytime activities are concerned
9. rated the day at the beach very highly
10. when it came to the evening
11. expressed a desire to do some
12. Regarding the price
13. I would strongly recommend



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