Focus Skill: **SPEAKING**

# Need some company?

## Summary
- **Topic:** being alone
- **Vocabulary:** word building; colloquial expressions; asking for opinions
- **Main task:** interactive picture based discussion
- **Subsidiary tasks:** discussion; writing an email

## Warmer

Write the word *alone* on the board and elicit from the class whether it has negative, positive or neutral connotations.

Write the words *loneliness* and *solitude* below it and ask how these relate to what has been said.

## Procedure

### Lead in

Students discuss questions in pairs. Feed back and compare answers with the class.

### Word work

**1a** Students do word building activity. Check answers and give examples where necessary.

**Key**
- **Possible answers**
  - alone: lone lonely loneliness a loner
  - solitude: sole solitary
  - isolate: isolated isolation
  - company: companion companionable companionship
  - society: sociable unsociable social socially associate association

**1b** Students complete task in pairs. Check answers. Elicit contexts for the collocations.

**Key**
- 1 sole beneficiary
- 2 isolation ward
- 3 solitary confinement
- 4 unsociable hours
- 5 keep someone company

### Talk about it

**1a** Elicit correct alternatives in open group.

**b** Play the recording for students to repeat. Focus on intonation and contractions.

**2** Monitor students as they discuss the question in pairs. Elicit feedback and extend discussion.

**3** Students discuss questions in pairs or small groups and feed back.

### Write about it

Set writing task in class or for homework.

### Extra activity

Write this rubric on the board.

Many problems in the world today are caused by having too many people. Here are some of them.

- overpopulation
- large classroom sizes
- larger retired population
- overcrowding in large cities
- more single parents

Talk to each other about the causes and potential effects of these problems and then decide which you think is the most worrying problem.

Set the task as pair work. Feed back. Discuss with students what they think could be done to ease these problems.
Focus Skill LISTENING

What’s in a voice?

Summary
Topic: voices; advertising
Vocabulary: adjectives to describe voice and manner
Main task: listening to radio adverts for gist and detailed information
Subsidiary tasks: discussion; intonation work; writing an advert

Warmer
If you know the class, greet them with a smile but no words. Write Can you describe my voice? on the board.
Elicit with gestures and write any adjectives or comments on the board. If you don’t know the class, ask them to describe a particular student’s voice.
Ask the student to speak and see how appropriate the descriptions were.
Elicit from students what they could consider when describing a voice and write these words on the board for reference: pitch, tone, pace, clarity, intonation, accent.

Procedure
Lead in
Students discuss questions in pairs. Feed back and compare answers as a class.

Listen
1 Ask different students to read the sentence. Then play the recording for students to match adjectives and speakers. Check answers.

Key
<table>
<thead>
<tr>
<th>advert</th>
<th>product</th>
<th>name</th>
<th>tone</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>chocolates</td>
<td>Moonlight Magic</td>
<td>sexy</td>
</tr>
<tr>
<td>2</td>
<td>carpets</td>
<td>Carpet Stores</td>
<td>enthusiastic</td>
</tr>
<tr>
<td>3</td>
<td>shampoo/conditioner</td>
<td>Reveille</td>
<td>gentle, warm</td>
</tr>
<tr>
<td>4</td>
<td>washing powder</td>
<td>Whitestar</td>
<td>reassuring/ reasuring</td>
</tr>
<tr>
<td>5</td>
<td>car</td>
<td>Panther</td>
<td>husky/sexy</td>
</tr>
<tr>
<td>6</td>
<td>insurance</td>
<td>Insurance Direct</td>
<td>business-like</td>
</tr>
</tbody>
</table>

Word work
1 Students work on adjectives in pairs, referring to their dictionaries if necessary. Check answers as a class. There may be some discussion about which answers are correct as the classification of some of the words is a matter of opinion.

Key
Positive: husky, smooth, sexy, clear, gentle, strong, musical, hypnotic, warm, deep, soft, friendly, enthusiastic, rich

Negative: irritating, incomprehensible, strongly-accented, nasal, piercing, aggressive, whining, sharp, loud, squeaky, nervous, pompous
Neutral: high, fast business-like, gossipy, hesitant, upper class

2 Students think of people’s voices individually and compare answers in pairs. Feed back as a class.
3 Students work in pairs to practise saying the sentence in different ways.

Write about it
Students prepare writing task in small groups. If there is not enough time, ask students to write the script for homework.

Extra activity
1 Read this paragraph in different ways (enthusiastic/unenthusiastic). Ask students what differences they notice.

Went out to dinner with John again last night. He brought his sister along. She sat next to me and told me all about her holiday house in the south of France. ‘You must come and stay sometime,’ she said. ‘I’m sure we could fit you in.’

2 Write these sentences for students to practise saying with different intonation. Model if necessary to check.

1 I love your hippy look. Are the clothes original? (admiration/sarcasm)
2 Their taste in decorating is incredible. (praise/shock)
3 I see you finished late again last night. (worry/criticism)
Common sense

Summary
Topic: Telepathy
Vocabulary: words with similar meanings; expressions for giving opinions
Main task: reading a newspaper article; answering multiple choice questions
Subsidiary tasks: discussion; giving opinions; writing a paragraph giving an opinion

Warmer
Write SENSES? on the board and elicit the five senses from students.
Ask students what their favourite and least favourite smells/tastes/sounds etc are.

Procedure
Lead in
Students answer the questions in pairs. Feed back and compare answers.

Read about it
1 Students discuss the pre reading questions in pairs. Feed back and compare answers.
2 Set reading task as individual work and pair check.

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

Talk about it
Read through the useful phrases and set discussion as pair work or group work.
Feed back and compare ideas.

Write about it
Set writing task in class or for homework.

Extra activities
1 Students find collocations for these words in the text.

<table>
<thead>
<tr>
<th>curiosity</th>
<th>idea</th>
<th>coincidence</th>
<th>simple</th>
<th>information</th>
<th>majority</th>
<th>awareness</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Key</th>
<th>idle curiosity</th>
<th>faintest idea (for negatives)</th>
<th>pure coincidence</th>
<th>perfectly simple</th>
<th>vital information</th>
<th>great majority</th>
<th>acute awareness</th>
</tr>
</thead>
</table>

2 Write these words and phrases on the board. Ask students to find words or phrases in the article with the same meaning. This could be a timed activity or a competition to see which student is able to find the answers first.

1 pretends something is not happening
2 was the first to do something
3 with his/her eyes covered
4 hunters
5 being followed without their knowledge
6 happen partly at the same time
7 groups of birds
8 win easily
9 massive movement of snow
10 cause something to happen

Key
1 ignore 2 pioneered 3 blindfolded 4 predators 5 stalked 6 overlap 7 flocks 8 beat us hands down 9 avalanche 10 set off

3 Conduct the ‘staring’ experiment in class. Does it work?
Life in the fast lane

Summary

Topic: speed; traffic problems
Vocabulary: collocations; language for writing a survey report
Main task: writing a letter using different sources
Subsidiary tasks: discussion; giving opinions

Warmer

Ask students if they enjoy going at high speeds.
Elicit examples of the fastest speeds they have travelled at, when this was and descriptions of how they felt.

Procedure

Lead in
Students discuss the questions in pairs. Feed back and compare answers.

Word work

1 Students complete the matching task individually and then check answers with a partner before checking as a class.

Key
- impose fines/penalties
- flout the speed limit
- break the speed limit
- drive recklessly
- enforce the speed limit
- speed cameras
- ignore the speed limit
- lower the speed limit
- put your foot on the gas
- be inconsiderate to road users

2 Explain meanings and give contexts as necessary.
Students practise the collocations individually and in pairs.
Feed back and compare sentences.

Write about it

1 Students read about the problem and discuss questions in pairs.
2 Read through the suggested solutions and quotes and check meanings.
3 Refer students to the words in the box and instruct them to complete the gapped phrases. Check answers as a class.

Key
1 shows 2 according 3 clear 4 people 5 number 6 major

2 Discuss the writing task and go through what should be included in the letter. Students write the letter. Monitor and give advice.

Talk about it
Students discuss the quotations in pairs. Feed back and compare ideas as a class.

Extra activity

1 Students role play the council meeting to discuss the points raised in the letters they have received. This can be done either as pairwork or in small groups. They can be given these roles.

- a councillor who cares more about money than people's safety
- a councillor who cares more about people's safety than money
- a councillor who is practical and realistic

2 Students write a letter from the council in reply to the residents’ letter.
Focus Skill  SPEAKING

Dress to impress

Summary
Topic: image; fashion; dress codes
Vocabulary: word building: opposites; collocations
Main task: discussion
Subsidiary tasks: writing a letter of complaint

Warmer
Ask students to close their eyes and describe to their partner what you (or their partner) are/is wearing.

Procedure

Lead in
Students discuss questions in pairs. Feed back and compare answers.

Word work
Students answer the questions in pairs. Feed back and ask students to write/give sentences to show how the adjectives are used.

Key
1 informal inappropriate unsuitable unacceptable
2 inoffensive disrespectful
formality appropriacy/appropriateness suitability acceptance offence respect

Talk about it
1 Students answer the questions in pairs and then compare answers as a class.
Elicit other occasions when a dress code operates.

2 Set matching task as pair work. Feed back and ask if students think these are reasonable requests. There may be some discussion about the answers.

Key
1 beach 2 shopping 3 night club 4 wedding 5 a party

3 a Students match collocations individually and then check in pairs. Feedback.

Key
1 e 2 d 3 a 4 c 5 b

b Students discuss the question in pairs or small groups. If necessary, give personal example. Feed back and compare ideas.

4 Read through list of expressions and check students understand meanings.
Repeat expressions with students for pronunciation practice.
Students read about the situations and then discuss in pairs.
Feed back ideas for discussion.

Write about it
Revise/Elicit what should be included in letter of complaint. Set task in class or for homework.

Extra activity
1 a Put students into pairs and ask them to use a dictionary to make other words from these words from the unit.

expose dismiss naturist impress celebration compulsory

b Ask the pairs to write gapped sentences with the words they have made and to exchange these with other pairs.

2 Ask students to bring in (or provide) news items where people have acted or reacted in certain ways to situations concerning image. Alternatively, ask them to imagine situations and make a note of them and hand them in.
Put students into pairs and supply them with one of the news items or ideas. Ask them to create a short dialogue agreeing/disagreeing with the behaviour to practise using the expressions on page 13 of the Student's Book.
It's good to gossip

**Summary**

**Topic:** gossip; rumours  
**Vocabulary:** verbs and expressions related to gossip  
**Main task:** listening to a radio interview for gist and specific information  
**Subsidiary tasks:** discussion; writing a dialogue

**Warmer**

*Say Did you know...?* with exaggerated intonation and elicit what might follow to establish concept of gossiping/rumours.

Put students into pairs and ask them to tell each other a rumour (real or imagined) and then feed back the rumours to the class.

**Procedure**

**Lead in**

Students discuss questions in pairs. Feed back and compare answers.

**Word work**

1. Set task as individual work and ask students to check in pairs. Feed back and elicit more examples of people doing these things.

   **Key**
   1. sweet talk  
   2. whinge/moan/about/go off on one  
   3. diss  
   4. go on and on  
   5. make small talk  
   6. flatter

2. Students predict where the stress will be. Play the recording for them to check and practise.

   **Key**
   1. I'll do all your laundry for a month if you say yes!  
   2. The film was rubbish, the coffee was cold and it was freezing in the cinema.  
   3. He has no tact at all when he's talking to people.  
   4. I cannot believe he did that to you. Wait till I see him! My brother is the biggest cheat on this planet and I'm sick of thinking he can just treat every girl he goes out with so badly. You wait till I tell Mum about this latest incident.  
   5. Weather's brilliant again, isn't it? What did you get up to yesterday then?  
   6. You're about the most intelligent guy I've met in years. A first from Cambridge - that's amazing. Tell me about your research in that lovely Ferrari of yours.

**Listen**

1. Discuss the question with students and play the recording to check their ideas.

2. Students listen to the recording again to complete the true/false task. Check answers as a class and explain any unknown vocabulary.

   **Key**
   1. F  
   2. F  
   3. T  
   4. F  
   5. T  
   6. F

3. Students listen to choose correct alternatives. Check. Discuss ideas raised in the listening in full group or pairs.

   **Key**
   1. five  
   2. social  
   3. feel-  
   4. natural  
   5. deny

**Write about it**

Set task as pair work. If there is time, students can write the dialogues in class, otherwise they can complete them for homework.

**Extra activity**

This can be done before or after the task in Write about it.

Put students into pairs, A and B, and arrange the pairs in a rough circle.

Ask each pair to invent a rumour (as complex as they can make them).

Student A passes this on the student on the left. Student B turns to student on his/her right to be told another rumour which he/she then passes on to Student A, and so on.

Rumours circulate.

After all rumours have been passed round the class, ask for final students receiving the rumours to relate them to the class. Have they changed in any way?
Born or made?

Summary
Topic: entrepreneurs; personal qualities
Vocabulary: personality adjectives; sayings
Main task: reading an article for detailed understanding
Subsidiary tasks: discussion of related issues; writing a short article

Warmer
Before students open their books write REPTERRTNUNEE on the board and ask them to rearrange the letters to make the word or play hangman to elicit it.

Procedure
Lead in
1 Students discuss questions in pairs. Feed back and compare answers.
2 Students read the sayings and compare their ideas in groups. Feed back. Do they know of any similar sayings from their own countries?

Word work
1 Set task as pair work. Check that students can give correct definitions or examples.
2 Students complete the task individually and then discuss in pairs. Feed back and compare examples.

Read about it
1 Students answer the questions in pairs.
2 Students read to check answers.

Key
1 Bill Gates
2 Richard Branson
3 Philip Green
4 £5 million
5 fifty percent
6 Bill Gates

Talk about it
Set discussion task as pair work and feed back to full group discussion.

Write about it
Set writing task in class or for homework as appropriate.

Extra activities
1 To practise adjectives, ask students to look at the words for 1 minute and then test their spelling. Alternatively, they can test each other in pairs.
2 Before the writing activity, choose an entrepreneur famous in the students' country (or worldwide) and play 'Who am I? 20 questions'. Students can then do the same in pairs as a lead in to the writing task.
Summary
Topic: influencing change; protesting
Vocabulary: collocations, expressions for giving opinions
Main task: writing a comment for a website
Subsidiary tasks: discussion of related issues; pronunciation practice

Write Referendum on board. Elicit examples of what issues can be addressed by referendums.
Ask students how important referendums are and whether, once elected, politicians should be left to make the decisions.

Procedure
Lead in
Students discuss questions in pairs. Feed back and compare ideas.

Word work
1. Students do matching task in pairs.
   Discuss question in full group and ask for examples of when students have/would do these things and why.
   Tell students to cover lists. Test collocations by giving first part and eliciting the second.

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

2. a. Students complete sentences individually and check in pairs.
   b. Students listen to check their answers.

   Key
   1 make 2 point 3 silent 4 leave 5 along
   6 bother, pointless 7 done 8 less 9 apathetic
   10 cares 11 bit 12 feelings

3. Read the comments aloud for students to repeat. Check stressed words.
   Elicit whether statements show the speaker is concerned (C) or unconcerned (U). Listen to check. Discuss the attitudes shown.

   Key
   1 U 2 U 3 C 4 U 5 U 6 U 7 C 8 U 9 C 10 U 11 C 12 C

Write about it
1. Explain idea of website where people can express their opinions on different topics. Ask students whether they have ever contributed to such sites and what they think of them.
   Read through the Useful language with students. Check pronunciation and elicit contexts for each phrase.
   Set writing task. Emphasise that as in a chatroom there is to be no speaking. Check understanding of topics.
   After activity, elicit some summaries of the conversations.

2. Set comment writing task for class or homework.

Talk about it
Discuss questions as a class or in groups.

Extra activities
1. Write each of the six topics at the top of a separate blank sheet of paper. Photocopy these so that there are enough sheets to supply the class divided into groups of six.
   Give each group a set of topics. Students circulate sheets within their groups, writing a comment on each.
   When all students have commented on each sheet, get them to swap sheets with other groups to edit them.

2. In groups students choose a cause and write the slogan for a banner or placard.
Focus Skill  SPEAKING

Mind your language

Summary
Topic: language learning
Vocabulary: collocations; expressions for describing advantages and disadvantages
Main task: evaluating and ranking different courses
Subsidiary tasks: discussion of related issues; scanning adverts; writing an advert

Word work
1 Tell students the collocations are taken from adverts for language courses. Students match collocations in pairs. Check.

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

2 Discuss the question as a class.

Read about it
1 Set reading task as individual work and put students into pairs to check. Feedback.

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

2 Explain task and read through Useful language. Give or elicit contexts for each expression. Students complete the task in pairs. Monitor and bring opinions into full group discussion.

Write about it
Set writing task for class or homework.

Extra activity
1 Before writing the advert, put students into small groups to discuss their ideal language course and ask them to make notes about different points. The class then becomes a symposium for representatives to give mini presentations on their language courses. They must deal with questions from the floor.

2 Students choose one of the adverts from the reading and write a fuller advert including more details on what the course offers.

Warmer
Greet students in another language.
Elicit in how many languages they can use to greet each other.
Ask whether any students are bilingual or have other languages they can use well. Discuss how important it is to have a second language.

Procedure

Lead in
1 a Students read the questionnaire and add their questions.
   b Students complete and exchange the questionnaires. Feed back and compare answers.

2 a Students discuss comments in small groups. Feed back. Discuss why some students have these opinions.
   b Elicit their own comments about language learning and discuss how many people agree.
Elicit different ways we can learn a language (types of courses).
UNIT 10 Focus Skill LISTENING

Smile please

Summary
Topic: feelings; faking emotions; attitudes to work
Vocabulary: expressions for showing emotion; expressions for cheering up
Main task: listening for gist and specific information; comparing degrees of formality
Subsidiary tasks: discussion of related issues; role play; pronunciation work; writing a summary

Warmer

Smile at the class and elicit reactions or tell a joke and see how many students laugh or smile.

Ask what makes them smile or laugh. Put them into pairs and ask them to tell their partner something funny and report back whether he/she smiled/laughed/remained impassive or 'faked' a smile.

Can they tell when someone is faking it and do they ever fake a smile themselves? Why?

Procedure

Lead in

Students discuss questions in pairs. Feedback and compare answers.

Word work

1 Set task as pair work. Check answers. See key below.
2 Set task as pair work. Check answers. Ask students if they can identify any famous people with the expressions.

Key
he’s an old misery guts (2) she’s a right whinger (2) her smile lights up her face (1) put a brave face on it (3) grin and bear it (3) keep a stiff upper lip (3) he’s always so grumpy (2) she moans all the time (2) he has this cheesy grin (4) it’s such a fixed smile (4) she’s really gloomy (2) he’s got such a long face (2)

Talk about it

1 a Elicit the idea of ‘cheering up’. Students practice the expressions.

2 b Set role play task as pair work. Monitor and, if appropriate, ask some pairs to repeat their role plays.

Listen

1 Discuss meaning of the phrases with the class.
2 10.2 Set listening task as individual work. Play the recording twice. Check answers.

Key
1 be herself 2 really lost her 3 pretend 4 ticked her off 5 takes it out

3 10.3 Students practise intonation by repeating the responses.

4 Elicit students’ opinions on ‘emotional labour’.
5 10.4 Set listening task as individual work. Play the recording and check answers.

Key
1 professional 2 an interviewer and an expert on a radio or TV show 3 the language is much less colloquial

6 10.4 Play the recording again for students to answer True/False questions.

Key
1 T 2 F 3 T 4 F 5 T

Talk about it

1 Set speaking task. Play the recording again for students to take notes.

Students complete task in pairs. Feed back and compare ideas.

Write about it

Set slogan writing task for classwork and e-mail for homework.

Extra activity

Ask students to close their books. Write one word from each of the expressions from Word work on the board and elicit full expressions.

gut reaction - неудовлетворительный
moans tomoes, weep, sob, wail
cheesy grin, smirky
cheerful - веселый, радостный
"grumpy - сердитый
cheapskate - мелкий
stiff - неприветливый, официальный
scruffy - грязный
woolly

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scruffy - грязный
woolly
**Summary**

**Topic:** animals; complaining  
**Vocabulary:** animal noises; expressions for complaining  
**Main task:** reading an article for gist and specific information  
**Subsidiary tasks:** discussion; role play; writing a letter of complaint

**Warmer**

Write *peacock* on the board and elicit what students know about peacocks. What adjective is associated with them? *(proud)*  
Elicit other qualities associated with animals, e.g. *loyalty* – *dog*, etc.

**Procedure**

**Read about it**

1 a Elicit suggestions for the connection.  
b Students scan the article to check. Feed back.  

**Key**
The peacock is in love with the petrol pump.  

2 Students read the article more carefully to answer questions. Check answers. Elicit any funny animal stories the students know.  

**Key**

1 T  2 T  3 F  4 F  5 F

**Word work**

1 Set task as pair work. Check answers.  

**Key**

1 dodge  2 resplendent  3 plumage  4 in the vicinity  5 screeching  6 may well be numbered

2 Set task as pair work. Compare answers as a class.  

**Key**

1 mating  2 struck  3 bug  4 taken  5 attached

3 a + b Set task as pair work. Feed back and compare answers. Elicit how the verbs might be used to describe human activity.

**Talk about it**

1 Set discussion question as pair work. Feed back briefly.  
2 Elicit any expressions that could be used to complain in this situation.  
Refer students to lists of phrases for Residents and Councillors.  
Model expressions for students to practise pronunciation.  
Set role play activity and students complete in pairs. Monitor and feed back.  
3 Elicit what makes the Resident's expressions informal and the Councillor's more formal.  
Refer students to the Useful language and ask them to match them to the informal expressions for the Residents.  

**Key**

**Possible answers**

I have contacted you on many occasions.  
We would like some action to be taken.  
Our lives are becoming unbearable.  
Be assured that we shall continue to pursue this matter.  
Your company needs to take the matter seriously.  
Is there no action that you can take?  
What steps are you going to take?  
This is unacceptable.  
If you were in our situation ...  
I am not alone in thinking ...

**Write about it**

Set writing task for class or homework.  

**Extra activity**

1 If appropriate put students in pairs and get them to mime or mimic the verbs in Exercise 3. Their partner must guess the verb and then make a sentence using it.  
2 Ask students to imagine what happened to the peacock and write a short follow up article for the paper.
Great British food

Summary
Topic: food, restaurants
Vocabulary: food; language for reviews and adverts
Main task: writing an advert and review
Subsidiary tasks: discussion; reading a review for lexical work

Warmer
List the ingredients of a common meal and see which student is first to guess the name. Put students into pairs to do the same.

Find out how many countries students can name a dish from.

Procedure

Lead in
1 Students discuss the questions in pairs. Feed back.
2 Set matching task as pair work. Check answers. Elicit opinions.

Key
1 bangers and mash 2 Yorkshire pudding 3 spotted dick
4 star gazy pie

Read about it
1 Students read the advert to answer question. Feed back. Ask whether it sounds a good place to go.

Key
1
2

2 Elicit meaning of expectations. Set sentence completion task as individual work. Put students into pairs to check. Feed back.

Key
1 low 2 high, comes 3 meet, surpass 4 fell short

3 Tell students they are going to read a review of the restaurant and ask for predictions of what might be in the review. Students scan the review to check their predictions. Feed back.

Set reading task as individual work. Students compare answers in pairs.

Key
1 invited 2 admit 3 apprehension 4 visions
5 mistaken 6 back 7 treated 8 experience
9 dressed 10 education 11 die 12 accompanied
13 complemented 14 recommend 15 hype

4 Students work in pairs to find collocations. Check. Students test each other in pairs.

Key
1 puddings 2 vegetables 3 pies 4 puddings
5 meats and fish 6 experience 7 game 8 vegetables

5 Students work in pairs or small groups to find useful phrases for a review. Compare ideas as a class.

Write about it
1 Students create adverts in pairs.
2 Students exchange adverts and discuss with their partner what to include in the review. They write the reviews individually. If appropriate, they can swap reviews for editing.

Extra activity
Before writing the review students use the notes to give a presentation of their restaurant to the rest of the group or class. Students vote on which sounds the most impressive.
Get your priorities right

Summary
Topic: prioritising; the news
Vocabulary: word building; expressions for emphasis
Main task: discussing news reporting
Subsidiary tasks: comparing priorities; organising a news report

Warmer
List things you have to do at the weekend and elicit prioritise. Establish what top priority means. Ask students to do the same.

Procedure
Lead in
1 Students read the comments and compare ideas.
2 Students do the task in pairs. Feed back and compare ideas.
   Students discuss the questions in pairs. Feed back and compare ideas.

Word work
1 a + b Set task as pair work. Compare answers.
   Key
   Possible answers
   priority/prior choice/choosy/chosen selection/selective option/optional ranked/ranking ordered/orderly
2 Set task as individual work and put students into pairs to compare answers before checking as a class.
   Key
   1 choice/option  2 order  3 ranked  4 opt  5 priority  6 selection  7 rankings  8 priority  9 choosy

Talk about it
1 + 2 Set task for individual work followed by comparison and discussion in pairs. Feed back.

Listen
13.1 Play recording twice. Students compare answers in pairs before checking as a class.
   Key
   1 David Beckham and the Middle East
   2 no
   3 a footballer
   4 Because she thinks the priorities are wrong.

Talk about it
1 Model the phrases for students to practise intonation. Elicit alternative endings or follow-up sentences.
   Set discussion task as pair work. Feed back.
2 Students discuss headlines in pairs and put them in order of priority. Feed back and ask for reasons.

Write about it
Set writing task for class or homework.

Extra activities
1 Put students into small groups. Direct them to the list of situations in the first Talk about it section. Ask each student to choose one situation and talk for two minutes to the rest of the group about his/her priorities and reasoning behind their choices.
2 Have an open discussion with the group. Elicit what is important to them in life. Write the list on the board and discuss the priorities, e.g. money, health, happiness, etc.
3 Elicit current news stories and discuss the priority they have been given.
We know what you’re doing

Summary
Topic: privacy
Vocabulary: word building; collocations
Main task: matching speakers with topics
Subsidiary tasks: discussion; word stress; writing a letter to a newspaper

Warmer
Ask students if they would ever read someone’s diary, text message, email, etc. without their permission. Would it ever be acceptable? Why/Why not? Elicit privacy.

Procedure

Lead in
Students discuss questions in pairs. Feed back.

Word work
1 Set task as pair work. Check answers as a class.

Key
security privacy access identification secret/secrecy protection safety proof publicity

2 Students write gap fills for each other. Ask some students to read out their sentences and see who can supply the missing word.

3 Ask the class to supply contexts for the sentences. Elicit follow-up sentences.

Key
1 on private property
2 in a queue in a bank or post office
3 on the phone
4 in a newspaper or magazine

4 Set task as individual work. Check answers. Test by giving one part of the collocation to elicit the second.

Key
1 catch 2 trace/track 3 bug 4 catch/tail 5 put
6 invade/respect 7 match 8 steal

Listen
1 a + b Students complete pre listening tasks in pairs. Feed back.

2 Explain task. Play the recording twice for students to match speakers with the topics. Check answers.

Key
A satellite navigation tracking B CCTV C identity cards D DNA test E phone tapping

3 a Students can remember enough to do this task from memory. If not, play the recording again and check answers.

Talk about it
Put students into small groups to discuss questions. Feed back and compare ideas.

Write about it
Set writing task for class or homework.

Extra activities
1 Ask students to work in pairs to imagine how privacy laws might change over the next fifty years. Ask them to think about these things.

What will/won’t governments be able to know about us?
Can we stop this or would it be a good thing/necessary?

2 Students write a description of an occasion when they invaded someone else’s privacy. They read the description to the group who have to decide if they are telling the truth or not.
They’re out to get us

Summary
Topic: advertising; technology
Vocabulary: formal and informal language
Main task: reading and comparing styles of texts
Subsidiary tasks: discussion; writing a comment

Warmer
Write a popular advertising slogan on the board or sing the jingle from one. Elicit the product being advertised. Ask for further suggestions from the students.
If appropriate, put students into pairs to test each other on slogans and jingles. Feed back and ask for the students’ favourite adverts.

Procedure
Lead in
Students discuss questions in pairs. Feed back.

Read about it
1 Students should look at the texts, not read them, in order to make predictions. Elicit suggestions from the class.
2 a + b Students look at words in pairs. Feed back. Give or elicit possible context if necessary.
3 Set reading task for pairs. After reading their texts, students ask each other questions. Feed back and check answers.

Key
Text A: graft weirder a snippet hi-tech grab dangle
Text B: vying for inundated subjected to captive audience fine-tuned exempt

4 a + b Students work in pairs to try to remember contexts, find and underline words. Check with the class.
5 Students read other text and discuss differences in formality in pairs. Make sure they understand that text A is less formal. Refer back to the words underlined to illustrate this if necessary.

Talk about it
Students discuss questions in pairs. Compare ideas as a class.

Write about it
Set task for class or homework.

Extra activities
1 In small groups students describe a famous advert from TV, cinema or magazine. The group must guess the product.
2 Students test each other on the new vocabulary by giving definitions to elicit the words.
3 In small groups students choose a new product and plan an advertising campaign.
Focus Skill: WRITING

For your reference

Summary
Topic: qualities and managerial skills
Vocabulary: word building; synonyms
Main task: writing a reference
Subsidiary tasks: discussion; reading for detailed understanding

Talk about it
Students discuss questions in pairs. Feed back and compare ideas.

Read about it
1. Set reading task as individual work. Check answers with the class. Ensure that they understand that the writer is trying to convey that May Thompson is an unsatisfactory employee.
2. Students complete task individually and compare answers in pairs.

Key
1. worked for
2. in her time with us
3. started work here
4. the tasks she is employed to do
5. adequate
6. regarding
7. innovative
8. attributes this to the fact that

Write about it
Students can prepare writing task in pairs if appropriate.
Set writing task for individual work. Students exchange references for editing.

Extra activities
1. In small groups students choose a job and write down the qualities and skills a person might need for this job. They then read their list to the class. Other students must guess what job they are talking about.
2. Divide class into groups and give a quiz on new words. E.g. Give the noun form of the word 'construct'.
3. Set up a role play where students ask and answer questions about a third party on the phone. First in pairs students write a role play card about an imaginary employee with the 'real' (and unappealing) facts. E.g. He always eats crisps at his desk. They exchange cards with another pair. They then have to give a phone reference about the person on the card, trying not to say anything directly bad about him/her.

Warmer
Write referee on the board and elicit different meanings.
Ask what words can be made from this (refer/reference/referral) and ask for contexts.

Procedure

Lead in
1. a + b Students complete questionnaire individually and then compare answers. Feed back.
2. Ask students about origin of questionnaire. If any students have completed one in the past, ask them what they think of this type of questionnaire. Do they think they are useful for employers?

Word work
1. a Students work on word work tasks in pairs. Check answers.

Key
Possible answers
reliable/reliant judgemental supportive decisive committed/trusting/trustworthy organised motivated/motivating constructive inventive professional accessible sensible/sensitive personable

b Monitor students as they supply definitions for the adjectives.
2. Students complete sentences individually. Check answers with the class.

Key
1. constructive
2. professional
3. personable
4. committed
UNIT 17 Focus Skill SPEAKING

Making money

Summary
Topic: starting a business
Vocabulary: collocations
Main task: role play of potential businesses and investors
Subsidiary tasks: discussion; listening for information and expressions; practising intonation

Warmer
Ask students who is the richest person they know and how he/she made their money. Elicit possible good and bad qualities of a multi millionaire.

Procedure

Lead in
Students discuss questions in pairs. Feed back and compare ideas.

Word work
1 Students match words to make collocations individually and check answers in pairs Feedback. Elicit contexts if necessary.

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

2 Students replace words in italics individually. Check answers with the class.

Key
1 sound investment 2 initial outlay 3 break even 4 find a backer

3 Ask students to write two more sentences each like this. Students test each other in pairs.

Listen
1 17.1 Play the recording once. Ask students to make a note of the answers and check as a class.

Key
1 niece and uncle 2 beauty salon 3 he might

2 17.1 Read through the expressions with students. Set task as pair work. Play the recording again for students to check.

Key
1 good head for business 2 past me 3 through 4 costs 5 talk

Talk about it
1 Students discuss the questions in pairs.
2 Explain the role play. Model expressions for students to copy and check meanings.
3 Set task for rotating role play. Give students preparation time. If possible, arrange a circle of desks with pairs of business partners on the outside and pairs of potential investors on the inside facing them.

Monitor role play and allow each conversation an appropriate time (e.g. five minutes) before saying Time's up/Move on/All change, etc. At this point investors stand up and move to their right to sit opposite another pair of partners.

Finish by asking investors which businesses they would invest in and why.

Extra activity
Students write a follow up letter after the role play. Investors write a formal offer and give reasons why they like the proposal. Business partners write a letter to potential investors reminding them of their proposals and attempting to persuade them to invest.
Summary

**Topic:** music; background music; noise

**Vocabulary:** expressions for giving opinions

**Main task:** listening to a conversation for detailed information

**Subsidiary tasks:** discussion; practising intonation; writing a dialogue

### Wired for sound

#### Lead in

1. Students discuss questions in pairs. Feed back.
2. **b [18.1]** Refer students to pictures and set task for pair work. Feed back.

#### Procedure

**Lead in**

1. Students discuss questions in pairs. Feed back.
2. **a** Refer students to pictures and set task for pair work. Feed back.
   
   **b [18.1]** Play the recording. Students compare the reasons given against having background music with their own ideas.

#### Listen

1. **[18.1]** Play the recording again and tell students to tick the pictures mentioned and note any other places that are discussed.

#### Warmer

Ask students about most recent music downloads and CDs they have bought. Which artist is class favourite, which artists do class predict will be most successful in the coming months?

#### Additional tasks

1. **[18.1]** Read through phrases and elicit whether students can remember who said them. Play the recording again for students to check.

#### Key

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4. **a** Set task as individual work.

#### Extra activity

Put students into small groups. Write a list of related topics on the board.

- Why I prefer working in silence/with background music
- My parents’ taste in music
- How my musical tastes have changed
- I prefer live/recorded music
- The future of CDs
- The best and worst CDs I have ever bought

Students choose a topic and talk about it for two minutes without stopping.
The hands of time

**Summary**

**Topic:** image; cosmetic surgery  
**Vocabulary:** words with similar meanings; expressions for survey findings  
**Main task:** multiple choice cloze; reading for detailed information  
**Subsidiary tasks:** discussion; writing a summary of survey results

**Warmer**

On the board write names of a film star famous for his/her looks, a rap artist and a top fashion model and elicit what students associate with these people.

**Procedure**

**Lead in**  
Students discuss questions in pairs. Feed back.

**Word work**

1 Students work on the words individually and compare answers in pairs. Monitor and feed back as necessary.  
2 Students complete the sentences and check answers in pairs.  

**Key**  
1 appearance  2 smart  3 scruffy  4 classy

**Read about it**

1 Set task as pair work. Feed back.  
2 Give students a short time to scan the text to check answers.

**Key**  
All procedures are mentioned except tattoo removals.

3 Set task as individual work and put students into pairs to check answers. Explain meanings of any unfamiliar words.

**Key**  
1 c  2 b  3 b  4 a  5 c  6 c  7 a  8 b  9 b  10 a  11 a

4 Students complete task individually. Check answers with the class.

**Key**  
nine – nine million cosmetic procedures  
40 – 40% rise in demand for some procedures by older women  
22 – 22% increase in procedures last year

**Talk about it**

1 a + b Set task as pair work. Students exchange ideas and note down other students’ opinions.

**Write about it**

Set writing task for class or homework.

**Extra activity**

Ask students to work in pairs to write an advertisement for a private cosmetic clinic. They should think about these things.

- range of procedures  
- cost  
- accommodation

They can then present their clinic to the rest of the class. The class votes on the most popular clinic.
Our survey says

Summary
Topic: surveys; holidays; stress at work
Vocabulary: phrases in surveys
Main task: writing a report using given information
Subsidiary tasks: discussion

Word work
Set task as individual work. Check that students are using the phrases correctly. Write up good examples on the board.

Talk about it
Students discuss the questions in pairs. Compare answers with the class.

Write about it
1 a Discuss commuting and stress in pairs, then compare ideas with the class.
   b Students read survey results. Ask whether any of the results are surprising.
2 Read through the list of useful phrases and set writing task for individual work and pair editing.

Extra activities
1 In small groups students design a class survey about some aspect of stress. They should think of a topic and write the questions. They circulate to ask and answer questions and then compile results. They can write a report for homework or give an oral report to the other groups.
   If they have problems thinking of topics for the survey, brainstorm ideas before they start work. Example topics: stress in the workplace, exam stress for students, fast pace of life today, etc.
2 Test students’ memory of phrases. Ask them to close their books. Write key words on the board to elicit phrases.
   E.g. comment, based, vast, among, etc.

Warmer
Conduct a brief class survey to establish concept. Ask how many students came to school a on foot, b by car, c by bus, d any other way. Write the results on the board and elicit survey. Establish over half a quarter, etc., and ask why people conduct surveys like this.

Procedure
Lead in
Students discuss questions in pairs. Feed back. Do students find surveys annoying or are they happy to provide the information asked for?

Read about it
1 Students ask and answer the survey questions in pairs. Compare answers with the class.
2 Set the task as pair work.
3 Students scan the survey to check answers.

Key
1 a South Korea b 2,317 2 a France b 1,481
3 a Brazil b 30 4 a Hong Kong b 9
Summary
Topic: change in appearance/personality; life changing events
Vocabulary: idioms
Main task: giving a short talk
Subsidiary tasks: discussion; listening for gist and detailed information; writing an e-mail

Warmer
If possible bring in two photos of a famous person - one current, one taken some time ago. Alternatively, write the name of a famous person (film star/presenter/sportsman/politician) on the board with two dates that students will associate with them (e.g. the year film star made most famous film and the date today). Elicit how the person has changed between the two dates/photos. Focus on lifestyle and personality as well as appearance.

Procedure
Lead in
1 Students discuss questions in pairs. Compare answers with the class.
2 Set role play task. Ask students to imagine themselves in a situation e.g. they go to a school reunion, they are both waiting for an interview for a job, etc. Monitor role plays.
3 Ask students to tell class how they have changed.

Listen
1 Set task as individual work. Play the recording.
   Check answers.
   Key
   1 G 2 B 3 B 4 G 5 B

2 Set task as individual work and play the recording again. Ask students to compare answers in pairs before checking with the class.
   Key
   Beth mentions university (uni) and Gemma mentions splitting up with her boyfriend.

3 Students work in pairs to match the phrases. Check answers and establish the difference in levels of formality. Model phrases for pronunciation work.

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

4 Students practise reading the dialogue in pairs.

Talk about it
1 Students discuss meanings and contexts for the sayings in pairs or small groups.
2 a Students prepare to give short talks on one of the topics. Check through expressions in box.
   b Students give talks in small groups. Feed back any interesting comments.

Write about it
Set writing task for class or homework.

Extra activities
1 Students choose a pair of famous people and repeat the role play from Lead in Exercise 2 (e.g. Brad Pitt and Jennifer Anniston meet up five years after they split).
2 Students write the dialogue from either of the role plays.
Time on your side

Summary
Topic: time; punctuality
Vocabulary: expressions with time: colloquial expressions
Main task: listening to an anecdote for general and detailed information
Subsidiary tasks: discussion, telling an anecdote, writing an anecdote

Listen
1 Elicit the meaning anecdote. Set task and play the recording. Check answers.

Key
1 informal
2 Home at last because it suggests the sense of relief after a stressful journey when lots of different things happened.

2 Play the recording again. Students complete the task individually then check in pairs.

Key
1 b 2 a 3 a 4 a 5 b

3 Students work in pairs to find formal equivalents. Check.

Key
Suggested answers
1 Ordinarily
2 quite difficult regarding timing
3 made my contribution, this is the complete truth
4 ran
5 got on, We were so lucky!
6 very hungry
7 thought/imagined, sleep
8 manage to travel, there was a slight chance
9 ran
10 In retrospect

4 Put students into pairs to write their sentences. If possible, swap the sentences around the class for completion.

Talk about it
Give students time to prepare an anecdote. This can be true or imagined. Run through sequencing words. Students tell their anecdote in pairs or small groups. Invite some students to tell their stories to the class.

Write about it
Set writing task for class or homework.

Extra activity
Students rewrite the anecdote in a more formal style as an essay.
Summary
Topic: happiness and unhappiness
Vocabulary: adjectives to describe feelings
Main task: reading to identify main topics and for detailed information
Subsidiary tasks: discussion; writing a comment for a website

Warmer
Ask students how they are feeling. Establish that some are feeling happy and ask them to specify why. Elicit when they feel happiest and unhappiest. Has this changed over the years?

Procedure

Lead in
Students discuss questions in pairs. Compare ideas with the class.

Word work
1 a Students brainstorm words for happy and sad in pairs. Write up the words on the board.
   b Students look at the adjectives in the box and check to see how many they have already thought of.
2 Students categorise the words according to whether they describe the normal range of feelings or extreme feelings. This is likely to cause some discussion.

Key
Suggested answers
Normal: happy, contented, sad, miserable, fed up, down
Extreme: blissful, overjoyed, ecstatic, delirious, elated, depressed, suicidal

Read about it
1 a + b Students discuss questions and then as a class.
2 a Discuss possible answers to problems with the class.
   b Set task as individual work and put students in pairs to compare answers. Check answers with the class.

Key
A the media  B materialism  C families  D unfairness in society  E television

3 Set task as individual work. Check.

Key
1 D, E  2 B  3 A  4 C  5 E  6 D

4 Students match words and phrases in pairs. Check answers with the class.

Key
1 sensationalist  2 vanishing  3 breeds discontentment  4 promote  5 outright  6 gawp  7 at first hand

Talk about it
Discuss the questions as a class.

Write about it
Set writing task for class or homework.

Extra activity
Ask students to write down their top ten pieces of advice on how to be happy. Give some suggested headings.

- Don't ...
- Always ...
- Never ...

Feed back advice and compile a class top five.
File in bin

Summary
Topic: junk mail; cold calling
Vocabulary: expressions and collocations
Main task: using information to complete an article
Subsidiary tasks: discussion; reading article for gist; writing a magazine article

Warmer
Play a game of 20 questions to elicit the job of postman. What is good or bad about the job? Elicit whether students still write letters, when and who to. What post do their families receive? Write a list on the board.

Procedure

Lead in
Students discuss the questions in pairs. Compare answers with the class.

Read about it
1 Set task as individual work. Check answers with the class.
   Elicit a summary sentence for the paragraph. Check students understand round, distributing, understandably unhappy, in the balance, highlight.

Key
1 F 2 T 3 F

2 Students discuss the questions. Feed back.

3 a Tell students that the collocations and expressions come from the second part of the article which they do not have. Students complete matching task in pairs.
   b Students compare their answers and imagine possible contexts. Ask for some example sentences and write them on the board.

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

Write about it
1 a + b Set writing task. Explain that students should write the rest of the article using the information given. First put them into pairs to check the meanings of the words in italics and categorise the list of facts.

Key
Amount: 1, 2, 5, 6, 8, 10, 7
Environment: 3
Solutions: 4, 9, 12

2 Give students time to plan their articles and remind them of the suggested structure.
   Students write the article. If appropriate, they can swap and edit each other’s articles.

3 Students work in pairs to plan the magazine article.
   Students write individually in class or for homework.

Extra activity
Bring in a collection of junk mail. Give an item to each pair of students. The pairs read the junk mail and summarise the information it provides and what is being advertised. Students assess the value of their item and tell the group about it. The class can then vote on how many items have any value.
How are you?

Summary

Topic: health issues; private and state care
Vocabulary: expressing opinions
Main task: presenting, defending and opposing causes
Subsidiary tasks: discussion; work on stress; listening for gist and specific information; writing an article

Warmer

Think of a health problem and ask students where you could go or get advice on this. Write a list on the board: hospital, doctor’s surgery, magazine column, Internet, phone lines, etc. Ask students to assess how useful they are. Are students happy with health care in their country?

Procedure

Lead in
Students discuss the questions in pairs. Compare ideas with the class.

Read about it
1 Set task as individual work and feed back. Check students understand funded, treatment, balance its books, controversial.
2 Students compare health systems in pairs. Compare ideas with the class.

Talk about it
1 + 2 Students read headlines individually and compare ideas in pairs. Ask some students to report back to the class.

Listen
1 c 25.1 Play the recording and allow students to listen for general understanding. Ask students to complete the dialogues and play the recording again to check the answers.

Key
1 single 2 priority 3 pushed 4 care 5 miracle cure 6 pricy 7 nose job 8 damaging 9 stopped 10 up to

2 Students work in pairs to match the dialogues with the headlines.

Key
1 C 2 B 3 A 4 E 5 D

Talk about it
1 a Explain that students are going to have a class discussion and read through the expressions.
   b c 25.2 Ask students to mark the stress. Play the recording for them to check and practise pronunciation.
2 Students prepare in pairs.
3 Students then present cause to the group and criticise or defend the other causes.

Write about it
Set writing task for class or homework.

Extra activity
On the board, write Organ donation should be obligatory. Check that students understand what this refers to. Ask them to write down a set of sentences related to the topic using each new expression from the unit. Feed back.
Respect

**Summary**
- **Topic:** respect; behaviour
- **Vocabulary:** words with similar meanings; expression for stating opinions
- **Main task:** matching speakers and topics
- **Subsidiary tasks:** discussion; ranking; writing a paragraph

**Warmer**
Write the anagram **PRETESC** on the board and see which student can solve it first. If they need help give the definition: a feeling of admiration for someone/something because of their good qualities or achievements.
Elicit collocations, e.g. respect someone's privacy/opinions/decision, etc. Explain that the prefix **dis-** can be used informally: to disrespect/diss someone.

**Procedure**

**Lead in**
Students discuss questions in pairs. Feed back and compare ideas.

**Word work**
Read through the words to check pronunciation. Set task as pair work. Check answers. Elicit a context for those words not used.

**Key**
1 respect 2 tradition 3 custom 4 manners 5 respectable 6 consideration

**Listen**
1 a Put students into groups to predict possible attitudes.
   b Play the recording. Students check their ideas.
   2 Play the recording again. Students listen to match opinions and speakers.

**Key**
1 F 2 D 3 D 4 M 5 F 6 M 7 S 8 F

**Talk about it**
1 Set discussion and ranking as pairwork task. Read through the expressions before students complete the task.
2 Encourage students to give reasons/explanations as they compare opinions.

**Write about it**
Set writing task for class or homework.

**Extra activity**
Write **Role Models** on the board and elicit the types of people who become role models. Students prepare to talk for a minute about someone who was a role model for them and give their talks in small groups.
Focus Skill

UNIT 27

Focus Skill READING

Reader,

I married him

Summary

Topic: reading; genres
Vocabulary: descriptive language; style
Main task: reading for gist and detailed understanding
Subsidiary tasks: discussion; predicting; writing a fictional text

Warmer

Write the name of a famous writer on the board. Ask what students know about him/her and the genre he/she writes in (romance, thriller, etc.). Elicit other genres and writers (both from students' countries and other countries).

Procedure

Lead in

Students discuss questions in pairs. Feed back and check what students read for leisure as opposed to work/study.

Read about it

1 Student A reads Extract A and student B reads Extract B. After reading they ask each other questions to build up a picture of the extract they haven't read. Feed back and check answers.

Key

Extract A
1 Alex Gray
2 detective/mystery
3 Marshal Bede
4 He worked at the same school as Marshall Bede (Marshall Bede was his boss). He hated him. He didn't kill him.
5 He is pleased and maybe a little fearful.
6 Marshall Bede, an unpopular principal of a boarding school, has been killed - not by Alex Gray.

Extract B
1 Nina
2 romance
3 a man in the check-in queue at an airport
4 She is travelling alone. She has packed a lot of things. She likes to daydream.
5 She is interested (the man seems attractive) and envious of the blonde girl who is with him.
6 Nina has seen an interesting man in a queue. She has heard his voice but hasn't been able to see his face.

2 + 3 Students discuss the questions in pairs. Compare ideas with the class.

4 When students have read both extracts, do a class poll to see which one they preferred.

Write about it

1 Put students into pairs to prepare the writing task.

2 Students write the continuation of the story individually. When they have finished, they exchange pages for other students to read and compare. Which is closest in style to the original? Which is most interesting?

Extra activities

1 Write this list of British writers on the board.

Charles Dickens  William Shakespeare
Agatha Christie  Arthur Conan Doyle  J K Rowling
C S Lewis  Virginia Woolf  Ian Fleming
Lewis Carroll  J R Tolkien  Jane Austen

In pairs students try to name a book for each writer. Here are some suggestions:

Oliver Twist, Romeo and Juliet, Murder on the Orient Express, The Adventures of Sherlock Homes, Harry Potter and the Order of the Phoenix, The Lion, the Witch and the Wardrobe, To the Lighthouse, Casino Royale, Alice's Adventures in Wonderland, The Fellowship of the Ring, Pride and Prejudice

2 Copy out the first paragraph of an easy English Reader on the board. Students discuss what level they think it is and write the rest of the first page.
UNIT 28  Focus Skill  WRITING

What bugs you?

Summary
Topic: complaining; expressing emotion
Vocabulary: expressions for complaining; formal and informal equivalents
Main task: writing a letter of complaint
Subsidiary tasks: discussion; listening for detailed information; work on stress

Warmer
Tell the class about the last time you complained about something. Elicit examples from students.

Procedure

Lead in
1 Students complete the questionnaire and discuss with partner. Feed back.
2 Students think of more examples of situations that annoy them. Check ideas with the class and write up some examples on the board as a prompt for the next task.
3 Read through the expressions in the useful language box. Students work with a new partner to talk about different situations. Remind them to use the expressions if possible.

Word work
Set task for individual work and pair check. Explain meanings if necessary.

Key
1 R 2 R 3 N 4 N 5 N 6 R 7 N 8 N 9 R
10 N

Listen
1 Check students understand the task and ask them to close their books before playing the recording. Students check answers in pairs.

Key
Speaker mentions: not enough trains in the rush hour; the cost; having to stand; the smell; safety; clothes; stress

2 Students listen again and underline words that are stressed. Check answers, playing the recording again if necessary. Students practise in pairs.

Key
Stressed words:
good rant cannot extra on at the height rush hour appalling sky-high stand whole journey other packed really smelly no way drink spilling safest work back feet creased smelly frazzled ages

3 Students complete the task in pairs. Check answers with the class.

Key
every day packed whole not the safest way to travel prices sky-high extra rush hour

Write about it
1 Explain writing task. Play the recording and students note down points. Check that they are all agreed on the main points.

Key
Speaker mentions: hotel not completed; back room; view of building work; noise; couldn’t stay in room; dirty beach; bad food at hotel

2 Students write letter in class. Ask them to exchange letters and check each other’s work.

Extra activities
1 Students write another letter of complaint about one of the situations they have discussed at the beginning of the lesson.
2 In pairs students write a dialogue for one of the situations in the lesson.
3 Test expressions by giving one word to elicit complete expressions. E.g. bother, fuss, lying down, etc.
Summary

Topic: the environment
Vocabulary: expressions for giving a presentation
Main task: preparing and giving a presentation
Subsidiary tasks: discussion; writing a presentation

Warmer

Write GREEN on the board and elicit connotations. Ask students in pairs to write down as many 'green issues' as they can in one minute. Compare ideas with the class.

Procedure

Lead in
Students discuss questions in pairs. Compare ideas with the class.

Word work
Set task as pair work. Check answers with the class. Elicit other possible contexts for the expressions.

Key
1 a, c, e 2 b, d, f, g

Listen
1 29.1 Ask what a presentation is and where you might hear one. Set task as individual work. Play the recording. Check answers.

Key
1 to introduce a day of seminars 2 e-waste
3 recycling, creative alternatives

2 Refer students to the recording script on page 93. Set task as pair work.

Key
Possible answers:
It's good to see you all here. I'd like to start by ...; This morning you'll hear from a company ...; ... how shall we say ...; I have to mention this ...; ... thank you very much for your attention.

3 a Read through the expressions with students and elicit possible endings for 1, 2, 4 and 5 and a follow up sentence for 3.

b 29.2 Play the recording. Students listen and repeat to practice intonation.

Talk about it
1 Students discuss questions in groups. Feed back.
2 Divide students into groups of three. Give each group a role A, B or C. Explain that they should prepare a presentation on the topic in their groups.
3 Regroup students so that there are representatives for each role. They then give their mini presentations in their groups. Students then discuss and evaluate the ideas presented.

Write about it
Set writing task for class or homework.

Extra activities
Students give mini presentations on the green issues discussed at the beginning of the lesson in small groups.
Focus Skill

Memories are made of this

Summary
Topic: memories; techniques for remembering
Vocabulary: word building
Main task: matching speakers and topics
Subsidiary tasks: discussion; listening for detailed information; giving memory tests

Warmer
Ask students if they can remember what their partner was wearing yesterday. What did they do exactly one week ago? How many details can they remember?

Procedure

Lead in
1. Read out a list of objects. These can be random. Give about ten objects. Ask students to memorise them but not to write them down.
2. Students do the quiz and in pairs compare answers.

Key
1. seven plus or minus two
2. When memories are too painful, it allows us to move on.
3. Smells activate certain brain cells which can link them with emotional responses.
4. three and a half
5. oily fish, whole grains, fruit and green vegetables
6. yes (it doesn’t get worse!)
7. eight
8. 70%
9. This is when we can remember exactly where we were when something traumatic/emotional happened.

3. Students write down the objects from the list read out in Exercise 1. Was anyone able to remember all the objects?
4. Tell students you are going to give them some instructions but not to do anything until you finish:

   Draw a plan of a room. There is a table in the middle of the room. There are four chairs – one on each side of the table. There is a window on the top wall. There is a vase on the table. There is a chair in the top right hand corner.

   Tell them they can start. Then say:

   Just one moment – there are also two doors – one in the wall on the right and one in the wall at the bottom. OK continue.

   The last instruction should mean they don’t remember the previous ones very well because their processing time was interrupted.

Word work
Set task as pair work.

Key
remember; memory/remembrance
forget; forgetful/forgetfulness/unforgettable
recall; recollection
remind; reminder
reminisce; reminiscence; reminiscent
memorise; memory/memorisation/memorial; memorable
nostalgia; nostalgic

Listen
1. Play the recording. Students complete the task individually and check in pairs before class feed back.

   Key
   a 3  b 1  c 2  d 4

2. Play the recording again. Students draw their sketches individually and compare them in pairs.

3. Play the recording again. Students complete task individually. Compare answers with the class. Refer to the recording script on pages 93–94 if necessary.

   Key
   1. rabbit – toy at the end of the pram
   2. a tree – dead tree in the middle of the field
   3. a tennis game – couldn’t remember the word net
   4. black smoke – coming from a fire in the street

Talk about it
1. Students tell each other their memories in pairs. Feed back.
2. Students discuss questions in pairs or as a class.
3. Students work in pairs to match techniques. Feed back and compare answers.

   Key
   1. external aid 2. chunking 3. routine 4. word play
   5. place it 6. cramming 7. make it meaningful
   8. imagery

   a + b. Students create lists and test each other.

Extra activity
Students choose one of the points from Talk about it Exercise 1 and write an account for a magazine.
Junk culture

Summary
Topic: junk culture; childhood
Vocabulary: compound adjectives
Main task: reading an article to identify topics and find synonyms
Subsidiary tasks: discussion; writing a formal letter

Warmer
Write childhood on the board (or elicit through an anagram or hangman). Brainstorm associations. What makes a good childhood? How is childhood presented in advertising and the media?

Procedure
Lead in
Students discuss the questions in pairs. Feed back.

Read about it
1 a Elicit predictions of content from the class. Write key ideas on the board to refer back to after students have read the article.

b Students read article to check predictions.

2 Set task as individual work and ask students to check in pairs before going through the answers.

Key
tick all except: music, debate, tattoos and piercings, bullying, exercise

3 Students find synonyms individually. Feed back.

Key
1 sinister 2 escalating 3 concerned 4 rapid
5 sedentary 6 significant 7 overly 8 cope with
9 exposed to 10 toxic

Word work
1 Set task as individual work. Check answers with the class. If necessary, explain unfamiliar vocabulary.

Key
1 first 2 real 3 fast 4 hyper 5 ever 6 test

2 Students write gap fills to test partners. Feedback.

Talk about it
Students discuss the questions in pairs or small groups. Feed back and bring into full group discussion.

Write about it
Set writing task for class or homework. Discuss format and formality for a letter sent to a newspaper.

Extra activity
In pairs students discuss and make notes to prepare to write a page from an imaginary diary of an eleven-year-old today. Suggest they think about: school, free time, homework, food, relationships, etc. Students write the diary page individually.
Talk to me

Summary
Topic: mobile phone culture
Vocabulary: colloquial expressions
Main task: writing arguments for and against
Subsidiary tasks: reading for gist and detailed information

Warmer
Elicit models of phones students use. Discuss the advantages and disadvantages of different models. Survey how many members of students’ families have mobiles.

Procedure

Lead in
1 Students do quiz in pairs and discuss answers as a class.
2 Students discuss questions in pairs. Feed back.

Read about it
1 a Students read titles and predict content in pairs.
   Feedback.
   b Students scan texts to check predictions.
2 a Explain that students need to identify the main points in the argument in order to say whether they agree or disagree.

Key
Not mentioned: using the Internet

b Students identify points included in texts and underline relevant phrases. Compare ideas as a class.

Word work
1 + 2 Set task as individual work and ask students to check in pairs before looking at the texts on page 67.

Key
1 in 2 on 3 up 4 out of 5 in, out 6 on 7 across 8 about
1 b 2 f 3 g 4 e 5 c 6 h 7 d 8 a

Write about it
1 Students discuss the different points. Feed back and write key ideas on the board before students begin writing.
2 Explain the task and go through the expressions in the useful language. Students plan their articles and write them in class or for homework.

Extra activities
1 Students combine their two articles to write one advantage and disadvantage essay. They should write their own titles.
2 Have a class discussion on one or all of the issues. One group must defend one aspect and another group the other. Take a final vote.
It's my age

Summary

Topic: age-related issues
Vocabulary: word building; collocations; words with similar meanings
Main task: discussion on aspects of age
Subsidiary tasks: reading text for general understanding; listening for specific information and general understanding; writing a magazine article

Warmer

Write five years on the board. Elicit that a person this age is a child. Write other ages and elicit other words: baby/toddler/adolescent/adult/middle-aged/elderly/old. Elicit ages for people at these stages of life. Does everyone agree?

Procedure

Lead in

Students discuss questions in pairs. Feed back.

Word work

1 Students match pictures and words in pairs. Check answers with the class and discuss any disagreements.

2 Put students into pairs to complete the word building task. Check answers with the class. Explain words if necessary and elicit additional contexts.

Key

Possible answers
juvenile (n/adj)
life expectancy: expectant to expect
expected/unexpected unexpectedly
precocious: precociousness precocity
discrimination: discriminatory to discriminate against
wisdom: wise unwise wisely/unwisely
maturity: mature immature to mature
ageism: ageist age underage aged

3 Students complete sentences individually and check answers in pairs.

Key

1 discriminate 2 ageist 3 immature 4 expect

Read about it

1 Students read article individually and check answer in pairs.

2 Students complete phrases individually. Check answers with the class.

Key

1 dismissal 2 up 3 force 4 surge 5 grounds
6 attitudes 7 from

3 Students write gapped sentences to test their partners on the collocations in Exercise 2.

Listen

1 Play the recording for students to match with picture.

2 a Students recall correct words to match with the meanings.

b Play the recording again for student to check.

Key

1 give up 2 linger on 3 sprightly 4 faculties

Talk about it

Set task as pair work. Students should discuss the pictures based on the questions given. Feed back.

Write about it

Set writing task for class or homework.

Extra activities

1 Write these two sayings on the board:
You're as young as you feel.
You should act your age.

In pairs students discuss the meanings of the sayings and decide which they agree with.

2 Test new vocabulary. Students write anagrams of five new words from the unit to test their partners.
What's the catch?

**Summary**
Topic: scams and hoaxes  
Vocabulary: words with similar meanings  
Main task: listening for gist and detailed information  
Subsidiary tasks: reading an article; telling a story; writing dialogue or short article

**Warmer**
Tell students about yourself and ask whether they think you’re telling the truth or a lie. How do they know if someone is lying? In pairs they should tell each other five things about themselves, one of which is a lie. How many students guessed the lie?

**Procedure**

**Lead in**
Students discuss questions in pairs. Feedback.

**Word work**
1 a + b Set tasks as individual work and ask students to check in pairs.

**Key**
1 a con artist  b trickster/fraudster  c hoaxter  
2 con, trick  
3 a play a trick/practical joke  b commit fraud  
3 run a scam  
4 a fraudulent  b tricky

2 Students complete the task individually and check in pairs. Elicit examples of practical jokes, famous con artists, etc.

**Key**
1 practical jokes  2 scam  3 fraud  4 fraudulent

**Listen**
1 Play the recording for students to listen for general understanding. Ask who the speakers are and what the conversation is about.

**Key**
1 International Lottery Agency  2 Parker  3 second  
4 Canadian  5 1 million pounds  6 bank account number  
7 transfer  8 £250  9 insurance  10 5 million

2 Play the recording again for students to complete expressions. Elicit other contexts.

**Talk about it**
1 Students discuss questions in pairs. Feedback.

**Key**
1 to inform you  2 substantial  3 you through  4 in order  
5 reeling  6 few details  7 fortnight  8 premium

2 Students discuss the message in pairs. Compare answers with the class.

**Read about it**
1 Ask students to read the article individually. Check understanding.

2 Students find synonyms in the article.

**Key**
1 wholly  2 implausible  3 handed over  4 notorious  
5 confidential

3 Students tell each other about any famous hoaxes.

**Write about it**
1 Students imagine and plan a hoax in pairs. They should then write an article about the hoax for a magazine. Alternatively, they can write the dialogue between the people involved.

2 The pairs describe their hoaxes and the class votes on the craziest, funniest, most plausible and cleverest.

**Extra activity**
Dictate these words to the students to practise spelling.

fraud hoax deception reassuring suspicious notorious implausible prestigious wholly accomplice embarrassed

Elicit the contexts they were used in the unit.
Focus Skill: Reading

**Undercover**

**Summary**
Topic: work, private investigators
Vocabulary: adjectives; collocations
Main task: reading for general and specific understanding
Subsidiary tasks: discussion, writing a PI report

**Warmer**
Ask students if they can predict what jobs people in the class will have in the future. Can they tell what a person’s job is by looking at them? How?

**Procedure**

**Lead in**
Students write down professions. They compare lists in pairs and discuss questions. Feed back.

**Word work**
1. Students discuss the meanings of the adjectives. Feed back.
2. Elicit examples from the class of what people like this might do.

**Read about it**
1. Students discuss pre-reading questions in pairs or as a class.
2. Elicit what they would like to find out about in the article. Students then read to check ideas. Feed back.
3. Set task as individual work and put students into pairs to check.

**Key**
1 F 2 T 3 F 4 F 5 T 6 T

4. Set task as pair work. Feed back. Elicit other contexts.

**Key**
1 a 2 b 3 b 4 a 5 a 6 b 7 a 8 a 9 b 10 a

5. Students match collocations individually. Check answers with the class.

**Key**
1 b 2 d 3 f 4 a 5 g 6 e 7 c

b. Students test each other in pairs.

**Write about it**
1. Explain the writing task. The students write their lists individually. They should imagine that they are hiring a PI to check up on someone – husband, wife, employee, suspected criminal, etc.
2. Students exchange lists. Now they imagine they are the PI who has tailed the person and must write the report. To do this they should use the list and their imagination.

**Extra activities**
1. Students read the text again and write a summary of the article in no more than 100 words.
2. Students play ‘Twenty Questions’ in pairs choosing unusual jobs. Alternatively, they give the class five pieces of information about their jobs for others to guess what they do.
3. Students write anagrams of eight of the adjectives from the unit for their partners to solve.
Dangerous fun

Summary
Topic: risk taking; health and safety
Vocabulary: expressions for a discursive essay
Main task: writing a discursive essay
Subsidiary tasks: discussion; reading an article

Warmer
Write Don’t try this at home! on the board and elicit where this message might be seen (before certain TV shows). Ask for names of such programmes and examples of what the shows are about.

Procedure

Lead in
Students discuss questions in pairs. Feed back.

Read about it
1 Set reading task for individual work and ask students to check answers in pairs.

Key
1 Presenters talk about cars and take part in tests and races.
2 They enjoy it because they can’t have the experience themselves.
3 One of the presenters was involved in a serious crash.
4 It may be stopped or its content changed because some people think it is not right to show such dangerous activities on TV.
5 He/She thinks the programme should continue as it is and that risk is up to the individual.

2 Students work together to find words in text.

Key
1 fans 2 the powers that be 3 banned
4 called into question 5 outrageous 6 issues
7 experience a vicarious thrill 8 toned down

Talk about it
1 Students prepare ideas for opposing point of view in pairs and feed back to the class.
2 Students explain and defend their own points of view. Alternatively, they can be given a point of view that they have to defend.

Write about it
1 Elicit ways of expressing contrasting opinions and information. Students complete task individually. Feed back.
2 Read through the phrases and give students time to write follow up sentences. Write up some of the students’ answers on the board.
3 Set writing task for homework.

Extra activities
1 Write these topics on the board and ask students to choose one and talk about it for two minutes in small groups.

fast driving smoking the environment public transport discipline in school

2 Elicit the names of some extreme sports. Students plan and write a short advertisement for one of these sports to go in a college magazine.

3 Put students into pairs and give each pair a piece of paper with the statement We are less free today than twenty years ago. at the top. Students have a written conversation discussing the statement. Feed back.
Summary

Topic: childhood
Vocabulary: word building; expressions for giving opinions
Main task: assessing and discussing modern school rules
Subsidiary tasks: reading an article for gist; writing a description

Warmer

Describe one of your memories of your experience at primary school. Elicit memories from the class. If necessary, write on prompts on the board: food, friends, teachers, accidents, etc.

Procedure

Lead in
Students discuss questions in pairs. Feed back. Do all the students describe similar experiences?

Read about it
1 Students read article. Elicit a summary sentence. Students then match the points of view and the comments.

Key
1 B 2 A 3 B 4 B 5 B 6 A 7 B

Word work
1 Set tasks as individual work and ask students to check in pairs.

Key
Nouns: applause implementation imposition instigation interference ridicule concern contribution protection welcome
Same form: ridicule concern welcome

2 Set task as individual work and ask students to check in pairs.

Key
1 ridicule 2 contribution 3 imposed, implement 4 applauded 5 instigated

Talk about it
1 Read through the rules with the class. Compare ideas.
2 Set task as pair work. Feed back and compare ideas with the class.
3 Read through the useful language. Students discuss the questions in pairs and compare their ideas with the rest of the class.

Write about it
Set writing task for class or homework.

Extra activity
In pairs students imagine a school either in the year 2050 or in the year 1950. They write a set of school rules for this school. They should include:
- Students must ...
- Students must not ...
What’s the score?

Summary
Topic: films; film scores
Vocabulary: words with similar meanings
Main task: listening to a synopsis for detailed information
Subsidiary tasks: discussion; writing a synopsis

Warmer
Ask students about the most recent film they’ve seen. Ask what they can remember about the actors, scenery, special effects and music. Give them the words score and soundtrack.

Procedure
Lead in
1 Students discuss questions in pairs. Feed back.
2 Students write names of films for different categories. Feed back.

Word work
Set task for individual work and ask students to check in pairs. Feed back. If necessary, check understanding of differences in meanings.

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

Listen
1 Students discuss questions in small groups. Feed back.
2 Explain the task. Give time for students to read through the names and the people. Play the recording for students to complete the matching task. Feed back.

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

3 Set task as individual work. Play the recording again for students to check answers. Feed back. Check meanings by asking for examples of different contexts.

Key
1 embezzles 2 isolated 3 adjacent 4 bedridden
5 traps 6 shadowy 7 horrified 8 distract 9 basement
10 mummified 11 suspicious 12 rage 13 identity

Write about it
1 Ask students if they have seen any silent movies. Check they know how the music was added to the film (an organ was played in the cinema as the film was being shown). Explain that they are going to hear some of this music. They should match the themes. Play the recording. Ask for answers.
2 Elicit that the synopsis is written in present tenses. Students choose one piece of music and discuss a possible story in pairs. They then write a short synopsis.

Extra activities
1 Do a soundtrack quiz. Ask students to write down five songs associated with films to test their partners.
2 Use this text on Bernard Herrmann for a reading comprehension.

Bernard Herrmann wrote the scores for many famous films, including Citizen Kane but is perhaps most well known for his work with Alfred Hitchcock, in particular for his film score for the ground breaking horror film of 1960, Psycho. There have been three sequels and a remake but the original is still widely considered to be the best not least due to Herrmann’s amazing film score. It is said that Herrmann actually ignored Hitchcock’s specific instructions regarding the music and came up with a haunting masterpiece that depends solely on strings; violins and cellos. The strings convey everything that Hitchcock wanted to show in his film - dread, longing, regret, fear. As with many fine films, the score is an integral part of the whole cinematic experience.

1 How many Psycho films are there altogether? (5)
2 Which is considered the best? (the original/first one)
3 What was Bernard Herrmann’s job? (composer)
4 What instruments did he use in the film score for Psycho? (violins/cellos)
5 Had he and Hitchcock agreed on this beforehand? (no)
Let it all out

Summary
Topic: showing emotion
Vocabulary: idioms and colloquial expressions
Main task: reading for general and specific understanding
Subsidiary tasks: discussion; writing a comment for a website

Warmer
Draw two faces on the board - one smiling, one frowning. Brainstorm as many words as possible associated with the two. Add tears to the two faces. Brainstorm again. Add frown lines to the second face. Continue.

Procedure

Lead in
Students discuss questions in pairs. Feed back.

Word work
1 Students complete task individually and check in pairs. Feed back. Check understanding.

Key
L: creased up to be in fits get the giggles
A: lose it blow your top freak out burst a blood vessel
have a good rant
E: I could've died
S: get it off your chest show your true colours
wear your heart on your sleeve

2 Explain the task. In pairs one student gives the other a phrase. The other student must then describe a situation to illustrate it. E.g. creased up - Yesterday Mike was showing off on his bicycle and he fell off. I creased up! Students complete the task. Feed back.

Talk about it
Students discuss questions in pairs. Feed back.

Read about it
1 Students do the task individually and check in pairs. Feed back.

Key
1 well up have a good cry moist-eyed solitary tear
full-on blubbing shed a tear cried openly weeping
turn on the waterworks
2 guy man males masculinity a man's man manly

2 Ask students to correct any false statements and underline parts of the text that give them the information.

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

Write about it
Set writing task for class or homework.

Extra activity
1 Students copy different paragraphs from the article and leave gaps for different words. They exchange texts with their partners and complete the gaps.

2 Test students on the new vocabulary by giving first part of phrases to elicit full phrase. Alternatively, get students to make cards with the different parts of the expressions on different cards, turn them face down and play a memory matching game (pelmanism)
**Summary**

- **Topic**: shopping
- **Vocabulary**: phrases used in report writing
- **Main task**: writing a report
- **Subsidiary tasks**: discussion, read a report

**Warmer**

Put students into pairs and give them two minutes to write down as many different shops as they can. Which pair has the most?

**Procedure**

**Lead in**

1. Students discuss questions in pairs. Feed back.
2. Students complete questionnaire individually and compare answers with partner. Feed back.
3. Students the pictures in pairs. Feed back.

**Word work**

Students complete task individually and check answers in pairs. Feed back.

**Read about it**

1. Ask students their opinions of local shopping malls/centres.

Students read the report and discuss answers as a class.

**Key**

1. modern design simple lay out impression of space cleanliness range of shops restaurants amount of parking space
2. not enough Mall maps not enough Mall staff available not enough lifts no coffee shop not enough toilet facilities cost of parking high
3. The recommendations don’t address current high cost of parking/extra lifts.

2. Students work in pairs to find verbs and phrases.

**Key**

- questions were asked
- most of those questioned
- (they) generally found
- Many mentioned
- was also praised
- a number of people expressed a desire for
- a request was also made
- it was also noted
- most considered the parking fees excessive
- maps should be displayed

The passive is often used in survey reports because it is impersonal and avoids the repeated use of *the people.* Occasional use of the active voice provides variety.

3. Students find formal equivalents and check with partners. Feed back.

**Key**

1. address 2. advisable 3. feasible 4. foreseeable future 5. facilitate

4. Students underline phrases where the words occur in the report. These phrases can later be used in the writing task.

**Write about it**

1. Read through the report phrases in *Read about it* Exercise 4 with students and then explain writing task. Students work in pairs to discuss an imaginary mall.

2. Students write the report individually. Remind them of the important points.

**Extra activity**

Set up a role play. In pairs students take it in turns to be one of the surveyors at the entrance to Tyndell Shopping Mall or a shopper being questioned. Give them time to write the questions they are going to ask. The shoppers can choose their persona – teenager, young married person, retired/elderly, etc. Students complete role plays. Feed back.
SkillsWork is an exciting new book for teachers and students who want to focus on skills development. Using the materials that teachers normally have to research and put together themselves, SkillsWork provides 40 lessons of integrated skills work with a strong emphasis on vocabulary acquisition.

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