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1 What is New Experiencing English: Viewing, Listening and Speaking?

New Experiencing English: Viewing, Listening and Speaking (NEEVLS) is a four-level, multi-syllabus English course that takes learners from Intermediate level (B1) to Proficient (C2). It is suitable for all adults or young adults in higher education or in work who need English in their professional or personal lives. It is suitable for all teachers, however experienced – extensive teaching notes will help the inexperienced teacher plan lessons, while valuable background information, teaching tips and extension activities will be of great use to even the most experienced teacher.

The units in *NEEVLS* each take a TED Talk as their point of departure. These talks are given by speakers from all walks of life, countries and fields of work and provide a rich and varied basis for the teaching and learning of authentic English. See section 2 for more about TED.

Each level contains enough material for between 90 and 120 hours' classroom work. Teachers can reduce this time by giving some preparation tasks to students to do before class (such as watching the TED Talks) or extend it with the extra activities in the teaching notes and the photocopiable communicative activities at the back of this book.

What are the components of *NEEVLS*?

Student's Book

- twelve units of four double-page lessons each (See section 3 below for details.)
- six double-page Presentation lessons, one after every two units
- audioscripts and TED Talk transcripts

Teacher's Book

- full teaching notes for all the units and Presentation lessons, containing answers, TED Talk and audio transcripts, teaching tips, optional and alternative ways of dealing with the Student's Book exercises, extension activities and background information

- six photocopiable progress tests, with sections looking at the grammar, vocabulary, reading, speaking, and often listening presented in the previous two units, with answer key
- twenty-four photocopiable communicative activities, two for each unit, with full teaching notes, containing a variety of activities such as information gap, interactive crosswords and mingling. While most of the worksheets are copied and given to the students, some are to be cut into cards and given to the students. In these cases, it may be best to copy the page onto card (and possibly laminate it), so that the cards are sturdier and can be used several times if necessary.

Website (ngl.cengage.com/keynote)

- video streaming of the TED Talks from the Student's Book, Vocabulary in context and Presentation skill montages
- worksheets organized by industry (e.g. manufacturing, tourism, education) and business function (e.g. human resources, marketing, research and development) that provide highly targeted practice of the language specific to the learners' field of work. They can be used in class or for self study.
- mid- and end-of-year tests
- Word versions of all the audio/video scripts and reading texts that can be 're-packaged' by teachers to create additional practice material or tests

2 What is TED?

TED is a non-profit organization based on the idea that many people from all areas of life have 'ideas worth spreading', and should be given a platform to spread those ideas. There are currently more than two thousand TED Talks on the TED website, and new talks by leading thinkers and doers across a wide range of fields are constantly being added. TED originated at a conference in 1984 centred on Technology, Entertainment and Design, but the talks now cover far more than those three areas. The talks are given by speakers from across the world, ranging from highly respected business leaders to school students, all of whom have an idea worth spreading. The talks can last as long as eighteen minutes but are generally much shorter. By providing this platform, TED aims to 'make great ideas accessible and

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spark conversation'. For more on TED, see *www.TED.com*.

Why are TED Talks great for learning English?

TED Talks feature remarkable people communicating passionately and persuasively, and are a unique source of engaging and often amusing real language. The talks are intrinsically interesting, and are watched by millions of people around the world. In the ELT classroom they provide:

- motivating content that learners choose to watch in their leisure time for entertainment and edification
- educational content, i.e. students learn about the world as well as learning English
- authentic listening input
- exposure to different language varieties: *NEEVLS* has a mix of talks given by British English, American English, Australian speakers and includes a glossary in each TED Talk lesson to compare and contrast language (See Teaching tip 1 below.)
- exposure to different accents (native, such as British and US, as well as non-native)
- up-to-date language
- ideal material for developing critical thinking skills
- probably the best models in existence for presentation skills

3 How do I teach with *NEEVLS*?

Unit structure

Each unit in the Student's Book contains four lessons around an overarching theme:

- the first provides an introduction to the TED Talk for the unit, including preparation by pre-teaching key vocabulary and practising skills that will help students when listening to authentic English
- the second is the TED Talk lesson where students watch and listen to the talk, both in its entirety and in short sections, and do further vocabulary work (mining the talk for interesting vocabulary and collocations) as well as work on critical thinking and presentation skills (See Teaching tip 2 below.)
- the third lesson is based on a reading text, drawn from the theme of the unit and addressing real-life topics, with a variety of reading skills, vocabulary and speaking exercises

- the last lesson in each unit focuses on functional language, and comprises listening and speaking with accompanying vocabulary work, as well as a section on real-life communication projects

The reading and functional lessons in each unit have 21st century outcomes, i.e. the lessons provide and practise the skills and knowledge needed by students to succeed in their professional and personal lives in the 21st century.

Vocabulary

There are three different categories of vocabulary presentation and practice in *NEEVLS*:

Key words

The Key words section always appears in the first lesson. In this section some of the words and phrases that are central to the TED Talk are matched with definitions in order to enable students to understand the talk more easily. Note that these words are sometimes above the relevant CEFR level and are not intended for productive use. (See Teaching tip 4 below.)

Vocabulary in context

The Vocabulary in context section always appears in the second lesson, after students have watched the TED Talk. Here, short excerpts which contain useful words, phrases or collocations are repeated and the lexical items are matched with synonyms and then practised in a personalization activity.

Vocabulary development

Further vocabulary work focuses on vocabulary relevant to the theme taken from the reading and listening texts, building on it in the form of work on lexical sets, phrases and collocation.

Skills

Listening

Listening is a key component of the course and is dealt with in various ways. To help students deal with the authentic, native speaker-level language of the TED Talks, *NEEVLS* has a comprehensive authentic listening skills syllabus that – together with a focus on key words from the Talk and background information – allows students to understand listening material which is usually well above their productive level. (See Teaching tip 5 below.) There is also graded listening material in the final lesson of each unit, using a wide variety of listening comprehension task types.

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Speaking

Each unit has a lesson that focuses specifically on functional and situational language that is relevant to college students. This is supported by a Useful language box containing a number of expressions relevant to the function or situation. There are also speaking activities throughout the units.

Reading

Each unit has a reading lesson based on a contemporary and real-world text. The accompanying exercises cover reading skills and vocabulary work, but also elicit a personal response to the content of the text.

Pronunciation

There is a pronunciation syllabus, integrated with the speaking lessons where there is a relevant pronunciation area.

4 Teaching tips

The following teaching tips apply throughout the course. There are lesson-specific teaching tips through the units.

Teaching tip 1 Which variety of English?

This deals with the notes comparing North American and British English in the TED Talk lesson. Find out whether your students are interested in learning about the different pronunciation and vocabulary of these two varieties. Ask them what varieties of English they prefer to listen to (native and non-native) and why. Explore any prejudices the class may have around variety. Discuss students' long-term pronunciation goals and whether they hope to sound like native speakers or whether it is better to aim for a clear accent that reflects their identities more accurately. The conclusions to this discussion will determine what you do with the footnotes. If your students are very interested in the two varieties, you may decide to get them practising saying the words in the different accents. Similarly, where the spelling or vocabulary is different, you could encourage students to use the variety they feel most comfortable with in their learning, but ensure that they use one variety consistently.

Where students are interested, you could spend some time investigating the differences further. For example, with spelling differences, you could ask the students to look for patterns (in the glossaries in the book or using dictionaries). They should be able to identify patterns

such as the *-or/-our* ending in North American *color/favor* and British *colour/favour*. With differences in vocabulary, you could encourage students to speculate on how the differences have come about, e.g. is *sidewalk* a more literal word than *pavement*?

Teaching tip 2 Developing presentation skills

After students have watched a TED Talk in each unit, they focus on a particular aspect of presentation skills such as 'using props' or 'audience awareness'. Before embarking on the Presentation skills sections, it's probably worth finding out from your students the kinds of situations when they might have to present (in their first language or in English). Many of your students will need to present information in their future work and students in academic situations will have to present their research. Even students who don't often give presentations will benefit from presenting in your class because it's an opportunity to build confidence in speaking in English and to develop a key communication skill.

At first, some of your students might not feel comfortable with giving presentations in English. That's why many of the presentation tasks in *NEEVLS* can be done in pairs, with students taking turns to present to each other. As the course progresses, you could ask students to present to larger groups and once they are more confident, to the whole class.

Remember to allow plenty of preparation time for the presentations. Often it's a good idea to set a presentation task and ask students to work on it for homework before they give their presentation in the next lesson. It's also useful to provide students with preparation strategies such as making notes on pieces of card to refer to, rehearsing in front of a mirror, or presenting to family and friends at home. You will find more tips on setting up and delivering classroom presentations in the relevant part of each unit of this Teacher's Book.

Teaching tip 3 Using the Presentation lessons

The Presentation lesson gives students the opportunity to reflect on and consolidate what they have learnt in the previous two units. Students should be encouraged to see the benefits of reviewing recently encountered language as a means to strengthening their learning and for diagnosing which areas they need to study again.

The content in the Presentation lesson is thematically relevant to the material covered in the two preceding

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units, in order to allow students to speak with confidence on topics that they are already familiar with. You can set parts of the lesson as homework, but by going through the lesson in class, you will be available to clarify areas of difficulty, answer questions and see for yourself where students are doing well and where not so well. The useful language provided in the presentation notes allows students to practise making effective use of new vocabulary and sentence structures. Though the lesson focuses on individual work, you can consider putting students in small groups to work through some of the tasks. Speak to students to find out how they are progressing, what they need to work on, and whether they are experiencing any difficulties in the class or any other matters.

Teaching tip 4 Key words

One way of dealing with the Key words activity in the first lesson of each unit is to write the key words on the board. Read out the first definition and nominate a student to say the correct word. If they guess correctly, read out the second definition and nominate another student to guess that word. Continue until they have matched all the words and their definitions in this way. However, whenever a student guesses incorrectly, start from the very beginning again and read out the first definition, nominating a different student each time. The activity ends once the class has correctly matched all the words and definitions in a row without any mistakes.

Teaching tip 5 Dealing with difficult listening activities

The TED Talks are authentic English and may be challenging for some students, which can be a cause of frustration. Here are some ideas to increase your students' ability to deal with authentic language:

- Don't miss out any of the pre-listening exercises in the first lesson, such as Key words or Authentic listening skills. These are designed to make listening easier.
- Students need time before and after listening to prepare and compare: before, to read the task, ask questions and to predict possible answers, and after, to write their answers and to compare them with a partner.
- Time for writing answers is particularly important when watching clips rather than listening because it is hard to watch the video and write at the same time. This is one reason the TED Talks are broken into small segments.
- Let students read the transcript while they listen or watch.

- Isolate the few seconds of the audio or video where the answer to a question lies and let students listen to it a number of times.
- It's hard in long clips to keep concentrating all the time, so pause just before an answer comes up in order to warn students that they should refocus.
- There are ways of changing the speed that video is played back. You may want to investigate how to slow down talks slightly for your students using certain media players.
- If a task is difficult, make it easier. For example, if students have to listen for a word to fill gaps, you could supply the missing words on the board, mixed up, for them to choose.
- Celebrate the successes, however small. If a student hears only one thing, praise them for that. Don't supply extra information which you heard but they did not, unless you have a good reason.
- Remind them now and again of the advice they read about listening to authentic speech in the first lesson of each unit, especially the advice not to try to understand every word, to stay relaxed and to keep listening. Reassure them that listening improves with repeated practice and that the best thing they can do for their listening skills is to persevere.

Unit opener

Three keys to understanding authentic listening input

4 Challenges

Men on wooden stilts fish using traditional methods, on the south coast of Sri Lanka.

BACKGROUND

1. Watch a TED Talk by Joe Kovan called *How I beat stage fright*. Read his text about the speaker and the talk. Then work in pairs and answer the questions.

2. What situations usually make you feel nervous?

3. Have you heard about or learned any techniques for controlling your nerves? What are they?

4. Stage fright is the fear of performing in front of an audience. Have you ever felt stage fright? If so, when?

TEDTALKS

JOE KOVAN is a Boston-based graphic designer by day, but by night he's a musician who has been struggling with stage fright since he first started writing songs aged 27. Despite his fears, he charms audiences with his own style of quirky folk and acoustic hip-hop. In 2009 he released the video for his original song 'Crabby', and in 2013 he was a finalist in the USA Songwriting Competition. In this talk, he uses his own stage fright as a subject for his art. Joe Kovan's idea worth spreading is that you can overcome fear by using it as a tool and turning it to your own advantage.

KEY WORDS

1. **Physiologically**, the body does not know the difference between excitement and fear.

2. I'm not only a performer, but I told some jokes at an **open mic** once.

3. The body's **sympathetic nervous system** is what stimulates our 'fight or flight' response.

4. As I wanted to go onstage, the **adrenaline** made it difficult to keep my body relaxed.

5. When you're nervous, your **extremities** often feel cold.

6. When I realized that the audience was understanding – and actually enjoying – my speech, it was a bit of an **epiphany**!

7. a chemical produced by your body when you feel very excited or afraid

8. one of the functions in the body that controls our unconscious actions

9. relating to the body and its functions

10. hands and feet

11. a real-time internal performance where anyone can stand up and do as act

AUTHENTIC LISTENING SKILLS

Collaborative listening

Often when you listen to a talk, people naturally discuss what they've just heard because it's common for different members of an audience to hear and remember different things. This allows you to compare notes and reactions, and also to find out as a group, you've understood something better than any one individual. In this way, collaborative listening can be a skill worth developing.

3a. **Look at the Authentic listening skills box. Then listen to Joe Kovan describing what happened to his body before a public performance. Note down the verb that he uses with each noun.**

body	nausea of adrenaline
sense of anxiety	heart rate
fear	breathless
sympathetic nervous system	non-essential systems

3b. Work in groups of three. Compare notes. Did you get all of them between you?

3c. **Listen to the next part of the talk. Write down all the physiological responses that you hear. In your groups, compare what you heard. You can check the audioclip on page 123.**

TED Talk lesson

TED Talks are great for discussion, vocabulary, critical thinking and presentation skills

4.1 How I beat stage fright

TEDTALKS

1. Watch the TED Talk. Use collaborative listening and answer the questions in pairs.

2. When did Kovan decide to confront his stage fright?

3. What was his initial plan for beating stage fright?

4. Did it work? Why/Why not?

5. What was his second plan for beating stage fright?

6. Did it work? Why/Why not?

7. What words or images can you remember from the stage fright song? Did you and your partner remember different things?

2. Watch the first part (0:00–3:12) of the talk again. Write the adjectives that Joe Kovan uses to describe his situation. Kovan's first impression of the audience was that they looked '... and Kovan himself felt '... before the performance. When he finally got to the stage, his voice had a '... which made the audience feel very '... But he'd had a connection with the audience so he decided to go back until he no longer felt '... However, even with time, it didn't improve.

3. Watch the second part (3:13–5:05) of the talk again. Answer the questions.

1. Kovan had an epiphany. What was it?

2. 'Crabby' can mean 'sick with' or 'use unfairly'. When Kovan says he wanted to exploit his stage fright, which meaning do you think he was using?

3. Kovan thought about how his listeners might feel. What effect does stage fright often have on his listeners?

4. Does Kovan still use the stage fright song in his musical performance?

4. Watch the third part (5:06 to the end) of the talk again. The song has four main themes. Number them in the order that Kovan sings about them.

a. If I try to imagine the whole audience naked (a technique sometimes advised to make the situation seem less serious), it makes me feel more embarrassed, not less.

b. You can tell from the sound of my voice that I'm very nervous.

c. I'm making fun of stage fright. I'm taking it and eventually I'll get over it.

d. Don't tell me not to be nervous – it doesn't help.

VOCABULARY IN CONTEXT

5. Watch a video clip from the TED Talk. Choose the correct meaning of the words.

6. Complete the sentences in your own words. Then discuss with a partner.

1. It always helps me feel relaxed and comfortable if ...

2. When I want to shake feelings of embarrassment or worry, I usually ...

3. For me, a feeling of ... is ...

CRITICAL THINKING Emotive language

7. A speaker may use strong or emotive language to help listeners feel the emotions being described. Can you remember what emotive words Kovan used instead of the more neutral words in bold? What effect does his choice of words have on his story?

1. By what body reacted badly.

2. A feeling of anxiety came over me.

3. I have never been more nervous – until now.

4. This is my whole body just convulsing with fear. I mean, it's a bad feeling.

5. And that's when I had an sudden realization.

8. Look at the comments. What emotive language do they use?

Viewer's comments

B. **Bonnie** – I can really relate to Kovan's fear. I completely freeze up every time I have to give a talk at work. Maybe I can use some of his tricks!

F. **Freddie** – It's amazing that Kovan says he's so nervous, because he seems at home on stage. I feel totally sick and miserable every time I have to talk to more than four or five people. Maybe there's hope for me!

H. **Helen** – I'm so pleased to know that Kovan turned his stage-fright monster and turned the story into a song to help himself and other people. Good work!

PRESENTATION SKILLS Controlling nerves

These tips can help overcome the effects of feeling nervous.

Before the talk

- Rehearse your talk a lot. If possible, practice in front of more than one audience.
- Visit the room you'll be presenting in. Check out the stage area and any by sitting in the front row in the room. Imagine how you will look onstage.
- Memorize the first few and last few sentences of your talk.

During the talk

- How often you feel comfortable in.
- Don't rock, and don't forget to breathe.
- Have water onstage and don't be afraid to use it.
- Make eye contact.
- Engage directly with the audience.
- Remember, the audience only sees that you are nervous as you feel. They may think you look and sound terrible, but the audience would often be surprised to hear this.

9. Read the Presentation tips box then watch the clips from the TED Talk. Which of the tips in the box can you see Kovan using?

10. Work in pairs. Prepare a two-minute mini-presentation. Make some brief notes on ways of addressing stage fright when you perform in front of an audience. Use the ideas in the Presentation tips box and your own.

11. Work with a new partner. Take turns to give your presentation. Did you come up with similar ideas?

Reading and vocabulary


Contemporary, real-world texts are exploited for reading skills, vocabulary and interest

6.2 Thinking outside the box

READING The parable of the stones

1 Read the short text. Do the puzzle.

The expression 'Thinking outside the box' comes from the nine-dot puzzle, often used in management training in the 1970s and 80s. To solve the puzzle, draw four straight lines that connect all nine dots without lifting your pen or pencil off the paper.



2 Check your answer to Exercise 1 on page 116. Then work in pairs and discuss the questions.

- Were you able to solve the puzzle?
- What is the connection between the puzzle and the expression 'think outside the box'?
- The puzzle is said to require 'lateral thinking'. What do you think this term means?

3 Work in small groups. Read the story and retell it in the sequence of the beginning, the development, the climax, and the ending. Then decide whether you agree or disagree with the following statements.

- The farmer was in debt because he hadn't managed his farm well.
- The landowner wanted the farmer and his daughter to find happiness, because he loved the daughter.
- The old man planned to leave the decision to chance.

4 Work in small groups. Discuss what you think the girl did. Then turn to page 117 and read the conclusion of the story.

5 Work in pairs. Discuss the meaning of 'parable' and identify which sentence is the best statement of the parable's lesson. Give more examples to illustrate the lesson.

- Some people lie and cheat to get what they want, so you must be prepared to lie and cheat yourself in some situations.
- Debt can force people into terrible situations, so when possible, you should avoid owing anyone a lot of money.
- Complex problems often have a simple solution, but we may have to change our thinking about the problem to find it.

6 Work in groups. Discuss what the nine-dot puzzle and the parable of the stones have in common.

The parable of the stones

A LONG TIME AGO, there was a poor but honest farmer who managed, through long days of labour and with the help of his two strong sons and his hardworking wife and daughter, to lead a happy, if simple, life. But during one hard winter, his wife and sons became terribly ill and then died.

This tragedy was followed by several seasons of hot, dry weather with little rain. As a consequence of his great misfortune, the poor farmer had to borrow money from a rich landowner, just to feed himself and the one remaining member of his once happy family – his daughter.

The landowner, who was old and not very good-looking, had fallen in love with the farmer's daughter and wanted to marry her. He didn't care about the money itself, but he saw the situation as an opportunity to demand from the farmer something of great value. He said, 'Give me your daughter in marriage and I will forget about the debt.' This put the farmer and his daughter in a very awkward position, with no idea what to do, knowing that they had no way to repay the debt. One thing was certain: they were both horrified at the thought of the marriage, and the old man could see this.

However, the hard-hearted old landowner wasn't going to let the unhappiness of the poor farmer and the obvious dislike his gentle daughter clearly felt towards him be an obstacle. He was used to getting his way, and he was not opposed to cheating when necessary, so he immediately came up with a plan. As the three were standing in the road talking, a small crowd had gathered.

The old man said, 'Why don't we let chance decide? I will put two pebbles in this bag – a black one and a white one.' The curious bystanders looked on as he picked up several stones from the path. If you reach into the bag and pull out the black pebble, you do not have to marry me, and I will forgive your father's debt. If you choose the white pebble, you must marry me and I will forgive your father's debt. If you refuse to pick a pebble, I will have your father thrown into prison.'

The poor farmer knew that the landowner would probably cheat, but realised sadly that there was nothing he could do about it, and so he quietly agreed to the arrangement. The girl watched carefully as the old man put two stones into the bag, and to her horror, she saw that he put in two white pebbles – though she was the only one who had noticed. Now the girl had a serious dilemma. Logical thinking would seem to lead to the conclusion that there were three possible ways to respond: 1) Show everyone who had gathered round that the rich, old landowner was a cheat and – probably get thrown in prison as a result; 2) refuse to draw out a stone and allow her father to be thrown into prison; 3) reach in and take a stone, knowing that it could only result in her having to marry the old man. The old man stared impatiently at the girl, as the farmer looked away, too nervous to watch. But the girl looked confident. She knew the solution to her problem.

What do you think the girl did?

Listening and speaking

Functional language is presented via common, everyday situations where students need to interact in English




3.3 Which one gets your vote?

LISTENING Choosing a logo

1 Work in pairs. Think of one or two company logos you really like. Why do you think they're effective?

2 A medium-sized city plumbing company is designing a new logo for the sides of its vans. Look at the three options. Discuss the questions.

- Which design do you think is the best appropriate? Why?
- Which design do you think is the most appropriate? Why?

3 **216 CENTRE OUTDOORS** Listen to a discussion about logo options between colleagues at the plumbing company. Make notes about what is said about each option. What is their decision?

	Option A	Option B	Option C
Pros			
Cons			
Decision			

4 **216** Listen again and complete the sentences from the conversation. Then match the sentences with the correct heading in the Useful expressions box.

- Do have any ... as any of them?
- I don't ... about you, but Option C really stands out for me.
- However, I'm not so ...
- ... you want that guy to come to your door?
- I'd ... that style so long as it doesn't show a person ...
- ... with City that Option C looks a bit too serious.
- I think one way of ... at that is to say that none of the options really works.
- Can we ... this by agreeing that we don't need to show a plumber at all?

DEALING WITH DISAGREEMENT AND REACHING CONSENSUS

Asking for opinions

What's your take on this?

What's your view?

Disagreeing by expressing uncertainty

I can't say for certain that ...

I may be wrong, but ...

Disagreeing by asking a question

Do you really want ...?

Can you seriously picture ...?

Hedging (softening your own opinion)

I guess you could say ...

Maybe it's just me, but ...

Rebuttal (disagreement)

So here's the real question ...?

We could look at this from a different perspective.

Setting conditions

I'd agree to pay ... so long as ...

I'd expect ... on the condition that ...

Proposing a resolution

So why don't we ...?

I'd like to suggest that we ...

Signaling agreement

Right.

I'm with you.

Pronunciation Stress in expressions of disagreement

5a **216** Listen to the expressions of disagreement. Underline the words that are stressed.

- Are you sure about that?
- I think you're wrong then.
- That's one way of looking at it.
- Sorry, but I'm really not sure that's correct.
- I can't agree with you on this.
- I totally disagree.
- No, I can't agree.
- I don't think we quite see eye-to-eye on this one.

5b **216** Listen again. Which expressions sound more polite (P)? Which sound more direct (D)?

SPEAKING Choosing a logo

6 Work in groups of three. You're going to design a logo for an English club you're setting up. First, as a group, agree on the answers to these three questions.

- The most important part of our image is ...
 - a English b communication c excellence
- We want people to think of us as ...
 - a fun b skilled c professional
- When we speak English, we're ...
 - a sophisticated b friendly c intelligent

7 **216 CENTRE OUTDOORS** In your groups, list and discuss different design ideas. Choose one design or decide on changes that need to be made to one to make it appropriate. Use the language in the Useful expressions box.

PUTTING IT TOGETHER A debate on working in teams vs working alone

8 Look at the infographic. Answer the questions.

- How many founders did the greatest number of successful companies have?
- What number of founders was the least common?
- What percentage of successful companies had just one founder?

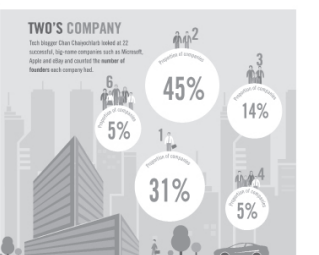
9 Work in pairs. Summarise what you can learn from the infographic.

10 Work in groups. Have a debate on whether working in a team is more effective than working alone.

- Preparation**
 - Two people will be in favour of teamwork and two will argue in favour of working alone. The remaining members of the group will help prepare for the debate. They will then join other classmates to judge the debates.
 - Find examples to support your arguments. For example:
 - Think of a famous working alone who came up with a great idea. What might have been the result if that person had been forced to work in a team?
 - Think of something that was accomplished only by team effort. What would have been the result if the team hadn't worked together?
 - Look for quotes to support your arguments. For example:
 - Exploit thy alone. Cheap flesh together. – Polish proverb
 - None of us is as smart as all of us. – Ken Blanchard
- Debate**
 - Debate opens with a speaker who is in favour of working as part of a team presenting their arguments, followed by a member of the opposing group. This pattern is repeated for the second speaker in each group. Finally, each group gets an opportunity to refute the arguments. Remember to speak slowly and clearly.

TWO'S COMPANY

Two founders (two founders based at 12 successful, big-name companies such as Microsoft, Apple and eBay) ranked the number of founders their company had.



Presentation

Thematically relevant topics allow students to express their ideas with confidence

Presentation 2 | WHERE I COME FROM

YOUR IDEA

1. Prepare descriptions about where three people come from. Match the descriptions with the summaries (a-c) below.

1. Emmanuel is an African living in Europe. It hasn't always been easy to feel at home. The culture is very different. I come from a small village, and what happens there centres first of all on your family and then the local community. There is a very strong sense of togetherness; families will always sit down for meals together and there are lots of activities for people living in the area to get involved with. It's not really the same here. I don't often see people sitting down to have lunch or dinner together at home. Instead people eat out a lot. Music was also a big part of my life back home, but here it doesn't feel the same. Maybe in a few more years I'll start to feel like I belong here. ☐

2. Filipe: This is such a diverse part of the world and with a lot of history. Europeans came to my country many years ago, looking for their fortunes. Naturally, they came across the indigenous people who already lived here, and there were a number of conflicts. But there were also examples of when the native and the colonising peoples got on and even in some cases men and women from the two settled down and had families. Most relationships were a bit dodgy back then and it sometimes caused problems within families, but I am very grateful for where I come from. I don't feel completely European or South American, but rather a mixture of the two. It's to keep these differences alive in my family today, teaching my children both our local languages and Spanish. I hope they appreciate coming from different places so much as I do. ☐

3. Arthur: I'm very proud of where I come from. It's not a big or important place, but it is significant in my life. Nowadays, I don't think people feel the same way about where they come from. Maybe that's because it's so easy to move around and live in other places. That's not something I've done. I was born in the local hospital, I work just down the road, and this is my home. I honestly wouldn't move anywhere else. ☐

a. I have roots in several different cultures.
b. I have stayed in the same place my whole life.
c. I feel different to the people around me.

2. Write notes about where you come from. Try to write about both the place where you live now and anything you know about where your family is from.

ORGANIZING YOUR PRESENTATION

3. Organize the information from your notes. Write sentences on these areas.

My area _____

My family's background _____

4. Practise your talk. Try to ...

- use relaxed body language so that people can relate to you.
- include relevant stories about yourself or people you know.

5. Match the five steps of the presentation with the examples of useful language (a-e).

1. Introduce yourself and say what your talk is about ☐

2. Talk about the area you live in ☐

3. Talk about where your family is from ☐

4. Make statements or comparisons about where you come from ☐

5. Thank the audience for listening ☐

a. So, we're from the Caribbean, but what's actually interesting is that we found we had distant relatives here. Our ancestors came from England and travelled to Jamaica in the 1700s.

b. Our way of life here isn't so relaxed as it was in Jamaica. The streets are busy and everyone seems to be in a rush. But there is a lot more opportunity here, so although I am proud of where I come from, this is now my home.

c. Thank you so much for listening! Any questions?

d. Hi! My name's Alice. Today's talk is about my background and where I come from.

e. The area where I live is quite diverse – walking down the street you will come across people from many different places. My family moved here about five years ago.


YOUR PRESENTATION

6. Read the useful language on the left and make notes for your presentation.

<p>1. Introduce yourself and say what your talk is about.</p> <p>My name's ...</p> <p>Today's presentation is about ...</p>	
<p>2. Talk about the area you live in.</p> <p>The place where I live is ...</p> <p>My home is ...</p>	
<p>3. Talk about where your family is from.</p> <p>My family is ...</p> <p>We came here ...</p> <p>We have roots in ...</p>	
<p>4. Make statements or comparisons about where you come from.</p> <p>Life here is ...</p> <p>There are some differences like ...</p> <p>Some similarities are ...</p>	
<p>5. Thank the audience for listening.</p> <p>Thank you so much for listening ...</p> <p>It's been great to ... Thank you.</p> <p>Does anyone have any questions?</p>	

7. Film yourself giving your presentation or practise in front of a mirror. Give yourself marks out of ten for ...

- using relaxed body language. ☐ /10
- including relevant stories about yourself or people you know. ☐ /10
- following the five steps in Exercise 6. ☐ /10
- using correct grammar. ☐ /10



42
43

UNIT AT A GLANCE

THEMES: Lifestyles that don't harm the environment, living well with less

TED TALK: *Less stuff, more happiness.* Graham Hill promotes the idea that we can still be happy with fewer things

AUTHENTIC LISTENING SKILLS: Relaxed pronunciation

CRITICAL THINKING: Identifying aims

PRESENTATION SKILLS: Using props

VOCABULARY: The prefixes *over-* and *under-*

PRONUNCIATION: Vowel sounds at word boundaries

READING: *Why do we sleep?*

LISTENING: Planning a trip

SPEAKING: Talking about things we need, Hedging

PUTTING IT TOGETHER: A TV interview role play: luxury or necessity?

LEAD IN

- **Optional step.** If this is the very first lesson of a new course, you might want to start the lesson with a 'getting to know you' activity before opening the coursebook. One way to do this is to stand at the board and invite students to ask you five or six questions such as:

What's your name?

Where are you from?

How long have you lived in ...?

What do you do?

What's your favourite ...?

- Don't answer the questions, but write them on the board until you have a good selection. Then answer the questions as the students will be interested in your answers. If you don't want to answer a question (e.g. *How old are you?*), then say *I'm not going to answer that one* (and make a joke of it).
- Next, put students in pairs, preferably with a partner they don't know, and tell them to interview each other with the questions on the board. As they ask and answer, they should take notes about their partner's answers.
- Afterwards, ask each student to introduce their partner to the class, giving their name and one or two interesting pieces of information about them that they discovered in their interviews. This 'presenting your partner' stage is very useful because students will have to give plenty of presentations to the class in this course.
- Ask students to open their books at page 8 and look at the title of the unit.
- Tell students about a necessity in your life or something you don't think you could live without; it might be something useful like a car or your bike; alternatively it might be a fun item such as chocolate ice cream. Then

ask every student to think of one necessity in their life and ask them to tell the class. Afterwards, comment that not everything mentioned by the class is an absolute necessity for life and that this unit is going to look into that issue in more detail.

- Explain to the class every unit in the coursebook begins with a TED Talk by a speaker. Ask students if they are familiar with TED Talks and if they have ever watched one.

TED TALKS

BACKGROUND

1

- Ask students to look at the photo on pages 8 and 9. Ask questions about the photo and elicit answers from individuals:

Where are these people?

What does the photo show?

What surprises you about any of their possessions?

Could you live with so few possessions? Why? / Why not?

- Ask students to read the paragraph about Graham Hill and his talk. If this is the first day of your course, students might be reticent to talk openly about the three questions or lack confidence to express their opinions. One way to ensure that students become relaxed about talking openly in class is to have them work in groups of three. Then tell them to discuss the three questions in their small groups. Next, have them join another group to create groups of six to share and compare their answers with each other. Finally, ask one person from each group to be a spokesperson and to summarise the main ideas from the group discussion.

- At this stage, you can monitor the discussion and start to notice students' strengths and weaknesses when speaking. However, don't give feedback on any language problems at this stage as you simply want to assess students' ability with this kind of speaking task.

Possible answers

- 1 Perhaps he recommends using environmentally-friendly means of transport or recycling more. Perhaps he discourages using plastics or fossil fuels.
- 2 & 3 Students' own answers

KEY WORDS

2

- The aim of this section in every unit is to pre-teach some of the key words students will need to know in order to understand the TED Talk. It will also help them prepare to think about the main themes of the talk.
- Ask students to try to guess the meaning of the bold words from the context, then to match the words with their definitions. Then they can compare their answers with a partner and explain their choices before you check with the class as a whole.

Use of dictionaries in the lesson

It's worth making it clear to students early on in the course whether you encourage them to refer to dictionaries or not when completing a vocabulary activity like the one in the Key Words section. Arguably, you want them to guess at the meaning of the word sometimes and also to guess it from the context. However, students can also learn more about the word by checking in their dictionaries. One way to approach this is to have them try the exercise first and then check their answers by looking in their dictionaries.


Answers

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

- As a follow-up to further check comprehension of the words, ask students to work in pairs and write new sentences with the keywords. Then ask some pairs to read some of their sentences out to the class. Alternatively, if you have less time, ask some students in the class questions which include some of the key words such as *Have you ever **crowdsourced** an idea? How do you **stem** the **inflow** of paperwork at your workplace?*

AUTHENTIC LISTENING SKILLS Relaxed pronunciation

3a

- Explain to students that this feature on the opening spread of every unit is to help them to develop their listening skills and in particular notice certain features of pronunciation in authentic speech. If this is the first time you have looked at this area in class, you could begin by asking students to comment on what kinds of accents or 'Englishes' they find sometimes difficult to understand. For example, the speaker in this first TED Talk will have a north American accent. Are there any accents which are easier to understand? Note that this first Authentic listening skills feature focuses on use of the /ə/ sound which commonly causes students difficulty, even at C1 level.
- Ask students to read the skills box and then say if they often communicate with speakers who have a 'relaxed pronunciation' or who use informal contractions. Note that students will often say that this is typical of people using American English, but in fact the use of the /ə/ sound is just as common in everyday British English.
-  Play the recording and ask students to listen and underline the expressions with *to* and *of* in each sentence that are reduced or changed.

Answers

- 1 So I'm going to suggest that less stuff and less space are going to equal a smaller footprint.
- 2 First of all, you have to edit ruthlessly.
- 3 We've got to cut the extraneous out of our lives, and we've got to learn to stem the inflow.

- **Optional step.** It could be useful to focus on the underlined words in the sentences by briefly drilling them in isolation. Say each underlined phrase at natural speed and ask the whole class to repeat in chorus. For example:

Teacher: <i>going to</i>	Students: <i>going to</i>
Teacher: <i>first of all</i>	Students: <i>first of all</i>
Teacher: <i>have to</i>	Students: <i>have to</i>
Teacher: <i>got to</i>	Students: <i>got to</i>

Note that this listen-and-repeat drill should be brief and quick. Even students at C1 level appreciate a short drill, especially when it helps them with high-level pronunciation issues.

3b

- Having focused on the types of words which include relaxed pronunciation, students should be able to predict

with reasonable accuracy which expressions in extracts 4 and 5 will be reduced or changed.

- Refer students back to the information in the skills box and, working in pairs, students look at the extracts and underline the expressions which they think will be reduced. They can also try saying the sentences to each other and relaxing the pronunciation of the underlined words to see if it sounds correct.

- ▶ 1.2 Play the recording for students to check.

Answers

4 ... we combine a moving wall with transformer furniture to get a lot out of the space. My bed just pops out of the wall with two fingers.

5 Most of us, maybe all of us, are here pretty happily for a bunch of days with a couple of bags.

- Optional step.** ▶ 1.1 & 2 Play all five sentences again, pausing after each one. Students listen and repeat. Even at this level, some students may find it hard or unnatural to link the words so monitor their pronunciation for use of reduced forms and do some remedial drilling with the informal contractions if students are still trying to separate them.

1.1 Less stuff, more happiness

TED TALKS

1

- Before students watch the TED Talk by Graham Hill, ask them to look at the photo of him on stage. Ask students to say why they think he is sitting on a cardboard box. Given that they read his background on the previous page, the class should be able to predict that the talk will have something to do with having more space and living with less.
- Explain to students that for the first viewing they should just focus on understanding the main points. Tell them to read the five topics (a–e). You could give students two minutes to talk to a partner about what they think Hill will say about each of the five topics; this will help them to predict the main details of the talk and the language that is likely to be used.
- Before you play the talk, remind students that that they will have the opportunity to watch it again later so they

shouldn't worry if they fail to understand every word at this stage.

- ▶ 1.1 Play the whole talk. Students number the topics in the order he mentions them.

Transcript

- 0.19** *What's in the box? Whatever it is must be pretty important, because I've travelled with it, moved it, from apartment to apartment to apartment.*
- 0.35** *Sound familiar? Did you know that we Americans have about three times the amount of space we did 50 years ago? Three times. So, you'd think, with all this extra space, we'd have plenty of room for all our stuff. Right? Nope. There's a new industry in town, a 22 billion-dollar, 2.2 billion sq. ft. industry: that of personal storage. So, we've got triple the space, so we've become such good shoppers that we need even more space. So, where does this lead? Lots of credit card debt, huge environmental footprints, and perhaps not coincidentally, our happiness levels flat-lined over the same 50 years.*
- 1.22** *Well, I'm here to suggest there's a better way, that less might actually equal more. I bet most of us have experienced at some point the joys of less: college – in your dorm, travelling – in a hotel room, camping – when you've got basically nothing, maybe a boat. Whatever it was for you, I bet that, among other things, this gave you a little more freedom, a little more time. So, I'm going to suggest that less stuff and less space are going to equal a smaller footprint. It's actually a great way to save you some money. And it's going to give you a little more ease in your life.*
- 2.02** *So, I started a project called Life Edited at lifeedited.org to further this conversation and to find some great solutions in this area. First up: crowd-sourcing my 420 sq. ft. apartment in Manhattan with partners Mutopo and Jovoto.com. I wanted it all – home office, sit down dinner for ten, room for guests, and all my kite surfing gear. With over 300 entries from around the world, I got it, my own little jewel box. By buying a space that was 420 sq. ft. instead of 600, immediately I'm saving 200 grand. Smaller space is going to make for smaller utilities – save some more money there, but also a smaller footprint. And because it's really designed around an edited set of possessions – my favourite stuff – and really designed for me, I'm really excited to be there.*
- 2.56** *So, how can you live little? Three main approaches. First of all, you have to edit ruthlessly. We've got*

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to clear the arteries of our lives. And that shirt that I hadn't worn in years? It's time for me to let it go. We've got to cut the extraneous out of our lives, and we've got to learn to stem the inflow. We need to think before we buy. Ask ourselves, 'Is that really going to make me happier? Truly?' By all means, we should buy and own some great stuff. But we want stuff that we're going to love for years, not just stuff.

3.33 Secondly, our new mantra: small is sexy. We want space efficiency. We want things that are designed for how they're used the vast majority of the time, not that rare event. Why have a six burner stove when you rarely use three? So we want things that nest, we want things that stack, and we want it digitized. You can take paperwork, books, movies, and you can make it disappear – it's magic.

4.01 Finally, we want multifunctional spaces and housewares – a sink combined with a toilet, a dining table becomes a bed – same space, a little side table stretches out to seat ten. In the winning Life Edited scheme in a render here, we combine a moving wall with transformer furniture to get a lot out of the space. Look at the coffee table – it grows in height and width to seat ten. My office folds away, easily hidden. My bed just pops out of the wall with two fingers. Guests? Move the moving wall, have some fold-down guest beds. And of course, my own movie theatre.

4.43 So, I'm not saying that we all need to live in 420 sq. ft. But consider the benefits of an edited life. Go from 3,000 to 2,000, from 1,500 to 1,000. Most of us, maybe all of us, are here pretty happily for a bunch of days with a couple of bags, maybe a small space, a hotel room. So when you go home and you walk through your front door, take a second and ask yourselves, 'Could I do with a little life editing? Would that give me a little more freedom? Maybe a little more time?'

5.16 What's in the box? It doesn't really matter. I know I don't need it. What's in yours? Maybe, just maybe, less might equal more. So let's make room for the good stuff.

5.35 Thank you.

- Note the differences in American English and British English shown at the foot of the spread. In this unit, these focus on vocabulary differences. See Teaching tip 1 on page 6 of the introduction for ideas on how to present and practise these differences.

2

- Put students into pairs to compare their answers before you check answers as a class.

Answers

1 d 2 c 3 a 4 e 5 b

3

- Explain that students are going to watch the TED Talk again, but in three parts. Before watching the first part, they should try to guess some of the answers to the questions.

- **▶ 1.1** Play the first part of the talk from 0.00–2.55. Students watch and check their answers.

Answers

- 1 By about three times.
- 2 Credit card debt and their environmental footprint.
- 3 Happiness hasn't increased.
- 4 It saves you some money, you have a smaller footprint and smaller utility bills.
- 5 Hill means that he only has his 'favourite stuff' and gets rid of the rest of his unnecessary possessions.

4

- Look at Hill's three approaches with the class. Before watching the talk, ask students what examples they can remember for each approach.

- **▶ 1.1** Play the second part of the talk from 2.56–4.42. Students watch and make notes with examples for each approach.

Answers

- 1 He mentions letting go of a shirt he hadn't worn in years and only keeping items that 'we're going to love for years'.
- 2 By this he means space efficiency and designing things for how they're used the majority of the time. In particular, he mentions a six-burner stove when you only use three burners and he says we want things that nest, stack and digitize.
- 3 Example for multifunctional spaces and housewares include a sink combined with a toilet, a dining table which becomes a bed, a foldaway office, and a moving wall with fold-down beds.

5

- Look at the questions with the class. Before watching this part of the talk again, students should try to guess some of the answers to the questions.
- ▶ 1.1 Play the third part of the talk from 4.43 to the end. Students watch and check their answers.

Answers

- He mentions going from 3,000 to 2,000 square feet so is suggesting reducing our living space by about 30%.
- That they are happy for a few days with just a couple of bags and staying in a small hotel room.
- Life editing will give us more freedom and time.
- The symbol $< = >$ means less equals more.

Background information

Mathematical symbols

It might be necessary to check if students understand the mathematical symbols in question 4 of Exercise 5, or that they know the words for talking about the symbols:

$<$ is the mathematical symbol for *less than* or *less*

$=$ is *equals* or *is*

$>$ is the mathematical symbol for *greater than* or *more*

6

- All Hill's examples come from the USA so open up the discussion so that students can comment on the topic from the perspective of their own countries; perhaps they feel that the issues described by Hill are less relevant to their lifestyles or perhaps they feel their country is heading the same way as the USA with an increase in possessions and the need for more storage. You could prompt further discussion with questions such as *Do you think people in your country spend too much money on possessions these days? Do they spend more than their parents? Why do you think that is? Are you the type of person who likes an empty living space? Or do you like to be surrounded by lots of personal possessions which are important to you?*

VOCABULARY IN CONTEXT

7

- The approach of this Vocabulary in context will probably be new to your students so explain how it works: you are going to play clips from the TED Talk. When the video reaches a particular word, a multiple-choice

question will appear on the screen and students should choose the correct meaning of the word from a choice of three definitions. There are different ways in which to deal with the answers to the questions and you may want to vary your approach from unit to unit. One way is to ask students to call out their answers as the questions appear; the only danger with this is that more confident students may dominate the question and answer session. An alternative is for students to work alone and write down the answer each time. Pause the video and check the answer as a whole class before the correct answer is confirmed on screen.

- ▶ 1.2 Play the clips from the talk. When each multiple-choice question appears, pause the video so that students can choose the correct definition.

Transcript and subtitles

- First of all, you have to edit **ruthlessly**.
 - without hesitation or regret
 - slowly and carefully
 - with the help of friends
- Secondly, our new **mantra**: small is sexy.
 - rule or law enforced by authority
 - set of possessions
 - personal message repeated to oneself
- So we want things that nest, we want things that **stack**
...
 - are handmade
 - fit one on top of the other
 - make us happy
- ... and we want it **digitized**.
 - photographed
 - stored electronically
 - counted
- Finally, we want **multifunctional** spaces and housewares.
 - inexpensive
 - beautiful to look at
 - serving more than one purpose

Answers

1 a 2 c 3 b 4 b 5 c

8

- The aim of this exercise is to make sure students can use some of the new vocabulary in a personal context. Put students into pairs to make personal sentences which contain some of the new words taught in the talk.

Talking about you – the teacher

Whenever you meet this type of exercise in the book where students are asked to make personal sentences about themselves, it's always a good idea for you – their teacher – to begin by giving your own answers to the exercise. There are a number of reasons for this: Firstly, it models the activity so that students know what is expected of them. Secondly, it's another way of presenting the target language being used in context. Thirdly, students enjoy learning about their teacher's own interests and personality; this is especially important early on in the course in order to create rapport between you and your students. So, say what you would ruthlessly edit out in your life or your personal mantra before students begin the exercise.

- **Optional step.** Students could stand up and walk around the class meeting other students and describing which possessions they would get rid of, their personal mantras and which items are digitized. The aim is to find other students in the class who have the same (or similar) answers. At this early stage of the course, it's another way for students to get to know each other.

CRITICAL THINKING Identifying aims

Critical thinking

If this is the first time your students have come across the term *critical thinking*, explain that it refers to the skill of thinking more deeply about a topic and considering the main arguments and evidence. It's especially useful at higher levels because it will help students use language more creatively. Point out that after every TED Talk in this book, students will focus on a different aspect of critical thinking.

9

- **Optional step.** Books closed. Ask students to work on their own and write one sentence which explains what they think was the main aim of Graham Hill's talk. Then they compare their main aim with other students next to them. How similar are their sentences?
- Books open. Students read through the list of reasons for giving a talk. Point out that Hill does all five things in his presentation, but students should decide which is the actual main aim of his talk. If students completed the

optional step above, they can compare the main aim they wrote with the answer.

Answer

Overall, the answer is 3 because Hill attempts to persuade his audience by using objective facts. (This main aim is in fact true for most of the TED Talks that students will watch with this coursebook.)

10

- In this exercise, students need to choose the comment with details which support Hill's main aim.
- Point out that giving supporting details to a main aim is a key aspect of critical thinking.

Answer

KMJ: It's hard to argue with smaller utility bills, more money and a smaller environmental footprint. I think $< = >$ ('less equals more') is a really useful equation.

PRESENTATION SKILLS Using props

Presentations

If this is the first time that you have discussed presentation skills with your class, ask students to talk about the types of presentations they give. For example, students who are in business probably have to present information in their workplace or those at university may have to give academic presentations. You could ask questions such as: *When do you have to give presentations? What are they about? What type of audience do you talk to? How large are your audiences? Where do your presentations normally take place? What was the aim of the last presentation you gave?*

11

- Ask students to read the list of reasons for using a prop in the Presentation skills box. Help with any unknown vocabulary.
- Invite students to say what kind of props they sometimes use in their presentations. If you think they might not use many props, you could also ask them to talk about visual aids and equipment that they use to help their presentation, for example, they probably use projectors with PowerPoint slides or video.

- ▶ 1.3 Play the clips from the talk of Hill using the cardboard box, then discuss the three questions as a class.

Transcript

1 *What's in the box? Whatever it is, it must be pretty important, because I've travelled with it, moved it from apartment to apartment to apartment.*

2 *(Stands up and moves to his position in front of the box.)*

3 *What's in the box? It doesn't really matter. I know I don't need it. What's in yours? Maybe, just maybe, less might equal more. So let's make room for the good stuff.*

Possible answers

1 Hill asks us what's in it, so we assume he's going to show us. This arouses curiosity and reminds everyone of the useless stuff they don't need that they may have stored away.

2 The box isn't distracting because it's small. People notice it when he refers to it, but not otherwise.

3 Students will have their own ideas for this question but you could suggest that he might show a photo of a packing case instead or perhaps he could show some stuff he wants to get rid of such as the shirt he mentions.

12

- Explain to students that they are going to give a short (two-minute) presentation on the topic of their choice from the list so they should keep their notes brief.
- As guidance for their planning, explain that they should decide what their position will be with regard to the topic of the talk. For example, if they choose 'air pollution', presumably they will talk about ways to prevent it. They will need to think of two or three supporting arguments for their talk.
- If you think some students will find the task of choosing a prop challenging, you could lead into this task by discussing each topic and brainstorming possible props for each topic with everyone in the class. That way, individual students can draw on the ideas of others. Another option is to put students into pairs so that they can choose one of the topics together and help each other to prepare. Then when they are both ready to present, they will separate and work with a new partner.

13

- As students will need a prop, the best way to organize these presentations is to ask students to prepare them at home and then bring the prop to the next lesson.

- Put students into pairs to give their presentations. Encourage students to become familiar with giving each other peer feedback after their presentations as you want to encourage this approach throughout the course. In this case, the listening partner could give feedback on how the presenter used the prop based on the tips in the Presentation skills box.

1.2 I'm wide awake

READING Why do we sleep?

1

- Books closed. Tell students you are going to read out three questions and they should write down their answers. Read out the three questions from the coursebook and give time for students to make notes of their three answers.
- Books open. Ask students to read the questions in Exercise 1 and check that they heard correctly and that their answers make sense.
- Put students into pairs to tell each other about the answers they wrote for each question. Alternatively, discuss the three questions as a class, but make sure each student comments on at least one of the questions.

2

- Put students into pairs to discuss the questions before reading the article. Ask students to relate to their own experience for answers.
- Then ask students to read the article and find out how the author addresses the questions. Explain that the questions are the section headings of the article. This will help them to quickly locate the corresponding parts of the text.

3

- For this reading task, students will have to read the article more thoroughly to find a sentence which supports or contradicts each statement.
- Put students into groups to find the corresponding sentences in the article. Then let the groups compare their answers in the whole class afterwards.

Answers

1 Contradicts (Gardner's record has been broken several times since ...)

2 Supports (On day four, he began to hallucinate, imagining that he was a famous American football player.)

- 3 Contradicts (Research has found that as we sleep, our minds are able to continue working ...)
- 4 Contradicts (But there's no 'magic number' of hours you need to sleep each night.)
- 5 Supports (Soldiers have been kept awake – and focused – by wearing special goggles that shine a light the colour of sunrise into their eyes, keeping their brains in 'wake-up' mode.)
- 6 Supports (Chronic sleep deprivation can increase the risk of heart disease and other serious health problems.)
- 7 Contradicts (As part of her training, a sleep expert trained MacArthur to take ten half-hour naps each day, resulting in a total of five hours sleep in every twenty-four. Judging by her successes, this approach appears to have worked well for MacArthur.)
- 8 Contradicts (The 2001 TV game show *Touch the truck* ... The winner ... was Jerry Middleton who stayed awake for 81 hours, 43 minutes and 31 seconds without letting go of the truck.)

4

- Explain that students are going to look closer at some expressions from the article. The expressions are all ways of referring to falling asleep or being awake.
- Put students into pairs and ask them to find the expressions in the article and try to guess the meaning from the context. Then ask pairs to match the expression with the definitions.

Answers

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

Extra activity

Summarising a reading text

As a useful follow-up to the reading and vocabulary work, put students into A/B pairs. Student A has the book open and reads out the six questions which appear in the reading text. They are:

How long can a human go without sleeping?
What happens when you stay awake for eleven days?
How much sleep do we need?
What tricks do people use to stay awake?
Can sleep deprivation cause any problems?
Why do we sleep?

Student B has the book closed and has to answer the questions in as much detail as they can by trying to recall the key information from the reading text and

summarising it.

Alternatively, to make it fairer so that both students try summarising parts of the text, Student A could ask the first three questions with B answering, and then Student B asks the next three questions with A answering.

VOCABULARY The prefixes *over-* and *under-*

5

- Students should be familiar with other words that use these two prefixes so ask the class to suggest two or three that they know, for example, *overworked* and *underpaid*.
- Put students into pairs to guess the meaning of the words in bold.
- Let them compare their answers with the whole class afterwards.
- Note that we often teach students that as a general rule the prefix in a word is unstressed. However, with certain prefixes, such as *over-* and *under-*, the prefix is stressed. You could drill the five words here in order to demonstrate this.

Answers

- 1 not thought of as being as good or necessary as it is (adjective)
- 2 guessed to be lower than they really are (verb)
- 3 in the condition of doing too much work (adjective)
- 4 being done more than is good (verb)
- 5 not getting enough sleep (verb)

6

- Ask students to read the first sentence and decide which word can be re-used with a prefix. If necessary, do the first item as an example with the whole class.
- Students can compare answers with a partner before you take feedback as a class.
- As you check answers, monitor students' pronunciation of these words and give remedial help where necessary.

Answers

- 1 The office was understaffed.
- 2 The word *awesome* is overused.
- 3 It's easy to overspend on luxuries.
- 4 My idea is underdeveloped.
- 5 The bus was overcrowded.
- 6 We overestimated the number of visitors.
- 7 I'm surprised this restaurant is underrated.
- 8 The movie was overpriced.

7

- **Optional step.** Ask students to look at the six questions and circle the word with the prefix *over-* or *under-*.
- Put students into pairs to take turns to ask and answer the questions. Remind students that as well as answering the questions, they should also give reasons for their answers, for example, *The place in my area which is frequently overcrowded is the city centre because that's where all the shops are and in the evening people go there for the nightlife.* The partner student can also ask supplementary questions following their answer such as *Do you often go there?*

SPEAKING Talking about things we need

8 21st CENTURY OUTCOMES

- Before starting this exercise, refer students to the 21st CENTURY OUTCOME at the foot of page 13 which is *Effectively analyse and evaluate claims and beliefs.* Ask students to say what they think it means to be able to analyse claims and beliefs. When do they have to be able to do this either at work or in their studies?
- Students can work alone to create a list or they could work with a partner. If students are slow to start thinking of items, make a few suggestions such as food, water, shelter, reproduction, air and clothing. As students think of them, they should write them down in preparation for the next stage.

9

- Put students into groups of four or five to compare their lists. If possible, they could write all their ideas onto one page or onto a flipchart.
- Now they discuss which of the five necessities are the most important.
- At the end, each group can present their top five and find out if the rest of the class agree.

10

- This exercise builds on the discussion of daily necessities in Exercise 9. It focuses on luxuries – fancy products which are unnecessary – and what they mean for college students.
- Students stay in their groups for this discussion. Walk around and listen to their opinions. You can prompt them to talk about the phenomenon from the angle of material pursuits vs intellectual pursuits.


1.3 Keep it to the bare minimum

LISTENING Planning a trip

1

- As a lead-in to this lesson, ask students to look at the photo of the people on a canoe and camping trip. Ask students if they (would) enjoy this kind of holiday. If you have some students who have been on a canoe or camping trip, ask them to tell the class about it and whether they enjoyed it.
- Discuss the question as a class and brainstorm the necessities for such a trip. Write students' ideas on the board.

2

- Explain that students are going to listen to four friends planning a canoeing trip.
-  3 Play the recording and students note down what the four friends decide to and not to bring.
- Alternatively, you could make the listening task into an information gap exercise by putting students into A/B pairs. Student A is in charge of noting down what they decide to bring and Student B notes down what they decide not to bring. Then afterwards, the two students tell each other what they noted down.
- After students have compared their answers with a partner, nominate people to share their answers with the class.
- Compare the list of things in the recording with the ideas that the class brainstormed on the board in Exercise 1.

Transcript

Paul: So we've set the date, we've got the time off work. We need to talk about what we'd like to pack.

Lea: Definitely. We'll have two canoes, and with the tents and sleeping bags, I'm guessing we probably won't have a huge amount of extra space, so we might want to keep it to the bare minimum.

Ella: It might not be a bad idea to have a couple of phones with us, in case we get separated.

Fred: I'm no expert, but I don't think that we can expect to have a phone signal, especially as we'll be in a canyon most of the time.

Lea: Good point. Personally, I feel that we don't want to be weighed down with too much stuff, so

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maybe we should just bring one phone, in case of emergency.

Paul: *Right. We only need one phone, no more.*

Ella: *I don't know about you, but I don't think we'll want a lot of devices on this trip. Can I just suggest we leave our other electronics at home?*

Paul: *OK, so we shouldn't bring any tablets or MP3 players.*

Fred: *Since it's summer, I think it's reasonable to assume that we're not going to need a lot of warm clothing – maybe just a jumper each, for night time?*

Lea: *Sounds good. If we get cold or wet, we should be able to build a fire and we can dry things that way.*

Ella: *All I know is that I'm going to want at least three pairs of socks. I can't stand having wet feet!*

Paul: *So let's agree, everyone should bring three pairs of socks and a spare pair of shoes.*

Fred: *Fine. And it seems to me that we should probably take along a few torches and some spare batteries. It will be dark out there after the sun goes down.*

Lea: *Definitely. I wonder if we should consider leaving the camping stove behind? We'll be able to cook over the fire, won't we?*

Fred: *I don't think there's a law against fires, but we should check the rules. I can do that.*

Ella: *Thanks. As for the camping stove, we might possibly want it if we have rainy weather. At least then, we could cook in the tent, right?*

Paul: *Let's bring the stove. But speaking of cooking – what about food?*

Ella: *I've actually made a menu already, but it might not be a bad idea for all of us to look at it together.*


Answers

Decide to bring: two canoes, tents, sleeping bag, one phone, a jumper, three pairs of socks, spare pair of shoes, a few torches and spare batteries, a stove, food
Decide not to bring: more than one phone, electronics such as tablets and MP3 players, not too much warm clothing

3

- Explain that students are going to listen to statements from the conversation and decide if they are very polite or more direct and to the point.
- As an example, write the first statement from the conversation on the board (*We need to talk about what we'd like to pack*). Ask the class if they think this statement

is very polite or does it sound very direct. The answer is that it's direct and to the point. Note that this doesn't mean it's impolite in any way, but that it doesn't include any polite forms or distancing language (known as hedging).

-  4 Play the recording once for students to circle P or D, then play it again for them to check and discuss their answers.

Transcript

- 1 *We need to talk about what we'd like to pack.*
- 2 *I'm guessing we probably won't have a huge amount of extra space.*
- 3 *It might not be a bad idea to have a couple of phones with us.*
- 4 *Maybe we should just bring one phone, in case of emergency?*
- 5 *We only need one phone, no more.*
- 6 *We shouldn't bring any tablets or MP3 players.*
- 7 *I think it's reasonable to assume that we're not going to need a lot of warm clothing.*
- 8 *Everyone should bring three pairs of socks and a spare pair of shoes.*
- 9 *It seems to me that we should probably take along a few torches and some spare batteries.*
- 10 *Let's bring the stove.*

Answers

1 D 2 P 3 P 4 P 5 D 6 D 7 P 8 D 9 P 10 D

- **Optional step.** As an extension activity (if you have time), you could treat the listening like a dictation and ask students to listen and write out the ten statements in full.


4

- Explain to the class that the more polite expressions from Exercise 3 all include some kind of distancing expression.
- Ask students to look at the list of statements in the transcript on page 121 their coursebook and underline the words which make the statements more polite.

Answers

- 2 I'm guessing we probably won't have a huge amount of extra space.
- 3 It might not be a bad idea to have a couple of phones with us.
- 4 Maybe we should just bring one phone, in case of emergency?
- 7 I think it's reasonable to assume that we're not going to need a lot of warm clothing.
- 9 It seems to me that we should probably take along a few torches and some spare batteries.

5

- To check students' understanding and use of the polite forms, ask students to complete the sentences.
-  **5** Play the recording for students to listen and check their answers.

Answers


1 no expert 2 Personally 3 don't know
4 just suggest 5 know 6 wonder
7 might possibly want 8 might not be

Pronunciation Vowel sounds at word boundaries

Connected speech

This following set of exercises draws students' attention to an important feature of connected speech in pronunciation. In isolation, some words end with a vowel sound. However, when they are spoken with another word in a sentence, the end sound of the word becomes a consonant sound.

6a


-  **6** Play the recording for students to listen to the three words and decide if they end with a consonant sound or a vowel sound.
- You could also write the words in phonemes on the board if your students are familiar with phonemic script, like this, to point out the end vowel phonemes:

1 *know* /nəʊ/
2 *wonder* /wʌdə/
3 *personally* /pɜːsənəli/

Answers

They end with a vowel sound.

6b

- Explain that students are going to listen out for a new (or intrusive) sound when one word ends with a vowel sound and the next word also begins with a vowel sound.
-  **7** Play the recording of the three phrases. Students should notice that a consonant sound is added when the words are followed by another word with a vowel sound. In this case the consonant sounds /w/, /r/ and /j/ are added to the word.
- Again, it might be helpful to write the words in bold in phonemic script to illustrate exactly what is happening between the words in bold:


1 *know is* ... /nəʊwɪs/

2 *wonder if* ... /wʌdəɪf/

3 *Personally I* ... /pɜːsənəlijaɪ/

6c

- Explain that students are going to listen to what happens when one word ends with a vowel sound and the next begins with a vowel sound.

-  **8** Play the recording. Students should notice how consonant sounds /w/, /j/, and /r/ appear between the two words:


1 I'm **no** /w/ **expert**.

2 It might **be** /j/ **a** bad idea to...

3 I don't think there's a **law** /r/ **against** fires.

6d

- Ask students to practise reading the sentences in Exercise 5 aloud.
- Don't be afraid to drill students a little if necessary by saying the phrases and asking them to repeat the words with the consonant sounds added. Even students at higher levels will appreciate a quick 'listen and repeat' drilling on an area of pronunciation like this.

 Photocopiable communicative activity 1.1: Go to page 190 for further practice of the sounds /w/, /r/ and /j/ using pronunciation snap. The teaching notes are on page 214.


SPEAKING Hedging

Background information

Hedging

If you haven't introduced the term 'hedging' already in this section of the unit, explain that it means using language to add distance and politeness when expressing your opinion. Quite often we use hedging language when we don't want to come across as too direct. 'Hedging' is particularly useful in workplace situations where you are discussing a delicate matter or expressing an opinion with people you don't know very well.

7

-  **5** **Optional step.** In the speaking exercise, the aim is for students to practise using the hedging expressions in the Useful expressions box. In Exercise 5, students' attention was drawn to these through the listening task. However, if you think they need to review the expressions, you could play the recording again and ask students to tick any expressions that they hear. This will help to review the target language before speaking.

- Put students into small groups of three or four. Explain that they are going to have a similar discussion to the one about the canoeing trip in the recording, but this time they are planning a two-week stay on a tropical desert island. Read through the instructions, the hedging expressions in the Useful expressions box and make sure everyone understands what to do.
- Set a time limit of about ten minutes for the discussion. You could also insist that students come up with a list of ten necessities for the trip.
- One way to ensure that they are using the hedging expressions is to ask students to tick an expression in the Useful language box every time they use it. Their aim should be to have used and ticked every phrase in the list by the end of their group discussion.
- At the end, students can compare their lists with the other groups.

PUTTING IT TOGETHER A TV interview role play: luxury or necessity?

8

- Give students some time to look at the graph and think about the questions. Explain that it is a line graph showing whether the public consider a particular product a necessity or a luxury and how their idea has changed over time.
- Put students into small groups to discuss and compare their answers before you check answers in the whole class.

Answers

- 1 No. It means more people considered those items a necessity.
- 2 Home computers.
- 3 The graph shows that in 2005 many people suddenly changed their minds about certain items. This was probably brought about by the global financial crisis that occurred during that period.

9

- Ask students to study the graph closely and orally summarise what they can learn from it.
- Make sure students can understand and describe a line graph. Ask them to talk about what it means when a line goes up or down and try to explain the reasons behind the trends.

10

- Explain that students in each group should work together when preparing for the role play. The host should

inform the guest speakers about the interview questions to be asked and help them with their research. The guest speakers can also help to come up with the interview questions based on their research.

- Some sample questions for the host:

Did most of the Chinese consider cars a necessity in the 1990s? How about today?

How does Chinese people's attitude towards home air conditioning change over the years?

Why do you think more and more people in China consider home computers a necessity?

- Remind students to try to use hedging expressions when phrasing the answers.
- Ask students to take notes when watching other groups' performance. This will help them during the class discussion afterwards.

Effective role plays

Role playing is a commonly used technique in language teaching; nevertheless many teachers often complain that they go wrong. For example, the students finish too quickly or they don't generate enough use of the target language. Here are some tips which might help to ensure that your role plays are successful:

- Make sure your students are clear about the aim of doing it otherwise they might not take it seriously (e.g. they should be clear about what language is being practised)
- Allow some preparation time before speaking where students think about the role and what they will say.
- Set a time limit for each speaking stage and tell them when to start and when to finish. Always finish sooner rather than later. If you stop students before they end, it means they are keen to continue. If you allow it to run too long, some students finish early and get bored.
- Set aside time for feedback on their language use as this means students recognize the purpose of the role play and that they are learning from doing it.

TEACHING TIP

▶ Photocopiable communicative activity 1.2: Go to page 191 for further practice of describing graphs using the present perfect. The teaching notes are on page 214.

2 高等教育出版社版权所有 Image and Identity

UNIT AT A GLANCE

THEMES: How we see ourselves, how others view us and the importance of personal identity

TED TALK: *Who am I? Think again.* Hetain Patel and Yuyu Rau combine performance and movement with a talk about how outward appearance limits our understanding of a person's identity

AUTHENTIC LISTENING SKILLS: Dealing with accents: voiced and unvoiced sounds

CRITICAL THINKING: Constructing an argument

PRESENTATION SKILLS: Using humour

VOCABULARY: Describing dress

PRONUNCIATION: Sounding encouraging

READING: *Image, identity and clothing*

LISTENING: Preparing for a job interview

SPEAKING: Talking about image, Making suggestions

PUTTING IT TOGETHER: A mind map about identity theft

LEAD IN

- Books closed. Ask students to suggest some words for describing people's image and identity. Their suggestions might refer to outward appearance (e.g. *beautiful, handsome*) or personality (e.g. *friendly, unsociable*). As students suggest words, write them on the board until you have a good collection. Discuss which ones refer to appearance and personality. You could also discuss which words are positive, negative or neutral (e.g. *medium-height*).
- Now ask students to write two sentences. Sentence 1 is a sentence about how they think other people view them when they first meet them. Sentence 2 is about how they think a close friend would describe them. Then students work with a partner and read out their two sentences, explaining why they are similar or different.
- Follow up by asking students *How much do you think people's initial perceptions of a person are affected by what they see? How much does this affect people's lives?* Allow time for some discussion and explain that these issues are looked at in this unit.

Handling classroom discussions

At C1 level, most students will have the level of English to confidently discuss a wide range of challenging issues. However, as with any group of people, some people will be very vocal and others will sit back and listen. Early on in this course, you will need to bring in some quieter students to the discussion by asking them directly for their opinion. Sometimes, just a gentle prompt like this will encourage people to feel confident about speaking up. Note that

TEACHING TIP

students are required to give a short classroom presentation in every unit of this course so it's important to create an environment early on in the course where everyone feels that they can speak out and express their opinions freely.

- Ask students to open their books at page 16 and look at the photo. Discuss with the class what kind of event is going on and why people change their appearance for this kind of festival. Ask students *Do you have similar events in your country? How do people change their appearance?*

TED TALKS

BACKGROUND

1

- Ask students to read the paragraph about Hetain Patel and Yuyu Rau and their talk, then discuss the three questions. This can be done by putting students into small groups and then ask each group to summarise their main thoughts about the title, accents and what is important to a person's identity.

Possible answers

- The TED Talk is asking people to *Think again* about a person when they see them without knowing them.
- Students can comment on how accents vary in their own country; often the difference in accent tells people where you are from originally and in some cases people will make judgements about your class or background.
- Students' opinions on this question will vary, even within a group of students from the same country, region or city.

KEY WORDS

2

- Remind students that the following words and phrases will be used in the talk so it's important that they are familiar with the meaning.
- Ask students to match the words in bold with their definitions. Then they can compare their answers with a partner and explain their choices before you check with the class as a whole.

Answers



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

- As a follow-up to further check comprehension, ask the following questions in the class: *Have you ever made an incorrect **assumption** about someone? Do you know someone who has **emigrated** to your country? Where from? Can you do any **imitations** of famous people? Is your language **tonal**? Have you ever doubted the **authenticity** of someone's accent?*

AUTHENTIC LISTENING SKILLS

Dealing with accents: voiced and unvoiced sounds



3a

- Books closed. To draw students' attention to the production of voiced and unvoiced consonant sounds, ask them to hold the area of their neck where they will find their voice box or larynx; it's also sometimes referred to as the Adam's apple. Holding this area lightly between their thumb and index finger, say the following consonant sounds and ask them to repeat: /b/, /d/ and /g/, then /p/, /t/ and /k/. Ask students to tell you what is different about these sounds. They should have felt the voice box vibrate with the sounds /b/, /d/ and /g/, but no movement with /p/, /t/ and /k/. The sounds which vibrate are voiced sounds and the others are unvoiced.
- Books open. Ask students to read the text about voiced and unvoiced sounds. As the text explains, not producing these sounds in the correct end position of a word doesn't necessarily prevent comprehension, but listeners need to be aware of what is happening with the speaker's accent. Hence, the focus is on listening and recognition rather than spending too much time on speaking and production.
-   Play the recording. Students listen and circle the silent or almost silent consonants at the end of words.
- If you think students will find the task challenging, you could play it twice. It will also help students to point out that the task is focussing on words ending with /t/ or /d/ endings.

Answers

- Hi, I'm Hetain. I'm an artist. And this is Yuyu, who is a dancer I have been working with. I have asked her to translate for me.
- If I may, I would like to tell you a little bit about myself and my artwork.
- I'm not going to say it in English to you, because I'm trying to avoid any assumptions that might be made from my northern accent.

3b

- Students predict how the sounds might change in sentences 4 and 5 because of the speakers' accent. As in the previous exercise, they can circle any end-of-word consonant sounds that they think will be silent or almost silent.
-   Play the recording and students compare their predictions with what they hear. Be prepared to play the sentences more than once so that students can focus on the key words.

Answers

- As a child, I would hate being made to wear the Indian kurta pajama, because I didn't think it was very cool.
- My dad never wore it, so I didn't see why I had to.

- Optional step.** Put students into pairs. They take turns to read the five sentences while the other listens carefully to their pronunciation. Then they can give each other feedback on how the speaker sounds and whether end consonant sounds are voiced or voiceless.


2.1 Who am I? Think again

TED TALKS

1

- Before students watch the TED Talk, ask them to look at the photo of Hetain and Yuyu on page 18 and speculate on what their nationality and cultural background might be. Obviously students will have to base their judgements on the two performers' appearance which is then explored in the talk itself.

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- Ask student to read the eight sentences to help them predict the general content of the talk.
- Before you play the talk, remind students that that they will have the opportunity to watch it again later so they shouldn't worry if they fail to understand every word at this stage.
-  **2.1** Play the whole talk. Students underline the correct words in each sentence. Note that the speakers in this talk make use of performance and so the talk includes lots of visual elements. Rather than have students try to watch and underline words at the same time, it's probably worth having them watch and enjoy the talk first and then complete the underlining exercise afterwards. They can also discuss the answers with a partner and try to remember what the speakers said.

Transcript

HP = Hetain Patel, YR = Yuyu Rau

- 0.11** HP: (In Chinese)
- 0.22** YR: Hi, I'm Hetain. I'm an artist. And this is Yuyu, who is a dancer I have been working with. I have asked her to translate for me.
- 0.33** HP: (In Chinese)
- 0.38** YR: If I may, I would like to tell you a little bit about myself and my artwork.
- 0.44** HP: (In Chinese)
- 0.50** YR: I was born and raised near Manchester, in England, but I'm not going to say it in English to you, because I'm trying to avoid any assumptions that might be made from my northern accent.
- 1.06** HP: (In Chinese)
- 1.15** YR: The only problem with masking it with Chinese Mandarin is I can only speak this paragraph, which I have learned by heart when I was visiting in China. So all I can do is keep repeating it in different tones and hope you won't notice.
- 1.38** HP: (In Chinese)
- 1.43** YR: Needless to say, I would like to apologize to any Mandarin speakers in the audience.
- 1.53** As a child, I would hate being made to wear the Indian kurta pyjama, because I didn't think it was very cool. It felt a bit girly to me, like a dress, and it had this baggy trouser part you had to tie really tight to avoid the embarrassment of them falling down. My dad never wore it, so I didn't see why I had to. Also, it makes me feel a bit uncomfortable, that people assume I represent something genuinely Indian when I wear it, because that's not how I feel.
- 2.29** HP: (In Chinese)
- 2.35** YR: Actually, the only way I feel comfortable wearing it is by pretending they are the robes of a kung fu warrior like Li Mu Bai from that film, 'Crouching Tiger, Hidden Dragon'.
- 3.34** OK. So my artwork is about identity and language, challenging common assumptions based on how we look like or where we come from, gender, race, class. What makes us who we are anyway?
- 3.57** HP: (In Chinese)
- 4.03** YR: I used to read Spider-Man comics, watch kung fu movies, take philosophy lessons from Bruce Lee. He would say things like ...
- 4.12** HP: Empty your mind. Be formless, shapeless, like water. Now you put water into a cup. It becomes the cup. You put water into a bottle, it becomes the bottle. Put it in a teapot, it becomes the teapot. Now, water can flow or it can crash. Be water, my friend.
- 4.41** YR: This year, I am 32 years old, the same age Bruce Lee was when he died. I have been wondering recently, if he were alive today, what advice he would give me about making this TED Talk.
- 4.59** HP: Don't imitate my voice. It offends me.
- 5.07** YR: Good advice, but I still think that we learn who we are by copying others. Who here hasn't imitated their childhood hero in the playground, or mum or father? I have.
- 5.24** HP: A few years ago, in order to make this video for my artwork, I shaved off all my hair so that I could grow it back as my father had it when he first emigrated from India to the UK in the 1960s. He had a side parting and a neat moustache.
- 5.46** At first, it was going very well. I even started to get discounts in Indian shops.
- 5.56** But then very quickly, I started to underestimate my moustache growing ability, and it got way too big. It didn't look Indian anymore. Instead, people from across the road, they would shout things like ...
- 6.11** HP and YR: Arriba! Arriba! Ándale! Ándale!
- 6.15** HP: Actually, I don't know why I am even talking like this. My dad doesn't even have an Indian accent anymore. He talks like this now.
- 6.23** So, it's not just my father that I've imitated. A few years ago I went to China for a few months, and I couldn't speak Chinese, and this frustrated me, so I wrote about this and had it translated into Chinese, and then I learned this by heart, like music, I guess.

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- 6.49 YR: *This phrase is now etched into my mind clearer than the pin number to my bank card, so I can pretend I speak Chinese fluently. When I had learned this phrase, I had an artist over there hear me out to see how accurate it sounded.*
- 7.06 *I spoke the phrase, and then he laughed and told me, 'Oh yeah, that's great, only it kind of sounds like a woman.'*
- 7.14 *I said, 'What?'*
- 7.15 *He said, 'Yeah, you learned from a woman?'*
- 7.19 *I said, 'Yes. So?'*
- 7.21 *He then explained the tonal differences between male and female voices are very different and distinct, and that I had learned it very well, but in a woman's voice.*
- 7.42 HP: *OK. So, this imitation business does come with risk. It doesn't always go as you plan it, even with a talented translator. But I am going to stick with it, because contrary to what we might usually assume, imitating somebody can reveal something unique. So, every time I fail to become more like my father, I become more like myself. Every time I fail to become Bruce Lee, I become more authentically me.*
- 8.22 *This is my art. I strive for authenticity, even if it comes in a shape that we might not usually expect. It's only recently that I've started to understand that I didn't learn to sit like this through being Indian. I learned this from Spider-Man.*
- 8.47 *Thank you.*

Answers

1 hear his accent 2 doesn't speak 3 doesn't usually wear 4 helps shape our identity 5 as an art project 6 a British 7 correct but a bit strange 8 through imitation

- Before playing the talk again, ask students to give their reaction to the TED Talk. Ask *Do you agree with Patel's point about being who we are through imitation?*

2

- Look at the seven words or phrases in the box with the class and make sure everyone knows what they refer to. Ask *Which are items of clothing? (a dress, pyjama, robes, trousers), Which refers to language and speech? (Chinese Mandarin, tones), Which word describes a feeling of being nervous or ashamed because of what people might think about you? (embarrassment).*

- Note that students who have studied British English in the past may query the spelling of the word *pajama*. Refer students to the glossary at the foot of the page where the US spelling difference is pointed out (i.e. *pajama* (US) and *pyjama* (UK)). See Teaching tip 1 on page 6 of the introduction for ideas on how to present and practise these differences.

- Students read the extract from the TED Talk and try to complete it with the words and phrases in the box.

Background information

Crouching Tiger, Hidden Dragon

The film *Crouching Tiger, Hidden Dragon* was made in 2000. It was a relatively low-budget martial arts film with the dialogues in Mandarin; however it went on to become a global success, won many awards and made millions of dollars. It's especially famous for its action sequences. One of the film's central characters is a swordsman called *Li Mu Bai*. You could ask if any students have ever seen the film and to briefly summarise the plot for those that haven't.

- ▶ 2.1 Play the first part of the talk from 0.00–3.33. Students watch and check their answers.

Answers

1 Chinese Mandarin 2 different tones 3 the Indian kurta pajama 4 a dress 5 this baggy trouser part 6 the embarrassment 7 the robes

3

- Give students time to read the five questions first and clarify any unknown words.
- ▶ 2.1 Play the second part of the talk from 3.34–6.14. Students watch and note down short answers in 1–4 and choose an answer in 5.

Answers

1 identity and language
2 where we come from, race, class
3 English
4 He started to get discounts in Indian shops. People yelled at him.
5 b

4

- Ask students to read the sentences before watching the third part of the talk. They could even try to predict

which are true or false with a partner, based on what they remember from the first viewing or through guesswork.

- ▶ 2.1 Play the talk from 6.15 to the end. Students watch and write T or F next to each sentence.
- When checking answers with the class afterwards, ask students to explain the reasons why a sentence is false.

Answers

- 1 T
- 2 T
- 3 F (He discovers who he himself really is.)
- 4 T
- 5 F (He learned it from Spider-Man.)

Background information

Spider-Man

Many students will be familiar with the influence of the comic-book hero Spider-Man on children's lives. However, students from certain parts of the world will not necessarily have read the comics. Explain to the class that Spider-Man is a comic about a young man who receives superpowers from spiders in a scientific experiment and as a result can climb up walls and ceilings and is able to fly from building to building using a web fired from his wrists. The stories about him involve fighting a variety of criminals who also have superpowers. The position that Hetain Patel assumes at the end of his talk when he says 'I learned this from Spider-Man' is the position that Spider-Man often crouches in.

5

- Ask students to list a few of their childhood heroes before answering this question. Point out that the heroes can be fictional or real (e.g. a comic-book super-hero or a grandparent).
- Students can either tell the whole class about their choices or they can work in small groups and share their answers. If your students all come from the same country, they can see if they had similar childhood heroes. If they come from different countries and cultures, then you may need to set aside time for students to explain what type of character their heroes were and why they were famous. During the discussion, make sure students also explain what it was about the heroes that made them look up to or imitate them.

VOCABULARY IN CONTEXT

6

- If students have completed Unit 1, then they will now be familiar with the format of this exercise and the fact that they watch and answer questions on the screen.
- ▶ 2.2 Play the clips from the talk. When each multiple-choice question appears, pause the talk so that students can choose the correct definition. You could either have them write the answers down and then check before continuing, or invite students to call out the answer as you go along.

Transcript and subtitles

1 I wrote about this and had it translated into Chinese, and then I **learned** this **by heart**, like music, I guess.

- a partly understood
- b enjoyed studying
- c remembered exactly

2 **Needless to say**, I would like to apologize to any Mandarin speakers in the audience.

- a unfortunately
- b it isn't true
- c of course

3 But then very quickly, I started to **underestimate** my moustache growing ability.

- a to think that something is smaller or less important than it actually is
- b to improve or get better at
- c doubt or not believe

4 But I am going to stick with it, because **contrary to** what we might usually assume, imitating somebody can reveal something unique.

- a going against
- b as proven by
- c unrelated to

5 I **strive for** authenticity, even if it comes in a shape that we might not usually expect.

- a don't fully understand
- b try hard to achieve
- c think a lot about

Answers

- 1 c 2 c 3 a 4 a 5 b

7

- Students will need time on their own to think of ways to end these sentences in their own words.

- Put students into pairs to tell their partner their endings. You could also give your own endings to these sentences as students will be interested in your answers to this task as well.

CRITICAL THINKING Constructing an argument

8

- An important part of thinking critically is to recognize a person's main argument and their supporting arguments. All three of the arguments listed in this exercise appear in Patel's talk, but only one is the overall argument or message he wants to the audience to take away. Students can work in pairs to agree which answer is correct. If necessary, they could refer to the transcript of the TED Talk on page 129 of the coursebook in order to make a final decision.

Answer

Sentence 3

9

- The comments that always appear in this part of the unit are designed to resemble the type of online comments that appear after online videos. You could ask students if they ever post comments after a video on, for example, YouTube. Ask *What makes people leave comments after a video? Have you ever posted a comment? What was the video? What did you say?*
- Students read the three comments which describe the way in which Patel organized and constructed his talk. As well as explaining which one is the best, students should support their choice by explaining what is wrong with the other posts.

Answer

Helena's post best summarises the construction of the talk. The other posts aren't entirely accurate.

Background information

Structuring a presentation


Some of your students might have been on training courses in presentation skills (either in English or in their own language) and they will probably have been taught to include a clear introduction, a body with three or four main points, and then a conclusion to sum their presentation up. For many presenters, this provides a safe structure and only very experienced presenters (such as those in TED Talks) will venture

away from it. TED Talks can vary greatly in terms of structure and the talk in this unit is one such example. At the beginning it isn't entirely clear what is going to happen or what the main message will be. The main ideas emerge gradually.

- Optional step.** Write on the board *Do you think the construction of the TED Talk is effective? Does the conclusion follow naturally from the main part of the talk? Why? / Why not?* Open the questions up for general classroom discussion and stress that there are no wrong or right answers. Allow students time to give their opinions and support them with reasons. If necessary, play certain parts of the talk again to illustrate how the talk is constructed. In particular, the beginning of the talk is difficult to understand and it isn't clear what his aim is so it may be worth watching it again.

PRESENTATION SKILLS Using humour

10

- Ask students if they have attended presentations which have been humorous. If yes, ask *What did the speaker do (e.g. tell a story or joke, show a funny picture)? How did humour help the presentation?*
- Ask students to read the list of tips for using humour in the Presentation skills box and compare it to their response to the questions above. Then ask if they think the TED Talk was humorous and in what ways? You could extend the discussion by asking *How easy or difficult it is to understand humour in another language? Do you ever watch TV comedy programmes from English-speaking countries? Do you find the humour funny or difficult to follow?*
- Students read the ways in which Patel and Rau use humour in a–d.
-  **2.3** Play the clips from the talk. Students watch and match the four clips with the descriptions.

Transcript

- I was born and raised near Manchester, in England, but I'm not going to say it in English to you, because I'm trying to avoid any assumptions that might be made from my northern accent.*
- Empty your mind. Be formless, shapeless, like water. Now you put water into a cup. It becomes the cup. You put water into a bottle, it becomes the bottle. Put it in a teapot, it becomes the teapot. Now, water can flow or it can crash. Be water, my friend.*
- But then very quickly, I started to underestimate my*

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moustache-growing ability, and it got way too big. It didn't look Indian anymore. Instead, people from across the road, they would shout things like – Arriba! Arriba! ¡Ándale! ¡Ándale! (Laughter). Actually, I don't know why I am even talking like this. My dad doesn't even have an Indian accent anymore. He talks like this now.

4 I said, 'What?'

He said, 'Yeah, you learned from a woman?'

I said, 'Yes. So?'

He then explained the tonal differences between male and female voices are very different and distinct and that I had learned it very well, but in a woman's voice.

Answers

1 d 2 c 3 b 4 a

11

- **Optional step.** You will need to allow plenty of time for students to prepare this presentation. So you could set the preparation stages for homework if necessary.
- Students work in pairs to prepare their presentation. They could plan a joint presentation in the same way that Hetain Patel and Yuyu Rau work together.
- If students are having difficulty thinking of ways to make the three presentations unexpected, you could make the following suggestions:

Presentation 1: Pay/Height

This could be introduced with a short sketch/role play: Person A arrives home. Person B says, 'Hey, you're a lot taller than you were when you left for work this morning.' Person B responds, 'Yes, I got a big pay increase today.' The talk could then discuss the research that shows that on average, a man who is 182 cm tall will earn far more in his working career than a man who is 162 cm tall.

Presentation 2: School uniform

To introduce the idea of the importance of clothing, both on self-perception and on the way others perceive people, students could present two images, one showing a student in a neat school uniform and the other showing a very sloppily dressed, rebellious-looking student. Without indicating which picture is which, a speaker could say: 'This is Adam and Joe. Adam gets great marks in school, sings in the choir, and is very friendly. Joe is failing most of his classes, often skips classes, and is a bully.' At this point, the speaker then reveals that Adam is the boy not in uniform, and Joe, in uniform, is the failing child. This would then lead to a discussion about why we react the way we do, and

the possible benefits of school uniform.

Presentation 3: Accents

Following the example of Patel and Rau's 'translation', students could 'translate' what one speaker says, by repeating the exact same words. This may be easier or more obvious in a class where speakers are from a variety of countries.

Speaker A: This is (Speaker B). I will translate his/her message, so that everyone can understand.

Speaker B: Research shows that a speaker's accent affects the way people perceive the speaker's intelligence and reliability.

Speaker A: (Pretending to translate, repeats word for word what Student B said.)

The talk could then discuss the research that shows that people often perceive certain accents as being more or less reliable or intelligent than other accents.

12

- Two pairs work together and present each other their ideas. They should note how similar or different their ideas were for making the presentation unexpected or highly visual.
- The pairs can give each other feedback with reference to the list of tips in the Presentation skills box.
- After all the pairs have presented, you could ask any pairs with very imaginative ideas and effective use of humour to present to the whole class.

2.2 You are what you wear

READING Image, identity and clothing

1

- Books closed. Write the expression *You are what you wear* on the board. Ask students if they have ever heard this expression and what they think it means. The expression refers to the idea that the clothes you wear say something about who you are. Ask students how true they think this is.
- Books open. Put students into pairs. They look at the two people in the photos and compare them by discussing the three questions. You could also ask students to reflect on the reasons why they gave the answers they did. Note that the actual answers are given in the article (see next exercise).

2

- There are two stages of this reading exercise. First, ask students to match the three headings to each section.
- Then ask them to identify what type of arguments the author uses and how he/she arranges them to compose each section of the article. Put students into pairs for this stage of the exercise to discuss and compare their answers.

Answers

- 1c Reverse psychology
- 2b Dangerous prejudices
- 3a You are what you wear

3

- Students read the article again and answer the questions.
- Put students into pairs to discuss and compare their answers before feeding back to the whole class.

Answers

- 1 the first section (paragraph 3)
- 2 In a way the experiments contradict each other because in the first experiment, less formal clothing gets you a more positive response, whereas in the second experiment, it doesn't. However, it's important to note that the two situations were very different so it's hard to say exactly.
- 3 The business suit made the man 'safe'. The scruffy clothes made him possibly dangerous, or perhaps just not worth the trouble.
- 4 We view doctors as being more intelligent than painters and ourselves.

4

- Students read the article in more detail and underline parts of the text which support or contradict the statements.
- Put students into groups to discuss and compare their answers before feeding back to the whole class.

Suggested answers (with extracts from the article)

- 1 Yes. The first two experiments have possibly opposite findings.
'When her researchers, wearing sportswear, visited speciality shops selling luxury brands in Milan, they found that shop assistants usually assumed they were wealthier and more important than ones who visited

the shops 'properly' dressed in furs and designer clothes.'

'In a second video, the actor comes back to the same crowded location and repeats the actions in the exact same way. But this time not one single person comes to help him, even when he repeatedly calls out for help. The difference? In the second version of the experiment, he's wearing scruffy clothes and old trainers and looks like a poor or homeless person.'

2 No. All three experiments show the opposite.

'According to the Harvard Business School research, if the relatively strange style of dress looks as though it's intentional, or trendy, many people will believe you're wealthy or important.'

'In a situation such as this, the clothes you're wearing could mean the difference between life and death.'

'The researchers believe that the test subjects' 'basic abilities' were improved as a direct result of the clothing they wore.'

3 Yes. Experiments 1 and 2 prove this.

'Facebook founder Mark Zuckerberg was once a hoodie-jeans-and-trainers-wearing university student with a good idea for a social network. Now he's a billionaire businessman – who wears a hoodie, jeans and trainers to work, including important meetings.'

'In a second video, the actor comes back to the same crowded location and repeats the actions in the exact same way. But this time not one single person comes to help him, even when he repeatedly calls out for help.'

4 No. Experiment 2 showed otherwise.

'But this time not one single person comes to help him, even when he repeatedly calls out for help.'

5 No. It's clearly hugely important based on the studies.

'According to the Harvard Business School research, if the relatively strange style of dress looks as though it's intentional, or trendy, many people will believe you're wealthy or important.'

'In a situation such as this, the clothes you're wearing could mean the difference between life and death.'

'The researchers believe that the test subjects' 'basic abilities' were improved as a direct result of the clothing they wore.'

6 Yes. Experiment 3 might support this idea.

'The researchers believe that the test subjects' 'basic abilities' were improved as a direct result of the clothing they wore.'

Dealing with the dynamics of discussion groups

The next exercise is a common type of activity in this coursebook. Students work in groups and discuss questions relating to a text. Early on in the course, it's wise to start mixing students up so that they don't always work in the same groups. If you have some students who tend to dominate discussion, then put them in a group together so that quieter students can work together and have the chance to express themselves.

5

- Put students into small groups and allow about 10 minutes for this discussion task. Note that there are no right or wrong answers and all members of each group should be encouraged to contribute. You could also nominate one person in each group to take notes on the key points of their discussion and then report back at the end on what was discussed and agreed.
- As the groups discuss, monitor their language use and only intervene if they need help or prompting with any key language.

VOCABULARY Describing dress

Extra activity

Reading for vocabulary

As a lead in to the next exercise, ask students to scan the main article for any words referring to clothes and appearance, and then make a list of them. Answers include:

Clothes: hoodie, jeans, trainers, sportswear, furs, designer clothes, hiking boots, track suit bottoms, a T-shirt, jacket, woolly hat, well-cut suit, tie, polished shoes, white coat

Appearance: casual, messy hair, glamorous, trendy, (less) formal, smart, tasteful, scruffy, poor, everyday, normal, intelligent

Make sure that students understand all the words and know how to use them in sentences, especially ones related to appearance such as *casual*, *messy*, *glamorous*.

6

- Put students into pairs to discuss and learn the adjectives describing dress. Then ask them to choose the correct ones in sentences 1 to 5.

Answers

1 inappropriate 2 tasteful 3 imaginative 4 well cut 5 eccentric

7

- Students stay with their partners to categorize the ten adjectives in italics from Exercise 6 into the three groups.

Answers

1 clashing, inappropriate, scruffy
2 unconventional, eccentric
3 tasteful, trendy, imaginative, well cut, glamorous

- If students have done the Extra activity above, they can also fit any of the adjectives from the reading into the three categories, for example, *messy* is generally negative, whereas *casual* is neutral.

8

- Put students into pairs to discuss the clothes and appearance of different people using adjectives from Exercise 6.
- You could bring in a selection of photos of people from newspapers, magazines and websites. Give each pair some photos to choose from and they can try to describe the person's appearance.
- Another variation is to spread out seven or eight images on the desk. A student describes the person in one of them and their partner has to guess which photo is being described.

SPEAKING Talking about image

9 21st CENTURY OUTCOMES

- Before starting this exercise, refer students to the 21st CENTURY OUTCOME at the foot of page 21 which is *Make judgements and decisions: Make connections between information and arguments*. Check students' understanding of the terms *judgements* and *decisions*. Ask when they have to make these in life.
- Put students into small groups to discuss the four questions. Note that in order to make their judgements and decisions they should make connections between the information from the reading text and their own arguments in each case. Ask one student in each group to take notes on their answers. Afterwards, ask each group to report back to the class before opening up the questions for a final general class discussion.
- While students are talking, monitor the discussions and focus on their use of any vocabulary from the unit

so far which refers to image, identify and clothing. In particular, note down if students are having any difficulties with pronunciation of a word and its use. Set aside a few minutes at the end of the lesson to talk through and correct any mistakes.

► Photocopiable communicative activity 2.1: Go to page 192 for further strategies for building vocabulary. The teaching notes are on page 215.

2.3 I need to work on my image


LISTENING Preparing for a job interview

1

- Books closed. Ask students if they have attended many job interviews or if they have ever interviewed people. Ask *What would be your best advice for someone preparing for a job interview?* Invite various answers from the class before asking them to open their books and look at Exercise 1 on page 26.
- Students can discuss this question in pairs and then tell the class their views. Some students might say that what to wear depends on what kind of job the interview is for. Therefore, as an extension, ask students to list some different types of jobs and what might be appropriate for the different interviews, for example, a job as a manager in a bank might require a dark suit and tie whereas a jacket and tie might be suitable for a job as a teacher.


Extra activity

Listening for main ideas

 11 As an alternative to playing the listening and having students choose the best words in Exercise 2, tell students to close their books. Play the recording and ask students to take short notes on the following questions:

- 1 What is the man's problem? (His interviews for jobs are not going well.)
- 2 What advice does the woman give? (She suggests finding out about the 'unspoken dress code', asking for feedback after the interviews, paying an interview coach and not to lose heart.)

2

-  11 Ask students to read the six sentences. If they have already listened once because you did the Extra activity (above), then they can try and answer some of the

sentences before listening again.

- If you didn't do the Extra activity, then ask students to read the six sentences and to predict who attended the interviews and who is giving the advice. (Answer: The man has the interview and the woman is giving him advice.) Then play the recording. Students listen and choose the best words to complete each sentence.

Transcript

Woman: *How was the job interview?*

Man: *I guess it was OK.*

Woman: *Not so great, huh?*

Man: *I don't know. Maybe I'm just getting tired of interviews, but none of them seem to be going all that well. I think I need to work on my image. On paper, everything looks great, but I don't think I stand out face-to-face very much, or I'm just not comfortable. The other day I showed up in a suit for an interview with a software company, and the people who interviewed me were all wearing jeans and T-shirts. So obviously I didn't look like I would fit in. It really knocked my confidence and by the end of the interview, I just wanted to disappear.*

Woman: *That's a tough one. Have you considered asking about the 'unspoken dress code' at the office? Every company has one.*

Man: *Unspoken dress code?*

Woman: *Sure. In every office everywhere, there's a usual way of dressing – like the obvious 'jeans rule' at your software interview. I would seriously consider asking about how people usually dress, and then going to interviews dressed just a little bit more formally than the unspoken dress code.*

Man: *That's an interesting idea.*

Woman: *Another thing. Have you asked for feedback from the interviews? It doesn't always help, but someone might come up with something you could really improve on. You just might be doing something that you're not aware of that's putting people off slightly.*

Man: *Yeah ...*

Woman: *You might want to pay for an interview coach, too.*

Man: *An interview coach?*

Woman: *Yeah. That's someone who you can do practice interviews with. They're great at*

spotting details you can change to really improve your image. You can definitely improve these things with some practice.

Man: That might be worth a try. Could be expensive, though.

Woman: If you don't want to spend the money on a coach, why not try getting a book? I'm sure you could find something at the library. Could be a good place to start, anyway.

Man: I like that idea. Thanks!

Woman: You know, most people go for 10 or 15 or even 20 jobs before they find something that's right. You mustn't lose heart. Remember, it's all practice for the one that finally works out!


Man: That's a good way of looking at it. Thanks a lot!

Answers

1 on his CV 2 inappropriate 3 unspoken
4 feedback 5 get training and practice
6 discouraged

• As a follow-up to the first listening, ask students *Do you agree with the woman's advice? What other advice would you give?*

3


•  **11** Before students listen again, they could try reading 1–6 and a–f and matching them beforehand. Then play the recording for them to listen and check their answers.

Answers

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

Pronunciation Sounding encouraging

4a

•  **12** Books closed. Play the recording and ask students to comment on any general difference they hear between the three versions of the same sentence.


• Find out if students are already aware that we use intonation to sound more or less encouraging. Explain that we often try to sound encouraging when making suggestions. This can be achieved through effective use of intonation. Students listen to the same sentence said in three different ways and decide how it sounds.

Answers

1 flat (no words are stressed)
2 rising (You might want to try doing some practice interviews.)
3 falling (You might want to try doing some practice interviews.)

4b


• Point out that the differences in the intonation may lead a listener to interpret a suggestion in different ways. In particular, flat intonation can often sound bored. Language learners whose first language uses flatter intonation patterns than English often transfer this when speaking English so their intonation can sound dull and uninterested to some listeners. Explain to students that when you're offering advice or suggestions to a friend, it's helpful for your voice to sound encouraging. This shows that you're happy to help, and it may make your message sound more positive. You'll sound encouraging if you avoid speaking in a monotone and emphasize key words in the sentence, and start speaking in a slightly higher tone, allowing the tone to drop as the sentence progresses.

•  **12** Play the recording again. Students listen and match the sentences to how they sound.

Answers

1 b 2 a 3 c

4c

•  **13** To understand how intonation affects the way in which a listener might interpret the suggestion or advice, play the recording of five more sentences spoken in two different ways. Students listen and identify the intonation and then whether it sounds encouraging or not.

• **Optional step.** To make this exercise a little more active and visual, ask students to take a piece of paper and draw a large arrow on it. Then play each sentence and students hold their arrows up and turn them to point up, down or sideways according to what they hear. This technique is especially effective because it allows you to instantly see what students are hearing.

Transcript

1 *Doing some relaxation exercises might be a good idea.*
2 *I would seriously consider getting some new shoes.*
3 *One thing to consider: it's good for you to ask questions, too.*
4 *Remember, it's not unusual to go to 30 interviews before you get a job.*
5 *It can seem really difficult, but don't give up.*

Answers

- 1 B (A is rising and uncertain. B is falling and encouraging.)
2 A (A is falling and encouraging. B is monotone and bored.)
3 B (A is rising and uncertain. B is falling and encouraging.)
4 B (A is rising and uncertain. B is falling and encouraging.)
5 A (A is falling and encouraging. B is monotone and bored.)

TEACHING TIP

Humming the intonation without words

When modelling intonation patterns for students, it's often useful to hum the intonation; in other words, instead of saying the sentence with words, hum the sentence. Removing the words allows students to focus directly on which words are stressed and whether the intonation is rising or falling. It's also a useful way to correct students if their intonation is not moving appropriately.

4d

- **Optional step.** Because students have to listen and repeat the sentences, you could play the recording once for students to listen and write down what they hear, so it's a dictation.
- **Optional step.** Play the recording. Students listen and repeat, trying to sound encouraging.

SPEAKING Making suggestions

5 21st CENTURY OUTCOMES

- Before starting this exercise about searching for a job, refer students to the 21st CENTURY OUTCOME at the foot of the page which is *Demonstrate originality and inventiveness in obtaining work*. Ask students why an employer might look for an employee who can demonstrate originality and inventiveness. Why are these important for a job?
- Students read the post on a chat forum about the person's difficulties with getting a job.
- Put students into pairs to brainstorm ideas using the prompts given. They should each write down their ideas as they will need them for the next exercise. If students are slow to think of ideas, you could start them off with some of the following suggestions:

- She could search for jobs which require language skills in English and Chinese (e.g. something using translation perhaps).
- A degree in English language studies is quite general so maybe she needs to do some evening courses in areas such as IT.
- She could approach employers who do business between China and countries such as the UK where they are likely to need bilingual speakers.
- With an English degree maybe she could consider using her language skills in careers such as teaching, publishing or journalism.

6

- **Optional step.** Before students start to make suggestions, you might need to review the language for making suggestions in the Useful expressions box. Students should read through and, in particular, note that different expressions can be followed by a gerund or infinitive form.
- Having prepared a list of suggestions in Exercise 5, students should change partners and work with someone new. One student is Nadia and the other is a friend giving advice. Nadia should begin the conversation by outlining what she has done so far to try and get a job. The student giving advice can refer to their notes from Exercise 5 and use the expressions for making suggestions.
- At the end, students can swap roles and repeat the role play so both students have a chance to practice describing their current situations and using the language of suggestions.
- As you monitor the role plays, pay particular attention to the grammar used in the expressions; this is highlighted in the list of expressions for making suggestions (e.g. there are notes on when to use gerunds and when to use infinitives in an expression). Give feedback on this after the roleplay if you hear any difficulties with the structures.

PUTTING IT TOGETHER A mind map about identity theft

7

- Give students some time to look at the graphs and think about the questions. Explain that they are bar graphs showing aspects of identity theft and mobile phone losses.
- To ensure everyone understands the meaning of each category in graph A, you could ask for examples or a definition of each type of fraud. For example, benefits fraud is when someone receives money from the government, but they don't need it.

- Put students into pairs to discuss and compare their answers to the questions before you check answers as a class.
- As a follow-up to studying the graph, encourage students to comment on the information in the graphs. Ask *Do you find the information in the graph surprising or is it what you would expect?*

Answers

- 1 The most common type is fraud with government documents and benefits fraud. The least common is loan fraud.
- 2 Employment fraud
- 3 The 20-to-29 age group is most susceptible, and the over-70 age group is least susceptible.
- 4 Students' own answers

- 2) Use upper case/ lower case, different font size, boldface/italics or coherent colours to differentiate different levels or different branches.
- 3) Use clouds for emphasis.
- 4) Draw connections between concepts.
 - Ask students to polish the mind maps when the drawing task is finished, and to make a presentation to other groups by explaining the ideas of the design, sharing the findings about the problem of identity thefts, and making a list of suggestions on how to protect students from identity thefts.

▶ Photocopiable communicative activity 2.2: Go to page 193 for further practice of making suggestions. The teaching notes are on page 215.

8

- Ask students to study the graphs closely and orally summarise what they can learn from them.
- Make sure students can understand and describe a bar graph. Ask them to explain the topic of each bar graph and the percentage of the various categories in the graph.
- Students should refer to the Grammar summary of this unit for expressions about amounts and comparisons which are useful for their interpretation.

9

- Ask students to work in groups of six and create a mind map based on the figures in graph A, B and C.
- Before the task, provide students with several different samples of mind maps from various sources, pointing out that mind maps can be a valuable tool for group collaboration and can help them follow the train of thoughts more easily.
- Ask students to search information on the procedures of creating a mind map and decide on the style and colours they would choose.
- Ask students to create a mind map. You can guide students to start with a central idea, and then branches out into related ideas. Students will be required to use a hierarchy layout and discuss which key words or important phrases can be included in each branch of the mind maps.
- Ask students to pay close attention to the rules of drawing the mind maps. The rules for your reference are as follows:
 - 1) The central lines should be thicker, organic and flowing. The lines become thinner as they radiate out from the center.

INTRODUCE THE TASK

Tell the class that they are going to give a presentation about their lifestyles.

- **Optional step.** Write the word 'lifestyle' on the board. Ask students to work in groups and write as many words, collocations as they can related to 'lifestyle'. Set a time limit of 2 minutes. Then starting with one group, ask them to read up (share) their words. The other groups tick off the identical ones and offer new ones. Continue until all the words are shared and deal with any questions about meaning. [It is likely that students will list nouns or adjective-noun collocations e.g. 'busy/sedentary/hectic/unhealthy lifestyle'. However, if there is a diverse range of vocabulary, grouping them according to word class would be a good option, particularly eliciting verb-noun collocations: *lead/enjoy/have/adopt/change lifestyle.*]

YOUR IDEA

1

- Tell the class to read the three accounts of lifestyle changes (1-3) and complete the table (a-f). Set a time limit of 3 minutes to encourage scanning for the answers. Ask students to check their answers in pairs / small groups. If answers differ, encourage them to justify their choices by finding the relevant parts in the texts.

Answer

a Aiko b Vanessa c Jan d Vanessa
e Aiko f Jan

2

- Tell students to read the instruction, choose one area from the list and write notes about it. (They can use the vocabulary from Optional Step). Emphasize that they should only write short answers (notes) instead of full sentences. Also, they should include any changes they may have made to their lifestyle. If necessary, demonstrate: '*past: unhealthy lifestyle; now: healthy lifestyle – due to change of diet.*'

3

- Ask students to read and answer the questions (1-4), using the notes they've made in the previous exercise. Demonstrate the task yourself or ask students to volunteer answers. When finished, students discuss their answers in pairs. Deal with any questions they may have.

Example Answers

- 1 My lifestyle can be described as healthy now that I've made some changes to my diet.
- 2 Cookery books are some of the most important things in making my lifestyle possible. I get so much inspiration from them, as well as advice on new recipes from friends and family.
- 3 I had to buy quite a lot of equipment – cooking utensils and some electric appliances – in order to be able to prepare the food I wanted to cook.
- 4 Kitchen and cooking utensils.

4

- Tell students to read the instruction. Explain what props are and ask the students to look for pictures on the Internet that could be used as illustrations (props) to their practice talks. Then ask them to look back at the answers in exercise 3 and also think about what additional information they can add to each sentence.
- Put them in pairs and ask them to talk about their lifestyles including all the details from exercise 3. Explain that this practice will lead to the presentation so the speaker should stand up and talk without interruption.
- When finished, the partner should give some feedback on the content / organisation and delivery, pointing out what was good but also choosing one aspect for improvement. [There are endless options here but the important thing is to keep the comments light-hearted and constructive. – You may also want to choose one area for feedback, such as how effectively the props were used.]
- Monitor the activity, make notes of incorrect grammar/ vocabulary. At the end put these examples on the board and invite the class to correct them collectively.

ORGANIZING YOUR PRESENTATION

5

- Ask students to read the four steps of presentation (1-4) and match them with the examples of useful language (a-d). Once they've done the matching individually, get them check first in pairs and then as a whole class.
- Explain that steps 1-4 will give them the framework / sequence for the presentation.

Answer

1 d 2 a 3 b 4 c

YOUR PRESENTATION

6

- Go through the useful language section in each part and get students to think about how they would fill in the gaps / complete the sentences. Ask them to choose the option they are the most comfortable with.
- Then focus the students' attention to the boxes where they need to write the notes. Elicit why it is important to write notes rather than full sentences. Ask them to identify the section that will have the content they practised in exercise 4 but also get them think about what changes they need to make if any and at what stage (they can use the prompts).

Example Answers

- 1 My name's (name) and today I'm going to talk to you about my lifestyle.
- 2 Staying mentally active is an important part of my lifestyle. I try to exercise my brain and imagination whenever I can. I think it can help prevent a lot of problems relating to mental health.
- 3 The most important thing for me is making sure that my brain is fully engaged and tested every day. I can do this in small ways, like doing crosswords and Sudoku puzzles, but this doesn't always give me the mental workout I need. So I try more challenging things like learning new languages or attending workshops and seminars.
- 4 That's it from me. Does anyone have any questions?

7

- *Ideally this task should be set for homework.*
 - Introduce the set of criteria for self-assessment to the students. Make sure you clarify what each point means by either eliciting explanation from the students or explaining yourself what they need to do. Encourage them to practise the presentation several times at home and do this self-check list after each practice. Tell them they will need this form for the next class.
 - *It is likely that the presentations take place during the next lesson. The setup will depend on the class size and time available. The following procedure is only a suggestion:*
1. Photocopy p.25 so there are multiple copies for each student.
 2. Give out the photocopies and explain that students need to use them to assess each presentation both for structure (6) and performance (7).

3. Nominate a student (or ask for a volunteer) to give their presentation.
4. Tell the audience to use the form to assess the presentation. (It is enough to appoint 4-5 students from the class to do this.)
5. Conduct a feedback session where the 'markers' give their opinion but make sure the presenter's self-assessment section (7) is part of the discussion.
6. Divide the class into smaller groups where students take turns to give their presentations and peer feedback as above.

UNIT AT A GLANCE

THEME: Looking at the how people resolve conflict in order to live and work together in friendly and peaceful ways

TED TALK: *Making peace is a marathon.* Ex-marathon runner May El-Khalil talks about the creation of the Beirut Marathon as a vehicle for bringing people together without conflict in her country of Lebanon

AUTHENTIC LISTENING SKILLS: Discourse markers

CRITICAL THINKING: Distinguishing between fact and opinion

PRESENTATION SKILLS: Being personal and relatable

VOCABULARY: Conformity and non-conformity

PRONUNCIATION: Stress in expressions of disagreement

READING: *How groupthink closed the 'flying bank'*

LISTENING: Choosing a logo

SPEAKING: Dealing with groupthink, Choosing a logo

PUTTING IT TOGETHER: a debate on working in teams vs working alone

LEAD IN

- Books closed. Write the word *harmony* on the board. Put students into pairs and ask them to agree (or disagree) on a definition of the word.
- Invite students to say their definition(s) to the class and compare them with each other. Where possible, ask students to use the word in the context of a sentence to help clarify their definitions.
- Draw attention to the fact that we can use the word *harmony* in relation to music and colour, as well as referring to people living and working together peacefully.
- Books open. Ask students to look at the photo on page 30 and to say what the connection is between the three singers and the title of the unit. This will check that students understand that the term *harmony* refers to singing and music; note that they may have mentioned it in the previous brainstorming stage.

TED TALKS

BACKGROUND

1

- Ask students to read the text about May El-Khalil and her talk. After students have read the background text, you could ask the following concept check question to be certain everyone understands the main points in it:

What happened to May when she was running? (She nearly died in a running accident.)

What kind of past did Beirut have? (one of a civil war)

What were May's aims for setting up a marathon in

Beirut? (to help to overcome political turmoil)

- Note that younger students may not be familiar with the recent history of Lebanon so it's worth spending a little bit of time checking everyone understands the context for the marathon.
- Be prepared to define the word *turmoil* meaning 'a state of anxiety, confusion and conflict'.
- Put students into pairs to discuss the three questions in exercise 1. Then join up different pairs so they share their ideas for the answers in groups of four.

Possible answers

- They might be interested in a sporting event because it focusses on activities which are about bringing out the best in people rather than reminding them of conflict.
- Skills and qualities for a marathon include physical and mental fitness, hard work and determination.
- Students may have examples from their own country, but probably the most famous example is how Nelson Mandela helped to transform South Africa.

KEY WORDS

2

- Ask students to match the words in bold with their definitions. Then they can compare their answers with a partner and explain their choices before you check with the class as a whole.
- Check students' pronunciation of the six words.


Answers

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

- As a follow-up to further check comprehension of the words, you could ask students some or all of the following questions: *How stable or unstable is the economy of your country? Is it vulnerable to the financial situation in other parts of the world? When was the last time you had civil unrest in your country? What caused it? Did it begin on one fateful day or over time? Normally we talk about an illness being contagious; can you give some examples of a contagious illness?*

AUTHENTIC LISTENING SKILLS Discourse markers


3a

- At this level your students should be familiar with many discourse markers, though they may refer to them in other ways such as linkers, conjunctions or connectors.
- Ask students to read the definition of discourse markers in the Authentic listening skills box, and then to give a few examples of their own (e.g. *However, For example*) to make sure everyone understands.
-  14 Play the recording and ask students to listen and underline the discourse marker in each extract. They then match the markers to their function a–c.

Answers

- You know, b
- Honestly, c
- However, a

3b

- Ask students to read the sentence and complete it with discourse markers.
-  15 Play the recording for students to listen and check their answers.

Transcript

- 4 The marathon grew. So did our political problems. But for every disaster we had, the marathon found ways to bring people together.

Answers


So, But

- Optional step.**  14 & 15 Play all four extracts again, pausing after each one. Students listen and repeat.

3.1 Making peace is a marathon

TED TALKS

1

- Before students watch the TED Talk, review what students already know about the speaker, May El-Khalil, from the background text on the previous pages (without looking back at them). In particular, students should mention the fact that she was a marathon runner, had a bad accident and set up the Beirut marathon to help achieve harmony in Lebanon.
- Ask students to read the six sentences (a–f) relating to the sections of the talk and to ask you about any language or terms they don't understand.
- Given the fact that students have already read about her background, they should be able to make some accurate predictions before viewing about the order of the sections in her talk.
- Before you play the talk, remind students that that they will have the opportunity to watch it again later so they shouldn't worry if they fail to understand every word at this stage.
-  3.1 Play the whole talk. Students number the topics in the order she mentions them.

Transcript

- 0.12 I come from Lebanon, and I believe that running can change the world. I know what I have just said is simply not obvious.
- 0.23 You know, Lebanon as a country has been once destroyed by a long and bloody civil war. Honestly, I don't know why they call it civil war when there is nothing civil about it. With Syria to the north, Israel and Palestine to the south, and our government even up till this moment is still fragmented and unstable. For years, the country has been divided between politics and religion. However, for one day a year, we truly stand united, and that's when the marathon takes place.
- 1.06 I used to be a marathon runner. Long distance running was not only good for my well-being, but it helped me meditate and dream big. So, the longer distances I ran, the bigger my dreams became, until one fateful morning, and while training, I was hit by a bus. I nearly died, was in a coma, stayed at the hospital for two years, and underwent 36 surgeries to be able to walk again.

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- 1.46** *As soon as I came out of my coma, I realized that I was no longer the same runner I used to be, so I decided, if I couldn't run myself, I wanted to make sure that others could. So, out of my hospital bed, I asked my husband to start taking notes, and a few months later, the marathon was born.*
- 2.14** *Organizing a marathon as a reaction to an accident may sound strange, but at that time, even during my most vulnerable condition, I needed to dream big. I needed something to take me out of my pain, an objective to look forward to. I didn't want to pity myself, nor to be pitied, and I thought by organizing such a marathon, I'll be able to pay back to my community, build bridges with the outside world, and invite runners to come to Lebanon and run under the umbrella of peace. Organizing a marathon in Lebanon is definitely not like organizing one in New York. How do you introduce the concept of running to a nation that is constantly at the brink of war? How do you ask those who were once fighting and killing each other to come together and run next to each other? More than that, how do you convince people to run a distance of 26.2 miles at a time they were not even familiar with the word 'marathon'? So, we had to start from scratch.*
- 3.34** *For almost two years, we went all over the country and even visited remote villages. I personally met with people from all walks of life – mayors, NGOs, schoolchildren, politicians, militiamen, people from mosques, churches, the president of the country, even housewives. I learned one thing: When you walk the talk, people believe you. Many were touched by my personal story, and they shared their stories in return. It was honesty and transparency that brought us together. We spoke one common language to each other, and that was from one human to another. Once that trust was built, everybody wanted to be part of the marathon to show the world the true colours of Lebanon and the Lebanese and their desire to live in peace and harmony.*
- 4.44** *In October 2003, over 6,000 runners from 49 different nationalities came to the start line, all determined, and when the gunfire went off, this time it was a signal to run in harmony for a change.*
- 5.05** *The marathon grew. So, did our political problems. But for every disaster we had, the marathon found ways to bring people together. In 2005, our prime minister was assassinated, and the country came to a complete standstill, so we organized a five-kilometre United We Run campaign. Over 60,000 people came to the start line, all wearing white t-shirts with no political slogans. That was a turning point for the marathon, where people started looking at it as a platform for peace and unity.*
- 5.51** *Between 2006 up to 2009, our country, Lebanon, went through unstable years, invasions, and more assassinations that brought us close to a civil war. The country was divided again, so much that our parliament resigned, we had no president for a year, and no prime minister. But we did have a marathon.*
- 6.25** *So, through the marathon, we learned that political problems can be overcome. When the opposition party decided to shut down part of the city centre, we negotiated alternative routes. Government protesters became sideline cheerleaders. They even hosted juice stations.*
- 6.50** *You know, the marathon has really become one of a kind. It gained credibility from both the Lebanese and the international community. Last November 2012, over 33,000 runners from 85 different nationalities came to the start line, but this time, they challenged very stormy and rainy weather. The streets were flooded, but people didn't want to miss out on the opportunity of being part of such a national day.*
- 7.25** *BMA has expanded. We include everyone: the young, the elderly, the disabled, the mentally challenged, the blind, the elite, the amateur runners, even moms with their babies. Themes have included runs for the environment, breast cancer, for the love of Lebanon, for peace, or just simply to run.*
- 7.50** *The first annual all-women-and-girls race for empowerment, which is one of its kind in the region, has just taken place only a few weeks ago, with 4,512 women, including the first lady, and this is only the beginning.*
- 8.13** *Thank you.*
- 8.17** *BMA has supported charities and volunteers who have helped reshape Lebanon, raising funds for their causes and encouraging others to give. The culture of giving and doing good has become contagious. Stereotypes have been broken. Change-makers and future leaders have been created. I believe these are the building blocks for future peace.*
- 8.49** *BMA has become such a respected event in the region that government officials in the region like Iraq, Egypt and Syria, have asked the organization to help them structure a similar sporting event. We are now one of the largest running events in the Middle East, but most importantly, it is a platform for hope and*

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cooperation in an ever-fragile and unstable part of the world. From Boston to Beirut, we stand as one.

- 9.36 After ten years in Lebanon, from national marathons or from national events to smaller regional races, we've seen that people want to run for a better future. After all, peace making is not a sprint. It is more of a marathon.

- 9.58 Thank you.

Answers

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

TEACHING TIP

Handing over responsibility to the students

One criticism of the use of audio and video in the classroom is that the teacher controls the use of it; in other words, they decide which parts to play and when to rewind and play an extract again. In fact, after you have been teaching the group for a while, it's very easy to nominate a student and put them in charge of controlling the play/pause/rewind buttons on the audio or video. Then encourage other students to call out to that student when they need to hear something again. Handing over control of a technical aspect like this, frees you up to monitor and help individual students where necessary.

2

- Students will need time to read the summary before watching the talk again. In pairs, they could try and guess what they think the errors might be. In some cases students will recognize an error but may need to watch the talk to check what the correct words are.
- ▶ 3.1 Play the first part of the talk from 0.12–4.43, pausing where necessary if students need time to listen and write down key words.

Answers

rail crash: accident where she was hit by a bus while she was running
six surgical operations: 36
doctors: community
city: country
politicians: world

- Note the differences in American English and British English shown at the foot of the spread. In this unit, these focus on spelling and vocabulary differences. See Teaching

tip 1 on page 6 of the introduction for ideas on how to present and practise these differences.

3

- Before watching the second part of the talk, ask students to try to guess some of the answers to the questions.
- ▶ 3.1 Play the second part of the talk from 4.44–7.24. Students watch and answer the questions.
- Students can compare their answers with a partner before you check with the class as a whole.

Answers

1 2003
2 The prime minister was assassinated.
3 People started looking at it as a platform for peace and unity.
4 It lost its parliament, president and prime minister.
5 The Beirut Marathon
6 85

4

- Ask students to read the sentences before watching the talk. They could even try to predict which are true or false with a partner, based on what they remember from the first viewing or through guesswork.
- ▶ 3.1 Play the third part of the talk from 7.25 to the end. Students watch and write T or F next to each sentence.
- When checking answers with the class afterwards, ask students to explain the reasons why a sentence is false.

Answers

1 F (We include everyone: the young, the elderly, the disabled, etc.)
2 T
3 T
4 F (These countries have asked the organization to help them structure a similar sporting event.)
5 F (She says that peace making is not a sprint; it is more of a marathon.)

5

- To facilitate full discussion of this question, begin by brainstorming the names of different types of famous sports and sporting events on the board, e.g. *The Olympic Games*, *The Soccer/Football World Cup*, *the Tour de France*, *Marathons*, *Golf*, *Tennis*.

- Next, ask students to comment on these types of sports and events in relation to the question of whether they encourage harmony. For example, in the past some countries boycotted certain Olympics though in recent years everyone has attended. Football (Soccer) has a bad reputation for hooliganism in many countries; ask students what it is like in their country. Compared to football, sports like golf and tennis tend to have a good reputation for sportsmanlike behaviour; why do students think this is?

VOCABULARY IN CONTEXT

6

- Students check their understanding of certain words and phrases from El-Khalil's TED Talk by watching the screen and choosing from the options. Again, you could put a student in charge of stopping and starting the video for the class (see the Teaching tip above).
- ▶ 3.2 Play the clips from the talk. When each multiple-choice question appears, pause the talk so that students can choose the correct definition.

Transcript and subtitles

1 *More than that, how do you convince people to run a distance of 26.2 miles at a time they were not even familiar with the word 'marathon'? So we had to **start from scratch**.*

- a begin with nothing
- b spend a lot of money
- c change our plan

2 *I learned one thing: When you **walk the talk**, people believe you.*

- a leave without saying anything
- b speak slowly
- c support your words with actions

3 *Once that trust was built, everybody wanted to be part of the marathon to show the world the **true colours** of Lebanon and the Lebanese and their desire to live in peace and harmony.*

- a great strength
- b real character
- c honesty

4 *Government protesters became sideline **cheerleaders**. They even hosted juice stations.*

- a enthusiastic supporters
- b fight-starters
- c security forces

5 ***Stereotypes** have been broken.*

- a audio recordings
- b fixed ideas or images
- c world records

Answers

1 a 2 c 3 b 4 a 5 b

7

- Put students into pairs or small groups to discuss the three questions. As you monitor, make sure their answers indicate that they have clearly understood the taught word or phrase from Exercise 6.

Possible answers

- 1 Students answer for themselves but, for example, they must have started learning English from scratch at some stage.
- 2 Stereotypes about groups such as teenagers and mothers-in-law depend upon which country your students are from. In the UK teenagers are often thought of surly or difficult and mothers-in-law as domineering. However, such stereotypes, especially about family members, are less commonly given in some other countries. Stereotypes about politicians on the other hand are often quite universal; for example, they are often accused of never telling the whole truth.
- 3 Events such as the Olympic Games with their opening ceremonies are often used as an opportunity for a country to 'show its true colours' to the rest of the world.

CRITICAL THINKING Distinguishing between fact and opinion

Background information

Distinguishing between fact and opinion

Distinguishing between fact and opinion in a text is one of the most common forms of critical thinking exercises. This is because students need to go beyond recognizing factual information only and asking themselves whether what they are reading or hearing is factual or the speaker's/author's opinion. Sometimes this is not quite as obvious as might be assumed.

8

- Ask students to decide if the statements are fact or opinion. Then they can compare their answers with a partner and explain their choices before you check with the class as a whole.

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- When you check the answers, ask students to support their answers with reasons (listed below).

Answers

- 1 F (The event organized by her is clearly successful.)
- 2 F (History tells us this.)
- 3 O (There may be other ways; it's almost impossible to measure/prove this.)
- 4 O (There is no evidence for this.)
- 5 F (People from 49 nations joined in the race.)
- 6 O (There is no evidence for this.)

9

- Students read the comments about the talk. As they decide which is fact or opinion, ask them to underline any language features which seem to make it so. Note that in Ismail's comment, he uses the superlative adjective *best*; adjectives are often used to express an opinion. Yuka uses verbs such as *agree* and *believe* which state an opinion. The other two comments (Joey and Liz) refer to factual information about the talk itself.

Answers

Opinion: Ismail and Yuka

Fact: Joey and Liz

10


- Students write their own comments as facts or opinions. Remind them that to write comments with opinions they might try using adjectives and verbs such as *believe*.
- Students could post their comments on the wall of your classroom and walk around and read other students' comments. Alternatively, if you have a class blog or webpage, then ask students to post them on it for homework so students can also reply to each other.

PRESENTATION SKILLS Being personal and relatable

11

- Ask students what they think being personal and relatable means in general, not necessarily just in relation to presenting. Establish the idea that we prefer spending time with or working with someone who communicates on a personal level.
- Ask students to read the tips in the Presentation skills box. If they have experience of presenting, ask them if they often use personal stories in their own presentations. Ask

What kind of effect do you think your stories have on an audience?

-  **3.3** Play the two extracts from El-Khalil's presentations. Make sure students realize that the term 'personal stories' doesn't mean long involved stories, but simply that she describes real anecdotes and events in her life. Note also how much she uses the pronouns *I*, *we* and *us*. This choice of language makes the presentation very personal.
- Put students into pairs and give them three minutes to discuss the three questions. Then they report their answers back to the class.

Transcript

1 *I used to be a marathon runner. Long-distance running was not only good for my well-being but it helped me meditate and dream big. So the longer distances I ran, the bigger my dreams became, until one fateful morning, and while training, I was hit by a bus. I nearly died, was in a coma, stayed at the hospital for two years, and underwent 36 surgeries to be able to walk again.*

2 *For almost two years, we went all over the country and even visited remote villages. I personally met with people from all walks of life – mayors, NGOs, schoolchildren, politicians, militiamen, people from mosques, churches, the president of the country, even housewives. I learned one thing: When you walk the talk, people believe you. Many were touched by my personal story, and they shared their stories in return. It was honesty and transparency that brought us together. We spoke one common language to each other, and that was from one human to another.*

Possible answers

- 1 Students might think that the personal stories make you empathize more with the speaker and believe in her.
- 2 Using personal references makes it easier for the audience to relate to the history and benefits. Otherwise, a dry explanation can be dull and not engage an audience.
- 3 By 'walking the talk' she means that she has experienced the things she is asking others to do. In other words, she has run marathons so she can convince others to, and she has experienced suffering and has recovered from it in the same way Beirut needs to.

12

- Help to set this exercise up by talking to the class as a whole. Ask them to look at the suggestions in the coursebook for when we have breakthroughs, difficulties

and misunderstandings in life and to suggest some more (e.g. taking school exams, getting a job, moving home for the first time). The aim is to give everyone some ideas for the type of story they might choose to tell.

- Next, students will need time to work on their own and prepare a short presentation with a personal story. This could be set for homework if necessary and students give their presentations in the next lesson.
- If time is limited, tell students their presentation must last a maximum of two minutes. Try to discourage students from writing full sentences but, instead, to write short notes which they can refer to while talking.

13

- Put students into pairs to give their presentation. During this pairwork, monitor the presentations and make notes on any good use of language and also any errors.
- Alternatively, if the class is small and you have time, ask the students to present to the class.
- Afterwards, ask students to give each other feedback on how personal and relatable it was. Their feedback should include reference to the words used and/or what they could have added to make it even more personal and relatable.
- At the end of all the presentations, remember to give lots of praise and to give feedback on students' use of language.

3.2 Dare to be different

READING How groupthink closed the 'flying bank'

1

- Books closed. Put students into small groups and ask them to brainstorm the meaning of *groupthink* and what its characteristics are. After a while, ask a member of each group to come to the board and write their ideas; or if you have a large class invite a few groups to share their ideas and write them on the board.

Brainstorming

Brainstorming is a great way to generate ideas quickly. The idea is that students can say anything and it will not be judged. For this reason, if students brainstorm in small groups, then it encourages less outgoing students to

speak and to express their ideas before feeding back to the whole class. Usually, it's a good idea to set a time limit as this stimulates quick-thinking. Any ideas should eventually go up on the board so that everyone benefits from reading them.

Word roots and word forms

At this C1 level, you will come across many words in reading texts which are either the root of other words or are themselves a word form from another root. An example of a word root is the word *form*. Many words are built upon this root such as *inform* or *conform*. Then a word like *conform* has other word forms such as *conformity* or *non-conformist*. When these types of word come up in a lesson, take advantage of the moment to ask students to think of or to look up other forms of the word as it helps to build their vocabulary very quickly.

TEACHING TIP

2

- Books closed. Write the word *conform* on the board. Ask students to define its meaning and then to suggest different word forms. As students say these words, ask them to use them in an example sentence which illustrates correct usage.
- Books open. Put students into pairs to discuss the three questions, then discuss them as a class, encouraging every student to contribute.

Some possible answers

- 1 Student responses might include listing areas of conformity such as following laws and rules, family life, studying hard at school and college and trying to find a good job and career. Conformity can also relate to aspects of life like clothing and appearance, or tastes in music and art.
- 2 Non-conformists are sometimes viewed with suspicion. On the other hand, non-conformity can also be viewed positively in youth culture, especially if it is related to music or fashion.
- 3 On the one hand conformity means that society functions safely; on the other hand, non-conformity adds interest in terms of culture and helps us to question our assumptions.

3

- Before reading the four paragraphs in the text, you could ask students to look at the photo and say what aspects of non-conformity it presents (*clothes and appearance*).
- Put students into groups of four for this jigsaw reading task. Students first read their own paragraph, and then take turns to orally summarise the gist of the paragraph and answer the question. When one student is speaking, the other students in the group should listen and take notes. After all four students have spoken, the students read the whole text and check that they understood the main points of the paragraph summaries given by the other member of the group.

Suggested answers

- 1 With conformity, a team is focused, and no time is wasted arguing or trying to manage conflict. However, too much conformity can damage the team's ability to make good decisions.
- 2 The group's power is overestimated. The group becomes close-minded. Agreement becomes all-important.
- 3 Swissair suffered from groupthink and collapsed as a result. It shows that groupthink can be a threat to a company's development.
- 4 They need not to let themselves slip into groupthink.

VOCABULARY Conformity and non-conformity

4

- Put students into pairs to decide whether the expression in bold in each sentence refers to conformity or non-conformity.

Answers

Conformity:

fit in, go with the flow, blend in, play it safe, toe the line

Non-conformity:

swim against the tide, rock the boat, stand out, stick one's neck out, stand up to

- **Optional step.** As a general point of interest, ask students if they notice how some of these expressions make idiomatic use of references to water (expressions 1, 3, 4) and to parts of the body or physical movement (expressions 2, 6, 7, 9, 10). Ask students if they know of any other idioms used in English which make use of water

and body parts, for example, *to come in waves* and *head and shoulders above the rest*.

Extra activity

Complete the phrase

Put students into A/B pairs. Student A has the coursebook open and looks at the phrases in Exercise 4. Student B closes the coursebook. Student A reads out the first half of a sentence but should stop after the first word in the expression in bold. Student B has to try and complete the expression and the rest of the sentence. It doesn't matter if the end of the sentence changes slightly but the expression should remain the same, for example:

A: *Paul doesn't mind swimming ...*

B: *... against the tide when he believes in an idea.*

A: *Correct.*

Student A could read five of the sentences in this way and then students switch roles with Student B reading from the coursebook and Student A guessing the ending.

5

- Ask students to read the sentences and choose the correct expressions in italics to complete them.
- Ask students to discuss and compare their answers with their partners before you check with the class as a whole.

Answers

- 1 go with the flow
- 2 rock the boat
- 3 fit in
- 4 stuck my neck out
- 5 stand up to him

6

- Put students into pairs to think of their examples and make notes about them. If students are struggling to think of someone, suggest that they think of a famous person who didn't conform in some way.
- Invite pairs to tell the class about the person they chose. After each person is mentioned, the class could discuss the person. For example, you can ask the class to comment on whether their actions were brave or foolish. In what way did it change something? What would have happened if they had gone with the flow rather than stick their neck out?

SPEAKING Dealing with groupthink

7

- There are different ways to set up this activity so that it generates plenty of thought and discussion.
- You could put students straight into groups of three or four and tell them to discuss each of the situations.

There are no correct answers so students should consider both sides of the argument and try to reach an agreement (though bearing in mind that they don't have to agree for the purposes of 'groupthink').

- **Optional step.** Begin by drawing this grid on the board and asking students to copy it down so that they have plenty of space to write notes:

Situation	Key points of the problem	My ideas for a solution	The group's ideas
1			
2			
3			

- First of all, students work quietly on their own and read about the problem in each of the three situations. As they read, they should write the key points in the table so that they are clear in their own minds as what the problems are.
- Having made notes about the three situations, they should write down their own ideas for the best solution. This will prepare them for the discussion.
- Now put students into small groups of three or four. They discuss each situation and present their own ideas for a solution. They must come to a final agreement as a group so the discussion will involve some agreement and disagreement.
- As the groups discuss, monitor their language use and only intervene if they need help or prompt with any key language.
- When they have discussed one situation, they should write notes in the final column which summarises the group's ideas.
- When the groups have discussed all three situations, you can ask them to present their final ideas. In addition, ask the students to reflect on their experience of this group discussion task. Ask *Did you find that your individual ideas were accepted or that you had to compromise to 'groupthink'?*
- As a final follow-up discussion, you could also ask your students if any of them feel that they have been in similar groupthink situations, either at work or in their leisure time, and ask them what happened. Bear in mind of course that this may be a sensitive and personal topic for discussion, especially if your students work together, so only encourage students to talk if they appear to be relaxed about the topic.
- After the discussion, ask each group to choose one situation and do a role play. Students can use the expressions about conformity and non-conformity in Exercise 4.

3.3 Which one gets your vote?

LISTENING Choosing a logo


1

- Books closed. Bring some examples of logos to the class or show some on the IWB. For those without the company name on (for example, the large M of McDonald's or the Shell of Shell Oil), show them to the class and ask them to guess what the company is.
- You can also show the logos and discuss whether or not students think they are or are not effective.
- Books open. Put students into pairs to think of their own logos and discuss why they are effective. It will help if students can show the logos they are talking about so you could ask them to bring in some examples of their own or, if possible, find them on the Internet and show them on an IWB or projector.
- Invite some pairs to show their logos and share their opinions with the rest of the class.

2

- Put students into pairs to look at the three options for a logo and discuss the two questions in pairs.
- Ask students to tell the class their general feeling about the logos. However, at this stage, don't discuss the logos in too much detail. Just ask students for their initial reactions as the listening in Exercise 3 goes into more detail.

3

- Explain that students are going to listen to a discussion between colleagues at the plumbing company about the logo options.
-  16 Play the recording and students write short notes in the table.
- After students have compared their answers with a partner, nominate people to share their answers with the class. Students also discuss if the opinions in the recording were similar to those of the class in Exercise 2.

Transcript

Anna: Hi, Bob. Hi, Cath.

Bob: Hi, Anna.

Cath: Hello, Anna.

Anna: Thanks for coming. Now, we've got three options here for the new logo. Do you have any views on any of them?

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- Bob:** I don't know about you, but Option C really stands out for me.
- Cath:** Hmmm. I'm not so sure.
- Anna:** What are your thoughts, Cath?
- Cath:** Well, C is the most artistic, I guess you could say, but actually, would you want that guy to come to your door? I think that's an important consideration. It's the same with Option B. He looks like a kid. Do you want a kid to come and fix your pipes? I think Option A shows who we are a lot better.
- Bob:** I see what you mean about Option B, Cath. I'm not sure I like that one, either. And I agree that the guy in Option A looks friendly. But is he a brand? I think if we have a great-looking logo – which I think Option C is – people will notice it, but they won't think it's supposed to look like one of our plumbers. But what about you, Anna?
- Anna:** Actually, Option B was my idea. I agree with Cath that Option C looks a bit ... too serious – alarming? Threatening, even? And I agree with you, Bob, that Option A is a nice picture, but not so much a brand. In fact, I don't want to negotiate on Option A. I really don't think it works as a logo. So Option B gets my vote. It's a lot of fun, I think.
- Bob:** OK, so we've got three options, and we each like different ones. I think one way of looking at that is to say that none of the options really works. What we need is a logo that works for all of us. So, I think we need to completely rethink it.
- Cath:** Well, I think you're right about that, Bob. I'm afraid we need go back to the drawing board with this.
- Bob:** OK. If we don't agree on how the plumber should be presented, then can we resolve this by agreeing that we don't need to show a plumber at all? After all, people know what a plumber is.
- Cath:** Exactly. So here's the real question: Which style of logo do we like the best?
- Bob:** Anna?
- Anna:** Well, if we're just talking about style and not about what it shows, I think Option C works well – the colours and the feel of it. I'd accept that style so long as it doesn't show a person.
- Cath:** Yeah, I can go with that. Thinking about it, logos don't usually look like photographs, do they?
- Bob:** Right. And I said at the start that Option C jumps out at me. So why don't we go back to

the designer and say we want something in the style of Option C, but on the condition that it doesn't show a plumber? We want a clear, simple image ...

Answers


	Option A	Option B	Option C
Pros	shows who we are, looks friendly, nice picture	it's a lot of fun	stands out, most artistic
Cons	Is he a brand?	looks like a kid	wouldn't want that guy to come to your door; too serious
Decision	Rethink the logo; draw in the style of Option C, but without a plumber in it.		

4

- Before listening again, students will need to study the headings in the Useful expressions box.
-  16 Play the recording for students to complete the sentences, and then match them to the headings in the Useful expressions box.

Answers

- views – Asking for opinions
- expect – Hedging (softening your own opinion)
- sure – Disagreeing by expressing uncertainty
- would – Disagreeing by asking a question
- accept – Setting conditions
- agree – Signalling agreement
- looking – Reframing the disagreement
- resolve – Proposing a resolution

 Photocopiable communicative activity 3.1: Go to page 194 for further practice of useful expressions for dealing with disagreement and reaching consensus. The teaching notes are on page 215.

Extra activity

Recreate the discussion

For free speaking practice using the expressions in the Useful expressions box, put students into groups of three. They are going to play the parts of Anna, Bob and Cath in the recording and recreate the conversation they had

about the three logos. One way to set this up is to have the students look at the transcript on page 130 first and read the conversation aloud. Then they close their books and try to recreate it. Explain that you don't expect them to repeat it word for word but that they should try to use as many of the same Useful expressions as possible.

Pronunciation Stress in expressions of disagreement

5a

- **Optional step.** Before listening, ask students to read and try to predict which words will be stressed.
- **17** Play the recording for students to underline the words that are stressed (or to check their predictions from the Optional step above).
- **Optional step.** Put students into pairs to practise reading the sentences aloud with the correct stress. Monitor their practice and give immediate feedback to any students who are stressing the sentences incorrectly.

Answers

- 1 Are you sure about that?
- 2 I think you're wrong there.
- 3 That's one way of looking at it.
- 4 Sorry, but I'm really not sure that's correct.
- 5 I can't agree with you on this.
- 6 I totally disagree.
- 7 No, I can't agree.
- 8 I don't think we quite see eye-to-eye on this one.

5b

Background information

Polite and/or direct expressions

In a discussion like the one on this page with the different ways of disagreeing, it's necessary to consider how polite or direct the speakers are. A speaker can disagree in very different ways and how they disagree will affect the response from others. Note also that politeness and directness is quite cultural. For example, British English speakers will often add expressions to make the disagreement more polite and less direct (e.g. *Maybe it's me, but ...*). However, speakers from other nationalities and cultures may be more used to using more direct language. Note that students should not take away from this that use of a direct expression is equal to being impolite; merely that it is less polite.

- Explain that students are going to categorise the expressions in Exercise 5a into those which sound more polite and those which sound more direct. Point out that much of this will be expressed through the intonation the speakers use.

- **17** Play the recording again and students write P (for more polite) or D (for more direct). Allow time for discussion of each phrase afterwards and have students explain why they think it's polite or direct.

Answers

1 P 2 D 3 P 4 P 5 D 6 D 7 D 8 P

- **Optional step.** **17** Play the recording again, pausing after each expression for students to practise saying them in the same way.

SPEAKING Choosing a logo

6

- **Optional step.** Ask the whole class what they think an English club is. Check that they understand that it's a place for speaking English. Ask them to consider what else it might include, for example, watching English films or inviting people to give interesting talks in English. If some of your students have attended such a club, ask them to describe what happens there.
- Divide the students into groups of three to discuss the three questions. Allow about two minutes for the discussion at this stage. Although students might try to expand the length of the discussion, the main discussion should take place in the next exercise.

7 21st CENTURY OUTCOMES

- Before starting this exercise, refer students to the 21st CENTURY OUTCOME at the foot of the page which is *Be open to new perspectives; incorporate group input*. Ask students to say why they think the ability to be open to new perspectives is very important when trying to agree with others. Also ask students if they think it's always possible to incorporate everyone's ideas and feedback in any discussion.
- Having decided on the type of logo they are looking for from their discussion in Exercise 6, the groups start to discuss the different logos. Remind them to try to use some of the new expressions for dealing with disagreement and reaching consensus on the previous page.
- **Optional step.** Give groups copies of the expressions in the Photocopiable communicative activity 3.2 on page 195 and ask them to try and use all of these in their discussion.

- Monitor the discussion and make notes on students' use of the expressions. In particular, you will want to comment on their appropriate use of polite and/or direct language so listen for effective use of this.
- At the end, have each groups present their final choice and explain why.
- Give feedback on how the groups used the expressions and their ability to be polite or direct where appropriate.

PUTTING IT TOGETHER A debate on working in teams vs working alone

8

- Ask students to look at the infographic quickly and answer the questions.
- As a follow-up, ask students if they are surprised by the answers and to explain why or why not. Then ask students if they think they prefer working alone or with other people.

Answers

1 two people 2 four and six people 3 31 per cent

9

- Ask students to study the infographic closely and orally summarise what they can learn from it.
- Make sure students can understand and describe a bubble chart. Explain that the size of a bubble is corresponding to the proportion it represents, which is a useful tool to visualize abstract numbers.
- Encourage students to investigate some well-known companies to find out how many founders they have and share their findings with the class.

10

- Ask students to form groups of 6-8 and debate within groups on the topic: *working in a team is more effective than working alone*.
- Before the debate, ask students to do the following activities as preparations for their debate.
 - 1) Ask students to choose sides. Two students in a group would be on the affirmative side and the other two would be on the negative side. The affirmative side is in favour of teamwork while the negative side is in favour of working alone. The remaining members can help prepare for the debate.
 - 2) Ask students to think of some examples of successful individual work and indispensable team work as evidence to support their arguments. Share with each other the examples and discuss the question set

for each example. Examples of a genius working alone who came up with a great idea might be scientists like Einstein or modern inventors like Steve Jobs. Examples of something that was accomplished only by team effort might come from sports like basketball or relay race.

3) Ask students to look for quotes from famous people to support their arguments.

- After the preparation activities, ask students to debate within their groups. The group debate may follow the procedures below:

1) Opening statement: debate opens with the speaker from the affirmative side presenting his/her argument, followed by a member from the negative side. This pattern is repeated for the second speaker on each side.

2) Cross-examination: each side challenges the other side by refuting their arguments.

- After students have finished their group debate, you could choose 1-2 groups to show their debate in class and let the rest of the class to judge their debates.

► Photocopiable communicative activity 3.2: Go to page 195 for further practice of cleft sentences. The teaching notes are on page 216.

4 Challenges

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UNIT AT A GLANCE

THEMES: Different human challenges including overcoming stage fright, dealing with information overload, and managing a global brand

TED TALK: *How I beat stage fright.* Joe Kowan talks about how he faced up to his fears of appearing on stage in order to play his music to an audience

AUTHENTIC LISTENING SKILLS: Collaborative listening

CRITICAL THINKING: Emotive language

PRESENTATION SKILLS: Controlling nerves

VOCABULARY: Obstacles and opportunities

PRONUNCIATION: Intonation in questions

READING: *One man's meat ...*

LISTENING: Asking how something works

SPEAKING: Talking about sales potential, Giving and receiving instructions

PUTTING IT TOGETHER: A research into information overload on campus

LEAD IN

- Books closed. Write the noun *challenge* on the board and check students understand what it means. The most common definition is 'something that needs a lot of effort (mental and/or physical) to achieve something'.
- Ask the students to note down two challenges they have experienced in life and a challenge that they expect to face in the future. Then put the students into pairs and share the challenges they have written down. How similar are they?
- Books open. Ask students to look at the photo across pages 34 and 35 and say what they think the challenge is for the men shown.

TED TALKS BACKGROUND

1

- Ask students to read the paragraph about Joe Kowan and his talk. Make sure students understand the meaning of the final sentence. Do they agree that you can overcome a fear and turn it to your advantage? Can they give any examples from their own life?
- As a class, discuss the three questions. The answers for questions 1 and 3 will depend on the students' own experiences, but answers might include taking exams, going for an interview and giving a presentation. You might like to mention that giving a presentation is in most people's top-five list of things they fear most doing for their job.

Possible answers

1 & 3 Students' own answers

2 Doing fast exercise, drinking water, deep breathing, knowing your subject very well, predicting the types of questions you might be asked, a good night's sleep the night before, chatting to members of the audience as they arrive.

- As a follow-up, ask students to say which of the ideas in their answers for 2 they have tried. Which did they find useful? Do they use different techniques depending on the activity, for example, doing exercise before an exam or deep breathing before a job interview?

KEY WORDS

2

- Optional step. Ask students to read the sentences in pairs and try to guess what the meaning of the words in bold might be. Suggest that they look at the context and/or roots of the word and its form. You may need to point out that the word 'mic' in the phrase 'open mic' is short for the word 'microphone'. After students have speculated on the meaning, allow them to look at definitions a-f.
- Ask students to match the words in bold with their definitions. Then they can compare their answers with a partner and explain their choices before you check with the class as a whole.

Answers

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

- **Optional step.** Ask students if they can think of other word forms relating to some of the words in bold, for example, **physiologically** (adv) – physiological (adj) – physiology (n); **sympathetic** (adj) – sympathy (n) – sympathise (v).

AUTHENTIC LISTENING SKILLS


Collaborative listening

TEACHING TIP

Sharing note-taking strategies

Many of your students will have to take notes in their own language as well as in English. For example, they might listen to lectures at university or attend meetings at work where they take notes. Even though it's an everyday activity, your students might not have considered the different ways in which notes can be taken. As this section deals with listening for key words and taking notes, you could spend a few minutes asking students about how they approach note-taking, for example, do they take notes in lists or as diagrams? Do they use abbreviations or underline key words? This kind of sharing of ideas for strategies will be very useful to some students who have never tried different ways of note-taking and it also links in with the idea of collaborative listening (and note-taking).

3a

- Ask students to read the Authentic listening skills box about collaborative listening and find out how much they agree with the tips in the box. For example, some students might say that they prefer to listen alone. On the other hand, some students might think it's a good idea to compare notes and reactions after a talk. If your students often attend presentations at work or lectures at college/university, they might already have views on the technique.
- Next, explain that students are going to listen to Joe Kowan. First, let them check that they understand the meaning of the eight noun phrases in the box.
-  **18** Play the recording and ask students to note the verbs Kowan uses for each noun.
- Play the recording again, if necessary, but don't check answers at this stage.

Transcript

Pretty good, until about ten minutes before my turn, when my whole body rebelled, and this wave of anxiety just washed over me. Now, when you experience fear, your sympathetic nervous system kicks in. So, you have a rush of adrenaline, your heart rate increases, your breathing gets

faster. Next your non-essential systems start to shut down, like digestion.


Answers

body rebelled
wave of anxiety washed over (me)
experience fear
sympathetic nervous system kicks in
have a rush of adrenaline
heart rate increases
breathing gets faster
non-essential systems start to shut down

3b

- Put students into groups of three to compare their notes. While they are comparing, go around the groups and check if students already know or can guess the meaning of all the verbs from context.
- You could also have students read the transcript on page 131 to check they included every key word.

3c

-  **19** Play the recording and repeat the activity in Exercises 3a and 3b, but this time students listen for the key verbs and nouns relating to physiological responses Kowan mentions.

Transcript

So, your mouth gets dry, and blood is routed away from your extremities, so your fingers don't work anymore. Your pupils dilate, your muscles contract, your Spidey sense tingles, basically your whole body is trigger-happy. That condition is not conducive to performing folk music. I mean, your nervous system is an idiot.

Answers

mouth gets dry
blood is routed away from your extremities
your fingers don't work
your pupils dilate
your muscles contract
your Spidey sense tingles
your whole body is trigger-happy
your nervous system is an idiot

Extra activity

Understanding words and phrases

The listening text in Exercise 3 contains a number of words and phrases which students might be unsure of.

To help them, write these definitions on the board and ask them to match them to words and phrases in the recording. If necessary, they can look at the transcript on page 165.

- 1 to become wider or further open (dilate)
- 2 to become smaller or narrower (contract)
- 3 to have a feeling of sharp points in your body (tingle)
- 4 out of control (idiom) (trigger-happy)
- 5 providing the right conditions for something (conductive)

Background information

Spidey sense

You will have come across an earlier reference to Spider-Man in Unit 2. This TED Talk speaker makes a joking reference to the same comic book character when he refers to having a 'Spidey-sense'. This is the superhuman sense that Spider-Man uses to identify when something or someone is dangerous or suspicious.

4.1 How I beat stage fright

TED TALKS

1

- Books closed. Ask your students if any of them play musical instruments. Ask *Do you like playing them in front of people? Why? / Why not?* Then ask students to try and recall the main information about the musician Joe Kowan based on their background reading from the previous pages in the coursebook. (The key points are that he's a part-time musician who used to get stage-fright in front of audiences. In the end, he wrote a song about his fear.)
- Books open. Focus students' attention on the photo of Joe Kowan with his guitar and ask them to read the six questions. Remind students that for this first viewing of the talk, they will need to apply the authentic listening skills from the previous page; in other words, they are going to take notes on their answers to the questions and then compare with a partner afterwards.
- ▶ 4.1 Play the whole talk. Students watch and answer the questions.
- Students can compare their answers with a partner before checking together as a class.

Transcript

- 0.12** *I have stage fright. I've always had stage fright, and not just a little bit, it's a big bit. And it didn't even matter until I was 27. That's when I started writing songs, and even then I only played them for myself. Just knowing my roommates were in the same house made me uncomfortable.*
- 0.29** *But after a couple of years, just writing songs wasn't enough. I had all these stories and ideas, and I wanted to share them with people, but physiologically, I couldn't do it. I had this irrational fear. But the more I wrote, and the more I practised, the more I wanted to perform.*
- 0.44** *So, on the week of my 30th birthday, I decided I was going to go to this local open mic, and put this fear behind me. Well, when I got there, it was packed. There were like twenty people there. And they all looked angry. But I took a deep breath, and I signed up to play, and I felt pretty good.*
- 1.05** *Pretty good, until about ten minutes before my turn, when my whole body rebelled, and this wave of anxiety just washed over me. Now, when you experience fear, your sympathetic nervous system kicks in. So, you have a rush of adrenaline, your heart rate increases, your breathing gets faster. Next your non-essential systems start to shut down, like digestion. So, your mouth gets dry, and blood is routed away from your extremities, so your fingers don't work anymore. Your pupils dilate, your muscles contract, your Spidey sense tingles, basically your whole body is trigger-happy. That condition is not conducive to performing folk music. I mean, your nervous system is an idiot. Really? Two hundred thousand years of human evolution, and it still can't tell the difference between a sabre tooth tiger and twenty folksingers on a Tuesday night open mic? I have never been more terrified, until now.*
- 2.14** *So, then it was my turn, and somehow, I get myself onto the stage, I start my song, I open my mouth to sing the first line, and this completely horrible vibrato – you know, when your voice wavers – comes streaming out. And this is not the good kind of vibrato, like an opera singer has, this is my whole body just convulsing with fear. I mean, it's a nightmare. I'm embarrassed, the audience is clearly uncomfortable, they're focused on my discomfort. It was so bad. But that was my first real experience as a solo singer-songwriter.*
- 2.46** *And something good did happen – I had the tiniest little glimpse of that audience connection that I was*

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hoping for. And I wanted more. But I knew I had to get past this nervousness.

2.55 *That night I promised myself: I would go back every week until I wasn't nervous anymore. And I did. I went back every single week, and sure enough, week after week, it didn't get any better. The same thing happened every week. I couldn't shake it.*

3:13 *And that's when I had an epiphany. And I remember it really well, because I don't have a lot of epiphanies. All I had to do was write a song that exploits my nervousness. That only seems authentic when I have stage fright, and the more nervous I was, the better the song would be. Easy. So, I started writing a song about having stage fright. First, fessing up to the problem, the physical manifestations, how I would feel, how the listener might feel. And then accounting for things like my shaky voice, and I knew I would be singing about a half-octave higher than normal, because I was nervous. By having a song that explained what was happening to me, while it was happening, that gave the audience permission to think about it. They didn't have to feel bad for me because I was nervous, they could experience that with me, and we were all one big happy, nervous, uncomfortable family.*

4.05 *By thinking about my audience, by embracing and exploiting my problem, I was able to take something that was blocking my progress, and turn it into something that was essential for my success. And having the stage fright song let me get past that biggest issue right in the beginning of a performance. And then I could move on, and play the rest of my songs with just a little bit more ease. And eventually, you know, over time, I didn't have to play the stage fright song at all. Except for when I was really nervous, like now.*

4.39 *Would it be OK if I played the stage fright song for you?*

4.51 *Can I have a sip of water? Thank you.*

5.06 *I'm not joking, you know, this stage fright is real. And if I'm up here trembling and singing, well, you'll know how I feel. And the mistake I'd be making, the tremolo caused by my whole body shaking. As you sit there feeling embarrassed for me, well, you don't have to be. Well, maybe just a little bit. And maybe I'll try to imagine you all without clothes. But singing in front of all naked strangers scares me more than anyone knows. Not to discuss this at length, but my body image was never my strength.*

So frankly, I wish that you all would get dressed, I mean, you're not even really naked. And I'm the one with the problem. And you tell me, don't worry so much, you'll be great. But I'm the one living with me and I know how I get. Your advice is gentle but late. If not just a bit patronizing. And that sarcastic tone doesn't help me when I sing. But we shouldn't talk about these things right now, really, I'm up on stage, and you're in the crowd. Hi. And I'm not making fun of unnurtured, irrational fear, and if I wasn't ready to face this, I sure as hell wouldn't be here. But if I belt one note out clearly, you'll know I'm recovering slowly but surely. And maybe next week, I'll set my guitar ringin' my voice clear as water, and everyone singin'. But probably I'll just get up and start groovin', my vocal cords movin', at speeds slightly faster than sound.

Answers

- 1 on the week of his 30th birthday
- 2 to go back and perform each week at the open mic until he wasn't nervous anymore
- 3 No, he couldn't 'shake it'.
- 4 to write a song that exploits his nervousness
- 5 Yes, because by thinking about his audience, by embracing and exploiting his problem, he was able to take something that was blocking his progress, and turn it into something that was essential for his success.
- 6 Students will have their own answers for this question which they compare afterwards with a partner.

- Note the differences in American English and British English shown at the foot of the spread. In this unit, these focus on several differences; spelling, pronunciation and expressions. See Teaching tip 1 on page 6 of the introduction for ideas on how to present and practise these differences.

2

- Before they watch the first part of the talk again, ask students to read the summary text of this section and think about the type of adjectives that Kowan might use in each gap to describe his stage fright.
- ▶ 4.1 Play the first part of the talk from 0.00–3.12. Students watch and complete the text. With weaker classes, you could write the adjectives on the board so students can refer to them as they watch and write.

Answers

1 angry 2 pretty good 3 horrible 4 embarrassed
5 uncomfortable 6 nervous

3

- Before watching this part of the talk again, students should try to guess some of the answers to the questions.
- ▶4.1 Play the second part of the talk from 3.13–5.05. Students watch and take notes on the questions.

Answers

1 The epiphany was to write a song which would exploit the stage fright with lyrics describing his stage fright.
2 He meant 'use well'.
3 It makes them feel nervous and uncomfortable too.
4 No, over time he didn't have to play it anymore except when he was really nervous (like now).

4

- Ask students to read the four main themes of the song (a–d) and check they understand everything. In particular, ask students if they have ever been given the advice to imagine the audience naked. Do they think it would be helpful or not?
- ▶4.1 Play the third part of the talk from 5.06 to the end. Students order the four themes.

Answers

1 b 2 a 3 d 4 c

- Ask students what they think of the song by Joe Kowan. Do they like it? Do they think he gives useful advice in it? If you have time, you could ask students what other types of music they normally listen to (see also the Teaching tip below).

Using songs in the classroom

Many students like listening to songs in English in the classroom because the combination of music and language is both enjoyable and can be helpful to focus on the ways in which language is pronounced when sung to a rhythm. You could extend the use of Joe Kowan's song in a number of ways, for example, have students listen to it again and let them read the transcript of it on page 131. If you want to add a task, make a copy of the lyrics and delete some of the key words. Alternatively cut the lyrics up and students listen and put them in the correct order.

VOCABULARY IN CONTEXT

5

- ▶4.2 Play the clips from the talk. When each multiple-choice question appears, pause the talk so that students can choose the correct definition. Ask students to work alone and write down the five answers, rather than call out the correct answers.
- Students can compare their answers with a partner before you play the clips again and check the answers as a class.

Transcript and subtitles

1 Now, when you experience fear, your sympathetic nervous system **kicks in**.

- a makes you calm
- b causes pain
- c becomes active

2 ... basically your whole body is trigger-happy. That condition is not **conductive to** performing folk music.

- a helpful for
- b possible for
- c difficult for

3 I went back every single week, and **sure enough**, week after week, it didn't get any better.

- a as expected
- b very surprisingly
- c occasionally

4 The same thing happened every week. I couldn't **shake** it.

- a catch
- b get rid of
- c understand

5 And that **sarcastic** tone doesn't help me when I sing.

- a friendly, helpful and putting people at ease
- b very high and hard to understand
- c mocking and saying the opposite of what you mean

Answers

1 c 2 a 3 a 4 b 5 c

6

- The aim of this exercise is to make sure students can use some of the new vocabulary in a personal context. Ask students to complete the sentences with endings that relate to their own experience.

- Put students into pairs to compare their sentences. They can also compare how they dealt with the situations.

- Afterwards, ask students to give feedback on what their partner told them about dealing with nerves and if they picked up any useful tips that they can use in the future.

CRITICAL THINKING Emotive language

7

- The aim here is for students to recognize that certain vocabulary choices can make their language more emotive (i.e. causing strong emotions). Using emotive language is especially effective in a presentation or when you wish to communicate an idea or convince people of something. So, when answering the second question (What effect does his choice of words have on his story?), students should comment that it adds impact and makes his story more emotional for his audience.
- Students read the five sentences and try to recall the language used in the talk. If necessary, they can refer to the transcript of the talk on page 131.

Answers

1 rebelled 2 A wave, washed 3 terrified
4 nightmare 5 epiphany

8

- Ask students to read the three comments about the Ted Talk and underline the emotive language used in each. Point out that they will find one emotive phrase in each comment.

Answers

Bernice: completely freeze up

Freddie: totally sick and miserable

Helsie: battled his stage-fright monster

- Optional step.** Ask students to imagine that they are writing a comment like the viewers' ones about their reaction to Kowan's talk. They should write two or three sentences and try to make use of emotive language to talk about Kowan and also about their own experience of dealing with stage fright. Then they show their comments to a partner and compare their reactions to Kowan's talk. They can also comment on each other's use of language and say how emotive it is.

PRESENTATION SKILLS Controlling nerves

9

- Optional step. Ask student to read the list of tips for controlling nerves in the Presentation skills box and help with any unknown vocabulary. As they read, write the following sentences on the board:

1 = I do this before a presentation and it works for me.

2 = I've never done this but it sounds like a good idea.

3 = I don't think this tip would help me.

- Ask students to respond to each tip by writing the numbers 1, 2 or 3 next to it, according to its meaning. Then, put students into small groups to tell each other their responses and, in particular, describe the techniques they have tried before and explain why each works for them.
- ▶ 4.3 Play the clips from the talk. From both watching Kowan's body language and listening to him, students note which tips he uses.

Answers

He has rehearsed a lot, he doesn't rush, he makes eye contact, he engages directly with the audience and he has water onstage.

10

- Read the task with the class, then put students into pairs to pool ideas and make notes. Point out that they will give their presentations on their own.
- If you think your students need a general guideline to follow while preparing their presentation, suggest that they think of three methods that they use to control their nerves. Their presentation should introduce the topic and the three methods, then explain each method in more detail, and end with a sum up.

- Optional step.** Students could give their presentation to each other as a practice stage before the next exercise. You could also advise students on ways to make brief notes which they refer to during the presentation; note that you don't want them to write the presentation down word-for-word. Instead, their notes should be words and short phrases which students look at from time to time. This will help them to maintain eye contact with their audience.

11

- Students work with a new partner and take turns to give their presentation.
- When they are listening to their partner's presentation, students can take notes on the ways suggested for controlling nerves. Then they could comment at the end on whether they think the tips would work for them or not.

4.2 Get the name right

READING One man's meat ...

1

- Books closed. To lead in to the topic of brand names, ask students to find three products either in their bags or the clothes they are wearing with brand names on.
- Put students into pairs to tell or show their partner the three brand names they have found.
- Bring the discussion back to the whole class and ask students to say the brand names which are specific to China, but not well-known outside of it. Then ask which brands they think are globally known.
- Books open. In their pairs, students make two lists based on the questions: one list of products which they think are only found in China and another list of products which come from other countries and are popular in China.
- Ask students to compare their lists with other pairs and discuss the second part of the two questions, before feeding back to the class.

2

- Set a time limit of around two minutes for students to read the article so they get the gist and answer the question. Advise students to scan the text first and underline the names of all the companies, and then read it again to check what they have in common.

Marking the text

When students read a text, underlining key words or using coloured highlighters is an effective way of helping them to find and remember new words or refer to information when supporting the reasons for their answers. If students don't want to write in their books, then suggest they use post-it notes and stick these onto relevant parts of the page with notes added.

Answer

The companies mentioned all sell products internationally.

3

- Explain that students are going to read the article again in more detail to complete the table.
- Ask students to discuss and compare answers with their partners before you check answers as a class.

Possible answers

Company	Marketing strategy
Frito-Lay	Adapt their products to local tastes.
Unilever	Use one same logo with different brand names in different countries for its products.
HSBC	Change its slogan to one that does not cause cross-culture misunderstanding.
Coca-Cola	Keep its product the same all over the world.

4

- Put students into pairs to discuss the meaning of the expressions. Ask them to use the context rather than dictionaries or online sources for help.

Answers

- Everyone is entitled to their own tastes and preferences.
- What matters is who you are, not what you are called.
- The left-out part of the expression is '... try, try again'. It is usually used to encourage someone who's struggling to overcome a challenge.
- Something that one person likes may be hated by another.

5

- Students can either discuss the three questions in pairs or, with a smaller class, discuss them all together.

VOCABULARY Obstacles and opportunities

6

- Check that students understand the word *obstacle* and ask for someone to use it in a sentence, for example, 'an obstacle is something that stands in the way of you achieving your goal'.
- Ask students to work in pairs and discuss the meaning of the expressions first.
- Then ask students to categorise the expressions and use them to complete the sentences. The following explanations are for your reference.

Expression	Meaning
fly off the shelf	(of a product) to be sold very fast and very easily
come up against a brick wall	to reach a point in a process where there are problems that seem impossible to solve
sell like hotcakes	to sell something easily and in large quantities
make a splash	to be very successful and get a lot of public attention
get a cool reception	to get an unenthusiastic or unfriendly welcome
meet with opposition	to meet with strong disagreement and disapproval

Possible answers

- 1 met with opposition
- 2 sell like hotcakes
- 3 get a cool reception
- 4 come up against a brick wall
- 5 make a splash
- 6 fly off the shelf

7

- Ask students to have a class discussion about food, clothing and living habits in India and the USA to prepare them for this exercise. The knowledge on cultural differences can help them figure out the opportunities and challenges they may have when selling chinese products in these countries.
- Then put students into pairs to discuss the opportunities and obstacles. Ask students to use the expressions about opportunities and obstacles in Exercise 6.

SPEAKING Talking about sales potential

8 21st CENTURY OUTCOMES

- Before starting this exercise, refer students to the 21st CENTURY OUTCOME at the foot of page 39 which is *Create new and worthwhile ideas*. This 21st century outcome is focussing on creativity and this final task looks at marketing which requires lots of creativity. Ask students how much creativity they need in their own work or studies. Do they think creativity can be taught or is it something only some people have?
- Put students into pairs. Ask them to pick one of the three foreign products and work out a plan to market it in China. They should choose the product's target customers,

give a Chinese name to it, and come up with a slogan to promote it.

- Optional step.** Set a time limit of about three minutes. Tell students to try and convince their partners who will play a picky customer to buy one of the products. Then swap roles.

9

- Put students into small groups. Ask each group to decide on one of the Chinese products they have talked about in Exercise 1 and work out a marketing plan to sell it worldwide. You can list countries with various cultural and social landscapes as hypothetical target markets for students to choose from.
- Ask each group to present their marketing plan in class.

4.3 I thought it would be easy

LISTENING Asking how something works



1

- Put students into pairs. Tell them to discuss the two questions and take notes on their comments.
- Afterwards, ask them to feed back to the whole class with their views on questions 1 and 2 and compare their ideas.

Answers

- 1 Students' own answers
- 2 Some possible answers are: the instruction manual, a friend, an online forum, a YouTube 'How to' video, customer support

2

-  **20 Optional step.** Books closed. Play the recording of the three conversations and ask students what products the three people are talking about (a phone, a watch and an electronic door lock).
- If you haven't done the Optional step above, you will need to explain that students are going to listen to three conversations in shops. Each customer has gone back to the shop to ask for help.
- Ask students to read the questions and then ask if they have ever had difficulty operating a phone, a watch or an electronic door key. What problems did they have?
-  **20** Play the recording of the three conversations. Students listen and answer the questions.

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- Students can compare their answers with a partner before you play the recording again, if necessary, and check the answers as a whole class.

Transcript

Conversation 1

Assistant: Can I help?

Oscar: Yes, hi, I hope so. I just bought this phone – it's my first smart phone – and I don't even know how to make a call. I clicked on the icon to open the map app, but I don't know how to turn that off – how to exit that.

Assistant: OK, let's have a look. Any time you want to exit an app, you just have to press the home key.

Oscar: The home key?

Assistant: That's this one here at the bottom.

Oscar: OK.

Assistant: And to make a phone call, first you have to tap the phone icon, then along the bottom menu here you select keypad to dial or you can choose a number from your contacts.

Oscar: You've lost me. Would you mind giving that to me one more time?

Assistant: Sure. Here, you take the phone.

Oscar: OK.

Assistant: Now tap the phone icon.

Oscar: OK.

Assistant: Then choose either 'keypad' or 'contacts'.

Oscar: OK, I can see how the keypad works. But can you explain why I would need to choose 'contacts'?

Assistant: Sure. You can add people's names and phone numbers to a list in the phone, then you don't have to dial the number each time.

Oscar: Oh, great. So are you saying I can enter my friends' numbers in the phone?

Assistant: Exactly. Would you like me to give you a hand with that?

Oscar: That would be great!

Conversation 2

Lydia: Excuse me?

Assistant: Yes?

Lydia: I bought this watch earlier today, and I can't figure out how to set the date.

Assistant: Let me see. Ah, yes. You just need to press the 'mode' button.

Lydia: Which one is that?

Assistant: This one here, and then the 'select' button to scroll through the year, then the month, then the date.

Lydia: Sorry, I didn't quite catch that. Could you run it by me again?

Assistant: Sure. You start with the 'mode' button here. Press it.

Lydia: OK.

Assistant: Then you see the year. You can change the year with the 'select' button.

Lydia: I'm probably just being a bit slow, but am I supposed to hold the 'mode' button?

Assistant: No, just click it once.

Lydia: Ah, OK. And then I click it to change the year, right?

Assistant: You've got it.

Conversation 3

Dave: Carla, what's the trick to unlocking this door? I have the passcode, but I can't get the door open.

Carla: OK, it is a bit tricky. You need to press 'lock' and then press and hold 'enter code' for about three seconds. Then you use the number keys to enter the pass code, but then that's followed by the star key and then you have to press 'lock' again.

Dave: Would you mind backing up for a second? I missed that last bit.

Carla: OK, after you enter the pass code, you press the star key and then 'lock'.

Dave: Sorry, I'm a bit confused. Did you say I start by pressing 'lock' or do I just enter the passcode?

Carla: You start by pressing 'lock', then you press and hold 'enter.'

Dave: I'd better write that down!

Answers

- 1 to exit an app using the home key, to make a phone call, and to add people to the 'contacts'
- 2 She wants to set the date. She learns to use the 'mode' button and the 'select' button.
- 3 He needs to press 'lock', 'enter code', the number keys, the star key and 'lock' again.

3

- **Optional step.** Students should read the Useful expressions box first. Then play the recording again and ask them to tick the expressions they hear.

- **20** Ask students to match the expressions with the questions. This could be done while listening or ask them to try and match the expression first, and then listen and check. While playing the recording, you could pause after an expression is used and discuss its use with the class.

Answers

- 1 You've lost me. Would you mind giving that to me one more time?
- 2 Can you explain why I would need to (choose 'contacts')?
- 3 Sorry, I didn't quite catch that. Could you run it by me again?
- 4 I'm probably just being a bit slow, but am I supposed to (hold the 'mode' button)?
- 5 Would you mind backing up for a second? I missed that last bit.
- 6 Sorry, I'm a bit confused. Did you say (I start by pressing 'lock') or (do I just enter the passcode)?

Pronunciation Intonation in questions

4a

- Explain that students are going to listen to six questions. They need to listen carefully and decide if the intonation rises or falls. To do this, they will need to listen for the stressed word that comes either at the end of the sentence or near the end. It's on this word that the intonation will rise or fall.

- **21** Play the recording for students to listen to the intonation in each question. If students have difficulty identifying the intonation pattern, hum the intonation for them as this often makes it clearer for students.

4b

- Put students into pairs to categorise the question types in Exercise 4a.

Answers

wh- questions: questions 1 and 4

yes-no questions: questions 2 and 6

two statements that have been turned into questions: questions 3 and 5

4c

- **21** Play the recording again. Then put students into pairs to work out the rules for intonation patterns. As students discuss the questions, monitor carefully and help with any individual difficulties.

Answers

Typical intonation of *yes/no* questions is rising. However, in question 2 it is falling because he is checking information given by the other speaker and also in number 6 because she is making an offer.

Typical intonation of *wh*-questions is falling but rising when we are checking information we already know. The intonation in question 5 rises because he is asking about something he knows but has forgotten how to do.

Typical intonation for statements turned into questions is rising. Typical intonation for 'echo' questions – where you repeat back words you have heard – is also rising. Both questions 3 and 5 have rising intonation.

- **Optional step.** As a follow-up to this pronunciation section and to provide controlled practice before students start the next free practice activity, students could try reading the Useful expressions from Exercise 3 aloud and the questions in Exercise 4a aloud with the correct intonation. One way to do this is to put students into pairs. They take turns to read the sentence or question aloud and their partner has to say whether they hear a rising or falling intonation.

SPEAKING Giving and receiving instructions

5

- For this activity, each pair of students will need sheets of paper to fold up. They both turn to different pages at the back of the student's book where Student A (on page 116) has a diagram for making a paper aeroplane and Student B (on page 117) has a diagram for making a paper hat.

- Note that in addition to the language in the Useful expressions box, students will also need the language to describe making the aeroplane or hat. It's worth reviewing some of the key verbs and phrases they will need such as: *Fold the paper lengthways, fold along the middle, turn the top corner down to the middle line, turn the plane over.*

- Student A describe the process first while Student B tries to make the object with a sheet of paper. Remind the listening student to ask for repetition and clarification using the expressions (and intonation) from the lesson.
- Then they swap roles and Student B gives the instructions. At the end, each student can look at their partner's original diagram and compare what they made.

Extra activity

Describe your own paper plane

For freer practice with the language and to have some fun, ask each student to design and make their own paper plane. Alternatively if a student can make another object out of a sheet of paper, then allow them to do so. Once everyone has created a paper plane or other object, they work in pairs. They don't show their partner the paper, but describe how they should make it. At the end, the listening student compares his/her version with the original.

6

- Put students into groups of three and have them take turns explaining what they do on a typical weekday. As they each talk, the other people in the group ask for repetition and clarification using the expression in the Useful language box.
- Monitor for the correct use of the expressions on this page but also note how students are using intonation and give feedback afterwards on how well they are using it.

PUTTING IT TOGETHER A research into information overload on campus

7

- **Optional step.** Ask students to study the infographic. Ask the class if they think this way of presenting data is helpful. Why? / Why not?

- Students study the infographic and answer the questions. Check understanding of the following words in the infographic:

bit (n): a basic unit of information in a computer. A byte is equal to eight bits.

absorption rate (n): the speed at which you can read and understand information.

zettabyte (n): 1,000,000,000,000,000,000,000 bytes.

- Ask students to discuss and compare their answers in pairs before checking together with the whole class.

Answers

- 1 People are 'connected up' to the Internet via devices for 12 hours a day.
- 2 Humans' absorption and listening rates are much lower than the data delivery rate.
- 3 There will be 50 billion mobile phone users in 2020.

8

- Ask students to study the infographic closely. Make sure students can understand the infographic. Explain that the infographic shows three aspects of information overload, which are the length of time we get information feed every day, the amount of information we receive every day compared to the limitation of our mind's processing power, and the rapid growth of data and mobile phone users.

- Put students into pairs to describe the infographic to each other.
- Then ask students to discuss how excessive electronic information affects their lives. For example, it may waste a lot of their time or constantly distracted them from their study, etc.

9

- This task is designed to prepare students for their future research. Through this task, students will get familiar with the basic research process and develop their abilities to review literature, design a questionnaire, conduct a survey, analyse data and report the research results.

- **Literature review:** The literature broadly refers to information relevant to the research topic. In this step, students should examine and evaluate what has been said before on their research topic. Information can be obtained from a variety of sources, including the Internet, books, journal articles, reports, etc.

- **Questionnaire design:** A questionnaire is a research instrument consisting of a series of questions for gathering information from respondents. In this step, students should design the questionnaire they are going to use in the survey on their research topic. They may firstly collect answers to the general question *how information overload affects college students* within a small group of people. Based on these answers, they can decide what specific questions to ask and in what order to ask them in their questionnaires in order to obtain accurate and relevant information.

- **Survey:** A survey is a data collecting tool which allows researchers to gather needed data. A survey can be administered in a couple of ways such as structured interview and questionnaire. In this step, students should conduct their surveys within the class by asking their classmates to fill in the questionnaires they have designed.

- **Data analysis:** Data analysis is a practice in which raw data are ordered and organized so that useful information can be extracted from it. In this step, students should study the answers collected in the survey and discuss the possible interpretations of the data.

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- **Research report:** The research report is the last step in which each group of students presents their research result in class. The report should include the research objective, literature review, the design of the questionnaire, data collected from the survey, important findings as well as the conclusion.

▶ Photocopiable communicative 4.1: Go to page 196 for a quiz to further practise the language of approximation. The teaching notes are on page 217.

▶ Photocopiable communicative activity 4.2: Go to page 197 for a review activity to further practise the vocabulary presented in this unit. The teaching notes are on page 217.

INTRODUCE THE TASK

Tell the class that they are going to give a presentation about where they come from.

- **Optional step.** Write the expression 'the place where I live' on the board. Ask students to work in groups and write as many words, collocations as they can related to the topic. Set a time limit of 2 minutes. Then starting with one group, ask them to read up (share) their words. The other groups tick off the identical ones and offer new ones. Continue until all the words are shared and deal with any questions about meaning. [If your students come from different places, you can expect a diverse range of vocabulary e.g. *quiet, traditional, cosmopolitan, multicultural, buzzing, urban, rural* etc.]

YOUR IDEA

1

- Tell the class to read the three descriptions (1-3) about where people come from and match them with the summaries (a-c). Set a time limit of 3 minutes to encourage scanning for the answers. Ask students to check their answers in pairs / small groups. If answers differ, encourage them to justify their choices by finding the relevant parts in the texts.

Answers:

1 c 2 a 3 b

2

- Tell students that they need to write notes about where they come from, covering both aspects [for the first one refer back to the vocabulary they've shared in the Optional Step]. Emphasize that they should only write short answers (notes), not full sentences.

3

- Ask students to look back at their notes in exercise 2 and organize the information according to the two aspects, expanding the notes into full sentences. When finished, get students to discuss their answers in pairs. Encourage them to develop the sentences into stories.

4

- Tell students to read the instruction. Elicit what the task requires them to do: telling relevant stories and using relaxed body language.
- Put them in pairs and ask them to talk about their background including all the details from exercise 3. Explain that this practice will lead to the presentation so the speaker should stand up and talk without interruption.

- When finished, the partner should give some feedback on the content / organisation and delivery, pointing out what was good but also choosing one aspect for improvement. [There are endless options here but the important thing is to keep the comments light-hearted and constructive.]

- Monitor the activity, make notes of incorrect grammar / vocabulary. At the end put these examples on the board and invite the class to correct them collectively.

ORGANIZING YOUR PRESENTATION

5

- Ask students to read the five steps of presentation (1-5) and match them with the examples of useful language (a-e). Once they've done the matching individually, get them check first in pairs and then as a whole class.

Explain that steps 1-5 will give them the framework / sequence for the presentation.

Answers

1 d 2 e 3 a 4 b 5 c

YOUR PRESENTATION

6

- Go through the useful language section in each part and get students to think about how they would fill in the gaps / complete the sentences. Ask them to choose the option they are the most comfortable with.
- Then focus the students' attention to the boxes where they need to write the notes. Elicit why it is important to write notes rather than full sentences. Ask them to identify the section that will have the content they practised in exercise 4 but also get them think about what changes they need to make.

Example Answers

1 My name's (name). Today's presentation is about where I come from.

2 My home is in a town in the north of France and the place where I live is quiet and quite traditional. My family have been here for the past 60 or so years.

3 My family first came here because my grandparents were looking for work. They used to live on a farm in a nearby village, but over time it became tougher and tougher to make a living. They came when my father was a baby.

4 My grandfather says the pace of life is a lot faster here. On the farm, what happened every day depended on the time of year and working with animals or crops was a lot more peaceful compared to the urban environment we live in now. However, a faster lifestyle can have some benefits – like being able to go to the shops and get things that can't be easily found in the countryside.

5 It's been great to share this with you today. I hope you understand a little bit more about where I come from. Does anyone have any questions?

7

- *Ideally this task should be set for homework.*
 - Introduce the set of criteria for self-assessment to the students. Make sure you clarify what each point means by either eliciting explanation from the students or explaining yourself what they need to do. Encourage them to practise the presentation several times at home and do this self-check list after each practice. Tell them they will need this form for the next class.
 - *It is likely that the presentations take place during the next lesson. The setup will depend on the class size and time available. The following procedure is only a suggestion:*
1. *Photocopy p.43 so there are multiple copies for each student.*
 2. *Give out the photocopies and explain that students need to use them to assess each presentation both for structure (6) and performance (7).*
 3. *Nominate a student (or ask for a volunteer) to give their presentation.*
 4. *Tell the audience to use the form to assess the presentation. (It is enough to appoint 4-5 students from the class to do this.)*
 5. *Conduct a feedback session where the 'markers' give their opinion but make sure the presenter's self-assessment section (7) is part of the discussion.*
 6. *Divide the class into smaller groups where students take turns to give their presentations and peer feedback as above.*

UNIT AT A GLANCE

THEME: Looking at the different ways in which we gain inspiration and ideas in life as well as talking about regrets about the past

TED TALK: *I'm not your inspiration, thank you very much.* Stella Young is a comedian and journalist who is in a wheelchair. She talks about how society has turned all disabled people into examples of 'inspiration' instead of treating disabled people the same as anyone else

AUTHENTIC LISTENING SKILLS: Elision

CRITICAL THINKING: Understanding examples

PRESENTATION SKILLS: Repeating key ideas

VOCABULARY: Having ideas

PRONUNCIATION: Softening negative statements

READING: *Eureka moments?*

LISTENING: Planning a party

SPEAKING: Where my ideas come from, Brainstorming and choosing the best ideas

PUTTING IT TOGETHER: A survey on factors affecting job choice

LEAD IN

- Write the word *inspiration* on the board and invite students to define what inspiration means and to use it in an example sentence. Also ask other students to say the different word forms of it: *inspire (v)*, *inspirational (adj)*, *inspiration (n)*.
- Ask students to write a question using one of the word forms, for example, *When you need ideas at work, where do you get your inspiration from? What people do you know who are inspirational?* When they have a question, they turn to a partner and ask it.

Dealing with sensitive subjects

This TED Talk addresses the issue of how society views disability. The topic of disability might be difficult to discuss in class, especially if you have a student with a noticeable disability; in which case some of your students might feel awkward about discussing this topic. However, this TED Talk considers how we view and respond to disability so once you've shown the talk it should be clear to everyone that it's a useful topic to discuss.

TEACHING TIP

TED TALKS BACKGROUND

1

- Ask students to read the paragraph about Stella Young and her talk. Answer any queries about the vocabulary.

- You could put students into small groups to discuss the three questions. Then, have them join another group to create groups of six and share and compare their answers with each other. Finally, ask one person from each group to summarise the main ideas from the group discussion.

Possible answers

- By 'normal upbringing' she probably means things like going to school, playing with brothers and sisters, doing jobs around the house like tidying her room, etc.
- To question the assumption that disabled people do not have normal upbringings or are in some way different from people in the rest of society.
- The kinds of responses to this question will depend on the country you are teaching in and workplace policies on disabilities. In many countries nowadays, employers are obliged to ensure that a workspace is designed for any individual, with or without a disability.

KEY WORDS

2

- Remind students that the following words will be used in the talk so it's important that they understand them.
- Put students into pairs. Ask them to read the sentences with the words in bold and discuss the possible meaning of the words.
- Then students read the definitions (a–f) and match them with the words in bold.

Answers

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

- To further check comprehension, ask follow-up questions: *Who has been an **inspiration** to you? Why was that person **inspirational**? How was he/she **exceptional**? Did you find this person **motivational** in some way? What kinds of TV shows in your country are based around the **objectification** of people? For example, reality TV often objectifies people. How do you feel about this? Are these kinds of programmes guilty of **propagating** lies about the people involved?*

AUTHENTIC LISTENING SKILLS Elision


- Optional step.** Books closed. Tell students you are going to read three phrases and they should write them down as they hear the words.
 - Read the following at natural speed: *next door, acts like, a lot of time*. Note that you should try to reproduce the elision outlined in the Authentic listening skills box on page 45.
- After students have written them down, tell them you are going to read the words again and ask them to notice which consonants in the words are silent. Students listen and underline or delete the silent consonant sounds.
- Books open. Ask students to read the Authentic listening skills box on elision. As they read, they should compare the pairs of words they have written down with the marked silent consonants. Did they identify the silent consonants correctly?

TEACHING TIP

Dictation at natural speed

The above activity is a simple example of using short dictation in the classroom. Having students listen carefully to the pronunciation and try to write the words is an effective way of focussing their attention on the pronunciation. Always try to read the words at natural speed in order to include the target features of pronunciation.

3a


- Ask students to read the text about elision, then look at the extracts 1–3 from the talk.
- Optional step.** Students can try to predict where elision may occur in the extracts by underlining the silent consonants.
-  22 Play the recording. Students listen and underline the silent consonants in the extracts.

- Students can compare their answers with a partner before you play the recording again and check the answers as a whole class.

Answers

- When I was 15, a member of my local community approached my parents and wanted to nominate me for a community achievement award.
- This kid had only ever experienced disabled people as objects of inspiration.
- I wasn't doing anything that was out of the ordinary at all.

3b

- Ask students to read the sentences.
-  23 Play the recording. Students listen and write the two missing words in each sentence.
- Check the answers and elicit or point out that the /d/ consonant sound at the end of 'lied' and 'approached' disappears.

Answers

- 1 lied to 2 approached by

- Optional step.** Put students into pairs to practise reading all five sentences in Exercises 3a and 3b aloud to each other. They should check each other's speech for elision.

5.1 I'm not your inspiration, thank you very much

TED TALKS

1

- Before students watch the TED Talk, ask them to read the sentences (1–8) to help them prepare for the type of things Stella may or may not say. In certain cases they might be able to predict whether the sentences are likely to be true or false.

Using the questions to predict the content of the listening

Always give students plenty of time to read the questions before watching the talk. Even if a sentence proves to be false, it will contain language that is likely to come up, so students need time to check their understanding of all the vocabulary and the main content before you press play.

- **▶ 5.1** Play the whole talk. Students watch and write T or F next to each sentence. Rather than have students try to watch and do the exercise at the same time, it's probably worth having them watch and enjoy the talk first and then complete the task afterwards. They can also discuss the answers with a partner and try to remember what Stella said.
- Check the answers together and ask students to explain any that are false by trying to refer back to the wording in the talk. If necessary, students could refer to the transcript on pages 132-133 to underline the key words which show the answer is false.
- Refer students to the glossary at the foot of the spread where the differences between North American, Australian and British terminology is pointed out. See Teaching tip 1 on page 6 of the introduction for ideas on how to present and practise these differences.

Transcript

0.11 *I grew up in a very small country town in Victoria. I had a very normal, low-key kind of upbringing. I went to school, I hung out with my friends, I fought with my younger sisters. It was all very normal. And when I was fifteen, a member of my local community approached my parents and wanted to nominate me for a community achievement award. And my parents said, 'Hm, that's really nice, but there's kind of one glaring problem with that. She hasn't actually achieved anything.'*

0.48 *And they were right, you know. I went to school, I got good marks, I had a very low-key after school job in my mum's hairdressing salon, and I spent a lot of time watching 'Buffy the Vampire Slayer' and 'Dawson's Creek.' Yeah, I know. What a contradiction. But they were right, you know. I wasn't doing anything that was out of the ordinary at all. I wasn't doing anything that could be considered an achievement if you took disability out of the equation. Years later, I was on my second teaching*

round in a Melbourne high school, and I was about twenty minutes into a year 11 legal studies class when this boy put up his hand and said, 'Hey miss, when are you going to start doing your speech?' And I said, 'What speech?' You know, I'd been talking to them about defamation law for a good twenty minutes. And he said, 'You know, like, your motivational speaking. You know, when people in wheelchairs come to school, they usually say, like, inspirational stuff?' 'It's usually in the big hall.'

1.57 *And that's when it dawned on me: This kid had only ever experienced disabled people as objects of inspiration. We are not, to this kid – and it's not his fault, I mean, that's true for many of us. For lots of us, disabled people are not our teachers or our doctors or our manicurists. We're not real people. We are there to inspire. And in fact, I am sitting on this stage looking like I do in this wheelchair, and you are probably kind of expecting me to inspire you. Right? Yeah.*

2.40 *Well, ladies and gentlemen, I'm afraid I'm going to disappoint you dramatically. I am not here to inspire you. I am here to tell you that we have been lied to about disability. Yeah, we've been sold the lie that disability is a Bad Thing, capital B, capital T. It's a bad thing, and to live with a disability makes you exceptional. It's not a bad thing, and it doesn't make you exceptional.*

3.10 *And in the past few years, we've been able to propagate this lie even further via social media. You may have seen images like this one: 'The only disability in life is a bad attitude.' Or this one: 'Your excuse is invalid.' Indeed. Or this one: 'Before you quit, try!' These are just a couple of examples, but there are a lot of these images out there. You know, you might have seen the one, the little girl with no hands drawing a picture with a pencil held in her mouth. You might have seen a child running on carbon fibre prosthetic legs. So in this case, we're objectifying disabled people for the benefit of nondisabled people. The purpose of these images is to inspire you, to motivate you, so that we can look at them and think, 'Well, however bad my life is, it could be worse. I could be that person.'*

4.15 *But, what if you are that person? I've lost count of the number of times that I've been approached by strangers wanting to tell me that they think I'm brave or inspirational, and this was long before my work had any kind of public profile. They were just kind of congratulating me for managing to get up in the morning and remember my own name. And it is*

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objectifying. These images, those images objectify disabled people for the benefit of nondisabled people. They are there so that you can look at them and think that things aren't so bad for you, to put your worries into perspective.

4.56 And life as a disabled person is actually somewhat difficult. We do overcome some things. But the things that we're overcoming are not the things that you think they are. They are not things to do with our bodies. I use the term 'disabled people' quite deliberately, because I subscribe to what's called the social model of disability, which tells us that we are more disabled by the society that we live in than by our bodies and our diagnoses.

5.27 So, I have lived in this body a long time. I'm quite fond of it. It does the things that I need it to do, and I've learned to use it to the best of its capacity just as you have, and that's the thing about those kids in those pictures as well. They're not doing anything out of the ordinary. They are just using their bodies to the best of their capacity. So, is it really fair to objectify them in the way that we do, to share those images? People, when they say, 'You're an inspiration,' they mean it as a compliment. And I know why it happens. It's because of the lie, it's because we've been sold this lie that disability makes you exceptional. And it honestly doesn't.

6.17 And I know what you're thinking. You know, I'm up here bagging out inspiration, 'Jeez, Stella, aren't you inspired sometimes by some things?' And the thing is, I am. I learn from other disabled people all the time. I'm learning not that I am luckier than them, though. I am learning that it's a genius idea to use a pair of barbecue tongs to pick up things that you dropped. I'm learning that nifty trick where you can charge your mobile phone battery from your chair battery. Genius. We are learning from each other's strength and endurance, not against our bodies and our diagnoses, but against a world that exceptionalizes and objectifies us.

7.06 I really think that this lie that we've been sold about disability is the greatest injustice. It makes life hard for us. And that quote, 'The only disability in life is a bad attitude,' it's just not true, because of the social model of disability. No amount of smiling at a flight of stairs has ever made it turn into a ramp. Never. Smiling at a television screen isn't going to make closed captions appear for people who are deaf. No amount of standing in the middle of a bookshop and radiating a positive attitude is going

to turn all those books into braille. It's just not going to happen.

7.59 I really want to live in a world where disability is not the exception, but the norm. I want to live in a world where a fifteen-year-old girl sitting in her bedroom watching 'Buffy the Vampire Slayer' isn't referred to as achieving anything because she's doing it sitting down. I want to live in a world where we don't have such low expectations of disabled people that we are congratulated for getting out of bed and remembering our own names in the morning. I want to live in a world where we value genuine achievement for disabled people, and I want to live in a world where a kid in year eleven in a Melbourne high school is not one bit surprised that his new teacher is a wheelchair user.

8.45 Disability doesn't make you exceptional, but questioning what you think you know about it does.

8.50 Thank you.

Answers

1 F ('I went to school.')

2 F ('I had a very low-key after school job in my mum's hairdressing salon.')

3 T

4 F ('we've been able to propagate this lie even further via social media')

5 F ('We do overcome some things ... They are not things to do with our bodies.')

6 T

7 F ('That quote, "The only disability in life is a bad attitude," it's just not true, because of the social model of disability.')

8 F ('I want to live in a world where we don't have such low expectations of disabled people that we are congratulated for getting out of bed.')

Extra activity

One sentence summary

Before watching the TED Talk in more detail, ask students to try and summarise in one sentence the main message behind Stella's talk. A suggested sentence might be: *People need to respond to disabled people and disability in the same way that they respond to everyone else.*

2

- Ask students to read the questions and see if they can answer any of them from memory.

- ▶ **5.1** Play the first part of the talk from 0.11–3.09. Students watch and answer the questions.

Answers

- 1 an achievement award
- 2 that Young hadn't achieved anything
- 3 The student had only ever known them as objects of inspiration.
- 4 That disability makes you exceptional.

3

- Ask students to read the paragraph and complete it with the words given. They can compare with a partner before watching the second part of the talk.
- You might need to explain *perspective* (meaning 'point of view') and *diagnosis* (meaning 'the statement from a doctor identifying the disease after the patient has been examined').
- ▶ 5.1 Play the second part of the talk from 3.10–7.05. Students watch and check their answers.

Answers

- 1 images 2 disabled people 3 nondisabled people
- 4 perspective 5 life 6 that person 7 the problem
- 8 people

4

- Point out that students need to match the beginning and endings of the sentences with the correct verbs forms.
- ▶ 5.1 Play the third part of the talk from 7.06 to the end. Students watch and check their answers.

Answers

- 1 'The only disability in life is a bad attitude' is a lie.
- 2 Smiling at stairs won't turn them into a ramp.
- 3 Smiling at a TV won't make closed captions appear.
- 4 Radiating a positive attitude in a bookshop won't turn the books into Braille.
- 5 Being disabled isn't an achievement.

5

- Discuss this question as a class. Although Stella's aim is not to inspire, students might think her talk is still inspiring.
- You could also extend the discussion so that students talk about some of the broader issues in her talk. For example, ask *Do you tend to find images of disabled people or events such as the Paralympics inspirational, despite what Stella says? In what ways can society stop objectifying disabled people?*

VOCABULARY IN CONTEXT

6

- ▶ 5.2 Play the clips from the talk. When each multiple-choice question appears, pause the talk so that students can choose the correct definition.

TEACHING TIP

Adding an element of competition

Opinions differ as to whether teachers should add a competitive element into the classroom. On the one hand, all students should be able to work at their own pace, but on the other hand, many students respond positively to competing in teams. Competitions can also add pace to a lesson and are easy to set up. For example, with the vocabulary work from the talk this time, students could be put into teams to discuss and answer each multiple-choice question as it comes up on the screen. At the end, see which team scored five out of five.

Transcript and subtitles

1 I had a very normal, **low-key** kind of upbringing.

a unusual b quiet c painful

2 I wasn't doing anything that was **out of the ordinary** at all.

a usual b special c helpful

3 I wasn't doing anything that could be considered an achievement if you **took** disability **out of the equation**.

a removed b reduced c reconsidered

4 And that's when **it dawned on me**: This kid had only ever experienced disabled people as objects of inspiration.

a I said b I forgot c I realized

5 **I've lost count of** the number of times that I've been approached by strangers wanting to tell me that they think I'm brave or inspirational.

a I can't remember b I don't understand c I'm angry about

Answers

- 1 b 2 b 3 a 4 c 5 a

7

- Before students talk to each other, allow them a couple of minutes to think about the three questions and to note down their answers.
- Afterwards, ask some of the pairs to report their answers to the whole class. Give feedback at this stage if any students still seem a bit unsure on how to use the new vocabulary correctly.

CRITICAL THINKING Understanding examples

8

- One of the earliest definitions of critical thinking (published in 1941) was that it is about recognizing an argument or evidence and the evidence or reasoning which supports it. So this task is especially relevant for developing students' critical thinking skills.
- Ask students to match the arguments with the supporting examples.

Answers

1 b 2 c 3 a

9

- Ask students to read the three comments to identify which of them understood the purpose of the talk. To give a clue, you could tell students that only one comment shows understanding.
- Students can compare their answer with a partner before you check the answers as a whole class.

Answer

Des38 shows he understands Stella's point because he learns that you should see the person not the disability. The other two comments show that they think Stella is an inspiration which is exactly the opposite of what she is trying to say.

PRESENTATION SKILLS Repeating key ideas

10

- **Optional step.** Ask students how repetition can be both positive and negative. Can they give any examples? Their answers might be that repetition is positive when you are learning something new, for example, when learning a new language. However, repetition can also be boring, for example, when you listen to the same song too many times.
- Ask students to read the list of tips in the Presentation skills box for using repetition in a presentation. If any of your students regularly give presentations for their job or studies, ask them if they like using this technique. You could also ask students if they know any famous presentations or speeches that make use of repetition. The most famous example is probably Martin Luther King's 'I have a dream' speech which students might be familiar with in which he repeats the phrase 'I have a dream' many times.

- ▶ 5.3 Play the clips from the talk. Students watch and answer the four questions in pairs. They should take notes on their answers as they will need to refer to these in the next exercise.

Transcript

1 I am here to tell you that we have been lied to about disability. Yeah, we've been sold the lie that disability is a Bad Thing, capital B, capital T. It's a bad thing, and to live with a disability makes you exceptional. It's not a bad thing, and it doesn't make you exceptional. And in the past few years, we've been able to propagate this lie even further via social media.

2 And I know why it happens. It's because of the lie, it's because we've been sold this lie that disability makes you exceptional. And it honestly doesn't.

3 I really think that this lie that we've been sold about disability is the greatest injustice. It makes life hard for us.

Answers

- 1 That people have been lied to about disability.
- 2 She uses the word *lie* (or *lied*) five times.
- 3 Possible answer: The purpose of repeating the word *lie* is to make sure the audience remember the key message, and to create emotional impact by repeating the emotive word.
- 4 Students' own views.

11

- Students change partner and share their answers from Exercise 10. To help students remember other words which are used several times, students could turn to pages 132-133 of the coursebook and scan through the transcript of the talk. Repeated words (or word forms of the same word) include *normal*, *low-key*, *inspire/inspirational/inspiration*, *motivate/motivational*, *exception/exceptional*.

12

- Ask students to work on their own and to begin by choosing from one of the topics given or one of their own. If they choose their own topic, make sure it is on the subject of something they can easily disagree with.

13

- To help students prepare, suggest that they brainstorm three reasons why they disagree with the commonly held belief and then try to think of a key word that they can repeat.
- Encourage students to refer back to the Presentation skills box and follow the tips for this type of presentation.

- Monitor individuals around the room, checking their notes and responding to vocabulary queries.

14

- Put students in pairs and ask them to present to each other.
- The listening student should note down any examples of repetition they hear and give feedback on this afterwards. Was it effective use of repetition? Did it help them focus on the main purpose of the talk?

5.2 I've got it!

READING Eureka moments?

1

- **Optional step.** Books closed. Write *I've got it!* on the board. Put students in pairs and ask them to think of a situation where one person might say that phrase to another person in conversation. Set a time limit of two minutes and then ask each pair to say how they thought it might be used.
- Books open. Ask students to look at the title of the spread which is *I've got it!* Explain that the meaning here is that the speaker is saying 'I've discovered the answer to something.' If students did the Optional step above, then find out if any of them used the expression in this way.
- Students discuss the two questions. Typically, they might suggest the names of famous scientists and their inventions or discoveries. A famous example would be Tim Berners-Lee who created the World Wide Web, which was an idea he developed over time rather than all at once.

Background information

Archimedes and Eureka!

The initial story in the book review is the famous tale of how a king asked Archimedes to solve a problem. Archimedes famously works out how to measure if an object is made of gold by the level of water in a bath. Many of your students from European cultures may be familiar with the story so before students read, you could ask if anyone can briefly tell the story to the rest of the class, and especially to any students who are unfamiliar with it.

2

- Before students start reading the book review and marking the statements true or false, ask if they ever read book reviews or look them up before buying a book. Do they find book reviews helpful? Why? / Why not?
- As students decide if the sentences are true or false according to the review, they should underline the parts in the text which help them with their answers.

Answers

- 1 F (He thought the jeweller might be cheating him.)
- 2 F (History tells us he existed.)
- 3 T (most big innovations 'dawn on people slowly')
- 4 T ('the ideas have been in the person's mind for some time and are simply the next logical step ... Johnson's term for this is the "adjacent possible"')
- 5 F ('some great ideas occur to more than one person at about the same time')
- 6 T ('spend a lot of time talking to people who share your interest')

3

- Put students into pairs to discuss the questions.
- Afterwards, discuss their possible answers as a class. Note that when students give answers, encourage them to make reference to the reading text where appropriate.

Possible answers

- 1 As the article says, a *eureka* story is more dramatic. People seem to enjoy the idea of a brilliant mind being struck suddenly by inspiration, a bit like discovering a beautiful diamond. The idea that an amazing idea is simply the product of hard work isn't as magical.
- 2 Reasons why it isn't like a lie: Even if an idea didn't arrive in a person's mind fully formed in a *eureka* moment, the idea is nonetheless theirs – they brought the elements of it together. This makes the *eureka* story simply a more dramatic version of the truth.
Reasons why it is like a lie: A *eureka* story conceals the truth about where ideas come from. It puts too much focus on the moment when years of thought and work with other people finally came together in one person's mind.
- 3 Every culture has stories of this kind. They are a way of making sense of the world and of describing where things and people and ideas come from. Even stories that are undeniably 'true' may be told differently by people who see them from different perspectives.

4

- The aim of the task is to help students better understand the main point of the article.
- Put students into groups to discuss the statements. Ask them to use arguments from real life, such as the invention of light bulbs, iPhone, WeChat, etc., to support their point.

5

- Ask students to make sentences with the underlined structures.
- Write more expressions about contrast on the board and ask students to make sentences describing real-life situations with them. Some extra expressions are:
 - There is no prospect of improvement for now. *On the contrary*, it is more likely to be even worse.
 - It's not that difficult. *As a matter of fact*, it's quite easy.
 - The news may be unexpected, *nevertheless*, it is true.
 - Alana takes the bus to school *whereas* I like to cycle.
 - The South American climate is somewhat humid, *in contrast to* weather in Europe.

VOCABULARY Having ideas

6

- Put students into pairs. Ask them to take turns to read the sentences aloud and explain the meaning of the expressions. They should try to figure out their meaning from the context before referring to a dictionary to help if necessary. The following explanations are for your reference.

Expression	Meaning
1 draw a blank	to fail to find or remember something
2 occur to	(of an idea or a thought) to come into someone's mind
3 come up with	to find or produce an idea or answer
4 not have the faintest idea	to have no knowledge or understanding about something
5 dawn on	to be suddenly realized by someone
6 come to the realization	to become aware of a fact or situation
7 be stuck for ideas	to be unable to think of any ideas
8 strike	(of a thought or an idea) to come into someone's mind suddenly

- Ask students to discuss and compare answers with their partners before you check answers as a class.

Answers

I have an idea:
 it occurs to me
 dawning on me
 coming to the realization
 it strikes me

I haven't thought of an idea:
 drawing a blank
 can't come up with
 haven't the faintest idea
 I'm stuck for ideas

7

- Optional step.** In this exercise, students will use the eight expressions from Exercise 6. You might wish to drill them first.
- Put students into groups of three. Ask them to discuss each puzzle using expressions which either mean they have no ideas or that they do have an idea. You might want to remind students that they should worry if they can't guess the solution and that the actual answer for each one is on page 116.
- Set a time limit of around three minutes for their discussion before allowing them to turn to the back of their coursebook to find out the solution. Monitor the discussions and prompt them to use all eight expressions.

SPEAKING Where my ideas come from

8 21st CENTURY OUTCOMES

- Before starting this exercise, refer students to the 21st CENTURY OUTCOME at the foot of page 49 which is *Analyse and evaluate ideas to maximise creative efforts*. Ask students how creative they have to be in their own work and studies. Point out that in the following questions, they should try to be creative with their answers and ideas and not assume there is one correct answer only.
- Optional step.** As a lead in to the discussion of the four questions, ask students to make a list of all the ideas they've had in the last week. Prompt them to think about any kind of idea, for example, either at work or in the home.
- Put students into small groups to discuss the questions. To encourage students to answer them, you might like to give your own responses. Students always like to hear what their teacher thinks on these kinds of subjects and it provides them with a clear model to follow. During their discussion, one student should be in charge of taking notes on the main points.
- Optional step.** Put one group with another and ask them to present the main points of their discussion. The

two groups should find out how similar or different their ideas were.


5.3 Anyone got a bright idea?

LISTENING Planning a party

1

- **Optional step.** Look at the photo of the party and ask the class to comment on what sort of party it might be. Have they ever been to a similar event?
- Put students into small groups and give them three minutes to discuss the questions.
- Invite groups to report back to the class on the types of parties they discussed and what made them special.

2

- Ask students to look at the four areas (occasion, food, entertainment and venue) and predict the types of words they might hear for each of these categories before listening.
- Explain that three friends are brainstorming what to do for a colleague's leaving celebration.
-  24 Play the recording. Students listen and make notes on their ideas for each category.

Transcript

Adam: Hilary's leaving us in three weeks, and I think it would be really nice to organize a farewell party for her.

Ben: Definitely. I, for one am really going to miss her!

Lisa: Yes, she deserves a good send-off. We need to come up with a great idea – something really special and different.

Ben: We shouldn't hang about, though. We don't have much time, so it shouldn't be anything that needs too much preparation.

Lisa: Let's just throw out some ideas and I'll make notes. Any thoughts on food?

Ben: I really fancy the idea of Japanese food.

Lisa: Hilary loves seafood. Any votes for sushi?

Adam: Could be expensive, but ... sure, I'd go along with that.

Ben: How about Mexican food?

Adam: Or we could do a barbecue?

Ben: Yeah, that would be good fun!

Lisa: We could think about asking everyone to bring something to cook. Why don't we look into reserving some space at one of the parks?

Adam: Weather could be a problem, though.

Lisa: Good point. But let's not exclude anything yet.

Ben: What about entertainment? Any bright ideas?

Adam: I've just had a brainwave: Karaoke! Hilary loves it!

Lisa: Mmm... Or we could have a band.

Ben: Yeah, who doesn't like live music!

Lisa: Good point. Other ideas?

Ben: I'm not too sure about this, and it isn't exactly entertainment, but how about fancy dress? We could have a 1980s theme?

Lisa: 1980s? That's an original idea.

Adam: Maybe it's a bit too original?

Lisa: Anyway, let's put it on the list. We could hire someone who can ...

Adam: OK, this list is huge.

Ben: So, which ideas can we reject?

Lisa: Well, let's face it. Money is a factor. Sushi isn't especially cheap.

Ben: We should probably opt for the barbecue instead of sushi. It will be much cheaper if people bring their own food.

Adam: Right. And the same goes for a band. Live music wouldn't be so easy to get on a budget.

Ben: Do we really need entertainment? I mean, when was the last time you went to a leaving party with entertainment. People just like talking, right? Why don't we just keep it simple and have the barbecue?

Lisa: All right. That sounds like a plan!

- **Optional step.** Students compare their notes with a partner. Ask *Did you note the same things? Which ideas did the speakers like? Which did they dislike?* Play the recording again if necessary so that students can add more details to their notes.

Possible answers


The occasion: Farewell party for Hilary. Deserves a good send-off! Fancy dress

Entertainment: karaoke, live band, not have any entertainment

The food: Japanese (sushi), Mexican, barbecue

The venue: in the park

3

-  24 Students match the sentence halves. Then play the recording again for students to check their answers.

Answers

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


Extra activity

Recreate the conversation about a farewell party

Before moving on, you could offer students the chance to practise using the language in Exercise 4 by trying to recreate the conversation in the recording. Put students into groups of three. Tell them to try and recreate the conversation by referring back to the notes in Exercise 2 and by using all the sentences in Exercise 4. Obviously they won't produce it word-for-word but the flow of the conversation will be similar and it's a good opportunity to use the expressions in context.

Pronunciation Softening negative statements


4a

- This pronunciation section covers a particularly cultural aspect of language in which a speaker expresses disagreement or a negative viewpoint and tries to soften the opinion. It's more apparent in certain contexts and cultures than others, for example, where a speaker wants to be polite and diplomatic they will tend to use this kind of softening. Ask your students if they have ever come across and noticed this kind of polite softening language when meeting and speaking to speakers of English from other countries.
-  25 Play the recording. Students listen to the two sentences and underline the stressed words. One way to emphasize the stressing is to turn the volume down so students listen harder and notice the stressed words.

Answers

- 1 Sushi isn't especially cheap.
- 2 Live music wouldn't be so easy to get on a budget.

4b

- Put students into pairs to try to predict which part of the sentences needs to be stressed in order to soften them. They then try saying them to each other.
-  26 Play the recording so that they can compare their ideas.


Answers

- 1 A barbecue in winter may not be very practical.
- 2 It wouldn't be that easy to organize a party in a museum.
- 3 A fancy dress party may be a bit too original?

- In their pairs, students practise reading the sentences aloud from Exercises 4a and 4b, stressing the underlined words. Monitor closely for accurate use of stressed words. Give immediate feedback on any incorrect stress.

SPEAKING Brainstorming and choosing the best ideas

5

-  24 **Optional step.** In the next exercise, students are expected to use some or all of the expressions for brainstorming from the Useful expression box. To review these, ask students to read through them. If there is time, you could also play the recording again. Students listen and tick the ones they hear.
- Set a time limit of between five to ten minutes for this task. To add authenticity, perhaps you could agree with the students that having a party with the class would be a good idea so their discussion and planning could be for real.
- Put students into groups of three. Explain that as they brainstorm, all the members of the group should take notes on their ideas because they will need to refer to them again later in Exercise 8. Suggest that they use the same note-taking categories as those used in Exercise 2 (e.g. occasion, food, people, venue).
- Monitor the discussion carefully and prompt students to use the expressions for brainstorming in the Useful expressions box.
- At the end, ask each group to review their ideas and select the best ideas. Then they present them to the class.
- **Optional step.** The class looks at all the ideas from the different groups and then discusses and agrees on a final plan for a party which they can put into action.

PUTTING IT TOGETHER A survey on factors affecting job choice

6

- Ask students to look at the infographic. Help them to identify the three factors affecting job choice, i.e. passion, qualifications and salary. Ask students to explain what each overlapping part of the circles represents.

7

- Based on the framework introduced in Exercise 6, the questions in this exercise are closely related to students' real-life experience.
- Put students into small groups for discussion. Explain that they can use the framework to analyse their university choice and make future job/career choice.

8

- A survey can be done in a couple of ways such as structured interviews and questionnaires. In a structured interview, the interviewer will ask each respondent the same questions set in the same order. Meanwhile, by using a questionnaire, the respondents will be asked to fill in a form consisting of a series of questions. In this activity, students can use either of the two ways to conduct their survey.
- There are mainly two types of questions in a survey: open-ended questions and closed-ended questions. An open-ended question requires the respondent to formulate his own answer, whereas a closed-ended question has the respondent pick an answer from a given number of options. Ask students to decide which type of questions to use in their survey.
- Ask students to brainstorm some questions about possible factors leading to their decisions on a dream job and then decide which questions to use in their survey and in what order they should be set. They can conduct a small trial-run within class and revise their questions.
- Ask students to conduct their survey in school. Remind them to keep their selection of respondents as free of selection bias as possible. For example, they should choose respondents from different majors and different genders.
- After students have done their survey, ask them to study the answers collected in the survey and discuss the possible interpretations of the data. Guide students to use some software to help categorize and analyse the data. For example, they can use Excel to help analyse the quantitative data collected from the questionnaire.
- Guide students to sort out the top three factors that college students give priority to when choosing their dream jobs. Ask them to analyse the possible reasons.

▶ Photocopiable communicative activity 5.2: Go to page 199 for further practice of creative thinking and writing to-do lists. The teaching notes are on page 218.

▶ Photocopiable communicative activity 5.1: Go to page 198 for further practice of inversion in conditional sentences. The teaching notes are on page 217.

UNIT AT A GLANCE

THEME: Looking at the different types of problems and considering different ways of solving them

TED TALK: *How to make filthy water drinkable.* Michael Pritchard found a solution to the problem of bringing clean drinking water to communities affected by natural disasters such as a tsunami or hurricane. He describes how his invention works and how it could change the lives of millions of people.

AUTHENTIC LISTENING SKILLS: Signposts

CRITICAL THINKING: Using supporting evidence

PRESENTATION SKILLS: Demonstration

VOCABULARY: Solution collocations

PRONUNCIATION: Stress in content and function words

READING: *The parable of the stones*

LISTENING: Discussing options for solving a problem

SPEAKING: Describing a solution, Finding solutions

PUTTING IT TOGETHER: A procrastination counselling role play

LEAD IN

- Books closed. To lead into the theme of this topic, ask students to think of the name of one modern device and the problem it solved. For example, the telephone solved the problem of people being in two different places and not being able to communicate.
- Put students into pairs. Ask them to describe the problem that their modern device solved without saying the name of the device. For example: *It's a device which solved the problem of people being in two different places and not being able to communicate.* Their partner guesses what the device is.
- Books open. Ask students to look at the photo on pages 52 and 53 and explain that it shows a device which solved a problem. Ask them to say what they think the original problem was and how the problem was solved. In this case, the local people didn't have any electricity but they now have wind-up lanterns.

Background information

Solar lanterns

The photograph was taken by National Geographic photographer Annie Griffiths who focuses on images of women and women's issues. The lanterns in the photo were given to the women by the Self Employed Women's Association in India. The women learn how to build the lanterns in areas where no electricity exists.

TED TALKS

BACKGROUND

1

- Ask students to read the paragraph about Michael Pritchard and his talk, then discuss the three questions in pairs.
- Optional step.** After the class has read the text about Michael Pritchard, ask them to say what the problem was and what his solution was. Note that you might need to explain the adjective *ingenious* (meaning clever).
- Discuss the three questions as a class. As students talk about these questions, encourage them to refer to actual events that they have seen on the news (or even experienced themselves) where communities are affected by natural disasters.

Possible answers

- Disease can easily spread in unclean water.
- Natural disasters such as a tsunami or hurricane destroy clean sources of water. People often lose their homes and have to travel to camps where it's difficult to deliver clean water to thousands of people at once.
- Bottled water is often delivered by truck or helicopter. Sometimes large vehicles carrying water tanks deliver water.

KEY WORDS

2

- Remind students that the following words and phrases will be used in the talk so it's important that they are

familiar with the meaning.

- Put students into pairs. Ask them to read the sentences first and guess the meaning of the words in bold with their partner.

- Then students match the words with their definitions. Encourage students to explain their choices when checking answers with the class.

Answers

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


AUTHENTIC LISTENING SKILLS

Signposts

3a

- Ask students what signposts on the road are for (e.g. giving directions). Then ask them to read the information in the Authentic listening skills box to find out what signposts are in relation to giving a talk. Make sure students recognize that signpost language doesn't tell the audience anything about the actual subject of the talk, but is the language that guides them from one part to another part.

- As students have already given some presentations in previous units, you could ask them to suggest other signpost language that they have used in their own presentations such as *Firstly*, *Secondly*, *As I said before*, *So to sum up*.


-  27 Play the recording. Students listen and underline the signposting expressions.

Answers

1 Good morning everybody. I'd like to talk about a couple of things today. The first thing is water.

2 However, after a few failed prototypes, I finally came up with this, the Lifesaver bottle. ... OK, now for the science bit. Before Lifesaver, the best hand filters were only capable of filtering down to about 200 nanometres.

3b

-  28 Play the recording. Students listen and write down the three signposting expressions they hear.
- Be prepared to play the sentences more than once so that students can focus on the signposting expressions.
- Students can compare their answers with a partner before feeding back to the whole class.

Transcript

3 OK, I'm going to give you a bit of a demonstration. Would you like to see that?

4 So, let's look at the applications. Traditionally, in a crisis, what do we do? We ship water. Then, after a few weeks, we set up camps.

5 So, here is the 'thinking different' bit. Instead of shipping water, and using man-made processes to do it, let's use Mother Nature.

Answers

3 I'm going to give you a bit of a demonstration.

4 Let's look at the applications.


5 So, here is the 'thinking different' bit.

- ▶ Photocopiable communicative activity 6.1: Go to page 200 for further practice of signposting language for presenting. The teaching notes are on page 218.

6.1 How to make filthy water drinkable

TED TALKS

1

- Before students watch the TED Talk, ask them to look at the photo of Michael Pritchard and say what they think he might be demonstrating.
- Ask student to read the three statements to help them predict the general content of the talk.
- Before you play the talk, remind students that that they will have the opportunity to watch it again later so they shouldn't worry if they fail to understand every word at this stage.
-  6.1 Play the whole talk. Students watch and choose the sentence which best summarises Pritchard's main message. Although he mentions all three messages, only one of them is the main message.

Transcript

0.11 Good morning, everybody. I'd like to talk about a couple of things today. The first thing is water. Now I see you've all been enjoying the water that's been provided for you here at the conference, over the past couple of days. And I'm sure you'll feel that it's from a safe source.

0.27 But what if it wasn't? What if it was from a source like this? Then statistics would actually say that

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half of you would now be suffering with diarrhoea. I talked a lot in the past about statistics, and the provision of safe drinking water for all. But they just don't seem to get through. And I think I've worked out why. It's because, using current thinking, the scale of the problem just seems too huge to contemplate solving. So, we just switch off: us, governments and aid agencies. Well, today, I'd like to show you that through thinking differently, the problem has been solved. By the way, since I've been speaking, another 13,000 people around the world are suffering now with diarrhoea. And four children have just died.

- 1.32** I invented Lifesaver bottle because I got angry. I, like most of you, was sitting down, the day after Christmas in 2004, when I was watching the devastating news of the Asian tsunami as it rolled in, playing out on TV. The days and weeks that followed, people fleeing to the hills, being forced to drink contaminated water or face death. That really stuck with me. Then, a few months later, Hurricane Katrina slammed into the side of America. 'OK,' I thought, 'here's a First World country, let's see what they can do.' Day one: nothing. Day two: nothing. Do you know it took five days to get water to the Superdome? People were shooting each other on the streets for TV sets and water. That's when I decided I had to do something.
- 2.31** Now I spent a lot of time in my garage, over the next weeks and months, and also in my kitchen – much to the dismay of my wife. However, after a few failed prototypes, I finally came up with this, the Lifesaver bottle.
- 2.47** OK, now for the science bit. Before Lifesaver, the best hand filters were only capable of filtering down to about 200 nanometres. The smallest bacteria is about 200 nanometres. So, a 200-nanometre bacteria is going to get through a 200-nanometre hole. The smallest virus, on the other hand, is about 25 nanometres. So, that's definitely going to get through those 200 nanometre holes. Lifesaver pores are fifteen nanometres. So, nothing is getting through.
- 3.23** OK, I'm going to give you a bit of a demonstration. Would you like to see that? I spent all the time setting this up, so I guess I should. We're in the fine city of Oxford. So – someone's done that up – fine city of Oxford, so what I've done is I've gone and got some water from the River Cherwell, and the River Thames, that flow through here. And this is the

water. But I got to thinking, you know, if we were in the middle of a flood zone in Bangladesh, the water wouldn't look like this. So, I've gone and got some stuff to add into it. And this is from my pond.

- 3.54** Have a smell of that, mister cameraman.
- 3.58** OK. Right. We're just going to pour that in there.
- 4.05** Audience: Ugh!
- 4.07** Michael Pritchard: OK. We've got some runoff from a sewage plant farm. So, I'm just going to put that in there. Put that in there. There we go. And some other bits and pieces, chuck that in there. And I've got a gift here from a friend of mine's rabbit. So, we're just going to put that in there as well. OK. Now.
- 4.37** The Lifesaver bottle works really simply. You just scoop the water up. Today, I'm going to use a jug just to show you all. Let's get a bit of that poo in there. That's not dirty enough. Let's just stir that up a little bit. OK, so I'm going to take this really filthy water, and put it in here. Do you want a drink yet? OK. There we go. Replace the top. Give it a few pumps. OK? That's all that's necessary. Now as soon as I pop the teat, sterile drinking water is going to come out. I've got to be quick. OK, ready? There we go. Mind the electrics. That is safe, sterile drinking water. Cheers. There you go, Chris. What's it taste of?
- 5.55** Chris Anderson: Delicious.
- 5.57** Michael Pritchard: OK. Let's see Chris's programme throughout the rest of the show. OK?
- 6.06** OK. Lifesaver bottle is used by thousands of people around the world. It'll last for 6,000 litres. And when it's expired, using failsafe technology, the system will shut off, protecting the user. Pop the cartridge out. Pop a new one in. It's good for another 6,000 litres.
- 6.25** So, let's look at the applications. Traditionally, in a crisis, what do we do? We ship water. Then, after a few weeks, we set up camps. And people are forced to come into the camps to get their safe drinking water. What happens when 20,000 people congregate in a camp? Diseases spread. More resources are required. The problem just becomes self-perpetuating. But by thinking differently, and shipping these, people can stay put. They can make their own sterile drinking water, and start to get on with rebuilding their homes and their lives.
- 7.06** Now, it doesn't require a natural disaster for this to work. Using the old thinking, of national

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infrastructure and pipe work, is too expensive. When you run the numbers on a calculator, you run out of noughts. So here is the 'thinking different' bit.

7.26 Instead of shipping water, and using man-made processes to do it, let's use Mother Nature. She's got a fantastic system. She picks the water up from there, desalinates it, for free, transports it over there, and dumps it onto the mountains, rivers and streams. And where do people live? Near water. All we've got to do is make it sterile. How do we do that?

7.50 Well, we could use the Lifesaver bottle. Or we could use one of these. The same technology, in a jerry can. This will process 25,000 litres of water; that's good enough for a family of four, for three years. And how much does it cost? About half a cent a day to run. Thank you.

8.19 So, by thinking differently, and processing water at the point of use, mothers and children no longer have to walk four hours a day to collect their water. They can get it from a source nearby. So with just eight billion dollars, we can hit the millennium goal's target of halving the number of people without access to safe drinking water. To put that into context, the UK government spends about twelve billion pounds a year on foreign aid. But why stop there? With 20 billion dollars, everyone can have access to safe drinking water. So, the three-and-a-half billion people that suffer every year as a result, and the two million kids that die every year, will live. Thank you.

Answer

Sentence 3 is the main message.

Extra activity

Numbering the images

If you would like to set students a supplementary viewing task with Exercise 1, this activity focuses on Pritchard's use of images on his slides. Write this list (A–G) on the board and ask students to number them from 1 to 7 in the order they appear on screen. (Answers: 1 B, 2 A, 3 D, 4 G, 5 C, 6 F, 7 E)

A Asian Tsunami and Hurricane Katrina

B A child filling a cup of dirty water

C People in camps

D Bacteria and virus

E The running costs of using the device

F Diagram of how nature cleans water for free

G Diagram of lifesaver bottle

- Before playing the talk again, ask students to give their reaction to the TED Talk. Ask *What do you think of Michael's invention? How might it change people's lives? If you were at this talk, what question would you ask Michael?*

2

- Give students time to read the five questions first and clarify any unknown words.
- ▶ 6.1 Play the first part of the talk from 0.00–3.22. Students watch and answer the questions.

Answers

1 diarrhoea 2 the problem is too big 3 death 4 five 5 viruses and bacteria

3

- Ask students to complete the description of the demonstration with the words in the box.
- ▶ 6.1 Play the second part of the talk from 3.23–5.56. Students watch and check their answers.
- **Optional step.** You could also play this part of the talk again with the sound off and have students describe what is happening using the words in the description.
- After the demonstration, Pritchard asks someone in the audience to drink the water that comes out of the Lifesaver bottle. Ask students if they think they would confidently drink the water.

Answers

1 demonstration 2 pond 3 leaves 4 poo 5 water 6 audience 7 pump 8 filter

4

- Give students time to read the six gapped sentences. They could try to complete them from memory before watching this part of the talk.
- ▶ 6.1 Play the third part of the talk from 5.57 to the end. Students watch and complete the sentences.
- Students can compare their answers with a partner before feeding back to the whole class.

Answers

1 6,000 2 a camp 3 expensive 4 natural processes 5 25,000 6 two

VOCABULARY IN CONTEXT

5

- ▶ 6.2 Play the clips from the talk. When each multiple-choice question appears, pause the talk so that students can choose the correct definition and maybe discuss their choice with a partner before continuing.

Transcript subtitles

1 Now I spent a lot of time in my garage, over the next weeks and months, and also in my kitchen – **much to the dismay** of my wife.

- a causing quite a lot of upset for
- b at great cost to
- c to the total surprise of

2 And some other bits and pieces, **chuck** that in there.

- a stir
- b throw
- c carefully place

3 What happens when 20,000 people **congregate** in a camp? Diseases spread.

- a become ill
- b argue
- c gather together

4 The problem just **becomes self-perpetuating**.

- a gets better and better
- b makes itself worse
- c gets less important

5 But by thinking differently, and shipping these, people can **stay put**.

- a remain in one place
- b be healthy
- c move easily

Answers

1 a 2 b 3 c 4 b 5 a

6

- Students will need some time to think of answers to these questions so ask them to work alone for a minute or so to note down ideas for their responses. During this time, you can monitor and help students with vocabulary.
- Put students into pairs to discuss the three questions. Give feedback afterwards if there are any difficulties with using the vocabulary.

CRITICAL THINKING Using supporting evidence

7

- Point out to students that presentations are so much

more convincing when the speaker uses supporting evidence in the talk. If your students give presentations, ask them what ways they use to give evidence. For example, in presentations for work people often show graphs and charts with data on to support their main message. For students who are still studying, supporting evidence from their reading such as a quote or some data is especially important in a student presentation. Like Pritchard, speakers can also use demonstrations and members of the audience.

- Students match each piece of evidence from the talk with the point it supports.

Answers

1 d 2 b 3 a 4 c

8

- Discuss this question as a class. Students may have different opinions but it's likely that they will think that the actual demonstration of how the device works and then drinking the water afterwards is the most effective piece of evidence.

9

- Ask a student to read Mikhail's comment aloud and then discuss the comment as a class. Students' reactions to the comment may vary though they are unlikely to agree with the comment because Pritchard gives plenty of supporting evidence for his arguments and he seems to have a genuine need to solve the problem of filthy water. It's also important to note that Mikhail's comment expresses an opinion with no supporting evidence. As a result it lacks validity.

PRESENTATION SKILLS Demonstration

10

- Optional step.** Ask students to think about the demonstration in Pritchard's talk. How do they think the presentation would have been different if he had given it without a demonstration?
- Ask students to read the list of tips in the Presentation skills box.
- ▶ 6.3 Play the clips from the talk. Students watch and find examples of each of the three tips from the box.
- Pause where necessary to check that everyone in the class has noted how Pritchard uses demonstration.
- Students can compare their answers with a partner before feeding back to the whole class.

Transcript

OK, I'm going to give you a bit of a demonstration. Would you like to see that? I spent all the time setting this up, so I guess I should. We're in the fine city of Oxford. So – someone's done that up – fine city of Oxford, so what I've done is I've gone and got some water from the River Cherwell, and the River Thames, that flow through here. And this is the water.

Have a smell of that, mister cameraman.

OK. Right. We're just going to pour that in there.

Michael Pritchard: OK. We've got some runoff from a sewage plant farm. So I'm just going to put that in there. Now.

The Lifesaver bottle works really simply. You just scoop the water up. Today I'm going to use a jug just to show you all. Let's get a bit of that poo in there. That's not dirty enough. Let's just stir that up a little bit. Now as soon as I pop the teat, sterile drinking water is going to come out. I've got to be quick. OK, ready? There we go. Mind the electrics. That is safe, sterile drinking water. Cheers. There you go Chris.

Answers

Make the demonstration interactive: He asks the cameraman to smell the water and Chris to drink the water after the demonstration.

Make the demonstration big enough to see: His tank is very large and he uses large containers of dirty water so everyone can see.

Make movements large and expressive: When he pours water and waste in and uses the 'Lifesaver', he makes his gestures very large.

- After watching, put students into pairs to answer the three questions. Replay parts of the video, if necessary.
- Check answers as a class. Elicit or point out that everything Pritchard does in the presentation is working toward providing evidence and proof.

Suggested answers

- 1 Because he wants to show them the evidence as proof that it works.
- 2 To prove the water was filthy and undrinkable.
- 3 To prove it was safe to drink.

11

- Whatever your students decide to present to each other, they will need the actual object or device.

Alternatively, they will need images to show how something works. In which case you might need to set up the presentation so that students give their demonstration at the next lesson and have time to prepare their props or visual aids.

- Put students into pairs to prepare and practise their demonstrations. They should give feedback on the demonstration and comment on which tips their partner followed.

Peer feedback on presentations

When students present to each other (or to the class), encourage the listening student(s) to give feedback afterwards. In order that this peer feedback is always focussed, it's worth writing questions on the board for students to use as the basis for the feedback. You can base your questions on the tips box, so in this unit, your questions might be:

- Did the presenter make the demonstration interactive?
- Was the demonstration (props, etc.) big enough to see?
- Were the presenter's movements large and expressive?

Putting the tips into a question format can make giving feedback easier, especially for students who are not used to giving peer feedback.

TEACHING TIP

12

- Having practised their demonstration and received feedback, students swap partners and try their demonstration again. Alternatively, with a smaller class, students could come to the front of the class and present to everyone. That will mean that they work on making their movements bigger to reach a larger audience.

6.2 Thinking outside the box

READING The parable of the stones

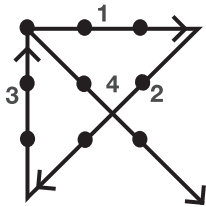
1

- Ask students to read the text and then try the puzzle. If some students are familiar with the puzzle and know the solution, ask them to wait before explaining it to others. As students try it, make sure they don't remove their pen or pencil from the page.

2

- Ask different students to suggest ways to solve the puzzle (there is more than one) and then give them the answer.

One possible solution to the nine-dots puzzle:



- Next, put students into pairs to discuss the questions and their reaction to the puzzle.
- After a few minutes, ask some pairs to feed back their responses to the class.

Possible answers

- Students' own answers
- The dot pattern forms a box shape, which tends to make us think the lines should be drawn within that shape. To solve the puzzle, you must draw lines that go beyond the box shape created by the dots.
- 'Lateral thinking' is solving problems through an indirect or creative approach, possibly ignoring what may appear to be limitations. The literal meaning of 'lateral' is 'sideways', so 'lateral thinking' doesn't follow the 'straight line' of logic, but instead moves in an original or innovative direction.

3

- Explain that students are going to read a parable, and ask if they know what a 'parable' is. Define it as a short story that teaches us a moral.
- Ask students to read the parable. Then put them into small groups to identify the beginning, the development, the climax and the ending. Ask each group to prepare a simplified version of the parable and tell it to the class.
- Optional step.** Books closed. Parables were traditionally stories that were told rather than written down. To provide extra listening practice, read the parable aloud to your students in the sequence of the beginning, development, climax and the ending. Tell them to listen but don't write. They should just focus on trying to understand the overall story. Then ask them to retell the story within groups.
- Read the three statements with the class and explain any vocabulary queries. Ask students to work in their

groups to decide whether they agree with the three statements and why.

Answers

- Disagree (His wife and sons became terribly ill and died; several seasons of hot, dry weather with little rain)
- Disagree (But the landowner wasn't going to let their unhappiness be an obstacle.)
- Disagree (The girl watched carefully as the old man put two stones into the bag, and to her horror, she noticed that he put in two white pebbles.)

4

- Put students into small groups to discuss what they think might happen next in the parable. Invite a few suggestions from each group and find out how similar or different the ideas are.
- Students turn to page 117 to find out the real ending. Ask a student to summarise the ending to make sure everyone has understood.

Answer

The girl picks a stone, but then drops it on purpose. This forces the landlord to show the other stone in the bag, which is white. The girl doesn't have to marry the landowner, and her father's debt is forgiven.

5

- Read the three sentences and agree upon the best statement as a class. Some students might argue that sentence 1 is also true but parables generally have a moral message rather than advocating anything immoral so the best summary is in sentence 3.
- Ask students to think about examples to verify the lesson and share their examples within groups.

6

- In their groups, students can discuss the similarities between the puzzle and parable. Note that a parable often presents a situation or story with a puzzle, as in this parable of the stones. The puzzle and the parable both require some kind of lateral thinking.

Extra activity

Describing a puzzle or a parable

Follow on from the previous exercises by asking students if they know any puzzles or any parables from their own country or culture. Either ask students to present the

puzzle or parable to the class or, if lots of students have ideas they want to describe, put them into small groups and they present to each other. In each case, encourage students to try to solve the puzzle before the presenter tells them the solution or ask the person telling a parable to stop before the end and ask listeners to guess at what happens at the end.

VOCABULARY Solution collocations

7

- Put students into pairs. Ask them to take turns to read the sentences aloud and discuss the appropriate situations to use the phrases. The following explanations are for your reference.

Phrase	Meaning
solve the dilemma of	to find a way of dealing with (a difficulty, etc.)
sort out the mess	to make free from confusion or ambiguity
clear up the misunderstanding	to find a satisfactory explanation for
overcome obstacle	to succeed in a struggle against something
solve the riddle of	to find an answer to (a problem, etc.)
crack	to solve (a problem, etc.)
get to the bottom of	to find out the real cause of

8

- Put students into pairs to practise using the phrases in Exercise 7 in given scenarios.
- Ask students to make more sentences with the phrases and invite them to share with the class.

SPEAKING Describing a solution

9 21st CENTURY OUTCOMES

- Before starting this exercise, refer students to the 21st CENTURY OUTCOME at the foot of the page 57, which is *Solve non-familiar problems in both conventional and innovative ways*. Point out that this means that students should feel free to approach the problem in any way they like.
- To introduce the idea of the task, you could talk about one of the problems listed, for example, maybe once you had a misunderstanding with a close friend. Tell the students about it and ask for their suggestions.
- Students work on their own for this first part of the speaking section. They should choose one or two of the problems listed and make a few notes about each. Monitor

the task and help any students who are finding it hard to think of something to write.

10

- Put students into pairs to tell each other their problems. One student explains the problem first and then the other student makes some suggestions. As they speak, encourage them to use some of the collocations from Exercises 7 and 8.

- Optional step.** Each time a student has explained his/her problem and received a suggestion, he/she can change partner. Then the student explains the problem again and receives a different suggestion from a new partner. The students with problems could repeat this a few times until they have received three or four different possible solutions.

11

- Students can either tell their partner what solution they found or if they have shared their problem with a few students (see Optional step in Exercise 10), they can say which student gave a suggestion which was the most similar to the solution they found.

6.3 What are our options?

LISTENING Discussing options for solving a problem

1

- Discuss the question as a class. If a student says they have been lost, ask them to explain to the class the events and encourage the other students to ask questions to find out more.

2


- Optional step.** To make more use of the photo and engage students in the situation, write the following question words on the board: *What ...? How ...? Who ...? Where ...? Why ...?* Tell students to work in pairs and that they have 60 seconds to create five questions about the photo. Time the students and then take suggestions for questions. As they say the questions, write some of them on the board, for example: *What are they doing? How did they get there? Who is in charge? Where have they come from? Why are they all looking at their maps?* Next, have students suggest possible answers to some of the questions. This kind of activity makes greater use of an image and students have to think more critically about what it shows.

- Put students into pairs to discuss the three questions.
- Conduct a class feed back.

Possible answers

- 1 colder weather, lack of food and water, possibly wild animals, darkness as night falls
- 2 Students' own answers – They're probably discussing if they should go back or stay put, light a fire, try using a phone, etc.
- 3 Students' own answers

3

- Explain to the class that they are going to listen to a conversation between three walkers who are lost, and that the walkers in the recording are not necessarily the people in the photo.
-  29 Play the recording. Students listen and take notes on the four questions.
- Students can compare their notes with a partner.
- Play the recording again, if necessary, so that students can add more details to their notes.

Transcript

Dom: This definitely isn't the right way.

Kate: You're right. There's no path here. We've lost the path.

Ian: We should have been at the camp by now.

Dom: Hmm. I think we have about an hour of daylight left.

Ian: I guess we aren't where we thought we were.

Kate: Well, what are our options?

Dom: We could go back the way we came. We were definitely on the trail an hour ago.

Kate: I suppose so. But won't we be going in the opposite direction from the camp?

Ian: That's what we don't know. If we knew which way the village was, we wouldn't be lost.

Dom: We could split up. Maybe one of us would find the path?

Kate: I'm not too sure about that. I'd rather stick together.

Ian: Kate's right. That's one of the basic rules of hill walking.

Dom: Let's just take stock of what we have first. Did anyone bring a torch?

Kate: Not me. I didn't expect to be out at night.

Ian: There's one on my phone. It's pretty small, and I don't have much battery power left.

Dom: OK, how about water?

Kate: I have about a litre.

Dom: Me, too. About a litre.

Ian: OK. I've got about half a litre. Anyway, if we have to stay out all night, we'll have enough water.

Kate: Good. We may not have any choice. What about fire? Do you two have any matches?

Dom: I've got a few. If we're careful, it should be enough to start a fire.

Ian: We might be pretty close to the camp now without knowing it. How about if we just call out?

Dom: It's worth a try. But it doesn't feel to me like we're near the camp.

Kate: That's because we're lost!

Ian: Let's try it.

Dom: OK, sure, what have we got to lose?

All: Hello? Maya! Jack! Can you hear us? Hello!

Kate: Hmmm. Did you hear anything?

Dom: No, I ...

Voice: Dom! Kate! Is that you?


Kate: Jack! Hey! We're here!

Dom: Come on. I think it's that way ...

Answers

- 1 the path
- 2 late afternoon because they say there's about an hour of daylight left
- 3 going back the way they came or splitting up and looking for the path
- 4 calling out to see if anyone at the camp can hear them

4

-  29 Play the recording. Students listen again and match the sentences with the responses.

Answers


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

Pronunciation Stress in content and function words

5a

- Before students try to predict which words to underline, you might need to explain how in English we tend to stress content words and not stress function words. For example, stressed content words tend to be adjectives, adverbs,

contractions with *not*, main verbs, nouns and question words. Function words are auxiliary verbs, conjunctions, personal pronouns and the verb *to be*. Because content words give the listener the key information, they are stressed. Function words are only stressed if said in isolation for some reason or to change the emphasis, for example, *What did he do?* (usual) or *What did he do?* (to put emphasis on the person). With this information, ask students to predict the stressed words in the eight sentences.

-  30 Play the recording for students to listen and check.
- To check the answers, you could play the recording again and pause after each sentence. Encourage students to read out their answers aloud and use this as an opportunity to provide help with correcting their stress patterns.

Answers

- 1 What are our options?
- 2 We could split up.
- 3 I'd rather stick together.
- 4 Did anyone bring a torch?
- 5 There's one on my phone.
- 6 Do you two have any matches?
- 7 It's worth a try.
- 8 What have we got to lose?

5b

- Put students into pairs to practise saying the sentences with the same stress patterns.
- Monitor the pairs and interrupt where necessary to help improve the way they are saying the sentences. Even at high levels, students will appreciate any fine-tuning of their pronunciation.

Mumble drill

A 'mumble drill' is when you ask students to try saying some phrases under their breath, so they are mumbling the words or phrases. They do this to themselves before trying to say it aloud. It's a useful way to practise the language alone before sharing your pronunciation with a partner. You could have students do mumble drills with the eight sentences first before practising with a partner.

TEACHING TIP

SPEAKING Finding solutions

6

- **Optional step.** Books closed. To get students thinking about the type of language they might need to use to discuss solutions, write the four headings from the expressions box on the board: *Considering options*, *Talking about possible outcomes*, *Raising doubts* and *Deciding to take action*. Ask students to suggest expressions for each category. After the class has suggested a few, tell students to open their books and compare their suggestions with those listed on the page.
- Put students into groups of three. Each group should come up with a series of ways to solve the problem and then select the best one.

7

- Join each group with another group to compare their solutions.

PUTTING IT TOGETHER A procrastination counselling role play

8

- Students study the flow chart and answer the three questions about it. Define the word *procrastinator*, if necessary (a person who avoids making a final decision).
- **Optional step.** An alternative way to set this task up so that it involves reading and speaking is to put students in A/B pairs. Student A closes their book. Student B reads out the questions on the flow chart and Student A answers. At the end, Student B tells A what their answers mean. Then the pairs swap roles and repeat the same activity with Student A reading and speaking and Student B answering the questions.

To share answers with the whole class or not?

Using questionnaires and flowcharts in lessons can be intrinsically motivating; many students enjoy tasks which relate to them personally. However, not all students will want to share the results of such reading texts with their peers. So, allow students to work on their own when reading and thinking about the answers. How much you encourage students to comment on their answers will depend on the class and whether you feel everyone is happy to talk about themselves openly. One alternative route is to have students comment on the reading itself and say whether they think it was effective or useful.

TEACHING TIP

Answers

- 1 The purpose is to find out what type of time-waster you are.
- 2 Students follow the flow chart and answer the questions. They follow the directions until they arrive at one of the three person-types at the end.
- 3 Students can reflect on whether they think the chart gives a realistic description.

9

- Ask students to study the flow chart closely and orally summarise what they have learnt from it.
- The three types of procrastinators and their characteristics are:

Last-minute procrastinator	Thrill seekers who enjoy experiencing the pressure of working against a deadline.
Fear procrastinator	Avoiders who avoid being judged because they fear success as much as failure.
Decision procrastinator	Indecisive people who are often perfectionists but procrastinate to move the responsibility away from themselves.

10

- Ask students to follow the procedures in the Coursebook to perform the scenario.
- After the performance, offer students the possible solutions to the three different types of procrastinators:
 - 1) Thrill seeker: Constantly set and adjust deadlines so that you still get the adrenaline rush but are using your time more effectively than procrastinating.
 - 2) Avoider: Success is a good thing and nothing to be ashamed of. Failure is a way to learn and improve. To work efficiently, focus on doing the best job you can but not on what others think.
 - 3) Indecisive: Not everything has to be perfect. So try to take small risks and use your intuition. Mistakes may mean you learn something new. To avoid getting stuck or stressed, split up the task into more manageable parts.
- Encourage students to come up with more effective solutions to the problem of procrastination.

► Photocopiable communicative activity 6.2: Go to page 201 for further practice of language of purpose. The teaching notes are on page 219.

INTRODUCE THE TASK

Tell the class that they are going to give a presentation about challenges they have overcome.

- **Optional step.** Write the word 'challenges' on the board. Elicit what the students mean by 'challenge'. Then put the students into small groups and ask them to think about a challenge they have faced (individually). Tell them to conduct a brief discussion to share their thoughts on what the challenge was / why they found it difficult / how they managed to overcome it. Invite a few students to tell their stories to the whole class.

YOUR IDEA

1

- Tell the class to read the three pieces of advice (1-3) about how to prepare for job interviews and match them with the titles (a-c). Set a time limit of 3 minutes to encourage scanning for the answers. Ask students to check their answers in pairs / small groups. If answers differ, encourage them to justify their choices by finding the relevant parts in the texts.

Answers

1 b 2 a 3 c

2

- Tell students to read the instruction and choose one from the options listed. Then ask them to write notes about a challenge they faced. Emphasize that they should only write notes, not full sentences.

3

- Ask students to look back at their notes in exercise 2 and answer the four questions. When finished, get students to discuss their answers in pairs. Encourage them to comment on the answers, asking for extra information if needed, but also making sure that the answers are relevant.

Example answers

- 1 My challenge relates to my studies. I had to prepare for an English exam.
- 2 I find exams quite stressful and I'm not the best student, so I was quite nervous.
- 3 It was difficult, but how I got through the challenge was just by focusing on preparing as best I could. I came up with a revision schedule to make sure I covered all the topics that might have been included in my exam.
- 4 My friends and family were a great help to me. They kept me motivated and made sure that I didn't get distracted when I was revising.

4

- Tell students to read the instruction. Elicit what the task requires them to do: gradually moving away from the notes and ensuring that they maintain a steady pace throughout their talks.
- Put them in pairs and ask them to talk about their challenges, including all the details from exercise 3. Explain that this practice will lead to the presentation so the speaker should stand up and talk without interruption.
- When finished, the partner should give some feedback on the content / organisation and delivery, pointing out what was good but also choosing one aspect for improvement. [There are endless options here but the important thing is to keep the comments light-hearted and constructive.]
- Monitor the activity, make notes of incorrect grammar / vocabulary. At the end put these examples on the board and invite the class to correct them collectively.

ORGANIZING YOUR PRESENTATION

5

- Ask students to read the five steps of presentation (1-5) and match them with the examples of useful language (a-j). Once they've done the matching individually, get them check first in pairs and then as a whole class.
- Remind them that steps 1-5 will give them the framework / sequence for the presentation.

Answers

1 c,i 2 a,g 3 e,j 4 b,h 5 d,f

YOUR PRESENTATION

6

- Go through the useful language section in each part and get students to think about how they would fill in the gaps / complete the sentences. Ask them to choose the option they are the most comfortable with.
- Then focus the students' attention to the boxes where they need to write the notes. Elicit why it is important to write notes rather than full sentences. Ask them to identify the section that will have the content they practised in exercise 4 but also get them think about what changes they need to make.

Example answers

- 1 Hello everyone. A very warm welcome to you all.
- 2 I'm (name).
- 3 A few years ago, I found many social situations quite stressful experiences. Something that was very difficult for me was going to parties and speaking to new people. It might sound silly, but as a shy person I found this almost impossible.
- 4 It was tough but I had to work on my anxiety and develop strategies to deal with my nerves when I met new people. I got a lot of self-help books, but what helped me most was just putting myself into different situations where I had to meet and talk to new people – I signed up for an evening class, I joined a local book club, basically I put myself out and about rather than just staying at home.
- 5 A big thank you for listening to me today.

7

- *Ideally this task should be set for homework.*
 - Introduce the set of criteria for self-assessment to the students. Make sure you clarify what each point means by either eliciting explanation from the students or explaining yourself what they need to do. Encourage them to practise the presentation several times at home and do this self-check list after each practice. Tell them they will need this form for the next class.
 - *It is likely that the presentations take place during the next lesson. The setup will depend on the class size and time available. The following procedure is only a suggestion:*
1. *Photocopy p.61 so there are multiple copies for each student.*
 2. *Give out the photocopies and explain that students need to use them to assess each presentation both for structure (6) and performance (7).*
 3. *Nominate a student (or ask for a volunteer) to give their presentation.*
 4. *Tell the audience to use the form to assess the presentation. (It is enough to appoint 4-5 students from the class to do this.)*
 5. *Conduct a feedback session where the 'markers' give their opinion but make sure the presenter's self-assessment section (7) is part of the discussion.*
 6. *Divide the class into smaller groups where students take turns to give their presentations and peer feedback as above.*

7 高等教育出版社版权所有 Imagination

UNIT AT A GLANCE

THEME: Looking at different ways in which we can use and apply our imagination more effectively

TED TALK: *Taking imagination seriously.* Artist Janet Echelman talks about how she applies imagination to her sculptures by combining traditional art forms with modern materials.

AUTHENTIC LISTENING SKILLS: Inferring meaning from context

CRITICAL THINKING: Reading between the lines

PRESENTATION SKILLS: Being authentic

VOCABULARY: Expressions with *mind*

PRONUNCIATION: Contraction with *have*

READING: *The power of visualization*

LISTENING: Speculating about a mystery

SPEAKING: Talking about visualization, Speculating

PUTTING IT TOGETHER: A production of 'Journey to the West'

LEAD IN

- Books closed. Write the word *imagination* on the board and ask students to form other words or word forms from it such as: *image*, *imagine*, *(un)imaginative*.
- Draw students' attention to the fact that the main root of the word is *image*; in other words, *imagination* is about creating pictures in your mind.

Etymology

At this high level of C1, many of your students will be interested in the etymology of words in the English language, so take the opportunity to focus on them when possible. You can find out about the origins from one of the various online etymology dictionaries online. For example, the word *image* in English originates from the Latin verb *imitari* meaning to copy or imitate. This use of etymology and recognizing the root of the word is also developed in the *Authentic Listening Skills* section of this unit.

- Books open. Ask students to look at the photo of a sculpture on pages 62 and 63 by John Davies. Ask *What do you think the sculptor imagined when he made this sculpture? What does it make you think of?*

TED TALKS BACKGROUND

1

- Ask students to read the paragraph about Janet Echelman and her talk. Answer any queries about the vocabulary.

- Discuss the three questions as a class. As students talk about these questions, encourage them to refer to actual events that they have seen on the news (or even experienced themselves) where communities are affected by natural disasters.

Possible answers

- The title refers to the idea that using your imagination is not normally associated with being serious. However, in this TED Talk the speaker argues how important it is.
- Echelman's materials are very light and strong because they have to float in the wind but not get blown away.
- Students give their own answers to this question. Ideally, students will show pictures of the artworks that they like. These could be found online and shown on an IWB or projector; alternatively, ask students to bring in pictures of their own.

KEY WORDS

2

- Put students into pairs. Ask students to read the sentences first and guess the meaning of the bold words.
- Ask students to then match the words in bold with their definitions.
- Check answers with the class, then spend some time checking the pronunciation of the six bold words. Ask students how many syllables there are in *idiosyncratic* (six) and *ephemeral* (four) and to note the silent *k* in *knot*.


Answers

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

AUTHENTIC LISTENING SKILLS

Inferring meaning from context

3a

- Many of your students will be used to the idea of guessing the meaning of a word from context when reading, but inferring the meaning when listening is more difficult because you can't stop to re-listen to the words around it. Ask students what their strategies are for dealing with words they don't recognise when listening, for example, if someone says that they were handed an X, then X is probably a thing, and if they say they went to Y, then Y is probably a place.
- Ask students to read the text about inferring meaning in the Authentic listening skills box.
- Then ask students to look at the two sentences and try to work out what sort of word is missing in each gap, for example, number 1 might be some sort of paid trip or scholarship.
-  31 Play the recording. Students listen and complete the sentences.
- Students can compare their answers with a partner before you play the recording again and check the answers as a whole class.
- Explain to students that they aren't expected to give the exact meaning of the words (unless they know already) but should speculate. The actual meanings of the words are given below and you could tell students afterwards.

Transcript

In fact, after college I applied to seven art schools and was rejected by all seven. I went off on my own to become an artist, and I painted for ten years, when I was offered a Fulbright to India. Promising to give exhibitions of paintings, I shipped my paints and arrived in Mahabalipuram. The deadline for the show arrived – my paints didn't. I had to do something. This fishing village was famous for sculpture. So, I tried bronze casting. But to make large forms was too heavy and expensive.


Answers

- Fulbright (A 'Fulbright' refers to a scholarship offered to US citizens by the Fulbright Commission. The money is given to a range of people including academics and artists.)
- Mahabalipuram (Mahabalipuram is a place in the

Indian state of Tamil Nadu. It is famous in India as an ancient seaport town.)

3 casting (Bronze casting is a sculpting technique using bronze which is an alloy of copper and other metals, making it much harder than ordinary copper.)

3b

-  32 Play the recording. Students listen out for the three words.
- Put students into pairs to try to define the meaning of the words either through words or gestures.

Transcript

I went for a walk on the beach, watching the fishermen bundle their nets into mounds on the sand. I'd seen it every day, but this time I saw it differently – a new approach to sculpture, a way to make volumetric form without heavy solid materials.

Answers

bundle (v): to pile up
mounds (n): large piles or small hills
volumetric (adj): taking up a large space

- Note that the answers given here are definitions in the context of the recording; they have other meanings and forms so after the task, you could ask students to look the words up in a dictionary and check their own guesses. Earlier, if you looked at the etymology of the word *imagination*, also point out that the word root of *volumetric* is *volume*. Originally, the Latin word referred to part of a set of books. Later it was used more generally to refer to the mass or quantity of something which is it how it is commonly used today.

Extra activity


Buzz

This opening page in the unit introduced a number of new words so as a way to end this part of the lesson, write these words randomly on the board: *imagination, sculpture, idiosyncratic, ephemeral, lace, knot, fibres, billowing, mounds, bundle*. Ask each student to choose five of the words and write five sentences with them in. Then they work with a partner. They read their sentence aloud but say the word 'Buzz' instead of the actual word chosen. Their partner has to guess the missing word.

7.1 Taking imagination seriously

TED TALKS

1

- Books closed. Before watching the TED Talk of Janet Echelman, ask students to name one of their own favourite artists; this could be a painter, a photographer, a sculptor or a musician. Ask them to say why they like this person's work and how it makes them feel?
- Books open. Allow students time to read the six sentences before watching the talk and ask about the meaning of any unknown words.
-  Play the whole talk. Students watch and write T or F next to each sentence. Rather than have students try to watch and do the exercise at the same time, it's probably worth having them watch and enjoy the talk first and then complete the task afterwards. They can also discuss the answers with a partner and try to remember what Janet said.
- Check the answers together and ask students to explain any that are false by trying to refer back to the wording in the talk.

Transcript

- 0.11** *This story is about taking imagination seriously. Fourteen years ago, I first encountered this ordinary material, fishnet, used the same way for centuries. Today, I'm using it to create permanent, billowing, voluptuous forms the scale of hard-edged buildings in cities around the world. I was an unlikely person to be doing this. I never studied sculpture, engineering or architecture. In fact, after college I applied to seven art schools and was rejected by all seven.*
- 0.49** *I went off on my own to become an artist, and I painted for ten years, when I was offered a Fulbright to India. Promising to give exhibitions of paintings, I shipped my paints and arrived in Mahabalipuram. The deadline for the show arrived – my paints didn't. I had to do something. This fishing village was famous for sculpture. So I tried bronze casting. But to make large forms was too heavy and expensive. I went for a walk on the beach, watching the fishermen bundle their nets into mounds on the sand. I'd seen it every day, but this time I saw it differently – a new approach to sculpture, a way to make volumetric form without heavy solid materials.*

- 1.36** *My first satisfying sculpture was made in collaboration with these fishermen. It's a self-portrait titled 'Wide Hips.' We hoisted them on poles to photograph. I discovered their soft surfaces revealed every ripple of wind in constantly changing patterns. I was mesmerized. I continued studying craft traditions and collaborating with artisans, next in Lithuania with lace makers. I liked the fine detail it gave my work, but I wanted to make them larger – to shift from being an object you look at to something you could get lost in.*
- 2.21** *Returning to India to work with those fishermen, we made a net of a million and a half hand-tied knots – installed briefly in Madrid. Thousands of people saw it, and one of them was the urbanist Manuel Solà-Morales who was redesigning the waterfront in Porto, Portugal. He asked if I could build this as a permanent piece for the city. I didn't know if I could do that and preserve my art. Durable, engineered, permanent – those are in opposition to idiosyncratic, delicate and ephemeral.*
- 3.02** *For two years, I searched for a fibre that could survive ultraviolet rays, salt, air, pollution, and at the same time remain soft enough to move fluidly in the wind. We needed something to hold the net up out there in the middle of the traffic circle. So we raised this 45,000-pound steel ring. We had to engineer it to move gracefully in an average breeze and survive in hurricane winds. But there was no engineering software to model something porous and moving. I found a brilliant aeronautical engineer who designs sails for America's Cup racing yachts named Peter Heppel. He helped me tackle the twin challenges of precise shape and gentle movement.*
- 3.54** *I couldn't build this the way I knew because hand-tied knots weren't going to withstand a hurricane. So I developed a relationship with an industrial fishnet factory, learned the variables of their machines, and figured out a way to make lace with them. There was no language to translate this ancient, idiosyncratic handcraft into something machine operators could produce. So we had to create one. Three years and two children later, we raised this 50,000-square-foot lace net. It was hard to believe that what I had imagined was now built, permanent and had lost nothing in translation.*
- 4.45** *This intersection had been bland and anonymous. Now it had a sense of place. I walked underneath it for the first time. As I watched the wind's*

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choreography unfold, I felt sheltered and, at the same time, connected to limitless sky. My life was not going to be the same. I want to create these oases of sculpture in spaces of cities around the world. I'm going to share two directions that are new in my work.

- 5.26** Historic Philadelphia City Hall: its plaza, I felt, needed a material for sculpture that was lighter than netting. So we experimented with tiny atomized water particles to create a dry mist that is shaped by the wind and in testing, discovered that it can be shaped by people who can interact and move through it without getting wet. I'm using this sculpture material to trace the paths of subway trains above ground in real time – like an X-ray of the city's circulatory system unfolding.
- 6.07** Next challenge, the Biennial of the Americas in Denver asked, could I represent the 35 nations of the Western hemisphere and their interconnectedness in a sculpture? I didn't know where to begin, but I said yes. I read about the recent earthquake in Chile and the tsunami that rippled across the entire Pacific Ocean. It shifted the Earth's tectonic plates, sped up the planet's rotation and literally shortened the length of the day. So, I contacted NOAA, and I asked if they'd share their data on the tsunami, and translated it into this. Its title: '1.26' refers to the number of microseconds that the Earth's day was shortened.
- 6.59** I couldn't build this with a steel ring, the way I knew. Its shape was too complex now. So I replaced the metal armature with a soft, fine mesh of a fibre fifteen times stronger than steel. The sculpture could now be entirely soft, which made it so light it could tie in to existing buildings – literally becoming part of the fabric of the city. There was no software that could extrude these complex net forms and model them with gravity. So we had to create it.
- 7.35** Then I got a call from New York City asking if I could adapt these concepts to Times Square or the High Line. This new soft structural method enables me to model these and build these sculptures at the scale of skyscrapers. They don't have funding yet, but I dream now of bringing these to cities around the world where they're most needed.
- 8.05** Fourteen years ago, I searched for beauty in the traditional things, in craft forms. Now I combine them with hi-tech materials and engineering to create voluptuous, billowing forms the scale of buildings. My artistic horizons continue to grow.

8.31 I'll leave you with this story. I got a call from a friend in Phoenix. An attorney in the office who'd never been interested in art, never visited the local art museum, dragged everyone she could from the building and got them outside to lie down underneath the sculpture. There they were in their business suits, lying in the grass, noticing the changing patterns of wind beside people they didn't know, sharing the rediscovery of wonder.

9.02 Thank you.

9.07 Thank you. Thank you. Thank you. Thank you.

Answers

- 1 T
2 T
3 F (In 3.54–4.00 she describes working with a factory to make the nets by machine but using knots traditionally used with hand-made nets.)
4 T
5 T
6 F (The story is about a legal firm which went outside to lie in the grass and look at one of her sculptures.)

- Before playing the talk again, ask students to give their reaction to the TED Talk. Ask *What do you think of Echelman's sculptures? What do you like about them? Would you like one in your town or city?*
- Refer students to the glossary at the foot of the spread where the differences between north American and British English spelling and terminology is pointed out. See Teaching tip 1 on page 6 of the introduction for ideas on how to present and practise these differences.

2

- Before watching the talk again, students could try to answer some of the questions based on their first viewing.
- **7.1** Play the first part of the talk from 0.00–5.25. Students watch and complete their answers.

Answers

- 1 She went off on her own and taught herself after being rejected by seven art colleges.
2 The village was famous for sculpture, and it was a fishing village, so she saw fishing nets.
3 Local fishermen; it was an image of herself.
4 Lithuanian lace makers
5 They wanted a permanent structure.
6 An industrial fishnet factory.

3

- Ask students to read the text first before watching the second part of the talk.
- ▶ 7.1 Play the talk from 5.26–7.34. Students watch and correct the errors in the text.
- As you play the talk, it may be worth pausing after certain key words if you think students might find it hard to identify the incorrect words.

Answers

smoke → mist
above → under
photographs → data
longer → shorter
more delicate → stronger
trees → buildings

4

- Ask students to read the questions and see if they can answer any of them from memory.
- ▶ 7.1 Play the third part of the talk from 7.35 to the end. Students watch and answer the questions.

Answers

1 It hasn't been built because there is no funding available.
2 traditional craft forms and hi-tech materials and engineering
3 They rediscovered wonder while lying under it and looking up.

VOCABULARY IN CONTEXT

Extra activity

Inferring the meaning from context

On the previous spread, students practised inferring meaning of words from the context when listening. You could develop that aspect of listening further by reading the five sentences from the clips from the TED Talk aloud to the class and asking them to try and guess at the meaning of the words in bold.

The sentences are:

- 1 I discovered their soft surfaces revealed every ripple of wind in constantly changing patterns. I was **mesmerized**.
2 I liked the fine detail it gave my work, but I wanted to make them larger – to **shift** from being an object you look at to something you could get lost in.

3 Thousands of people saw it, and one of them was the urbanist Manuel Solà-Morales who was redesigning the **waterfront** in Porto, Portugal.

4 This intersection had been **bland** and anonymous. Now it had a sense of place.

5 I read about the recent earthquake in Chile and the tsunami that **rippled** across the entire Pacific Ocean.

Read each sentence aloud and say which word they have to guess. Then allow about 30 seconds for students to discuss in pairs the meaning. Don't ask for their ideas at this stage or give them the answers. After you have read all five and they have discussed possible meanings, go to Exercise 5.

5

- ▶ 7.2 Play the clips from the talk. When each multiple-choice question appears, pause the talk so that students can choose the correct definition for the words in bold.
- If students did the Extra activity above, then they can think about the meanings they inferred when listening and compare them to the choices given on screen.
- Students can compare their answers with a partner before you check the answers as a whole class.

Transcript and subtitles

1 I discovered their soft surfaces revealed every ripple of wind in constantly changing patterns. I was **mesmerized**.

- a very uncertain
- b a bit upset
- c totally absorbed

2 I liked the fine detail it gave my work, but I wanted to make them larger – to **shift** from being an object you look at to something you could get lost in.

- a change
- b fall
- c grow

3 Thousands of people saw it, and one of them was the urbanist Manuel Solà-Morales who was redesigning the **waterfront** in Porto, Portugal.

- a type of power station
- b area beside the sea
- c large swimming pool

4 This intersection had been **bland** and anonymous. Now it had a sense of place.

- a confusing
- b dangerous
- c uninteresting

5 I read about the recent earthquake in Chile and the

tsunami that **rippled** across the entire Pacific Ocean.

- a caused damage
- b moved in waves
- c exploded

Answers

1 c 2 a 3 b 4 c 5 b

6

- Before students talk to each other, allow them a couple of minutes to think about the three questions and to note down their answers.
- Put students into pairs to discuss the questions.
- Afterwards, ask different pairs to report back their answers and compare their ideas. If some students come from the same town or city they can see if they agree on which areas are or are not bland. Give feedback at this stage if any students still seem a bit unsure on how to use the new vocabulary correctly.

CRITICAL THINKING Reading between the lines

7 and 8

- Being able to read between the lines means that we read or listen to something and can infer the real meaning. To some extent, all three sentences require some reading between the lines based on what we learn about Janet from her presentation.
- Put students into pairs to comment on each of the three sentences by stating what they already know about Echelman.
- Afterwards, ask some of the pairs to report their answers to the whole class.

Answers

- 1 We know that she was asked to do a permanent installation for Porto, which she did. For the Denver commission, she was asked to represent the 35 nations of the Western hemisphere and their interconnectedness.
- 2 We know that she has been asked to install sculptures all over the world.
- 3 We know that she worked with fishermen, lace makers, engineers, and factories to help produce the sculptures that she sees in her imagination.

9

- Ask students to read the three comments and decide

which indicates that they have read between the lines correctly. They should also give reasons for their answers.

- Students can compare their answers with a partner before checking the answers as a whole class.

Answers

- a Sally, because many of the projects Echelman describes are collaborations with other people and learning new skills from them.
- b L8R, because it's unlikely that Echelman would devote so much time to her art if she didn't feel it served a function.
- c Pierre, because Echelman comes across as being very authentic (see next section) and never suggests she is better than others, rather that she can learn from others.

PRESENTATION SKILLS Being authentic

10

- Put students into pairs to try to create their own definition of *authentic*. You could also encourage them to suggest synonyms such as *real*, *honest*, *genuine*, *true*, *accurate* and *original*.
- **Optional step.** Before they read the tips in the Presentation skills box, ask the class to say how they think a presenter can show they are authentic. In addition, ask students to comment on Echelman's presentation and say how authentic they felt she was.
- **Optional step.** Ask students to read the tips in the Presentation skills box and underline or highlight key words and phrases that they think sum up what being authentic means.

11

- Ask students to read the list of tips in the Presentation skills box.
- ▶ 7:3 Play the clips from the talk. Students watch and discuss the questions in pairs. Replay parts of the video if necessary.
- Afterwards, ask some of the pairs to report their answers to the whole class.

Transcript

1 My first satisfying sculpture was made in collaboration with these fishermen. It's a self-portrait titled 'Wide Hips.' We hoisted them on poles to photograph.

2 There was no language to translate this ancient, idiosyncratic handcraft into something machine operators could produce. So we had to create one. Three years and two children later, we raised this 50,000-square-foot lace net. It was hard to believe that what I had imagined was

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now built, permanent and had lost nothing in translation.

3 Next challenge, the Biennial of the Americas in Denver asked, could I represent the 35 nations of the Western hemisphere and their interconnectedness in a sculpture? I didn't know where to begin, but I said yes.

Suggested answers

1 She is open about her failure to get into art school and her lack of formal training. In sharing the title 'Wide hips', she makes a little joke about her own appearance. She mentions in passing that she had two children during the development of the Porto project. When she speaks about the Denver project, she is open about the fact that the project seemed at first too broad to be doable. Her general attitude throughout the talk is one of modest openness.

2 As anyone would, she probably felt nervous. She appears generally relaxed during the talk, though at the start, there may be some sense of a slight nervousness in her voice.

12

- It might be worth setting this task up at the end of your lesson and letting students prepare their ideas for homework. Then they can do the presentations at the beginning of the next lesson.
- To provide students with a useful framework to follow for this presentation, suggest that they plan and present using this structure:

Describe what it was that seemed unlikely to you or others at the time

Describe what you did

Describe how you felt afterwards and what you learned from doing it.

- **Optional step.** After they have presented to one partner, students should share feedback on the presentation based on the bullet points in the Presentation skills box. Then they can work with another partner and repeat the presentation.

7.2 In my mind's eye

READING The power of visualization

1

- You can set up this first exercise in two different ways. You could either have students work alone with their books open and let them think about their answers to questions

1 and 2. They will need to imagine a place they would love to be and take notes on what they hear and smell. For question 3, they tell their partner about what they imagined and whether it was easy or difficult to imagine the place.

- Alternatively, if you feel the class will be willing, keep books closed and ask all the students to close their eyes. Then read out the instructions in questions 1 and 2 very slowly. Allow time for students to picture the place and then to imagine details about it. You could suggest additional things to imagine such as colours, sounds, the time of days, other people. After each suggestion, pause for a few seconds so that students have time to imagine different features. Finally, students open their eyes and report the experience in question 3 to their partner. Normally, students can imagine more by having their eyes closed.

When to do an activity and when not to do it

The previous suggestion asked for students to close their eyes and imagine a place. However, this might not be something you feel the students will feel comfortable doing. When deciding whether or not your students will be willing to do a certain classroom activity, the general rule is to ask yourself: 'Would I be willing to do this activity if I were a student?' If the answer is 'yes', then it's probably OK to do the activity because you will give the instructions with conviction and the students will feel relaxed about following your lead. If you are not convinced by an activity, students will often sense that and it won't work.

TEACHING TIP

2

- Ask students to read the questions first, and then read the article to find answers.
- Put students into pairs to discuss and compare their answers before you check answers as a class.

Answers

- 1 Imagining performing an athletic activity without doing it can affect the parts of the body you visualize using.
- 2 Visualizing the process rather than the success is probably the most effective approach.
- 3 For athletes, visualizing both the process of competition and a successful outcome improves performance.
- 4 Yes. Some people believe that visualization can be used to improve physical health.
- 5 No. Visualization cannot create things that don't exist.

3

- Put students into groups of four. Ask them to take turns to read the sentences aloud.
- Then ask students to read the article again and decide whether the statements are in accordance with the text.
- Ask students to discuss and compare answers in their groups before you check answers as a class.

Answers

1 T 2 T 3 F 4 F 5 T 6 F 7 F 8 T

4

- Students discuss the answers to these five questions in their group and make short notes for each one.
- When checking answers, ask students to refer to the relevant sections of the text to ensure everyone understands where the answer has come from.

Answers

- in conjunction with actual workouts
- 13.5% increase in muscle mass
- that visualization is a rehearsal
- Golfers visualize the success rather than the process.
- Dr Siegel's

- Optional step.** Open the topic of visualization up for discussion as a class. Ask *Other than at the start of this lesson, have you ever tried visualization? If so, how did it go? If not, would you like to try it? Why? / Why not?* Invite students to describe their experiences of using visualization techniques and/or their reasons why they wouldn't want to try it.

▶ Photocopiable communicative activity 7.1: Go to page 202 for a supplementary activity which uses visualization to imagine a future goal. The teaching notes are on page 219. After the activity, discuss students' reactions to the task using the questions in the Optional step above.

VOCABULARY Expressions with *mind*

TEACHING TIP

Collocations and fixed expressions

Some words such as *mind* collocate with quite specific verbs and also appear in various fixed expressions. Encourage students to try and spot such collocations and expressions when reading or listening and add them to their vocabulary notes.

5

- Put students into pairs. Ask them to take turns to read the sentences aloud and explain the meaning of the expressions. They should try to figure out their meaning from the context before referring to a dictionary to help if necessary. The following explanations are for your reference.

Expression	Meaning
in one's mind's eye	in one's imagination or memory
put one's mind to	to decide to do something and try very hard to achieve it
bear in mind	to remember and consider something when making a decision or before taking action
be in two minds	to be unable to decide about something

6

- Put students into groups of six. Ask them to discuss what each underlined expression means. The meanings of the expressions is as follows.

Expression	Meaning
my mind wanders	(of thoughts) not remaining on a single topic for a long period of time, particularly when working on an attention-demanding task
peace of mind	a feeling of being safe or protected
on my mind	preoccupying someone when they are thinking excessively about someone or something
keep an open mind	to be willing to listen to other people's opinions about someone or something
blow my mind	to extremely impress, overwhelm, or excite one
ease my mind	to make someone feel less worried about something

- Then ask each student to choose a different sentence and use it naturally in a short story they make up.
- Provide students with some basic storytelling techniques. For example:

Introduce the setting and the characters of the story at the beginning.

Have a complete plot line which includes the rising action, the climax and the falling action.

Tie up all loose ends to conclude the story.

7

- Students think about the situations in 1–5 and make brief notes for each one. Then put them into pairs to tell their partners what they thought of.
- Ask each pair to report back to the class with some of

their ideas. As they speak, listen carefully for correct use of the collocations and expressions with the word *mind*. Give immediate feedback or encourage peer feedback if there are any problems.

SPEAKING Talking about visualization

8 21st CENTURY OUTCOMES

- Before starting this exercise, refer students to the 21st CENTURY OUTCOME at the foot of page 67 which is *Make judgements: Effectively analyse claims and beliefs*. This is a key skill for any students who are working and studying in English; we often make judgements but are we reading or listening carefully enough to judge what is being claimed? So in the following exercise, students refer back to some of the claims and beliefs in the text about visualization and make judgements about them.

- Put students into small groups and allow them about five minutes to discuss the questions relating to the article. Monitor their discussion and provide language support where necessary. If possible you could provide each group with a large piece of flipchart paper so they can write their responses in bullet form on the paper.

9

- Put groups together to present their ideas to each other. After they have both presented their views, if they disagree on certain areas, allow time for discussion between the two groups or open it up for a whole class discussion.

7.3 That doesn't seem possible!

LISTENING Speculation


1

- Discuss the photo as a class. Ask students to speculate on what they think might have happened.

Background information

The photograph of the cars was taken just outside the Belgium village of Chatillon. There are various theories about why the cars were all left in the forest including one which says American soldiers abandoned the cars after the Second World War. The cars have now been removed from the forest and so there is only photographic evidence that they were once left here. If your students are intrigued by the image, they can search online for more information and photographs by typing in *Chatillon Car Graveyard*.

2

- Explain that students are going to listen to a conversation similar to the one they have just had in Exercise 1; the two speakers speculate about the photo of the cars.
- Before they listen, ask students to read the eight statements about the cars.
-  33 Play the recording once and then students complete the table by putting a tick in the correct column.
- Students can compare their answers with a partner, then play the recording again for them to check.

Transcript

Max: Have you seen this picture?

Lucy: Yeah, it's really weird, isn't it? Where was it taken?

Max: In Belgium, near a place called Chatillon.

Davina: What do you think happened there?

Max: I'm not really sure.

Lucy: That's odd. There might've been some natural disaster – a forest fire, maybe? Or an earthquake that completely destroyed the road?

Davina: Something like that. I imagine the cars were just abandoned. It looks as though people had to run away quickly for some reason.

Lucy: And they can't've been able to go back for them, right? Why would people leave so many cars and not go back for them?

Max: I guess whatever happened, the cars couldn't be moved afterwards. Or it mightn't've been practical to move them.

Davina: How long have they been there?

Max: They'd been there for about seventy years when this picture was taken.

Lucy: Maybe something happened very suddenly. What if it was an alien invasion, and all the people were taken from their cars? That may have been why they could never go back!

Max: Well, I hadn't thought of that, but ...

Davina: Here's another idea, though. Maybe the cars weren't put there all at once.

Max: What do you mean?

Davina: It looks like a traffic jam now, but maybe someone just dumped an old car in the forest, and then someone else added one. And the trees may have grown up around them. It might not have been a wooded area before.

Lucy: I can imagine that. One by one, people just

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kept taking old cars out there and leaving them, perhaps.


Davina: *So are the cars still there? Can people go and see them?*

Max: *No, they're not. They were taken away a few years ago.*

Answers

- 1 Definitely true 2 Maybe true 3 Maybe true
4 Maybe true 5 Definitely true 6 Maybe true
7 Maybe true 8 Definitely true

3


-  **33** Play the recording again. Students listen and complete the sentences with the missing verb forms. Note that the words also appear in the expressions box on the next page of the coursebook so students may find it helpful to refer to that when checking their answers.
- Ask students to compare their answers and they can also check them by reading the transcript on page 124.

Answers

- 1 might have been 2 imagine 3 can't have been
4 guess 5 might not have been 6 may have been

Pronunciation Contraction with *have*

4a

- Students at this level should be familiar with the idea that the auxiliary verbs *have* or *had* can be contracted. Before listening, they could try to predict the contracted forms in the sentences.
-  **34** Play the recording more than once if necessary for students to underline *have/had* when they are contracted or circle them when they remain as full forms.
- Play the recording again, pausing after each sentence when checking the answers together as a class.
- Afterwards, ask students if they can identify any kind of rule or guideline for when we contract the verb. In the sentences, we don't contract when it starts a question (1) or when the verb is a modal verb (3). When the verb is an auxiliary in a tense, we tend to contract it in everyday speech.

Transcript

Have you seen this picture?

There might've been some natural disaster.

It looks as though people had to run away quickly for some reason.

And they can't've been able to go back for them, right?

It mightn't have been practical to move them.

They'd been there for about seventy years when this picture was taken.

Answers

- 1 Have you seen this picture?
2 There might have been some natural disaster.
3 It looks as though people had to run away quickly for some reason.
4 And they can't have been able to go back for them, right?
5 It might not have been practical to move them.
6 They had been there for about seventy years when this picture was taken.

4b

- Put students into pairs and ask them to practise saying the sentences in Exercise 4a with the contractions.
- To help the monitoring of this activity, you could add a third student whose job is to check if contractions are being used. They can ask a student to repeat the sentence if they don't hear a contraction. Alternatively, monitor the pair work and ask students to repeat the sentence when necessary.

SPEAKING Speculating

5

- Begin by asking students to look at the image and speculate what it might show. Then, ask students to read the text about the world's most mysterious manuscript.
- **Optional step.** In the next stage, students will need to speculate about the book, so try to focus their attention on the list of Useful expressions for speculating on page 69. One way to do this is to ask students to read all the expressions and to choose five in particular that they would like to use in the discussion. Encourage them to select five which they might not normally use. When speaking, they should aim to try and use all five of them.
- Put the students into groups of three and ask them to discuss what the book might mean, who may have written it and what it might show. (If you feel some groups might struggle to come up with ideas about the book, you could brainstorm a few as a whole class before starting the group work.)
- As the groups discuss the manuscript, one student should take notes on what the group decides for each of the three questions. They can then present their ideas to the rest of the class at the end and compare their views.

- **Optional step.** For the group discussion above, put one student in charge of ticking expressions in the Useful language box every time the group uses one. For example, if a student starts a sentence with *I imagine that ...* the listening student ticks the expression. When the speaking students know they are being listened to like this, they will attempt to make wider use of the expressions given. At the end, the listening student feeds back to the group on how many expressions they used correctly.

▶ Photocopiable communicative activity 7.2: Go to page 203 for further practice of the functional language for speculating. The teaching notes are on page 219.

PUTTING IT TOGETHER A production of *Journey to the West*

6

- Before starting the exercise, look at the title of the infographic and ask for a volunteer to try and define the meaning of the term *daydream*. It refers to when a person is having pleasant thoughts to the point where they forget about what they are doing in the present.
- Put students into pairs to discuss the questions, then have a quick class feedback session.

Possible answers

- 1 People often daydream at work when doing repetitive tasks or at school during lessons.
- 2 Daydreaming can have negative connotations but some people regard it as a positive experience which helps them to be creative.

7

- Ask students to look at the infographic. Refer them to the title and check they understand the term *wandering* (walking without a fixed direction).
- Students answer the two questions based on the information given.
- Students can compare their answer with a partner before you check the answers as a whole class.

Answers

- 1 The colourful parts show the areas of the brain which are very active.
- 2 These parts become coloured when the brain is not doing a routine task but is daydreaming and problem-solving.

Extra activity

One sentence summaries

Before reading the text to identify the use of the structures in bold in the next exercise, you could ask students to read the text and try to sum it up in one sentence. For example: *Some scientists believe that we can solve complex tasks by daydreaming when doing routine tasks.*

8

- This project is aimed to foster students' problem solving ability by stimulating their imagination and creativity.
- The tale of *Journey to the West* is selected as the background of the scenario due to the consideration of connecting Chinese culture with the target language. The well-known story of the four characters contributes to the students' enthusiastic participation in the project.
- Ask students to write the scripts for the role play based on the scenarios given. A play script should include five basic parts: exposition, rising action, climax, falling action and resolution. Exposition opens a play by providing basic information needed in the story such as the background information about events, settings and characters. Rising action in a plot is a series of relevant incidents that create suspense, interest and tension. Climax is the particular point in a story at which the conflict or tension hits the highest point. Falling action occurs right after the climax, when the main problem of the story resolves. Resolution is the ending of the story.
- Help students revise their play scripts. Make sure that the play scripts contain the basic parts and help correct the language mistakes.
- Ask students to rehearse the play before the formal performance. Remind them to pay attention to the time limit of the play.

8

Working together

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UNIT AT A GLANCE

THEME: Looking at the ways in which people work in teams, both successfully, and less successfully

TED TALK: *Build a tower, build a team.* Writer, business consultant and designer Tom Wujec presents some of his surprising conclusions about effective teamwork through the results of a team-building activity called the Marshmallow challenge

AUTHENTIC LISTENING SKILLS: Understanding contrastive stress

CRITICAL THINKING: Supporting the main idea

PRESENTATION SKILLS: Using visuals

VOCABULARY: Teams and teamwork

PRONUNCIATION: Emphasizing the main focus of the sentence

READING: *Bad team building*

LISTENING: Reviewing a project

SPEAKING: Work issues, Taking part in a meeting

PUTTING IT TOGETHER: A research into group activity engagement

LEAD IN

- Books closed. The following lead-in activity combines students working on their own and in teams. It's also a useful vocabulary exercise. Ask each student to write the word *teamwork* in large block capitals across a piece of paper like this: T E A M W O R K
- Give students three minutes to think of eight (positive or negative) words that they associate with teamwork and to write them vertically using all eight letters in teamwork. For example:

f							
a		s					l
s		h				a	i
T	E	A	M	W	O	R	K
e	a	r	o	i	f	g	e
r	s	e	r	n	f	u	
	i		e	n	i	e	
	e			i	c		
	r			n	e		
				g			

- Students will find it very hard to think of eight words in the time, but they should get at least three or four.
- Stop students after three minutes and put them in groups of three. Ask them to share their ideas with each other and, as a team, to come up with eight words.

Recycling and extending vocabulary

The lead in activity above can also be used in a similar way with other words. For example, students can write the name of a famous place and then think of words which describe it using the letters in the name of the place. It's a way to recycle vocabulary and to make it memorable. Students also share and help each other to remember words or learn new words.

TEACHING TIP

TED TALKS BACKGROUND

1

- Ask students to look at the photo on pages 70 and 71. Ask questions about the photo and elicit answers from individuals: *Where do you think this photo is taken? What are the men doing? The title of this unit is 'working together' so what does the photograph demonstrate? It demonstrates how much people can do when they work together rather than alone.*
- Ask students to read the paragraph about Tom Wujec and his talk. Ask them to speculate what a 'marshmallow challenge' might be.
- Put students into pairs to discuss the questions, then have a class feedback session.

Possible answers

- 1 phone calls, conversations, emails, formal presentations, websites, etc.
- 2 sales results, information about markets, project ideas, etc.
- 3 Wujec's work looks at how groups work together and the ways in which they work. Clearly he would find the photo of interest because it shows one way of working together.

KEY WORDS

2

- Ask students to read the sentences first and guess the meaning with their partner. Then match the words in bold to their definitions.
- Check answers as a class. Point out that the term *kindergartener* is an American term. In Britain, *kindergarten* is normally referred to as *reception*, but there is no term to refer to the actual child in this year.

Answers


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

- Check that students can say the six words and ask them mark the stressed syllable and say the number of syllables in each: *collaboration* (five syllables), *facilitation* (five syllables), *assumption* (three syllables), *executive* (four syllables), *admin* (two syllables), *iterative* (four syllables), *kindergartener* (four syllables).

AUTHENTIC LISTENING SKILLS

Understanding contrastive stress

3a


- Ask students to read the text about contrastive stress in the Authentic listening skills box. As they are doing this, write the following sentence on the board: *I thought I was late, but actually I was early.*
- Ask students to say which two words in the sentence are stressed (*late* and *early*). Then model the pronunciation for them and have students repeat the sentence with the correct stress.
-  35 Play the recording and students underline the stressed words in the sentences. Alternatively, they can read the sentences and try to predict which words will be stressed first. Then play the recording for them to check.
- Put students into pairs to practise reading the

sentences aloud. Monitor closely for the correct stress patterns.

Answers

- 1 And though it seems really simple, it's actually pretty hard.
- 2 So CEOs: a little better than average, but here's where it gets interesting. If you put an executive admin on the team, they get significantly better.
- 3 So the same team went from being the very worst to being among the very best.

3b

-  36 Play the recording and students note down which two ideas are being contrasted in extract 4 and which two groups of people are being contrasted in extract 5. You may need to play the recording several times. If necessary, ask students to turn to the transcript on page 124 and read while they listen.
- Students can compare their answers with a partner before you check with the class as a whole.

Transcript

4 Kids get instant feedback about what works and what doesn't work.

5 And the reason is that business students are trained to find the single right plan, right? And then they execute on it. And then what happens is, when they put the marshmallow on top, they run out of time and what happens? It's a crisis. Sound familiar? Right. OK, what kindergarteners do differently is that they start with the marshmallow and they build prototypes.

Answers

- 4 works, doesn't work
- 5 Business students, kindergarteners

8.1 Build a tower, build a team

TED TALKS

Extra activity

Vision off, sound on

Books closed. The TED Talk in this unit describes a highly visual activity so as an alternative to starting straight away with the comprehension questions, you could play all or the

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first part of the talk so that students only hear the sound, but can't watch the video; perhaps the first two minutes. They listen and note down what visuals they think the presenter might be showing his audience. Then they discuss their ideas in small groups before you finally show the talk, this time with the screen on so they can compare their ideas with what he actually shows.

1

- Books open. Give students time to read the six sentences before watching the talk and ask about the meaning of any unknown words. Note that marshmallows do not exist in every country. If your students are not familiar with them, explain that they're a soft sweet made from sugar and formed into a round shape. In the USA, children often toast them on a fire.

- **▶ 8.1** Play the whole talk. Students watch and write T or F next to each sentence. Rather than have students try to watch and do the exercise at the same time, it's probably worth having them watch and enjoy the talk first and then complete the task afterwards. They can also discuss the answers with a partner and try to remember what Tom said.

- Check the answers together and ask students to explain any that are false by trying to refer back to the wording in the talk.

Transcript

0.12 *Several years ago here at TED, Peter Skillman introduced a design challenge called the marshmallow challenge. And the idea's pretty simple: Teams of four have to build the tallest free-standing structure out of twenty sticks of spaghetti, one yard of tape, one yard of string and a marshmallow. The marshmallow has to be on top. And, though it seems really simple, it's actually pretty hard because it forces people to collaborate very quickly. And so, I thought this was an interesting idea, and I incorporated it into a design workshop. And it was a huge success. And since then, I've conducted about 70 design workshops across the world with students and designers and architects, even the CTOs of the Fortune 50, and there's something about this exercise that reveals very deep lessons about the nature of collaboration, and I'd like to share some of them with you.*

1.01 *So, normally, most people begin by orienting themselves to the task. They talk about it, they figure out what it's going to look like, they jockey for power. Then they spend some time planning, organizing, they sketch and they lay out spaghetti.*

They spend the majority of their time assembling the sticks into ever-growing structures. And then finally, just as they're running out of time, someone takes out the marshmallow, and then they gingerly put it on top, and then they stand back, and – ta-da! – they admire their work. But what really happens, most of the time, is that the 'ta-da' turns into an 'uh-oh,' because the weight of the marshmallow causes the entire structure to buckle and to collapse.

1.44 *So there are a number of people who have a lot more 'uh-oh' moments than others, and among the worst are recent graduates of business school. They lie, they cheat, they get distracted and they produce really lame structures. And of course there are teams that have a lot more 'ta-da' structures, and among the best are recent graduates of kindergarten. And it's pretty amazing. As Peter tells us, not only do they produce the tallest structures, but they're the most interesting structures of them all.*

2.18 *So the question you want to ask is: How come? Why? What is it about them? And Peter likes to say that none of the kids spend any time trying to be CEO of Spaghetti, Inc. Right? They don't spend time jockeying for power. But there's another reason as well. And the reason is that business students are trained to find the single right plan, right? And then they execute on it. And then what happens is, when they put the marshmallow on the top, they run out of time and what happens? It's a crisis. Sound familiar? Right. What kindergarteners do differently is that they start with the marshmallow, and they build prototypes, successive prototypes, always keeping the marshmallow on top, so they have multiple times to fix when they build prototypes along the way. Designers recognize this type of collaboration as the essence of the iterative process. And with each version, kids get instant feedback about what works and what doesn't work.*

3.12 *So the capacity to play in prototype is really essential, but let's look at how different teams perform. So the average for most people is around twenty inches; business schools students, about half of that; lawyers, a little better, but not much better than that, kindergarteners, better than most adults. Who does the very best? Architects and engineers, thankfully. (Laughter) Thirty-nine inches is the tallest structure I've seen. And why is it? Because they understand triangles and self-reinforcing geometrical patterns are the key*

to building stable structures. So CEOs, a little bit better than average, but here's where it gets interesting. If you put an executive admin on the team, they get significantly better. It's incredible. You know, you look around, you go, 'Oh, that team's going to win.' You can just tell beforehand. And why is that? Because they have special skills of facilitation. They manage the process, they understand the process. And any team who manages and pays close attention to work will significantly improve the team's performance. Specialized skills and facilitation skills are the combination that leads to strong success. If you have ten teams that typically perform, you'll get maybe six or so that have standing structures.

4.30 And I tried something interesting. I thought, let's up the ante, once. So I offered a 10,000 dollar prize of software to the winning team. So what do you think happened to these design students? What was the result? Here's what happened: Not one team had a standing structure. If anyone had built, say, a one-inch structure, they would have taken home the prize. So, isn't that interesting? That high stakes have a strong impact. We did the exercise again with the same students. What do you think happened then? So now they understand the value of prototyping. So the same team went from being the very worst to being among the very best. They produced the tallest structures in the least amount of time. So there's deep lessons for us about the nature of incentives and success.

5.21 So, you might ask: Why would anyone actually spend time writing a marshmallow challenge? And the reason is, I help create digital tools and processes to help teams build cars and video games and visual effects. And what the marshmallow challenge does is it helps them identify the hidden assumptions. Because, frankly, every project has its own marshmallow, doesn't it? The challenge provides a shared experience, a common language, a common stance to build the right prototype. And so, this is the value of the experience, of this so-simple exercise.

5.54 And those of you who are interested may want to go to MarshmallowChallenge.com. It's a blog that you can look at how to build the marshmallows. There's step-by-step instructions on this. There are crazy examples from around the world of how people tweak and adjust the system. There's world records that are on this as well.

6.11 And the fundamental lesson, I believe, is that

design truly is a contact sport. It demands that we bring all of our senses to the task, and that we apply the very best of our thinking, our feeling and our doing to the challenge that we have at hand. And sometimes, a little prototype of this experience is all that it takes to turn us from an 'uh-oh' moment to a 'ta-da' moment. And that can make a big difference.

6.36 Thank you very much.

Answers

- 1 F (Most teams don't build a successful tower on their first try.)
- 2 F (Business people and kindergarteners approach the project very differently.)
- 3 T
- 4 T
- 5 F (When a cash prize is offered, teams perform even worse.)
- 6 T

- Ask students to give their reaction to the TED Talk. Ask: *What do you think of the marshmallow challenge? Do you think it really tells us something useful about teams? Why? / Why not?*

- Refer students to the glossary at the foot of the spread where the differences between North American and British terminology is pointed out. See Teaching tip 1 on page 6 of the introduction for ideas on how to present and practise these differences.

2

- Before watching the talk again, students could try to predict what words are missing from the sentences.

- ▶ **8.1** Play the first part of the talk from 0.00–1.00. Students watch and complete their answers.

- Students can compare their answers with a partner before you check with the class as a whole.

Answers

1 marshmallow 2 collaborate 3 the nature of collaboration

3

- Ask students to look at the steps for building a tower and discuss with a partner the order in which they think they are followed.

- ▶ **8.1** Play the second part of the talk from 1.01–1.43. Students watch and check their answers.

Answers

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

4

- Students could try to predict the correct options before watching the third part of the talk.
- ▶ 8.1 Play the third part of the talk from 1.44–3.11. Students watch and check their answers.

Answers

1 Business school graduates 2 Kindergarteners
3 fail 4 are keys to success

5

- Ask students to read the summary first and check their understanding.
- ▶ 8.1 Play the fourth part of the talk from 3.12 to the end. Students watch and complete the summary with the words in the box.

Answers

1 engineers and architects 2 executive admins
3 skills 4 prototyping 5 hidden assumptions
6 questions

VOCABULARY IN CONTEXT

6

- ▶ 8.2 Play the clips from the talk. When each multiple-choice question appears, pause the talk so that students can choose the correct definition.

Transcript and subtitles

1 They talk about it, they figure out what it's going to look like, they **jockey for power**.

- a compete for control
- b make detailed plans
- c organize themselves

2 They stand back, and – '**ta-da!**' – they admire their work.

- a 'What have I done?'
- b 'Yes! I've done it!'
- c 'Watch out!'

3 Most of the time, is that the '**ta-da**' turns into an '**uh-oh**'.

- a 'Wow, that's great!'
- b 'That's funny.'
- c 'Oh, no!'

4 I thought, let's **up the ante**, once.

- a increase the risk
- b make things more difficult
- c allow more time

5 That **high stakes** have a strong impact.

- a powerful leaders
- b large adjustments
- c chances of a big win or loss

Answers

1 a 2 b 3 c 4 a 5 c

7

- Before students talk to each other, allow them a couple of minutes to think about the three situations by drawing on their own personal experience and to complete the sentences.
- Afterwards, ask some of the pairs to report their discussions to the whole class. Give feedback at this stage if any students still seem a bit unsure on how to use the new vocabulary correctly.

▶ Photocopiable communicative activity 8.1: If your students would like to try doing the Marshmallow Challenge, go to page 204. The teaching notes are on page 220. Note that you will probably need at least 45 minutes to an hour for the whole activity.

CRITICAL THINKING Supporting the main idea

8

- Read the instructions with the class, then ask students to work alone to prepare a sentence which outlines Wujec's main idea.
- Students can compare their ideas with a partner before you check with the class as a whole?

Possible answer

Identifying our hidden assumptions about teamwork may help us avoid failure.

9

- Ask students to read the five comments about the talk, then answer the questions. Point out that they are giving their own views in question 3.
- Have a class feedback session.

Answers

- 1 The ideas of Bert, Alicia, Ian and Elise are all mentioned in his talk. The idea that Dom mentions is his own, and not addressed in Wujec's talk.
- 2 Wujec's main idea is explained by Bert: Identifying our hidden assumptions about team-work may help us avoid failure.
- 3 Students give their own views but they are likely to say that Wujec supports his idea well with his use of evidence and visuals.

PRESENTATION SKILLS Using visuals

10

- Books closed. Ask students what type of visuals they use in their own presentations at work or in their studies, for example, graphs, charts, pictures, cartoons. Ask *How do you think visuals help an audience? What do you think makes a good visual aid? What makes a bad one?*
- Books open. Ask students to read the tips in the Presentation skills box and compare them with their ideas on reasons for using visuals and what makes good/bad visuals.
- Put students into pairs to discuss three slides from the talk and answer the questions for each slide. After a few minutes, Put two pairs together so they can discuss and compare their ideas.

11

- Read through the list of slide types with the class.
- ▶ 8.3 Then play the clips from the talk. Students watch and look out for slides which match the three descriptions. There are no wrong or right answers so students' answers may vary.

12

- Students will need time outside of the lesson to think about which slides they want to use and to prepare the final presentation. Note that students could take their own photos of the English class to use in the presentation.
- **Optional step.** Instead of creating a new presentation, students could repeat a presentation they have prepared in a previous unit and reuse it for this exercise. However, this time they need to create visuals for it.
- Another alternative presentation topic would be if students did the marshmallow challenge (see Extra activity earlier), then they could take photos of their group working on it and give a presentation with the images about how their group worked as a team and how well they achieved the final task.

13

- Put students into new pairs. They take turns to give their presentations with the visuals. They should give each other feedback afterwards and can use the criteria from the tips box. For example, how clearly did the visuals present data? Did they offer examples of the main points?

8.2 How *not* to motivate people

READING Bad team building

1

- Books closed. Ask each student to brainstorm five phrases or sentences in English that they might use to motivate someone in their job or studies. Afterwards, put students into groups and share their ideas for motivational phrases. These might include *Well done! Good job! Excellent work! You can leave as soon as you finish this. I'll give a bonus to the person who sells the most.*
- Then ask students to suggest what can demotivate them at work or in their studies, for example, a poor manager or teacher, poorly equipped offices or library, criticism.
- Books open. Put students into pairs to discuss the questions. If students need the idea of team-building activities clarifying, then refer them to the picture in the article of people paintballing. If you have an IWB or a digital projector connected to the Internet, you could also search for 'team-building activities' and show the images that come up. You will find a wide selection showing groups of people involved in various activities which are supposed to help build a team.
- As students discuss, monitor and listen for especially interesting answers, especially ones where students have experience of good or bad team-building activities. Ask these students to tell the whole class afterwards.

2

- **Optional step.** You could set up the initial reading like a jigsaw reading. Put students into groups of three and each student is either A, B or C. They each read the corresponding paragraph about a team-building activity in one minute and then orally summarise it to the other students in their group. As they listen to each other, they should take notes on the key points. Then, when they read the text in the next step, they can check if they noted the key information correctly.

- Set a time limit of about two minutes for students to read the blog post to complete this exercise. The aim is to read for gist so they get the main understanding.

Answers

1 C 2 A 3 B

3

- Put students into small groups. Ask them to read the article and find out whether the statements are supported. Students should then take turns to read the statements aloud and say if they agree or disagree with them.
- This exercise can also be used to teach students ways of expressing agreement or disagreement. You can write some expressions on the board for their reference.

Answers

- Disagree. (Company A's team-building exercise made angry people even angrier.)
- Agree. (Company A's team-building exercise of paintballing made the employees see it as a great opportunity not to improve teamwork that was appealing, but to shoot paintballs at the colleagues they were angry with.)
- Disagree. (When Company A announced plans for a team-building exercise, employees felt very negative about the idea.)
- Disagree. (Company B's management chose a team-building exercise that forced people to perform.)
- Agree. (Company B's team-building exercise which was to enhance teamwork through singing brought up some very negative feelings for the employee because of the childhood memories of being forced to sing at school.)
- Disagree. (The main lesson from Company C is that for training to be effective, it needs to be suitable for the particular people it's being used with.)
- Disagree. (Company C's employees treated the training as a joke as they understood it would only lead to problems, so the team-building exercise was not effective at all.)

4

- Having read about the activities, ask students for their own reaction to doing them. Perhaps some of your students remember doing similar team-building activities so ask if they had the same effect as those listed in the blog post. *And ask Were they good for team-building or bad?*

VOCABULARY Teams and teamwork

5

- Put students into pairs. Explain that all underlined expressions are related to teamwork. Ask students to take turns to read the sentences aloud and discuss the appropriate situations to use the phrases. The following explanations are for your reference.

Expression	Meaning
bond as a group	to hold together or be held by a rope or adhesive
be a part of things	to be included or involved in something
pull your weight	to work as hard as other people in the group
do your fair share of	to have a lot or more than enough of something that one is due relative to what other people are receiving
be a team player	to work closely with other people
have a sense of belonging	to have the feeling of being connected and accepted within one's family and community
go the extra mile	to make more effort than is expected of you
share the load	each one of the group does some part of the amount of the work

6

- This task checks students' understanding of how to use the expressions presented in Exercise 5. As well as writing the answers down, students could do the exercise orally in the following way. They work in A/B pairs. Student A reads out the beginnings of the questions 1 to 4 and Student B has to end the sentence choosing the appropriate expression from Exercise 5. Then they swap roles with Student B reading the first part of the sentences in 5 to 8 and Student A choosing a correct ending.
- Check all eight answers as a class to make sure everyone understands.

Answers

- She went the extra mile.
- The man didn't pull his weight / didn't do his fair share of the work.
- We shared the load.
- She's a team player.
- He has a sense of belonging.
- He wanted to do his fair share of the work / pull his weight.
- They bonded as a team.
- She felt a part of things.

Extra activity

Follow-up questions

If you would like students to use some of the language from the vocabulary section in context, write these questions on the board and ask them to discuss them in pairs:

- 1 Which do you think is more important, being a team player or being able to work independently? Why?
- 2 Can you think of a time when someone has gone the extra mile for you? What happened?
- 3 Why is it important for co-workers to share the load, and for everyone to do their fair share of work?

As students discuss them, monitor and make sure they are responding in a way that demonstrates they have understood the expressions *team player*, *go the extra mile* and *share the load*.

TEACHING TIP

Finding collocations in a text

Having studied a number of collocations and words in fixed expressions in this vocabulary section, ask students to look back at the reading text and underline any collocations or expressions, either containing words from this vocabulary section or new ones that they think are useful. At this high level with long texts, identifying new collocates is always helpful as a follow-up task.

SPEAKING Work issues

7 21st CENTURY OUTCOMES

- Before starting this exercise, refer students to the 21st CENTURY OUTCOME at the foot of page 75 which is *Solve problems in both conventional and innovative ways*. In this exercise students will need to consider conventional and innovative ways of team-building.
- Put students into groups of three or four and ask them to brainstorm the types of work issues on campus that can be resolved by team building such as communication breakdown between people or time inefficiencies.
- Ask students to choose one problem to focus on and recommend some activities based on the five guidelines to make the team stronger. Then ask them to develop the programme for a team-building day.

8

- Each group takes turns to present their plans and timetable for the teambuilding day. As they present,

they should also explain how each session relates to the guidelines. If you have time, each group can present to the whole class. Otherwise, put two groups together and they present to each other. At the end they can ask each questions and give feedback on their plans.

8.3 If you'll just let me finish ...

LISTENING Reviewing a project


1

- Books closed. Ask students what they think an advertising agency does. What kinds of decisions do they have to make?
- Books open. Focus students' attention on the photo and read about the situation with an advertising agency working with a smoothie maker. You may need to define what a smoothie is for some students: *A smoothie is a healthy drink which is a blended mixture of fresh fruit and vegetables*. Ask students what kind of similar businesses exist in their own countries that use small carts or mobile stands to sell and promote food and drink products.
- Put students into small groups and ask them to discuss the three questions. Then ask them to feed back to the whole class.

Possible answers:

- 1 artists/designers to create carts; legal or admin team to apply for local permits; manufacturer to produce product; equipment supplier for cooling/serving equipment; marketing staff; product experts
- 2 artists/designers, marketing staff, product experts
- 3 product could be disliked, the design could be disliked, it could go over budget

2

- Explain that students are going to listen to some people talking about a similar project. Ask students to read the sentences to focus their listening.
-  37 Play the recording from the meeting. Students listen and choose the correct options.
- Students can compare their answers with a partner before you check with the class as a whole.

Transcript

Jane: *Shall I get us started? ... OK, the product promotion for the organic drinks started to run last week, and we all know there were a lot of ... issues. Big challenges, which we've talked about a lot already. I think we all agreed that coordination was the biggest challenge. Even though we were working on the same thing at the same time, we weren't always working together. We didn't have an administrator to support the project manager, and this led to some real problems. The leadership was there, but the teamwork was missing. I'd be interested in hearing your views about how we can do better next time. Rudy?*

Rudy: *I think next time, the project manager really needs to facilitate more communication – especially when we develop a campaign or promotion. I'd really like to analyse ...*

Helen: *Before you continue, can I just say ...*

Jane: *I know you're dying to jump in, but can we just let Rudy finish?*

Helen: *Sure. Sorry.*

Rudy: *I'd really like to analyse the way we do meetings.*

Jane: *Meaning ...?*

Rudy: *We have really long meetings once a week, on Monday morning, and then everyone goes off and works all week. What if we had shorter meetings more often? Maybe even standing up meetings, so they don't last too long.*

Jane: *Interesting idea. What's your take on that, Helen?*

Helen: *That's just what I was going to say! I think the long meetings kill creativity. If we're going to work well as a team, we need more open, relaxed communication.*

Rudy: *Yes, exactly. I'd like to suggest we start by focusing on administration ...*

Jane: *Any more thoughts on improvements for next time, Rudy? Helen?*

Rudy: *I think we've covered it.*

Helen: *No. Thanks. I think that's everything.*



Jane: *OK, if no one has anything else, I think we can stop there.*

Answers

1 end 2 administrator 3 teamwork
4 development 5 shorter 6 have

Pronunciation Emphasizing the main focus of the sentence

3a

- Books closed. Point out to students that we often stress certain key words in meetings which can change the meaning or emphasis of a sentence. Explain that they are going to listen to the same sentence four times.
-  38 Play the recording. Ask them what differences they notice initially. The main difference that they should notice is how the stress moves position each time.
-  38 Books open. Play the recording again and ask students to underline the stressed word in each of the four sentences.

Answers

- I'd be interested in hearing your views.
- I'd be interested in hearing your views.
- I'd be interested in hearing your views.
- I'd be interested in hearing your views.

- Put students in pairs and ask them to practise saying the sentence in the four different ways.

3b

- Ask students to match the sentences in Exercise 3a with the sense given by the different stress (a–d). Play the recording again if necessary.

Answers

a 3 b 4 c 1 d 2

- Put students into pairs. Ask Student A to read the four sentences out in any order with the correct stress. Student B listens and, based on Student A's pronunciation, guesses and explains the meaning of the sentence. Student A then says if that was the intended meaning. The activity will highlight whether Student A is putting the stress in the correct position. Afterwards the students swap roles and try it with Student B speaking and Student A guessing the meaning.

SPEAKING Taking part in a meeting

4


- Ask students to study the pairs of expressions and decide which of the two is more polite, and why.
- When checking answers, explain that as a general guideline, polite expressions tend to be slightly longer because they include distancing language such as conditional forms.

Answers

- 1 Shall we begin? (It's a question.)
- 2 If you'll allow me to finish ... (It's conditional.)
- 3 I'd be interested in hearing your views. (It's indirect.)
- 4 Sorry for interrupting, but ... (It begins with an apology.)
- 5 I think we can finish there. (I think ...)

- **Optional step.** Allow a few minutes for students to study the expressions given for taking part in a meeting. In pairs, they could discuss which word(s) they would naturally stress in the expression. Then consider what would happen if you stressed a different word in the expression. Would it change the meaning? Ask pairs to report back on some of the expressions that they looked at and how the meaning could be changed by changing the word stress.

5

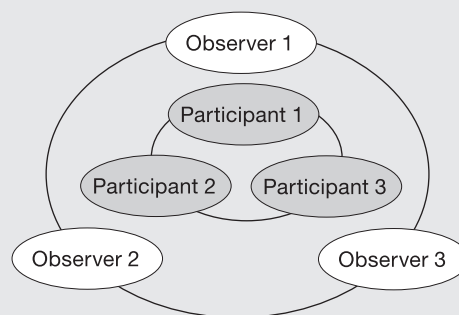
-  **46 Optional step.** In this exercise, students are going to create a meeting situation which is very similar to the one in the recording, both in terms of language used and the structure shown in the flowchart. In preparation for their meeting, you could play the recording again and let students listen and follow the structure of the meeting presented in the flowchart, step by step. They could listen again and tick the expressions in the Useful expressions box that they hear in the recording.

- Ask students to read about the meeting they are going to carry out. Then to help prepare the context, ask the class to suggest things that might have gone wrong with the conference for 200 people. Write their ideas on the board, for example, rooms difficult to find, mistakes in the programme, speakers not talking about what was in their talk descriptions, disappointing food. (If you have students who regularly go to conferences they will have plenty of suggestions.)

- Now put students into groups of three. They should decide who is A, B and C. A should lead the meeting. Set a time limit of between five and ten minutes for the meeting.

Peer analysis of meetings in class

Having students analyse each other's meeting is a valuable process and it is often easier for students than trying to carry out a meeting and then reflecting on their own performance. One way to approach peer analysis and feedback is to have one group of three sit in a circle and carry out the meeting as 'participants' while another group of three sit outside the circle but listening in as 'observers'. So the layout is like this:



Each observer is responsible for observing a corresponding participant during the meeting and then gives feedback to that person at the end. One observation task might be to tick any of the expressions used by the participant in the list of Useful expressions in the book.

- Monitor and make notes on their use of the expressions. Give feedback at the end on any problems.
- Having worked on the meeting, give the groups feedback on their use of the expressions and their pronunciation. Then ask the groups to change roles (A, B and C) and repeat the meeting. Afterwards, they should reflect on whether the meeting improved in terms of their pronunciation and the general use of the expressions. You could also have them repeat the same meeting a third time with everyone taking on a different role once more.

PUTTING IT TOGETHER A research into group activity engagement

6

- Ask students to study the pie chart and answer the questions.
- For the expressions about cause and result, ask students to refer to the Grammar summary of this unit.

Answers

- 1 minor illness and injuries
- 2 10%

7

- Put students into pairs to discuss the following questions.
- Ask the class *Have you missed any days from class in the last three months? What were the reasons? For example, was it for illness or something else?* You could do a survey of the class to find out the percentage of missed days; then ask the students if they think this is typical. Explain that they will be able to compare their findings with those in a survey.

8

- This project requires students to find out their attitudes toward students' engagement in group activities in English class, and to help students be familiar with the basic process of questionnaire design needed for the future academic research.
- Ask students to follow the procedures provided in the coursebook when conducting the research.
- Questionnaires are the most common research method. It is very important that questionnaires are well prepared, well-constructed and validated in order to enhance the research as desired. To draft a good questionnaire, ask students firstly to collect answers to the questions for the interview. Then, decide on what specific questions to be kept and in what order they should be asked so that the questionnaire items will appropriately measure issues they try to focus on.
- Ask students to share their findings in class.

▶ Photocopiable communicative activity 8.2: Go to page 205 for further practice by describing cause-and-result flow charts. The teaching notes are on page 220.

INTRODUCE THE TASK

Tell the class that they are going to give a presentation about a time when they used their imagination.

- **Optional step.** Write the sentence: 'Use your imagination!' on the board. Put students into groups and ask them to think about situations when they either have used or have heard this sentence. Set a time limit for the discussion then invite students to share their stories / ideas with the whole class. Depending on what emerges from the ideas, you may want to ask follow-up questions e.g. Why is it important for children to use their imagination? / As an adult, what role does imagination play in your life? Elicit ideas and list them on the board or organize them in a suitable visual format.

YOUR IDEA

1

- Tell the class to read the three paragraphs (1-3) and match them with the photos (a-c). Set a time limit of 2 minutes or do it as a race. Ask students to check their answers in pairs / small groups.

Answers:

1 b 2 c 3 a

2

- Tell students to read the instruction and think of situations / times when they have used or use their imagination. Refer back to the discussion they had in the 'Optional step'. Then ask them to write notes about a few situations. Emphasize that they should only write notes, not full sentences.

3

- Ask students to look back at their notes in exercise 2, choose one of the situations and answer the questions about it. When finished, get students to discuss their answers in pairs. Encourage them to comment on the answers, asking for extra information if needed, but also making sure that the answers are relevant.

Example answers

- 1 When I was a child, I'd often go to the woods and pretend to be a courageous explorer.
- 2 I used to go there with my brother – we'd pretend to discover new imaginary lands together.
- 3 I remember that we felt so free when we were out in the woods – like nothing else mattered.

4

- Tell students to read the instruction. Elicit what the task requires them to do: the main focus here is on being themselves – both in what they say and how they move. [By this point the students have done a number of presentations so they should feel more relaxed about talking in front of an audience.]
- Put them in pairs and ask them to talk about their story, including all the details from exercise 3. Remind them that this practice will lead to the presentation so the speaker should stand up and talk without interruption.
- When finished, the partner should give some feedback on the content / organisation and delivery, pointing out what was good but also choosing one aspect for improvement. [There are endless options here but the important thing is to keep the comments light-hearted and constructive.]
- Monitor the activity, make notes of incorrect grammar / vocabulary. At the end put these examples on the board and invite the class to correct them collectively.

ORGANIZING YOUR PRESENTATION

5

- Ask students to read the four steps of presentation (1-4) and match them with the examples of useful language (a-h). Once they've done the matching individually, get them check first in pairs and then as a whole class. Remind them that steps 1-4 will give them the framework / sequence for the presentation.

Answers

1 a, e 2 b, d 3 c, g 4 f, h

YOUR PRESENTATION

6

- Go through the useful language section in each part and get students to think about how they would fill in the gaps / complete the sentences. Ask them to choose the option they are the most comfortable with. Then focus the students' attention to the boxes where they need to write the notes. Elicit why it is important to write notes rather than full sentences. Ask them to identify the section that will have the content they practised in exercise 4 but also get them think about what changes they need to make.

Example answers:

- 1 Hello and thanks for joining me today. My name's (name).
- 2 I loved stories when I was younger. I would always be reading some fantasy or science fiction novel. I wouldn't just read, but I'd also write my own stories. Even though I don't think they were really that good, I think it helped me develop different ways of thinking.
- 3 It's so important for your day-to-day life really. If you can use your imagination, you can think of different solutions to problems and find unusual answers. Without imagination and creativity it's quite easy to become stuck.
- 4 Thank you so much for listening today.

7

- *Ideally this task should be set for homework.*
 - Introduce the set of criteria for self-assessment to the students. Make sure you clarify what each point means by either eliciting explanation from the students or explaining yourself what they need to do. Encourage them to practise the presentation several times at home and do this self-check list after each practice. Tell them they will need this form for the next class.
 - *It is likely that the presentations take place during the next lesson. The setup will depend on the class size and time available. The following procedure is only a suggestion:*
1. *Photocopy p.79 so there are multiple copies for each student.*
 2. *Give out the photocopies and explain that students need to use them to assess each presentation both for structure (6) and performance (7).*
 3. *Nominate a student (or ask for a volunteer) to give their presentation.*
 4. *Tell the audience to use the form to assess the presentation. (It is enough to appoint 4-5 students from the class to do this.)*
 5. *Conduct a feedback session where the 'markers' give their opinion but make sure the presenter's self-assessment section (7) is part of the discussion.*
 6. *Divide the class into smaller groups where students take turns to give their presentations and peer feedback as above.*

9 Stress and relaxation

UNIT AT A GLANCE

THEMES: Relaxation and stress are the main themes of this unit with ideas about how to be more mindful contrasted with the idea that limited amounts of stress might be good for you

TED TALK: *All it takes is 10 mindful minutes.* Ex-Buddhist monk Andy Puddicombe changes our view of what meditation is and suggests just taking ten minutes out of your day means experiencing the world more calmly

AUTHENTIC LISTENING SKILLS: Understanding mid-sentence changes in direction

CRITICAL THINKING: Understanding the speaker's technique

PRESENTATION SKILLS: Thinking about your audience

VOCABULARY: Idioms related to parts of the body

PRONUNCIATION: Polite and assertive intonation

READING: *Can stress be good for you?*

LISTENING: Dealing with awkward situations

SPEAKING: Talking about stress, Having difficult conversations

PUTTING IT TOGETHER: A portfolio of recommendation for stress management

LEAD IN

- Books closed. Ask the class to brainstorm ways in which they relax. Write their ideas on the board, for example, hiking, reading, eating, going to the gym. Try to think of around seven or eight.
- Next, put students into pairs or groups of three. Ask them to discuss each technique for relaxing and to put the suggestions in order of the most effective to the least effective way of relaxing or dealing with stress.
- Afterwards, ask pairs or groups to present their lists to the class and compare the order in which they put the list. Discuss any of the major differences between the lists and have students justify their choices.
- Ask students to open their books at page 80 and look at the photo of a woman playing chess. Ask: *Do you think the woman is stressed or relaxed? Why?*

TED TALKS

BACKGROUND

1

- Ask students to read the paragraph about Andy Puddicombe and his talk, then discuss the questions with a partner.

Possible answers

- 1 Anxiety is often caused by things including long hours at work, examinations, commuting and traffic, noise, illness, money, divorce.
- 2 If students did the Lead in activity suggested above, then they will have in part answered this question although there is a difference between relaxing and coping with stress and anxiety. For example, better time management and planning can reduce stress or working in teams instead of working alone is helpful.
- 3 Students may have different perceptions of meditation; sometimes people associate it with monks and incense, whereas for others, it is about clearing your mind for five minutes. If any of your students regularly meditate, encourage them to describe the experience to the class and how it helps them.

KEY WORDS

2

- Ask students to read the sentences and try to define the words in bold (without referring to dictionaries at this stage).
- Ask students to then match the words in bold with their definitions. They can compare their answers with a partner and explain their choices before you check with the class as a whole.

Answers

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

- Check the pronunciation of the words with students. First of all, ask them which words have two syllables (*mindful*, *frantic*, *restless*) and which have four (*spontaneous*, *preventative*, *inundated*). Drill any words which are causing difficulty.


- **Optional step.** If you have time, ask students to close their books and, working in pairs, try to write six sentences using the six words as quickly as they can. It's a quick memory exercise which only lasts a few minutes but will help students recall the key words.

AUTHENTIC LISTENING SKILLS

Understanding mid-sentence changes in direction

3a

- Ask students to read the description of understanding mid-sentence changes in direction in the Authentic listening skills box. Point out that students do this in their own language (e.g. start a sentence and then restart it) and that when listening, the aim is to focus on the main point and ignore such false starts.

-  39 Play the recording of the sentence containing a false start and ask students what they notice about the speaker's way of constructing the sentence.


Transcript

It taught me – it gave me a greater appreciation, an understanding for the present moment.

Answer

He starts by saying 'It taught me', and then he decides to add a second expression – 'it gave me a greater appreciation' – to add emphasis. It isn't grammatical in the way that a written sentence would be, but it is natural and very clear.

3b

-  40 Play the recording of the sentence. You could pause it after the word 'we' and ask students what they think the speaker might say next.


Transcript

In fact, we spend more time looking after our cars, our clothes and our hair than we – OK, maybe not our hair, but you see where I'm going.

Possible answer

than we do, looking after our mind

3c

- Ask students to read the two extracts from the talk and predict how the sentences might end.
- Have a quick class feedback, but don't confirm answers at this stage.
-  41 Play the recording of the extracts. Students listen and write the missing words at the end.

Transcript

1 But when you sit down and you watch the mind in this way, you might see many different patterns. You might find a mind that's really, sort of, restless and – the whole time.

2 You might find a mind that's very, sort of, dull and boring, and it's just, almost mechanical, it just, sort of, seems it's as if you're getting up, going to work, eat, sleep, get up, work.

Answers

1 the whole time

2 eat, sleep, get up, work

9.1 All it takes is 10 mindful minutes

TED TALKS


1

- Before students watch the TED Talk, ask them to look at the photo of Andy Puddicombe juggling balls. Ask them to say what they think the connection might be between juggling and meditating? Their answer might include comments like juggling involves repetition and blocking any outside distractions which is what meditation also requires.

- Put students into pairs to read the statements about meditation and discuss if they think they are true or false.

- **Optional step.** Ask students to write three questions they would like to ask Andy Puddicombe about meditation. When they watch and listen to the talk, as well as checking their answers to the true/false exercise, they could note down if he answers any of their questions. (See also the

Teaching tip at the end of this section which uses the same activity for students listening to each other.)

-  **9.1** Play the whole talk. Students watch and check their answers.

Transcript

0.11 *We live in an incredibly busy world. The pace of life is often frantic, our minds are always busy, and we're always doing something.*

0.19 *So with that in mind, I'd like you just to take a moment to think, when did you last take any time to do nothing? Just ten minutes, undisturbed? And when I say nothing, I do mean nothing. So that's no emailing, texting, no Internet, no TV, no chatting, no eating, no reading, not even sitting there reminiscing about the past or planning for the future. Simply doing nothing. I see a lot of very blank faces. My thinking is, you probably have to go a long way back.*

0.51 *And this is an extraordinary thing, right? We're talking about our mind. The mind, our most valuable and precious resource, through which we experience every single moment of our life, the mind that we rely upon to be happy, content, emotionally stable as individuals, and at the same time to be kind and thoughtful and considerate in our relationships with others. This is the same mind that we depend upon to be focused, creative, spontaneous, and to perform at our very best in everything that we do. And yet, we don't take any time out to look after it. In fact, we spend more time looking after our cars, our clothes and our hair than we — OK, maybe not our hair, but you see where I'm going.*

1.38 *The result, of course, is that we get stressed. You know, the mind whizzes away like a washing machine going round and round, lots of difficult, confusing emotions, and we don't really know how to deal with that, and the sad fact is that we are so distracted that we're no longer present in the world in which we live. We miss out on the things that are most important to us, and the crazy thing is that everybody just assumes, well, that's the way life is, so we've just kind of got to get on with it. That's really not how it has to be.*

2.12 *So I was about eleven when I went along to my first meditation class. And trust me, it had all the stereotypes that you can imagine, the sitting cross-legged on the floor, the incense, the herbal tea, the vegetarians, the whole deal, but my mum was going and I was intrigued, so I went along with her. I'd*

also seen a few kung fu movies, and secretly I kind of thought I might be able to learn how to fly, but I was very young at the time. Now as I was there, I guess, like a lot of people, I assumed that it was just an aspirin for the mind. You get stressed, you do some meditation. I hadn't really thought that it could be sort of preventative in nature, until I was about twenty, when a number of things happened in my life in quite quick succession, really serious things which just flipped my life upside down and all of a sudden I was inundated with thoughts, inundated with difficult emotions that I didn't know how to cope with. Every time I sort of pushed one down, another one would just sort of pop back up again. It was a really very stressful time.

3.12 *I guess we all deal with stress in different ways. Some people will bury themselves in work, grateful for the distraction. Others will turn to their friends, their family, looking for support. Some people hit the bottle, start taking medication. My own way of dealing with it was to become a monk. So I quit my degree, I headed off to the Himalayas, I became a monk, and I started studying meditation.*

3.39 *People often ask me what I learned from that time. Well, obviously it changed things. Let's face it, becoming a celibate monk is going to change a number of things. But it was more than that. It taught me — it gave me a greater appreciation, an understanding for the present moment. By that I mean not being lost in thought, not being distracted, not being overwhelmed by difficult emotions, but instead learning how to be in the here and now, how to be mindful, how to be present.*

4.15 *I think the present moment is so underrated. It sounds so ordinary, and yet we spend so little time in the present moment that it's anything but ordinary. There was a research paper that came out of Harvard, just recently, that said on average our minds are lost in thought almost 47 per cent of the time. Forty-seven per cent. At the same time, this sort of constant mind-wandering is also a direct cause of unhappiness. Now we're not here for that long anyway, but to spend almost half of our life lost in thought and potentially quite unhappy, dunno, it just kind of seems tragic, actually, especially when there's something we can do about it, when there's a positive, practical, achievable, scientifically-proven technique which allows our mind to be more healthy, to be more mindful and less distracted. And the beauty of it is that even though it need only*

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take about ten minutes a day, it impacts our entire life. But we need to know how to do it. We need an exercise. We need a framework to learn how to be more mindful. That's essentially what meditation is. It's familiarizing ourselves with the present moment. But we also need to know how to approach it in the right way to get the best from it. And that's what these are for, in case you've been wondering, because most people assume that meditation is all about stopping thoughts, getting rid of emotions, somehow controlling the mind, but actually it's quite different from that. It's more about stepping back, seeing the thought clearly, witnessing it coming and going, emotions coming and going without judgment, but with a relaxed, focused mind.

6.04 So for example, right now, if I focus too much on the balls, then there's no way that I can relax and talk to you at the same time. Equally, if I relax too much talking to you, then there's no way I can focus on the balls. I'm going to drop them. Now in life, and in meditation, there'll be times when the focus becomes a little bit too intense, and life starts to feel a bit like this. It's a very uncomfortable way to live life, when you get this tight and stressed. At other times, we might take our foot off the gas a little bit too much, and things just become a sort of little bit like this. Of course in meditation — we're going to end up falling asleep. So we're looking for a balance, a focused relaxation where we can allow thoughts to come and go without all the usual involvement.

6.50 Now, what usually happens when we're learning to be mindful is that we get distracted by a thought. Let's say this is an anxious thought. So everything's going fine, and then we see the anxious thought, and it's like, 'Oh, didn't realize I was worried about that.' You go back to it, repeat it. 'Oh, I am worried. Oh, I really am worried. Wow, there's so much anxiety.' And before we know it, right, we're anxious about feeling anxious. You know, this is crazy. We do this all the time, even on an everyday level. If you think about the last time, I dunno, you had a wobbly tooth. You know it's wobbly, and you know that it hurts. But what do you do every 20, 30 seconds? It does hurt. And we reinforce the storyline, right? And we just keep telling ourselves, and we do it all the time. And it's only in learning to watch the mind in this way that we can start to let go of those storylines and patterns of mind. But when you sit down and you watch the mind in this way, you might see many different patterns. You might find a mind that's really, sort of, restless

and — the whole time. Don't be surprised if you feel a bit agitated in your body when you sit down to do nothing and your mind feels like that. You might find a mind that's very dull and boring, and it's just, almost mechanical, it just seems it's as if you're getting up, going to work, eat, sleep, get up, work. Or it might just be that one little nagging thought that just goes round and round and round your mind. Well, whatever it is, meditation offers the opportunity, the potential to step back and to get a different perspective, to see that things aren't always as they appear. We can't change every little thing that happens to us in life, but we can change the way that we experience it. That's the potential of meditation, of mindfulness. You don't have to burn any incense, and you definitely don't have to sit on the floor. All you need to do is to take ten minutes out a day to step back, to familiarize yourself with the present moment so that you get to experience a greater sense of focus, calm and clarity in your life.

9.08 Thank you very much.

Answers

1 T 2 T 3 F 4 T 5 F

Extra activity

Reacting to the TED Talk

It's always useful to ask students about their initial personal reactions to the talk before watching it again. One way to do this is to write the following sentences on the board:

One new thing I learnt from the talk was that ...

One thing that surprised me was ...

One question I'd like to ask the speaker is ...

Ask students to work alone and complete the three sentences with their own words. Then, put them into small groups to read their sentences out and compare their reactions.

- Note the differences in American English and British English shown at the foot of the spread. In this unit, these focus on different expressions. See Teaching tip 1 on page 6 of the introduction for ideas on how to present and practise these differences. Also note in the speaker's words between 3.12–3.39, he says 'I quit university'. This use of the verb *quit* is more common in American English than in British English where you would normally say 'I dropped out of university'.

2

- Before watching the first part of the talk, ask students to try to guess some of the answers to the questions.
- ▶ 9.1 Play the first part of the talk from 0.00–3.38. Students watch and answer the questions. Note that some of the answers come from different parts of the talk so you may need to pause the video in certain places.
- Students can compare their answers with a partner before you check with the class as a whole.

Answers

- 1 to be happy, content, emotionally stable as individuals; to be kind and thoughtful and considerate in our relationships with others; to be focused, creative, spontaneous; to perform at our very best in everything that we do
- 2 We get distracted and fail to experience life as we live it.
- 3 You got stressed, then you tried to fix it with meditation, as if it's a drug.
- 4 He went to the Himalayas, became a monk and started studying meditation.

3

- Ask students to read the sentences before watching the talk. They could even try to predict the correct option with a partner, based on what they remember from the first viewing.
- ▶ 9.1 Play the second part of the talk from 3.39–6.49. Students watch and choose the correct options.

Answers

- 1 mind
- 2 something other than what we're actually doing
- 3 the present moment
- 4 focus
- 5 balance

4

- Ask students to read the three summary statements and discuss in pairs which statement they think will give the best main idea.
- ▶ 9.1 Play the third part of the talk from 6.50 to the end. Students watch and check their answer.

Answer

- B Meditation won't change what happens to us in life, but it can help us respond to life in a different way.

5

- Discuss this question openly as a class. You could also extend the discussion into others areas of relaxation such as yoga and tai-chi and ask if students also find these kinds of activities effective.

VOCABULARY IN CONTEXT

6

- Students check their understanding of certain words and phrases from Andy Puddicombe's talk by watching the screen and choosing from the options.
- ▶ 9.2 Play the clips from the talk. When each multiple-choice question appears, pause the talk so that students can choose the correct definition.

Transcript and subtitles

1 *not even sitting there **reminiscing** about the past or planning for the future*

- a deeply questioning
- b angrily worrying
- c happily remembering

2 *By that I mean not being lost in thought, not being distracted, not being **overwhelmed** by difficult emotions.*

- a made very angry
- b very strongly affected
- c caused to feel nothing

3 *We need a **framework** to learn how to be more mindful.*

- a piece of equipment
- b good location
- c system

4 *Now in life, and in meditation, there'll be times when the focus becomes a little bit too **intense**, and life starts to feel a bit like this.*

- a mental, intellectual
- b confusing, challenging
- c strong, powerful

5 *At other times, we might **take our foot off the gas** a little bit too much*

- a lose interest
- b slow down
- c speed up

6 *Or it might just be that one little **nagging** thought that just goes round and round and round your mind.*

- a constantly worrying
- b very funny
- c deeply unhappy

7 *you get to experience a greater sense of focus, calm and **clarity** in your life*

- a sense of success
- b feeling of friendship
- c quality of being clear

Answers

1 c 2 b 3 c 4 c 5 b 6 a 7 c

7

- Ask students to complete the sentence in their own words. As you monitor, make sure their answers indicate that they have clearly understood the taught word or phrase from Exercise 6.
- Students then read their sentences to a partner. In the feedback session, invite students to share anything interesting they learnt about their partner.
- As a fun alternative to the task, ask students to finish two of the sentences with two things that are true and finish one sentence with some made up information. Then students read the sentences to each other and guess which sentence is untrue.

CRITICAL THINKING Understanding the speaker's technique

8

- Point out that Andy Puddicombe makes use of a range of linguistic techniques to reach his audience. Sometimes such techniques draw on factual information but sometimes they appeal to emotions and common sense. It's a useful skill to be able to separate out what is factual in a presentation from what is an emotional appeal.
- Ask students to match the extracts from the talk with the techniques.

Answers

1 d 2 a 3 c 4 b

9

- Students read the question and then say which technique they think works best.
- Having given a number of presentations on this course by now and also the presentations for their own jobs and studies, students could also comment on which techniques they try to use and which they think are effective in their own presentations.
- **Optional step.** Let students read the transcript of the talk on page 137 and try to underline examples of the techniques listed in a–d in Exercise 8.

Possible answer

Students give their own answers to the question but his use of images and appealing to emotions is highly effective. He uses strong everyday images, e.g. a washing machine, juggling, a wobbly tooth. He appeals to common sense by explaining that there is a solution to the problem of unhappiness, and it's easy. He also appeals to emotions, e.g. by describing unhappiness and 'tragic', and mentions a scientific study. So, he uses all of these to varying degrees.

10

- Ask students to read the comments and then try to find the section of the transcript on page 137 which they are discussing.

Answers

They are referring to the section between 1.38 and 2.12.

11

- Have a quick class discussion to see how many students agree with the viewers' comments, and to explain their reasons why/why not.
- Give students some time to study the section of the transcript from 1.38–2.12 before commenting on the techniques he uses.
- When students give their answers, make sure they state which part of the transcript is being referred to so that everyone can check their answers.

Answers

He uses everyday images that the audience can relate to: 'the mind whizzes away like a washing machine going round and round'.

He appeals to emotions: 'The sad fact is that we are so distracted that we're no longer present in the world in which we live. We miss out on the things that are most important to us, and the crazy thing is that everybody just assumes, well, that's the way life is, so we've just kind of got to get on with it.'

He appeals to common sense: 'The result, of course, is that we get stressed. ... That's really not how it has to be.'

PRESENTATION SKILLS Thinking about your audience

12

- **Optional step.** A key skill for any presenter is knowing

who your audience is. Ask students to read the tips and think about a presentation they have given in the past. Can they answer the three questions given about the audience they spoke to?

- Ask students to read the tips in the Presentation skills box, and look at the questions in Exercise 12.
- ▶ 9.3 Play the clips from the talk. Students watch and answer the questions.
- To check the answers, you could play the talk again and pause after each clip to discuss the answer as a class.

Transcript

1 So I was about eleven when I went along to my first meditation class. And trust me, it had all the stereotypes that you can imagine, the sitting cross-legged on the floor, the incense, the herbal tea, the vegetarians, the whole deal You don't have to burn any incense, and you definitely don't have to sit on the floor. All you need to do is to take ten minutes out a day to step back, to familiarize yourself with the present moment so that you get to experience a greater sense of focus, calm and clarity in your life.

2 When there's a positive, practical, achievable, scientifically proven technique which allows our mind to be more healthy, to be more mindful and less distracted. And the beauty of it is that even though it need only take about ten minutes a day, it impacts our entire life.

Possible answers

- 1 that you do it sitting on the floor while burning incense and being a vegetarian
- 2 There's something we can do about losing ourselves in thought.
- 3 'Mindfulness' is sort of a technical idea in meditation, but he explains it well.

13

- Ask students to each think of one way to deal with stress. Ideally, they should consider a technique they commonly use to help themselves.
- Then ask students to consider the person they are going to present to. They should consider the questions in the Presentation skills box, for example, will he/she have any assumptions about this way of dealing with stress? How can I get them excited about it? Is there any jargon or technical language they won't know?
- Allow time for students to prepare their presentation. Go around monitoring, helping with vocabulary and language issues.

14

- Put students into pairs to take turns giving their presentation. During this pair work, monitor the presentations and make notes on any good use of language and any errors.
- Afterwards, students can give each other feedback on the techniques used by their partner.

Giving a task to the listener in a presentation

One problem many teachers have when they use classroom presentations is that the other students don't listen carefully to each other. There are a few reasons for this. Often the listening student has to give the next presentation so they are too concerned with their own performance to pay 100% attention to the speaking student. Also, if students have seen each other present on a regular basis they tend to listen less closely.

One way to try and solve this problem is to make sure the listening student has a task where they have something in particular to listen out for. You could ask the listening student to write down two or three questions that they have for the speaker based on the title of the talk. Then they have to listen and, if they don't hear the answer to their questions during the talk, they ask them at the end.

TEACHING TIP

9.2 Alert and alive

READING Can stress be good for you?

1

- Books closed. As a lead-in activity to this reading, write the following words on the board:
hard work travel doing nothing stress long hours extreme sports intensive exercise
- Ask students to discuss the seven items in pairs for three minutes and say, in their own experience, whether they think these things are positive or negative. Are there times when they can be either?
- Briefly ask for comments from the groups; in particular ask them to say which can be positive or negative in their experience.
- Books open. Ask students to look at the photo on page 85 and give their personal responses to the questions

about the activity. If any students have experience of doing similar activities, ask them to tell the class about it and talk about their reasons for doing it.

2

- Put students into pairs to discuss the title of the article and decide what they think. If you did the Optional step at the beginning then you might choose to skip this question.

3

- Put students in groups of four. Ask students to have a discussion about the statements before reading the text.
- Ask each group member to read one of the four subsections. Other group members should note down the parts of text that support or contradict the statements when listening.
- Leave a few minutes for students to finalize their answers before checking answers with the class. Remind students to give reasons for their answers by referring to sections or words in the text.

Answers

- Supported. (In moderate amounts, adrenaline makes us feel alert and alive.)
- Contradicted. (...adrenaline gives us a burst of energy either to face a challenge (fight) or run away from it (flight).)
- Supported. (Clinical research shows that short periods of stress may help the brain work better. ... cortisol improves the brain's ability to learn and remember.)
- Supported. (The key difference between good stress and bad stress is how long it lasts, according to Kirby.)
- Contradicted. (Research has also shown that if, as children, we experience moderate stress ... we grow into healthier, more relaxed adults. Practice dealing with low-level childhood anxiety can make it much easier to deal with more intense grown-up pressures.)
- Contradicted. (We know that strong exercise 'stresses' the body and causes the release of adrenaline in much the same way that a sudden shock or thrill does.)

4

- Optional step.** Ask students to cover the definitions in a-j and ask them to scan for the nouns and adjectives listed in 1-10 in the article. Then, in pairs, students can try to predict what they think the meaning of each word is from the context.

Guessing the meaning of a word from context

Nowadays there is much debate among teachers over the benefits of asking students to guess the meaning of a word from the context of a reading text. The arguments against are that sometimes, even if the word appears in a sentence or paragraph, it cannot be guessed from context and that students need to use their dictionary. Whilst this might be true in the case of certain words and there's no reason why students shouldn't use a dictionary in class, the task is often useful because it makes students think about the form of the word and its place within the context of a text. It also makes students read the text more deeply because the students often have to read the information before and after the word to work out its general meaning.

TEACHING TIP

- Ask students to match the words with the definitions.
- Students can compare their answers with a partner before you check with the class as a whole. Help students with any pronunciation difficulties and make sure they can pronounce the words correctly.

Answers

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

5

- Discuss these questions as a class. See what students think about reducing stress and the resulting benefits. Ask if they know anyone that has a totally stress-free life. How do they manage it?

VOCABULARY Idioms related to parts of the body

6

- Put students into pairs to read the sentences and discuss the meaning of the underlined expressions.
- Check the answers with the class. Ask students to think of any similar expressions in Chinese. The following explanations are for your reference.

Expression	Meaning
on one's toes	be alert and ready to respond to whatever happens
a shot in the arm	something that gives you energy or motivation when you need it
in over one's head	having problems that are greater than you can deal with

7

- Put students into pairs to study more idiomatic expressions with parts of the body and discuss the possible meaning.
- Set a time limit for the discussion of around three minutes and then quickly check the answers together as a class.

Answers

1 completely overwhelmed 2 remain calm and positive 3 makes me feel angry 4 relax 5 relief 6 feeling uncertain 7 share some problems 8 difficulty, problem

8

- Explain that students are going to practise using the idioms in sentences of their own about their life.
- Ask them to write the sentences, then work in a group and take turns to read them aloud. Monitor the writing and the pair work exchanges to make sure students have used the idioms correctly.
- Optional step.** Put students into pairs. They take turns to read out their sentences, but miss out the part of the body and say 'GAP' instead. Their partner has to listen and afterwards say which part of the body is missing from the gap. For example:
Student A: I have exams at the moment so I'm up to my GAP in reading and revision.
Student B: Eyeballs.
Student A: Correct!

▶ Photocopiable communicative activity 9.1: Go to page 206 for further practice of idioms related to parts of the body. The teaching notes are on page 221.

Translation in class

Some teachers prefer only to use English all the time in a lesson and others think that translation can also be very helpful. One area of language that is interesting for students to translate is idioms. For example, with the idioms in the previous exercises, ask students if it's possible to translate them into their own language and maintain the same meaning. Sometimes English idioms have a direct translation in another language and mean the same thing. However, often the student's own language may have its own idiom to express similar meaning. You could also ask students to think of idioms in their own

TEACHING TIP

language which mention parts of the body and ask them if they can translate them and explain their use and meaning.

SPEAKING Talking about stress

9 21st CENTURY OUTCOMES

- Stress is often associated with 21st century lifestyles and it's a topic people need to know more about. Before starting this exercise, refer students to the 21st CENTURY OUTCOME at the foot of page 85 which is *Understanding preventive mental health measures, including stress reduction*. Explain that they are going to discuss stress in this speaking activity.
- Put students into small groups and allow them seven or eight minutes to discuss the five questions. Remind them to try and use vocabulary and idioms from this lesson in their discussion where possible.
- Monitor and take notes on any good use of the new vocabulary and idioms learned. Afterwards, give positive feedback to any student who attempted to use the new language and note any difficulties such as incorrect use of an idiom related to body parts.

9.3 Have you got a minute?

LISTENING Dealing with awkward situations

1

- Books closed. You are going to tell your students about an awkward situation you have. It's made-up, but pretend that it's true and feel free to add your own details to make it sound authentic. Tell them the following story (changing the gender as appropriate): *My oldest school friend is coming to stay for a whole week next week. We plan to go out and spend time together. However, he has asked if he can bring along another person we used to know from school who he's also kept in touch with. I never liked this person and really don't want to meet him again. It's an awkward situation. What should I do?*
- Invite different suggestions and discuss different possibilities as a class. At the end, accept one of the solutions you like the best or a combination of their ideas. Explain that the topic of today's lesson is looking at some similar awkward situations.


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- Books open. Put students into pairs and ask them to discuss each of the awkward situations and talk about what they would do in each case. Allow about two minutes per situation and then ask for a few pairs to feed back their ideas to the class or put pairs together to compare their ideas.

- **Optional step.** Ask students if they have ever faced a similar awkward situation in their life. How did they resolve it?

2

- Explain that students are going to listen to five short conversations involving awkward situations. Ask them to read the questions for each conversation quickly to focus their listening.

-  42 Play the recording. Students listen and answer the questions.

- Students can compare their answers in pairs before you check as a class. Play the recording again, if necessary.

Transcript

Conversation 1

Woman1: Have you got a minute?

Man1: Sure. What's up?

Woman1: I have a favour to ask.

Man1: OK.

Woman1: I don't suppose you'd be willing to let me borrow that black leather jacket of yours? I'm going to a work party tomorrow night, and it would look really cool over my new dress ...

Man1: Tomorrow, huh ...?

Woman1: I can have it cleaned for you, if you want.

Man1: That's a bit tricky, I'm afraid ... I was planning to wear it myself tomorrow night ...

Woman1: Hmm. All my jackets are either too warm or too summery. I wonder if that denim jacket of yours would ...

Man1: Yeah, I love that one. Unfortunately, a friend borrowed it a few weeks ago and hasn't returned it, so I can't ...

Conversation 2

Woman2: Could I have a word?

Man2: Sure. What's on your mind?

Woman2: I have to apologize.

Man2: For what?

Woman2: I said I was going to take care of the arrangements for Mr Miyazaki's visit – I promised I'd do it yesterday and let him know,

but I didn't get round to it.

Man2: Don't worry, we still have some time. Can you deal with it today?

Woman2: Sure. I can sort it out straightaway.

Man2: OK, do that, and let me know what you come up with ...

Conversation 3

Man3: Sorry, but if you have a moment ...

Woman3: Sure. What can I do for you?

Man3: Actually, I've got a confession to make ...

Woman3: A confession?

Man3: The thing is ... I left an office laptop on the train this morning. I've reported it as lost, but so far, no one has handed it in.

Woman3: Hmm ... that's a bit awkward.

Man3: I know. There's a lot of stuff in there that we really don't want to share.

Woman3: You're right about that! OK, well, you did the right thing letting me know. But we're going to have to get in touch with the police and let them know what's happened. Would you please get on the phone as soon as possible ...

Conversation 4

Woman4: Excuse me?

Man4: Yes?

Woman4: Sorry, but your van is blocking my way. The thing is, I need to get my car out. Would you mind ...

Man4: Oh, sorry, I'm just doing a delivery. I'll be here another five minutes.

Woman4: Would it be too much trouble to move your van two metres so I can get my car out?

Man4: I won't be five minutes ...

Woman4: Look, I'm sorry, but I'm running late and I really need to get going.

Man4: Will you relax?

Woman4: I will when you've moved your van.

Man4: All right, all right ...

Conversation 5

Manager: What's on your mind, David?

David: It's my pay.

Manager: What about it?

David: Well, it hasn't been increased.

Manager: I see. We talked a bit about this when we had your six-month appraisal, but maybe the

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situation wasn't made clear to you at that time. The point is, you haven't had a pay increase yet.

David: I'm sorry, but I just don't think it's fair. Look, everyone can tell you don't like me. That's why you haven't given me a pay rise.

Manager: Whoa, hang on a second, David ... It's a shame you feel unfairly treated, but this has nothing to do with my personal feelings. The thing is, you've been late to work every other day for the past six months. And not just a little late, but sometimes up to half an hour late. We've already spoken about this.

David: Well, I really don't think I've been late that often, but the point is I've done my job. I've done what I was supposed to do.


Manager: Not really, David. The thing is, being in the office during work hours is part of what you're supposed to do. Listen, we can work through this. Let's start tomorrow. Arrive on time – or a little early – every day for a month, then we'll meet again. That's the only way you're going to get anywhere with this. Agreed?

David: OK.

Answers

- 1 She wants to borrow his leather jacket.
- 2 He says no.
- 3 She forgot to do something she was supposed to do.
- 4 He says it's OK and asks her to do it now.
- 5 He left a company laptop on the train.
- 6 She's upset but professional, and says they need to call the police.
- 7 She wants him to move his van a short distance.
- 8 He agrees to move it after not being very nice to her.
- 9 He wants a pay rise.
- 10 She says they can consider it once he starts arriving on time to work every day.

3


- Allow time for students to read the list of Useful expressions for dealing with awkward situations.
-  42 Play the recording again. Students listen and tick the sentences they hear.

Answers

- 1 Have you got a minute? What's up? I have a favour to ask. I don't suppose ... That's a bit tricky. Unfortunately, ...
- 2 Could I have a word? What's on your mind? I have to apologize. Don't worry.
- 3 Sorry, but if you have moment ... What can I do for you? I've got a confession to make ... The thing is ... That's a bit awkward.
- 4 The thing is ... I'm sorry, but ...
- 5 What's on your mind? I'm sorry, but ... The thing is ...

Pronunciation Polite and assertive intonation

4a

- Explain that students are going to listen to the same sentence said in two different ways and decide if it is spoken politely or assertively. As well as noting the changes in intonation, students should also note that stressed words tend to be even more stressed in an assertive sentence and that the speaker's tone changes.
-  43 Play the recording. Students listen and write A (for assertive) or P (for polite) after each sentence.
- Check answers as a class and play the recording again, if necessary.

Answers

1 A 2 P 3 P 4 A 5 P 6 A

4b

- Put students into pairs to practise saying the sentences in the two different ways.
- **Optional step.** Student A closes his/her eyes and Student B says one of the sentences. Student A has to say if the sentence sounded assertive or polite and Student B says if that was the intention. The reason for A closing his/her eyes is that visual clues such as body language and facial appearance are also part of deciding if someone is being assertive or polite. By closing them, the students concentrate on the correct pronunciation of the sentence rather than relying on other non-verbal clues.
- You could extend the practice by asking students to pick out and say different expressions from the Useful expressions box in two different ways. Their partner decides if they sound assertive or polite.

SPEAKING Having difficult conversations

5

- Explain that students are going to do four role plays which require them to use the language in the Useful expressions box.
- Divide the class into Student As and Student Bs and tell them to study the role cards.
- **Optional step.** To prepare and think about what they want to say, you could set up the preparation stage like this. Put two student As together and two Student Bs together. Let them discuss the situations and the language they might need to use in each case. By pairing students like this, it allows stronger students to help weaker ones who might find the idea of role playing more difficult.
- When students are ready to speak, put them into A/B pairs and they begin speaking.
- Monitor their role plays and take notes on their use of the expressions for dealing with difficult or awkward situations. One option for giving feedback is to stop everyone after the second role play and make comments on the language used. Then let students do role play 3 and 4 so that they can try to improve the language used based on your feedback.

PUTTING IT TOGETHER A portfolio of recommendations for stress management

6

- Put students into small groups and allow them several minutes to think of some real-life examples before they start the discussion.
- Invite students to present, explain and compare their answers.

Answers

- 1 A life-event unit represents a numerical value used to measure stress.
- 2-4 Students' own answers

7

- Ask students to study the table closely and orally summarise what they have learnt from it.
- Before making a summary, ask students to review the meaning of life change unit and compare the stress level of different life events.

8

- The purpose of this project is twofold. Firstly, students will have a comprehensive understanding of the stressors

on campus and common outlets. Secondly, students will utilize their knowledge to help their peers by listening to their voices and responding to them with helpful tips.

- Ask students to follow the procedures provided in the Coursebook to finish the task.
- **Optional step.** You may ask students to take a personal weekly stress log a month before this unit starts. It helps to prepare students for this unit and to generate ideas when designing their own polls. The following is a suggested format:

Stress Log

Week 1: Stressful situation -

How I dealt with it -

How I felt afterward -

Week 2: ...

▶ Photocopiable communicative activity 9.2: Go to page 207 for further practice of intensifying adverbs. The teaching notes are on page 221.

10 Risk

UNIT AT A GLANCE

THEMES: Considering and assessing different types of risks including physical challenges and day-to-day risks

TED TALK: *Protecting Twitter Users (sometimes from themselves)*. Del Harvey works for Twitter and talks about how she manages risk to users of Twitter

AUTHENTIC LISTENING SKILLS: Avoiding frustration

CRITICAL THINKING: Analogies

PRESENTATION SKILLS: Pace and emphasis

VOCABULARY: Risk and probability

PRONUNCIATION: Saying lists

READING: *Understanding risk*

LISTENING: Assessing risk

SPEAKING: Facing risks, Health and safety issues

PUTTING IT TOGETHER: A news report video about risk on campus

LEAD IN

- Books closed. Ask students to list what kinds of social media sites or online tools they use for communication. Write the names of these sites or tools on the board and ask students to define what they are for any other students in the class who aren't familiar with them. Sites and tools may include *Weibo*, *Twitter*, *QQ*, *Wechat*, *Instagram*. The list may vary from country to country and from generation to generation.
- Books open. Ask students to look at the title of the unit and the photo on page 88. Ask *What kind of risk are the people in the photo taking?* (They are putting up scaffolding at a great height.) *Do you think the activity is very risky or slightly risky? On your way to class, did you take any risks (for example, driving your car or riding a bicycle)?*
- As a follow-up to the discussion about social media in the previous stage, ask students what risks are involved with using social media.

TED TALKS

BACKGROUND

1

- Ask students to read the paragraph about Del Harvey and her talk, then discuss the questions with a partner.

Possible answers

- Any kind of stories and news can be shared via these social media sites. It might be personal or it can be global news stories. Many of the images and videos shared often involve animals or humans in strange situations.
- Online abuse is when people are attacked by others verbally. For example, someone's twitter account can be targeted with malicious content.
- Perhaps it refers to the idea of protecting them from online abuse, virus or from spam. But it could also mean that Twitter users put themselves at risk without realizing sometimes.

KEY WORDS

2

- Students can try to define the six words from context before reading the definitions and matching them to check their guesses.

Answers

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

- Ask a few questions to check that students fully understand the meaning and use of some of the terms: *Do couples use **prenuptial agreements** in your country? Why do you think famous and wealthy people use prenuptial agreements? Have you ever opened an email attachment that looked **innocuous** but wasn't? What happened? Do you think social media sites should do more to **root out** online abuse?*

AUTHENTIC LISTENING SKILLS


Avoiding frustration

3a

- Ask students to read the tips for avoiding frustration in the Authentic listening skills box.
- Ask them if they have any other tips of their own to add which they find helpful when listening to authentic English speech. For example, asking for repetition or clarifying in a conversation, or if it's a video they replay part of it or use the subtitles as well.

Try turning down the volume

Note that the key words in a recording tend to be stressed and are therefore clearer to the listener. So in order to understand the main gist, students will tend to focus on the stressed words. One way to help students notice this is to turn the volume lower than you normally play recordings. It will force students to listen more closely and the main stressed words will be the clearest with the non-content words being spoken more quietly and so students will not try to focus on these.

-  44 Play the recording and students listen for the gist in order to put a and b in the correct order.
- Check answers as a class.


Transcript

My job at Twitter is to ensure user trust, protect user rights and keep users safe, both from each other and, at times, from themselves. Let's talk about what scale looks like at Twitter. Back in January 2009, we saw more than two million new tweets each day on the platform. January 2014, more than 500 million. We were seeing two million tweets in less than six minutes. That's a 24,900 per cent increase.

Answers

1 b 2 a

3b

- Read the four sentences with the class.
-  45 Play the recording. Students listen and tick the things that Del Harvey does.
- Students can compare their answers with a partner before you check with the class as a whole.


Transcript

Now, the vast majority of activity on Twitter puts no one in harm's way. There's no risk involved. My job is to root out and prevent activity that might. Sounds straightforward, right? You might even think it'd be easy, given that I just said the vast majority of activity on Twitter puts no one in harm's way. Why spend so much time searching for potential calamities in innocuous activities? Given the scale that Twitter is at, a one-in-a-million chance happens 500 times a day. It's the same for other companies dealing at this sort of scale. For us, edge cases, those rare situations that are unlikely to occur, are more like norms.

Answer

She talks about 1 and 3.

3c

- Put students into pairs and ask them to compare what they understood from the recordings.
-  44 & 45 Play the recordings again, if necessary.

10.1 Protecting Twitter users (sometimes from themselves)

TED TALKS

1

- Ask students to look at the list of four topics that they will need to take notes about while watching the talk.
- Put students into pairs and give them two minutes to discuss the type of language they might need to listen for. For example, the size of Twitter might be given in terms of numbers of users. The size of the risk might be explained through some examples of risks. Examples of user behaviour and risk will probably include stories about real incidents and use of the past tense. Predicting the type of expected language in this way will help students with their listening.

Extra activity

What do you want to know?

Having thought about the topic of the TED Talk, ask students to write three or four questions they would like answers to from this TED Talk. They write them down and then during the different viewings, they can listen out for answers. Later in the lesson, after they have watched the talk several times, ask students to say if any of their questions were answered.

- **▶10.1** Play the whole talk. Students watch and make notes under each of the four headings.
- Afterwards, ask students to share and compare their notes. If they have doubts afterwards, they could study the transcript on page 138 to check key words.

Transcript

0.11 *My job at Twitter is to ensure user trust, protect user rights and keep users safe, both from each other and, at times, from themselves. Let's talk about what scale looks like at Twitter. Back in January 2009, we saw more than two million new tweets each day on the platform. January 2014, more than 500 million. We were seeing two million tweets in less than six minutes. That's a 24,900-percent increase.*

0.53 *Now, the vast majority of activity on Twitter puts no one in harm's way. There's no risk involved. My job is to root out and prevent activity that might. Sounds straightforward, right? You might even think it'd be easy, given that I just said the vast majority of activity on Twitter puts no one in harm's way. Why spend so much time searching for potential calamities in innocuous activities? Given the scale that Twitter is at, a one-in-a-million chance happens 500 times a day. It's the same for other companies dealing at this sort of scale. For us, edge cases, those rare situations that are unlikely to occur, are more like norms. Say 99.999 percent of tweets pose no risk to anyone. There's no threat involved. Maybe people are documenting travel landmarks like Australia's Heart Reef, or tweeting about a concert they're attending, or sharing pictures of cute baby animals. After you take out that 99.999 per cent, that tiny percentage of tweets remaining works out to roughly 150,000 per month. The sheer scale of what we're dealing with makes for a challenge.*

2.21 *You know what else makes my role particularly challenging? People do weird things. And I*

have to figure out what they're doing, why, and whether or not there's risk involved, often without much in terms of context or background. I'm going to show you some examples that I've run into during my time at Twitter – these are all real examples – of situations that at first seemed cut and dried, but the truth of the matter was something altogether different. The details have been changed to protect the innocent and sometimes the guilty. We'll start off easy.

3.03 *Let's look at spam. Here's an example of an account engaged in classic spammer behaviour, sending the exact same message to thousands of people. While this is a mock-up I put together using my account, we see accounts doing this all the time. Seems pretty straightforward. We should just automatically suspend accounts engaging in this kind of behaviour. Turns out there's some exceptions to that rule. Turns out that that message could also be a notification you signed up for that the International Space Station is passing overhead because you wanted to go outside and see if you could see it. You're not going to get that chance if we mistakenly suspend the account thinking it's spam.*

3.45 *OK. Let's make the stakes higher. Back to my account, again exhibiting classic behaviour. This time it's sending the same message and link. This is often indicative of something called phishing, somebody trying to steal another person's account information by directing them to another website. That's pretty clearly not a good thing. We want to, and do, suspend accounts engaging in that kind of behaviour. So why are the stakes higher for this? Well, this could also be a bystander at a rally who managed to record a video of a police officer beating a non-violent protester who's trying to let the world know what's happening. We don't want to gamble on potentially silencing that crucial speech by classifying it as spam and suspending it. That means we evaluate hundreds of parameters when looking at account behaviours, and even then, we can still get it wrong and have to re-evaluate.*

4.44 *Now, given the sorts of challenges I'm up against, it's crucial that I not only predict but also design protections for the unexpected. And that's not just an issue for me, or for Twitter, it's an issue for you. It's an issue for anybody who's building or creating something*

that you think is going to be amazing and will let people do awesome things. So, what do I do? I pause and I think, how could all of this go horribly wrong? I visualize catastrophe. And that's hard. There's a sort of inherent cognitive dissonance in doing that, like when you're writing your wedding vows at the same time as your prenuptial agreement. But you still have to do it, particularly if you're marrying 500 million tweets per day. What do I mean by 'visualize catastrophe?' I try to think of how something as benign and innocuous as a picture of a cat could lead to death, and what to do to prevent that. Which happens to be my next example. This is my cat, Eli. We wanted to give users the ability to add photos to their tweets. A picture is worth a thousand words. You only get 140 characters. You add a photo to your tweet, look at how much more content you've got now. There's all sorts of great things you can do by adding a photo to a tweet. My job isn't to think of those. It's to think of what could go wrong.

6.19 *How could this picture lead to my death? Well, here's one possibility. There's more in that picture than just a cat. There's geodata. When you take a picture with your smartphone or digital camera, there's a lot of additional information saved along in that image. In fact, this image also contains the equivalent of this, more specifically, this. Sure, it's not likely that someone's going to try to track me down and do me harm based upon image data associated with a picture I took of my cat, but I start by assuming the worst will happen. That's why, when we launched photos on Twitter, we made the decision to strip that geodata out. If I start by assuming the worst and work backwards, I can make sure that the protections we build work for both expected and unexpected use cases.*

7.20 *Given that I spend my days and nights imagining the worst that could happen, it wouldn't be surprising if my worldview was gloomy. It's not. The vast majority of interactions I see – and I see a lot, believe me – are positive, people reaching out to help or to connect or share information with each other. It's just that for those of us dealing with scale, for those of us tasked with keeping people safe, we have to assume the worst will happen, because for us, a one-in-a-million chance is pretty good odds.*

8.02 *Thank you.*

Possible answers

Possible notes and answers will vary but check that students have some or all of the following:

The size of Twitter: It's gone from two million new tweets per day in 2009 to 500 million in 2014.

The size of risk: It's one in a million, but this chance happens 500 times a day.

Examples of users' behaviour: Documenting landmarks, sharing pictures of animals

Examples of risk: When you take a photo, it is geo-tagged so can show someone your location.

- Before playing the talk again, ask students to give their reaction to the TED Talk. If any of your students regularly use Twitter (or a similar site), ask them if they do any of the behaviour described by the speaker. What else do they post on Twitter? What risks are they aware of?
- Note the differences in American English and British English shown at the foot of the spread. See Teaching tip 1 on page 6 of the introduction for ideas on how to present and practise these differences.

2

- Before students watch the first part of the talk again, ask them to read the numbers and see if they can remember what they refer to from the first viewing.
- ▶10.1 Play the first part of the talk from 0.11–2.20. Students watch and note what the numbers refer to.
- Students can compare their answers with a partner before you check with the class as a whole.

Answers

- 1 new tweets a day in January 2009
- 2 new tweets a day in January 2014
- 3 number of minutes in which two million tweets were sent in 2014
- 4 per cent increase of Twitter activity from 2009 to 2104
- 5 the number of times a day a one-in-a-million chance occurs
- 6 the percentage of tweets that are safe
- 7 the number of possibly dangerous tweets per month

3

- Before watching the second part of the talk, ask students to try to guess some of the answers to the questions.

- ▶10.1 Play the second part of the talk from 2.21–4.43. Students watch and answer the questions.
- Students can compare their answers with a partner before you check with the class as a whole.

Answers

- 1 People do weird things.
- 2 a A tweet 'Now's your chance!' It could be an attempt to sell something, or it could be a notification that you signed up to be notified that, for example, the International Space Station is passing overhead.
b A tweet saying 'plz watch+share'. It could be someone trying to get users to click through to a website that will steal personal details, or it could be the tweet of someone at a rally who has information that the world really should see.

- Ask students *How much spam do you receive? Have you ever experienced phishing? What happened?*

4

- Before watching the third part of the talk, ask students to try to remember the answers to the questions.
- ▶10.1 Play the third part of the talk from 4.44 to the end. Students watch and answer the questions.
- Students can compare their answers with a partner before you check with the class as a whole.

Answers

- 1 The geodata on the photo could give information about her location.
- 2 She means that even a small percentage of five hundred million tweets is a lot of tweets. This is the heart of the 'strangeness of scale' idea.

- Ask students if they are surprised by Harvey's comments. Have they ever considered before that sites like Twitter are risky?

VOCABULARY IN CONTEXT

5

- Students check their understanding of certain words and phrases from Del Harvey's talk by watching the screen and choosing from the options.
- ▶10.2 Play the clips from the talk. When each multiple-choice question appears, pause the talk so that students can choose the correct definition.

Transcript and subtitles

1 Now, the vast majority of activity on Twitter puts no one **in harm's way**.

- a in financial difficulty
- b in an embarrassing position
- c in danger

2 Maybe people are documenting travel **landmarks** like Australia's Heart Reef, or tweeting about a concert they're attending.

- a places of scientific interest
- b difficult-to-find areas
- c famous locations that are easy to recognize

3 Well, this could also be a **bystander** at a rally who managed to record a video of a police officer beating a non-violent protester.

- a observer
- b participant
- c official

4 That means we evaluate hundreds of **parameters** when looking at account behaviours, and even then, we can still get it wrong and have to re-evaluate.

- a limits that affect how things can be done
- b messages between individuals
- c predictions of possible results

5 Given that I spend my days and nights imagining the worst that could happen, it wouldn't be surprising if my worldview was **gloomy**. It's not.

- a confused
- b unhappy
- c difficult to explain

Answers

1 c 2 c 3 a 4 a 5 b

- Optional step.** Put students into pairs and ask them to write five more sentences using the words in different contexts of their own. Invite pairs to read out their sentences and check the correct use of the words.

6

- Put students into pairs to complete the sentences with their own words.
- Have a class feedback session and invite pairs to share their sentences with the class.

CRITICAL THINKING Analogies

7

- Define the term *analogies* for students so that they are clear on the term. Say *An analogy is when we compare two things that have similarities; the term is often used*

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to explain a difficult idea or principle. For example, 'The Internet is like a giant spider's web.'

- Students choose the correct reason for Harvey's analogy. Before checking with the whole class, ask them to compare answers with a partner and explain their choice.

Answer

b

8

- There is no correct answer to this task. Students need to read the four comments with their analogies and decide which is effective.
- You could ask students to vote on which of the four analogies they prefer the most and encourage them to say why. You could even ask students to create their own analogies if they don't think any of them are effective.

PRESENTATION SKILLS Pace and emphasis

9

- Pace and emphasis are used by effective speakers a great deal. Ask students to read the tips in the Presentation skills box. Follow up by asking them which words they think a speaker will typically emphasize or pause after in order to add emphasis. Answers might include important facts and figures, names, key questions.
- ▶ 10.3 Play the clips from the talk. Students watch and answer the questions. Explain to students that she is using American English so the ways she says certain numbers will vary from British English. Point out the glossary at the foot of the page.

Transcript

1 Let's talk about what scale looks like at Twitter. Back in January 2009, we saw more than two million new tweets each day on the platform. January 2014, more than 500 million. We were seeing two million tweets in less than six minutes. That's a 24,900 per cent increase.

2 Why spend so much time searching for potential calamities in innocuous activities? Given the scale that Twitter is at, a one-in-a-million chance happens 500 times a day.

3 After you take out that 99.999 per cent, that tiny percentage of tweets remaining works out to roughly 150,000 per month. The sheer scale of what we're dealing with makes for a challenge.

4 You know what else makes my role particularly challenging? People do weird things.

5 OK. Let's make the stakes higher. Back to my account, again exhibiting classic behaviour. This time it's sending the same message and link. This is often indicative of something called phishing, somebody trying to steal another person's account information by directing them to another website. That's pretty clearly not a good thing. We want to, and do, suspend accounts engaging in that kind of behaviour.

6 So what do I do? I pause and I think, how could all of this go horribly wrong? I visualize catastrophe. And that's hard.

Answers

- 1 Numbers
- 2 It makes the humour of the statements very clear to the audience.
- 3 She slows down when she says 'classic behaviour' and 'that's pretty clearly not a good thing'. She's clarifying why phishing is a problem.
- 4 How could all of this go horribly wrong? I visualize catastrophe.

Extra activity

Practising pausing and emphasising in presentations

One way to show students how a speaker uses pausing in their presentation is to mark the script of a presentation indicating where the pauses are. For example, / indicates a short pause and // a longer pause. We tend to put longer pauses (//) at the end of a sentence and use shorter pauses (/) with commas or around words we want to stress or add emphasis to.

You could show this part of the transcript of the talk on the board with marked pauses.

Let's talk about what scale / looks like / at Twitter. // Back in January 2009, / we saw more than two million / new tweets / each day on the platform. // January 2014, / more than five / hundred / million. // We were seeing two million tweets / in less than six minutes. // That's a twenty-four / thousand / nine hundred / per cent / increase. //

- ▶ 10.3 Play the first clip again and ask students to notice how she uses pausing. In particular, she uses it with large numbers to emphasize the scale.

Now choose another short section from the talk. Students look at the transcript, listen and mark in the pauses they think Harvey uses. Their answers won't be absolutely precise because sometimes the pause is very

short but – in general – they'll notice pausing used for emphasis.

Once they have done this, you could ask them to prepare parts of their own presentation in a similar way. Or they could give their presentations in Exercise 11, record them, and then listen afterwards and notice if they used pausing effectively.

10

- To help students think of possible risks, brainstorm a few ideas as a class such as 'Hitchhiking across countries', or 'Telling your boss that you thought his latest idea was a bad idea.'
- Next, ask students to work alone and make notes on the questions. As they are working, walk around the class and check they are answering the questions and that they have plenty of ideas. Prompt with any necessary words and phrases that they might use in the presentation.

11

- Put students into pairs to give their presentations. Remind them to vary the pace. Their partner can give feedback on this by answering these three questions (which you could write on the board):

Did the speaker vary the pace?

Did the speaker add emphasis to numbers and other key information?

Did the speaker use pauses effectively?

- Allow time afterwards for feedback to be given and then make general comments of your own on the pacing and any problems with key language.

10.2 Follow your gut instinct

READING Understanding risk

1

- Read through the list of risks with the class and explain any unknown vocabulary. You may need to clarify the word *asteroid* (a very large rock in space which orbits the sun).
- Ask students to work alone and rank the five risks from 1 (most likely to happen) to 5 (least likely to happen).

2

- Students check their answers on page 117.

Answers

- 1 e – Being struck by lightning in your lifetime (1 in 3,000)
- 2 b – Being injured by a toilet this year (1 in 10,000)
- 3 a – Being killed by a bee sting (1 in 6 million)
- 4 d – Being attacked by a shark (1 in 11.5 million)
- 5 c – Being killed by an asteroid impact (1 in 74,817,414)

- Put students into small groups to discuss the three questions, giving their own personal opinions.

3

- Focus students' attention on the photo of the man on top of the mountain pulling an enormous piggy bank up by a rope. Ask students to comment on the photo and say what they think the risk is.
- Ask students to discuss the meaning of the four headings without reading the article.
- Ask students to read the article and match the four headings with paragraphs A–D.

Answers

- 1 C 2 A 3 B 4 D

4

- Books closed. Ask students to discuss and summarise the main idea of the article in their own words.
- Books open. Ask students to read the article and compare their own answers with the correct statements.

Answers

- 2

- **Optional step.** Ask students to comment on their feelings about the article. Do they tend to agree with the main idea behind it? Have they got any examples of their own where by trying to reduce risk, the risk had been increased?

5

- Put students into pairs to find the words and phrases in the article and agree how to explain their meanings.
- Check the answers as a class.

Answers

- 1 create problems
- 2 drive
- 3 considered according to numbers and/or measured data

- 4 drug, medical treatment
- 5 a feeling of what is true or right, not based on reason
- 5 a feeling of what is true or right, not based on reason
- 6 a feeling of what is true or right, not based on reason
- 7 doing what feels right according to your feelings or emotions
- 8 a medicine that helps you stop feeling sad all of the time

6

- Put students into groups. Ask them to take turns to read the six sentences and tick the ones they think the article will support.
- Then ask them to read the article again to check their ideas for each one.
- When checking answers, ask students to say whereabouts in the text they found information to support their choices.

Answers

- Sentence 2 (between lines 27–31)
- Sentence 4 (between lines 56–61)
- Sentence 6 (between lines 82–87)

7

- Discuss this question as a class. Essentially, Gigerenzer is saying that well-known brands perform well (that's usually why they're well-known), for example, companies like *McDonald's* and *Apple* are known globally and are good investments. The only exception is when a famous company suddenly has unexpected problems.

VOCABULARY Risk and probability

8

- Put students into pairs. Ask them to take turns to read the sentences aloud and discuss the meaning of the underlined expressions.
- Check students' understanding of the expressions by asking them to translate the sentences into Chinese.
- **Optional step.** Ask students to discuss the six statements and say if these risks are issues in their hometown region. For example, a shark attack might not be common but the issue of sugar consumption might well be.

9

- Ask students to compare their answers with their partners before you check with the class as a whole.

Answers

- 1 reduce the odds
- 2 was a one-in-a-million chance
- 3 poses a threat
- 4 chances of recovering
- 5 run the risk
- 6 increases the likelihood

- **Optional step.** To enhance students' command of the expressions, you can ask them to make up their own sentences using the expressions.

10

- Put students into pairs to ask and answer the six questions with their own ideas.
- Afterwards, ask some students to give their answers to the questions and compare the different opinions in the class.

SPEAKING Facing risks

11

- Put students into groups to discuss the questions. This exercise encourages students to further reflect on risk and what it means to their life.
- Ask students to try using the newly acquired expressions about risk and probability in their discussion.
- Invite groups to present, explain and compare their answers.

12 21st CENTURY OUTCOMES

- Before starting this exercise, refer students to the 21st CENTURY OUTCOME at the foot of page 93 which is *Understanding preventive health measures, including risk avoidance*. Explain that the next speaking exercise relates to health when travelling and students will discuss ways of reducing risk.
- Read the instructions with the class and check that everyone understands what to do.
- Put students into pairs and allow them time to think of a country. They also need to consider what advice they might give to visitors. If you don't have classroom Internet access, perhaps you can set this task for homework and students can do their research before the next lesson.
- Once students have made a list of advice, they take turns to tell their partner who must guess the country.

- Monitor during the activity and give positive feedback on correct use of some of the new vocabulary and expressions introduced in this lesson.

Extra activity

Write a leaflet

Students could work alone or in pairs. Ask them to prepare an information leaflet for travellers and tourists to a country (perhaps their own). It should include tips on food, accommodation, health, climate, transport and customs. They could be displayed around the classroom so that everyone can read them.

10.3 All things considered ...

LISTENING Assessing risk

1

- Books closed. Write *Health and Safety* on the board. Put students into small groups to list everything they can think of in their place of work or study which is affected by health and safety, for example, the chairs they sit on, the fire exits.
- After a couple of minutes, ask groups to share their ideas and write them on the board. You could also introduce the idea that some people think there are too many health and safety rules at work and in public places. What do the class think?
- Books open. Ask students to look at the photo and discuss the four questions in pairs. During the discussion, listen to their comments and afterwards, select certain students to share their answers with the whole class.

TEACHING TIP


Nominating quieter students to speak

Typically in the early stages of a course we often ask more confident speakers to comment and express themselves in front of the whole class. However, as the course progresses, try to draw out quieter students so that they speak in front of the class. It's a useful skill and often we miss out on interesting comments by not bringing them into the discussion.

2

- Ask students to study the five pictures of chairs or ways of working at a desk. Invite individual students to describe each one as this will help predict the kind of descriptive

vocabulary that is used in the listening. Also, ask students to think of any arguments for or against each method. Ask *If you were choosing a new system of working, which do you think you would choose? Why?*

-  46 Play the recording. Students listen and number the chairs in the order they are discussed.
- Afterwards, check the answers as a class and play the recording again and pause, if necessary, to clarify any of the answers.

Transcript

Alex: OK, the next part of the risk assessment is seating. Clare, you're taking care of that one, right?

Clare: Yes.

Alex: OK, so what have you got for seating? Is it really a hazard?

Jenny: Well, it is if you fall off! ... Seriously, can't we just order some regular office chairs?

Clare: Right, well, according to the Health and Safety Executive, seating is considered a workplace hazard because it can lead to back pain, and also to problems with arms – especially seating that isn't adjustable.

Jenny: Well, that makes sense – it's easy to see how the wrong chairs could be bad for people. How high is the risk of people having back or arm problems?

Clare: For people working all day at a computer, the risk of back problems is actually fairly high if the seating isn't appropriate. So we need to choose our chairs carefully.

Alex: Well, we definitely want to get this right. What are the options?

Clare: I've been looking into the best computer chairs, and there are some pretty interesting options to choose from. Possibly the most obvious one is a conventional desk chair design – as long as it's good quality, and adjustable, which almost all of them are these days. If each worker can adjust their own chair, this lowers the risk of back and arm problems. People are used to this sort of chair, so they're popular.

Jenny: OK, so that's basically what I said before, right? We just order some standard-issue office chairs?

Alex: Clare, what are the other options?

Clare: Ball chairs are big right now.

Alex & Jenny: Ball chairs?

Clare: They're big balls filled with air, and you sit on them.


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- Jenny:** *And this is a huge improvement on the office chair design that's been used successfully for hundreds of years around the world?!*
- Clare:** *It's claimed that they make your lower back stronger and improve your sitting position. But a lot of the research says that there really isn't a big benefit with these and the risk of back pain for them is about the same as a standard chair.*
- Alex:** *So, in light of the research, ball chairs probably aren't the best option.*
- Clare:** *Agreed.*
- Jenny:** *Well, I guess that leaves us with just plain old everyday office chairs, like I said before?*
- Clare:** *Not quite. Now, since sitting a lot increases the risk of back and arm problems, I looked into two standing options. The first is basically a very high stool that you lean against. It's very basic and super lightweight, so on the plus side, the high stool isn't that expensive. The other isn't a chair at all, it's a standing desk.*
- Jenny:** *But we wouldn't expect people to work standing up all day, would we?*
- Clare:** *No. Standing up regularly is very healthy, but actually, one downside of standing desks is that they increase the risk of leg problems – because you're on your feet all day. And of course a lot of people just don't like the idea of working all day standing up.*
- Jenny:** *OK, good. So that's out. Which I guess brings us back to standard office chairs.*
- Clare:** *Not quite, Jenny. A final option that might do the job is kneeling chairs. A lot of people really like them.*
- Jenny:** *You're kidding, right?*
- Clare:** *They're said to be good for keeping your back straight.*
- Alex:** *Any possible problems?*
- Clare:** *One drawback of these is that you become uncomfortable more quickly. Though they're pretty good for backs and arms, there's some risk of leg problems with these.*
- Jenny:** *That doesn't sound very good.*
- Clare:** *On the plus side, they're adjustable. But a lot of people really don't like them just because they're so different.*
- Alex:** *Thanks, Clare. That was incredibly thorough.*
- Jenny:** *It certainly was! All things considered, don't you think the choice is obvious?*

Answers

1 B 2 A 3 D 4 E 5 C

3

- Allow time for students to read the sentence beginnings.
-  46 Play the recording again. Students listen and complete the sentences.

Answers

- 1 a conventional office chair design (– as long as it's good quality, and adjustable)
- 2 the best option
- 3 that expensive
- 4 that they increase the risk of leg problems
- 5 kneeling chairs

4

- Put students into pairs to discuss the questions. Monitor their discussion and make notes on any language difficulties.
- Briefly give feedback afterwards before moving to the pronunciation section and sum up the main views of the class.

Possible answers


- 1 Conventional chair – pros: familiar, usually adjustable; no cons are mentioned
Ball chair – pros: may make lower back stronger and improve sitting position; cons: may not actually reduce back pain
Standing chairs / high leaning stool – pros: lightweight, inexpensive. Standing desk, cons: leg problems, people don't like the idea of working all day standing up.
Kneeling chairs – pros: good for keeping your back straight, good for back and arms, adjustable; cons: you may become uncomfortable more quickly, risk of leg problems, a lot of people don't like them because they're so different
- 2 They probably choose a standard desk chair.
- 3 Students' own answers

Pronunciation Saying lists

5a

- This exercise focuses in on how to pronounce lists of nouns. Note that the intonation rises on each noun,

but then will fall on the final noun (usually following the conjunction 'and').

-  47 Play the recording and students identify which list sounds complete and which is open.
- When checking answers, elicit or point out that the second sentence is closed because the intonation falls on the final noun whereas the intonation is still rising on the final noun in the first list. Explain that this use of the rising intonation is often used to indicate that there is more to follow or that you want someone else to continue making suggestions.

Transcript

1 I love the idea of doing some fitness activities. I'd like to see yoga, aerobics, kung fu ...

2 For ball sports, we should choose basketball, football or rugby.

5b

- Put students into pairs to take turns to say their favourite foods as a 'closed' list.
- Then ask them to say another list describing ways to stay fit as an 'open' list.
- As students are speaking, monitor their practice and correct any errors where appropriate. For example, quickly drill the list with the student.

Extra activity

I went to the supermarket and I bought ...

This extra activity offers a bit of fun with language and practises using the intonation for closed lists. Sit (or stand) students in a circle. With large classes, make two or three circles if you have space. Explain that you will begin a sentence about going to a supermarket and then a student in the circle repeats it, but adding an item. Then the next student repeats the whole sentence and adds a third item. So build the sentence like this:

Teacher: I went to the supermarket and I bought a hat.

Student 1: I went to the supermarket and I bought a hat and a coat.

Student 2: I went to the supermarket and I bought a hat, a coat and some milk.

Student 3: I went to the supermarket and I bought a hat, a coat, some milk and a cup.

Continue in this way round the circle so that the list of items in the sentence becomes longer and longer. It's a real test of memory, but students also need to use rising intonation on each item until the final item when they use falling intonation. See how long you can make the sentence before it becomes impossible to remember!

SPEAKING Health and safety issues

6

- In the next activity, students will need to make use of the expressions for discussing alternatives. In order to focus on how these expressions are used, you could play the recording again (46) and ask students to tick any expressions they hear being used. Alternatively, they could read the transcript on page 126 and underline any useful expressions which they might be helpful in a discussion.
- **Optional step.** Ask students to read the memo first and say whether they think the steps are realistic for most companies to implement. Ask students if any of them work at companies or study at places where these types of ideas already exist.
- Put students into groups. Ask them to read the memo and to discuss each option, including the pros and cons for implementing them. During the discussion, they should try to use some of the expressions listed in the Useful expressions box.
- At the end, invite groups to present their decisions and conclusions to the class. Find out how similar everyone's ideas were.

PUTTING IT TOGETHER A news report video about risks on campus

7

- Books closed. Brainstorm the names of any kinds of sports with the class and write them on the board. Aim for around ten sports.
- Put students into pairs to rank the sports in order of risk (1 = least risky or dangerous, 10 = most risky or dangerous). Then invite pairs to present, explain and compare their lists.
- Books open. Ask students to look at the infographics and see if any of the sports listed on the board are also mentioned on it. For the less common sports, use visual aids to make sure students know what the sports are.
- As a class, students can discuss this question with reference to the sports listed on the board and in the infographic.

8

- Ask students to study the infographic closely and orally summarise what they have learnt from it.

9

- Read through the scenarios in class and offer explanations if students have any questions.
- Ask students to follow the procedures provided in the

coursebook to do the project.

- Remind students to use the Internet to find as much information as possible. They should put their information together and decide which scenario to work on.
- Remind students that the concept of risk includes physical and emotional safety, property damage, financial security, reputation, etc.
- Ask students to collaborate on the script of their news story. Collect the scripts and provide feedback before they start shooting. You may need to limit the length of the video.
- Ask students to share their news story in class. Encourage groups to provide feedback to each other.

▶ Photocopiable communicative activity 10.1: Go to page 208 for further practice of reporting verbs and passive reporting verbs. The teaching notes are on page 222.

▶ Photocopiable communicative activity 10.2: Go to page 209 for further practice of all the grammar and vocabulary from this unit. The teaching notes are on page 222.

INTRODUCE THE TASK

Tell the class that they are going to give a presentation about how to recognise the skills they have.

- **Optional step.** Write the following on the board: 'The skills I need to be a successful language learner'. Put students into small groups and ask them to list as many skills they can think of, by thinking about their personal journeys as language learners and evaluate what skills have helped them to succeed. (You may want to elicit the name of the skillsets beforehand.) Set a time limit of 5 minutes for the group discussions and invite students to share their ideas in the whole class. Write the suggestions on the board.

YOUR IDEA

1

- Tell the class to read the three paragraphs (1-3) about the different ways of developing skills and match them with the summaries (a-c). Set a time limit of 3 minutes to encourage scanning for the answers. Ask students to check their answers in pairs / small groups. If answers differ, encourage them to justify their choices by finding the relevant parts in the texts.

Answers

1 b 2 c 3 a

2

- Tell students that they need to write notes about things they have done in different areas of life and the skills they have developed through these activities. Emphasize that they should only write notes, not full sentences.

3

- Ask students to look back at their notes in exercise 2 and organize the activities to classify the different skills. (They may add to the categories if needed.) When finished, get students to share their answers in pairs. Encourage them to explain, give reasons etc. for the examples in the different categories.

Example answers

Organizational skills managing groups of people, planning trips, making lists

Interpersonal skills communicating with others, understanding others, organizing tasks

Financial management skills managing a budget, making savings

Time management skills maintaining a schedule, meeting deadlines

4

- Tell students to read the instruction. Elicit what the task requires them to do: draw on the audience's existing knowledge and think about ways to raise their interest in the topic.
- Put them in pairs and ask them to talk about their skills, using the details from exercise 3. Explain that this practice will lead to the presentation so the speaker should stand up and talk without interruption.
- When finished, the partner should give some feedback on the content / organisation and delivery, pointing out what was good but also choosing one aspect for improvement. [The main focus for feedback should be on the two aspects: involvement and engagement - but the important thing is to keep the comments light-hearted and constructive.]
- Monitor the activity, make notes of incorrect grammar / vocabulary. At the end put these examples on the board and invite the class to correct them collectively.

ORGANIZING YOUR PRESENTATION

5

Ask students to read the four steps of presentation (1-4) and match them with the examples of useful language (a-h). Once they've done the matching individually, get them check first in pairs and then as a whole class. Explain that steps 1-4 will give them the framework / sequence for the presentation.

Answers

1 d, g 2 a, h 3 c, e 4 b, f

YOUR PRESENTATION

6

Go through the useful language section in each part and get students to think about how they would fill in the gaps / complete the sentences. Ask them to choose the option they are the most comfortable with. Then focus the students' attention to the boxes where they need to write the notes. Elicit why it is important to write notes rather than full sentences. Ask them to identify the section that will have the content they practised in exercise 4 but also get them think about what changes they need to make.

Example answers

1 Today, we're going to look at an aspect of daily life and the skills that you can develop. I'm going to talk about how I've managed to gain some skills.

2 This relates to one of my hobbies – running. People don't realize how many different skills you can develop doing an activity like this.

3 I'm actually part of a running club, so I've been able to develop my communicative skills by interacting with the other members. Running is also a very demanding physical activity, especially when you're training for a race. I've proven to myself that I have been able to plan my time, been dedicated and committed to my training schedule, and taken care when planning my meals.

4 So, that's all about my skills. I hope you found my talk interesting. Have you got any questions for me?

7

- *Ideally this task should be set for homework.*
- Introduce the set of criteria for self-assessment to the students. Make sure you clarify what each point means by either eliciting explanation from the students or explaining yourself what they need to do. Encourage them to practise the presentation several times at home and do this self-check list after each practice. Tell them they will need this form for the next class.

• *It is likely that the presentations take place during the next lesson. The setup will depend on the class size and time available. The following procedure is only a suggestion:*

1. *Photocopy p.97 so there are multiple copies for each student.*
2. *Give out the photocopies and explain that students need to use them to assess each presentation both for structure (6) and performance (7).*
3. *Nominate a student (or ask for a volunteer) to give their presentation.*
4. *Tell the audience to use the form to assess the presentation. (it is enough to appoint 4-5 students from the class to do this.)*
5. *Conduct a feedback session where the 'markers' give their opinion but make sure the presenter's self-assessment section (7) is part of the discussion.*
6. *Divide the class into smaller groups where students take turns to give their presentations and peer feedback as above.*

11 Vision

UNIT AT A GLANCE

THEMES: Looking at people with visions of the world and how our actions can change it

TED TALK: *How to build with clay ... and community.* Diébédo Francis Kéré talks about his life from a young boy growing up in a poor village in Burkina Faso to studying architecture in Germany, and finally how he returned to his village and helped the community build a school from clay

AUTHENTIC LISTENING SKILLS: Dealing with accents: different stress patterns

CRITICAL THINKING: Relevance

PRESENTATION SKILLS: Varying your tone of voice

VOCABULARY: Expressions with *look* and *see*

PRONUNCIATION: Sure and unsure tones

READING: *Visionaries*

LISTENING: Life coaching

SPEAKING: Talking about visionaries, Talking about a vision of the future

PUTTING IT TOGETHER: A pitch for geotourism

LEAD IN

- Write the word *vision* on the board. Put students into pairs and ask them to write two sentences using the word *vision* in two different ways. Allow them to refer to dictionaries in order to check its different uses and meanings.
- After a few minutes, ask pairs to share their sentences and see if they have used the word in similar ways. For example, it can be used like this:
To refer to a mental image: *The writer presents a terrible vision of the future.*
The ability to see: *These glasses ensure the vision in my left eye is better.*

BACKGROUND

1

- Ask students to read the paragraph about Diébédo Francis Kéré and his talk. Answer any queries about the vocabulary.
- Ask students to say what they think his vision is (*to give something back to his community through designing beautiful buildings*).
- Put students into pairs to discuss the three questions and suggest possible answers. Don't say if their answers are correct or not at this stage as this is explained in the talk.

Background information

Burkina Faso

If your students don't know very much about Burkina Faso, you could provide this basic background information: Burkina Faso is in the west of Africa and has no coastline. It is surrounded by six other countries. The French-speaking population is around 17 million with about 6 million people living in extreme poverty. In rural areas, employment can be hard to find and many young people move to the cities. Cotton production is one of its main industries.

KEY WORDS

2

- Put students into pairs to match the words in bold with their definitions.
- Check answers with the class. Then, for a quick check of students' memory and understanding, read out each sentence, but stop just before the word in bold. Ask students to call out which word they think it is. For example, for sentence 1:
Teacher: When glass was first put in windows, it was considered a major architectural ...
Student: prototype
Teacher: No.
Student: innovation
Teacher: Correct!


Answers

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


AUTHENTIC LISTENING

SKILLS Dealing with accents: different stress patterns

3a

- Explain that the first language of Burkina Faso is French so the speaker in the next TED Talk has a non-native accent. His accent is quite strong and the stress patterns vary compared to the previous TED Talk speakers in the coursebook so far who have had British and American accents.
- Ask students to read the information about differences between native and non-native speaker accents in the Authentic listening skills box. Point out that recognizing stress patterns is a key element for native speakers in understanding what someone says. So, when non-native speakers use different stress patterns it can make comprehension difficult.
- Ask your own students about which kinds of accents they find harder to understand, for example, do they find American accents or British accents easier to understand? Would they prefer to listen to a non-native speaker of English or a native speaker?
-  48 Play the recording. Students listen and compare the difference between two accents saying the same sentence.
- Play the recording again and ask students to listen carefully for the pronunciation of the underlined word *architecture* in each case. Ask *How does the stress change?* Elicit that Kéré puts the stress on the third syllable whereas the native speaker puts the stress on the first syllable.

3b

-  49 Play the recording. This time students listen out for which words are stressed in the sentences. Elicit that Kéré stresses the auxiliary verb *does* instead of the main verb in the sentence.

Answers

Kéré: What does it look like to grow up in a place like that?


British voice: What does it look like to grow up in a place like that?

Correctness?

When dealing with the topic of native speaker and non-native speaker accents, some students may refer to the non-native speaker pronunciation as 'incorrect' in some way. Indeed, some students may even ask why they are listening to such accents when they are on an English course. Explain that attitudes to accents and correctness have changed a great deal in recent years. With more non-native speakers using English as a lingua franca in the world than native speakers, people's views of what is correct English have changed. The fact is that students are more likely to communicate with other non-native speakers with other accents than they are with native speakers. So, developing their ability to cope with a range of accents is important.

TEACHING TIP

3c

-  50 Play the recording. Students listen and complete the text.
- Students can compare their answers with a partner before you check the answers as a whole class. Play the recording again, if necessary.


Answers

1 example 2 village 3 drinking water 4 family 5 kids

11.1 How to build with clay and community

TED TALKS

1

- Books closed. Before watching the TED Talk, ask a student to summarise the key information about Diébédou Francis Kéré, for example, who he is and what he's done.
- Books open. Allow students time to read the seven categories before watching the talk.
-  11.1 Play the whole talk. Students watch and make notes under the seven categories.

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- After viewing, students can compare their notes with each other. The amount of detail that each student writes will vary but by the end of the process, make sure that all the students understand the general meaning and details of Kéré's life.

Transcript

- 0.11** *I would like to show you how architecture has helped to change the life of my community and has opened opportunities to hope.*
- 0.25** *I am a native of Burkina Faso. According to the World Bank, Burkina Faso is one of the poorest countries in the world, but what does it look like to grow up in a place like that? I am an example of that. I was born in a little village called Gando. In Gando, there was no electricity, no access to clean drinking water, and no school. But my father wanted me to learn how to read and write. For this reason, I had to leave my family when I was seven and to stay in a city far away from my village with no contact with my family. In this place I sat in a class like that with more than 150 other kids, and for six years. In this time, it just happened to me to come to school to realize that my classmate died.*
- 1.36** *Today, not so much has changed. There is still no electricity in my village. People still are dying in Burkina Faso, and access to clean drinking water is still a big problem.*
- 1.55** *I had luck. I was lucky, because this is a fact of life when you grow up in a place like that. But I was lucky. I had a scholarship. I could go to Germany to study.*
- 2.14** *So now, I suppose, I don't need to explain to you how great a privilege it is for me to be standing before you today. From Gando, my home village in Burkina Faso, to Berlin in Germany to become an architect is a big, big step. But what to do with this privilege? Since I was a student, I wanted to open up better opportunities to other kids in Gando. I just wanted to use my skills and build a school. But how do you do it when you're still a student and you don't have money? Oh yes, I started to make drawings and asked for money. Fundraising was not an easy task. I even asked my classmates to spend less money on coffee and cigarettes, but to sponsor my school project. In real wonder, two years later, I was able to collect 50,000 U.S. dollars.*
- 3.29** *When I came home to Gando to bring the good news, my people was over the moon, but when they realized that I was planning to use clay, they were shocked.*
- 3.45** *'A clay building is not able to stand a rainy season, and Francis wants us to use it and build a school. Is this the reason why he spent so much time in Europe studying instead of working in the field with us?'*
- 4.03** *My people build all the time with clay, but they don't see any innovation with mud. So I had to convince everybody. I started to speak with the community, and I could convince everybody, and we could start to work. And the women, the men, everybody from the village, was part of this building process. I was allowed to use even traditional techniques. So clay floor for example, the young men come and stand like that, beating, hours for hours, and then their mothers came, and they are beating in this position, for hours, giving water and beating. And then the polishers come. They start polishing it with a stone for hours. And then you have this result, very fine, like a baby bottom. It's not photoshopped. This is the school, built with the community. The walls are totally made out of compressed clay blocks from Gando. The roof structure is made with cheap steel bars normally hiding inside concrete. And the classroom, the ceiling is made out of both of them used together.*
- 5.37** *In this school, there was a simple idea: to create comfort in a classroom. Don't forget, it can be 45 degrees in Burkina Faso, so with simple ventilation, I wanted to make the classroom good for teaching and learning. And this is the project today, twelve years old, still in best condition. And the kids, they love it.*
- 6.08** *And for me and my community, this project was a huge success. It has opened up opportunities to do more projects in Gando. So I could do a lot of projects, and here I am going to share with you only three of them.*
- 6.28** *The first one is the school extension, of course. How do you explain drawings and engineering to people who are neither able to read nor write? I started to build a prototype like that. The innovation was to build a clay vault. So then, I jumped on the top like that, with my team, and it works. The community is looking. It still works. So we can build. And we kept building, and that is the result. The kids are happy, and they love it. The community is very proud. We made it. And even animals, like these donkeys, love our buildings.*

7.17 *The next project is the library in Gando. And see now, we tried to introduce different ideas in our buildings, but we often don't have so much material. Something we have in Gando are clay pots. We wanted to use them to create openings. So we just bring them like you can see to the building site; we start cutting them, and then we place them on top of the roof before we pour the concrete, and you have this result. The openings are letting the hot air out and light in. Very simple.*

7.59 *My most recent project in Gando is a high school project. I would like to share with you this. The innovation in this project is to cast mud like you cast concrete. How do you cast mud? We start making a lot of mortars, like you can see, and when everything is ready, when you know what is the best recipe and the best form, you start working with the community. And sometimes I can leave. They will do it themselves. I came to speak to you like that.*

8.34 *Another factor in Gando is rain. When the rains come, we hurry up to protect our fragile walls against the rain. Don't confound with Christo and Jeanne-Claude. It is simply how we protect our walls. The rain in Burkina comes very fast, and after that, you have floods everywhere in the country. But for us, the rain is good. It brings sand and gravel to the river we need to use to build. We just wait for the rain to go. We take the sand, we mix it with clay, and we keep building. That is it.*

9.19 *The Gando project was always connected to training the people, because I just wanted, one day when I fall down and die, that at least one person from Gando keeps doing this work. But you will be surprised. I'm still alive.*

9.39 *And my people now can use their skills to earn money themselves. Usually, for a young man from Gando to earn money, you have to leave the country to the city, sometimes leave the country and some never come back, making the community weaker. But now they can stay in the country and work on different building sites and earn money to feed their family. There's a new quality in this work.*

10.15 *Yes, you know it. I have won a lot of awards through this work. For sure, it has opened opportunities. I have become myself known. But the reason why I do what I do is my community.*

10.36 *When I was a kid, I was going to school, I was coming back every holiday to Gando. By the end of every holidays, I had to say goodbye to the*

community, going from one compound to another one. All women in Gando will open their clothes like that and give me the last penny. In my culture, this is a symbol of deep affection. As a seven-year-old guy, I was impressed. I just asked my mother one day, 'Why do all these women love me so much?' She just answered, 'They are contributing to pay for your education hoping that you will be successful and one day come back and help improve the quality of life of the community.' I hope now that I was able to make my community proud through this work, and I hope I was able to prove you the power of community, and to show you that architecture can be inspiring for communities to shape their own future.

11.57 *Merci beaucoup. Thank you. Thank you. Thank you. Thank you. Thank you. Thank you.*

Possible answers

Hometown and early life: born and grew up in Gando, Burkina Faso

School days: at age seven, moved to a boarding school and studied there for six years

University: studied architecture in Germany

Return to Gando: became an architect and decided to give back to Gando; built a school there, then a library

Challenges of the first project in Gando: the people didn't think clay was a good material to build with

Other projects in Gando: extension to the school; library

Other challenges in Gando: the rains; young people often are forced to leave to find work

A final story from his childhood: women in his village gave him money to support his education

- Refer students to the glossary at the foot of the spread where the differences between North American and British English. See page 6 of the introduction for ideas on how to present and practise these differences.

2

- Before watching the talk again, ask students to read the sentences. They could even try to predict which are true or false with a partner, based on what they remember from the first viewing or through guesswork.
- ▶ 11.1** Play the first part of the talk from 0.00–6.07. Students watch and complete their answers. When students write true or false they should make a note of why they chose false.

Answers

- 1 F (There is nothing in the talk that suggests the village is much more modern; only that it has a new school.)
- 2 T
- 3 T
- 4 F (He says, 'My people build all the time with clay.')
- 5 F (As well as size and cost, he says that one of the main issues was 'to create comfort in a classroom'. So heat and ventilation were very important.)

3

- Ask students to complete the sentences with the words in the box.
- ▶11.2 Play the second part of the talk from 6.08–9.18. Students watch and check their answers.

Answers

- 1 extension 2 prototype 3 library 4 clay pots
- 5 high school 6 cast mud 7 clay walls 8 rain

4

- Before watching the talk again, students could try to answer some of the questions based on their first viewing.
- ▶11.1 Play the third part of the talk from 9.19 to the end. Students watch and complete their answers.
- Students can compare their answers with a partner before you check the answers as a whole class.

Answers

- 1 It has brought people together and provided jobs close to home for them.
- 2 to help his community
- 3 They hoped that if they helped him get an education, he would return to the village to help them.

- Optional step.** Ask students for their reaction to the work of Kéré. Do they think his behaviour would be typical of most young people nowadays? Do they think the fact that so many children leave their communities these days and live long distances away from their families is a problem? Why? / Why not?

VOCABULARY IN CONTEXT

5

- ▶11.2 Play the clips from the talk. When each multiple-choice question appears, pause the talk so that students

can choose the correct definition for the words in bold.

- Note that the speaker makes a grammatical error in sentence 3: *My people was over the moon* should be *My people were over the moon*. You can either point this out or ask students *Can you see a mistake in this sentence?* The important thing is to mention it in case students assume it is correct.
- Students can compare their answers with a partner before you check the answers as a whole class.

Transcript and subtitles

1 But I was lucky. I had a **scholarship**. I could go to Germany to study.

- a good mark on an exam
- b passport for international travel
- c financial help for students

2 But what to do with this **privilege**? Since I was a student, I wanted to open up better opportunities to other kids in Gando.

- a advantage
- b money
- c difficulty

3 When I came home to Gando to bring the good news, my people was **over the moon**.

- a very amused
- b very shocked
- c very happy

4 And then you have this result, very fine, like a baby bottom. It's not **photoshopped**.

- a taken with a video camera
- b changed using a computer
- c used for advertising

5 But for us, the rain is good. It brings sand and **gravel** to the river we need to use to build.

- a clean water
- b small stones
- c soft mud

Answers

- 1 c 2 a 3 c 4 b 5 b

6

- Ask students to complete the sentences in their own words.
- Then put students into pairs to compare their sentences.
- End this exercise by asking a few students to say their sentences to the rest of the class.

CRITICAL THINKING Relevance

7

- Check that students understand the meaning of *relevance* (the level which something is related to or useful in supporting what is being said or written). Note that when students think critically they should always consider if an argument or viewpoint is relevant. For example, if they write an argumentative essay or need to convince an audience in a presentation of something, they will need to make use of relevant information.
- Read the example with the class to show students how they should explain the relevance of each sentence.
- Students could work in pairs to work through the other sentences. Afterwards, discuss the sentences as a class and check the answers together.

Answers

- 1 This is relevant because it helps us understand the community he comes from.
- 2 This is relevant because it shows the strength of his vision for his community.
- 3 This is relevant because it shows how he was able to integrate local techniques with his architectural vision.
- 4 This is relevant because he wanted to show how his buildings were designed to work well in that climate.
- 5 This is relevant because it is a problem that his work has helped to address.

8

- Students read the viewers' comments and discuss their relevance to the TED talk.
- Afterwards, ask different pairs to comment and check that everyone in the class agrees on which comments are relevant and they understand why.

Answers

The comments of JJ312 and ClarkKent are relevant because they both refer to the building itself. The comment of Cowboy talks about the rain, but it's unrelated to the main point of the talk.

PRESENTATION SKILLS Varying the tone of your voice

Extra activity

Noticing tone

To introduce the idea of tone and how it affects the way

people understand us, ask students to close their books. Tell the students you are going to read something aloud. They must listen and then say what they notice. Choose any piece of text (such as the paragraph about Kéré on page 119 of the coursebook) and read it aloud but change the tone in parts of it. For example, read the first sentence very loud, then go quieter in the next sentence, and say the third sentence in a monotone, and so on. At the end, students need to comment on these changes and what kind of effect they had on them.

9

- Ask students to read the tips in the Presentation skills box to check their understanding of tone and how it can affect an audience.
- ▶ 11.3 Play the clip from Kéré's talk and students answer the questions. Be prepared to play the extract more than once as this is quite a challenging task. If necessary, pause at certain points to discuss each question as a class.

Transcript

And the women, the men, everybody from the village, was part of this building process. I was allowed to use even traditional techniques. So clay floor for example, the young men come and stand like that, beating, hours for hours, and then their mothers came, and they are beating in this position, for hours, giving water and beating. And then the polishers come. They start polishing it with a stone for hours. And then you have this result, very fine, like a baby bottom. It's not PhotoShopped.

This is the school, built with the community. The walls are totally made out of compressed clay blocks from Gando. The roof structure is made with cheap steel bars normally hiding inside concrete. And the classroom, the ceiling is made out of both of them used together.

In this school, there was a simple idea: to create comfort in a classroom. Don't forget, it can be 45 degrees in Burkina Faso, so with simple ventilation, I wanted to make the classroom good for teaching and learning. And this is the project today, twelve years old, still in best condition. And the kids, they love it.

Answers

- 1 excited and passionate
- 2 His tone is very quiet. It communicates a feeling that the result of the hard work is awe-inspiring. It emphasizes the point he's making, underlining the fact that the floor is very fine indeed.
- 3 steady, as though he's teaching
- 4 very passionate as he talks about the kids loving the school

10

- Allow students time to think of a time when something exciting happened to them. They might need time at home to prepare and do the presentations in class.
- **Optional step.** As the focus is on using tone, students could write their presentation as a short paragraph and read it aloud (as was suggested in the Extra activity at the beginning of this section) using different tones. It's probably worth suggesting they try recording themselves and listening back to the recording to check they are changing the tone.

11

- Put students into pairs to present their talks to each other.
- As students listen to their partner, they should refer back to the tips in the Presentation skills box and give feedback afterwards on how the speaker changed the tone and what the effect was.
- You can give feedback afterwards on students' use of tone, then ask students to change partners and repeat the exercise so they have another chance to improve if necessary.

▶ Photocopiable communicative activity 11.1: Go to page 210 for further practice on the use of tone. The teaching notes are on page 223.

11.2 A personal calling

READING Visionaries

1

- Ask students to read the definition of a visionary, and then try to think of examples of visionaries and discuss the questions. They can work in groups for this exercise to share their ideas of people who are visionaries. If they are having difficulties you could suggest a few examples, like these people:
 - a) Business: Henry Ford, Dr Muhammad Yunus, Mark Zuckerberg
 - b) Science: Stephen Hawking, Isaac Newton, Thomas Edison
 - c) Politics: Nelson Mandela, Gandhi, Abraham Lincoln

Answers

- 1 Students' own answers
- 2 Some suggested answers: They are dynamic, single-minded, imaginative and intelligent.
- 3 The answer may depend on students' own knowledge but one example would be Gandhi, who was rejected and punished by the authorities before helping to lead India to independence; many other political visionaries with strong beliefs have suffered in similar ways before achieving their aims.

TEACHING TIP

Anticipating cultural and regional differences

When talking about 'famous' people in your lessons, note that who is famous in one part of the world might not be in another. So, in the activity above, students will often name visionaries who are famous to them, but possibly unknown to other students. Make sure they explain who the people are/were to the rest of the class and talk about their qualities. It will also be useful to have an Internet connection for this part of the lesson so that students can also look up information on visionaries mentioned if they want to know more about the person.

2

- Ask students to read the article about four visionaries to find out what each person's vision was.
- Students can compare their answers with a partner before you check the answers as a whole class.

Answers

- 1 world peace
- 2 perfection
- 3 better healthcare
- 4 improving lives by turning waste into business

3

- Ask students to read the article again and decide if the sentences are true or false.
- Students can discuss and compare their answers in their groups before you check the answers as a whole class. Students should give reasons for their answers by referring to sections or words in the text, especially to explain why a sentence is false.

Answers

- 1 F (there is no reference to countries at war in particular)
- 2 T
- 3 T
- 4 F (He has been making sushi 'since he left home at the age of nine'.)
- 5 F ('As a direct result of these experiences, Bwelle decided to pursue a career as a doctor'.)
- 6 F ('Now, every Friday, he and 30 other volunteers, including medical students, drive long distances over difficult roads to visit rural villages that need medical help'.)
- 7 T
- 8 T

4

- Put students into groups of four, each with a different role (A, B, C or D). For a few minutes, students work alone and make notes according to their role.
- Next students list their ideas and discuss them with the group.
- Optional step.** Afterwards, students could read the whole text again to check the rest of their group's answers and ideas.

Possible answers

- A commitment, focus, energy
- B obvious generosity (Bwelle), courage (Bwelle, Peace Pilgrim)
- C Bwelle caring for his father; Ruiz seeing waste pickers in Lima
- D Peace Pilgrim spread the message of peace; Ono has delighted people with his food; Bwelle has cured the ill and made them smile/laugh; Ruiz has given people their health, a livelihood and a voice and made urban areas cleaner

5

- Discuss the scale as a class so that everyone understands what it represents. Then talk about each of the visionaries and place them on the scale. Alternatively, ask each student to write their personal view down on each visionary and then take a class vote as to where to place the visionary.
- Optional step.** Refer students back to some of the visionaries they listed in exercise 1. Where would they place some of these people on the scale?

Possible answers

Jiro is at the far left of the scale, because his vision is mostly about his own work.

Peace Pilgrim is probably next; her vision is for world peace, but it is also very personal, and it's unclear exactly how practical it is. She's probably to the left side of the line, but to the right of Jiro.

Bwelle's vision was associated closely with his father at first, but he's still closer to the right side of the line. Ruiz is at the far right of the line.

6

- Put students into pairs to discuss the questions. They decide which of the four visionaries in the article they would like to join for a day, and explain their reasons why. Then students need to think of their own vision and describe it to each other.
- As you monitor, note any particularly interesting visions and have students tell the whole class afterwards. The class can decide, using the scale in Exercise 5, if the student's vision is personal and inward or practical and better for the world.

VOCABULARY Expressions with look and see

7

- Explain that the expressions in this exercise all include the words *look* and *see*. In most cases, they are collocations.
- Put students into pairs. Ask them to take turns to read the sentences aloud and explain the meaning of the expressions. They should try to figure out their meaning from the context before referring to a dictionary to help if necessary. The following explanations are for your reference.

Expression	Meaning
oversee	to supervise (a person or their work), especially in an official capacity
see eye to eye	to be in full agreement
as far as one can see	to the best of one's understanding or belief
wait and see	to wait to discover what will happen
look and see	to have a brief look or inspection
look (someone) in the eye	to talk to someone in an honest way that shows no doubts
on the lookout (for)	to look or search for something or someone
look into	to investigate or examine the facts about a problem or situation
look about	to locate someone or something
look up to	to admire and respect someone

8

- Ask students to write five sentences using different expressions from Exercise 7. Monitor their progress and help individuals with any language issues while writing.
- Put students into pairs to take turns to read their sentences to each other. Afterwards, ask a few students to read some of their sentences to the whole class to illustrate the correct use of the expressions.

SPEAKING Talking about visionaries

9 21st CENTURY OUTCOMES

- Before starting this exercise, refer students to the 21st CENTURY OUTCOMES at the foot of page 103 which is *Examine how media can influence beliefs and behaviours*. In the following task students consider this by thinking about how the media portrays visionaries.
- Put students into pairs to discuss these questions. Alternatively, ask students to research a visionary at home and then at the beginning of the next lesson, they discuss the visionaries they have chosen.
- **Optional step.** Students write a paragraph similar to those in the article about a well-known visionary. This could be done in class or for homework. Then they display the articles around the class (or on the class blog) for everyone to read.

11.3 A dream come true

LISTENING Life coaching


1

- Books closed. Write the words *A dream come true* on the board. Ask students to write down either a dream that has come true in their life or a dream they would like to come true in the future.
- Put students into pairs to tell their partner the dream they wrote down and their partner must guess if it's a dream that came true and has happened or if it's a dream that they would like to come true in the future.
- Books open. Students discuss the two questions with their partner.
- **Optional step.** You could ask an extension question: *Do you think it's harder for young people to make career decisions nowadays compared to the past? Why? / Why not?*

2

- Ask students to read the definition of *life coach* and say if they'd like to work with one. Some students may even have already worked with a life coach. If so, ask them to say if the experience was rewarding or not. Note that the idea of life coaching is quite a modern concept. Ask students: *Why do you think life coaches exist nowadays? Who did people use to talk to about achieving happiness and satisfaction?*

3

- Explain to students that they are going to listen to a life coach called Carly and her client, Mike. Ask students to read the sentences to focus their listening.
-  51 Play the recording. Students listen and choose the correct option to complete the sentences.

Transcript

Carly: Today, Mike, I'd like you to think about – and talk about – the future. But allow your thoughts free rein. I want to encourage you to explore what your dreams might be. So to begin with, we'll just forget about where you are now, and we won't worry about what feels reasonable or responsible or realistic or possible, we'll just get some ideas out there. I'd just like to hear a bit about some things that really excite you, or things you could envisage yourself doing in the future. Maybe think back to when you were a kid and you talked about what you wanted to do when you grew up. Think with that kind of freedom, that kind of openness.

Mike: OK, sure. Er ... I've always fancied doing something with my hands. You know, making things?

Carly: OK, good. What sort of thing can you see yourself making?

Mike: You know, somehow I could see myself making furniture. I've never tried woodworking, so I have no experience with it, but I very much admire well-made furniture.

Carly: Forget about whether or not you'd be good at it. Let's just focus on the idea of making furniture.

Mike: OK.

Carly: So if money were no object, you think you might like to learn about furniture making?


Mike: Well, yeah. You know, if money were no object, I'd love to study furniture making ... if we're not really thinking about what seems feasible or sensible ...

- Carly:** OK, good.
- Mike:** One other thing: I could see myself spending some time in another country. I think languages are really interesting, and I'd love to learn to speak another language well. Going overseas would be a great way to do that.
- Carly:** Yes, I can see the appeal of that. Is there a language you're especially interested in?
- Mike:** Good question, and I'm not sure of the answer. I learned some Spanish at school, but I didn't carry on with it – my parents didn't really think it was important. Wouldn't it be great to learn something really different from Spanish, like Chinese?
- Carly:** Chinese, wow! I can see you like a challenge!
- Mike:** Well, you said not to worry about what's actually possible, right?
- Carly:** Yes, right. And I wonder if you've ever thought about something like going abroad to study a craft? How about looking into woodworking courses in Spain or something like that?
- Mike:** I'd never thought about it, but why not?

Answers

1 he dreams of doing 2 making 3 are exciting to him 4 likes the idea of 5 use Spanish

4

- Allow time for students to read the sentence beginnings.
-  **51** Play the recording again. Students listen and complete the sentences. Be prepared to play the recording several times, pausing at intervals to give students time to write.

Answers

1 doing something with my hands
2 making furniture
3 love to study furniture making
4 learn to speak another language well
5 to learn something really different from Spanish, like Chinese


Pronunciation Sure and unsure tones

5a

- Explain that students are going to listen to eight sentences which all include parts of the expressions used

in the audio. In each case the speakers sound either sure or unsure.

- Optional step.** Write the first sentence on the board: *I could see myself writing a novel.* Ask students to say how they imagine a speaker might say this sentence if they felt sure. Then ask them how it might sound if they were unsure. Note that there aren't absolute rules on how you sound sure or unsure but the intonation will usually fall on a sure sentence whereas it might rise on an unsure sentence.

-  **52** Play the recording. Students listen and write S (for sure) or U (for unsure) for each sentence.

Answers

1 U 2 S 3 S 4 U 5 S 6 U 7 S 8 U

5b

- Put students into pairs to take turns to say each sentence both in a sure and uncertain way. The student who is listening should comment on whether they think the speaker sounds sure or uncertain. That way the students can monitor each other's pronunciation.

Extra activity

Dialogue building

For a fun extension of the work done with the eight sentences in this pronunciation section, put students into pairs or groups of three. Allocate each pair or group one of the sentences in 1–8 so different pairs/groups are working with different sentences. Tell them to create and write down a short dialogue between two or three people which includes their sentence. Note that the sentence must be said in a tone that is either sure or uncertain. For example, a group using sentence 1 might create a dialogue like this:

- A: *I've just finished reading all the Harry Potter books. The author is amazing.*
- B: *And very rich! I don't know how she thinks of all those stories.*
- A: *Well, actually, I could see myself writing a novel one day.*
- B: *What about?*
- A: *I think I'd base it on my life ...*

When the groups have finished, ask them to read their dialogues aloud to another group or to the rest of the class if you have time. The students listening can say afterwards if they think the speaker and the sentence sounded sure or unsure.

SPEAKING Talking about a vision of the future

6 21st CENTURY OUTCOMES

- Before starting this exercise, refer students to the 21st CENTURY OUTCOME at the foot of the page which is *Interpret information and draw conclusions*. In the next roleplay situation, the student who plays the life coach will need to interpret his/her partner's information and make decisions based upon it.
- **Optional step.** Allow students time to prepare their role for this role play between a life coach and a client. Remind students that they don't have to use real or personal information in this speaking task (unless they want to), but that they can make up the information. Student A should prepare questions to ask Student B, and Student B should think about which expressions he/she plans to use and the type of ideas he/she will talk about. In particular, Student B should study the expressions in the box for Sharing dreams and visions of the future.
- Tell students to start their role plays and monitor their conversations for correct use of the expressions. Afterwards, give feedback on what you heard including comments on their use of sure and unsure intonation.
- Then students swap roles and repeat the exercise.

PUTTING IT TOGETHER A pitch for geotourism

7

- Put students into pairs to discuss the three questions. The responses will be based on students' personal experience and knowledge.

TEACHING TIP

Levels of experience

Note that students do not always have lots of experience of certain types of topics, especially topics with an international theme. For example, some of your students may never have travelled abroad. However, remind them that they can also comment on tourism within their own country and talk about the places they have been to on holiday; taking about a holiday in the region where they live is just as valid as talking about a foreign holiday in relation to the topic of tourism.

- With regard to answers for question 3, note that the benefits and problems of tourism are normally categorized in three ways:
 - economic (tourism might generate income or it might cause prices to rise for local people)

- environmental (tourism can mean that areas of land are improved with more trees, etc. or that the increase in people destroys the natural area)
- social (tourism can help to improve local facilities for local people, but international tourism can also change the local cultural character or a place or prompt young people to leave the area)

- You could discuss question 3 and then categorize students' views into these three categories.

8

- Ask students to look at the infographic. Explain that it shows different types of tourism and the reasons why people travel. Students can check their understanding by answering the questions, then prepare and give a summary of the infographic.

Possible answers

Geotourism is defined as leisure travel that enhances the environment, culture, and the well-being of tourist destinations. As the infographic shows, it includes heritage tourism, ecotourism, food tourism, cultural tourism, agritourism, indigenous tourism, and sightseeing. Traditional tourism often brings unwanted changes to the local communities. On the contrary, geotourism is friendlier to the hosts, for instance, ecotourism maintains unspoiled places and supports conservation. Furthermore, geotourism unites communities and encourages local people and business to work together to provide visitors with an authentic experience, as agritourism and indigenous tourism in the infographic has mentioned. It also informs both visitors and hosts. For instance, in heritage tourism and cultural tourism, residents discover their own history when they learn what is interesting to visitors. In addition, it brings economic benefits to the hosts provided that businesses use local workers, services and supplies in food tourism and sightseeing.

9

- This task is designed to develop students' abilities and skills to present a group project for a special purpose: to win the audience's votes. You need to help students focus on the following two aspects:
 - 1) Teamwork and project management. Guide students to recognize and play their own roles in the teamwork. Each group should have at least four meetings during the implementation of the project, as shown in the table below:

Make plans	Make the overall plan for the pitch, including the choice of the city and the task for each group member.
Synthesize information	Synthesize all collected information and make a coherent and consistent presentation for the pitch.
Rehearse the presentation	Practise and rehearse the pitch presentation and give feedback within groups.
Reflect on the project	Ask the whole class to comment on each group project after presentation and work out the areas for improvement.

2) Rules of persuasion. Make sure students understand that when they speak to persuade, they need to act as advocates. They need to influence the audience' attitudes, opinions, values, or beliefs. Students can be guided to follow the rules below to make a persuasive speech:

- a. Building credibility: It refers to the audience's perception of the speaker's qualifications on a given topic. The speaker needs to gain the audience's trust by demonstrating competence to give the speech, exhibiting expertise or special knowledge relevant to the topic. The speaker can also enhance the credibility by delivering the speech in a poised and confident manner.
- b. Using evidence: Evidence includes supporting materials, such as facts, examples, statistics, testimony, etc. The speaker needs to use evidence or supporting materials from credible sources to convince the audience. The evidence should be specific, up-to-date, unbiased, and representative.
- c. Reasoning: It refers to the process of forming conclusions, inferences or judgements on the basis of evidence. To make a fair and valid conclusion, the speaker needs to reason logically, and avoid generalizing too hastily.
- d. Appealing to emotions: Emotional appeals are intended to arouse feelings such as sympathy, pride, admiration, anger, fear, guilt, or the like in the audience. When the audience's emotions are touched by the speakers, it is more likely that they will agree with the speaker' viewpoint or be inspired to act.

- In the pitch presentation, students should express their ideas clearly and persuade the audience to vote for their project. A pitch presentation usually includes the following parts in the table:

Introduction	Who are you and why are you here?
Team	Who are involved in the pitch and what are their roles?
Product	How does your product actually work? Show some examples.
Advantages	What makes your product special? How is it different from others?
Market	What is the size of your target market and who are your potential consumers?
Contact	How can you be quickly reached? Leave your contact information.

▶ Photocopiable communicative activity 11.2: Go to page 211 for further practice of vocabulary from this unit. The teaching notes are on page 223.

12 The future

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UNIT AT A GLANCE

THEMES: Considering how life might be in the future with particular reference to technology and ways of viewing the future

TED TALK: *Image recognition that triggers augmented reality.* Matt Mills and Tamara Roukaerts demonstrate an app called Aurasma which allows the user to point a mobile device at a static image and watch a video or find out more information about it.

AUTHENTIC LISTENING SKILLS: Listening for grammatical chunks

CRITICAL THINKING: Thinking about the speaker's motivation

PRESENTATION SKILLS: Being concise

VOCABULARY: Optimism and pessimism

PRONUNCIATION: Sentence stress in making arrangements

READING: *Is pessimism really so bad?*

LISTENING: Arranging to meet

SPEAKING: Talking about financial decisions, Making arrangements

PUTTING IT TOGETHER: An inventions timeline game

LEAD IN

- Books closed. Ask *Do you often use apps on your mobile devices? Which ones do you like the most? What do the apps allow you to do?*
- If your students have mobile devices with them, they could show each other some of the apps they use and explain how they work.

Mobile devices in the classroom

Attitudes and policies to students using mobile devices vary a great deal around the world. Some schools encourage the use of tablets, laptops, and mobile phones in the classroom whilst some schools ban any use of mobile devices. However, for this particular unit, it may be especially useful for students to have access to a mobile device. Firstly, it will help with the suggested activity above with students sharing their favourite apps, and secondly, you are going to watch a TED Talk about an app called *Aurasma*. After students watch the talk, they will definitely want to download it and experiment with augmented reality. If they can't try it out in class, then they can try it out at home.

TEACHING TIP

BACKGROUND

1

- Ask students to read the paragraph about Matt Mills and Tamara Roukaerts and their talk, then discuss the three questions in pairs. Their answers will vary depending on the interests and use of the Internet by your students.
- Optional step.** After the class has read the text about the TED Talk, ask if anyone in the class has used this app or one that's similar.

KEY WORDS

2

- Put students into pairs. Ask them to read the sentences and guess the meaning of the words in bold with their partner.
- Then students match the words with their definitions. Encourage students to explain their choices when checking answers with the class.

Answers

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

- You could also follow up on certain words by asking students these questions: *What's the verb form of 'recognition'?* (to recognise), *What is the verb form of 'augmented' and what does it mean?* (to augment means

to make something greater or improve it), *Where else do you find a trigger? (on a gun).*

AUTHENTIC LISTENING

SKILLS Listening for grammatical chunks

3a


- **Optional step.** As students read the text about listening for grammatical chunks, you could write the following statements on the board to check their understanding. Ask students to decide if the statements are true or false according to the text.

You need to hear and understand every word. (False)

In natural English, we speak in 'chunks'. (True)

Some words, such as auxiliary verbs, in grammatical chunks are often unstressed. (True)


The text advises listeners to ignore stressed words. (False)

-  **53** Play the recording. Students listen and write down any words they hear on their own.
- Students can compare what they wrote with a partner. Monitor their progress and make sure that they have focussed on noting down the key content words. They should work towards reconstructing the whole text. Once you think they can't write any more, move to the next exercise where they will hear them again.


Transcript

So wouldn't it be amazing if our phones could see the world in the same way that we do, as we're walking around being able to point the phone at anything, and then have it actually recognize images and objects like the human brain, and then be able to pull in information from an almost infinite library of knowledge and experiences and ideas.

3b

-  **54** Play the recording. Students listen to the same audio again but this time slowed down so that they can try to hear and note down other words; in particular they will hear more of the unstressed words.
- After listening, students can compare what new words they have noted down and try to add more to the text they reconstructed in Exercise 3a.


3c

-  **53** Play the first recording again. Students listen to see if they notice more of the words at normal speed.
- **Optional step.** You could ask students to try and reconstruct the complete text as though it is a dictation. Repeat the audio once or twice and students work together to try and write down the entire audio script.

12.1 Image recognition that triggers augmented reality

TED TALKS

1

- Before watching the talk, ask students to read the six sentences. Point out that they will need to underline the correct words while watching.
- Note that the speaker talks about a 'router' at one stage of the presentation. He talks about the difference between the US and UK pronunciation of the word. You might want to refer students to the glossary at the foot of the page before watching which provides the phonemic script for both types of pronunciation.
-  **12.1** Play the whole talk. Students watch and choose the correct words to complete the sentences. Remind students that they will have the opportunity to watch the talk again later so they shouldn't worry if they failed to understand every word at this stage.
- Students can compare their answers with a partner before feeding back to the whole class.

Background information

Robert Burns

Early in the talk, the speaker refers to the poet Robert Burns. If your students would like to know about this man, explain that he is often called 'Rabbie Burns' and lived in Scotland in the eighteenth century. He is usually regarded as Scotland's greatest poet. Even today, people celebrate Burns night on 25th January, which is the poet's birthday. They read his poetry and eat haggis, a traditional Scottish dish.

Transcript

- 0.12** *So wouldn't it be amazing if our phones could see the world in the same way that we do, as we're walking around being able to point a phone at anything, and then have it actually recognize images and objects like the human brain, and then be able to pull in information from an almost infinite library of knowledge and experiences and ideas.*
- 0.31** *Well, traditionally that was seen as science fiction, but now we've moved to a world where actually this has become possible.*

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- 0.36** So the best way of explaining it is to just show it. What you can see over here is Tamara, who is holding my phone that's now plugged in. So let me start with this. What we have here is a painting of the great poet Rabbie Burns, and it's just a normal image, but if we now switch inputs over to the phone, running our technology, you can see effectively what Tamara's seeing on the screen, and when she points at this image, something magical happens.
- 1.01** Voice: Now simmer blinks on flowery braes ...
- 1.16** Matt Mills: Now, what's great about this is, there's no trickery here. There's nothing done to this image. And what's great about this is the technology's actually allowing the phone to start to see and understand much like how the human brain does. Not only that, but as I move the object around, it's going to track it and overlay that content seamlessly. Again, the thing that's incredible about this is how advanced these devices have become. All the processing to do that was actually done on the device itself.
- 1.47** Now, this has applications everywhere, whether in things like art in museums, like you just saw, or in the world of, say, advertising, or print journalism.
- 1.57** So a newspaper becomes out of date as soon as it's printed. And here is this morning's newspaper, and we have some Wimbledon news, which is great. Now what we can do is point at the front of the newspaper and immediately get the bulletin.
- 2.09** Voice: ... To the grass, and it's very important that you adapt and you, you have to be flexible, you have to be willing to change direction at a split second, and she does all that. She's won this title.
- 2.20** MM: And that linking of the digital content to something that's physical is what we call an aura, and I'll be using that term a little bit as we go through the talk.
- 2.28** So, what's great about this is it isn't just a faster, more convenient way to get information in the real world, but there are times when actually using this medium allows you to be able to display information in a way that was never before possible.
- 2.41** So what I have here is a wireless router. My American colleagues have told me I've got to call it a router, so that everyone here understands — but nonetheless, here is the device. So now what I can do is, rather than getting the instructions for the device online, I can simply point at it, the device is recognized, and then ...
- 3.03** Voice: Begin by plugging in the grey ADSL cable. Then connect the power. Finally, the yellow ethernet cable. Congratulations. You have now completed setup.
- 3.15** MM: Awesome. Thank you.
- 3.20** The incredible work that made that possible was done here in the UK by scientists at Cambridge, and they work in our offices, and I've got a lovely picture of them here. They couldn't all be on stage, but we're going to bring their aura to the stage, so here they are. They're not very animated. This was the fourth take, I'm told.
- 3.45** OK. So, as we're talking about Cambridge, let's now move on to technical advancements, because since we started putting this technology on mobile phones less than twelve months ago, the speed and the processing in these devices has grown at a really phenomenal rate, and that means that I can now take cinema-quality 3D models and place them in the world around me, so I have one over here. Tamara, would you like to jump in?
- 4.14** MM: I should leap in.
- 4.33** So then, after the fun, comes the more emotional side of what we do, because effectively, this technology allows you to see the world through someone's eyes, and for that person to be able to take a moment in time and effectively store it and tag it to something physical that exists in the real world. What's great about this is, the tools to do this are free. They're open, they're available to everyone within our application, and educators have really got on board with the classrooms. So we have teachers who've tagged up textbooks, teachers who've tagged up school classrooms, and a great example of this is a school in the UK. I have a picture here from a video, and we're now going to play it.
- 5.09** Teacher: See what happens. Keep going.
- 5.17** Child: TV.
- 5.21** Child: Oh my God.
- 5.22** Teacher: Now move it either side. See what happens. Move away from it and come back to it.
- 5.28** Child: Oh, that is so cool.
- 5.31** Teacher: And then, have you got it again?
- 5.34** Child: Oh my God! How did you do that?
- 5.38** Second child: It's magic.

- 5.41 *MM: So, it's not magic. It's available for everyone to do, and actually I'm going to show you how easy it is to do by doing one right now.*
- 5.50 *So, as sort of — I'm told it's called a stadium wave, so we're going to start from this side of the room on the count of three, and go over to here. Tamara, are you recording? OK, so are you all ready? One, two, three. Go!*
- 6.01 *Audience: Whoooooooooo!*
- 6.05 *MM: Fellows are really good at that.*
- 6.08 *OK. Now we're going to switch back into the Aurasma application, and what Tamara's going to do is tag that video that we just took onto my badge, so that I can remember it forever.*
- 6.21 *Now, we have lots of people who are doing this already, and we've talked a little bit about the educational side. On the emotional side, we have people who've done things like send postcards and Christmas cards back to their family with little messages on them. We have people who have, for example, taken the inside of the engine bay of an old car and tagged up different components within an engine, so that if you're stuck and you want to find out more, you can point and discover the information.*
- 6.47 *We're all very, very familiar with the Internet. In the last twenty years, it's really changed the way that we live and work, and the way that we see the world, and what's great is, we sort of think this is the next paradigm shift, because now we can literally take the content that we share, we discover, and that we enjoy and make it a part of the world around us. It's completely free to download this application. If you have a good Wi-Fi connection or 3G, this process is very, very quick.*
- 7.15 *Oh, there we are. We can save it now. It's just going to do a tiny bit of processing to convert that image that we just took into a sort of digital fingerprint, and the great thing is, if you're a professional user, — so, a newspaper — the tools are pretty much identical to what we've just used to create this demonstration. The only difference is that you've got the ability to add in links and slightly more content. Are you now ready?*
- 7.34 *Tamara Roukaerts: We're ready to go.*
- 7.35 *MM: OK. So, I'm told we're ready, which means we can now point at the image, and there you all are.*
- 7.40 *MM on video: One, two, three. Go!*
- 7.46 *MM: Well done. We've been Aurasma. Thank you.*

Answers

- 1 normal 2 traditionally painted 3 recognizes
- 4 an aura 5 how people have used Aurasma
- 6 triggers

2

- If students have difficulty remembering what real-life objects are used in the presentation, you could play the talk at fast-forward speed so students watch again but without sound and try to pick out the objects used.
- **Optional step.** Write the list of objects given below on the board but in a different order. Ask students to watch again and number the objects in the order they appear.

Answers

The painting of Robert Burns; the newspaper; the wireless router; textbooks; school classrooms; Mills' conference badge; postcards and Christmas cards; the inside of the engine bay of an old car

TEACHING TIP

Varying the video

In the Optional step above, it is suggested that you might play the video at high speed and with the sound off. Remember that it always adds variety to a lesson if we use video in different ways. For example, you could also play the video backwards to spot certain objects or only play the sound and have students guess the objects that are on screen. Try varying the use of video from time to time, especially when it has a strong visual component such as different objects or slides.

3

- Ask students to read the three sentences and discuss what the words in bold might refer to.
- **▶ 12.1** Play the first part of the talk from 0.00–3.19. Students watch and make notes about the bold words.
- Ask students to compare their notes with a partner, before feeding back to the class.

Answers

- 1 the painting of Robert Burns
- 2 his mobile phone
- 3 Digital content is, for example, the Burns video, the tennis video and the overlaid router instructions; the physical things are the painting, the newspaper and the router.

4

- Look at the questions with the class. Before watching this part of the talk again, students should try to guess some of the answers to the questions.
- ▶ 12.1 Play the second part of the talk from 3.20–6.20. Students watch and answer the questions.

Answers

- the computer scientists in Cambridge
- processing speed
- textbooks and classrooms
- with amazement

5

- ▶ 12.1 Play the third part of the talk from 6.21 to the end.
- Afterwards, put the students into groups and have them discuss the questions and their own reactions to the TED Talk. A suggested answer is given to question 1 below but responses to questions 2–4 will depend on the students' own views.
- If possible, this would be a good moment in the lesson to have students download Aurasma or to download it yourself before the lesson and display it on a screen in the classroom. This may help clarify exactly how it works for some students.

Possible answers

- A photo is taken of something in the real world. The phone can then recognize it when it sees it again. The image becomes a trigger for digital content. When the object is seen again by the phone's camera, it accesses the digital content and, on the phone's screen, overlays it.
- 2–4 Student's own answers

VOCABULARY IN CONTEXT

6

- ▶ 12.2 Play the clips from the talk. When each multiple-choice question appears, pause the talk so that students can choose the correct definition and maybe discuss their choice with a partner before continuing.

Transcript and subtitles

- 1 Now, what's great about this is, there's no **trickery here**.
a dishonesty b movement c cost

2 Not only that, but as I move the object around, it's going to track it and overlay that content **seamlessly**.

a partially b quickly c smoothly

3 So, as we're talking about Cambridge, let's now move on to technical **advancements**.

a challenges b developments c advantages

4 The speed and the processing in these devices has grown at a really **phenomenal** rate.

a incredible b problematic c a few times

5 And what's great is, we sort of think this is the next **paradigm shift**, because now we can literally take the content that we share, we discover, and that we enjoy and make it a part of the world around us.

a popular product b major change in ideas c big question

Answers

1 a 2 c 3 b 4 a 5 b

7

- To check students' understanding of some of the new words, have them discuss the questions in pairs for a couple of minutes and then have each pair tell the class some of their ideas.

Suggested answers

1 People send emails asking for money, pretending to be other people.

People post fake videos and pictures, claiming that they are real.

People pretend to be other people on social networks.

2 smartphone, networking

3 When it became generally accepted that the earth orbits the sun, not vice-versa.

When the structure of DNA was discovered, it led to a whole new branch of science.

It's said that when the first images of the earth were sent back from the moon, people were able for the first time to see the planet as one, and to see it as a beautiful, fragile thing.

CRITICAL THINKING Thinking about the speaker's motivation

8

- In most cases a speaker wants to get something out of their presentation so this section asks students to

consider what it is that motivates speakers when they give presentations.

- Ask students to read the comments taken from the TED Talk and say what they all have in common.

Answer

The language in each is very enthusiastic about the product.

9

- Discuss these questions with the entire class and invite students to comment. The overall conclusion will probably be that the speaker is trying to sell the product to us.

10

- Ask students to read the comments and say which one best sums up the motivation of the speaker. Point out that all the comments are true to an extent but the aim is to select the one which best sums up the main motivation.

Answers

Jolly89 most accurately describes the main motivation. Mills is global head of sales and therefore wants to sell his product.

PRESENTATION SKILLS Being concise

11

- Ask students to say what they think the word *concise* means and how this might relate to giving a presentation. Then ask students to read the tips in the Presentation skills box and compare their ideas.
- Look at the scales with the class. Check that they understand the terms *too lightweight* (not enough content) and *too dense* (too much content).
- ▶ 12.3 Play the clips from the talk. Students watch and then mark their own reaction to the speaker's conciseness by marking it on the two scales.
- Students can compare their scales with a partner to see if they agree. They will probably agree that the TED Talk speaker's content and presentation is just right overall, though allow time for any students to say how they think he might have improved the talk.

Transcript

1 Now, what's great about this is, there's no trickery here. There's nothing done to this image. And what's great about this is the technology's actually allowing the phone to start to see and understand much like how the human brain does. Not only that, but as I move the object around,

it's going to track it and overlay that content seamlessly. Again, the thing that's incredible about this is this is how advanced these devices have become. All the processing to do that was actually done on the device itself.

2 OK. So, as we're talking about Cambridge, let's now move on to technical advancements, because since we started putting this technology on mobile phones less than twelve months ago, the speed and the processing in these devices has grown at a really phenomenal rate, and that means that I can now take cinema-quality 3D models and place them in the world around me, so I have one over here. Tamara, would you like to jump in?

3 We're all very, very familiar with the Internet. In the last twenty years, it's really changed the way that we live and work, and the way that we see the world, and what's great is, we sort of think this is the next paradigm shift, because now we can literally take the content that we share, we discover, and that we enjoy and make it a part of the world around us. It's completely free to download this application. If you have a good Wi-Fi connection or 3G, this process is very, very quick.

12

- Students work on their own to prepare a presentation about a product or service that they use. Limit their presentations to about three or four minutes and remind students to plan to answer the following three points in their presentations:

How does it work?

Why is it useful?

Why do people need it?

- If your students are at work, they could base their presentations on the products or services their company offers. Otherwise, students could think of a product or service that they know about or often use themselves and present that. You might need to allow time at home for preparation of this presentation and then have students present to each other at the next lesson.

13

- Put students into pairs to take turns to present their talks to each other.

14

- When a student listens to his/her partner's presentation, they can use the scales in Exercise 11 to rate each other. This shouldn't be too serious and most students will probably place the talk somewhere in the middle of the scale. However, students should try to give reasons for their feedback and be constructive.

12.2 Half full or half empty?

READING Is pessimism really so bad?

1

- Books closed. Write the words *optimist*, *pessimist* and *realist* on the board. Put students into pairs and ask them to define the meaning of each one. Then ask some pairs to give their definition and check that everyone understands the meaning. An optimist is a person with a positive view of the future, a pessimist is a person with a negative view of the future and a realist has a realistic view of the future (not necessarily positive or negative).
- Books open. Ask pairs to discuss the two questions and express their own views.

2

- Ask students to comment on the different sentences. Do they agree with the different viewpoints and quotes? Perhaps they can give examples from their own experience which show the sentences to be true or false.

Background information

Churchill, Ustinov and Atwood

The first three sentences are quotations from people who are famous in certain parts of the world but not everywhere and certainly not with many younger-aged students. Students could look up their names but in brief:

Sir Winston Churchill (1874–1965) was the Prime Minister of Britain during the Second World War. He is often quoted and is famous for his speeches and use of language.

Sir Peter Ustinov (1921–2004) was a famous British theatre and film actor, and writer.

Margaret Atwood (1939–) is a Canadian novelist and poet whose books have won many international awards.

3

- Ask students to look at the photo of the half glass of water and ask them what they think the connection is between the image and the title of the article. If any of your students are familiar with the idea of seeing a glass half full or half empty as an indication of whether you are optimistic or pessimistic, then ask them to explain it to the class. Find

out if students have any similar metaphors for optimism or pessimism in their own language.

- Ask students to read the statements first and then read the article. Ask them to underline the parts of the text which support or contradict the statements.

Students supporting their answers

With exercises and questions about reading or listening texts, always encourage students to note down or underline which words, phrases or sentences they read or listened to that support their answers. Then when they give their answers, they can demonstrate proper understanding (rather than just guessing) or you can help them identify why they got an answer wrong if they tell you which parts of a text led them to an incorrect conclusion.

TEACHING TIP

- Ask students to discuss and compare their answers with their partners before you check answers as a class.

Answers

- T (The truth about realism, though, is that people are rarely complete neutral.)
- T (There are many contexts in which people choose to adopt one or the other mindset depending on the individual situation they're facing, and further, that people often choose the attitude that will lead the best outcome.)
- T (A key conclusion is that pessimism isn't 'bad' and optimism 'good', but rather that they're both functional.)
- T (Both optimism and pessimism enhance the view of reality with feelings that can lead us to action in a way that simple realism cannot.)
- T (Another way that optimism and pessimism can both serve us well, depending on the circumstances, is in the management of emotions.)

4

- Put students into groups to discuss whether they agree or disagree with the statements and give examples to support their points.
- Then ask students to find in the article which statements are supported. Ask them to underline the parts of the article that substantiate their choices.

Answers

- 1 Supported: However, if she takes a pessimistic view and sees the business as already doomed, she will then do what she needs to do to close the business quickly and move on to the next thing. This is as close to success as she could hope to come.
- 2 Not supported
- 3 Not supported
- 4 Supported: It's easy to see that optimism can help us see the silver lining to the dark cloud and help us overcome worry and anxiety in difficult situations. What's less often appreciated is the way pessimism can protect us from disappointment by keeping our expectations low. For example, if you were pessimistic about applying for a job you know you might not get, then the blow of not getting the job would be less painful.
- 5 Not supported
- 6 Not supported
- 7 Supported: At the same time, if you got the job, your joy would be even more powerful because of your pessimistic outlook. So in this case, pessimism leads to a more positive outcome whether you get the job or not.

Extra activity

Writing comprehension questions

As they have reached Unit 12, your students will be familiar with having to answer comprehension questions about reading texts. So one alternative is to have them write their own for other students. Put students into pairs and ask them to think of and write down eight comprehension questions which they will give to another pair. They should also keep a note of their answers. When each pair has written their questions, they swap them with another pair and try to answer them. Then after a few minutes they swap their answers and check each other's answers. This activity generates plenty of language practice and makes students read a text even more deeply.

5

- Put students into pairs to discuss the questions. Encourage students to give their own opinions or draw on their own experiences to answer them.
- Once pairs have discussed their ideas for a few minutes, ask them to join another pair and share their ideas.

VOCABULARY Optimism and pessimism

6

- Explain that a metaphor is a word or phrase used to describe someone or something else to show that the

two things have the same qualities and the aim of using a metaphor is to make the description more powerful.

- Ask students to look for similar expressions using dictionaries or on the Internet.

7

- Put students into groups to discuss what the remarks mean and decide whether they are optimistic or pessimistic. Then ask each student to tell a story related to one of the remarks to other group members.
- This exercise aims at further developing students' ability of storytelling. Review the basic techniques practised in Unit 7 and introduce some additional ones. For example:

Start with a catchy beginning to draw the audience in.

Use unexpected twists and rhetorical questions in the narration.

Offer an inspiring or thought-provoking take-away point at the end of the story.

Use humorous language to keep the audience's interest.

Allow your voice to be expressive.

Use animated gestures and facial expressions.

Answers

1 O 2 P 3 O 4 O 5 P 6 O 7 P

8

- Students consider how they might use the expressions in different situations. One way to set this up is for students to work alone at first and write down the expression they might use for each situation.
- After a couple of minutes, put students into pairs to share their choices with a partner. Monitor the students at both stages to check they are using the expressions correctly.
- **Optional step.** Ask students to think about whether they have similar expressions in their own language and then think about other expressions. They could try to translate some of these into English and explain them to the class.

Possible answers

- 1 Every cloud has a silver lining. The glass is half full. Look on the bright side.
- 2 If something bad can happen, it will.
- 3 There's a light at the end of the tunnel.
- 4 Seeing clouds on the horizon
- 5 There's no hope in sight.
- 6 Seeing the world through rose-tinted glasses.

SPEAKING Talking about financial decisions

9 21st CENTURY OUTCOMES

- Before starting this exercise, refer students to the 21st CENTURY OUTCOME at the foot of page 111 which is *Knowing how to make appropriate personal economic choices*. In the next speaking task, students consider the financial situation of a couple buying a house.
- Put students into A/B pairs. Ask Students A to turn to page 116 and Students B to page 117. Give them plenty of time to read the scenarios. Also, allow time for any students to ask questions and check they understand what to do before speaking. They should also spend a little time thinking about what an optimist or a pessimist might say. Encourage students to try and use some of the vocabulary and expressions from the previous exercise.
- When you think everyone is ready, the students should start speaking to each other and trying to convince their partner. Allow a time limit of five minutes for this task.
- At the end, ask pairs to summarise what kind of agreement they reached.

Extra activity

Role play

Put students into pairs. Explain that one student is Matthew and the other is Helena. Matthew tends to be optimistic and Helena tends to be pessimistic (or vice versa). Tell students to imagine that they are discussing whether to buy the house or not and they will discuss these five points:

1 the size of house they are interested in

2 the price of the house

3 their future salaries

4 will they need to sacrifice holidays and other luxuries

5 when are they likely to start a family

Set a time limit of five minutes in which they must come to a decision whether to buy or not. At the end, ask each couple to tell the class what they decided. It's a fun way to end the lesson and should recycle the vocabulary from this page.

12.3 Is Friday good for you?

LISTENING Arranging to meet

1

- Books closed. Ask *Who do you make arrangements with? What do you arrange (e.g. meetings, appointments, social events)?*
- Books open. Put students into pairs to discuss the two questions. Students could make two lists for question 2 with pros and cons.
- Have a quick class feedback session.

Possible answers


Email Pros: cheap, fast, written record; Cons: gets lost among other emails

Face-to-face conversation Pros: easy-to-check dates; Cons: time-consuming, hard to involve everyone

Telephone Pros: quick; Cons: hard to check with more than one person

Text message Pros: quick, cheap; Cons: too short for complicated arrangements

2

- Ask students to read the four questions.
-  55 Play the recording. Students listen and note down the answers. Be prepared to deal with a query about the phrase 'Let's pencil it in' in conversation 2. We use what is normally a noun as a verb in this idiomatic expression to suggest that what you have written down can be rubbed out and changed if necessary.
- Students can compare their answers with a partner before checking as a class. Alternatively, they could turn to the transcript on page 127 and read to check their answers. To answer question 4, you may need to play the second conversation again so that students can try to notice how Phil's language is more formal and lengthy with Mr Dean.

Transcript

Linda: Hello?

Phil: Hi, Linda. Phil.

Linda: Oh, hi. How you doing?

Phil: Fine, thanks. You all right?

Linda: Yeah, fine, thanks. Busy.

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Phil: Linda, I was wondering if you could make a meeting next week? We need to plan the summer street party.

Linda: This is great timing. I was supposed to have a work trip then, but it's been cancelled, so I'm around.

Phil: Would Wednesday work for you?

Linda: That should be OK. What time?

Phil: Evening? Eight o'clock? Here at my place.

Linda: Yeah, I can make that.

Phil: Great. See you then.

Linda: OK, bye.

Conversation 2

Mr Dean: Hello?

Phil: Hello, Mr Dean. This is Phil Johnson.

Mr Dean: Oh, hello Phil. How are you?

Phil: I'm very well, Mr Dean. How are things with you?

Mr Dean: I can't complain. Now, what can I do for you?

Phil: As you know, I'm trying to organize a meeting with you and Linda Smith to plan the summer street party. Would next Wednesday at eight work for you?

Mr Dean: Wednesday? Weren't we going to meet on Tuesday night?

Phil: Yes, we were supposed to, but something came up for me, and I now I can't make Tuesday.

Mr Dean: I'm afraid Wednesday won't work for me. I'm away overnight that night. We're going to see my daughter in Bristol. I could make Thursday.

Phil: Hmm. Friday's definitely out for me, but Thursday would work. I'll have to get back to Linda, though. She was fine with Wednesday, but I'm not sure about Thursday. Anyway, let's pencil it in.

Mr Dean: That sounds good, Phil. Thank you.

Phil: Thank you, Mr Dean. Goodbye.

Conversation 3

Linda: Hello?

Phil: Linda, hi, Phil again.

Linda: Oh, hi, Phil.

Phil: I just spoke to Mr Dean. He can't make Wednesday next week, but he can make Thursday. Is that any good for you?

Linda: Hmm. Thursday. Not ideal, to be honest. I was going to pick up some things in town, when the shops are open late. But if we make it nine instead of eight, I can manage that.


Phil: Nine next Thursday, my place ... OK, I think that'll work. I'll just have to confirm with Mr Dean. And I'll put an agenda together and email it through.

Linda: Sounds great, Phil. Thanks.

Answers

- 1 They're planning a summer street party.
- 2 Thursday night, nine o'clock, Phil's house
- 3 Confirm the time change with Mr Dean and email an agenda.
- 4 Phil speaks more formally when he speaks with Mr Dean.

3

-  55 Play the recording again. Students listen and complete the three conversations with the missing words.
- Students can compare their answers with a partner before checking as a class. If necessary, play the recording again.


Answers

- 1 was wondering if you could
- 2 was supposed to
- 3 won't work for
- 4 definitely out
- 5 was going to
- 6 next Thursday, my

- **Optional step.** Put students into pairs and ask them to recreate each of the conversations in the audio between Phil and Linda and Phil and Mr Dean. One way to do this is to have students read the transcript on page 127 aloud in pairs. Then ask them to close their books and try to recreate the same conversations as closely to the original as possible using the completed expressions in Exercise 3.

Pronunciation Sentence stress in making arrangements

4a

- Ask students to read the four-line dialogue and guess which words are most strongly stressed.
-  56 Play the recording for students to listen and check their answers.

Answers

- A Is Monday any good for a meeting?
- B I'm afraid not. I'm away till Wednesday. How about Thursday?
- A I was supposed to have a work trip then, but it's been cancelled. Thursday at ten?
- B Ten would be perfect.

4b

- Put students into pairs to read the dialogue aloud with the correct stress. Then they swap parts and repeat it. Monitor their conversations and give feedback on their use of the sentence stress.

Photocopiable communicative activity 12.1: Go to page 212 for further practice of sentence stress and contrastive stress in the context of making arrangements. The teaching notes are on page 224.

SPEAKING Making arrangements

5

- Optional step.** In the next exercise, students will need to make use of the Making arrangements expressions in the Useful expressions box on page 113. They should read through them and note any new ones they are unfamiliar with. Before doing the roleplay, they could tick five or six they plan to use in their conversations.
- Put students into groups of three or four. Each student will need to refer to their diaries (or calendars on their phones) to make the arrangements. They discuss a time using the expressions listed.
- Optional step.** Ask students to write down information about a fictional week in their life. They write the days from Sunday to Saturday on a page and on each day they should write a couple of work or social events that they have planned including the times. Then they use these diaries to make arrangements with each other.
- Optional step.** To extend the language practice, students could make arrangements within their first group, then you could mix the students up so they are in new groups and repeat the activity. Each time, they are trying to add more and more arrangements to their diaries.

Adding challenge and ensuring language use

When you ask students to practise the language for *Making arrangements* at this level, there's the possibility that they carry out the task but use simpler language than that presented in this lesson; after all, students at much lower levels can make arrangements. However, the aim is that they use more sophisticated expressions to achieve the task so remind students to try and use this new language. One way to try and ensure this is to tell them to tick the expression on the page every time they use it in their conversations with each other. As you monitor, give positive feedback to any student using the expressions.

TEACHING TIP

PUTTING IT TOGETHER An inventions timeline game

6

- Have a class discussion to figure out what predictions the pictures represent.
- Invite students to talk about if the predictions have been realized in some way or why they have never come true.

Background information

John Elfreth Watkins made the predictions in an article titled *What May Happen in the Next Hundred Years*. The followings are some excerpts from the article concerning the predictions in this exercise.

Hothouse vegetables:

'Vegetables will be bathed in powerful electric light, serving, like sunlight, to hasten their growth. Electric currents applied to the soil will make valuable plants to grow larger and faster, and will kill troublesome weeds. Rays of colored light will hasten the growth of many plants. Electricity applied to garden seeds will make them sprout and develop unusually early.'

No street cars in large cities

'All hurry traffic will be below or high above ground when brought within city limits.'

Digital colour photography

'Photographs will be telegraphed from any distance. If there be a battle in Asia a hundred years hence, snapshots of its most striking events will be published in the newspapers an hour later.... photographs will reproduce all of nature's colors.'

No more C, X or Q

'There will be no C, X or Q in our everyday alphabet. They will be abandoned because unnecessary.'

Trains one hundred and fifty miles an hour

'Trains will run two miles a minute normally. Express trains one hundred and fifty miles per hour.'

7

- Put students into pairs and ask them to discuss the three questions. As they discuss each question they should take notes on their answers and prepare to share their ideas with the class afterwards.

8

- Informative presentations can be organized most commonly in topic order, chronological order, or spatial order. The goal of an informative presentation is to increase the audience's understanding or awareness by imparting knowledge. Informative presentations provide audience with new information, insights, or ways of thinking about a topic. Therefore, it is crucial to guarantee the accuracy of the meaning conveyed in students' presentations.
- The most common logical sequences followed to organize informative presentations include topical order, chronological order, and spatial order. In the task, students may brainstorm inventions in history by using these patterns. For example, they can follow the topical order and list some inventions in a certain field, such as arts, music, literature, film industry, engineering, computer science, etc.; or they may choose the inventions in terms of spatial order, such as in China, Europe, America, Canada, etc.; or they may come up with ideas on items that were invented during the first and second industrial revolution following an implicit chronological order.
- Make sure that the information students find for the inventions is accurate and correct.
- You may expect cultural and technical terms for the names of the inventions.

📌 Photocopiable communicative activity 12.2: Go to page 213 for a review activity of the whole course. The teaching notes are on page 224.

INTRODUCE THE TASK

Tell the class that they are going to give a presentation about how to improve their local area.

- **Optional step.** Write the sentence stem 'My area could benefit from...' on the board. Ask students to work in groups. Tell them to think about the area where they live, what amenities it has and what else it could benefit from. Encourage them to consider the needs of different age / social groups. Set a time limit of 5 minutes to list their ideas. Then invite students to share their lists, eliciting reasons why their suggestions would boost the area e.g. *'The area where I live could benefit from better public transport. If we had more buses, fewer people would need to use cars – this would improve the air quality and overall would make my neighbourhood a better place to live in.'*

YOUR IDEA

1

- Tell the class to read the three paragraphs describing improvements in the local area (1-3) and match them with the images (a-c). Set a time limit of 2 minutes to encourage scanning for the answers. Ask students to check their answers in pairs / small groups then as a whole class.

Answers

1 b 2 c 3 a

2

- Tell students that they need to write notes about either an improvement they've made in their local area or something they would like to see to happen. Refer back to the discussion in the Optional step if needed. Emphasise that they should only write short answers (notes), not full sentences. Conduct a brief discussion about the ideas.

3

- Ask students to do the sentence parts matching and check the solutions in pairs / groups. You may want to ask them to look back at their suggestion in the previous exercise and think about the effect the improvement would make / has made.

Answers

1 c 2 b 3 a 4 e 5 d

4

- Tell students to read the instruction. Elicit what the task requires them to do: talk about an improvement in their local area, to include the possible effects and to maintain meaningful pacing / pauses.

- Put them in pairs and ask them to talk about the improvement including all the details from exercise 2. Explain that this practice will lead to the presentation so the speaker should stand up and talk without interruption.

- When finished, the partner should give some feedback on the content / organisation and delivery, pointing out what was good but also choosing one aspect for improvement. [There are endless options here but the important thing is to keep the comments light-hearted and constructive.]

- Monitor the activity, make notes of incorrect grammar / vocabulary. At the end put these examples on the board and invite the class to correct them collectively.

ORGANIZING YOUR PRESENTATION

5

- Ask students to read the six steps of presentation (1-6) and match them with the examples of useful language (a-f). Once they've done the matching individually, get them check first in pairs and then as a whole class. Explain that steps 1-6 will give them the framework / sequence for the presentation.

Answers

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

YOUR PRESENTATION

6

- Go through the useful language section in each part and get students to think about how they would fill in the gaps / complete the sentences. Ask them to choose the option they are the most comfortable with. Then focus the students' attention to the boxes where they need to write the notes. Elicit why it is important to write notes rather than full sentences. Ask them to identify the section that will have the content they practised in exercise 4 but also get them think about what changes they need to make.

Example answers:

- 1 Hello and welcome. Let's get started.
- 2 Where I live there aren't many things for people to do for fun. As a result, people don't seem very happy.
- 3 What we need is some kind of club to give people something to do. I would like to set up a film club so people can get together to watch films and discuss them.

4 We could do this by installing a big TV screen in a communal space. They're not all that expensive these days if you go for an older model. If we get a DVD player we can get people to donate their old films for everyone to watch.

5 I feel this is important because people need to spend time together. By making a space where people can relax and watch films, neighbours in the area would be able to get to know each other and friendships could develop.

6 Thanks so much for listening to me talk about this improvement that could be made. Does anyone have any questions?

7

- *Ideally this task should be set for homework.*
 - Introduce the set of criteria for self-assessment to the students. Make sure you clarify what each point means by either eliciting explanation from the students or explaining yourself what they need to do. Encourage them to practise the presentation several times at home and do this self-check list after each practice. Tell them they will need this form for the next class.
 - *It is likely that the presentations take place during the next lesson. The setup will depend on the class size and time available. The following procedure is only a suggestion:*
1. *Photocopy p.115 so there are multiple copies for each student.*
 2. *Give out the photocopies and explain that students need to use them to assess each presentation both for structure (6) and performance (7).*
 3. *Nominate a student (or ask for a volunteer) to give their presentation.*
 4. *Tell the audience to use the form to assess the presentation. (It is enough to appoint 4-5 students from the class to do this.)*
 5. *Conduct a feedback session where the 'markers' give their opinion but make sure the presenter's self-assessment section (7) is part of the discussion.*
 6. *Divide the class into smaller groups where students take turns to give their presentations and peer feedback as above.*

VOCABULARY

1 Complete the sentences with the correct form of the word in CAPITAL LETTERS.

- 0 You're working such long hours. Don't overdo it! **DO**
- 1 I feel so _____ at work. My boss never praises me. **VALUE**
- 2 This restaurant is _____ for what you get on the plate. **PRICE**
- 3 Graham Hill thinks that having less stuff brings more _____. **HAPPY**
- 4 You can get great advice from lots of people by _____. **SOURCE**
- 5 In the summer, the light comes into my bedroom and I'm wide _____ by 5 a.m. **WAKE**
- 6 Remember to set your alarm clock. You don't want to _____. **SLEEP**
- 7 We've been _____ throwing everything away. **RUTHLESS**
- 8 It's amazing how many physical objects can be _____ by computers these days. **DIGIT**
- 9 His _____ and creativity is amazing. **IMAGINE**
- 10 Don't _____ how important sleep is for the human mind. **ESTIMATE**

Marks (out of 10): _____

2 Complete the text with the words in the box. There are three extra words you do not need.

assumption	cut	diplomatically	dress	embarrassment	glamorous	identity
inappropriate	scruffily	style	tasteful	trendy	trousers	unconventional

About 30 years ago it was easy to decide what (0) style of clothes to wear for work. Men wore a normal suit, ideally something classic and well-(11) _____. Women chose simple, plain clothes – nothing too (12) _____ for their nine-to-five life. These days, it's much more complicated because your (13) _____ often reflects your company culture. For example, T-shirts and jeans are (14) _____ for a post in a bank, but if you work for a media company, then wearing something more (15) _____ might be acceptable. This is also true for job interviews. You can't make the (16) _____ that the interviewers will be satisfied with someone wearing a shirt and tie. They might be looking for someone more fashionable and (17) _____. Equally, you don't want the (18) _____ of arriving at an interview where everyone is dressed in formal office wear and you're (19) _____ dressed – it might mean you're (20) _____ asked to leave before you've answered a single question.

Marks (out of 10): _____

GRAMMAR

3 Read the text and choose the word (A–D) which best fits each gap.

Recently I (0) B a TED Talk called *Less stuff, more happiness*. It (21) _____ by a speaker called Graham Hill. He (22) _____ architecture and design at university and since then he (23) _____ himself to a lifestyle that doesn't harm the planet. One of this ideas is that we (24) _____ with fewer things by editing our life. So I (25) _____ to follow his advice with a few ideas of my own and I've had some success. Last week I gave all the clothes I (26) _____ in six months to charity. While I (27) _____ out the wardrobe, I also came across three pairs of shoes that I (28) _____ even seen in ages! Now I (29) _____ work on emptying my living room. I've already collected a pile of books together that I (30) _____ to give away for years.

- | | | | |
|-------------------|--------------|----------------|-------------------|
| 0 A watch | B watched | C 've watched | D had watched |
| 21 A has given | B had given | C was given | D had been giving |
| 22 A studies | B studied | C has studied | D was studying |
| 23 A 's dedicated | B dedicated | C is dedicated | D had dedicated |
| 24 A lived | B have lived | C are living | D can live |

- 25 A try B tried C 've been trying D was trying
 26 A wasn't wearing B haven't worn C aren't wearing D don't wear
 27 A am clearing B was clearing C has been clearing D had been clearing
 28 A didn't have B hasn't C hadn't D wasn't
 29 A start B 've started C 've been starting D had been starting
 30 A mean B was meant C 'm meaning D 'd been meaning

Marks (out of 10): _____

- 4 A university has carried out research into how students use its facilities. Study the table of results and complete the report with a suitable word in each gap.

	Every week	A few times or once a term	Once a year or never
1 University library	58%	33%	9%
2 Online library resources	93%	5%	2%
3 Careers advice centre	1%	5%	94%
4 Accommodation officer	3%	18%	79%
5 Fitness centre and gym	26%	50%	24%

158 students completed the online survey. Here is a summary of the main findings: A (0) *little* over half of all students use the university library regularly. A third (31) _____ the respondents use it a few times a term and a small (32) _____ hardly use it. This last figure may seem low but the (33) _____ majority use the online library resources which may explain the responses in section 1. A (34) _____ number don't use it. Virtually (35) _____ of the students has made use of the careers advice services though in the comments section (not shown) a considerable (36) _____ said they plan to once their exams are over. With regard to our accommodation officer, (37) _____ little under a fifth of students used the service a few times or once a term. Almost (38) _____ fifths of the students ticked once a year or never. In general, we assume they mean once a year, as you would expect. Finally, 26% use the fitness centre every week. Twice (39) _____ many use it less often. And the number who hardly use it is (40) _____ the same as those that use it every week.

Marks (out of 10): _____

READING

- 5 Read the text. For questions 41–50, choose the answer (A–C) which best fits according to the text.

All the latest trends at the press of an app

Like many other types of industry, clothing is no exception. Its typical fashion-conscious customer is a person who likes a shopping experience which combines everything that modern technology offers alongside having a day out shopping in stores; in other words, shoppers will select a new look online as part of their in-store browsing. Rather than fight this development, the fashion business has recognized that fusing the two channels of shopping is key to attracting business. Now, some clothing companies are making use of technologies with image-recognition software which allows you to identify and match one image with another. Until recently, this type of technology has been used in security and marketing but increasingly, it's making its way into many other aspects of lives, especially into the world of fashion.

Basically, shopping apps using image-recognition software will let customers take a picture of an item of clothing on their phone. Then they link it to a retailer who might sell the item or something very similar. Once they find it, they can either order online or visit the shop. One of the early apps created for this purpose came from a company called Snap Fashion. Jenny Griffiths came up with the original idea while studying for her degree. After she graduated in 2009, she worked on developing the product and within twelve months notched up a quarter of a million users.

What had instantly attracted the users was the ease in which they could take a picture of a shoe or a piece of clothing and source where they might find it. So, if they saw something in a photograph in a magazine or in the street, within seconds they could discover where to buy it. The software behind Snap Fashion is able to analyse features such as colours, patterns and shapes and try to match them to a database or information from retailers.

Of course, Snap Fashion is not the only app exploiting image recognition technology. The competition is fierce. However, there isn't one single company who has managed to corner the market because the technology isn't 100% accurate and so no company can guarantee the customer a perfect match every time. For example, if the item of clothing has a complex pattern or original colour mix, then it's hard for the software to evaluate it. Similarly, the image can be affected if it's photographed moving or in a slightly strange position; for example, if you saw someone walking down the street wearing a dress you liked and took a photo, the image might not be clear enough or the folds in the dress could affect the analysis.

So, at the moment, the image-recognition technology can only cope with images of objects which are static. Take, for example, the cameras at an airport that automatically check your facial features with the image on your passport. It only works if you are still and even then it's prone to technological glitches.

Not everyone is convinced that app developers will ever solve this problem though perhaps it isn't as great a problem as many might think. After all, we are all used to using a search engine and typing in our key terms. When it doesn't deliver the exact results we were hoping for, we simply type in some other terms until we find it. Users expect some ambiguity in their answers and they quickly learn how to manage the system. Similarly, if the photo you put in doesn't provide an accurate match, maybe users will simply try again with a new image.

So overall, there's no doubt – despite the challenges to the technology – that the popularity of searching for the latest trends and styles in this way is set to grow. Certainly, in the world of women's clothing, it's already established and as for the men – expect to see similar apps for men's clothing appearing very soon.

0 The writer thinks that the fashion and clothing business is ...

- A making good use of technology. ☒
- B not making enough use of technology. ☐
- C only taking advantage of one type of technology. ☐

41 Image-recognition software ...

- A has never been used commercially before. ☐

B was invented to be used in security and marketing. ☐

C has the ability to make connections between two different images. ☐


42 Shopping apps using image-recognition software let customers ...

- A find out who sells the type of clothing they want. ☐

- B look at the latest fashions. ☐
 C receive suggestions on how they can improve their image. ☐
- 43 In the last sentence of paragraph 2, *notch up* means ...
 A to sell clothes to. ☐
 B to achieve an impressive result. ☐
 C to recognize the images of. ☐
- 44 The Snap Fashion app recognizes an item of clothing ...
 A according to the user description. ☐
 B by the shop it comes from. ☐
 C from its different features. ☐
- 45 The popularity of the app was due to its ...
 A user-friendliness. ☐
 B accuracy. ☐
 C speed. ☐
- 46 Image recognition apps in the fashion industry ...
 A are currently used by a very small handful of companies. ☐
 B lack 100% reliability. ☐
 C are very popular with the majority of clients. ☐
- 47 One challenge for the software is to recognize ...
 A different people wearing the same clothes. ☐
 B clothing in different positions. ☐
 C certain types of clothing. ☐
- 48 The writer suggests that ...
 A the industry needs to offer more choice. ☐
 B users need to be more precise. ☐
 C users need to be adaptable when searching. ☐
- 49 So far, the service ...
 A has only appealed to women. ☐
 B hasn't existed for male fashions. ☐
 C hasn't worked on every type of device. ☐
- 50 The main aim of this article is to ...
 A predict how virtually everyone will shop for clothes in the future. ☐
 B assess the rise of image recognition software in the fashion industry. ☐
 C compare the experience of in-store and online clothes shopping. ☐

Marks (out of 10): _____

LISTENING

- 6  57 Listen to an analysis of a survey about sleep. Complete the sentences with one or two suitable words according to what you hear. You have one minute to read the sentences before listening.

- 0 The National Sleep Foundation has released the results of its first ever International Bedroom Poll.
- 51 Its aim was to compare the _____ of people from six different countries.
- 52 The interviewer talked to _____ 1,500 people.
- 53 There were major differences between people from the USA, the UK and Japan compared to the other _____ countries.
- 54 Around 20% of people in the USA, the UK and Japan countries sleep less than _____ a night.
- 55 The results from the survey provide a picture of people's sleeping habits which can be _____.
- 56 Some people in the USA and Japan take _____ during the working week.
- 57 A fifth of all Canadians _____ to bed.
- 58 Around 50% of British people wear pyjamas compared to most _____ people.
- 59 _____ everyone had some kind of blind or curtain in their bedroom.
- 60 Nearly 66% of all Mexicans _____ or pray an hour before bedtime.

Marks (out of 10): _____

SPEAKING

- 7 Read the situation. You have two minutes to prepare a short presentation for your teacher.

Imagine a friend is planning to retrain and start a new career. Make suggestions on the following:

- Types of new career that would make use of his or her existing skills.

- Possible training courses that might be helpful for developing new skills.
- Types of employers that might employ your friend.
- Ways of finding new career opportunities or approaching new employers.

After two minutes, give your presentation. Make sure you talk about all four of the points above and your teacher will ask you one question at the end. You can receive ten marks for including all the points above, using a range of language for making suggestions and for answering the teacher's question effectively.

Marks (out of 10): _____

WRITING

8 Mr Khan, a training consultant, recently presented a proposal for a management training course in teambuilding. Write an email to Mr Khan using diplomatic language, including the following:

- Thank him for attending and presenting his proposal.
- Tell him the price he quoted is too high.
- The proposal wasn't focussed enough on teambuilding.
- Explain that the trainers who work for Mr Khan's company are too inexperienced.
- End the email appropriately.

You can receive ten marks for including all five points above and using diplomatic language.

Marks (out of 10): _____

VOCABULARY

1 Complete the sentences with the correct form of the word in CAPITAL LETTERS.

- 0 This is the caretaker at the school who is in charge of all maintenance . **MAINTAIN**
- 1 Civil war broke out and made the country _____ . **STABLE**
- 2 He was feeling very _____ before the performance. **NERVE**
- 3 There was a sudden _____ that everything was about to go wrong. **REALIZE**
- 4 Can you give me some _____ with regard to those figures? **CLARIFY**
- 5 It all began one _____ day in 1963. **FATE**
- 6 The audience weren't very _____ when the projector stopped working. **SYMPATHY**
- 7 Can you propose a _____ to this problem? **RESOLVE**
- 8 Everyone has a feeling of _____ and no one can make a decision. **CERTAIN**
- 9 There's been a lot of _____ to your new idea. **OPPOSITE**
- 10 Your fingers and toes are your _____ . **EXTREME**

Marks (out of 10): _____

2 Read the text and choose the word (A–D) which best fits each gap.

We are often (0) A at school that if we study hard and go to university, we'll get a good job. And many pupils do just that. They play it (11) _____ and fit (12) _____. Amongst all these people toeing the (13) _____, one or two stand (14) _____, in particular because of their qualifications and go on to do well. However, they are not necessarily the people who also achieved real fame and wealth. For those people, you often have to look at the students who (15) _____ the boat at a young age. Take for example, the many entrepreneurs who leave school with few qualifications and stick their (16) _____ out to start new businesses. Entrepreneurs like Richard Branson, the owner of Virgin for example, have always swum against the (17) _____ and not gone with the (18) _____. They proved everyone wrong time and time again. (19) _____ these people are different from most of us in that they are able to spot an opportunity where most cannot. In other words, non-conformity and the inability to (20) _____ in are not always indicators of future failure.

- | | | | |
|----------------------|-------------------|------------------|----------------|
| 0 A told | B said | C asked | D questioned |
| 11 A well | B safe | C professionally | D secure |
| 12 A in | B on | C out | D along |
| 13 A boat | B line | C shoe | D net |
| 14 A up | B in | C down | D out |
| 15 A sailed | B wheeled | C rocked | D rowed |
| 16 A legs | B arms | C necks | D feet |
| 17 A sea | B river | C current | D tide |
| 18 A flow | B road | C wave | D tide |
| 19 A Physiologically | B Psychologically | C Medically | D Biologically |
| 20 A sit | B blend | C stir | D swim |

Marks (out of 10): _____

GRAMMAR

3 Complete the second sentence so that it has a similar meaning to the first but becomes a cleft sentence. Use the word given in bold. (2 marks per question).

- 0 This graph shows a rapid increase. **what**
What this graph shows is a rapid increase.
- 21 Managers need leadership skills more than anything else. **it**
It is managers need more than anything else.

- 22 Good directors have a vision. **thing**
The _____ a vision.
- 23 The HR manager is responsible for the staff's welfare. **person**
The _____ the HR manager.
- 24 He's especially effective in the area of finance. **where**
The area _____ finance.
- 25 This business needs new investment. **what**
_____ new investment.

Marks (Two marks per question. Total out of 10): _____

4 Complete the report with a suitable word in each gap.

In (0) _____ a new survey, it seems that thousands (26) _____ employees across Europe spend as much (27) _____ a third of their working day not involved in work-related activities. In one of the widest ranging surveys of its kind, the results show that out of (28) _____ three thousand employees in office jobs, (29) _____ least two thirds said they spent an hour or (30) _____ every day checking their personal emails or using the Internet for (31) _____ other purpose. In such cases where employees regularly used the Internet for their work, one interviewee summed up the situation by saying. 'It's (32) _____ of easy to be at work but looking at non-work related content at the same time.' More or (33) _____ all of the employees in the survey suggested that the problem could be solved with clearer rules and guidelines being issued by employers on Internet and email use at work. In a follow-up survey of employers to gauge their responses to the results, (34) _____ over three quarters (77%) said they weren't surprised by the findings and as (35) _____ as 5% of employers said they had strategies in place to solve the problem.

Marks (out of 10): _____

READING

5 Read the text. For questions 36–45, in which part of the text (A–G) does the writer mention each of these approaches at work?

- 0 These people don't mind change and don't worry so much about the bigger picture. ☒ D
- 36 Tell them how your next plan might make money quickly. ☐
- 37 It's also a good idea to recognize the thinking style of anyone who works with you. ☐
- 38 Develop multiple thinking styles to improve your performance at work. ☐
- 39 Don't let their natural disagreement make you feel you are in conflict. ☐
- 40 Knowing how your boss thinks will make life easier. ☐
- 41 Tell them how your next plan might benefit the whole planet. ☐
- 42 They like a boss who explains the challenge and presents a solution. ☐
- 43 Support your proposals with evidence of your research when talking to these kinds of thinkers. ☐
- 44 The majority of employees think in two or more different ways. ☐
- 45 These people would prefer to 'do' a task rather than read the background on it. ☐

Marks (out of 10): _____

Five ways of thinking

A

In his book *Coping with Difficult Bosses*, the author Robert Bramson identifies five thinking styles. These are the ways in which we all think and the ways in which we approach problems most of the time. Bramson suggests that if you know what kind of thinker your boss is, then you will find it easier to work with him or her. Arguably, Bramson's five ways of thinking will also apply to

anyone you have to work with such as a colleague or client so it's always useful to consider their way of thinking.

B

Synthesists

People who think like 'synthesists' tend to be creative and they often see the world in terms of opposites. So, when you say black, they will think white, when you say long, they will think short. If you work with someone who is like, this then Bramson suggests that you 'listen appreciatively to their speculation and don't confuse their arguing nature with resistance'.

C

Idealists

These second type of thinkers tend to set goals and challenging objectives. They have high standards. So, when discussing a project at work, you might want to emphasize how a project will help with achieving levels of quality or service or even helping the local community in some way.

D

Pragmatic thinkers

If you work with pragmatic thinkers, then they are likely to be more flexible people. They are resourceful and will choose to find a solution with immediate results rather than worry so much about whether something will change the world. They like short-term objectives rather than grand plans. Naturally, they won't work so well with 'idealists' so the relationship between these two types of people will need managing carefully.

E

Analyst thinkers

Employees who prioritize the importance of accuracy, thoroughness and attention to detail are analyst thinkers. They are the people who gather data, measure it, categorize it and calculate the right answer to any problem you come up with. So, if you need to convince them of a plan, you will need to present a logical plan that is supported with evidence and data.

F


Realist thinkers

If you try to communicate with a 'realist thinker' as if he or she is an analyst thinker, you won't get very far. They tend to be people who like action and rely on their senses and emotions; they are much less interested in reading long lists of numbers or a written manual. On the other hand, if you present them with a definition of the problem and a plan of how to fix it, they will tend to follow your lead.

G

Of course, Bramson is not suggesting we are only one or the other. Most of us will tend to think with the characteristics of at least two of these thinking styles though it's likely that one is always dominant. And although we naturally tend towards one or another, it's worth trying to develop traits of all five thinking styles in your work in order to become a more rounded-thinker.

LISTENING

- 6  58 Listen to a sports programme about marathon running. Are these statements true or false? You have one minute to read the statements before listening.

0 Marathon running has never been very popular. True / False

46 The speaker thinks marathon running has become especially popular in this century. True / False

- 47 The database contained almost two million marathon results. *True / False*
48 Many of the research results were of special interest. *True / False*
49 The time of 4 hours, 21 minutes and 21 seconds represents a combined average for both men and women. *True / False*
50 More marathon runners in Spain have faster times than anywhere else. *True / False*
51 The speaker thinks the real winners are runners from Spain. *True / False*
52 The exact worldwide growth between 2009 and 2014 was 13%. *True / False*
53 More people run in marathons in Asia than in any other region of the world. *True / False*
54 The size of the increase in marathon running has been highest in Russia. *True / False*
55 Fewer people are now running marathons in Europe than in the past. *True / False*

Marks (out of 10): _____

SPEAKING

- 7 Read the situation. You have two minutes to prepare a short presentation for your teacher.

Imagine that you have a job where you work on your own all the time in your own office. You are very happy in your job. Now your boss has asked if you will start working in a larger team of six people and sharing an office with them. You are not happy about this, but you are willing to try and reach a consensus.

You should include the following in your presentation to your boss (your teacher):

- Explain key advantages of working alone and why it is important in your job.
- Disagree with the idea of working in a team and sharing an office.
- Propose one or two conditions to your boss that you could agree to.
- Start negotiating a resolution with your boss.
- Try to reach a final consensus.

After two minutes, give your presentation to your teacher. Make sure you include all five stages above which will include talking to your boss at the end in order to negotiate and reach a consensus. You can receive ten marks for including all the points above, using a range of language for dealing with disagreement and reaching a consensus.

Marks (out of 10): _____

WRITING

- 8 Luke and Sylvie work in the same office. At a meeting a month ago Sylvie proposed they reduce the office temperature from 23°C to 20°C and reduce the company's carbon footprint. Everyone agreed at the meeting, however, a large number of staff have since complained to Luke that the office is now too cold. Luke decides to write an email to Sylvie and suggest that they increase the temperature. He knows that she will not be happy about changing it.

Write an email from Luke to Sylvie. Use these notes.

- Acknowledge that email isn't the best way to communicate, and explain why you're sending an email rather than having a face-to-face discussion or a phone call.
- Refer to the main reason for writing.
- Explain the concerns of the staff.
- State clearly that you would like to increase the temperature.
- Invite Sylvie to continue the discussion by email or by phone or in person, if possible.

You can receive ten marks for including all five points above and using a cooperative tone.

Marks (out of 10): _____

VOCABULARY

1 Complete the sentences with the correct form of the word in CAPITAL LETTERS.

- 0 Stella Young was a comedian. **COMEDY**
- 1 People with a _____ don't have to be an inspiration for the rest of society. **ABLE**
- 2 Many famous sports people go on to give _____ talks to business people. **MOTIVATE**
- 3 Some TV shows are guilty of the _____ of people with certain body types. **OBJECT**
- 4 This filter takes out all the bad chemicals from _____ water. **CONTAMINATE**
- 5 How do you make filthy water _____? **DRINK**
- 6 He got angry because he _____ what I meant to say. **INTERPRET**
- 7 How did you manage to _____ your fear of flying? **COME**
- 8 Let's begin by _____ some ideas for the party. **STORM**
- 9 There's a strong _____ that you might be right after all. **POSSIBLE**
- 10 Stella Young doesn't want to be anyone's _____. **INSPIRE**

Marks (out of 10): _____

2 Read the text and choose the word (A–D) which best fits each gap.

New ideas and (0) A can come from the most surprising places. Take the case of American writer Sylvia Wright who, after many years, eventually got to the (11) _____ of a mistake. When she was a child, she had a favourite old folk song which had a line that she (12) _____ as, 'They have killed the Earl of Moray and Lady Mondegreen.' Wright didn't have the (13) _____ idea that the actual line is, 'They have killed the Earl of Moray and laid him on the green.' When she realized her mistake some years later, it (14) _____ Wright that there must be a word in English for this sort of lyrical confusion. It never (15) _____ to her that no such word would exist but when she tried to think of the name for the phenomenon, she drew a (16) _____. Then it dawned (17) _____ her that this was the perfect opportunity to invent a word. So, she (18) _____ up with her own term: 'Mondegreen'. After many years, the writers of English dictionaries went (19) _____ with her bright (20) _____ and now define it as a misunderstood word or phrase from mishearing the lyrics of a song.

- | | | | |
|-----------------|------------|--------------|------------|
| 0 A inspiration | B thinks | C minds | D occurs |
| 11 A top | B middle | C junction | D bottom |
| 12 A listened | B noticed | C understood | D solved |
| 13 A strong | B initial | C weakest | D faintest |
| 14 A struck | B hit | C drew | D told |
| 15 A thought | B occurred | C rose | D opened |
| 16 A gun | B gap | C blank | D hunch |
| 17 A in | B at | C on | D over |
| 18 A came | B ended | C discovered | D go |
| 19 A on | B along | C out | D up |
| 20 A plan | B light | C word | D idea |

Marks (out of 10): _____

GRAMMAR

3 Complete the second sentence so that it has a similar meaning to the first. Use the word given in bold. (2 marks per question).

- 0 What would happen if someone offered me a new job? **supposing**
Supposing someone offered me a new job?

- 21 I regret selling my old house. **wish**
I _____ my old house.
- 22 I think I should look for a new job. **time**
It's _____ for a new job.
- 23 If I hadn't failed science, I would have become a doctor. **only**
If _____ and become a doctor.
- 24 I would have changed my plans if I'd known. **had**
_____, I would have changed my plans.
- 25 If you don't know where to go, ask someone for directions. **should**
_____, ask someone for directions.

Marks (Two marks per question. Total out of 10): _____

4 Complete the text with a suitable word in each gap.

These (0) days people use apps (26) _____ order to help with every aspect of their lives. Probably one of the most popular is a health app which people use to (27) _____ overeating and (28) _____ measure the amount of steps they take. Some exercise apps will even speak to you in (29) _____ that you don't forget to jog five kilometres on Tuesday or do 50 press-ups on Thursday. Other popular apps provide instant news reports so (30) _____ you are always in touch with the world. Speaking of which, (31) _____ you to feel that you might lose touch with friends, you can always download a social media app so (32) _____ to send photos, videos and smiley faces. (33) _____ languages learners, it's also worth having a dictionary app (34) _____ you suddenly need a key word. It'll also record your voice (35) _____ you can compare your pronunciation with the recorded version.

Marks (out of 10): _____

READING

5 Read the text. For questions 36–45, choose the answer (A–C) which best fits according to the text.

The best ideas often come from thinking inside the box

If you are one of those people – and most of us are these days – who attend meetings then you have probably experienced that moment when the discussion stops and no one can come up with any good new ideas. At this point in the meeting, your team-leader will often use that popular expression, 'Let's think outside the box.' It comes from the belief that most creativity will emerge when we aren't limited by our thinking. After all, take a famous artist like Jackson Pollock or Picasso. They didn't achieve greatness in their art by limiting themselves. They stretched their imagination by coming at something from a new angle.

However, some new thinking on 'creativity' suggests that when trying to solve a problem creatively, it's often better to work within some limitations – to think 'inside' instead of 'outside' the box. After all, we are not all creative geniuses and even the great artists had studied the technique of those that had gone before them.

To understand how this might work, researchers from The University of Pittsburgh and Carnegie Mellon University looked at how people approach generating new ideas. They found that looking at unrelated areas (outside of the box) can often result in lots of impractical solutions which are unhelpful when trying to find solutions. After analysing around 2,000 ideas they concluded that when looking for inspiration, going off and talking to different people or reading articles totally unrelated to the problem can sometimes be time-wasting.

One way they tested their theory was to look at the concepts of more than 350 people posting on the website OpenIDEO. It's an online crowd-sourcing platform that focuses on social and environmental problems. Here's how it works: A 'challenge sponsor' posts a challenge on the site and users are invited to offer ideas for solutions. They are allowed about ten weeks to post all their potential solutions. When the ideas generation phase ends, OpenIDEO experts sort through the submissions and come up with a list of ideas that they think are viable.

What the study of OpenIDEO highlighted was how many of the ideas were simply unworkable. Instead, closely related ideas were the ones that OpenIDEO experts picked. In other words, a large number of the suggested ideas were of no help because the site attracts users from such a wide range of disciplines. The people with a knowledge background in the subject area were much better-suited to coming up with useable ideas.


This view is also supported by the growing belief that we often think more creatively when working with a template to follow. If we define the boundaries of a project, we are more likely to work creatively within those limitations. To illustrate the point, imagine someone asks you to write a story on any topic you like; many people would find this task quite hard. However, if you are set a word limit of 200 words, told it has three characters – a princess, a witch and a wolf – and that it must begin with the words, 'Once upon a time there lived a princess in a tower ...', then suddenly most people will feel much more comfortable at achieving the task.

The same is true in any situation where creativity is required – define the conditions and work within them.

- 0 The writer assumes that the reader ...
A often runs meetings. ☐
B often attends meetings. ☒
C has little experience of meetings. ☐
- 36 The writer thinks the expression 'Let's think outside the box' is ...
A very common. ☐
B fairly common. ☐
C not very common. ☐
- 37 The writer mentions Picasso and Pollock because ...
A he likes their art. ☐
B they are examples of very creative people. ☐
C they tried to work within certain limitations. ☐
- 38 The writer thinks the reader should ...
A try to be as creative as artists. ☐
B not expect to be as creative as artists. ☐
C study other people's techniques. ☐
- 39 The researchers concluded that thinking 'outside the box' often ...
A doesn't help. ☐
B generates ideas. ☐
C solves problems. ☐
- 40 OpenIDEO is a website to help ...
A analyse how we generate ideas. ☐
B people with specific interests. ☐
C anyone solve a problem. ☐
- 41 Challenges on the site are posted ...
A to test users. ☐
B by the researchers. ☐
C for a fixed time. ☐
- 42 At the end, experts ...
A choose the best idea. ☐
B draw up a shortlist. ☐
C analyse the user's approach. ☐
- 43 The researchers concluded that ideas are more effective from people ...
A with access to crowdsourcing websites. ☐
B with experience in the field. ☐
C who are highly creative. ☐
- 44 The example of writing a story shows how most people find it easier to be creative ...
A with examples. ☐
B with stereotypes. ☐
C with an outline. ☐
- 45 Which piece of advice would this writer NOT agree with?

- A Always try to be as creative as you can. ☐ it. ☐
B Know the limitations. ☐
C Define the problem first before you try to solve Marks (out of 10): _____

LISTENING

- 6  59 Listen to a lecture about an inventor. Complete the sentences with one or two suitable words according to what you hear. You have one minute to read the sentences before listening.
- Around (0) three quarters of a billion people worldwide don't have access to clean drinking water.
- Cynthia Sin Nga Lam has made a (46) _____ device which cleans dirty water.
- The device is made of (47) _____.
- The (48) _____ contains a titanium mesh which is activated by sunlight.
- As well as being cheap to manufacture, the other benefit is that it doesn't require any (49) _____.
- In the future, Lam would like to produce her invention on a much (50) _____.
- She imagines that you could build a version on the roof of houses, similar to (51) _____.
- At the annual Google Science Fair, (52) _____ are deciding between her invention and those of others.
- The competition is open to people aged between (53) _____ and 18.
- In the past, one boy based his invention on fruit (54) _____.
- Another girl developed sand filters to clean up (55) _____.

Marks (out of 10): _____

SPEAKING

- 7 Imagine that you are going to have an end-of-course party for everyone in your English class. You are going to brainstorm some ideas with your teacher. You need to discuss what type of party it is going to be. For example, talk about the food, the venue, music and entertainment, and anything else. When brainstorming, include the following:
- You should begin the meeting by stating the objectives.
 - Make suggestions and encourage contributions from your teacher.
 - Show enthusiasm and agree with his/her suggestions.
 - Compare and reject some of the ideas.
 - Choose and agree upon the final ideas.

You can receive ten marks for including all the points above and using a range of language for brainstorming.

Marks (out of 10): _____

WRITING

- 8 You give online advice and you have received the following question in the forum:

Dear ...

I recently moved to a much larger city for my work. The new job is going well, but I don't have much social life outside of work. People in my office are nice and friendly, but they are all much older than me and have families. We don't have much in common. What can I do?

Joel

Write a reply to Joel. In your reply, include the following:

- Show your understanding of Joel's problems.

- Give advice and make one possible recommendation.
- Make a second recommendation.
- Make a third recommendation.
- End the email appropriately.

You can receive ten marks for including all five points above and using language for softening advice and recommendations.

Marks (out of 10): _____

VOCABULARY

1 Complete the text with the words in the box. There are three extra words you do not need.

billowing	bland	bond	commute	daydream	ephemeral	eye
mesmerized	share	peace	stakes	minds	visualize	waterfront

I wonder how many of the thousands of people who (0) commute into the city every day are in two (1) _____ about whether to give up their day job, leave the city and live somewhere idyllic. What do they (2) _____ in their mind's (3) _____? Perhaps a quiet beach on some desert island. I was once one of those people. During the day, I'd lose interest in the laptop on my desk and start to (4) _____ about a house on a beautiful beach. However, unlike many people who have similar thoughts which are only (5) _____ and last a few seconds each day, I actually gave up my job in central London seven years ago and moved to an apartment overlooking a (6) _____. And every day for seven years I have watched the ripples and waves of the sea which brings me (7) _____ of mind. Of course, you might think that this same view could eventually become somewhat (8) _____ and lifeless to someone who grew up and lived in cities all his life. But how wrong you'd be. Each morning I'm (9) _____ by the sun as it rises on the other side of the bay. I watch the sails of the boats (10) _____ in the breeze.

Marks (out of 10): _____

2 Complete the sentences with the correct form of the word in CAPITAL LETTERS.

- 0 There's a lot of speculation in the media about their marriage. **SPECULATE**
- 11 The key to any successful project is _____ between people. **COLLABORATE**
- 12 A good manager provides _____ with suggestions and ideas. **FACILITY**
- 13 Don't make _____ about other people in your team. **ASSUME**
- 14 That seems like a likely _____. **EXPLAIN**
- 15 Some people relax by using _____ techniques and picturing faraway places. **VISUAL**
- 16 The audience thought that the TED Talk was highly _____. **MOTIVATE**
- 17 Your son is being so _____. He won't do anything I ask. **COOPERATE**
- 18 Your lack of _____ to the group has been noted by everyone. **CONTRIBUTE**
- 19 I know you're _____ to jump in but let him finish. **DIE**
- 20 Developing a new product is a slow, _____ process. **ITERATE**

Marks (out of 10): _____

GRAMMAR

3 Complete the text with a suitable word in each gap.

One of the biggest impacts of technology has (0) been upon our working lives. It has resulted (21) _____ a culture of working 'anywhere, anytime'. Tools such as smartphones contribute (22) _____ this by delivering our work emails alongside emails from friends or allowing us access to documents which are (23) _____ read whilst we are at the gym or watching TV. One consequence (24) _____ this is that we cannot talk about nine-to-five jobs anymore. The digital age has brought (25) _____ a blurring of the lines between work and leisure. It favours 'knowledge workers' (26) _____ to the fact that there is a new generation of employees who readily accept work is a 24/7 phenomena. The obvious downside to all this (27) _____ been a noticeable rise in stress-related illnesses stemming (28) _____ the lack of free time. Some critics even argue that (29) _____ of this growing culture among workers to work long, unregulated hours, we are in danger of making time off a thing of the past (30) _____ which many social problems may arise.

Marks (out of 10): _____

4 Read the text and choose the word (A–D) which best fits each gap.

In recent years most people (0) _____ aware of the trash now polluting our oceans and scientists (31) _____ to come up with new ways of measuring the trash that (32) _____ in the world's oceans. In the past, scientists (33) _____ analysing the amounts of trash by doing sample counts of plastic floating in oceans around the world. However, more and more scientists (34) _____ to study what is coming out of the water from countries rather than measuring what (35) _____ already in the ocean. As a result of this approach, the new figure on plastic in our oceans (36) _____ everyone's perception of the problem. The difference is huge – perhaps 20 to 2,000 times worse than previously thought. The use of plastic for consumer products (37) _____ increasingly dominant for over half a century. With production still on the increase, ocean plastic (38) _____ up everywhere. It (39) _____ in the deep sea, buried in Arctic ice and inside the digestive systems of some 700 species of marine wildlife. Marine biologists everywhere (40) _____ cautiously as the problem shows no sign of slowing down in the future.

- | | | | | |
|----|-----------------------|------------------|----------------------|----------------------|
| 0 | A had become | B were becoming | C have become | D became |
| 31 | A try | B are trying | C were trying | D have been trying |
| 32 | A was still appearing | B still appeared | C is still appearing | D has still appeared |
| 33 | A is | B has been | C had been | D was |
| 34 | A start | B are starting | C were starting | D had been starting |
| 35 | A is | B has been | C is being | D had been |
| 36 | A alters | B is altering | C was altering | D had altered |
| 37 | A had become | B was becoming | C has become | D will become |
| 38 | A had turned | B turned | C turns | D had been turning |
| 39 | A found | B has found | C has been finding | D has been found |
| 40 | A watched | B have watched | C watch | D will be watching |

Marks (out of 10): _____

READING

5 Read the text. For questions 41–50, in which part of the text (A–E) does the writer mention the following?

- 0 Psychologists have studied dreams since the 1800s. ☒ B
- 41 The use of subjects being asked to describe their dreams on paper. ☐
- 42 How we practise aspects of real life while sleeping. ☐
- 43 Dreaming is often related to stressful situations. ☐
- 44 That dreams are often difficult to recall. ☐
- 45 The use of modern scientific equipment in dream studies. ☐
- 46 There's a great deal we don't know about the subject. ☐
- 47 How we can think about the scientific study of dreams in two ways. ☐
- 48 That dreams will continue to interest us in the future. ☐
- 49 That dream analysis is not a new subject. ☐
- 50 The subject matter of many dreams is universal. ☐

Marks (out of 10): _____

How do scientists study dreams?

A

How often do you dream? Every night? Once a month? Some people even claim that they never have dreams though this is probably untrue – it's just a case that they don't recall them. Of all our human experiences, dreams are probably among the most personal and mysterious. They're also

one of the most ephemeral. Memories of our dreams are often incomplete. You may wake from sleep with images from a dream and even the emotions, only to lose those memories quickly, often within just a few minutes. Throughout human history, people have sought to analyse, interpret and decode such dreams. Ancient cultures often regarded dreams as mystical and their dream interpreters were relied upon to translate the meanings and messages of dreams.

B

During the 19th and 20th century, psychoanalysis looked more deeply into dream interpretation. Typically, they would make use of dream reports in which people waking up from a deep sleep would be asked to write down any of the dreams they recalled. These provided a fascinating insight into the patterns and themes of dreaming. This method of using dream reports as a basis for scientific investigation is still actively in use today. Dream reports can be collected in sleep laboratories where sleepers are woken at specific intervals in order to retrieve dream information. Common themes include dreams of falling, being chased, of flying and of being unprepared for a test or exam. Interestingly, the same events occur in the minds of people of diverse cultures, backgrounds and experiences.

C

One approach to dream investigation involves the study of dream itself. This might include looking at the actual content of the dream such as the themes, emotions, images and events that occur within dreams themselves. For many people this is the most interesting aspect. However, there is a second approach which is more interested in the activity of the brain and body while the dreaming occurs. This can be done by studying a person while sleeping and a great deal of the latest research combines elements of both approaches in order to explain our reasons for dreaming.


D

In recent decades, scientists are increasingly using technology which monitors the brain's activity. Brain imaging tools are used regularly to capture data about the neural activity associated with sleep and dreaming. Research using brain-imaging techniques has allowed scientists to explore a wide range of theories about the purpose and function of dreaming. Among others, scientists are actively investigating ideas that dreams are an extension of waking consciousness. In other words, dreams are a kind of rehearsal space for the mind to play out difficult waking-life situations.

E

Dreams are a compelling area of research for scientists and continue to fascinate us. There's no doubt that there is still so much to learn about how the brain and mind operate while we dream. There is also the unanswered question of why it seems to be such a necessary human function, not to mention some animals which also appear to dream. Finally, interpreting what we dream about is something that affects us on a daily basis. For all the scientific attention paid to dreaming, many of the most fundamental and important questions about dreaming remain unanswered. For scientists, dreams are – at least for now – an endlessly fascinating mystery.

LISTENING

- 6  60 Listen to a meeting at a company which produces snowboards. Are these statements true or false? You have one minute to read the statements before listening.

- 0 The leader of the meeting is late because of the traffic. *True / False*
51 This is the first time everyone at the meeting has seen the three posters. *True / False*

- 52 The participants speculate about the reasons for the first poster. *True / False*
53 One participant makes a suggestion about improving the poster. *True / False*
54 The leader of the meeting reminds the man to keep an open mind at the moment. *True / False*
55 Sabine agrees with both sides of the argument about the first poster. *True / False*
56 Sabine thinks the second poster is a little more interesting than the previous one. *True / False*
57 Sabine suggests using a famous person to endorse the product. *True / False*
58 They have already discussed the idea of an endorsement at a previous meeting. *True / False*
59 There isn't much difference between the second and third poster. *True / False*
60 All three advertising agencies gave similar quotes. *True / False*

Marks (out of 10): _____

SPEAKING

- 7 You are going to have a short meeting with your teacher. In your meeting you will discuss opening a new language school in your town or city. Discuss how you might promote the school and the type of language courses you will offer. You have two minutes to prepare your ideas. During the meeting you should:

- Lead the meeting and open the discussion.
- Invite your teacher to participate.
- Interrupt when necessary.
- Stop interruption when necessary.
- Wrap up the meeting.

You can receive ten marks for including all the points above and using a range of language for taking part in a meeting.

Marks (out of 10): _____

WRITING

- 8 Write a short article titled *How my town or city has changed in the last 50 years*. Think about five ways in which it has changed. Your five ideas might include:

- changes to parking regulations
- the arrival of larger national shops
- the closure of businesses and unemployment
- an increase in traffic
- removal of older, historic buildings
- or your own ideas

You can receive ten marks for including five changes and using neutral reporting language.

Marks (out of 10): _____

VOCABULARY

1 Complete the sentences with the correct form of the word in CAPITAL LETTERS.

- 0 Maybe taking a long weekend away would help with your relaxation. **RELAX**
- 1 You can deal with life's difficulties if you learn to be _____. **MIND**
- 2 I always feel so _____ at home when I'm stressed from work. **REST**
- 3 Don't ask him to do any more jobs. He's up to his _____ already. **EYE**
- 4 You'll increase your _____ of how the staff feel by talking to them more often. **AWARE**
- 5 The researchers are running more _____ trials of the drug next year. **CLINIC**
- 6 The _____ of being hacked is relatively low. **PROBABLE**
- 7 The whole _____ of the house is made from wood. **FRAME**
- 8 Big Ben is probably London's most famous _____. **LAND**
- 9 A _____ filmed the protest and then he posted it on Facebook. **STAND**
- 10 The couple signed a prenuptial _____ before they got married, just in case. **AGREE**

Marks (out of 10): _____

2 Read the text and choose the word (A–D) which best fits each gap.

I'd managed (0) A infiltrate the gang and finally I was going to meet their boss. The (11) _____ were very high. One mistake on my part now and the whole thing could end in a (12) _____. For weeks we'd observed the gang and studied their movements in order to (13) _____ out the brains behind the whole operation. At first we'd monitored them using cameras and microphones but the (14) _____ of this was that we never got close to the top man. It was clear that in order to meet him, someone needed to go in undercover. We (15) _____ the risk of being found out and wasting months of work but there was no other choice left. The gang (16) _____ a huge threat to public safety. I was standing outside a metal door and my hands were tied behind me. No doubt about it, I was now in well over my (17) _____ in this thing. There was no going back now – no chance of getting cold (18) _____ and walking away. Besides, at this point, all the (19) _____ pumping through my blood was giving me a strange thrill. 'Keep your (20) _____ up,' I muttered quietly to reassure myself. A voice behind the door shouted, 'Open.' I walked in and faced him for the first time.

- | | | | |
|-----------------|---------------|-------------|---------------|
| 0 A to | B by | C in | D on |
| 11 A burst | B stakes | C thrill | D place |
| 12 A calamity | B frantic | C innocuous | D intuition |
| 13 A go | B root | C plant | D get |
| 14 A plus | B slope | C downside | D alternative |
| 15 A ran | B showed | C played | D went |
| 16 A increased | B followed | C ran | D posed |
| 17 A cheek | B head | C neck | D face |
| 18 A toes | B hands | C fingers | D feet |
| 19 A adrenaline | B vaccination | C guts | D illness |
| 20 A chin | B lip | C eyes | D hand |

Marks (out of 10): _____

GRAMMAR

3 Complete the second sentence so that it has a similar meaning to the first. Use the word given in bold. (2 marks per question).

- 0 It was a fairly warm evening. **quite**
It was quite a warm evening.

- 21 The fact they were so late slightly worried me. **little**
The fact that they were late _____ .
- 22 Rather a long time passed before we said anything. **fairly**
_____ passed before we said anything.
- 23 The Italian climber conquered the mountain. **by**
The mountain _____ .
- 24 The house didn't cost what we originally predicted. **not**
The cost of the house _____ what we originally predicted.
- 25 Newspapers reported that the burglars were caught. **it**
_____ that the burglars were caught.

Marks (Two marks per question. Total out of 10): _____

4 Complete the text with a suitable word in each gap.

Of all the extreme sports, 'Highlining' (0) has long been thought to be (26) _____ literally the most dangerous. The sport takes place between two (27) _____ high points. Typically, a rope (28) _____ strung across two mountain peaks or tall buildings and the 'highliner' walks across. This in itself is extremely risky but it has (29) _____ considered even more treacherous in windy weather conditions.

When Highlining first began it (30) _____ thought to resemble the tightrope walking you often see in circuses. However, nowadays, it's generally considered (31) _____ highlining is more dangerous. Of course, tightrope walking isn't (32) _____ the least bit easy, but whereas tightrope walkers usually have a pole to help balance, highliners use their arms. Also, the rope used in highlining tends to be a (33) _____ springier than the steel cable used by circus acts.

It is often (34) _____ that highlining is made safer by wearing a harness which is attached to the line so that if you fall, you won't hit the ground. However, fixed or unfixed, highlining is (35) _____ unlike your average sport!

Marks (out of 10): _____

READING

5 Read the text. For questions 36–45, choose the answer (A–C) which best fits according to the text.

THE CONVERSATION

<https://theconversation.com/stress-busting-effect-of-green-spaces-stronger-on-women-18572>

Stress-busting effect of green spaces stronger on women

by Elizabeth Richardson, University of Edinburgh

A new study sheds light on why natural spaces in cities can help keep us healthy. Researchers found that people living in neighbourhoods with a large amount of green space, such as parks or playing fields, had lower stress levels. They also found that women were particularly affected: those with little neighbourhood green space showed higher stress levels than men in the same situation.

The research is part of wider efforts to understand why green space seems to be good for many aspects of human health. There is good evidence from the UK and elsewhere that suggests it leads to lower blood pressure, better mental health and reduced risks of being overweight or dying from heart disease.

Importantly, this relationship remains after researchers account for how affluent or deprived an area is. When we consider the growing impact on society of the sort of chronic illnesses that green space could help to reduce, it's easy to see why there's so much interest in the connection.

But how, exactly, does green space benefit our health? The jury is still out on this one, but there are a few key suspects (and they may all be in on it together). First, green spaces may encourage us to be more physically active, such as going for a walk or a jog. Second, they may enhance our opportunities for social interaction with others. And third, they may help to relieve stress and mental fatigue. Each of these – lack of exercise, poor social relationships and stress – are known to lead to health problems, so it's not surprising that improving them could improve our wellbeing.

This latest study pursued the stress-relieving hypothesis, by investigating how different amounts of green space in a neighbourhood related to the stress levels of unemployed people living in deprived areas of Dundee, Scotland. The research team was led by Dr Jenny Roe of Edinburgh's Heriot-Watt University, along with members from the Universities of Edinburgh, Glasgow and Westminster, the James Hutton Institute and Biomathematics and Statistics Scotland.

The levels of the hormone cortisol in participants' saliva were measured every three hours, as it is a good indicator of stress levels. Cortisol concentrations peak in the early morning and subsequently decline through the day: individuals with more stress exhibit slower declines than less stressed people. To complement the tests, a questionnaire survey was also used to measure people's perceptions of their own stress levels.

It transpired that both men and women in neighbourhoods with more green space had lower levels of self-reported stress and sharper declines of cortisol than those in less green areas. So, it seems that living in a greener area appeared to counteract at least some of the negative effects of urban deprivation. It's well known that poverty and living in a poor environment is bad for health, so this finding is very significant.

Researchers in the Netherlands also found evidence that green spaces can provide a cushion against the negative health impact of stressful life events. And an earlier study in England found that excess deprivation-related mortality – the 'health gap' between the richest and poorest – was smallest in the greenest neighbourhoods. How this occurred was unclear. This new study contributes one promising explanation: that large amounts of greenery promote better health in deprived populations.

Interestingly, those participants in the study living in areas with little green space were more stressed overall, but women were especially so. They not only self-described as more stressed than men in the questionnaire, but their cortisol measurements indicated chronic stress and exhaustion.

The results clearly suggest that women take the absence of green, open spaces harder than men. As five times as many women in the study were caring for family than were men, a shortage of local parks and play spaces for children may have affected women more keenly. But this needs further investigation.


By adding to the evidence for the stress-relieving properties and health benefits of green space, this study adds to the body of research that should inform urban planning and health policies in

our cities. More work like this is needed to fine-tune such policies, by asking how green spaces influence stress in different places and among different population groups. A point that needs particular attention is the comparison of quality versus quantity, as other studies suggest that it is the quality of green space that drives women to use and therefore benefit from it, and this will be an important factor in the provisions made by town planners.

- 0 A new study shows that natural spaces ...
 A make us healthier. ☒
 B make us feel ill more often. ☐
 C make no difference to our general health. ☐
- 36 The result of the study also showed that natural spaces ...
 A affect both men and women in the same ways. ☐
 B affect women's stress levels more than men. ☐
 C relax men more than women. ☐
- 37 The positive relationship between general health and access to green spaces ...
 A does not apply to people who are less affluent. ☐
 B is proportional to a person's wealth. ☐
 C is true for any type of person. ☐
- 38 The research shows ...
 A how a green space benefits health. ☐
 B people exercise more when they have a green space. ☐
 C that green spaces benefit health. ☐
- 39 A hormone in humans called *cortisol* ...
 A can change our stress levels. ☐
 B can show our level of stress. ☐
 C can be given to reduce stress. ☐
- 40 The level of cortisol in the subjects' bodies ...
 A only declined in some people's bodies. ☐
 B declined faster if they had access to more green space. ☐
- C declined according to the amount of exercise they took. ☐
- 41 What finding is described as 'significant'?
 A That poverty causes ill health. ☐
 B That urban deprivation causes ill health. ☐
 C That not living near a green space causes higher levels of cortisol. ☐
- 42 Previous research in the Netherlands ...
 A supports findings in the UK. ☐
 B contradicted earlier UK research. ☐
 C looked into the 'health gap'. ☐
- 43 The theory that women are more affected because they tend to be at home with children ...
 A has been proven. ☐
 B is unproven. ☐
 C is unlikely to be true. ☐
- 44 The writer thinks that ...
 A the overall results are extremely conclusive. ☐
 B the same research will need to be carried out again in the future. ☐
 C further research into this area will be required. ☐
- 45 Previous studies have shown that ...
 A the more green space there is, the better women feel. ☐
 B the better the green space, the better women feel. ☐
 C the more choice of green spaces, the better women feel. ☐

Marks (out of 10): _____

LISTENING

- 6  61 Listen to part of an interview. Are these statements true or false? You have one minute to read the statements before listening.

- 0 The topic of the radio programme is reading for relaxation. True / False
- 46 A third of all adults hardly ever read in their leisure time. True / False
- 47 Dr Ruth Graham carried out the research. True / False
- 48 The survey claims if you read 20 minutes a week you will feel happier. True / False
- 49 Dr Graham didn't expect the findings of the report. True / False
- 50 People who don't read will definitely suffer from depression. True / False
- 51 A fifth of the respondents believe reading avoids feelings of loneliness. True / False
- 52 Dr Graham refers to part of the survey in response to the issue of reading blogs and social media. True / False

- 53 The interviewer has posted messages before going to sleep and then been unable to sleep. *True / False*
54 Among the benefits mentioned, reading can make you more social. *True / False*
55 The interviewer isn't very surprised that reading might make you more social. *True / False*

Marks (out of 10): _____

SPEAKING

- 7 Prepare a short presentation for your teacher about the arguments for and against learning a subject in a traditional face-to-face class or studying on your own online. You have two minutes to think of arguments for and against the two options. When you are ready, begin your presentation. Include the following in your presentation:

- Present the two options.
- Discuss the pros and cons of one option.
- Discuss the pros and cons of the second option.
- Consider the options and draw a conclusion.

After two minutes, give your presentation to your teacher. Make sure you talk about all four of the points above and your teacher will ask you a question at the end. You can receive ten marks for including all the points above, using a range of language for discussing alternatives and for answering the teacher's question effectively.

Marks (out of 10): _____

WRITING

- 8 Think of a bank or other financial service that you have used. Write an online consumer review of it. Write about these five points:

- The bank's customer service – were any staff you dealt with friendly, knowledgeable and helpful?
- Its explanation of a product or service – was it clear and easy to understand?
- The cost of the product or service – was it good value?
- The benefits of the product or service – how did it help you or improve your life?
- A final recommendation – should people consider using it or not?

You can receive ten marks for including all five points above and using qualifiers (e.g. *a bit, a little, slightly*).

Marks (out of 10): _____

VOCABULARY

1 Complete the sentences with the correct form of the word in CAPITAL LETTERS.

- 0 This is the first prototype of its kind. **TYPE**
- 1 I was going to have a team meeting at that time, but maybe I can _____ it. **SCHEDULE**
- 2 When he was only 16, he won a _____ to Harvard University. **SCHOLAR**
- 3 Is this the original image or was it _____? **PHOTO**
- 4 Don't be so _____ about your exam results! **PESSIMISM**
- 5 I'm on the _____ for a pair of new shoes to replace my old ones. **LOOK**
- 6 Can I leave you to _____ the team and their completion of the work? **SEE**
- 7 Honestly, I'm not using any kind of _____. It's 100% real. **TRICK**
- 8 He can play that piece on the piano _____. It's perfect. **SEAM**
- 9 Asteroids travel through space at a _____ rate. **PHENOMENON**
- 10 We've updated the old version with a few more technical _____. **ADVANCE**

Marks (out of 10): _____

2 Complete the text with the words in the box. There are three extra words you do not need.

business	dream	<i>entrepreneur</i>	envisaged	glass	image	looked
moon	optimistic	see	shift	trend	tunnel	visionary

The (0) entrepreneur Michael Dell once said that you don't have to be a genius or a (11) _____ to be successful. You just need a framework and a (12) _____. And he should know. Dell started his company in the late 1980s and turned it into a multibillion dollar (13) _____. Dell developed his ideas whilst studying at college. He bought old computers, upgraded them and sold them cheaply. With his fellow students over the (14) _____ at having a discount supplier, Dell quickly realized the potential and dropped out of college. His parents didn't (15) _____ eye to eye with him at first, but Dell remained (16) _____. The light at the end of the (17) _____ came quickly for Dell when he sold computer equipment worth nearly \$200,000 in his first month of business. One thing Dell (18) _____ early on was his direct model of selling in which he sold directly to the customers and created computers to their own specifications instead of having to buy ready-made computers from a shop. Over the years, many other businesses have (19) _____ into why Dell's approach to selling has been so successful and applied it to their own context. What was once a paradigm (20) _____ is now regarded as the norm.

Marks (out of 10): _____

GRAMMAR

3 Complete the second sentence so that it has a similar meaning to the first. Use the word given in bold. (2 marks per question).

- 0 The new bridge wasn't going to be completed on time. **unlikely**
The new bridge was unlikely to be completed on time.
- 21 We'll arrive at midnight if it's OK with you. **assuming**
_____, we'll arrive at midnight.
- 22 The journey took three hours but it was fine. **given**
The journey was _____ three hours.
- 23 If it rains on camping trips, they book into a hotel. **whenever**
_____ on camping trips, they book into a hotel.
- 24 We had planned to cancel the event ages ago. **going**
We _____ the event ages ago.

- 25 I was certain they'd get together in the end. **sure**
They _____ get together in the end.

Marks (Two marks per question. Total out of 10): _____

4 Complete the text with a suitable word in each gap.

In (0) spite of the fact that we'd booked the holiday in beautiful Morocco, I was right to have been pessimistic about the holiday from the start. Even as we were (26) _____ to leave the house there had been an argument about how much luggage to take. Shirley had wanted to take two suitcases and her husband, Stan, said that it (27) _____ be utterly impractical in view of the (28) _____ that this was a hiking holiday, not a beach holiday. He was right, of course. Carrying two suitcases across the Atlas mountains was (29) _____ to be impractical, but he could have dealt with it more sensitively. I was (30) _____ about to intervene but decided to sit outside and wait in the car. In the (31) _____ of an argument between couples I have always learnt to keep my mouth shut. Eventually, they were (32) _____ to solve their differences, or so I'd thought. In the end, Shirley emerged with two suitcases. One point to her.

By the (33) _____ we'd arrived at the airport everyone seemed to have cheered up and we landed in Morocco without a hitch. But the peace over the luggage was (34) _____ to last. We met our guide and his first comment was that (35) _____ of the fact we were hiking with porters, there was no way they could take an extra suitcase. Stan couldn't resist a smirk which simply made Shirley's resolve stronger.

Marks (out of 10): _____

READING

5 Read the text. For questions 36–45, in which part of the text (A–E) does the writer mention the following?

- 0 The location of the first study. ☒ B
- 36 Ways in which you might become an optimist. ☐
- 37 How the questionnaires were used. ☐
- 38 A new trend that is affecting our old beliefs about heart disease. ☐
- 39 You double the likelihood of good health if your attitude to life is positive. ☐
- 40 The traditional view of how to avoid heart disease. ☐
- 41 That a good night's sleep is also a factor. ☐
- 42 The two outcomes were nearly identical. ☐
- 43 How the findings are supported elsewhere. ☐
- 44 The question of whether it's possible to change your outlook. ☐
- 45 The type of people who took part in the survey. ☐

Marks (out of 10): _____

Optimists have healthier hearts

A

For years we have been told that the answer to having a healthy heart is to eat a good diet, exercise regularly and give up smoking. And certainly these all make a difference and no one doubts the importance of physical health but increasingly, psychologists are suggesting that your state of mind has an even greater impact on the health of your heart than was once believed.

B

The University of Illinois carried out a survey in which it studied people's attitudes to life and their corresponding cardiovascular health. They found a connection between the two by looking

at whether people were optimists or pessimists. People in the study who could be defined as optimists were twice as likely to have a heart in ideal health than their peers who could be classified as pessimists. In other words, if you have a positive outlook on life, it seems to follow that your heart is also in great shape.

C

The sample for the study came from a wide range of participants of different ethnic backgrounds, aged between 45 and 84. Doctors assessed their health by checking different aspects of a person's health including blood pressure, diet, physical activity and whether or not they smoked. As well as looking into their physical health, the participants also completed surveys which were used to assess their mental health and levels of optimism. The researchers compared the results from the physical health check with their scores on the mental health and discovered that scores from both tests generally mirrored each other. So, if a score was high (or low) on one test, it was similar on the other. Optimistic people were between half and 75% more likely to have good health scores.


D

Other studies such as one from Harvard School of Public Health (HSPH) found similar results and even came to the conclusion that optimism and positive emotions helped to protect a patient from cardiovascular disease and could help to slow the development of the disease. It was noted that optimists typically took greater care of themselves by doing exercise, eating a good diet and getting plenty of sleep.

E

The question remains then; if you are a pessimist but you change your attitude so that you are more optimistic, can you in fact reduce the chances of ill health? And if this is true, can optimism be learned? Can you, in fact, stop seeing a glass as half-empty, but see it as half-full? Many psychologists believe you can. It's possible to rewrite the brain so that it's optimistic through doing things like building a strong social network of people, and going for brisk walks or taking up any kind of sport. One researcher commented that it isn't necessary to be too over the top, but to have a realistic outlook on life.

LISTENING

- 6  62 Listen to part of a consultation between a life coach and a client. Are these statements true or false? You have one minute to read the statements before listening.

- 0 The woman wants Phil to talk about his future. True / False
- 46 She wants him to be realistic at the start of the discussion. True / False
- 47 Phil is asked not to worry about any other problems going on in his life. True / False
- 48 Phil has taken lessons in the guitar. True / False
- 49 Phil imagines playing with other musicians at some stage. True / False
- 50 The woman suggests that it might be expensive to learn to play the guitar properly. True / False
- 51 Phil suggests that he might not have enough natural skill to be a professional musician. True / False
- 52 Phil has attended courses in how to manage people. True / False
- 53 Phil thinks that to be an entrepreneur you probably need a vision. True / False
- 54 The woman suggests that Phil could start his own business. True / False
- 55 Carly makes a connection between his two interests. True / False

Marks (out of 10): _____

SPEAKING

7 Make an arrangement with your teacher for a meeting to discuss your progress in class. You should include the following in your discussion:

- Begin by asking about your teacher's availability.
- Your teacher is not available at that time and will suggest a different time. Say no.
- Suggest another date/time.
- Your teacher is unavailable at that time. Talk about changing the plans you already have in place so that you can meet at the date/time your teacher prefers. (You think you can cancel your other plans.)
- Agree and make an arrangement.

You can receive ten marks for including all the points above and using a range of language for making arrangements.

Marks (out of 10): _____

WRITING

8 A friend in your English class is planning to spend a year working in the UK in order to improve his English. Your friend doesn't mind what kind of job he gets, but he needs a general endorsement from you to give to potential employers. Write an endorsement commenting on the following:

- How you know him
- His personal qualities and general education
- His attitude to work in general
- His communication skills including level of English
- Overall recommendation

You can receive ten marks for including all five points above and using persuasive language.

Marks (out of 10): _____

All tests contain a maximum of 80 marks. For a percentage mark, divide the total by 80 and multiply by 100 = _____ %

Test 1 (Units 1 and 2)

VOCABULARY

1

1 undervalued 2 overpriced 3 happiness
4 crowdsourcing 5 awake 6 oversleep
7 ruthlessly 8 digitized 9 imagination
10 underestimate

2

11 cut 12 glamorous 13 dress 14 inappropriate
15 unconventional 16 assumption 17 trendy
18 embarrassment 19 scruffily 20 diplomatically

GRAMMAR

3

21 C 22 B 23 A 24 D 25 C 26 B 27 B 28 C
29 B 30 D

4

31 of 32 minority/number/amount 33 vast 34 tiny
35 none 36 number/amount 37 four 38 over
39 as 40 nearly/around/about

READING

5

41 C 42 A 43 B 44 C 45 A 46 B 47 B 48 C
49 B 50 B

LISTENING

6

51 sleeping habits 52 about 53 three 54 six hours
55 confusing 56 naps 57 wear socks 58 Japanese
59 Virtually 60 meditate

Transcript 57

Welcome to 'Health Today', the weekly programme that takes a look at how we live today and the impact it has on our health. This week we're looking at something that affects each and every one of us: sleep. We all need different amounts of it and we all sleep at different times. So new results of a survey carried out by The National Sleep Foundation make fascinating reading. The foundation carried out what it calls the first ever International Bedroom Poll. Its aim was to compare the sleeping habits of people

from six countries: the United States, Canada, the United Kingdom, Germany, Mexico and Japan. The research was based on telephone interviews with about 1,500 people, aged between 25 and 55. Some of the notable results show a big difference between people sleeping in the USA, the UK and Japan compared to the other three countries. For example, about a fifth of people in these three countries sleep less than six hours a night whereas only seven per cent of workers in Canada sleep less than six hours a night. On the other hand, roughly a third of people in the UK and Canada say they get more sleep than they need every night so the picture of people's sleeping habits can be confusing. Even those people in the USA and Japan who seem to get less sleep than they need also claim to take naps during the working week. In fact, people in the USA might take up to 45 minutes every two weeks for a quick sleep during the day.

As well as telling us about the actual sleep habits of modern working humans, the survey also discovered some other interesting facts about how we sleep. Did you know that only ten per cent of Mexicans wear socks to bed compared to twice as many Canadians? Virtually all Japanese people wear pyjamas whereas just over half of people in the United Kingdom do. Perhaps less surprising is that most of us sleep with two pillows though the average Japanese person uses one. The type of bedroom and its furnishing also has a significant impact on sleep patterns. Virtually all the respondents had some kind of blind or curtain. Also, the importance of preparation for a good night's sleep ranked highly though pre-night time behaviour varied. Watching television was universally popular as well as using other electronic devices despite the fact that many scientists suggest this might be one of the worst ways to spend your time if planning a good night's sleep. One interesting exception was in Mexico where nearly two thirds of people meditate or pray an hour before bedtime. And finally what stops us from sleeping? Probably no surprises here. Stress related to jobs and money keeps most of the world awake it seems. So, now that we have these results, what can we do to help ourselves improve the quality of our sleep? With me today in the studio is Dr Ray Wilder, an expert in sleep therapy. So Dr Wilder, let's begin by talking about some of the key findings of this survey ...

SPEAKING

7

Use the following table to award ten marks. Give one mark if the student completed each part accurately, fluently and intelligibly. Give a second mark if he/she used the language for making suggestions presented

in Unit 2. You can ask any question of your choice that logically links to one of the four areas presented by the student.

Did the student ...	Marks
talk about types of new career that would make use of his/her friend's existing skills?	
propose possible training courses that might be helpful for developing new skills?	
suggest types of employers that might employ the friend?	
explore ways of finding new career opportunities or approaching new employers?	
answer your question effectively?	
Total marks out of 10	

WRITING

8

Use the following table to award ten marks. Give one mark if the student completed each part accurately. Give a second mark if he/she used the diplomatic language presented in Unit 2.

Did the student ...	Marks
thank Mr Khan for attending and presenting his proposal?	
tell him the price he quoted is too high?	
say the proposal wasn't focussed enough on teambuilding?	
explain that the trainers who work for Mr Khan's company are too inexperienced?	
end the email appropriately?	
Total marks out of 10	

Test 2 (Units 3 and 4)

VOCABULARY

1

1 unstable 2 nervous 3 realization 4 clarification
5 fateful 6 sympathetic 7 resolution 8 uncertainty
9 opposition 10 extremities

2

11 B 12 A 13 B 14 D 15 C 16 C 17 D 18 A
19 B 20 B

GRAMMAR

3

21 It's leadership skills that
22 thing that good directors have is
23 person responsible for the staff's welfare is
24 where he is especially effective is
25 What this business needs is

4

26 of 27 as 28 almost/nearly/approximately 29 at
30 so/more 31 some 32 kind/sort 33 less
34 just 35 few

READING

5

36 D 37 A 38 G 39 B 40 A 41 C 42 F
43 E 44 G 45 F

LISTENING

6

46 True 47 False 48 True 49 True 50 True
51 False 52 False 53 False 54 True 55 False

Transcript 58

Lots of you have probably been glued to your TV sets watching the Olympic Games for the past month. Maybe the athletes have inspired you to take up swimming, learn a martial art like karate, or join your local gym. But the one sport that more people than ever are taking up is running. And not just ordinary jogging for half an hour but marathon running. Apparently, more and more of us are taking up the challenge of running the 42 kilometre distance. Marathon running has never been so popular with more people than ever taking part in events around the world. To look into the reasons for its growth in popularity, researcher Jens Jakob Andersen of the Copenhagen Business School and the website RunRepeat has been analysing the data on what has become a global 21st century phenomenon.

The researchers took a database of just over two million marathon results – that's the largest analysis ever – and came up with a number of intriguing results. Let's take a look at some of them. The world record for the fastest time recorded to complete a marathon is just over two hours. For normal human beings however, the study found that the world's average finish time of a marathon is 4 hours, 21 minutes and 21 seconds with around a difference of thirty minutes between men and women. Researchers were also able to discover other averages and records. For example, can you guess who the world's fastest nation is

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at marathon running, on average? It turns out to be Spain which is number one when it comes to active participation in marathon running. The average finish time of a Spanish runner is 3 hours 55 minutes and 35 seconds. So well done to Spain! You're an inspiration to us all.

But of course the real winner in all of this has been the sport itself which has enjoyed enormous popularity amongst men and women, young and old. The figures are astounding. Worldwide growth from 2009 to 2014 was a little over 13 per cent – 13.25 to be precise. The biggest growth by region was in Asia with a phenomenal increase of 92.43 per cent in five years. Some countries like Russia have even experienced a 300 per cent rise in numbers participating, putting Russia at the top of the table when it comes to growth. And what about European marathon running? Historically, the sport began in ancient Greece and has a long tradition in many European countries. So in terms of overall numbers, Europe is still the continent with the most marathons and participants. Growth here has been slower but for the last century it's been firmly established as a key event in the calendar of many major European cities with annual marathons in places like London, Paris and Rome.

SPEAKING

7

Use the following table to award ten marks. Give one mark if the student completed each part accurately, fluently and intelligibly. Give a second mark if he/she used the language for dealing with disagreement and reaching consensus presented in Unit 3. You will need to negotiate with the student towards the end to try to reach a consensus.

Did the student ...	Marks
explain key advantages of working alone and why it is important in his/her job?	
disagree with the idea of working in a team and sharing an office?	
propose one or two conditions?	
start negotiating a resolution with you?	
try to reach a final consensus?	
Total marks out of 10	

WRITING

8

Use the following table to award ten marks. Give one mark if the student completed each part accurately. Give a second mark if he/she used a cooperative tone

presented in Unit 3.

Did the student ...	Marks
acknowledge that email isn't the best way to communicate, and explain why he/she is sending an email rather than having a face-to-face discussion or a phone call?	
refer to the main reason for writing?	
explain the concerns of the staff?	
state clearly that he/she would like to increase the temperature?	
invite Sylvie to continue the discussion by email or by phone or in person, if possible?	
Total marks out of 10	

Test 3 (Unit 5 and 6)

VOCABULARY

1

1 disability 2 motivational 3 objectification
4 contaminated 5 drinkable 6 misinterpreted
7 overcome 8 brainstorming 9 possibility
10 inspiration

2

11 D 12 C 13 D 14 A 15 B 16 C 17 C 18 A
19 B 20 D

GRAMMAR

3

21 wish I hadn't sold
22 high time I looked
23 only I'd passed science
24 Had I known
25 Should you not know where to go

4

26 in 27 avoid/prevent 28 to 29 order 30 that
31 were 32 as 33 For 34 should 35 so

READING

5

36 A 37 B 38 B 39 A 40 C 41 C 42 B 43 B
44 C 45 A

LISTENING

6

46 prototype 47 plastic 48 cylinder 49 electricity
50 larger scale 51 solar panels 52 judges
53 thirteen 54 flies 55 lakes

Transcript 59

Often when we think about shortages of natural resources we talk about oil for energy, or food to feed the planet. In fact, one of the biggest challenges facing the world in the twenty-first century is the lack of clean drinking water. Around the world, around an estimated three quarters of a billion people are without clean drinking water and don't have access to electricity.

As a result, more and more scientists and inventors are turning their attention to ways of solving this life-threatening problem. One such person is a seventeen-year-old high school student from Australia who may have come up with a solution. Cynthia Sin Nga Lam has made a prototype device which is powered by sunlight and which will clean dirty water. She calls it the H2Pro. It's a deceptively simple looking object into which the dirty water goes at one end of a plastic cylinder and comes out clean the other end. It's the science going on inside the tube that is of most interest. The way it works is like this: there's a titanium mesh inside the cylinder. When the tube is held up to sunlight, the titanium is activated, and then the mesh sterilizes the water.

As I said before, many other people have been trying to create similar inventions and other gadgets for purifying water do exist but one key advantage of Cynthia's invention is that you don't need electricity, which is a crucial factor in many developing countries with a shortage of water. It also has another argument in its favour – it's very cheap to produce and can be manufactured quite quickly.

At the moment, Cynthia's invention is small and can only produce everyday amounts of drinking water. However, one day she imagines that you could use this kind of technology on a much larger industrial scale. For example, you could put bigger versions on the top of houses, in a similar way to how you can put solar panels on roofs. This would allow the waste water to be pumped through as the sun heated up the tube and then the water would be cleaned before drinking.

Recently, Cynthia's efforts have been formally recognized. Her water-cleaning device attracted the attention of judges at the annual Google Science Fair. It's an event which honours teenagers who are trying to make a difference with science. Lam is one of fifteen finalists made up of young people aged between thirteen and eighteen who have invented and submitted a scientific project. In previous years entrants into

the Science Fair have included a boy who invented a flying robot based on the behaviour and movement of fruit flies and a girl who developed sand filters which would clean up pollution in lakes. We wish Cynthia and the rest of the entrants the best of luck.

SPEAKING

7

Use the following table to award ten marks. Give one mark if the student completed each part accurately, fluently and intelligibly. Give a second mark if he/she used a wide range of language for brainstorming presented in Unit 5. Note that you will also need to participate in this speaking test. Alternatively, test two (or even three) students at the same time by having them talk to each other.

Did the student ...	Marks
state the objectives of the meeting?	
make suggestions and encourage contributions from you?	
show enthusiasm and agree with your suggestions?	
compare and reject some of the ideas?	
choose and agree upon the final ideas?	
Total marks out of 10	

WRITING

8

Use the following table to award ten marks. Give one mark if the student completed each part accurately. Give a second mark if he/she used language for softening advice and recommendations presented in Unit 6.

Did the student ...	Marks
show understanding of the person's problems?	
give advice and make one possible recommendation?	
make a second recommendation?	
make a third recommendation?	
end the email appropriately?	
Total marks out of 10	

Test 4 (Units 7 and 8)

VOCABULARY

1

1 minds 2 visualize 3 eye 4 daydream
5 ephemeral 6 waterfront 7 peace 8 bland
9 mesmerized 10 billowing

2

11 collaboration 12 facilitation 13 assumptions
14 explanation 15 visualization 16 motivational
17 uncooperative 18 contribution 19 dying
20 iterative

GRAMMAR

3

21 in 22 to 23 being 24 of 25 about 26 due
27 has 28 from 29 because 30 from

4

31 D 32 C 33 D 34 B 35 A 36 B
37 C 38 C 39 D 40 D

READING

5

41 B 42 D 43 B 44 A 45 D 46 E
47 C 48 E 49 A 50 B

LISTENING

6

51 True 52 True 53 True 54 True 55 True
56 False 57 False 58 False 59 True 60 False

Transcript 60

Anne: Sorry I'm late, everyone. I've been waiting for the delivery of the three posters which we're discussing today.

Sabine: That's OK. We just got here.

Anne: Great. Shall I get us started? OK, so we've some prototypes for our poster campaign. As you know, we approached three advertising agencies and these are the ideas they've come up with for the new range of snowboards. So it'll be interesting to get your initial views. This is number 1.

Sabine: Interesting. There isn't any snow.

Will: No, that is a bit odd. I guess they want to attract our attention.

Sabine: It certainly looks that way but I'm not entirely convinced.

Anne: I see what you mean though – it's already got us talking.

Will: That's true. But we're selling snowboards so snow is kind of obligatory.

Sabine: What if they added in the snow but kept the same image of the man relaxing with the snowboard.

Anne: I think you're on to something there. I'll let them know in our feedback.

Will: But surely we want to create a dynamic image of people using the snowboard.

Anne: Before you continue, can I just say we are only at the ideas stage so let's not limit our thinking too much. We need an advert that's different from the rest. What's your take on that, Sabine?

Sabine: I can see arguments for and against. I agree about having a difference but I also agree that this one doesn't make sense.

Anne: Fine. So let's consider number 2.

Will: OK. That's better. There are young people being active with our boards.

Anne: Sabine. I can see you're dying to jump in here.

Sabine: Well, it's fine but the image is also a little boring. We just agreed we're looking for something different.

Will: Can I just say something here? The problem is perhaps that there are only a few ways to show the product. Maybe what we're looking for is something like an endorsement by a famous celebrity.

Sabine: That's an interesting new idea. I think that would work. Someone famous who snowboards in their spare time.

Anne: But the kind of endorsement you're talking about also costs much more than we've budgeted for. I see your point but it's probably not even worth taking that idea any further.

Sabine: Oh. Well in that case, let's see the last one.

Anne: Here it is. Any thoughts on this one?

Sabine: How is it different to the previous one?

Will: I'm not sure that it is.

Anne: Well, no, not in terms of appearance but the third agency's quote for the campaign is somewhat more reasonable.

SPEAKING

7

Use the following table to award ten marks. Give one mark if the student completed each part accurately, fluently and intelligibly. Give a second mark if he/she used the language for taking part in a meeting presented in Unit 8. You will need to participate in the discussion and try to interrupt once or twice to test the student's ability to stop you. Alternatively, test two or three students at the same time by asking them to hold a meeting together and score them at the same time.

Did the student ...	Marks
lead the meeting and open the discussion?	
invite the other person to participate?	
interrupt when necessary?	
stop interruption when necessary?	
wrap up the meeting?	
Total marks out of 10	

WRITING

8

Award the student a mark out of ten. Give one mark for each idea about how his/her town or city has changed (5 marks in total) and give a second mark if he/she used neutral reporting language with each idea presented in Unit 7.

Did the student ...	Marks
write about a change?	
write about a second change?	
write about a third change?	
write about a fourth change?	
write about a fifth change?	
Total marks out of 10	

Test 5 (Units 9 and 10)

VOCABULARY

1

1 mindful 2 restless 3 eyeballs/eyes 4 awareness
5 clinical 6 probability 7 framework 8 landmark
9 bystander 10 agreement

2

11 B 12 A 13 B 14 C 15 A 16 D 17 B 18 D
19 A 20 A

GRAMMAR

3

21 worried me a little
22 A fairly long time
23 was conquered by the Italian climber
24 was not at all
25 It was reported

4

26 quite 27 extremely/very 28 is 29 been
30 was 31 that 32 in 33 lot/bit 34 said/claimed
35 totally/entirely/completely/quite/utterly...

READING

5

36 B 37 C 38 C 39 B 40 B 41 C 42 A
43 B 44 C 45 B

LISTENING

6

46 True 47 False 48 True 49 False 50 False
51 True 52 True 53 True 54 True 55 False

Transcript 61

Interviewer: And finally on today's programme we take a look at the subject of reading for relaxation. Now many of you will know how beneficial reading a novel can be and yet a new report suggests that many of us are ignoring novels in favour of other pastimes. The findings of the report say that one in three adults rarely or never read for pleasure. Here to help us understand the results is sociologist Dr Ruth Graham.

Ruth: Hello.

Interviewer: So, this survey also claims that those adults who read for just twenty minutes a week are twenty per cent more likely to feel relaxed and happy with their lives. A lot of listeners might find that statistic amazing since twenty minutes doesn't sound like much of an increase per week. How much does it surprise you?

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Ruth: Not that much actually. I mean it's not very surprising when you think about how we live our lives these days. In recent years we seem to have lost the habit of reading for pleasure. I think it's probably lack of time and the pressures and stresses of modern living. For example, the study says that non-readers are twenty-eight per cent more likely to suffer from depression and, interestingly, of those that read, one in five said it helps them to feel less lonely. So, that's positive.

Interviewer: Isn't there also the issue here that what we read is different? For example, lots of us read things online like blog posts and social media posts like Twitter. Perhaps it's just a case that we've replaced novels and books with shorter texts or more current news.

Ruth: True, but in fact this survey also addresses that issue. Respondents reported stronger feelings of relaxation from reading a book than watching TV, reading magazines or using social media. These types of activities might help us to switch off, but they can often make us stressed as much as they help us to relax. For example, posting messages online before you go to bed can stop you sleeping whereas reading a novel will help you sleep.

Interviewer: That's true. I think we all have experience of that.

Ruth: Reading also has other benefits. It can help us to work through problems and make us feel better. Just finishing a long novel can give us a sense of accomplishment which is positive. Reading also brings people together.

Interviewer: You mean like joining a local book club?

Ruth: Well, yes. That is one way but also when friends and work colleagues just share ideas informally whilst chatting. People who read novels will often talk about what they've just read or relate relationships in their own lives to the characters in books.

Interviewer: That's very interesting. And the research tells us this?

Ruth: Sure. Take this finding in particular. It shows that reading thirty minutes a week means you are fifty-two per cent more likely to feel socially included and seventy-two per cent more likely to have a community spirit.

Interviewer: Really? That's amazing if it's true.

SPEAKING

7

Use the following table to award ten marks. Give one mark if the student completed each part accurately, fluently and intelligibly. Give a second mark if he/she used the language for discussing alternatives presented in Unit 10. You can ask any question of your choice that logically links to either of the two options or his/her conclusion.

Did the student ...	Marks
present the two options?	
discuss the pros and cons of one option?	
discuss the pros and cons of the second option?	
consider the options and draw a conclusion?	
answer your question effectively?	
Total marks out of 10	

WRITING

8

Use the following table to award ten marks. Give one mark if the student completed each part accurately. Give a second mark if he/she used qualifiers presented in Unit 10.

Did the student ...	Marks
review the bank's customer service?	
review the bank's explanation of a product or service?	
review the cost of a product and service?	
review the benefits of a product or service?	
make a final recommendation?	
Total marks out of 10	

Test 6 (Units 11 and 12)

VOCABULARY

1

1 reschedule 2 scholarship 3 photoshopped
4 pessimistic 5 lookout 6 oversee 7 trickery
8 seamlessly 9 phenomenal 10 advancements

2

11 visionary 12 dream 13 business 14 moon
15 see 16 optimistic 17 tunnel 18 envisaged
19 looked 20 shift

GRAMMAR

3

21 Assuming (that) it's OK with you
22 fine given that it took
23 Whenever it rains
24 were going to cancel
25 were sure to

4

26 about 27 would 28 fact 29 going 30 almost
31 event 32 bound 33 time 34 unlikely
35 regardless

READING

5

36 E 37 C 38 A 39 B 40 A 41 D 42 C 43 D
44 E 45 C

LISTENING

6

46 False 47 True 48 False 49 True 50 False
51 True 52 False 53 True 54 False 55 True

Transcript 62

Carly: Today, Phil, I'd like you to think about – and talk about – the future. But allow your thoughts to go wherever you like. I'd like you to explore your ambitions and dreams for the future. So, to begin with, let's forget about the present and focus on generating ideas. So, try to put all your current concerns to one side and don't think too much about what is possible or not possible. We'll just get some ideas out there. I'd just like to hear a bit about what excites you and the type of things you might envisage doing in the future. OK?

Phil: OK, sure. Er ... I've always enjoyed music – you know I like listening to it, but I also play the guitar – a bit. And I've always fancied the idea of taking some lessons.

Carly: OK, good. What sort of music can you see yourself playing?

Phil: Well, err ... I could see myself playing in an orchestra. I've never actually played with other musicians but I think it's something I'd enjoy.

Carly: Forget about whether or not you'd be good at it. Let's just focus on the idea of making the music.

Phil: OK.

Carly: So, if money were no object, do you think you might like to start having proper lessons?

Phil: Well, yes in a way. But to be honest I'm too old now. And talent comes into it, doesn't it?

Carly: Remember – we're not really thinking about what seems feasible or sensible at this stage. But, OK. Let's put the music to one side. Is there anything else you're good at or would like to do?

Phil: One other thing: well, I could see myself managing groups of people. I used to do quite a lot of voluntary work in school and at university I ran summer camps with kids. I was pretty good at it. But I've never had any formal training – I just kind of picked it up as I went along. So it would be interesting to run something for a living. Maybe my own business even.

Carly: Yes, I can see the appeal of that. Is there an area of business you think you'd be especially interested in?

Phil: Good question, and I'm not sure of the answer. I've read interviews with famous entrepreneurs and they always seemed to have a vision or some kind of dream they wanted to follow.

Carly: So, I wonder if there's any way we can connect the music and management? Maybe learning about the music business and working in that field as a manager?

Phil: I'd never thought about it, but why not? Yes, I like that idea.

SPEAKING

7

Use the following table to award ten marks. Give one mark if the student completed each part accurately, fluently and intelligibly. Give a second mark if he/she

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used the language for making arrangements presented in Unit 12. You will need to participate actively in the conversation; alternatively, test two students at the same time and ask them to make an arrangement.

Did the student ...	Marks
ask about availability?	
say no to your suggested time?	
suggest another date/time?	
talk about changing plans already in place?	
agree and make an arrangement?	
Total marks out of 10	

WRITING

8

Use the following table to award ten marks. Give one mark if the student completed each part accurately. Give a second mark if he/she used persuasive language presented in Unit 11.

Did the student write ...	Marks
how he/she knew the person?	
about personal qualities and general education?	
about attitude to work in general?	
about communication skills including level of English?	
an overall recommendation?	
Total marks out of 10	

1.1 Pronunciation snap!

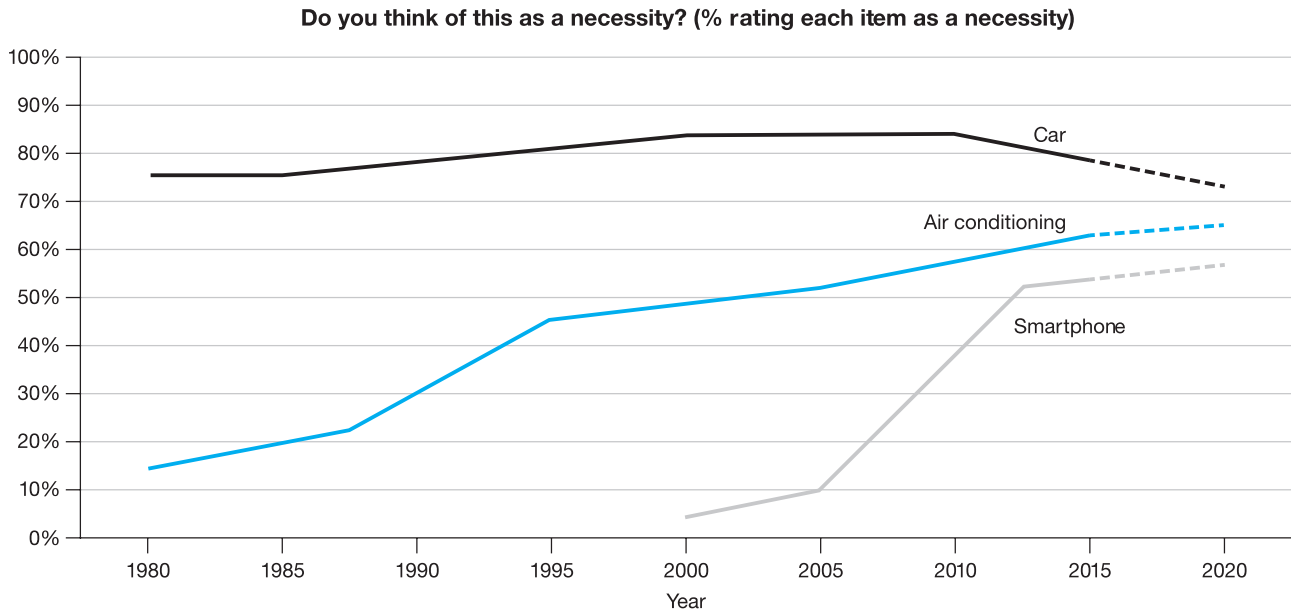


/w/	/r/	/j/
know is	wonder if	personally I
no expert	law against	be a
go up	are able	maybe increase
You edit	via Internet	the inflow
overdo it	regular exercise	be able
too easy	clear or	amazingly after
no one	there are	negatively affects
to assume	are often	day is

1.2 Describing a graph

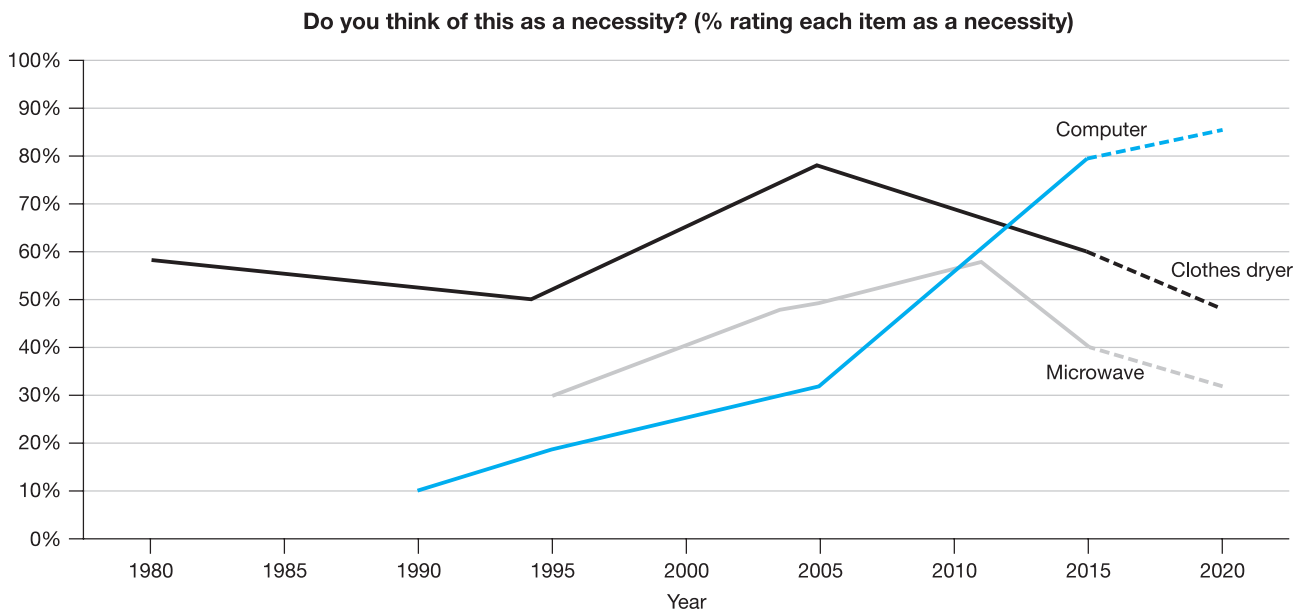
Student A

The graph below shows research into changing ideas about three items. Your partner has information about three other items (clothes dryers, microwaves and computers). Take turns to describe the missing trend lines and draw them on the graph. Use sentences with the perfect aspect.



Student B

The graph below shows research into changing ideas about three items. Your partner has information about three other items (cars, air-conditioning and smartphones). Take turns to describe the missing trend lines and draw them on the graph. Use sentences with the perfect aspect.



2.1 Vocabulary builder

When you learn a new word, it's important to write it down, but also to write and memorize other information about it. Look at the questions in column 1 and the examples in column 2. Then choose more new words from Unit 2 and build your vocabulary by completing the columns. Refer to a dictionary if necessary and share your ideas with a partner. Use this strategy for the rest of the course.

What is the word?	<i>appropriate</i>									
What is its word form?	<i>adjective</i>									
Can you define it?	<i>when something is correct for a particular situation</i>									
Can you translate it?										
How many syllables does it have?	<i>four</i>									
Which syllable is stressed?	<i>appropriate</i>									
Does it have other word forms?	<i>appropriacy (n.) appropriately (adv.)</i>									
Is it possible to add any prefixes or suffixes (or does it already contain any)?	<i>inappropriate</i>									
Does it have any synonyms?	<i>relevant, correct, applicable, suitable</i>									
Does it have any antonyms?	<i>irrelevant, incorrect, unsuitable</i>									
What words does it often collocate (appear) with?	<i>(in)appropriate behaviour / clothing / appearance</i>									
Can you write a personal or memorable sentence using the word?	<i>Once I went to a job interview wearing a multi-coloured tie. It wasn't appropriate for the job.</i>									

2.2 Problem cards



I don't like the clothes I wear. I think they make me look scruffy. I'd like to dress more fashionably, but I don't know how to.

I often have to give presentations at work. However, I get very nervous beforehand and find it hard to give a good performance.

I'm the manager of a small department with five staff. We work well together, but I'm aware that they often go out together socially after work, but they never invite me. I'd like to go, too.

I have a friend who keeps applying for jobs, but never gets them. I think it's because he's so badly dressed. How do I help him without upsetting him?

One of my employees applied for a promotion recently. However, we offered the job to someone outside the company. I don't know how to tell the employee.

I run a small café on a high street. It's friendly and traditional. Recently, a trendy modern coffee shop opened nearby and I'm losing younger customers.

I recently had my identity stolen online and someone used my password to access my email. I don't know the best way to protect my passwords.

I've been dating someone for a few months now. Recently, the parents invited me to their house for lunch with all the family. I don't know what to wear.

3.1 What's your view?



What's your take on this?	So here's the real question: ... ?
What's your view?	We could look at this from a different perspective.
Do you have any views on ... ?	I think one way of looking at that is to ...
I can't say for certain that ...	I'll agree to your ... , so long as
Maybe it's just me, but ...	I'd accept ... on the condition that
Hmmm. I'm not so sure.	I'd accept ... , so long as
Do you really want ... ?	So why don't we ... ?
Can you seriously picture ... ?	I'd like to suggest that we ...
Would you want ... ?	Can we resolve this by agreeing that ... ?
... I guess you could say.	Right.
I may wrong, but ...	I'm with (name).
I'm no expert, but ...	I agree that ...

3.2 Cleft sentence dominoes



is China.	What my partner understands	is how to run a business.	Marketing is what
I do well.	It's accounting	that I find difficult.	The thing that I don't like
is conflict in the workplace.	Where experienced investors can help	is with money and expertise.	What we did was
bring in an outside consultant.	What happened was	that we met each other at a conference.	It's poor communication
that causes most problems.	The thing	I love about business is the creativity.	It's my assistant
who can help you.	The thing to do	is to bring in an outside consultant.	The reason why we sold the business
is because of an argument over money.	The way you led	the meeting was excellent.	What you need is
an assistant.	What I like about teamwork	is the communication between people.	What happened
was we bought another business.	People with different skills and abilities is	what makes a team effective.	The person you need
to speak to is Sarah.	What I need	is a long holiday.	One good thing about working alone
is not having to attend meetings!	It's more action we need,	not more discussion.	What I
admire is his attention to detail.	The reason	for my call is to arrange a meeting.	The country to do business with

4.1 Approximation quiz

- 1 What is the world's population expected to be by 2050?
- 2 In what year did Tim Berners-Lee invent the World Wide Web?
- 3 How many times a day is it estimated the average person looks at their phone?
- 4 In the USA, during which two months of the year do most household burglaries take place?
- 5 How many cups of coffee are consumed every year worldwide?
- 6 In computing, how many bits are equal to one byte?
- 7 Mount Everest is the highest mountain in the world at just over 8,800 metres. What is the height of the second highest mountain, K2?
- 8 In the United Kingdom, what is the date of the longest day, approximately?
- 9 The Burj Khalifa is the world's tallest building at 828 metres. How many floors does it have?
- 10 How many hours a day does the average person in the USA spend looking at a screen?



Answers

- | | |
|--|--|
| 1 9.6 billion | 6 eight |
| 2 1989 | 7 just over 8,600 metres (or 8,611 metres exactly) |
| 3 according to one report, 110 times a day | 8 usually the 21 st June or thereabouts |
| 4 July and August | 9 163 floors |
| 5 400 billion | 10 eight hours |

4.2 Definition game



adrenaline	epiphany
extremities	conducive
shake	anxiety
nervous	route
roughly	obstacle
splash	concern
hotcakes	confusion
beware	tallish
stuff	sort
opposition	realization

5.1 Consequences

I wish I'd ...
Had I ...
If I'd ...
Were I ...
Had I ...
If ...
Were ...
Had ...
If ...
Were ...

5.2 Not to-do lists

- 1 Read this quote. Do you agree? Why? / Why not?

Deciding what not to do
is as important as
deciding what to do.

Steve Jobs (1955–2011)

- 2 Read this NOT to-do list by a student of English. What do you think the title of the list was? Why did the student write it?

- 1 *Don't look back through my notes and coursebook.*
- 2 *Don't meet with friends from the class and practise speaking in English.*
- 3 *Don't do a little bit of revision every day; instead, just revise one day a week for a very long time.*
- 4 *Don't try out some of the past papers.*
- 5 *Don't check the date of the exam and when the exam starts.*

- 3 Work in pairs. Think of a challenge or problem you both need to deal with. Think creatively to solve the problem by writing a short NOT to-do list below.

- 1
- 2
- 3
- 4
- 5

- 4 Join another pair but don't tell them what your challenge or problem is. Read them your NOT to-do list. Can the other pair guess your challenge or problem?

6.1 Signpost language

1 Study the table of signposts for presenting. Then add expressions 1–10 to the table.

- | | |
|--|--|
| 1 Firstly ... , Secondly ... , Thirdly ... | 6 Thank you for listening. |
| 2 As I said earlier ... | 7 Thank you for coming today. |
| 3 The reason we're all here today is because ... | 8 As you can see from this ... |
| 4 Are there any questions? | 9 I'll give you an example of what I mean. |
| 5 Moving on to ... | 10 The third thing I want to say is ... |

Starting the presentation Good morning everyone. My name's ... and I'm from/work for ...	Introducing your main aim Today, I'm going to talk about ... In the next twenty minutes I plan to show you that ...
Introducing a message or point So, first let's look at ... My second point is	Ending a message and moving on So that brings me to the end of that point. Now let's look at
Sequencing, adding and contrasting ideas Also, in addition, additionally On the other hand, However, In contrast,	Explaining and giving examples Let me explain in more detail. For example ...
Referring to an earlier or later point Previously I talked about ... I'll come back to that later.	Referring to visual aids Take a look at ... This shows you
Ending the presentation So, that's the end of the presentation. I've talked about ...	Taking questions We have a few minutes left for questions. If you have any questions, I'd be happy to try and answer them.

2 Work on your own.

- 1 Prepare a short presentation with this main aim: *To present three reasons for learning another language.*
- 2 Think of three reasons and structure your presentation around these reasons (or points).
- 3 Use signposts at each stage of the presentation.

3 Give your presentation to a partner, a small group or to the whole class. When you listen to other people's presentations, tick the signposts they use in the table.

6.2 The purpose game



			
(to prevent)	(is for)	(so as to)	(in order to)
			
(in order not)	(for)	(so as not to)	(so that)
			
(to prevent)	(is for)	(so as to)	(in order to)
			
(in order not)	(for)	(so as not to)	(so that)
			
(to prevent)	(is for)	(so as to)	(in order to)
			
(in order not)	(for)	(so as not to)	(so that)

7.1 Imagine the future

One way to achieve your goals is to visualize yourself in the future once you have reached them. Try out this exercise. It will help you with your goals and ambitions.

- 1 Imagine a time in the future when you have achieved an important goal. Think about what this will feel like for a few moments. Then answer these questions by writing a few notes down for each one. Remember, you are writing as if it is the future.

a What was the goal you achieved?

b Why does it mean so much to have achieved it?

c What kind of plan did you begin with to achieve it?

d What were the key moments during the period that you worked towards it?

e Were there any moments when you thought you would fail? Why? What happened?
How did you get past that?

f Which people were important in helping you achieve your goal? How did they help?

g What's the most important thing that you learned from the whole experience?

- 2 Work in pairs. Take turns to ask each other the questions and give your answers as if you are both in the future.
- 3 Now you are back in the present. What have you learned about achieving your goal? Does your partner think they learnt anything useful about achieving their future goal by interviewing you?

7.2 Two-minute speculation game

SITUATIONS	SPECULATING	1	2	3	4	5	6
1 You come home from work and the window at the back of your house is smashed. Nothing is missing inside.	I imagine ...						
	I expect ...						
	I guess ...						
	must have						
2 A large bunch of flowers arrive at your office. There is no name or card with them.	may have						
	can't have						
	It's/They're likely to ...						
3 You wake up one morning and there is a hole in your back garden that is a metre deep.	Is it possible that ... ?						
	It seems highly probable that ...						
	QUESTIONING						
4 You send out over 50 invitations to your party which started at seven o'clock. It's now eight o'clock and no one has arrived yet.	Could it have been ... ?						
	Would there have been ... ?						
	Might it have been ... ?						
5 You go shopping and buy a new coat. It's in a large box which you put in the back of your car. When you get home, it isn't there.	AGREEING						
	That seems a likely explanation.						
	It certainly looks that way.						
	I think you're on to something there.						
6 It's late at night and the moon is out. You are walking home when a saucer-shaped object with bright lights flies across the sky. Then suddenly it disappears.	DISAGREEING						
	That can't be right.						
	That doesn't seem all that likely to me.						
	I'm not entirely convinced.						
	That doesn't seem possible.						

8.1 The marshmallow challenge

1 The marshmallow challenge

- 1 Work in teams of four (or three if necessary) around a table.
- 2 Your teacher will give you spaghetti, approximately 30 cm of tape, 30 cm of string and one marshmallow (or sticky soft sweet).
- 3 You have 18 minutes to build the tallest free-standing tower using only these objects.
- 4 At the end, your teacher will measure the towers and find out which group built the tallest tower.

2 Reflect on the experience of the marshmallow challenge by discussing the questions below with your team and making notes.

- 1 Approximately how long did you spend on ...
 - the orientation stage (e.g. talking about what the finished tower might look like)?
 - the planning stage (e.g. laying out the materials and discussing them)?
 - the building stage?
 - the 'Ta-da' stage?

- 2 Did your team have any 'Uh-oh' moments? What were they?

- 3 If you did the same task again, what would you do differently next time?

- 4 Overall, do you think your team worked well together? Why? / Why not?

3 Tell the class about the results and comments you have made above. Did other teams have a different experience?

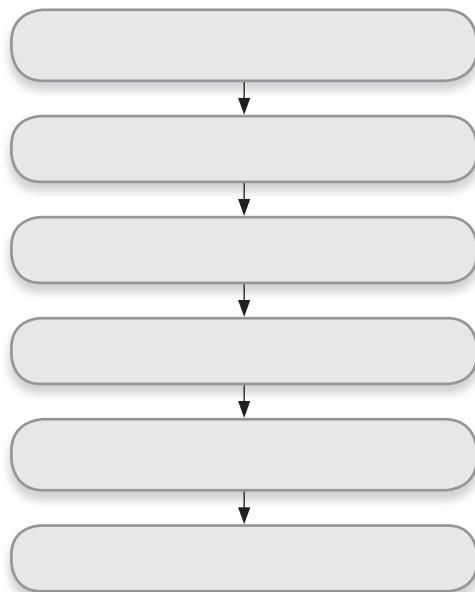
8.2 Cause and result flow charts

Student A

- 1 Study this cause and result flow chart about what happens when people work long hours with no breaks. Then describe the flow chart to your partner using cause and result language (e.g. *results in*, *due to*, *because of*, *fosters*, *brings about*, *produces*).



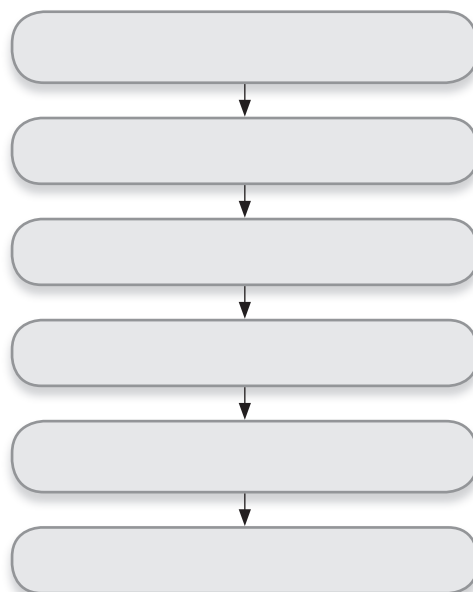
- 2 Now listen to your partner describe a flow chart about working hard for your company. Note key words from the description and write them in this blank flow chart. Afterwards compare your version with the original.



- 3 Create your own cause and result flow chart with six steps. Then describe it to your partner who must draw it.

Student B

- 1 Listen to your partner describe a flow chart about what happens when people work long hours with no breaks. Note key words from the description and write them in this blank flow chart. Afterwards compare your version with the original.



- 2 Study this cause and result flow chart about working hard for a company. Then describe the flow chart to your partner using cause and result language (e.g. *results in*, *due to*, *because of*, *fosters*, *brings about*, *produces*).



- 3 Create your own cause and result flow chart with six steps. Then describe it to your partner who must draw it.

9.1 Idioms charades



on your toes	in over your head
a shot in the arm	up to your eyeballs
keep your chin up	make your blood boil
let your hair down	a weight off your shoulders
get cold feet	get something off your chest
a pain in the neck	as dry as a bone
go behind someone's back	a chip on your shoulder
a frog in your throat	butterflies in your stomach
get something off your chest	put your back into it

9.2 Intensifying adverbs game



highly	unlikely
extremely	stressful
incredibly	quickly
really	sorry
so	beautiful
very	lucky
absolutely	fabulous
completely	understand
entirely	disagree
quite	amazing
totally	agree
utterly	destroyed
? (adverb)	?
? (adverb)	?
? (adverb)	?

10.1 Passive reporting verbs

Student A

The world's most dangerous sports

It was once argued that sports such as scuba diving or rock climbing

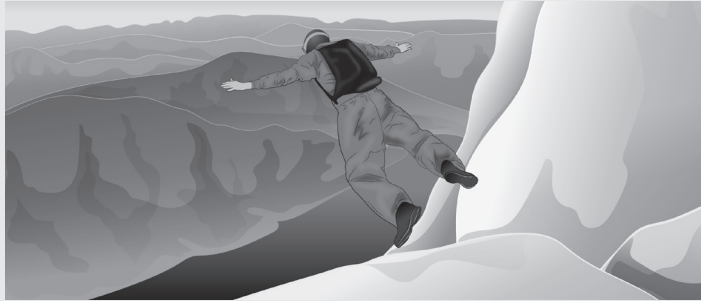
(1) _____.

But in recent years, statistics have not proven that to be true. It is thought that such sports are less risky these days because (3) _____.

_____ . And there's no doubt that the kind of people who enjoy these kinds of sports love their equipment. The typical dangerous sport lover is widely believed to be male, in their late twenties or early forties and can afford the latest gear. Maybe it's (5) _____

_____ might explain the phenomenal popularity of BASE jumping.

It's estimated that between five and fifteen people a year die at this extreme sport and yet people pay hundreds of dollars per day to reach the top of a cliff and then jump off with only a parachute to save them.



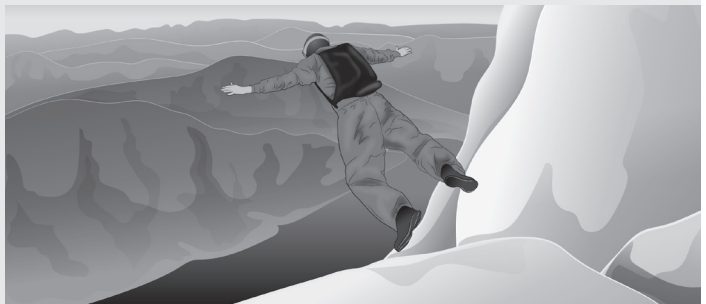
Student B

The world's most dangerous sports

It was once argued that sports such as scuba diving or rock climbing were two of the most dangerous sports. But in recent years, statistics have not proven (2) _____.

It is thought that such sports are less risky these days because the safety equipment available is so much better. And there's no doubt that the kind of people who enjoy these kinds of sports love their equipment. The typical dangerous sport lover is widely believed to be (4) _____.

Maybe it's the reported improvements to risk factors and safety records in some sports that might explain the phenomenal popularity of BASE jumping. It's estimated that (6) _____ and yet people pay hundreds of dollars per day to reach the top of a cliff and then jump off with only a parachute to save them.



10.2 Language auction



- 1 We need to root out the causes of the problem immediately.
- 2 The situation is never quite as clear and dried as you think.
- 3 Face-to-face meetings have long been considered the best way to communicating until now.
- 4 The applicants were all found to be underqualified for the job.
- 5 It's expected that the profits for this year will double.
- 6 Global recession possesses a threat to our country's economic success.
- 7 We can reduce the risk by analysing past performance.
- 8 You should always go with your gut intuition.
- 9 Don't listen to what other people say. Always follow your heart instead.
- 10 All ideas considered, it's the best option.
- 11 My job's fairly demanding.
- 12 The money we made was rather disappointment in the end.
- 13 The new health and safety rules are a bit of an annoyance.

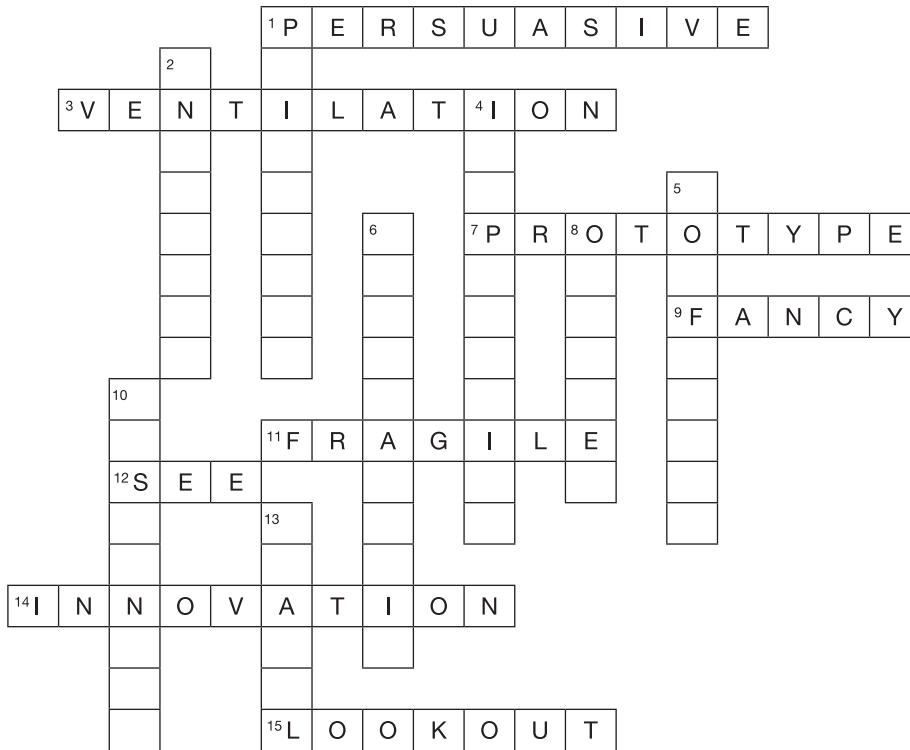
11.1 The tone game



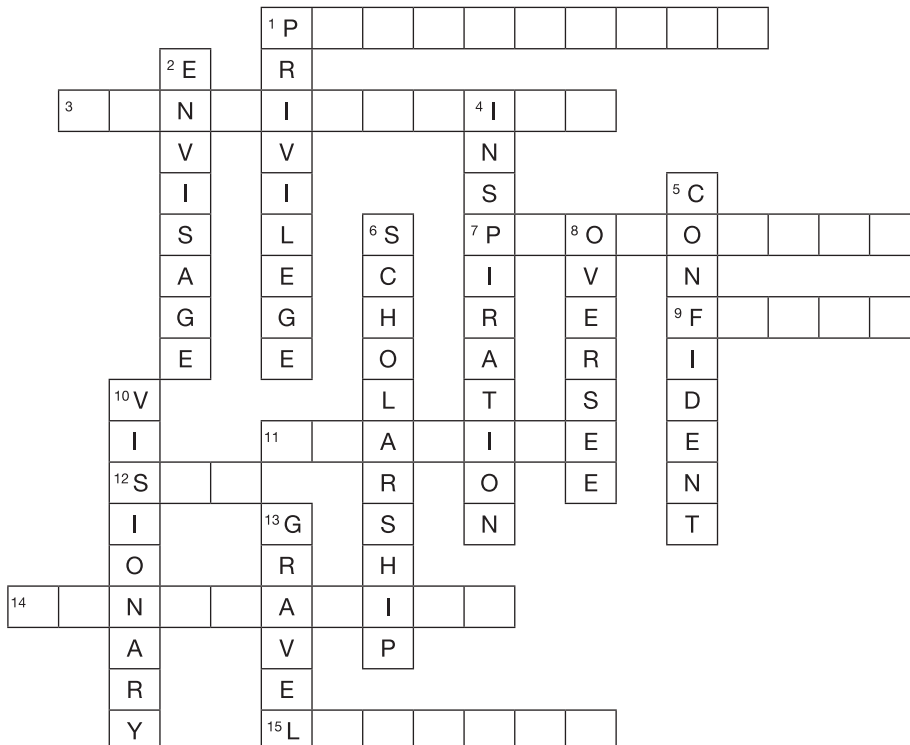
TALKING Describe what's in your pocket or bag	TONE HAPPY
TALKING Talk about your home	TONE ANGRY
TALKING Describe your favourite possession	TONE CALM
TALKING Talk about your favourite school subject	TONE PASSIONATE
TALKING Say where you come from	TONE EXCITED
TALKING Talk about a close friend	TONE UNHAPPY
TALKING Describe your job	TONE QUIET
TALKING Introduce the person next to you	TONE BORED
TALKING Talk about your favourite place	TONE LOUD
TALKING Talk about a current news story	TONE MYSTERIOUS

11.2 Vocabulary crossword

Student A



Student B



12.1 Stress dominoes

1 Cards with stress marked

No, I said I <u>can't</u> manage it.	Is <u>Monday</u> OK?	No, but <u>Tuesday</u> is.	How about the <u>third</u> ?	Sorry, can we do the <u>fourth</u> ?	Is <u>my</u> place OK?
Actually, I'd prefer the <u>office</u> .	Does <u>nine</u> work for you?	<u>Ten</u> would be better.	Is the meeting <u>next</u> week?	No, it's the week <u>after</u> next.	The conference is in <u>July</u> .
Really? I thought it was in <u>June</u> .	Is your interview <u>cancelled</u> ?	No, it's <u>postponed</u> .	How about a <u>breakfast</u> meeting?	A <u>lunchtime</u> meeting would be better.	Can we make it <u>five</u> instead of four?
Sorry, I'm only free at <u>four</u> .	I thought the meeting was about <u>finance</u> .	No, we said it was about <u>sales</u> .	Is he <u>away</u> until Tuesday?	No, he's <u>here</u> until Tuesday.	<u>Doesn't</u> midday work for you?
No, midday's <u>perfect</u> for me.	Did you say you are around on Friday?	No, I said I'm <u>not</u> around on Friday.	Are you free <u>this afternoon</u> ?	Yes, in fact I'm free <u>all day</u> .	Did you say you <u>can</u> manage next week?

2 Cards without stress marked

No, I said I can't manage it.	Is Monday OK?	No, but Tuesday is.	How about the third?	Sorry, can we do the fourth?	Is my place OK?
Actually, I'd prefer the office.	Does nine work for you?	Ten would be better.	Is the meeting next week?	No, it's the week after next.	The conference is in July.
Really? I thought it was in June.	Is your interview cancelled?	No, it's postponed.	How about a breakfast meeting?	A lunchtime meeting would be better.	Can we make it five instead of four?
Sorry, I'm only free at four.	I thought the meeting was about finance.	No, we said it was about sales.	Is he away until Tuesday?	No, he's here until Tuesday.	Doesn't midday work for you?
No, midday's perfect for me.	Did you say you are around on Friday?	No, I said I'm not around on Friday.	Are you free this afternoon?	Yes, in fact I'm free all day.	Did you say you can manage next week?

12.2 End-of-course review



In Unit 1, Graham Hill gave a talk called <i>Less stuff, more happiness</i> . What was the main point of his talk?	In Unit 2, what did science discover about image, identity and clothing?	In Unit 3, what do the expressions <i>swimming against the tide</i> and <i>going with the flow</i> mean?	When giving a presentation, what are three key pieces of advice you remember from <i>Keynote</i> ?
In Unit 4, how did TED Talk speaker Joe Kowan beat his stage fright? How do you beat your stage fright when presenting?	In Unit 5, what do these abbreviations mean? BYO re sep. BBQ incl.	In Unit 6, summarize the purpose of a Lifesaver filter and how it works.	Everyone in your class had to give presentations on this course. Which student gave your favourite presentation? Why?
In Unit 7, what are the benefits of daydreaming?	In Unit 8, what is the 'Ta-da' moment and the 'Uh-oh' moment?	In Unit 9, what are some reasons why stress might be good for us?	You learned lots of new vocabulary and expressions on this course. Which was your favourite new word or expression? Why?
In Unit 10, you looked at the use of analogies. Can you give an example of an analogy?	In Unit 11, you read about visionaries. Give one example of a visionary and his or her vision for the future.	In Unit 12, what was the TED Talk speaker's main motivation?	Talk about your favourite and most memorable TED Talk in <i>Keynote</i> for one minute. Say why you liked it.

1.1 Pronunciation snap!

A pair or groupwork activity in which students play snap, providing further practice of noticing how the sounds /w/, /r/ and /j/ appear between words ending with consonant sounds and starting with vowel sounds.

Language

Vowel sounds at word boundaries

Preparation

Make a copy of the worksheet for each pair or group of three students. Cut up the sets of words and three phoneme symbols.

The set of cards consists of three phoneme symbols and 24 cards with pairs of words on. Most of the pairs of words appear in Unit 1 of the coursebook. When said at natural speed, one of the phonemes will appear between the two words (/w/ is between all the pairs in column one, /r/ for the words in column two, and /j/ in column three).

There are two ways to use the cards. Activity 1 is a categorizing exercise to check understanding and recognition. Activity 2 is based on a famous card game called *Snap!* You can have students do either of the activities or do both of them one after the other.

In class

Activity 1

Give each pair or group of students a set of the cards. Ask students to lay the three phonemes on the table and then to place all the pairs of words beneath the correct phoneme, according to the sound that is pronounced between them. As they categorize the cards, monitor their progress and help with any difficulties.

Activity 2

- 1 Note for this activity, students don't use the three phoneme cards, so these can be put to one side.
- 2 Ask students to shuffle the 24 cards with pairs of words on and deal them out to each player.
- 3 Each player holds their cards face down and turns their top card over at the same time as the other players and places it on the table.

- 4 If cards are played with words on that would use the same consonant sound, players have to shout *Snap!* For example, *know is* and *no expert* both use /w/.
- 5 The first player to shout *Snap!*, wins the cards. If the cards don't match, then they stay on the table and the players turn their cards again until they win them.
- 6 The overall winner is the first player to win all the cards.

1.2 Describing a graph

A pairwork activity in which students describe and complete a graph and practise using the perfect aspect.

Language

The perfect aspect

Preparation

Make one copy of the worksheet for each pair of students, and cut it in half.

In class

- 1 Divide the class into two groups; give one group a copy of graph A each and the other group a copy of graph B each.
- 2 Give students two minutes to read the instructions and to think about how to describe the trend lines for the three products on their graph. They should use this time to check/ask about any vocabulary.
- 3 Put students into A/B pairs. Explain that they each have a different graph showing trend lines for three different products. They are going to describe the trend lines for their products to their partner to draw on their graph. By the end of the task, both students will have six trend lines on their graph.
- 4 Elicit language students might use, e.g. *Between 1980 and 1985, the number of people who considered a car a necessity had stayed the same at 80 per cent.* Point out that the trend lines after 2015 indicate future predictions so students should use the future perfect form.
- 5 Ask students, in their pairs, to sit face to face if possible (or back to back for an extra challenge), and make sure that they cannot see each other's graphs. As one student describes a trend, the other student listens and draws it onto their own graph.
- 6 When they have described their three products, they can look at both graphs to check their answers.

2.1 Vocabulary builder

An individual, then pairwork activity in which students learn strategies for building vocabulary.

Preparation

Make a copy of the worksheet for each student.

In class

- 1 Students are expected to learn a lot of words related to the topic of describing dress in this unit so it's a good opportunity for students to think about how they learn new vocabulary and what they write down about a new word. Ask students to talk about their strategies for learning new words and share their ideas with the rest of the class.
- 2 Give each student a copy of the worksheet. Explain that the table offers a strategy to build their vocabulary as they come across new words in the course, starting with the words on page 24 of the coursebook for describing dress.
- 3 Ask students to read the instructions on the worksheet and look at the example word given (*appropriate*).
- 4 Ask students to take other words from the coursebook (e.g. *tasteful*, *imaginative*, *eccentric*) and complete more columns on the worksheet for each word. You could start filling in the worksheet in class and then students could continue at home.

2.2 Problem cards

A group activity in which students practise making suggestions for a variety of different problems.

Language

Making suggestions

Preparation

Make one copy of the worksheet for every group of four students and cut the worksheet into the eight cards.

In class

- 1 Divide the class into groups of four and give each group a set of problem cards, face down in the middle of the table between the four students.
- 2 Explain the idea of an 'agony aunt', which is the name given to someone in a newspaper or magazine who replies to letters from readers with a personal problem. Tell students that they are all going to take turns at describing a problem and

then the other three people in the group have to make one suggestion to help.

- 3 The first student in each group picks up a problem card from the top of the pile and describes the problem. They can either use the exact wording on the card or they can explain the problem in their own words; they can even add further details if they want to.
- 4 The other three students take turns to make suggestions and the person with the problem chooses the best suggestion. That agony aunt receives a point.
- 5 The next student picks up the next problem card and the activity continues until the group has discussed all eight problems.
- 6 The winning agony aunt is the one whose suggestions were chosen the most often.

Extension: Ask each student to choose one problem and write a letter to the person as if they are replying in an agony aunt newspaper or magazine column.

Note: Depending on their cultural background, not all the problems on the cards might be appropriate to use with some of your students. Use discretion when deciding this and leave certain cards out if necessary.

3.1 What's your view?

A group activity in which students discuss the design of three logos and practise using expressions for disagreeing and reaching a consensus.

Language

Expressions for dealing with disagreement and reaching a consensus

Preparation

Make enough copies of the worksheet for groups of four students, and cut the worksheet up into the expressions cards.

In class

- 1 Divide the class into groups of four and give each group a set of expressions cards.
- 2 Ask the groups to categorize the 24 expressions into eight groups according to meaning and use.

Answers

Asking for opinions

What's your take on this?

What's your view?

Do you have any views on ... ?

Disagreeing by expressing uncertainty

I can't say for certain that ...

Maybe it's just me, but ...

Hmmm. I'm not so sure.

Disagreeing by asking a question

Do you really want ... ?

Can you seriously picture ... ?

Would you want ... ?

Hedging (softening your own opinion)

... I guess you could say.

I may be wrong, but ...

I'm no expert, but ...

Reframing the disagreement

So here's the real question: ... ?

We could look at this from a different perspective.

I think one way of looking at that is to ...

Setting conditions

I'll agree to your ... , so long as

I'd accept ... , on the condition that

I'd accept ... , so long as

Proposing a resolution

So why don't we ... ?

I'd like to suggest that we

Can we resolve this by agreeing that ... ?

Signalling agreement

Right.

I'm with (name).

I agree that ...

3 Now ask each group to shuffle their expressions cards and deal them out equally to each student. Tell students they are going to have a similar discussion to the one in the recording about the three plumbing logos on page 38 of the coursebook. Their aim is to decide which logo is the most appropriate and what changes, if any, they would ask the designer to make.

4 Each student takes a turn to speak and must use one of the expressions on their pieces of paper. They place it in the middle of the table and the next student speaks. If a student doesn't have a suitable expression, then they can't speak and must miss a turn. The winning student is the one who uses all their expressions cards first.

3.2 Cleft sentence dominoes

A pairwork activity in which students play a game of dominoes to form cleft sentences.

Language

Cleft sentences

Preparation

Make one copy of the worksheet for each pair of students and cut the worksheet up into the dominoes along the dotted lines. Do not cut along the solid lines.

In class

- 1 Divide the class into pairs (or groups of three) and give each pair or group a set of dominoes.
- 2 Ask students to shuffle the dominoes and then deal out equal numbers of dominoes to each student.
- 3 One player puts a domino down and the next player must add a correct beginning or ending. If a player doesn't have a matching domino, they miss a go and the next player plays.
- 4 The game continues like this until one player has used all his/her dominoes.

As students play, they can check what kind of cleft structure is being used in each sentence they create by referring to the Grammar summary on page 144.

Answers

What my partner understands is how to run a business.

Marketing is what I do well.

It's accounting that I find difficult.

The thing that I don't like is conflict in the workplace.

Where experienced investors can help is with money and expertise.

What we did was bring in an outside consultant.

What happened was that we met each other at a conference.

It's poor communication that causes most problems.

The thing I love about business is the creativity.

It's my assistant who can help you.

The thing to do is to bring in an outside consultant.

The reason why we sold the business is because of an argument over money.

The way you led the meeting was excellent.

What you need is an assistant.

What I like about teamwork is the communication between people.

What happened was we bought another business.

People with different skills and abilities is what makes a team effective.

The person you need to speak to is Sarah.

What I need is a long holiday.

One good thing about working alone is not having to attend meetings!

It's more action we need, not more discussion.

*What I admire is his attention to detail.
The reason for my call is to arrange a meeting.
The country to do business with is China.*

4.1 Approximation quiz

A group activity in which students answer quiz questions and practise using the language of approximation.

Language

Approximation

Preparation

Make enough copies of the worksheet for each group of four students, and cut off the answers section.

In class

You can use the quiz in different ways:

Activity 1

Divide the class up into small teams of three or four. Explain that you will read out a question and each team has to give an answer. They can either say the exact answer if they know it (which is unlikely), or they can give an approximate answer. The team which gives the closest approximate answer to the actual answer wins a point; in other words they don't need to know the exact answer to win the point as long as they are the closest. The winning team is the one with the most answers out of ten at the end.

Activity 2

This version is similar to activity 1, but instead of the whole class competing against each other, students work in groups of four. Give the quiz (with answers) to one student in each group to read out the questions. The other three students in the group compete against each by saying their approximate answers. The student reading the questions decides who gave the best answer and gives them a point.

Activity 3

For a quieter version of the above activities which involves reading, put students into teams of four and give each team a copy of the quiz (with the answers cut off). The teams read and discuss each question and write down an approximate answer next to the question. Hand out the answer key and the teams find out how close their answers were.

4.2 Definition game

A pairwork activity in which students recycle and revise some of the vocabulary from Unit 4.

Language

Defining words

Preparation

Make enough copies of the worksheet for each pair of students, and cut the worksheet up into cards.

In class

- 1 Divide the class into pairs and give each pair a set of cards, placed face down on the table.
- 2 Students take turns to pick up a card and they have one minute to try and define the word so that their partner can guess the word. They are also allowed to say a sentence which describes the word, as long as they don't say the word itself, for example, *Sometimes when people get nervous or excited, their body produces more of this* (answer: adrenaline).
- 3 The aim is to define and guess all 20 words within the time limit of one minute per word. If any words cause difficulties, students should put the word to one side. After the game, they should find the word in the unit and remind themselves of its meaning and use.

5.1 Consequences

A group activity in which students practise the unreal past by writing a sentence which is the consequence of the sentence before.

Language

Unreal past

Preparation

Make a copy of the worksheet for each student.

In class

- 1 Begin by putting students into large groups of between six and eight. Ideally they will sit in a circle. Give each student a copy of the worksheet.
- 2 Ask students to complete the first sentence with a past regret (either a real one or fictional), for example, *I wish I'd studied harder at school.*
- 3 Then they pass their worksheet to the person on their left (so if sitting in a circle the worksheets are

moving clockwise). They look at the new sentence in front of them and start to write a second sentence so it follows on from the first, for example, *Had I studied harder at school, I would have become a politician.*

- 4 Then they pass their worksheet to the left again and read the new sentence. They continue by completing the third sentence so it follows logically from the second sentence, for example, *If I'd become a politician, I would have stopped all wars.*
- 5 The activity continues in this way with the worksheets going round the circle until all the sentences are complete. At the end, each student should check the grammar of the sentences and identify any errors.

5.2 Not to-do lists

A pairwork activity to end the unit in a fun way, combining the two ideas of creative thinking (in 5.3) and writing to-do lists (in 5.4).

Preparation

Make a copy of the worksheet for each student.

In class

- 1 Exercise 1. Give each student a copy of the worksheet. Focus their attention on the quote by Steve Jobs and check that they know who he was (a co-founder of Apple and the creative force behind products such as the iPhone and iPad). Explain that brainstorming lists of things NOT to do can be as effective as making lists of things to do.
- 2 Exercise 2. Ask students to look at the Not to-do list and elicit possible answers for the title of this list (*Suggested answer: How NOT to prepare effectively for an English exam*).
- 3 Exercise 3. Put students into pairs and ask them to think of a challenge or a problem and to write a list of things NOT to do. If they are having difficulties thinking of something, make these suggestions which all link to themes from this unit:
 - How NOT to be inspired in life
 - How NOT to develop a career
 - How NOT to come up with new ideas
 - How NOT to hold a successful party
- 4 Exercise 4. After students have prepared their lists, they read them to another pair who must guess what the purpose of the list was. Alternatively, students could display them around the room and read each other's lists.

- 5 End by asking students if they think this is a useful way to think creatively. Do they think they might use it in the future?

6.1 Signpost language

Individual, and then pairwork or group activity, to make use of signpost phrases in presentations.

Language

Signpost phrases

Preparation

Make a copy of the worksheet for each student.

In class

- 1 Exercise 1. Give each student a copy of the worksheet. Focus their attention on the table of signpost language. Explain that presentations often make use of many signpost phrases. They help the presenter structure their ideas and the audience to follow the presentation.
- 2 Ask students to complete the table with the expressions 1–10.
- 3 Exercise 2. Read the instructions with the class. Allow time for students to prepare their presentations. Monitor, helping with vocabulary.
- 4 Exercise 3. Put students into pairs or small groups to give their presentations. If your class is small, students could give their presentation to the whole class. As students listen to each presentation, they tick the expressions in the table that they hear.

Answers

Starting the presentation: *Thank you for coming today.*
Introducing your main aim: *The reason we're all here today is because ...*

Introducing a message or point: *The third thing I want to say is ...*

Ending a message and moving on: *Moving on to ...*

Sequencing, adding and contrasting ideas: *Firstly ... , Secondly ... , Thirdly ...*

Explaining and giving examples: *I'll give you an example of what I mean.*

Referring to an earlier or later point: *As I said earlier ...*

Referring to visual aids: *As you can see from this ...*

Ending the presentation: *Thank you for listening.*

Taking questions: *Are there any questions?*

6.2 The purpose game

A pairwork or team activity to describe the purpose of an object.

Language

Purpose

Preparation

Make one copy of the worksheet for each pair of students and cut the worksheet up into the cards.

In class

Explain that students are going to describe the purpose of a variety of objects. In their description they are not allowed to say the name of the object, but they must always include the word or phrase given with the picture of the object. For example: *picture of a road sign* and 'to prevent'

Student A: It's something you see when you drive to prevent you from driving faster than the speed limit.

Student B: A road sign.

You can use the cards in different ways:

Activity 1

Put students into pairs and give each pair a set of cards placed face down on the table. Students take it in turns to pick up a card and try to define the object using the word(s) in brackets. Their partner tries to guess the name of the object. Students are allowed one minute per card in order to try and define and guess the word. If they guess the word within the time, they win a point. The students play until they have used all the cards. As an extension, they could also choose their own objects and define them for each other.

Activity 2

Put students into two competing teams of three. They sit opposite each other with the cards face down in the middle. One student in Team A picks up a card and must define it to their team-mates within 60 seconds. If their team guesses correctly, they win a point. Next, a student in the other team picks up a card and defines it to try and win a point. The game continues until all 24 cards have been used. The team with the most points is the winner.

7.1 Imagine the future

An individual and then pairwork activity in which students visualize having achieved an important goal.

Language

Fluency practice

Preparation

Make a copy of the worksheet for each student.

In class

- 1 Exercise 1. Give each student a copy of the worksheet. Read through the instructions and the question prompts with the class. Check that everyone understands the context (that they are answering as if they are in the future) and what they are going to do.
- 2 Give students five to ten minutes to think of an important goal, then note down their answers to the questions. Monitor, helping with vocabulary. If they have difficulty thinking of a goal to visualize, suggest any of the following to choose from:
 - To become fluent in a new language
 - To develop a new skill and change career
 - To learn to play a musical instrument
 - To become good at a new sport
 - To write a best-selling novel
- 3 Exercise 2. Put students into pairs to take turns to ask each other the questions.
- 4 Exercise 3. Discuss the questions in Exercise 1 as a class. Invite individual students to share their thoughts after interviewing their partner about their goal.

7.2 Two-minute speculation game

A group activity in which students practise making speculations about six unexplained situations.

Language

Speculating

Preparation

Make a copy of the worksheet for each student.

In class

- 1 Put students into groups of three (or pairs).
- 2 Explain that students are going to discuss six unexplained situations and speculate about what might have happened.
- 3 Give each student a copy of the worksheet. Point out the situations and also the checklist of expressions for speculating. The aim of the activity

is for the groups to speculate about each of the six situations using as many of the expressions as they can.

- 4 The groups start discussing the first unexplained situation for two minutes. Tell them when to start and stop or put one person in each group in charge of time-keeping. During the two minutes, each participant must try to use as many phrases on the checklist as possible. Every time someone uses a phrase correctly, they tick it in the column 1–6 for the situation. After two minutes they stop and add up the total number of ticks for the whole group.
- 5 After the two minutes, the group discusses the second situation in the same way, trying to use as many expressions as possible. The group should always try to achieve a higher score (number of ticks) than they did on the previous round. They repeat this until the sixth and final discussion. Monitor the discussions.

Note: For a more competitive version, students can add up their own score individually and try to get the most ticks over the six discussions.

8.1 The marshmallow challenge

A group activity in which students attempt the marshmallow challenge, then discuss students' experience of doing the challenge.

Language

Fluency practice

Preparation

Make a copy of the worksheet for each student. Note that you will need to bring in spaghetti, a long roll of tape, string and marshmallows to divide between groups. If marshmallows aren't available in your country, you can use any other kind of soft, sticky sweets. You will also need a tape measure.

Having watched the TED Talk describing how the marshmallow challenge works, your students might want to try it out for themselves. Note that you will need to set aside an hour to do it so consider whether you can spare time from a lesson or whether students would be interested in arranging some extra time to try the challenge. The huge benefit of this challenge for students learning English is that it requires lots of discussion and communication which should all be done in English.

In class

- 1 Exercise 1. Make teams of four (or three if necessary) and hand out all the equipment they need. Then students can follow the instructions on the worksheet. Announce the moment to start and time: 18 minutes exactly. Stop everyone at the same time and measure the towers with your tape measure. Announce the winning team.
- 2 As students try to build their towers, note down good use of language and any language errors and give feedback at the end.
- 3 Exercise 2. Afterwards, set aside time for the groups to consider the questions on their worksheet and to reflect on the experience.
- 4 Exercise 3. Have a class feedback session where groups report their findings to the whole class.

8.2 Cause and result flow charts

A pairwork activity in which students discuss flow charts using the language of cause and effect.

Language

Cause and result

Preparation

Make a copy of the worksheet for each pair of students, cut in half.

In class

- 1 Put students into pairs and give each student in the pair one half of the worksheet. Ask students to sit opposite each other so that they can't see each other's worksheets.
- 2 Explain that they are going to take turns to describe their flow charts to each other to complete the blank version on their worksheet.
- 3 Exercises 1 and 2. Give students time to read their instructions and check they understand what they are going to do.
- 4 Student A starts by describing his/her flow chart and Student B takes notes. Then they swap roles and repeat the process. Monitor, checking for correct use of cause and result language. At the end of the describing stage, students can compare their completed flow chart with the original.
- 5 Exercise 3. Students create their own flow chart. Suggest they choose a topic related to something they know well, such as a process at work or in their

studies. Then they take turns to describe their new flow charts and take notes.

9.1 Idioms charades

A whole-class activity in which students play a miming game to practise idioms related to part of the body.

Language

Idioms

Preparation

Make a copy of the worksheet, cut up into 18 cards.

In class

- 1 This activity is a fun and memorable way to help students learn and use the idioms related to parts of the body. It's based on the game of charades where you have to mime the title of a film or a book. In this version, students act out the idioms and try to guess them.
- 2 Note that the first eleven cards are all taken from the vocabulary exercises in the coursebook. However, if you wish to extend the activity and use more idioms, seven more are provided which students may or may not know. They are as follows:
 - *as dry as a bone* – extremely dry with no water at all
 - *go behind someone's back* – not to tell one person, but tell another
 - *a chip on your shoulder* – a person has this when they often come into conflict with other people about a particular issue
 - *a frog in your throat* – you have a tickle in your throat which is making you cough or not speak clearly
 - *butterflies in your stomach* – to be nervous before an event
 - *get something off your chest* – to tell somebody about something that is worrying you
 - *put your back into it* – to work hard (usually physical work)

Check if students know these beforehand and pre-teach them if necessary.
- 3 Begin by choosing one of the cards yourself. Explain that you will mime it to the class and they have to guess the idiom. For example, if it is *up to your eyeballs*, you could slowly raise your arm in front of your face until it reaches your eyes, or you could mime working really hard to elicit 'up to your eyeballs in work'.

- 4 The first student to shout out the answer comes to the front of the class and chooses another card to act out. The first student to guess takes over and does another mime, and so on.

Note: For a more competitive version of the game, create teams of students. Two teams compete against each other. One student acts out an idiom to his/her own team within a time limit of two minutes. If the team guesses it, they win a point. If they don't guess correctly, the competing team can guess and win a bonus point. Then a student from the other team receives another idiom and so on until all the idioms have been used up.

9.2 Intensifying adverbs game

A pairwork activity in which students play a matching game using intensifying adverbs.

Language

Intensifying adverbs

Preparation

Make a copy of the worksheet for each pair of students, cut up into 30 cards.

In class

- 1 Put students into pairs and give each pair a set of the cards. Ask students to separate out the intensifying adverbs from the other cards including the ones marked ? (*adverb*). The other three cards marked with ? stay with the other cards which are verbs, adjectives and adverbs. Students will end up with two piles of cards. The intensifying adverbs are all in column 1 of the worksheet.
- 2 Ask students to shuffle the two sets of cards and place them face down next to each other.
- 3 Explain how to play the game. Student A turns a card over from both piles. They need to decide if the adverb shown matches the word shown from the other pile. In other words, a combination like *highly* + *unlikely* matches but *highly* + *destroyed* does not. If there is a match, the student must say a correct sentence with the two words and then keeps the two cards. If they don't match, the two cards stay face up.
- 4 Student B now repeats the activity and turns over two cards, and so on.
- 5 If the students turn the cards marked ? (*adverb*), they can choose any adverb to make a match.

Similarly, if they turn a card with ? they choose any word that will go with the adverb. If they turn two cards like this: ? (adverb) + ?, they can create their own combination in a sentence.

- 6 Once they have turned over all the cards, they reshuffle any cards left facing up that didn't have a match and repeat the game until the cards are all used up or cannot be matched at all. The student with the most matches at the end is the winner.

Note: The two columns of cards are designed so that they combine with adjacent words, e.g. *highly unlikely*, *incredibly stressful*. However, there is more than one combination for many of the words.

10.1 Passive reporting verbs

A pairwork activity in which students complete a gapped text by asking and answering questions using passive reporting verbs.

Language

Passive reporting verbs

Preparation

Make one copy of the worksheet for each pair of students, and cut it in half.

In class

- 1 Put students into A/B pairs and give each student one half of the worksheet.
- 2 Explain that both students have the same text, but different information is missing. Ask students to read their text and prepare questions to ask their partner in order to complete the gaps in their text. Point out that the questions and/or the answers will require the use of passive reporting verbs. You may want to check students have formed the correct questions by having a quick class feedback session stage.
- 3 When they are ready, students take turns to ask the questions and dictate the answers until they have a completed text. Monitor at this stage to check for correct use of the passive form.
- 4 Students can compare their texts to check they have completed them correctly.

Questions students will ask:

- 1 *What was it once argued that scuba diving and rock climbing were?*

- 2 *What have statistics (about scuba diving and rock climbing) not proven in recent years?*
- 3 *Why is it thought that such sports are less risky these days?*
- 4 *What is the typical dangerous sport lover widely-believed to be?*
- 5 *What might explain the phenomenal popularity of BASE jumping?*
- 6 *What is estimated despite people paying hundreds of dollars per day to reach the top of a cliff and then jump off with only a parachute to save them?*

10.2 Language auction

A whole-class activity in which students practise the grammar and vocabulary presented in this unit, through a grammar auction.

Language

Revision of grammar and vocabulary from Unit 10

Preparation

Make one copy of the worksheet, and cut up the sentences.

In class

- 1 Explain to the class that there has been a lot of grammar and vocabulary presented in this unit, so the following activity is a way to check their memory.
- 2 Ask them if they know what an auction is and explain that in this auction they will bid for correct sentences. Put the students into groups of three so you have a few groups around the room. Each group has a maximum of \$500 to spend.
- 3 You will read out thirteen sentences. In each case, if a group thinks it is a correct sentence, they should try to bid for it against the other groups. If they think it's incorrect, then they will choose not to bid (unless they want to try and convince other groups to bid and use up their money).
- 4 When a group places the highest bid, you give them the sentence. And they keep it until the end of the auction. They also need to write down how much they paid for it and keep track of how much they spend. As soon as a group has spent all its money, it cannot bid anymore until all thirteen sentences are sold.
- 5 At the end, the winners are the team who bought the most correct sentences. In the case of a tie between two teams, whichever team still has the most money left wins.

Answers

- 1 *We need to root out the causes of the problem immediately.* (Correct)
- 2 *The situation is never quite as clear and dried as you think.* (Incorrect – the expression is *cut and dried*, not *clear and dried*.)
- 3 *Face-to-face meetings have long been considered the best way to communicating until now.* (Incorrect – *communicate* not *communicating*)
- 4 *The applicants were all found to be underqualified for the job.* (Correct)
- 5 *It's expected that the profits for this year will double.* (Correct)
- 6 *Global recession possesses a threat to our country's economic success.* (Incorrect – *poses* not *possesses*)
- 7 *We can reduce the risk by analysing past performance.* (Correct)
- 8 *You should always go with your gut intuition.* (Incorrect – *gut instinct* not *intuition*)
- 9 *Don't listen to what other people say. Always follow your heart instead.* (Correct)
- 10 *All ideas considered, it's the best option.* (Incorrect – *all things considered*, not *ideas*)
- 11 *My job's fairly demanding.* (Correct)
- 12 *The money we made was rather disappointment in the end.* (Incorrect – *disappointing* or *rather a disappointment*, not *disappointment*)
- 13 *The new health and safety rules are a bit of an annoyance.* (Correct)

11.1 The tone game

A pairwork activity in which students practise the use of tone and adding expression to the voice.

Preparation

Make one copy of the worksheet for each pair of students, and cut out the two sets of cards.

In class

- 1 Put students into A/B pairs and give each pair a set of ten TALKING cards (things to talk about) and ten TONE cards (e.g. *happy*, *angry*).
- 2 Explain that students are going to talk about a topic using a certain tone of voice and their partner has to guess what the tone of voice is.
- 3 Ask students to place the TALKING cards face down in the middle of the table, and to deal out the TONE cards so each student has five. They shouldn't show these cards to their partner.
- 4 Student A turns a TALKING card over and has two minutes to talk on that topic. They also choose one of their TONE cards and talk about the topic in the style of that card. For example, if they turn over *Describe what's in your pocket or bag*, they could choose to talk in a way that makes them sound happy.
- 5 While they are speaking, their partner must try to guess the word on their TONE card within the two minutes. If they succeed, they win a point. If not, the TONE card is put to one side.
- 6 Then Student B turns over a new TALKING card and chooses a TONE card.
- 7 Play continues until all the cards have been used. The student with the most points wins.

Alternative version with groups of three:

Discard one TALKING card and one TONE card so the group is playing with nine of each set of cards. Each player receives three TONE cards. Follow the basic rules above with each player having two minutes to talk about a topic in a certain tone. However, the two listening students compete to be the first person to guess the correct word written on the TONE card and to win it.

11.2 Vocabulary crossword

A pairwork activity in which students review the vocabulary from the unit through a crossword.

Language

Revision of vocabulary from Unit 11

Preparation

Make one copy of the worksheet for each pair of students, and cut the worksheet in half.

In class

- 1 Put students into A/B pairs and give each student one half of the crossword.
- 2 Explain that each student has half a crossword. Student A has the words going across and Student B has the words going down. To share their missing words, students are going to take turns to ask for a word and their partner gives clues without saying the word. Tell students they can define it, act it, or give a sentence with the word missing by humming the word. A conversation might sound like this:
Student A: What's 1 down?

Student B: It means a special right or advantage.
For example, 'It's been a [Hmmm]
working with you.

Student A: Privilege?

Student B: Correct.

Student A: Can I check the spelling? Is it P-R-I-V-
...

Next Student B can ask, *What's 1 across?* and so on until the two crosswords are complete.

12.1 Stress dominoes

A pairwork activity in which students practise the pronunciation and stress of certain words in a game of dominoes.

Language

Sentence stress

Preparation

Make one copy of the worksheet for each pair of students and cut the worksheet up into the two sets of dominoes along the dotted lines. Do not cut along the solid lines.

In class

Activity 1 (set of dominoes with stress marked)

- 1 Divide the class into pairs (or groups of three) and give each pair a copy of the first set of dominoes (with stressed words marked).
- 2 Ask students to shuffle the dominoes and then deal out seven dominoes to each student, and place the remaining domino face up on the table. If students are playing in groups of three, there won't be a spare domino so students will have to decide who goes first.
- 3 If students are playing in pairs, Student A adds a domino that logically goes before or after the phrase on the domino on the table. If students are playing in groups of three, the first player chooses a domino to put down and the next player takes their go. When they lay the cards down, they must say the two sentences with the correct stress. For example: *Is Monday OK? / No, but Tuesday is.*
- 4 Student B then adds a domino and play continues until all the dominoes are used. If a player can't play a correct matching sentence, then they miss a go. The winner is the student who lays all of their dominoes first. As they play, circulate and check they are saying the stress in the sentences correctly.

Activity 2 (set of dominoes without stress marked)

This version follows the same rules as in version 1. However, the difference is that the stress is not marked so students must decide which words are stressed and say them as they think they should be said. They could also discuss and underline the words that they think are stressed. At the end, show them a set of the first set so that they can compare their answers.

Suggested answers

Is Monday OK? No, but Tuesday is.

Does nine work for you? Ten would be better.

Is your interview cancelled? No, it's postponed.

I thought the meeting was about finance. No, we said it was about sales.

Did you say you are around on Friday? No, I said I'm not around on Friday.

How about the third? Sorry, can we do the fourth?

Is the meeting next week? No, it's the week after next.

How about a breakfast meeting? A lunchtime meeting would be better.

Is he away until Tuesday? No, he's here until Tuesday.

Are you free this afternoon? Yes, in fact I'm free all day.

Did you say you can manage next week? No, I said I can't manage it.

Is my place OK? Actually, I'd prefer the office.

The conference is in July. Really? I thought it was in June.

Can we make it five instead of four? Sorry, I'm only free at four.

Doesn't midday work for you? No, midday's perfect for me.

12.2 End-of-course review

A group activity in which students review the whole course and remind themselves how much they have covered and learned.

Preparation

Make one copy of the worksheet for each group of three students, and cut the cards out.

In class

- 1 Put students into groups of three and give each group a set of cards. Ask students to shuffle the cards and place them face down in the middle of table.

- 2 The first player picks up the top card and reads it out. This student then follows the instructions on the card. Explain that students are allowed to scan through their coursebook to find answers where necessary and the rest of the group could help find relevant information as well. (The activity is not meant to be competitive but it is about the group reviewing the course and their progress through it.)
- 3 Once the first card is answered sufficiently, a second student picks up the next card, and so on, until all sixteen cards have been answered and students feel they have reviewed and reflected on the whole course.

Answers

Unit 1: *The main point of Graham Hill's talk was to encourage people to get rid of their stuff and consider living with less in their homes; even to the point of living in smaller houses and apartments.*

Unit 2: *The science shows that we make assumptions about people by what they wear; though this doesn't always mean if you dress scruffily people think you are poor.*

Unit 3: *These two expressions mean you are not conforming in some way or trying to be different from the norm.*

Unit 4: *Joe Kowan beats stage fright by singing about it.*

Unit 5: *BYO – bring your own, re – regarding, sep. – separate, BBQ – barbecue, incl. – including*

Unit 6: *The Lifesaver contains a filter inside which you push the dirty water through and it comes out the other end as clean drinking water.*

Unit 7: *Daydreaming can be helpful for thinking through a problem before solving it.*

Unit 8: *The 'ta-da' moment is when you solve the problem. The 'Uh-oh' moment is when discover that your brilliant idea doesn't work.*

Unit 9: *Some people believe that stress can keep us on our toes, stimulate the brain and boost the immune system.*

Unit 10: *In this unit, the TED Talk speaker Del Harvey makes the analogy of her job being similar to saying your wedding vows at the same time as writing a prenuptial wedding agreement.*

Unit 11: (Possible answer) *Bill Gates, the creator of Microsoft, is a visionary who in the past had a vision of computing in the future. He now runs a foundation that is trying to help developing countries in areas such as education.*

Unit 12: *The speaker's main motivation is to have the audience share his enthusiasm for the technology.*