

# Change

## Unit overview

### Language input

#### Comparing (CB p6)

- *Activities are getting significantly quicker.*
- *Intense activity is supposed to be every bit as beneficial as conventional exercise.*
- *It can burn fat up to 50% more effectively than low-intensity exercise.*

#### Continuous forms (CB p8)

- *Tomorrow afternoon, we'll be visiting an amazing fish market.*
- *The workplace had been struggling with a very negative work culture.*
- *Two old people were laughing uncontrollably.*

#### Grammar reference (CB pp142–3)

### Vocabulary development

#### Time and speed (CB p7)

- *behind the times, short and sharp, at the very last minute, up to speed ...*

#### Change (CB p9)

- *resist, bring about, implement, impose, adapt, facilitate ...*

#### Using a dictionary (CB p11)

- *definition, word class, idiom, connotation, synonym ...*

### Skills development

#### Reading: Predicting content (CB p10)

#### Writing: A report based on a graph (CB p12)

#### Speaking: Vague language (1): approximation (CB p13)

### Video

#### Documentary: *Pike Place Fish Market* (Coursebook DVD & CB p14)

#### Vox pops (Coursebook DVD & TG p256)

### More materials

#### Workbook

- Language practice for grammar, vocabulary, pronunciation, speaking and writing

#### Photocopiable activities

- Grammar: The right verb, the right tense (TG p205 & TSRD)
- Vocabulary: It's time to talk (TG p223 & TSRD)
- Communication: Inner city (TG p241 & TSRD)

#### Tests

- Unit 1 test (TSRD)

#### Unit 1 wordlist (TSRD)

## 1.1 Up to speed?

### Goals

- Make comparisons
- Talk about time and speed

### Grammar & Reading **comparing**

#### Lead-in

If you are meeting this group for the first time, do a getting-to-know-you activity before using the Coursebook.

- Write the following words on the board: *family, English, other languages, sports, work, hobbies*.
- Elicit questions students could ask each other on one of the topics, e.g. *English*: How long have they been learning? Why are they learning? How best do they learn? What 'sort of English' do they prefer (e.g. British, American, international)?
- Put students into pairs and ask them to share information on two or three of the topics. Encourage them to explain their answers. Give them three minutes.
- Elicit ideas on the topics from the students about their partners, and, where appropriate, suggest or elicit similarities or aspects that students have in common.

#### Exercise 1

- Ask students to look at the photos and find ideas which link them.
- Elicit some answers.

#### ANSWER

They are all showing the speed of modern life.

#### Exercise 2

**Text summary:** The text explains how our lives seem to be moving much faster than previously and mentions a new type of exercise for getting fit more quickly. It also suggests we are, in general, far more impatient than we used to be.

- Students read the article to find out what two things are different about modern life.
- Students check their ideas with a partner.
- Elicit some ideas from them.

#### POSSIBLE ANSWERS

- 1 Everything in modern life is shorter and quicker than it used to be.
- 2 Our personalities are changing as a result.

**EXTENSION** Ask students if they agree or disagree with the text, and why. What examples do they have to support their opinions? What are their current lives like compared to those of their parents and/or children at the same age?

- Check the meaning of the following: *fad* (= something that people are interested in for only a short period of time; you could elicit examples, e.g. other sports, types of music, etc), *advocate* /'ædvəkət/ (= someone who supports or speaks in favour of somebody, or of a public plan).

**EXTRA SUPPORT** Point out that *take*, as in *Take exercise* (beginning of paragraph 3), is used to introduce an example – *exercise*.

**EXTRA CHALLENGE** Ask students to underline the phrases in the text with *get*, i.e. *get up, get ready, get the feeling, get on (that rowing machine), get you fitter, and get annoyed*. Point out that they are all relatively informal expressions. *Get on* is used literally; the others are used figuratively. Ask students, in pairs, to compare the use of *get*, and to come up with other suitable, more formal expressions, e.g. *have the feeling*. Suggest they refer to monolingual dictionaries. Note that using *have, make or become* (for *get the feeling, get you fitter and get annoyed* respectively) is more formal.

#### Exercise 3a

- Students work in pairs. They read the Grammar focus box and match the comparison structures to the six phrases in the article.
- Do the first phrase (1) together.
- Check the answers together.

#### ANSWERS

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

**PRONUNCIATION** Check sounds, word stress and the number of syllables in the following: *pleasurable* /'pleʒərəbl/, *considerably* /kən'sɪdərəbli/, *effectively* /ɪ'fektɪvli/, *infinitely* /'ɪnfɪnətli/.

- Remind students to check the *Grammar reference* on page 142, where there are two more practice exercises they can do for homework.

#### Exercise 3b

- Students work in pairs to read and answer the questions.
- Find the first informal phrase together.
- Check the answers together.

#### ANSWERS

- 1 a (not) nearly/not/nowhere near/almost as ... as ...  
b just/every bit as ... as ...  
c twice/three times as ... as ...
- 2 a much/far/a lot/a great deal/considerably/significantly + (adj)er than/more (adj/adv) than/less (adj/adv) than  
b 25%/a little/a bit/slightly + (adj)er than/more (adj/adv) than/less (adj/adv) than
- 3 a every bit as b/c a lot/a bit

**EXTRA ACTIVITY** Ask students to use one phrase from each group of answers in exercise 3b to make another sentence they believe is true. Students compare their answers with a partner. Elicit answers, and encourage other students to give their opinions.

#### Exercise 4a

- Students work with a partner and use the prompts to complete the sentences.
- Elicit an example using the first prompt, e.g. *Fast food is every bit as nutritious as other food*.
- Note that more than one option may be correct.
- Students work through the rest of the prompts.

### Exercise 4b

- When they have finished, put pairs of students together to compare their answers.

#### SUGGESTED ANSWERS

- 1 Fast food is every bit as nutritious as other kinds of food.
- 2 Life in the 21st century is infinitely better than (it was) a century ago.
- 3 The more I try to organize my life, the more stressed I become.
- 4 Students must complete this exercise in no longer than five minutes.
- 5 The service in this restaurant is nowhere near as good as it used to be.
- 6 Considerably fewer people visited the website this/last month.

**EXTENSION** You could use sentences 1–3 for a mini group discussion. Encourage students to give examples and/or reasons to support their opinions.

### Pronunciation sentence stress

- Draw students' attention to the example sentence: point out that the bold words are stressed, while the double slash is used to indicate a pause.

**EXTRA SUPPORT** Stressing is done by emphasizing words, e.g. by saying them more slowly, at a slightly higher pitch, sometimes with a very slight pause before, and/or sometimes more loudly. Encourage students to experiment to see what works best for them and their listeners.

- Say the sentence according to the marked stress and pause, or ask one of the students to say it, exaggerating the stressed words and the pause.

### Exercise 5a 1.1

- Tell students they will hear four sentences. They should write down what they hear.
- Play track 1.1.
- Check what students have written down. If necessary, play the track again.

### Exercise 5b

- Ask students to underline the main stress in each sentence and to indicate if there are any natural pauses.
- Students compare their answers with a partner.
- Ask students to practise with a partner and then elicit an example of each sentence.

#### SUGGESTED ANSWERS/AUDIOSCRIPT 1.1

- 1 They're **much** better **organized** than they **used** to be.
- 2 The **more** we **rush** around, the more **stressed** we **get**.
- 3 I **waited** as **long** as I **could**.
- 4 **Events** are **moving far** more **quickly** than we **expected**.

### Exercise 5c 1.1

- Play track 1.1 again for students to check their answers.
- Ask them to repeat the sentences, paying attention to the stresses and pausing.
- Point out that using effective word stress and pausing is very useful for conveying a message clearly; it is important when giving a presentation, speaking to a group of

people, or trying to persuade someone about something, for example.

### Exercise 6

- Put students into groups of three or four. Tell them they will be comparing today's lifestyles with those of the 1980s.

**EXTRA SUPPORT** Prompt students by suggesting they think about office hours (which are often flexible now) and communication (less or no reliance on smartphones, etc.). If you have young students, encourage them to draw on information they know about their parents' generation.

- Ask them to read the five categories they should consider.
- Ask students to work in their groups to consider what aspects of each topic they could discuss and how these have changed over the last thirty to forty years.
- Encourage them to use examples and reasons to support their ideas.
- Give them about ten minutes.
- When they are ready, ask them to choose the most interesting points, and to summarize them. Give them three minutes to do this.
- Ask each group to choose a spokesperson to present their ideas to the class. Remind students to speak slowly and clearly, to stress important words and pause naturally.
- As they listen, encourage students to note down anything of particular interest to comment on afterwards.

**FEEDBACK FOCUS** Encourage students to comment on each other's ideas at the end of each presentation. Ask them to validate their arguments. You could also comment on the presentation in terms of sentence stress and pausing. At the end, discuss which group found the most ideas, or the most interesting ideas. Students could vote on this.

### Vocabulary & Speaking time and speed

#### Exercise 7

- Students work in pairs. They should read the statements and decide if they are true for them. Encourage them to support their ideas with examples.
- Elicit a few ideas. Is there a pair who agrees with all three statements, or with none of them?

**EXTENSION** Encourage other students to challenge their opinions, but make sure they do this politely, e.g. *What makes you think that? Could you give me an example to support your opinion?* Discourage students from responding simply with, e.g. *I don't agree./That's not true.*

#### Exercise 8a

- Students work alone to read the phrases, and then use them to complete the four sentences.
- Students compare their answers with a partner. Ask them only to discuss their answers, not their opinions on the questions yet.
- Check the answers together.

#### ANSWERS

- 1 the (very) last minute
- 2 up to speed, behind the times
- 3 With hindsight
- 4 time flies

**EXTENSION** Check the meaning of the phrases not used, i.e. *short and sharp* (= a punishment) that is quick and effective); *time and again* (= on many occasions); when *time drags* (= it passes very slowly).

**WATCH OUT!** Remind students that *and* and *to* are very short in *short and sharp*, *time and again* (compare *fish and chips*, /əʃn/) and *up to speed* /tə/.

### Exercise 8b

- Put students into groups of three or four.
- Students discuss the questions in exercise 8a together. Encourage them to use examples to support their opinions and use questions to find out more information.
- Encourage them also to use time phrases from exercise 8a.
- When they have finished, and if there is time, elicit from each person in the group what they found most interesting.

**FEEDBACK FOCUS** As you listen, note down students' use of the phrases from the box. You could suggest that one person in each group puts a tick in the box next to a phrase every time it is used. Students then count up how many ticks there are at the end.

**EXTRA ACTIVITY** Ask students to work in pairs to choose three phrases from the box and write three new sentences, each using one phrase. Ask them to write the sentences – without the phrase included – on a piece of paper. They should then swap papers with another pair and try to complete the sentences.

**DICTIONARY WORK** Ask students to use their dictionaries to look up *time* and *speed* and find other useful phrases to record, e.g. *to be ahead of your time*, *to do time*, *time's up*. They could work in pairs and check they understand each phrase and are clear on how to use it. Then, together, they should prepare to explain it, with examples, to another pair of students.

**STUDY TIP** Suggest students keep a record of new words and phrases in their notebooks. You could put a suggested guide on the board to include the following in a table: target word, definition/meaning, pronunciation, word class, example sentence.

Additionally, you could keep a vocabulary box for the class and, at the end of each lesson, ask students to decide which new words/phrases to put onto slips of paper to go into the box. You can then use these regularly for vocabulary revision activities.

Note that keeping vocabulary records will be dealt with in detail in lesson 1.3.

### GRAMMAR REFERENCE ANSWERS

#### Exercise 1

1 nothing like 2 far 3 fewer 4 less 5 quicker  
6 no 7 the 8 an hour

#### Exercise 2

1 less 2 a lot 3 fewer 4 the more we 5 more  
6 much 7 much less 8 quite a bit 9 as 10 as much  
11 a lot 12 as many 13 a lot

## 1.2 Managing change

### Goals

- Use continuous forms
- Talk about change

### Grammar & Reading continuous forms

#### Lead-in

- Write *change* on the board.
- Ask students to think about any major changes they have experienced where they work or live, e.g. a change in working hours or venue, a new shopping centre, etc.
- Ask them to consider the following questions: What was the change, and how did it happen? How easily did they adapt to the change, or not? Why?
- Ask them to share their ideas in small groups.
- Elicit some of their experiences.

#### Exercise 1

- Students work in pairs. Ask them to look at the photo and discuss what they think is happening, and why.
- Elicit their ideas and ask them to explain their reasons.

#### Exercise 2

**Text summary:** The book review of *FISH!* describes some of the things which happen at Pike Place Fish Market in Seattle, US. It explains that the story illustrates how a business was revolutionized through four principles, and how these have been applied successfully to other places of work.

- Students read the review and answer the three questions.
- Students check their answers with a partner.
- Check the answers together.

#### SUGGESTED ANSWERS

- 1 The atmosphere is positive or exciting. Customers seem to enjoy it, and stay to watch the 'show'.
- 2 The Pike Place Fish Market used four principles to change their business; others have now applied these to their own businesses to help motivate staff.
- 3 Students' own answers.

- Check *to tease* (= to laugh at someone and make jokes about them; can be friendly and/or annoying or embarrassing).
- Ask if students would like to read the book. Why/Why not?

**EXTENSION** If your students work, ask them which of these principles they have experienced in their own environment. Do the principles work? Is it possible to influence whether you have a good or bad day? Is 'playing' at work a good idea? How easy is it to make someone's day? For students who don't work, ask what they have experienced or know about motivating people and/or building a good team.

#### Exercise 3a

- Students read the text again and complete it by putting the verbs in the correct form.
- Do the first one together.

### Exercise 3b

- Students check their answers with a partner.
- Check the answers together.

#### ANSWERS

- 1 threw 2 was 3 was teasing  
4 were laughing 5 've been watching 6 tells  
7 is going 8 are still taking care/still take care  
9 had been struggling

### Exercise 4

- Students read the Grammar focus box and match the example sentences with the descriptions.
- If students need extra help with any of these tenses, use a timeline on the board to indicate when the activity takes place, relative to the past/now/the future and any other relevant activity happening around the same time.
- Students check their answers with a partner.
- Check the answers together.

#### ANSWERS

- 1 e 2 a 3 b 4 d 5 c

**WATCH OUT!** Remind students that some verbs are rarely or never used in the continuous form. These verbs do not describe actions, e.g. *like, know, seem*, etc. Elicit any other similar verbs they can remember, e.g. *believe, doubt, guess, imagine, mean, remember, think, want*.

**EXTRA CHALLENGE** Elicit the difference in meaning between each use of *think* and *feel* in these examples: *I think it's a good idea/I'm thinking of you*. In the first, *think* expresses an opinion; in the second, it is the action of having something in your mind. *I don't feel like going out/I'm feeling ill*. In the first, *feel* is about a state of mind; in the second, the speaker is describing their physical state.

- Remind students to check the *Grammar reference* on page 143 where there are two more practice exercises they can do for homework.

### Exercise 5a

- Students work alone to complete the questions with the correct verb form.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

#### ANSWERS

- 1 makes  
2 did the market workers do/are the market workers doing ('did the market workers do' describes their everyday actions, 'are the market workers doing' talks only about the specific situation being described)  
3 do the market workers want  
4 did the businesswoman apply, happened  
5 have seen

**EXTRA SUPPORT** If students ask, explain that in question 5, *see* can be used in the continuous form when it is an action and means 'to meet', e.g. *I'm seeing John on Friday*.

### Exercise 5b

- Put students into pairs to ask and answer the questions.
- When they have finished, elicit some of their answers.

#### SUGGESTED ANSWERS

- 1 The book explains that workers rather than management revolutionized their business.
- 2 They threw fish to each other, they teased their customers and made them laugh, they had a positive attitude, they were serious about business but still had fun, they tried to make their customers' day, and they tried to be present.
- 3 They want their customers to experience the energy they put into their jobs, and make them feel like they are watching a show.
- 4 It changed the negative work culture significantly and improved her team's motivation.
- 5 Students' own answers.

## Vocabulary & Listening change

### Exercise 6 1.2

**Background note:** 'Change management' is an approach to helping individuals, teams and organizations move towards a desired future state. The aim is to implement changes smoothly and successfully to achieve lasting benefits.

**Audio summary:** The introduction to the seminar explains why change is difficult for companies to implement. In the main part, the speaker explains how change is approached in different regions, and why. She refers to Anglo-Saxon countries, Scandinavia and the Netherlands, Mexico, Russia and India, and Germany and Austria.

- Ask students to work in pairs, A and B.
- They should listen and answer their own question, A or B.
- Students then share their answers in turn.
- Elicit answers from the students.

**EXTENSION** Ask students if they have experienced change in their own places of work. For non-working students, ask them to think about any changes they have experienced where they study/studied or at home. How successfully was the change implemented? What were the impacts, and how were they and their colleagues/peers affected?

#### SUGGESTED ANSWERS

**Workers:** feel threatened by change, prefer things to stay as they are because they fear the unknown, get nervous when managers show anxiety

**Managers:** anxious about communicating change, don't communicate well, show anxiety

#### AUDIOSCRIPT 1.2

The management of change is one of the most difficult things for organizations to do well. Many people feel threatened by change, and fear of the unknown means workers often prefer things to stay as they are. Managers in turn are often anxious about communicating change. This may mean that they don't communicate appropriately or that the team picks up on their anxiety and becomes nervous in turn.

### Exercise 7a 1.3

- Tell students they will hear the next part of the seminar. Ask them to note down the three general factors which affect a culture's response to change.

- Students check their answers with a partner.
- If necessary, play the recording again.
- Check their answers together.

#### SUGGESTED ANSWERS

- 1 respect for power
- 2 importance of the individual versus the group
- 3 the necessity of avoiding uncertainty

#### AUDIOSCRIPT 1.3

People in different cultures do not respond in the same way to approaches to change management. Factors which affect the way people react include how much respect people have for power and those in authority, and the importance of the individual versus the group. Another key factor would be how people react towards uncertainty – not being sure what is going to happen. If managers fail to take these factors into account, they may find workers are highly resistant to change.

#### Exercise 7b 1.4

- Students read the information in the two columns and then listen to the final part of the seminar and match them.
- Students check their answers with a partner.
- Check the answers together.

#### ANSWERS

- 1 c
- 2 a
- 3 d
- 4 b

#### AUDIOSCRIPT 1.4

German-American psychologist Kurt Lewin, one of the pioneers of organizational psychology, devised a three-step model for the effective management of change. The first step, which he calls 'unfreezing', concerns explaining why things should be done in another way. This step is very important and a particular approach may be more effective in one culture than another.

In Anglo-Saxon countries, it's important to show how change will benefit the individual. If people can see that doing things a different way will help their career or bring a reward, they are more likely to respond positively.

In Scandinavia and the Netherlands, people like to feel a high level of autonomy in their work and believe that they, not managers, fully understand their work. In this culture, consultation and decision-making by the team is very important.

In countries such as Mexico, Russia and India, people believe that the person at the top of the company has a good overview and can make the best decisions. Communication of change should also be done formally, through written documents.

In Germany and Austria, the emphasis is on being an expert. An expert is believed to be in a position to define new directions. Therefore, anyone who wants to implement change must first ensure that their knowledge and expertise is recognized. It's not enough just being a manager.

The next step in Lewin's model is known as ...

**EXTENSION** Ask students which of the four issues a–d is the most important to them, and why. Is this in line with their culture/nationality? Ask them to think again about any changes they have experienced. How were the changes introduced? Which style did they most closely resemble?

#### Exercise 7c

- Students work in pairs. They read the sentences and decide if they are true (T) or false (F).
- Do the first one together. Encourage students to give reasons for their decision.

#### ANSWERS

- 1 F
- 2 T
- 3 F
- 4 T
- 5 F
- 6 F

#### Exercise 7d 1.3, 1.4

- Ask students to listen again and correct the false sentences.
- Play the recording again.
- Check their answers.

#### SUGGESTED ANSWERS

- 1 People may resist it.
- 3 They need to highlight benefits to the individual.
- 5 Indians expect to be informed by their superiors.
- 6 In Mexico, Russia and India, written communication is preferred.

#### Exercise 8

- Students match the words in bold in exercise 7c to meanings a–g.
- Students check their answers with a partner.
- Check the answers together.

#### ANSWERS

- a** adapt **b** facilitate **c** impose on **d** bring about  
**e** implement **f** resist **g** consultation

**EXTRA ACTIVITY** Write *adapt* on the board. Elicit from the students what the noun and adjective forms are (*adaptation*; *adapted*). If you have a strong class, you could also include *adaptor* (= a device for connecting pieces of electrical equipment that were not designed to fit together, e.g. to use a European plug in the UK). Check word stress. Then ask students to draw a table with four columns headed 'verb/noun (person)/noun (thing)/adjective'. Add the following words to the board: *facilitate*, *impose*, *implement*, *resist*, *consider*. Ask students to complete the table for the words from the same families and to underline the stressed syllable in each word. Note that not all forms exist for each word in each part of speech.

#### Exercise 9

- Students will be working in groups as part of a company which wants to expand into new markets. Each person in the group will be preparing a presentation on business information from a different country: Japan, Brazil and Spain. They read the information on the country they are researching, summarize the most important issues, and then present it to their group. The group then has to decide which country its company wants to expand into first.
- Students work in groups of three: A, B and C. Each student looks at the relevant page at the back of the Coursebook (Students A turn to page 126, Student Bs turn to page 133 and Student Cs turn to page 139).
- Make sure students understand what they read, and check any pronunciation issues, e.g. Student A: **expertise**; Student B: casual /'kæʒuəl/; Student C: hierarchy /'haɪərəʊki/.

- Students read the business information about 'their' country, and decide what information to include in their one-minute presentation.
- Remind students to think carefully about the delivery of their presentation and to use appropriate pausing and stress, as illustrated in lesson 1.1.
- Students should present their findings as objectively as possible, without being negative about any of the facts.
- When they are ready, students give their presentations to each other in their groups. They should be prepared to answer questions.
- The other two students should be ready to ask questions to find out any more information they need at the end of the presentation.
- Finally, students review all the information and decide which country they feel their company should expand into, and why.
- When all groups have finished, ask each in turn which country they will expand into first and why. Encourage other students to challenge their opinions, but with reasons.

**EXTRA SUPPORT** If you have a weaker group, ask students to work in same-country groups first to put their ideas together and prepare their presentations. Then regroup them – A, B, C – to give their presentations to each other.

**FEEDBACK FOCUS** As you listen to the presentations they give, note down some of the following: their awareness of the countries' different cultural issues, how these might help or hinder their work and their ability to convey the facts clearly. You could also comment on their delivery. This would include pausing and stress (as demonstrated in lesson 1.1), as well as eye contact and gesture.

**EXTRA ACTIVITY** When they have finished, you could brainstorm and collect words (from the country fact sheets, and the students themselves) describing behaviour and situations, e.g.

Japan: *polite, respectful, annoyance, impatience, arrogant, self-confident*

Brazil: *successful, unnerving, stiff, reserved, appearance*

Spain: *make assumptions, hierarchy, delegated, sincerity, punctuality, restricting.*

Ask students to check the meanings of the words in a dictionary (if they haven't already done so), and to work in groups using the words to describe their own, or another, culture.

**CRITICAL THINKING** Ask students to reflect on the characteristics mentioned about each of the groups of countries. Is it a good idea to be very specific about such features? What other factors are important to bear in mind (e.g. gender, background, preferences, individual personalities, etc.)? What examples do they have of inappropriate stereotyping?

#### GRAMMAR REFERENCE ANSWERS

##### Exercise 1

- 1 Have you been waiting
- 2 Is it still snowing
- 3 'll be having
- 4 A 's/is your new job going  
B 's going, 've just been meeting, getting
- 5 A were coming  
B 'd been helping/was helping, 's/is looking, was helping/'ve been helping

##### Exercise 2

- 1 are constantly evolving
- 2 have increasingly been using
- 3 has revealed
- 4 has completely changed
- 5 shows
- 6 are more and more turning to
- 7 believe
- 8 will have colonized
- 9 will be living
- 10 are currently being developed
- 11 may be travelling
- 12 has indicated
- 13 have known
- 14 have been increasing
- 15 to be increasing

## 1.3 Vocabulary and skills development

### Goals

- Predict content
- Use a dictionary

### Reading & Speaking predicting content

#### Lead-in

- Ask students to work on their own and think of a book they have read recently or a film they have seen. Encourage them to think of something that the others in the class will have heard of. They should keep their choice a secret.
- Then ask them to write five key words which they could use to convey the main idea of the book or film. (These will probably be adjectives or nouns.)
- Then put students into groups of three or four.
- Students show their group the words they have written. The others try to guess what the film or book is.
- When they have guessed or been told the answer, ask them how easy it was to guess the book or film. Which words helped? What made it difficult?
- You could demonstrate this idea yourself first with a book you have read or film you have seen.

#### Exercise 1

- Tell students to look at the film and book titles and illustrations.
- Ask them to work in pairs and guess what the common theme is.
- Elicit some answers from the students.

#### SUGGESTED ANSWER

They all feature a transformation of some kind.

**EXTENSION** Ask students what the connection here is with the theme of unit 1 (Change). What phrases can they remember which include the word 'change' (e.g. *adapt to, facilitate, impose, bring about, resist*, etc.)?

#### Exercise 2

- Students read the information in the Unlock the code box about predicting content.

- Ask students which of the ideas they use regularly, e.g. do they read the headline of a newspaper article to decide whether to read the article or not? How important are pictures or photos in influencing whether they read something or not?

### Exercise 3a

- For question 1, focus students attention on the article and ask them to look at the title, visuals and first sentence.
- Ask them what they expect to read about in the article.
- Ask students to share their ideas with a partner.
- Then elicit their ideas.
- Move on to question 2. Students now discuss which words they would expect to find in the article.
- Elicit their ideas, but don't finalize this until they read the article.
- For question 3, ask students if they can predict what the writer will say about the topic and what the conclusion will be.
- There are no specific answers to this exercise. Explain that we often use a variety of clues to predict what we are going to read about, sometimes without being aware of this. However, when reading in a second language, it's a good idea to use these strategies in a more direct and focused way.

### Exercise 3b

- Students read the first sentences of each paragraph.
- You could divide students into three groups and allocate one paragraph to each group.
- Students share their ideas with each other.
- Elicit some of their ideas.

### Exercise 4

**Text summary:** The text discusses the popularity and reasons for books and films about transformation. The first paragraph gives examples of such films. The second explains the tradition of such stories. The third paragraph attempts to rationalize why such stories are popular, in terms of mirroring changes and developments in technology, lifestyle and the weather.

- Students read the article to see how closely they managed to predict its content.
- Students compare their ideas with a partner.
- Elicit their ideas. What was the text about? How closely did they manage to predict it?
- Check *multiplex* (= a large cinema/movie theatre with several separate rooms with screens), *zombie* (= a dead body that has been made alive again by magic), *symptomatic* (= being a sign of an illness or a problem).
- Check the pronunciation of *prestigious* /pre'stɪdʒəs/.

**EXTENSION** What aspect(s) of exercise 3a was the most useful in helping them predict the content of the text? Why?

**EXTRA ACTIVITY** Ask students to think of something they regularly read, e.g. a newspaper (print or online), a magazine related to their work, a blog, etc. Using the ideas in the Unlock the code box, what influences them most in deciding whether to read on? What helps them most in predicting what they are going to read? If they find they

don't read what they are expecting to read about, are they willing to change their minds, (i.e. how tolerant are they?) You could suggest students try out some of these ideas before the next lesson and report back on their findings.

**WATCH OUT!** Remind students that although it's helpful to try to predict content from a headline or title, sometimes these can be misleading: it's worth reading the first sentence of each paragraph to establish how relevant the headline is.

### Exercise 5

- Students think of other books, films or stories they know where a key character is transformed in some way.
- Give students one or two minutes to work out how they will explain what happens.
- When they are ready, students tell a partner about the transformation.
- You could suggest they listen and decide which of their two transformations is the most interesting or strange and why.
- Elicit some ideas from the group.

## Vocabulary using a dictionary

### Exercise 6a

- Put students into pairs. Ask them to match the categories on the left to the questions.
- Do the first one together.
- Check the answers together.

#### ANSWERS

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

**EXTRA SUPPORT** If your students need more help with these, use words the students are familiar with to elicit or give examples of each category. You could use words from the reading text in lesson 1.1 for this, e.g. elicit the relevant information about each of the following words: *fad*, *short* and *sharp*, *advocate*, etc.

### Exercise 6b

- Ask students which features 1–10 they usually include in their notebooks.
- They could discuss these with a partner, before you discuss as a class.
- Are there any features which they think are unnecessary? Why?
- If necessary, refer back to the Study tip in lesson 1.1 about recording new words.

### Exercise 7

- Students look at the list of words in the box and decide which of the ten features in exercise 6a they would record.

**STUDY TIP** You could ask students to draw up a table with the eight words listed horizontally, and the ten features listed vertically down the side. Ask them to put a tick in each box for each feature they would record. They could do this in pairs, and then you could ask them to compare notes.

- Then ask students to read the Vocabulary focus box on using a dictionary.
- Ask students to discuss their ideas with a partner.
- Elicit some of their ideas. Which features are most typically or almost always included? Which features are only included for some of the words? Why?

**EXTENSION** Ask students to discuss if they agree with the *essential* and *useful* groups. Why/Why not?

### SUGGESTED ANSWERS

Point out that some features are especially important for some words, while sometimes some of the features are not important (see exercise 8 below).

allow: definition, associated grammar

fairy tale: definition, connotation (usually for children)

feisty: definition, pron, connotation (informal, approving)

multiplex: definition, pron, variety (British English)

nerdy: definition, word class, connotation (sometimes negative)

plot: definition, pron, word class (both verb and C/UC noun), idiom? (the plot thickens)

prestigious: definition, pron, grammar (usually before noun)

roughly: definition, pron

### Exercise 8

- Make sure your students have (preferably) monolingual dictionaries to work with, or a good online dictionary, e.g. <http://www.oxfordlearnersdictionaries.com>.
- Students work alone to answer the questions.
- Do the first one together.
- Students check their answers with a partner.
- Check the answers together.

### ANSWERS

- 1 adjective
- 2 a change in the form or structure of something
- 3 with
- 4 both
- 5 informal
- 6 /'mʌs(ə)lz/
- 7 -ing form/noun
- 8 approval
- 9 make

**PRONUNCIATION/EXTRA SUPPORT** Remind students that recording pronunciation means noting down sounds, as well as word stress; at this stage they should be able to use the phonemic script, or at least recognize and copy the more difficult and important sounds (e.g. /ə/, /ɪ/ vs /i:/, etc.). For recording stress, they should either use a stress marker before the stressed syllable, or underline the stressed syllable.

**WATCH OUT!** At this level, it's important that students are using a monolingual dictionary; this will give them the ten features described in exercise 6a. A bilingual dictionary will not be sufficient.

### Exercise 9a

- Students work alone to do this exercise.
- Again using dictionaries, ask students to look up the words in bold.
- Ask them to read the dictionary entry and decide which of the ten features in exercise 6a are important for each word.
- They could draft a table to include the ten features to help them record which ones are most important.
- You could do the first one together, eliciting their reasons for including or excluding each feature.

### Exercise 9b

- When they have finished, put students into pairs.

- Ask them to discuss their answers, giving reasons for what they chose to include and exclude.
- Elicit answers from the students.

**EXTENSION** If they are interested, students could discuss the questions in exercise 9a.

### SUGGESTED ANSWERS

- 1 variety (*fall* = American English for *autumn*)
- 2 connotation (disapproving) or style/register (informal)
- 3 grammar (*eligible* is followed by *to* + verb or *for* + noun)
- 4 style/register (medical/formal)

**FEEDBACK FOCUS** When listening to their answers, do a brief survey of your students to find out what categories from exercise 6 they find most important to note down, and why. Check your findings with them. Encourage them to make a habit of referring to the categories, perhaps even using the list as a checklist when they are recording new words. Remind students that failure to do this will prevent them from using words effectively and communicating efficiently.

**EXTRA ACTIVITY** Ask students to work in pairs and look back at lessons 1.1 and 1.2. Ask them to choose which words they want to record, and what information they will include for each word. Give them five to ten minutes to do this. Then ask them to group with another pair to compare notes. You can also do something similar in future lessons, as a means of revising vocabulary, as well as refreshing students' study skills.

## 1.4 Writing and speaking

### Goals

- Write a report based on a graph
- Use vague language (1): approximation

### Reading & Writing a report based on a graph

#### Lead-in

- If your students are of mixed nationalities, ask them to work in groups of three to compare the capital cities of their countries in terms of population, industry, economy and tourism, and to compare how cities are developing. Give them time alone first to collect ideas.
- If students are the same nationality, ask them to compare their capital city with, e.g., London or New York.
- Elicit a few facts. Ask what they think influences these aspects of their city: location, history, culture, etc.

#### Exercise 1

- Students work in pairs and look at the map to answer the questions.
- Prompt them to use the information on the map to help.
- If necessary, for question 3, prompt students to consider geography, history, climate, industry (manufacturing), etc.
- Elicit some ideas. Accept all reasonable ideas at this stage.

**EXTENSION** Ask students if they have been to any of these places, or places which may be similar. Do these cities have anything in common with their own capital?

### ANSWERS

Students' own answers

## Exercise 2 1.5

**Audio summary:** The speaker explains that six of the world's current fastest-growing cities are mostly not very well known. It gives more details about each of the cities on the map and reasons for their growth potential.

- Ask students to listen to check their ideas.
- Play track 1.5.
- Students check their answers with a partner.
- If necessary, play the recording again.
- Check the answers together.

### ANSWERS

- 1 Beihai (China), Surat (India), Ghaziabad (India), Bamako (Mali), Kabul (Afghanistan), Sana'a (Yemen)
- 2 Beihai: near Vietnam, Hong Kong, and Macao – economic development and tourism  
Surat and Ghaziabad: industrial cities  
Bamako: shipping and industry, rural migration  
Kabul: rural migration  
Sana'a: ancient city, oil industry
- 3 They are the six fastest-growing cities in the world

### AUDIOSCRIPT 1.5

When we think of the world's biggest cities, we might think of places like Tokyo or Mexico City. While these are certainly big, the map shows us the six fastest-growing cities in the world and the cities which are likely to continue growing rapidly from now till 2020. None of them are in Europe or the Americas. Five of them are in Asia and one is in Africa.

The world's fastest-growing city in terms of population is Beihai in the Guangxi region of China. Its location near Vietnam, Hong Kong and Macao has aided its economic development, and tourism is also on the increase. Its average population growth from 2006 to 2020 is estimated to be nearly 11% per year.

Surat and Ghaziabad are both important industrial cities in India. Bamako, the capital of Mali, is a centre for shipping and industry which has grown due to rural migration – as has Kabul in Afghanistan. The ancient city of Sana'a in the Middle Eastern country of Yemen has existed for more than 2,500 years but has grown recently due to the oil industry.

### Exercise 3a

- Ask students to look at the graphs.
- They should find out what information the graphs give and what differences there are between the cities.
- Ask students to discuss their ideas with a partner.
- Elicit a few ideas.

### ANSWER

They show the population and rate of growth of population in three Indian cities from 1991 to 2011. The populations of both Ghaziabad and Surat have doubled over this period, whereas the more famous Mumbai has grown more gradually. When comparing the two decades, the rate of growth has been significant in Surat and Ghaziabad. In Mumbai there has been a drop in the rate of growth.

## Exercise 3b

- Before students read the report, ask them to read the questions.

**Text summary** The report summarizes the information in the graphs, also comparing similar cities. The students should have most of this information from looking at the graphs.

- Ask students to work alone to answer the questions.
- Students then check their answers with a partner.
- Check the answers together.

### ANSWERS

- 1 to establish the topic for the report and present a new aspect of city growth.
- 2 **Paragraph 1:** introduces the subject and mentions two interesting/surprising pieces of information (that despite having the fastest-growing city, there are more Indian than Chinese cities in the top thirty; that better-known Indian cities are not the fastest-growing)  
**Paragraph 2:** provides statistical and background information on two of the fastest-growing cities  
**Paragraph 3:** presents the contrasting case of Mumbai
- 3 Surat grew by an incredible 55% between the 1991 and 2001 census and continued to grow by 82% in the ten years to 2011.  
The population of Ghaziabad has more than doubled in the past twenty years – from 2.3 million in 1991 to 4.7 million in 2011.  
Mumbai, though still India's largest city with a population of nearly 12.5 million in 2011, has grown at a much slower rate. From 1991 to 2001 its population grew by about 20%; but in the decade to 2011, population growth stood at just 4%.
- 4 Background information about the study of the growth of Indian cities and the number of Indian cities in the top thirty in terms of growth.  
Background information about the three cities in the graph, including location and industry.  
Predictions about future growth.

**EXTENSION** Ask the students if any of the information in the text surprises them. Why/Why not?

### Exercise 3c

- Students work alone first.
- Ask students to read the article again and underline phrases used to describe statistical change.
- They then use the phrases to complete the Language for writing box.
- Students check their answers with a partner.
- Check the answers together.

### ANSWERS

- 1 According to (a recent study)
- 2 in terms of (growth)
- 3 in the ten years to 2011
- 4 in the next ten years
- 5 By contrast

#### Exercise 4

- Students work in pairs and look at the task on page 126.
- Draw their attention to the two illustrations and the information included about three megacities in Latin America (Buenos Aires, Mexico City and São Paulo).
- To prompt them, elicit some of the information.
- Tell students they will be writing a report about the city. You could set a word limit of 200–250 words.
- In part b, students work together to decide what information to include in the three sections.
- Refer students back to exercise 3b; remind them to include a suitable opening sentence and clearly defined paragraphs.
- Remind students to refer back to the sample report on Indian cities if necessary.
- In part c, students write the report: remind them to include phrases from each category of the Language for writing box.
- Before they finish, remind students to read through the report again to check spelling and punctuation in particular.

**EXTRA SUPPORT** Give students plenty of class time and support to prepare the content of their report together. They could write a first draft at home to bring to class next time. Alternatively, suggest they collaborate in pairs.

**STUDY TIP** Encouraging students to employ draft stages should help them produce a better final text.

**EXTENSION** If students are interested, suggest they circulate their reports in class to compare what they have written. Encourage them to find something they particularly like about each report and one suggestion for improvement.

**FEEDBACK FOCUS** Make sure students, in pairs, agree on their written report. Collect the reports in. Be sure to include, at the end, an overall comment on the content of the report (e.g. interest and/or surprise at the speed the cities are growing, etc.). Then focus on language: you might decide to focus only on language from the Language for writing box. Instead of correcting it, use correction symbols (e.g. sp = spelling mistake, ww = wrong word, vf = wrong verb form, t = wrong tense, etc.). Make sure that your students are familiar with these symbols.

#### SUGGESTED ANSWER

Buenos Aires' population increased from approximately 11 million to 13.5 million. In the decade between 1991 and 2001, it had a population growth of 7%. During the following decade, the population growth increased to over 12%.

Mexico City's population increased from approximately 16 million to 20 million. In the decade between 1991 and 2001, it had a population growth of 18%, which dropped to 10% in the following decade.

São Paulo grew from approximately 15 million to 21 million, and experienced a rate of growth in each decade of 21% and 17% respectively.

### Listening & Speaking **vague language (1): approximation**

#### Exercise 5

- Students work in pairs.

- They should look at the photos and discuss the questions.
- Elicit a few ideas from them.

#### ANSWER

The photos show Shanghai in 1987 and 2013.

#### Exercise 6 1.6

**Audio summary:** The speaker describes how Shanghai has changed over the past thirty years. She gives examples of recent construction work (new commercial buildings, shops and museums, housing, etc.) all as a result of Shanghai's growing population. She specifically mentions changes to the waterfront area and public transport, but says the city is still very polluted, despite the number of parks.

- Ask students to read the questions, and then listen for the answers.
- Play track 1.6.
- Students check their answers with a partner.
- Check the answers together.

#### SUGGESTED ANSWERS

- 1 It's doubled in population in thirty years. Rural areas have been transformed. A lot of skyscrapers have been built, along with shops, museums and restaurants. The Pudong district has changed considerably.
- 2 They're constantly building. People are being moved out of old housing. It's getting more westernized and more expensive and there's a bigger middle class. More people are moving to Shanghai.
- 3 Pros: quality of housing, the waterfront area, improvement to public transport including the metro, greener than it used to be with more parks and a green belt  
Cons: some residents not happy about being moved, more expensive, pollution is still a problem
- 4 They're planning to build seven more metro lines. People will continue to move to Shanghai.

#### AUDIOSCRIPT 1.6

Shanghai has changed enormously in the last thirty years or so. I mean, it's really grown a lot. There are now just under twenty-four million people living here – that's double the population of the late eighties; so the past thirty years or so have seen some big changes. I think the area that's undergone the most dramatic change is probably Pudong: it used to be a rural area, but it's been completely transformed. They've built an incredible number of skyscrapers, and the skyline has changed beyond recognition. A lot of the big financial institutions which used to be in the Bund – that's another district – well, they've moved to Pudong. You've got the Shanghai Tower – that's the tallest building in China – and Pudong is also where the airport is now. There are loads of shops, museums and restaurants – it's a really lively part of the city. But it's not just the centre of the city that's changed – the way Shanghai's growing means they're constantly putting up new tower blocks and residential areas all over town. I know some people aren't happy about being moved out of their old houses, but I think the quality of housing has improved a lot, and most people see it as something positive.

I suppose in some ways I think it's becoming more westernized, or maybe more globalized – you see all the same stores and chains you would in London or New York. I think it's also getting a lot more expensive because of this. There's also a much bigger middle class.

I absolutely love what's happened in the waterfront area – that's all really changed. They always seem to be building a new expressway or widening an existing one. The metro's great – it's now got, what, something like twelve lines? And I think they're building or planning to build somewhere in the region of seven more – that's a big improvement.

One thing that hasn't changed too much, though, is the pollution – Shanghai's a lot better than Beijing, but the air quality's still not that great. But Shanghai is a much greener city than it used to be – they've established a green belt, and there are dozens of parks now – a lot more than there used to be. And, there doesn't seem to be any sign of it stopping – more people are moving to Shanghai all the time.

**EXTRA SUPPORT** If your students find the listening quite long, play it in shorter parts, giving them time to discuss their answers with a partner.

**DICTIONARY SKILLS** If you have a strong group, ask students to use their dictionaries to check the difference in meaning between *house* and *residential area*, and any other similar words related to 'a place to live'.

### Exercise 7a 1.6

- Students read the extracts and then listen to choose the correct option.
- Students check their answers with a partner.
- Check the answers together.

#### ANSWERS

- 1 in the last thirty years or so
- 2 just under
- 3 an incredible number of skyscrapers
- 4 loads of
- 5 somewhere in the region of
- 6 dozens of parks

### Exercise 7b

- Ask students to read the Language for speaking box.
- Draw their attention to the five categories.
- Then ask them to look back at exercise 7a and put the expressions they underlined into the appropriate category.
- Students check their answers with a partner.
- Check the answers together.

#### ANSWERS

- 1 just under
- 2 somewhere in the region of
- 3 in the last thirty years or so
- 4 an incredible number of
- 5 loads of
- 6 dozens of

### Exercise 8

- Students will be preparing a talk about a city or town they know well, or about Austin, Texas (see page 127).
- Suggest their talk lasts approximately two to three minutes.
- Ask students to read the categories for consideration under part a.
- Students look at the task to see the information that is included. If they prefer to use a different place, suggest they use the information in the task as a guide.
- Students then make notes under each heading.
- Remind them to compare data they find with how it has changed; they could compare today's information to twenty or thirty years ago, as appropriate.
- Students could check specific information on the internet at home, and find a photograph of the city to bring next time.
- Remind students to refer to the Language for speaking box, for phrases to compare data and be less precise.

**EXTRA SUPPORT** Students could work on the same city and work together on content and talk preparation. However, they should give separate talks.

### Exercise 9

- Put the students in groups of three to five. If you have a small group, the talks could be to the whole class.
- Remind students who are listening to be ready to ask a question about the talk at the end.
- In turn, students give their talks.
- When they have finished, ask each group to decide which city they would most like to visit, and why.

**FEEDBACK FOCUS** Apart from commenting on the content of the talks, ask students to mention one thing they particularly liked about the talk and one idea to improve it. You could also make notes as you listen on content, structure (how the information is organized) and delivery (voice, stress, pausing, gestures, eye contact, etc.).

## 1.5 Video

### Pike Place Fish Market

#### VIDEOSCRIPT

Seattle is a large city in Washington state in the north-west of the USA. Today, it's probably most famous for its great coffee and its wet weather, but traditionally Seattle was a port town. At the turn of the 20th century, most people here made their money from the area's abundant natural resources, and the city's two biggest industries were logging and fishing.

Today, Seattle is home to some of the largest multinational companies in the world, so logging is not nearly as important as it once was. But fishing still plays a vital role in the local economy. It is estimated that the commercial fishing industry is worth around six billion dollars and employs more than 10,000 people.

One employer is the Pike Place Fish Market, which was founded in 1930. The open-air market was initially very successful, but business declined throughout the 20th century. Supermarkets became significantly more popular, and by 1986 the fish market was almost bankrupt.

Today, however, business is booming. At its busiest, the market attracts up to 10,000 customers every day. And they don't just come for the fish. The market has become one of the city's most popular tourist attractions. Visitors come to see the famous flying fish, and to enjoy the hustle and bustle of a typical market day. Most of all, they come to have fun. So, what's responsible for this change in fortunes?

The current owner, John Yokoyama, bought the fish market in 1965. For over twenty years, he worked tirelessly and demanded the same of his employees. He was quite strict and severe, but nothing seemed to work. The fishmongers weren't happy, and fewer people were coming to the market.

John decided to change his entire management style. He realized that in order to transform the business he needed to motivate the staff.

*At that time I met Jim Bergquist, who brought this new philosophy into the market, and he enrolled me into taking that on. And he brought a new philosophy ... and a philosophy of being. And since that time, the company has just grown hands over fist ... no I mean, every year we break records ...*

He wanted everybody – from the manager to the market trader – to feel part of the business, so he created a shared goal and asked each member of staff to make it happen. The goal was simple – to make Pike Place Fish Market world-famous.

To do this, they decided they weren't just selling fish; they were selling a whole consumer experience. The fishmongers invented games, like 'catch the fish'. They played practical jokes and started shouting and repeating every customer's order.

The more fun the workers had, the more good it did the business. Soon the marketplace was buzzing with the sound of flying fish, laughing customers and the shouts of the market traders.

Before long, the team had achieved their ambition, and today Pike Place Fish Market is world-famous – both for its fresh fish and its positive management style. In 1998,

the team were featured in a corporate video on teamwork and motivation. This has transformed workplaces across the globe and the market has been featured in all kinds of books and articles. In 2001, CNN named Pike Place Fish Market as the most fun place to work in the United States. The Pike Place Fish Market has become well known for its vibrant atmosphere and playful staff, but behind the fun is a strong commitment to friendly service and quality products. And from wild Alaskan crab to sockeye salmon, the Pike Place Fish Market will be selling world-famous seafood for a long time to come.

#### VIDEO ANSWERS

##### Exercise 1

a 3 b 1 c 2

##### Exercise 2

Students' own answers

##### Exercise 3

1 north-west 2 fishing  
3 companies/corporations/businesses 4 successful  
5 financial/terrible/desperate 6 change 7 fun  
8 success/decision 9 well 10 example

##### Exercise 4

a value of the commercial fishing industry (in dollars)  
b year the Pike Place Fish Market was founded  
c customers per day at the Pike Place Fish Market/  
number of people employed by fishing industry  
d year John Yokoyama bought the Pike Place Fish Market  
e year the Pike Place Fish Market featured on a video on  
corporate management  
f year the Pike Place Fish Market was named most fun  
place to work by CNN

##### Exercise 5a–c

Students' own answers

## Review

#### ANSWERS

##### Exercise 1

Suggested answers:

1 three times as many out-of-town stores as  
2 The more we use cars, the more we are inclined to do  
our shopping  
3 the food is every bit as fresh as  
4 visit independent stores considerably less often than  
5 of supermarkets is slightly lower than

##### Exercise 2

1 have been finding  
2 are starting  
3 will be watching  
4 was working  
5 had been working  
6 had been waiting  
7 are always looking

### Exercise 3a 1.7

#### ANSWERS/AUDIOSCRIPT 1.7

(underline indicates the main stress)

- 1 We're living in a period of great transformation.
- 2 The internet has brought great benefits but also many problems.
- 3 Change in modern life is being accompanied more and more by a sense of nostalgia.
- 4 Future generations will look back on the present day as one of enormous technological advances.

### Exercise 3b

Students' own answers

### Exercise 4

- 1 symptomatic, behind
- 2 very, management
- 3 implementing, time
- 4 eligible, speed

### Exercise 5a

approximately	twenty-odd, 1187 or thereabouts
less/few	anything up to 1,000, just under 40,000
more/many	loads of, upwards of 500,000
numerical	dozens of

### Exercise 5b

#### Suggested answers:

twenty-odd – about twenty

loads of – a large number of

upwards of 500,000 – over 500,000

dozens of – a large number of

anything up to 1,000 – nearly 1,000

1187 or thereabouts – approximately 1187

just under 40,000 – a little less than 40,000

# Grammar

## Unit 1 The right verb, the right tense

Paired activity identifying which verbs to use in sentences, using these verbs in their correct forms

### Language

Continuous forms: present continuous, past continuous, present perfect continuous, past perfect continuous, future continuous

**Preparation:** Make one copy of the worksheet for each student and fold the sheets in half.

- 1 Write the word *change* at the top of the board and write the names of the five continuous forms below it (see Language box). Go around the class asking students for sentences that use *change* and these forms. Write their examples on the board and ask them what function the form is performing. Elicit or add any other examples to the board (see the Grammar focus box on page 9 of the Coursebook).
- 2 Divide the class into pairs and give each student a Student A or Student B section of the worksheet.
- 3 Explain that Student A should read a sentence pair to Student B, who should complete the corresponding single sentence with an appropriate verb from the list in its correct continuous form (note that there are five verbs they do not need, contractions such as *I've* count as one word and they will need to add other words such as pronouns and/or adverbs). Student B should then do the same for Student A using their sentence pairs. They can read each of their sentence pairs twice only.
- 4 Review their answers and award the student pairs two points for a correct answer: one point for using the correct verb, one point for using the correct form.

### ANSWERS

**Student A:** 1 they'll still be building 2 are demanding  
3 had been selling 4 had been complaining  
5 I'm staying 6 has been gradually/steadily/slowly rising  
(these adverbs can come before *been*) 7 was blowing

**Student B:** 1 I was driving 2 I've been writing  
3 I'll be earning much/considerably/lots/far  
4 we're still waiting 5 had been getting  
6 I was watching 7 I'll be sitting

5 In their pairs, students now choose two or three of the sentences and develop them into short conversations. Each conversation should contain as many continuous forms as possible. Allow about ten minutes, then ask a few pairs to repeat their conversations to the rest of the class.

**EXTRA SUPPORT** Tell students which verbs to delete from their list. You could also partially complete some of their sentences for them (e.g. Student A's sentence 1 needs the word *still*, which you could give them).

## Unit 2 That's nothing!

Paired speaking activity practising using perfect forms

### Language

Perfect forms: present perfect, past perfect, future perfect, including continuous and passive forms

**Preparation:** Make one copy of the worksheet for each student.

- 1 Divide the class into pairs and give each student a copy of the activity. They should only look at Part 1 at this stage. Tell them to look at gapped sentences 1–4 and decide what they all have in common (they all need to be completed with a perfect form). Ask them what perfect forms do (they connect two actions at two periods in time, often when the first action has an impact on the second one). Go through the sentences, eliciting how each one should be completed. Then let them complete sentences 5–12 together. Remind them to think carefully about the sentence stems and which tenses to use to complete the sentences. Review their answers.

### ANSWERS

#### Part 1

- 1 had been 2 had been playing 3 hadn't had  
4 had been stolen 5 hasn't stopped 6 've been  
7 've been working 8 've been told 9 'll have been  
10 won't have eaten 11 'll have been travelling  
12 will have been locked
- 2 Tell students to fold their worksheet so that one of them can see the Student A section and one of them can see the Student B section. Tell them they should work on their own to complete their sentences with an appropriate perfect form. The sentences do not have to be true. Let them do this for about five minutes.
- 3 When they have finished, explain that they are going to play a game. They take it in turns to read one of their sentences to their partner. Their partner should then try to add another action to that sentence. In turn they should then try to add yet another action, and so on (e.g. Student A: *When I finally sat down to dinner last night, I had been working all day.* Student B: *When I finally sat down to dinner last night, I had been working all day, too. What's more, I had gone for a run.* Student A: *That's nothing. When I finally sat down to dinner last night, I had been working all day and I had gone for a run. I had also phoned my parents.*). They should see how long they can 'go one better' than their partner. Note that they should not just reel off a list of actions – they should use appropriate conjunctions and linkers, and bring in other colloquial phrases (e.g. *That's nothing. Really? Well ...*) to make their conversations more natural.

**EXTRA SUPPORT** Students can work in small groups rather than pairs, in which case you can pair two weaker students together.

**EARLY FINISHERS** Students can add some examples of their own, some of which are true and some of which are false. Their partner should decide which are which by asking questions.

# 1 Grammar The right verb, the right tense

## Student A

### 1 Read the sentence pairs to Student B.

- 1 I was on my way to work. A small child ran out in front of my car.
- 2 I started work on this essay three hours ago. I still haven't finished it.
- 3 My current job pays me £25,000 a year. My new job, which starts next month, will pay me £45,000 a year.
- 4 We can't leave yet. Jan still isn't here.
- 5 My old computer gradually became slower and slower. That's why I bought a new one.
- 6 I turned on the television for the news. Halfway through the programme, the electricity suddenly went off.
- 7 I'm really excited about my holiday in Australia. My flight there leaves at 8.00 a.m. tomorrow morning.

### 2 Listen to Student B's sentence pairs and complete each of these sentences with one of the verbs.

There are five verbs that you do not need. Make sure you use the correct tense and add other words where necessary.

ask blow build buy complain demand go make rise say sell stay

- 1 I think that when the Olympics begin in July, \_\_\_\_\_ the new airport.
- 2 The employees in my company \_\_\_\_\_ more money.
- 3 The company was forced to close down because they \_\_\_\_\_ fewer and fewer products.
- 4 The restaurant owner hired a new manager because customers \_\_\_\_\_ about the poor service.
- 5 At the moment \_\_\_\_\_ at my sister's place because my house has been damaged by a flood.
- 6 The temperature \_\_\_\_\_ over the last few days.
- 7 When I woke up in the night, the wind \_\_\_\_\_ so much I thought it would break the windows.

---

## Student B

### 1 Listen to Student A's sentence pairs and complete each of these sentences with one of the verbs.

There are five verbs that you do not need. Make sure you use the correct tense and add other words where necessary.

become begin drive earn get pay see sit wait walk watch write

- 1 \_\_\_\_\_ to work when a child ran out in front of me.
- 2 \_\_\_\_\_ this essay for three hours.
- 3 This time next month, \_\_\_\_\_ more money than I do now.
- 4 We can't leave yet because \_\_\_\_\_ for Jan.
- 5 I got a new computer because my old one \_\_\_\_\_ slower and slower.
- 6 \_\_\_\_\_ the news when the power went off.
- 7 Tomorrow morning at 8.30 a.m., \_\_\_\_\_ on an aeroplane on my way to Australia.

### 2 Read the sentence pairs to Student A.

- 1 They started work on the new airport two years ago. I don't think they'll finish it before the Olympics begin in July.
- 2 Everybody at work says that they aren't paid enough. They insist that the company pays them more.
- 3 Sales of the company's products fell by 60% over a three-year period. The company was forced to close down.
- 4 A lot of customers were unhappy with the service they received in the restaurant. The owner hired a new manager.
- 5 My house was flooded during the heavy rain last week. Fortunately, my sister has let me use her spare room until the damage is repaired.
- 6 On Monday it was freezing cold outside. The temperature went up by a few degrees on Tuesday, then again on Wednesday, and today it's actually quite warm.
- 7 I woke up during the night. The wind was so strong I thought it would break the windows.

## 2 Grammar That's nothing!

### Part 1

I was in a bad mood when I got to work today because ...

- 1 I \_\_\_\_\_ stuck in a traffic jam for two hours. (be)
- 2 my neighbours \_\_\_\_\_ loud music all night. (play)
- 3 I \_\_\_\_\_ my morning coffee. (not/have)
- 4 my mobile phone \_\_\_\_\_. (steal)

Work with your partner to complete these sentences with the correct form.

Since I got to the office this morning, ...

- 5 my phone \_\_\_\_\_ ringing. (not/stop)
- 6 I \_\_\_\_\_ really busy. (be)
- 7 I \_\_\_\_\_ non-stop without a break. (work)
- 8 I \_\_\_\_\_ by my boss that I need to work harder. (tell)

When I finally get home tonight, ...

- 9 I \_\_\_\_\_ awake for more than 18 hours. (be)
- 10 I \_\_\_\_\_ anything all day. (not/eat)
- 11 I \_\_\_\_\_ for almost 20 hours. (travel)
- 12 the door to my apartment block \_\_\_\_\_. (lock)



### Part 2

#### Student A

Complete these sentences about yourself. They do not need to be true.

- 1 When I finally sat down to dinner last night, \_\_\_\_\_.
- 2 By this time next week, \_\_\_\_\_.
- 3 For the past five years, \_\_\_\_\_.
- 4 By the year 2030, \_\_\_\_\_.
- 5 For the past hour, \_\_\_\_\_.
- 6 I was in a really good mood yesterday because \_\_\_\_\_.

#### Student B

Complete these sentences about yourself. They do not need to be true.

- 1 By the end of my last holiday, \_\_\_\_\_.
- 2 Before today is over, \_\_\_\_\_.
- 3 Since I started my new job, \_\_\_\_\_.
- 4 By the time I retire, \_\_\_\_\_.
- 5 Since 7 o'clock this morning, \_\_\_\_\_.
- 6 By the time I left the shopping centre, \_\_\_\_\_.

# Vocabulary

## Unit 1 It's time to talk

Paired/Group activity paraphrasing expressions in short talks, identifying the original paraphrased expressions

### Language

Time and speed words and phrases: *(at) the (very) last minute, behind the times, deadlines, short and sharp, time and again, time management, time flies, time really drags, up to speed, with hindsight*

**Preparation:** Make two copies of the worksheet for each group of four students and fold the sheets in half (Students A and B, C and D).

- 1 Write the phrases from the Language box on the board and ask students questions for the first three, e.g. *Karl, is there something you always do at the very last minute? Akiko, do you know anyone who's behind the times? Samira, how good are you at meeting deadlines?* Then divide the class into groups of four and tell them to ask one another questions about the other words and phrases on the board. Let them do this for about five minutes, then erase the phrases from the board.
- 2 Ask each group of four to divide into pairs. Give each pair a Students A and B or Students C and D section of the activity. They should not show these to the other pair.
- 3 Explain that the student pairs will take it in turns to have conversations based on the situations they have been given in Part 1. They should not use the phrases in bold; instead, they should paraphrase or use synonyms. The other pair should listen, and match and complete the sentences in Part 2.
- 4 Allow them about five minutes to plan and make notes for their conversations, and then let them do the activity. You should set a time limit of about 15 minutes for this. They can check their answers by asking for the phrases from their opposite pair.

### ANSWERS

**Students A and B:** 1 **b** time really drags

2 **e** with hindsight 3 **c** time flies 4 **d** time and again

5 **a** a short and sharp

**Students C and D:** 1 **e** the very last minute

2 **a** time management 3 **d** deadlines

4 **c** behind the times 5 **b** up to speed

5 In their groups of four, students discuss the phrases which are true about themselves in different situations. How many things do they have in common? This could be extended to a whole-class discussion to find out what they all have in common, e.g. everyone in the class thinks that *time flies* at the weekend, nobody has ever missed a *deadline* at work.

**EXTRA SUPPORT** Weaker students/groups write the time and speed phrases down, then refer to them when doing Part 2.

**EXTRA CHALLENGE** Tell students to imagine that they have had a work evaluation from their boss, who has been critical about their performance. They write an informal email to a friend explaining what their boss said, and why they disagree with them. They should use as many time and speed phrases as possible. This could be done as a homework task.

## Unit 2 A difference of opinion

Paired activity reading short reviews, agreeing or disagreeing with them and saying why

### Language

Phrases with adverbs: *astonishingly, critically, exceedingly, extraordinarily, highly, particularly, radically, remarkably, seriously, unbelievably, utterly*

**Preparation:** Make one copy of the worksheet for each student.

- 1 On the board, write the adverb phrase *astonishingly complex*. Ask students if they can think of other adverbs that could precede the adjective to make adverb phrases. Write their suggestions on the board.
- 2 Divide the class into pairs and give each student a copy of the activity. Tell them to look at Part 1 and work together to match as many of the adverbs as possible with each adjective to make adverb phrases. Review their ideas and ask them to use some of the phrases in sentences.
- 3 Tell the pairs to look at Part 2. Explain that there are six newspaper reviews of different things. They should read these and imagine that they have also experienced the different items being reviewed. One of them should agree with the reviews, and one of them should disagree (they can alternate, so that they each get a chance to agree or disagree). They should use the adverbs and adjectives in Part 1, and add their own ideas. For example, Student A: *I thought Swimming with Whales was extraordinarily interesting. I learnt so much about whales and never realized what intelligent creatures they are.* Student B: *Well, I thought it was utterly boring. I don't see why people are so fascinated by these creatures.*
- 4 Let them do this for about 15 minutes, then ask a few pairs to give their opinions on the items in the reviews.
- 5 In their pairs, they should now write a short review of something of their choice. They should try to include at least two or three adverb phrases in their review, using the adverbs and adjectives in Part 1 (they could also use adjectives of their own choice).
- 6 Students then read out their reviews to the others in the class, but omit the adverb phrases. The others should try to decide what these are.

**EARLY FINISHERS** In their pairs, the students can tell each other about, e.g. films or books they have seen that were extremely enjoyable or unbelievably bad, etc.

**EXTRA CHALLENGE** Individually, students think of a film, book, building, sporting event, exhibition, concert, etc. that they have seen, read, visited, etc. They then take it in turns to come up to the board and write an adverb phrase that describes it. The others in the class then ask them yes/no questions to find out what they are describing.

# 1 Vocabulary It's time to talk

## Students A and B

### Part 1

Have conversations with your partner based on the following situations, but do not use the phrases in bold.

#### Situation 1

Student A: You and Student B are friends and colleagues in the same company. You think that Student B always does things **at the very last minute**. They aren't very good at **time management** and should improve this. (*Why does this annoy you? Why might this be a problem?*)

Student B: You think that the way you work is fine. You never miss **deadlines** and you don't see why you should change anything.

#### Situation 2

Student B: You and Student A are friends. You think that Student A is a bit **behind the times** in matters of technology. They need to get **up to speed** with new technology. (*In what way is Student A behind the times? Why does it matter? What could they do to change this?*)

Student A: You don't have the time to learn about, or the money to spend on, new technology.

### Part 2

Match and complete these sentences about Students C and D.

- |  |   |
|--|---|
| 1 In Situation 1, Student C complains that ...                             | a _____ exercise.                             |
| 2 In Situation 1, Student C feels that ...                                 | b _____ in their new job.                     |
| 3 In Situation 1, Student D tells Student C that ...                       | c _____ in their interesting and fun job.     |
| 4 In Situation 2, people tell Student D ...                                | d _____ to get outside and get some exercise. |
| 5 In Situation 2, Student C recommends leisurely activities instead of ... | e _____ they should have turned the job down. |

## Students C and D

### Part 1

Have conversations with your partner based on the following situations, but do not use the phrases in bold.

#### Situation 1

Student C: You and Student D are friends. You are telling Student D that you don't like your new job. You find that **time really drags** when you're at work. You think that **with hindsight**, you shouldn't have accepted the job and should look for something different. (*What is your job and why don't you like it? What would you rather do?*)

Student D: You think that Student C should come to work for your company. You love the work you do and find that **time flies** because it's interesting and you have so much fun.

#### Situation 2

Student D: You and Student C are friends. You are telling Student C that you are annoyed because people tell you **time and again** that you need to get outside and get some exercise. You agree, but find exercise boring. (*Why do you need to get some exercise? What do you find so boring about it?*)

Student C: You suggest to Student D that they should do exercise that is slow and enjoyable, like swimming or walking, rather than **short and sharp** exercise like running or aerobics.

### Part 2

Match and complete these sentences about Students A and B.

- |  |   |
|--|---|
| 1 In Situation 1, Student A complains that at work Student B ...                         | a ought to improve their _____ skills.    |
| 2 In Situation 1, Student A suggests that Student B ...                                  | b should get _____.                       |
| 3 In Situation 1, Student B doesn't see any problem because he/she always ...            | c is a little _____.                      |
| 4 In Situation 2, Student B thinks that in technological matters, Student A ...          | d meets their _____.                      |
| 5 In Situation 2, Student B tells Student A that when it comes to technology, he/she ... | e waits until _____, before doing things. |

# Communication

## Unit 1 Inner city

Group activity, deciding on what inner city issues should be prioritized and reporting on the outcome

### Language

Vague language (1) – approximation: words and phrases for *less than*, *approximately*, *more than*, vague quantifiers, numerical groupings

**Preparation:** Make one copy of the worksheet for each student.

- 1 Ask the class what they know about London. What do they think it is like to live there? What are the good and bad things about living in a big city?
- 2 Divide the class into small groups. Ask them to read the sentences about London in Part 1 and try to guess what numbers should go in each gap. Encourage them to make guesses using vague language, e.g. *I think it must be about 10 mph because there is a lot of traffic*. Briefly discuss ideas in groups, then give the correct answers.

### ANSWERS

1 62 2 8.6 3 11 4 34 5 7.2 6 4.6 7 9

- 3 Divide the class equally into Team A and Team B. If you have a large class, you can have two Team As and two Team Bs. Explain that both teams are members of a residents' association in an area of inner-city London. They are concerned about a number of issues in the area and are going to have a discussion to decide which issues they would like the local council to address. Give out one copy of the relevant Part 2 of the worksheet to each student in each team. The teams should read through their set of issues and, using the model as an example, work together to come up with: a brief heading, an overview of the problem and what they would like to improve, and one or two solutions that will appeal to residents in the area. Encourage students to use vague language where possible. They have fifteen minutes to do this.
- 4 The teams present their four issues and proposed solutions to each other. A different student from each team should present each issue and solution. The other team listens and makes notes. Do not encourage discussion at this stage but allow students to ask questions if necessary to check they understand the other team's ideas. Write the brief heading of each problem on the board as it is presented to facilitate the discussion in Stage 5.
- 5 Explain that the teams have to decide together which four of the eight issues the local council should prioritize. Encourage discussion about how easy or difficult the implementation of each solution would be and the likely chances of each one succeeding. If the teams cannot come to a clear decision, conduct a quick vote to help them decide.

**EXTRA CHALLENGE** Ask the students to write a letter to the local council explaining which issues they think should be prioritized and suggesting some solutions.

## Unit 2 Housemates

Paired activity talking about difficult housemates and the things they do, and choosing which housemates to evict

### Language

An informal talk: phrases used to be less direct or to buy time, intensifying phrases used for emphasis

**Preparation:** Make one copy of the worksheet for each student and fold the sheets in half.

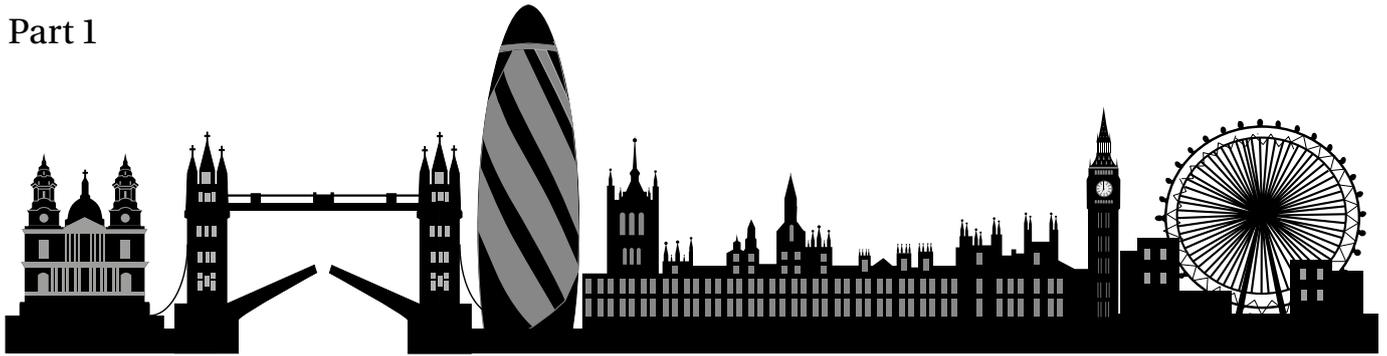
- 1 Tell students that they are going to tell a story to a friend about something that happened to them. What would they do to sound more natural and avoid creating distance from their audience? On the board, write the following as headings: *1 Being less direct or buying time*; *2 Intensifying words and phrases used for emphasis*. Ask students if they can think of words and phrases to go under each heading, eliciting those in the Language for speaking box on page 23 of the Coursebook. You could help them by giving them the first two or three words of each phrase, or the first three or four letters of each intensifying adverb and extreme adjective.
- 2 Divide the class into pairs and ask the students to tell each other a short story about something that has happened to them recently. Ideally this should be something dramatic, frightening or amusing. While they are telling their story, they should try to use the words and phrases on the board. You could ask a few students to repeat their story for the rest of the class.
- 3 Give each student a Student A or Student B section of the worksheet. Tell them to imagine that they live in a large house. It costs a lot to run, so they have each rented out three bedrooms to people who pay them rent to live there. These three people share the communal rooms, like the living room, kitchen and bathroom. Unfortunately, these people are not ideal housemates.
- 4 Individually, students should read through the three descriptions of their housemates and make up a short story or anecdote about them. They should give their partner the background information on the housemates before telling their stories (using their own words). Students make notes about what happened on a separate sheet of paper. Allow about fifteen minutes to make their notes and then tell their stories. Again, they should use the words and phrases on the board.
- 5 Tell students to now imagine they can afford to get rid of two of their housemates out of the six. Working together, they should discuss/advise which ones to evict, explaining the reasons why (they could predict, for example, what might happen if those people stayed on). When they have finished, ask the groups for their answers. Who was the least popular housemate (i.e. the one that most students decided to evict)?

**EXTRA SUPPORT** Students/Pairs can work in A+A or B+B pairs during Stages 3 and 4 before telling their stories.

**EARLY FINISHERS** Students probably know someone who is similar to the individuals in the descriptions. They tell one another about these people, giving specific examples of things they do, the way they behave, etc.

# 1 Communication Inner city

## Part 1



Including private gardens, <sup>1</sup> \_\_\_\_\_% of London is green space.

<sup>2</sup> \_\_\_\_\_ million people live in London. It is estimated that <sup>3</sup> \_\_\_\_\_ million will live there by 2050.

Londoners recycle <sup>4</sup> \_\_\_\_\_% of their waste.

Men living in the richest areas of London can expect to live <sup>5</sup> \_\_\_\_\_ years longer than those living in the poorest areas. (For women the difference is <sup>6</sup> \_\_\_\_\_ years.)

The average speed of traffic in central London is about <sup>7</sup> \_\_\_\_\_ mph.

## Part 2

### Team A

Although 62% of London is green space including parks and private gardens, much more than many other cities, most people in your area live in flats and there isn't a local park or community gardens where people could grow their own fruit and vegetables.

#### Green space

*There is a clear lack of parks and green space in our area of London due to the high percentage of people locally who live in flats rather than houses. Despite the need for new homes to house London's growing population, a number of former industrial sites are available for non-residential development. To improve environmental quality and increase health benefits, we would like to see the council commit to providing a park and community gardens on at least one of these sites.*

- 1 The number of Londoners who take part in sport regularly each week has fallen by almost half a million since the Olympics in 2012. There's only one public sports centre with a small swimming pool and gym in the area, but it's in desperate need of renovation.
- 2 Drivers in London wasted 66 hours stuck in traffic last year. Between 4 – 5 p.m. it takes, on average, around 30% longer to complete a journey than at other, less busy times of the day. This is a daily problem where you live, as a major route in and out of central London passes right through your community.
- 3 Cleaning up litter in London costs £3.8 million a year. 48% of the UK population admit to dropping litter. Where you live is no exception, and the local council is failing to address the problem.

### Team B

Graffiti is a widespread problem across London and it's very costly, both in terms of money and time, for the council and local businesses to clean it up. 77% of all Londoners say it reduces the quality of their lives, but the problem is even more pronounced in inner London.

#### Graffiti

*Cleaning up graffiti is very expensive and time-consuming. We would like to reduce the amount of graffiti by giving businesses the opportunity to buy anti-graffiti paint at a reduced price. While there will be an initial cost, we expect this to reduce the amount of new graffiti and the expense of cleaning it up.*

- 1 Londoners only recycled 33.9% of their waste last year, and only 34% the year before. The UK average is 45%, which still doesn't reach the European-wide target for 2020 of 50%. Many residents living in flats are forced to carry their recycling downstairs to collection points which are only emptied every two weeks.
- 2 In 2013, there were on average 12.7 road accidents involving cyclists every single day of the year in London. There are no cycle lanes for cyclists in the area and the volume of traffic, especially at rush hour, discourages residents from using bikes to get to school and places of employment. Therefore, more people are encouraged to continue driving, which further adds to the amount of traffic and congestion.
- 3 London has the most expensive public transport in the world with residents spending an average of 8.2% of their annual income on travel. A London underground ticket costs more than four times as much as a similar ticket in Paris, three times as much as in New York, and ten times as much as in Moscow. No discounts are available for workers in low-paid or part-time jobs.

# Vox pops

## Unit 1 Change

- 1 Give a copy of the worksheet to each student. Ask students to decide how they spent their time yesterday. Put students into pairs and ask them to present their information to each other. Feed back as a class.
- 2 Ask students to look at 1 section of exercise 2. Play the video. Allow students to check their answers in pairs. Ask students to look at the second section. Play the video. Give students time to check their answers with a partner. Check answers as a class.

### ANSWERS

- 1 1 Rupert 2 Angela 3 Jeremiah 4 Heidi
- 2 Jeremiah – a Heidi – a Rupert – b Angela – a
- 3 Ask students to work with a new partner and tell them to put the tips from section 2 of exercise 2 in order of importance. When they have finished, ask them to compare their ideas with another pair. Feed back as a class.

## Unit 2 Feats

- 1 Give a copy of the worksheet to each student. Put students into pairs. Ask them to describe the sounds to each other and discuss the questions. Feed back as a class.
- 2 Ask students to read through sections 1 and 2 of exercise 2. Check students' understanding of key vocabulary, e.g. *nagging*. Play the video, pausing after all speakers have answered the question in that section. Play the whole video again for students to check. Check answers as a class.

### ANSWERS

- 1 1 Music, people walking around and the distant hum of the traffic.  
2 Birds tweeting during the dawn chorus; newborn lambs bleating; dogs barking when they're playing.  
3 The sea and the wind.  
4 The sound of his grandchildren playing. He thinks the sound of giggling is great.  
5 Running water. It helps him feel relaxed.
- 2 1 a 2 b 3 c 4 a 5 b
- 3 Put students into small groups. Ask students to discuss their feelings about the sounds in exercise 2. Feed back as a class and elicit the most popular and unpopular sounds.

## Unit 3 Team

- 1 Give a copy of the worksheet to each student. Put students into pairs and ask them to brainstorm advantages and disadvantages of working in a team. Feed back as a class.
- 2 Ask students to read through the summary sentences in section 1 of exercise 2. Play the first section of the video, stopping after the speakers have answered the first question. Allow students to check their answers in pairs. Check answers as a class. Repeat this procedure for the second section.

### ANSWERS

- 1 1 b 2 a 3 d 4 c
- 2 Duncan (bad) – he was working in the kitchen of a restaurant. The kitchen staff cooked a meal for a big table of thirty people, but the waiters forgot to give them the bill so the customers walked out without paying.  
Jeremiah (good) – he started his job in the film industry working with a certain editor who taught him a lot and showed him what to do. He was lucky because it's not common to work with such a supportive editor in the film industry.  
Helen (good) – her magazine has been shortlisted for the Consumer Magazine of the Year award. It's great to have the whole team's efforts recognized.
- 3 Put students into small groups. Elicit whether anyone has been on a team-building exercise. Ask students to discuss their answers to the questions. Feed back as a class. For the second part of the task, list all ideas for team-building exercises on the board and finally take a vote to decide which would be the most popular activity.

## Unit 4 Responsibility

- 1 Give a copy of the worksheet to each student. Put students into pairs and ask them to discuss the question. Feed back as a class.
- 2 Ask students to look at section 1 of exercise 2. Play the video. Check answers in pairs and then as a class. Ask students to look at the second section. Play the video. Give students time to check their answers with a partner. Feed back as a class.

### ANSWERS

- 1 Deborah – not learning a particular musical instrument – She gave up playing the flute too early because she wasn't very good.  
Devon – not carrying on with a particular sport – He gave up basketball too early. He wishes he'd carried on to see where it could have taken him.  
Sami – not learning a particular language – He never learnt how to speak Arabic, which he regrets. His dad is an Arab.  
Stephen – not adopting a particular lifestyle – He wishes he'd settled down later and travelled more before starting work.
- 2 1 on the way back up  
2 great, but he felt a little scared  
3 into serious trouble  
4 borrow some money
- 3 Ask students to think about the riskiest or most adventurous thing they have ever done. Give them a few minutes to think about their ideas. Then set a time limit, e.g. five minutes, and ask students to speak to as many other people as possible, exchanging information about their stories. After this, feed back as a class and answer the final two questions on the worksheet.

# 1 Video Change

## Vox pops

- How did you spend your time yesterday? How long did you spend on each activity? Present your information to a partner. Did you manage your time well?
- Watch the video. Do sections 1 and 2.  
*Are you good at time management?*
  - Write the correct name next to each statement.

Jeremiah Rupert Heidi Angela

- lacks time management skills \_\_\_\_\_
- has successfully managed a variety of responsibilities for many years \_\_\_\_\_
- doesn't feel that time management is a problem at work \_\_\_\_\_
- surprises friends with impressive time management skills \_\_\_\_\_



- Do you have any tips for managing time better?*
- Tick the advice each person gives.

### Jeremiah

- Try to complete one task before starting another.
- Don't try to do too much in one day.

### Heidi

- Leave additional time for jobs which occur at the last minute.
- Arrive five or ten minutes early for appointments.

### Rupert

- Write long lists every day.
- Prioritize which jobs need tackling first.

### Angela

- Try to get up early.
- Have a broad outline of what you want to do.

- Work with a different partner. Discuss the list of good time management tips in section 2 of exercise 2. Put the tips in order of importance for you (1 = most important). Give your reasons. Do you have any other good time management strategies?

# 2 Video Feats

## Vox pops

- Work with a partner. Describe the sounds you can hear when you walk outside your house. Which ones do you like? Are there any that you can't stand?
- Watch the video. Do sections 1 and 2.

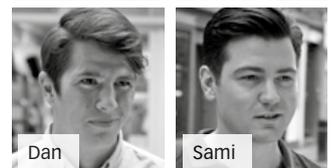
*What sounds do you love?*

- Answer the questions.
  - What examples of sounds in the city does Peter mention?
  - What examples of sounds in the countryside does Deborah mention?
  - Which sounds did Devon hear when he was staying on the beach in Barbados?
  - What sound does Stephen mention? Why does he like this sound?
  - What sound does Dan mention? Why does he like this sound?

*Are there any sounds that you can't stand?*

- Choose the correct options to complete the sentences.

- Peter hates hearing someone who is nagging because of the ...
  - sound of the speaker's voice
  - non-stop criticism
  - speaker's negative attitude.
- Devon can't bear the sound of ...
  - traffic
  - ambulances
  - children.
- Sami hates the noise made by ...
  - aeroplanes
  - traffic
  - children.
- Stephen dislikes ...
  - a certain type of music
  - all modern music
  - music with an irregular beat.
- Kamina hates the sound made by people ...
  - chatting
  - eating
  - crying.



- Work in small groups. Discuss how you feel about each of the sounds mentioned in exercise 2. Give reasons why. Which sounds are the most popular and most unpopular?