Unit 1
Language

ACADEMIC SKILLS PLUS
Applied linguistics: Early language acquisition

Listening skills: Identifying main ideas in a presentation
Speaking skills: Giving an introduction to a presentation

1 SPEAKING

a Write these two expressions on the board: *acquire a language, learn a language*. Elicit students' ideas on the difference in meaning. Check by asking if we *acquire* or *learn* our first language (acquire). In pairs, students discuss and explain their ideas. Take feedback as a class.

b Make a gesture that you know your students will understand. Ask *What did I just make*? Elicit *gesture* and teach *make a gesture*. (Point to the gestures in the photos and ask what they mean. Picture 1 = peace sign; picture 2 = angry questioning.) In small groups, students ask and answer the questions. Take feedback as a class. If some students know gestures from another culture, ask them to demonstrate.

2 LISTENING 1

a Students match the words in A to the words in B to make a phrase. They then match this to the definitions i–v. (If students need more support, ask them to guess which words match and take feedback on this task before they match to the definitions.) Students compare answers. Take feedback as a class.

> **Answers**
> 1c = iii 2e = i 3a = iv 4b = v 5d = ii

b You may wish to pre-teach the phrase *carry out research* (do research) (*Example:* Medical scientists are always carrying out research into cancer cures). In pairs, students read the words and discuss their ideas. Take feedback from two or three pairs.

c 1.1 Play the recording for students to listen and check. They then compare their understanding. Take feedback as a class from two or three pairs on how close their predictions were.

d In pairs, students try to remember the correct order of the notes. Don't check answers at this point.

e 1.1 Play the recording for students to listen and check. They then compare their answers in pairs. Take feedback from the class. Write the answers on the board.

> **Answers**
> 3, 5, 1, 4, 6, 2

3 PRONUNCIATION Stress and pausing

a In pairs, students predict the stresses and pauses in the two sentences. Suggest they read them aloud to each other. Don't check answers at this point.

b 1.2 Play the recording for students to listen and check. You may need to play it two or three times. Check the answers as a class on the board. Highlight the fact that syllables are stressed and not the whole word.

> **Answers**
> (stresses underlined; || = pause)
> Since then || it's generally been understood || that using sign language || helps a child's first language development. || However || more recently || research has suggested || that this may not be the case at all.

c In pairs, students discuss the statements and choose the correct ones. Check the answers as a class.

> **Answers**
> 1, 3, 5

Suggested productive activity
Ask students to practise saying the two sentences in pairs. They should try to copy the rhythm with correct stresses and pauses. Monitor and listen for a natural rhythm and correct students' pronunciation as appropriate.

STUDY SKILLS: RECOGNISING MAIN POINTS

In small groups, students discuss the questions. Take feedback as a class and, if not mentioned, guide students to the ideas below.

> **Suggested answers**
> 1 Pay particular attention when the speaker places extra emphasis on words and pauses between – this is likely to be a key point
> 2 Give extra emphasis to key points and pause between them to give listeners the chance to process the information

4 LISTENING 2

a 1.3 You may wish to pre-teach the verb *refer to* (to talk/write about something briefly) (*Example:* During the lecture, she referred to two current research projects, but she didn't explain them in detail.) Individually, students read the three sentences. Play the recording and students check their answer in pairs.

Answer
2

b 1.3 Individually, students read the gapped notes. Play the recording again for students to make notes. You may need to play the recording another time. In pairs, students compare their notes. Take feedback as a class and write the answers on the board.

Answers
1 child sign language
2 in the UK
3 a particular country
4 using sign language

5 LANGUAGE FOCUS Presentation introductions

a In pairs, students try to remember the expressions the lecturer used. Don't check the answers at this point.

b 1.4 Play the recording for students to write down what they hear. Pause the recording between each sentence. Students compare their answers and then take feedback to the board.

Answers
1 I'd like to begin by looking at exactly
2 I'm going to talk
3 I'll refer to
4 My main objective in the presentation is to see

c In pairs, students discuss the questions. Take feedback as a class. Point out that the three expressions, *I'd like to*, *I'm going to* and *I'll*, are fixed and interchangeable.

Answers
1 expression 4 – it introduces the aim of the presentation and not the content
2 future

d Individually, students use the notes to write sentences – remind them that different answers are possible. Monitor and help with language if necessary

e In pairs, students compare answers. Monitor and help as necessary. Take feedback as a class to the board. Write just one expression for each example, but remind students the other expressions are also correct.

Answers
1 I'd like to / I'm going to / I'll begin by explaining different examples of second language learning for children.
2 I'd like to / I'm going to / I'll talk about a good age for children to start learning a second language.
3 I'd also like to / I'm also going to / I'll also refer to the most beneficial way for children to learn.
4 My main objective is to show it's useful for children to learn a second language.

6 LISTENING 3

a 1.5 Individually students read the points. Play the recording and students match the points to the three extracts. Students compare their answers in pairs and then take feedback as a class.

Answers
1 B 2 C 3 A

b 1.5 Individually, students read the sentences. Play the recording again. If students need more support, play the recording one more time. Students compare answers and then take feedback as a class.

Answers
1 F 2 T 3 T

c *Critical thinking: Generalising ideas*

Individually, give students time to think of answers and, if necessary, make notes. In small groups, students discuss the questions. Take feedback as a class and accept different ideas. Guide students to the suggested answers if these points are not mentioned.

Suggested answers
Parents: talk to the child as much as possible – creates a rich language environment; use real words in response to the child's baby talk – gives child real examples of language; don't correct what the child says, but repeat a more complete/correct version back – correction can perhaps limit child's creativity with language
Other children: gets children to play with each other – give opportunities for them to play and interact with other children – encourages them to use language to communicate with each other
Family: encourage everyone in the family to talk to the child – child sees language as something used by everyone, not just between him/her and parents – adds to the language environment
Reading: read stories to the child – stories (often with colourful picture books) create interest/entertainment for a child – child associates with something fun
Other ideas: enjoy songs together with a child – like stories this is fun and helps a child to understand the 'music' of a language, e.g. English stress and intonation; avoid TV and computer games – they don't interact with children in the same way a person does

7 SPEAKING

a In pairs, students choose three of the topics, think of an objective for the presentation and make a plan. Tell students to make notes and that both students in each pair will need a copy of the notes. Don't allow students to write full sentences. Monitor and help with language, if necessary.

b Put students in new pairs. They give their presentation introduction to each other. Remind them to use the expressions from the Language Focus. Monitor and make sure students are using the expressions. When both students have finished, they can discuss the different points they talked about and whether their objectives were similar or not. Take feedback as a class on some similarities and differences between the introductions. Give feedback on language you heard when monitoring – both good examples and errors.

Unit 1 Audioscripts

1.1 Exercises 2 c & e

Lecturer

Good afternoon, everyone. I'd like to start my presentation with a kind of short history of the topic. In the early eighties, an American doctor and child development expert by the name of Joseph Garcia started working with deaf people and learnt how to use sign language and he noticed that when a deaf couple had a child, their baby learnt how to use sign language – and the child learnt really quickly. Some babies were able to use it even before they learnt how to talk. Dr Garcia wondered how sign language would affect babies with hearing parents and so he looked for any research that had been carried out on this topic.

So, he found that there was plenty of research on families with deaf parents or deaf children, but very little on the use of sign language in hearing families, you know, when neither the parents nor the child was deaf. He then conducted some of his own research with hearing families and came to the conclusion that using a simple sign language meant that babies as young as eight months can begin to communicate using gestures. Then in the mid-nineties, he published a book explaining to parents how they could use sign language with their babies. Since then, it's generally been understood that using sign language helps a child's first language development. However, more recently, research has suggested that this may not be the case at all.

1.2 Exercise 3b

Lecturer

Since then, it's generally been understood that using sign language helps a child's first language development. However, more recently, research has suggested that this may not be the case at all.

1.3 Exercises 4 a & b

Lecturer

So, I'd like to begin by looking at exactly what I mean by child sign language because it's a bit different from the kind of sign language that deaf people use. It's a bit simpler and the signs are things that most people could understand. Then I'm going to talk about a research study that was done just a few years ago in the UK and look at the results of that. Researchers looked at the relationship between using sign language and a baby's ability to learn to speak. And finally, I'll refer to a particular country and culture where using gestures when you speak happens all the time. My main objective in the presentation is to see if using sign language with babies is useful and then I'd like to find out what you think about this topic.

1.4 Exercise 5b

1. So, I'd like to begin by looking at exactly what I mean by child sign language because it's a bit different from the kind of sign language that deaf people use.
2. Then I'm going to talk about a research study that was done just a few years ago in the UK and look at the results of that.
3. And finally, I'll refer to a particular country and culture where using gestures when you speak happens all the time.
4. My main objective in the presentation is to see if using sign language with babies is useful and then I'd like to find out what you think about this topic.

1.5 Exercises 6 a & b

Extract A

So, it's interesting to think about Italy because Italians are famous for using gestures all the time when they speak. And studies show that Italian parents usually use gestures when they speak to their children. Basically, it's a kind of sign language. So, this should mean that Italian children learn to speak more quickly than children in other countries, but they don't.

Extract B

In general, baby sign language is when parents use facial expressions and hand gestures as they speak to a baby. The signs they use in some way show the meaning of what they are saying. Many experts on baby sign language say that parents can make up their own signs for their children. But some typical signs that are based on sign language are fairly easy to understand. For example, with your finger you draw a smile over your mouth to signal the word 'happy'.

Extract C

The objective of the research was to find out whether using sign language with babies meant that they learnt to use spoken language more quickly. Researchers found out that the children in the group that were taught both signs and language did learn some signs. However, their language development was no better than the children in the other two groups that didn't use sign language – they didn't learn to speak any more quickly. As a result, these researchers concluded that using sign language with babies doesn't hurt or harm a baby's language development in any way, but, at the same time, it doesn't mean that your baby's language development will speed up in any way.

Unit 2
Work

ACADEMIC SKILLS PLUS
Business studies / Sociology: Workplace stress

Reading skills: Main and supporting ideas; making notes
Writing skills: Topic sentences

1 SPEAKING

a Give your own example of two or three things that cause you stress. Then, in pairs, students tell each other their ideas. Take feedback as a class and ask for two or three example answers.

b Give students a minute to think of things that can cause stress in the two situations. In small groups, students share their ideas. Take feedback as a class and ask for different answers.

2 VOCABULARY Stress

a Individually, students read the sentences and answer the question. They then compare in pairs. Check the answer as a class.

b If your class is strong, students can do b and c at the same time. Individually, students sort the sentences into the three groups then compare their answers in pairs. Check the answers as a class on to the board.

> **Answers**
> a 1, 3, 5
> b 2, 6
> c 4

c Individually, students decide the part of speech then compare their answers in pairs. Take feedback as a class to the board. Highlight that it is useful to study word families when they look up words in the dictionary. Students can 1) check whether the word has more than one meaning; 2) find out what changes can make different parts of speech. They can record this in their vocabulary notebooks.

> **Answers**
> 1 noun 2 noun 3 adjective 4 verb 5 adjective 6 verb

d Individually, students write three sentences. Remind them that they should use a different meaning of *stress* in each sentence. Monitor and help with language.

e In pairs, students compare their sentences. Monitor and help as necessary. Take feedback as a class and write three to five different examples on the board. Elicit examples with different meanings and different parts of speech.

3 READING

a You may wish to pre-teach the words in the box.

> **KEY VOCABULARY**
> *workplace* (n) the place where people do their jobs, for example, an office, a restaurant, a factory, etc. (*Example:* It's important that employees have a workplace that is safe.)
> *productive* (adj) a person who is productive is able to do and achieve a lot of things, especially at work (*Example:* The workers in her team were very productive and finished their project two days earlier than the other teams.)
> *balance* (n) a situation where things are equal (*Example:* In his company, there is a balance between male and female employees.)
> *factor* (n) a fact or a situation which has an effect on the result of something (*Example:* Price is an important factor when people are deciding what kind of car to buy.)

Ask students to read the paragraph summaries before they read the text. Give students two minutes to quickly read the text. In pairs, students compare their answers. Check the answers as a class. It would be useful to write the complete sentence on the board (this will be helpful with the Study Skills task).

> **Answers**
> Paragraph 1 a
> Paragraph 2 b
> Paragraph 3 b

b Individually, students read the questions and read in detail to find the answers in the text. Ask them to write notes for their answers. In pairs, students compare answers. Take feedback as a class to the board (this is useful for the Study Skills task). If you have also written up the summaries in 3a, then organise the notes so that they match the summaries (see the answer key to the Study Skills on page 2).

> **Answers**
> 1 work hard, use technology to work efficiently so they are productive
> 2 they feel stressed and technology sometimes adds to the problem
> 3 it can make employees happier and more productive
> 4 workers may have problems outside work: family, health, money worries
> 5 breaks for hot drinks and lunch, but also short, informal and regular breaks
> 6 workers rest between jobs, they can reduce stress and help workers become more productive

STUDY SKILLS: NOTETAKING FROM READING TEXTS

In small groups, students discuss the questions. Take feedback as a class and highlight the way in which the notes relate to different paragraphs. When doing feedback on question 4, accept different suggestions and guide students to the ideas in the answer below.

Answers

1 Paragraph 1 (a) = notes from 1 and 2
Paragraph 2 (b) = notes from 3 and 4
Paragraph 3 (b) = notes from 5 and 6
2 3a = main ideas; 3b = detailed points
3 Putting together the summary and the notes result in good overall notes on the text on a paragraph-by-paragraph basis
4 When students read to make notes on a text, they can look for the main idea in each paragraph write this down and then read for two or three details that support the main idea.

4 LANGUAGE FOCUS Topic sentences

a Write the first sentence of paragraph 1 on the board. Tell students this is called the *topic sentence* and shows readers the main idea in the paragraph. Also tell them it is not always the first sentence in a paragraph. Individually, students look for the topic sentences in paragraphs 2 and 3. Then, in pairs, they compare answers. Check answers as a class.

Answers

2 One solution to workplace stress is making sure staff have good work-life balance.
3 Having short, informal breaks during the work day is one way that workplace stress can be reduced and employees can become more productive.

b Show how the topic sentence in paragraph 1 can be divided into two parts: the main topic and the point of view (see the example in the table on the worksheet). In pairs, students complete the table for the topic sentences from paragraphs 2 and 3.

Answers

main topic	point of view
2 One solution to workplace stress	is making sure staff have good work-life balance
4 Having short, informal breaks during the work day	is one way that workplace stress can be reduced and employees can become more productive.

c In pairs, students discuss the ideas and decide if they are good or bad. Take feedback as a class to the board.

Answers

1 G 2 B 3 G 4 B

d In pairs, students decide if the sentences halves are *main topics* or *points of view*. (If you think students need more support, you could do this as an open class activity on the board.) Take feedback as a class, but don't say which halves go together (see table in 4e for answers).

e Individually, students match the sentence halves to make complete topic sentences. Students check their answers in pairs. Check answers as a class to the board (you only need to write up the numbers).

Answers (exercises 4d and 4e)

main topic	point of view
2 The physical work environment and employee workspaces	6 have an important part to play in decreasing employee stress
4 Keeping salary costs low to increase profit	1 often means dissatisfied staff who are not productive
7 Staff cuts as a result of IT	3 has often resulted in more work for those employees who are left
8 Providing a free physical fitness programme	5 can be an effective way for a company to manage employee stress

f *Critical thinking: Identifying point of view*

In small groups, students discuss the question. Take feedback from the class, listen to students' ideas and guide them to understanding the suggested answer.

Suggested answer

No, in written academic English writers don't usually say what their point of view is in a direct way. They don't use language like *in my opinion* or *I think/believe* etc. In the example sentences, the point of view of the writer is suggested – sometimes with an adjective and sometimes by describing some kind of result or outcome.

g Students read the paragraph then, in pairs, discuss what they think the main idea of the paragraph is. Students write their topic sentence. Monitor and help with language. Take feedback as a class and get two or three example topic sentences. Write these up on the board and give feedback, for example, if you think something is missing or if language needs correcting. Write up or show the example answer so students can compare it to their own.

Possible answer

Short breaks for employees can help the social environment of a workplace which can then result in employees having a positive attitude towards their work.

5 WRITING

a Tell students they are going to write a paragraph about work-life balance and free time, but tell them not to start writing immediately. In pairs, students read the notes and discuss how they can be expanded into sentences. Monitor and help as necessary. When students have finished discussing the notes, tell them to write the paragraph. Monitor and help with language. When most pairs have finished, tell them to write a topic sentence for the paragraph. This could go at the beginning or the end.

Example answer

(topic sentence in bold)

It is easier to have a healthy work-life balance when an employee manages their free time well. These days a key part of a person's free time that needs to be managed carefully is their use of technology. It is very easy for people to spend time online or constantly checking their phones. However, this stops them from connecting with family and friends. Time spent with people is usually more satisfying and relaxing. Good management of finances is also important because if a person uses their credit card too much they get into debt and this causes stress. Free time is not enjoyable if someone is constantly worried about money. A third area of free time that needs management is household tasks such as cleaning, shopping, washing clothes. These are boring so it helps if people living in the same house can share their tasks so everyone has more quality free time. As a result, if an employee wants to achieve a healthy work-life balance, they need to think about these three key areas.

b Put students in two sets of pairs. They exchange their paragraphs, read and note differences, and then give feedback to each other. You may wish to show students the example answer above so they can compare it to the paragraphs they have written.

6 READING EXTENSION

This is an opportunity for students to read more extensively about balancing different parts of their lives and is intended mainly for enjoyment and interest, using the tasks and questions to guide them in reading and to prompt reflection.

If you wish, you could give students the text and questions to read at home, then discuss the answers in the following lesson.

Answers

a 1 b 2 c 3 a

b 1 This student is getting distracted from their study so needs to create a study schedule.
2 This student is doing too much intensive study and needs to create a schedule that is based on their daily routine. The schedule should have achievable study goals and include some time for relaxation.
3 This student sometimes needs to say 'no' to seeing family members and concentrate a bit more on study.
4 This student needs to get some exercise as well as studying.
5 This student may need to talk to a counsellor.

Unit 3
Business

ACADEMIC SKILLS PLUS
Business studies: Family businesses

Listening skills: Identifying different points of view; Recognising turn-taking language
Speaking skills: Putting forward different points of view; Inviting people to comment

1 SPEAKING

a Look at the photo together and ask what it shows (a village in Austria, a hotel by the lake). In pairs or small groups, students read the text and discuss the questions. Take feedback as a class. You could write a list of plus and minus points on the board. Prompt students to think of well-known family business that have grown into successful companies, e.g. large department stores, well-known brands of food.

2 LISTENING

a 3.1 To introduce this part, explain that students will hear a group of students having a discussion about family businesses. Read through the questions, then play Part 1 of the recording. Students check in pairs, then discuss the answers together.

> **Answers**
> 1, 2, 4, 5

b The aim of this exercise is to check key vocabulary that they heard in the recording. In pairs, students match the items, then take feedback. As you go through the answers, you may wish to teach the words in the box below.

> **Answers**
> 1 support system – 2
> 2 flexibility – 4
> 3 loyalty – 1
> 4 shared values - 5

KEY VOCABULARY

flexibility (noun) being willing to change if necessary (*Example*: The company is flexible about their working hours – they show flexibility.)

loyalty (noun) showing support or friendship without changing (*Example*: I'm a loyal customer – I've bought things at the same shop all my life.)

values (n) beliefs about what is important or right

c 3.1 Give time for students to look at the words and the notes. Then play the recording again. You could pause from time to time so students can complete the notes. Students compare answers in pairs. Then conduct feedback.

> **Answers**
> 1 loyalty to the family; inbuilt support system; they stick together
> 2 flexibility – family members can take over if one person is busy
> 3 they share the same values – a family set of values - 'company mission'

d To introduce this, explain that students will hear the next part of the discussion. Look through the problems together and ask students whether they think they are about the parents or the children in a family business. Don't tell them the answer at this point as they will listen to check.

e 3.2 Play the recording. Then conduct feedback.

> **Answers**
> 1 b 2 a 3 a 4 b

f *Critical thinking: Understanding at a deeper level*

The aim here is to encourage students to think more carefully about what they hear, and understand precise meaning. In pairs or groups students discuss the questions. If you wish, let them look up the word *succession* in dictionaries or online. Then take feedback and write the words *succeed* and *succession* on the board. Point out that the verb *succeed* here (= come after) is different from the normal meaning (= be successful).

> **Possible answers**
> 1 Problems of succession: problems arise when the children 'succeed' the parents, because they may have different ideas or the parents may not want to give up. 'Lack of succession' means there is no one who can take the parents' place (maybe because the children aren't interested). The word 'succession' normally refers to kings and queens – the eldest child succeeds the king/queen (= becomes the next king/queen) – so this is a similar idea for the boss of a family business.
> 2 In a normal company they can fire the CEO (or he has to retire) and they can employ a new boss or promote someone suitable from within the company.

g ***Skills focus*** *Identifying different points of view*

The aim here is to shift the focus from the topic the people talk about, to the way they conduct the discussion. Make this clear to the class. In pairs or groups, students discuss the questions. If necessary, play the recording (or just the first part) again. Then take feedback.

> **Answers**
> 1 b sometimes they disagree about a point but then reach agreement by discussing it
> 2 c their discussion is quite informal; although they sometimes disagree, they do this carefully and in a constructive way, suggesting alternative ideas and not being too critical
> 3 a David makes notes but he summarises ideas from the whole group and invites the others to contribute.

3 LANGUAGE FOCUS 1 Agreeing and disagreeing

a Explain that you're going look at the language the students used to agree and disagree. If you wish, you could start by asking if they noticed any expressions the students used. In pairs, students look at the extracts and add one word in each gap. There may be more than one possible answer in some cases (for example, 1 could be 'That's right' or 'That's true'). If you wish, take feedback, or you could leave this until after the listening.

b 3.3 Play the recording, pausing after each extract to check answers.

> **Answers**
> 1 right 2 exactly 3 point 4 true 5 sure 6 mean
> 7 really 8 fair

c Working alone, students write the expressions in two lists. Then conduct feedback and write the expressions in two lists on the board.

> **Answers**
> Agree: 1, 2, 3, 4, 8 Disagree: 5, 6, 7

4 PRONUNCIATION Rising and falling tones

a The aim of this is to help students to notice rising and falling tones and to show them that rising tones make the speaker sound less definite and so more polite when disagreeing.

Play each expression and ask students if the speaker's voice rises or falls. As you go through the answers, you could repeat each expression, using gestures to show the rising or falling tone, or write the expressions on the board and show the rising or falling tone with arrows.

> **Answers**
> 1 fall 2 fall 3 fall 4 rise 5 rise

b In pairs, students answer the questions. Then take feedback. Point out that when we agree we usually use a falling tone – we are just confirming what the other person said. When we disagree, a falling tone sounds too 'final' or 'definite', so it may sound aggressive. To avoid this, we can use a rising tone – this sounds more 'careful' and 'open'. Get the class to repeat each expression, using the correct tone. Help them by using hand gestures.

> **Answers**
> 1 b 2 c 3 b

c To show what to do, demonstrate a conversation with a good student. Say *I think family business can build up loyal customers.* Elicit a response, such as *Yes, that's a good point. For example, family food shops – people always go to them.* Reply, for example, *Yeah, exactly. They're like old friends.* In pairs, students have similar conversations, taking it in turn to begin. Go round the class, checking that they are using the expressions correctly.

5 LANGUAGE FOCUS 2 Inviting people to comment

a 3.5 Look at the questions, then play the recording. Students write the expressions. Then conduct feedback and write the expressions on the board. Establish that Peter acts as chairperson – he organises and leads the discussion and takes notes.

> **Answers**
> 1 Anything else about that?
> 2 You wanted to say something, Carlos.

b Working alone, students read through the expressions and decide which ones they shouldn't use. Then they compare answers in pairs. Then take feedback. Quickly practise saying the correct expressions round the class.

> **Answers**
> 2 (It sounds too direct and rather challenging.)
> 6 (We say this when we don't understand what someone said, or when we don't believe them.)

STUDY SKILLS: GROUP DISCUSSION

The aim of here is to make students aware of how to conduct a group discussion successfully and give everyone a chance to contribute. Ask the class to suggest a tip for a successful group discussion and write it on the board. (*Example:* Give everyone a chance to say what they think.) In groups, students think of five more tips. One person in the groups should act as 'secretary' and write them down. When most groups have finished, stop and take feedback. Build up a list of tips on the board, then ask the class to vote on the five they think are most important.

> **Possible answers**
> Choose one person to 'chair' the discussion.
> Choose one person to make notes.
> Give everyone a chance to speak.
> Don't let one student dominate the discussion / talk too much.
> Keep to the topic
> If you disagree, do it politely.
> Make sure you answer all the questions/topics.

6 SPEAKING

a Look at the topics together and check that students understand them. Divide the class into groups of three or four and ask each group to choose a topic.

b Working alone, students prepare two or three points and make brief notes. Go round the class giving help where necessary. Students shouldn't talk together during this stage.

c Give clear instructions about what to do. Each group should:

- choose a person to chair the discussion and make notes
- discuss the topic with each student contributing the points they prepared, and any others they think of
- make sure they take turns to give their ideas. The 'chairperson' should ask for ideas, using expressions from 5a and 5b.
- use the expressions in 4a to agree and disagree.

Students move into their groups and have the discussion. When some groups have finished, stop and take feedback. Ask each group:

- What conclusion did you come to?
- Did everyone say something? Did you mainly agree or disagree?
- Which expressions did you use? Which expressions did you like using most?

Unit 3 Audioscripts

3.1 Exercises 2 a & c

P = Peter; S = Sonya; C = Carlos

Part 1

P OK, pros and cons of family-run businesses.
S Yeah.
P Um, shall we talk about the good points first? Yeah?
S OK, well, um – loyalty, that's obviously one strong point, loyalty to the family. So the company stays together in bad times and they help each other – maybe that wouldn't happen so much in an ordinary company.
C Yeah, that's right, also family-run businesses have a kind of in-built support system – that's what you're saying really, aren't you?
S Yeah, exactly, they stick together.
C Yes.
S And um, I think flexibility's another one, like if you think of a shop or a café for example, if one person has a family commitment, say a school trip or something, someone else in the family can usually take over, so they can be more flexible.
P Yeah, that's a good point, so … support system and flexibility, right. Anything else about that?
S Not really.
P You wanted to say something, Carlos?
C Yes, another thing is, um, they usually share the same values.
P Yeah, that's true.
C So there's a kind of family set of values, they all agree on what the company represents, it's a kind of company mission in a way.

3.2 Exercise 2e

P = Peter; S = Sonya; C = Carlos; V = Vicki

Part 2

C So there's a kind of family set of values, they all agree on what the company represents, it's a kind of company mission in a way.
V I'm not sure, I think that depends, doesn't it? I mean – I see what you mean but still the family may not all see things in quite the same way, not always.
C How do you mean?
V Well, I mean, they share the same philosophy, OK – but it might change through the generations.
V Yeah, I think it often happens when children take over the firm – um, they kind of want to do things in a new way.
S Yeah.
V So there may be conflict about the best way to run the company.
S Yeah right, the children think the father's being too old-fashioned.
V Yeah and they want to modernise.
P OK, so that's a negative thing then about family companies.
V Definitely negative, yeah.
P OK.
S Yes, I think it's a problem of succession in a way, isn't it? There are lots of problems like that. Like for example, the father set up the company and now he doesn't want to give up control, so that's another cause of conflict, and you probably don't get that in normal companies, not so much anyway.
V No that's right, they just vote the CEO out.
C Yes, kick him out!
V Or else he retires when he gets too old, whereas if it's a family firm the owner might well want to carry on for ever.
S Yeah, it's just hard luck.
V Yeah.
P OK, hang on then, let's note this down, so the advantages are loyalty and support, and they have a shared set of values.
S Yes, that's right.
P But a disadvantage might be problems of succession and handing over to the next generation. OK, what other advantages are there?
C Just a minute, before we go onto that.
P OK.
C There's another quite important point about succession, which is that it can also be a problem the other way round. Like, the parents built a company, but then the children aren't interested so there's no-one suitable to take it over.
S Yeah, that's a good point.
P OK, so that's another problem with succession – lack of succession, so to speak.
C Yes, lack of succession, exactly.
P Isn't that the same with any company, though?
C Well, not really because you just advertise for a new manager, um – or else someone who's ambitious gets promoted from inside the company.
P OK, fair enough. Anyway, what about other advantages? Sonya, what do you think?

3.3 Exercise 3b

1
S … Maybe that wouldn't happen so much in an ordinary company.
C Yeah, that's right, also family-run businesses have a kind of in-built support system. That's what you're saying really, aren't you?
S Yeah, exactly, they stick together.
2
S … Someone else in the family can usually take over, so they can be more flexible.
P Yeah, that's a good point.
3
C … another thing is, um, they usually share the same values,
P Yeah, that's true.
4
V I'm not sure. I think that depends, doesn't it? I mean – I see what you mean, but still the family may not all see things in quite the same way, not always.
5
P Isn't that the same with any company, though?
C Well, not really, because you just advertise for a new manager, um – or else someone who's ambitious gets promoted from inside the company.
P OK, fair enough.

3.4 Exercise 4a

1 Yeah, that's right.
2 Yeah, exactly.
3 Yeah, that's a good point.
4 I see what you mean, but …
5 Well, not really.

3.5 Exercise 5a

P = Peter; S = Sonya; C = Carlos

P Yeah, that's a good point, so … support system and flexibility, right. Anything else about that?
S Not really.
P You wanted to say something, Carlos?
C Yes, another thing is, um, they usually share the same values.

Unit 4
Sport

ACADEMIC SKILLS PLUS
Sports science: Talent identification

Listening skills: Predicting and listening; listening for key detail
Speaking skills: Giving examples in presentations

1 SPEAKING

a In pairs, students discuss the questions. Take feedback as a class and get two or three example answers to the two questions.

b Give students a minute to read the questions and think about the answers. In pairs, they tell each other about their person. Take feedback as a class and get two examples. Ask students to report on the person their partner talked about.

2 VOCABULARY Judging qualities

a Individually, students match the words in bold to the definitions. In pairs, students check their answers. Then check answers as a class. You may wish to focus on the word stress in these words and drill them: potential, quality, motivation, strength (one syllable, but note consonant clusters at the beginning and end of this word), elite, psychological, evaluate.

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

3 LISTENING 1

a Individually, students think about the difference in meaning between the two ideas. Let them use a dictionary if necessary. Monitor and help as necessary. (Language note: *select* (v) = choose; *identify* (v) = see, recognise something.) In pairs, student compare their ideas. Don't check answers at this point.

b 4.1 You may wish to pre-teach the vocabulary in the box below.

KEY VOCABULARY
crystal ball (n) a glass ball used by someone who says they can discover what will happen to you in the future by looking into it. (*Example:* I can't tell you who's going to win the game – I don't believe in crystal balls.)
distinction (n) a difference between two similar things. (*Example:* Sometimes there's no clear distinction between two sounds in English.)

Point out that the lecturer uses the American term *soccer* for *football*. Play the recording for students to check their ideas from 3a. They then check in pairs before taking feedback as a class.

Answers
talent selection = choosing the best players to form a good team
talent identification = deciding which players are likely to be very good in the future

c 4.1 Give students a minute to read the notes then play the recording. Students compare their notes in pairs. Play the recording again if necessary. Take feedback as a class to the board.

Answers
- both = choosing [1]**young sports players** - will they be successful or not?
- talent selection = coach decides who are the[2] **best players** to make a [3]**team** that can [4]**win**
- e.g. [5]**2** soccer teams ➜ chooses best [6]**11** players
- talent identification = trying to see the [7]**future** - which children have [8]**potential**?
- coach evaluates [9]**qualities** of young players e.g. physical [10]**ability**
- talent selection ➜ tells kids they got to be a [11]**winner**

STUDY SKILLS: NOTETAKING

1 Write ➜ on the board and elicit what it stands for (*it follows* or *leads to*). Tell students to look for other symbols or abbreviations in the notes in 3c.

Answers
= equals, is the same as, means
➜ it follows, leads to, e.g. for example

2 & 3 In small groups, students think of other symbols and discuss the question.

Suggested answers
2 – minus, without
≠ doesn't equal, isn't the same as
≈ approximately, similar
≤ is less / smaller than
≥ is greater / larger than
i.e. that is, in other words
3 Yes, if their notes are only going to be used by themselves.

4 PRONUNCIATION Contrastive stress

In the examples in 4a and 4c the punctuation is missing to ensure students focus on sounds.

a 4.2 Tell students the sentence comes from the lecture. Students read and then listen to the sentence marking the stresses and pauses they hear. Students compare their answers in pairs. Play the recording again if necessary. Take feedback as a class.

Answers (stress underlined; || = pause):
However || one || is all about the present || and is short-term || while the other is more focused on the long-term || in the future.

b In pairs, students discuss the question. Take feedback as a class and guide students towards the ideas in the answer.

> **Answers**
> The lecturer is making a specific contrast between two ideas. He makes pauses between the different ideas he wants to contrast e.g. *the present* (pause) *and is short term* and between the two parts of the sentence. He strongly stresses the two words that show a contrast (*one, the other*) as well as the main ideas (*present, short-term, long-term, future*). While the contrast is clear in terms of the words he chooses, the pronunciation gives it more emphasis.

c 4.3 In pairs, students practise saying the sentence to each other and predicting the stresses and pauses. Play the recording and students listen and check their predictions. Play the recording again if necessary. Take feedback as a class to the board.

> **Answers (stress underlined; || = pause):**
> What's more || one is quite simple || but the other || is || well it's a real skill.

Suggested productive activity

Drill the first sentence as a class. You can do this in two parts: However || one || is all about the present || and is short-term || while the other is more focused on the long-term || in the future. Make sure students get the right emphasis for the contrastive stress. In pairs, students practise this sentence then the one in 4c. Monitor and point out any pronunciation errors, particularly with contrastive stress.

5 LISTENING 2

a *Critical thinking: Predicting and interpreting ideas*

In small groups, students discuss possible answers. Take feedback as a class and write some of the answers that students suggest on the board.

b 4.4 Play the recording and students listen to see if their ideas are talked about. In pairs, students check their understanding of the recording. Take feedback as a class and refer to the ideas on the board.

c 4.4 Give students time to read the questions and then play the recording. Students compare answers in pairs. Play the recording again if necessary. Take feedback as a class to the board.

> **Answers**
> 1 70%
> 2 It's too competitive – there's too much pressure
> 3 Children play sport longer
> 4 Not necessarily
> 5 The players who were younger, slimmer, practised less and who had parents that didn't push them

d In pairs, students discuss information that was surprising for them. Take feedback as a class and get two or three example answers.

6 LANGUAGE FOCUS Giving examples

a 4.5 Give students time to read the gapped sentences. Play the recording for students to listen and fill in the missing words. In pairs, students compare answers. Play the recording again if necessary. Take feedback as a class to the board.

> **Answers**
> 1 for instance 2 such as 3 was shown

b Individually, students replace the phrases in 6a with these expressions. In pairs, students compare answers then check them as a class to the board.

> **Answers**
> a 2 b 3 c 1

c Write the sentence on the board with the gap and elicit the answer as a class. Elicit the form of the verb in this example (*infinitive*).

> **Answers**
> show/illustrate

d In pairs, students discuss the answers to the questions. Check answers as a class to the board.

> **Answers**
> 1 like
> 2 was shown/illustrated by, to show/illustrate what I mean
> 3 noun phrase
> 4 a subject and verb

e Individually students complete the gaps in the presentation with ideas 1 to 4 together with an expression from 6a to 6c. More than one expression is possible in each gap. In pairs, students check their answers, then check answers as a class to the board and show each alternative.

> **Answers**
> Many people say that sports training programmes for young people are good for their health. They say that they develop physical abilities **such as / like** (4) strong muscles and good breathing. However, other people argue that a training programme that is too narrow and intensive can cause physical problems. **For example / instance**, (3) the training might focus on only certain parts of the body and there is often the danger of injury. These people also say that the real problem is usually psychological. **This is shown/illustrated by** (2) reports of children who feel stressed and anxious as a result of intensive training. These children are often pushed by their parents and feel under pressure. **To show/illustrate what I mean**, (1) let's look at this graph that shows motivation levels of a 10 year old child who is doing intensive swimming training.

f Give students a minute to think of examples for the three sentences. Do not allow students to write anything down. In pairs, students say the sentence and add an example using a different expression for each example. Monitor and check students are using the expressions correctly. Take feedback as a class and ask if students thought of similar or different examples.

7 SPEAKING

a Individually, students choose one of the topics to talk about. They can think of their own topic if that is easier. Remind them it is important that they can think of examples to talk about.

b Individually, students make notes. Do not allow them to write complete sentences or to write down the Language Focus expressions. Monitor and help with language.

c In pairs, students give their presentations to each other. The student who listens notes down the examples. Monitor and note down any common mistakes to deal with during feedback.

d In pairs, students give feedback to each other on examples that were clear. Give students feedback on any mistakes you heard when monitoring.

Unit 4 Audioscripts

4.1 Exercises 3 b & c

Now, before we begin to look at what goes into talent identification of young athletes, I'd really like really to make a distinction between talent identification and talent selection. So, they – firstly, they both involve selecting young sports players and then deciding if they're likely to be successful or not. However, one is all about the present and is short-term, while the other is more focused on the long term, on the future. What's more, one is quite simple, but the other is – well, it's a real skill.

So, OK, let's start with talent selection. This is when a coach makes decisions about who the best players are at a certain level or at a certain age and then forming a team that he or she hopes is going to win. So, for instance, a soccer coach might have about 20 players in an under-12 team in his club – there might even be two teams that play regularly. The coach chooses the best 11 players from that group who then form some kind of representative team, but then he also lets the other players know that they weren't good enough to make the grade. So that's what I mean by talent selection.

Talent identification, on the other hand, has got nothing to do with forming a winning team. It's all about trying to look to the future and think about which children have the potential to go on to become an elite sports person when they're older. It's a bit like trying to look into a crystal ball, but it's a bit more technical than that. Talent identification is concerned with an evaluation of the qualities that you see in a younger player – these are qualities such as physical ability, er, motivation to learn and psychological strength.

Now I think it's important to make this distinction because they involve very different processes that can have a major impact on young people and on their involvement with sport. Talent selection is all about who's the best right now. The message it sends to kids is that you've always got to be a winner and this isn't always a good thing for young athletes. So, why then is this a problem?

4.2 Exercise 4a

However, one is all about the present and is short-term, while the other is more focused on the long term, on the future.

4.3 Exercise 4c

What's more, one is quite simple – but the other is – well, it's a real skill.

4.4 Exercise 5 b & c

So, why then is this a problem? Well, it takes the fun out of sport and that's usually why kids take it up in the first place. Research by a youth sports organisation in the US shows that 70% of children stop playing sports by the age of 13. And these children say they drop out because it's not fun anymore and it's not fun because it's too competitive – there's too much pressure. This is the main problem with team selection.

Talent identification means you keep as many kids playing sport for as long as you can. One of the reasons for this is that those who go on to become top ranking players – they aren't always the ones who are the most talented when they are children. In other words, the best 10-year-old athletes don't necessarily become the best athletes when they're 20.

This was shown by a study that was carried out by a Polish tennis coach. Ah, he's an expert in talent identification, called Piotr Unierzyski. He carried out an 8-year study of 1,000 tennis players who were aged 12 to 13 in 50 different countries. He found that young tennis players who eventually made it into the top 100 – well, they were often younger and slimmer than the other players. Likewise, they practised less and also their parents didn't push them that hard. One of the future stars he identified was Roger Federer.

4.5 Exercise 6a

1. So, for instance, a soccer coach might have about 20 players in an under-12 team in his club.
2. Talent identification is concerned with an evaluation of the qualities you can see in a young player – these are qualities such as physical ability, motivation to learn …
3. This was shown by a study carried out by a Polish tennis coach.

Unit 5
Saving tigers

ACADEMIC SKILLS PLUS
Biology / Environmental studies: Endangered animals

Reading skills: Interpreting factual data; Understanding logical connections
Writing skills: Summarising from factual data; Showing logical connections

1 SPEAKING

a To introduce this, write *endangered species* on the board. Ask what it means (a type of animal that is in danger, there are only a few of them) and ask if only animals are endangered (no – also birds, fish, insects, plants). Ask students to give a few examples, e.g. elephants, pandas.

In groups, students discuss the questions. You could let them use dictionaries or mobile phones to find out names of animals in their own country. Then take feedback. Encourage students to go into detail about the reasons, for example, climate – the earth is getting warmer, so the ice is melting and this bad for animals in the Arctic that live on the ice.

For question 2, you could build up a list of endangered species on the board, then discuss what people are doing and what they should do.

b In the same groups, students discuss the questions and note down their answers. Then take feedback but don't tell them the correct answers at this point (they will find out from reading the text). You could write the class's guesses for each question on the board to refer to later.

2 VOCABULARY Endangered animals

a Working alone, students complete the gaps and match the words with the meanings. Then they compare answers in pairs. Then take feedback, and if necessary give other simple examples of your own.

Answers
1 conservation a
2 protected c
3 poaching d
4 population b
5 extinct f
6 biodiversity e

As you go through the answers, you could also show word families on the board:
1 conserve (v) – conservation (n)
2 protect (v) – protection (n)
3 poach (v) – poaching (n – the name of the crime) – poacher (n) (the person who does it)
4 populate (v) – populated (adj) – population (n)
5 extinct (adj) – extinction (n)
6 biodiverse (adj) – biodiversity (n)

3 READING

a Students read the text and check how close their guesses were. Then take feedback.

Answers (to questions in 1b)
1 Asian countries (most are in India and Indonesia)
2 Forests are disappearing, farming has increased, poaching for sport and traditional medicine
3 3,200 – 3,500
4 Decreasing – but this could change if action is taken.

b In pairs, students read the text again and choose the best summary. Then take feedback.

Answers
1
(Not 2 - in the past, governments haven't tried very hard to protect tigers; not 3 - tigers are still in danger.)

c ***Skills focus*** *Interpreting factual data*

The aim of this part is to give students practice in looking closely at a text to check factual data.

In pairs, students discuss the comments and correct those that are not true. Then take feedback and ask students to tell you where in the text they found the answers.

Answers
1 False. It has gone down by about 97%. (Para 1: It was 100,000, now under 3,500.)
2 False. They went down fastest in the decade 1996-2006. (Para 1: The most rapid decline …)
3 False. India has more tigers, Indonesia may have more tigers by now. (The table: India 1,411; Indonesia hopes to have 650 by 2022.)
4 True. They plan to increase numbers by 100%. (The table – projected population for China and Indonesia.)
5 True. In 2011 it was between 10 and 30 (The table – population 2011 for Cambodia.)

STUDY SKILLS: INTERPRETING TABLES

The aim of this part is to make students aware of why tables are a useful part of a reading text and what kind of information they give.

Discuss the questions with the class and bring out these points:

- Tables are mainly used for comparisons between different numbers (they can easily be shown in rows and columns).
- Gradual changes over time can be more clearly shown in a graph, rather than in a table.
- Descriptions of a process can be more clearly shown in a text or a flow diagram, not in a table.

d *Critical thinking: Identifying the aim of a text*

The aim of this part is to help learners to be aware of the writer's purpose, and especially to distinguish whether a text is simply stating facts or is aiming to persuade the reader or entertain them.

Possible answers

1 **a** is the main aim; **b** may also be an aim, as simply presenting the facts makes the reader see the need to take action, but the main aim is to give information and present the facts as clearly as possible.
2 It consists mainly of facts and figures, so it presents facts objectively. The style is serious and fairly formal. The article doesn't express any opinions (except that tigers may become extinct), it just presents the facts.

4 LANGUAGE FOCUS 1 Describing changes

a Ask students to cover the text or turn it over. Look at the first sentence together and elicit answers (dropped dramatically). Point out that they should use one word from Box A and one Box B, but they can be in either order. Emphasise that more than one answer may be possible in some cases. Working alone, students complete the other gaps, then compare answers in pairs. Then conduct feedback or let students check answers in the text.

Possible answers

1 dropped dramatically 2 rapid decline
3 grown steadily 4 largest rise 5 significant increase

b In pairs, students discuss the questions. Then conduct feedback.

Answers

1 a largest, rapid, significant b dramatically, steadily
c dropped, grown d decline, increase, rise
2 has dropped- a drop (in); has grown – a growth (in); has inc**re**ased, an **in**crease (in); has risen, a rise (in)
3 a dramatically, rapid b steadily c significant

c Working alone or in pairs, students write sentences. Then they could compare their sentences with other students. Conduct feedback, and try to get a range of possible answers.

Possible answers

1 There has been a significant increase in the numbers of Pandas in China since 2003.
The panda population of China has risen by nearly a quarter in the last 15 years.
2 The human population of the world has grown steadily over the last 30 years.
The number of humans in the world has increased by 2.5 billion since 1988.
3 Orangutan numbers have declined significantly over the last 100 years.
There has been a dramatic drop in the orangutan population since 2006.

5 LANGUAGE FOCUS 2 Comparison and contrast

a Give time for students to read through the paragraph again. They then discuss the answers in pairs. Then take feedback.

Answers

1 a They both aim to increase their tiger populations by 100 per cent
b They only aim to increase their tiger population by 20%.
c The aim to increase their tiger populations by about the same amount (20–25%)
d They don't know exactly how many tigers they have.
2 a both … and …
b unlike
c by contrast, similarly
3 By contrast, Similarly. They both make a comparison with the sentence before:
By contrast = different from China and Indonesia
Similarly = similar to what Bhutan is doing

b Students write sentences. Then they compare their answers in pairs. Emphasis that more than one answer is possible.

Possible answers

1 Unlike other countries in Europe, Germany has decided to close its nuclear power stations.
2 In Britain it is illegal to shoot eagles. Similarly, they're protected in other European countries.
3 Most large animals are declining in Europe. By contrast, wolves are increasing in number.
4 Many Indian elephants are used as working animals. By contrast, African elephants aren't used in this way.
5 Ice is melting rapidly both in the Arctic and in the Antarctic.

6 WRITING

a In groups, students look at the facts and discuss the questions. The aim of this is to help prepare them for the writing, so they should note down the answers. Then take feedback and write the answers on the board.

Answers

1 Malaysia and Russia
2 (a) Malaysia (b) Malaysia and Nepal
3 (a) Malaysia and Nepal (b) Myanmar, Russia and Thailand
4 All except Vietnam

b Ask students to cover or turn over the text and write a paragraph, using their notes from 6a. They could do this alone or in pairs. Go round giving help where necessary.

c When students or pairs have finished, they check what they have written against the paragraph in 5a and make any necessary improvements. Emphasise that there is no single correct way to write the paragraph, so their paragraph doesn't have to look exactly the same as the one in 5a.

Example answer

In the table it is clear that Malaysia already has a larger number of tigers than other countries, and they hope to double the number of tigers by 2022. Similarly, Nepal aims to increase their tiger population by 100% to 310. This will be a dramatic increase in the number of tigers in the country. Russia, Myanmar and Thailand all plan to increase their tiger populations by a half. By contrast with the other countries, Vietnam is not sure how many tigers there are in their country now, but they aim to increase the number to 50 by 2022, which will be a significant increase.

7 READING EXTENSION

This is an opportunity for students to read more extensively about tiger conservation in India, and is intended mainly for enjoyment and interest, using the tasks and questions to guide them in reading.
If you wish, you could give students the text and questions to read at home, then discuss the answers in the following lesson.

Answers

a 2 (Not 1: It was set up by private individuals, not by the government. Not 3: We don't know that Julian Matthews set it up – he is one of the people involved. Tiger Nation chooses the names, not the tourists.)

b 1 1,700; in two reserves in India.
2 To follow the life of every tiger in India; to develop responsible tourism; to involve tourists in conservation
3 With webcams, and using tourists' photos and videos.
4 Science which involves ordinary people (in this case tourists and people who are interested in tigers) rather than scientists.
5 From their stripes. It means visitors' photos can be used to identify and track the tigers.
6 To increase people's interest, to make the tigers seem more personal.
7 Mainly from subscriptions to the website.

c Possible answer
She's now known to millions of people all over the world. More effort will be made to protect her, so she'll be in less danger.

Unit 6
Human diet

ACADEMIC SKILLS PLUS
Anthropology: Nutrition

Listening skills: Using visual information to help with listening; using visual clues to predict
Speaking skills: Referring to visual support; moving to a new topic

1 SPEAKING

a Draw a scale from 0 to 10 on the board and give a score for yourself, explaining why you chose it. Working alone, students write a score for themselves. They then compare their scores in pairs and explain them. Take feedback and find out who had the highest and lowest scores.

b Ask students to imagine what humans were like 500,000 years ago. If you like, build up ideas on the board, e.g. lived in caves, lived in Africa, had fire, lived in groups. Then in pairs or small groups, students discuss the questions. Then take feedback. You could write a list of foods most people agree about on the board. Encourage students to give reasons, for example, meat – they hunted wild animals; not cheese – they didn't have cows or sheep until later.

The aim of this is to brainstorm ideas, so there are no correct answers, but expected answers are:
meat, wild leaves and roots, fish and shellfish, fruit (i.e. things they could hunt or gather).

2 LISTENING

a ***Skills focus*** *Using visual clues to predict what you will hear*

In pairs, students look at the slides and decide what the speaker will talk about. Then take feedback but don't tell them the answers at this point as they will find out from listening. You may wish to pre-teach the words in the box below.

KEY VOCABULARY

diet (n) the food you eat in general; also, special kinds of food to get healthy

vegan (adj) eating only fruit, vegetables and grain (rice, bread, etc.) – nothing from animals or fish

stone age (n) a period in time from about 2.5 million years ago (when humans started making stone tools) to about 5000 years ago (when humans started using metal tools)

b 6.1 Students listen and number the slides. Then they compare answers in pairs. Take feedback and check what each slide shows.

Answers
1 C (it shows three alternative diets)
2 A (it shows how we normally think of diet)
3 D (it shows examples of 'low-cost' food, e.g. fruit, mushrooms)
4 B (it shows examples of 'high-cost' food, e.g. fish, grains)

c 6.1 In pairs, students answer the questions. Play the recording again and students check answers in pairs. Then take feedback.

Answers
1 b She says: 'pre-history', 'going back to our very early ancestors'.
2 a Similar food to people in the stone age (probably meat, fish, grains, vegetables, fruit – but no milk products or 'modern' foods).
3 b
4 a

d Look at the chart together and ask what it shows. Elicit answers by asking *How many years does it show?* (500,000), *What did people eat 500,000 years ago?* (mainly large animals and fish), *When did they start eating dairy products?* (6,000 years ago). Then discuss what the objects in the pictures could be used for: hunting, cutting wood, cutting up animals, sowing corn or rice, catching fish.

e 6.2 Play the recording. Students discuss the questions in pairs. Then take feedback. If you like, you could ask further questions to check detailed understanding, then play the recording again. Ask: *How do we know what people ate in the Stone Age?* (from archaeological research), *What did people do 500,000 years ago?* (hunted large animals; ate mainly meat; lived in groups), *What did people do 60,000 years ago?* (they lived in settled communities [= in one place, e.g. a village]; developed technology; ate a more varied diet [= many different kinds of food]), *What did people do 10,000 years ago?* (they domesticated animals [e.g. horses, sheep, goats); ate dairy products; owned property]).

Answer
2 Slide D To show how technology made it easier to eat 'high cost' foods more easily.

f *Critical thinking: Assessing the value of research*

The aim here is to encourage students to think about why academic research (and knowledge in general) is important. In groups, students discuss the questions. Then take feedback and encourage a range of ideas. If you like, build up a checklist of points on the board.

3 LANGUAGE FOCUS Referring to visuals

a Working alone, students read the sentences and add one word in each gap. Then they compare answers in pairs.

b 6.3 Play the recording. Take feedback and ask if other answers are possible.

> **Answers**
> (other possible answers in brackets)
> 1 look
> 2 see
> 3 shows, (indicates)
> 4 shown, (seen, indicated)
> 5 see
> 6 see, (notice)
> 7 see
> 8 is

c Students discuss the questions in pairs. Then take feedback. Point out that we usually use *this/these/here* when we show pictures or photos, even if they are some distance from the speaker.

> **Answers**
> 1 a as, if, which b like c as
> 2 this, here. Because she's showing something which is near her, or nearer to her than to the audience.

d In pairs, students think of a sentence for each situation. They could either write them down or just try saying them. Take feedback and try to get one or two different answers each time.

> **Possible answers**
> 1 As you can see from this chart, 80% of people in the world eat meat.
> As this chart shows, …
> 2 If you look at this map, you can see that early humans moved from Africa to the Middle East.
> They moved from Africa to the Middle East, as you can see here.
> 3 As this picture shows, early humans hunted in groups.
> They used spears to kill animals, as you can see in this picture.
> 4 Look again at the map I showed earlier – here it is again – you can see here that people moved very far north.
> If we look at the map again we can see that people moved very far north.
> The map also shows how far north people travelled.

STUDY SKILLS: USING PRESENTATION SLIDES

The aim here is to give students some basic techniques for using presentation slides.

Look at the sentences together and ask students to add DO or DON'T.

> **Answers**
> - Do use simple pictures.
> - Do use lists with bullet points
> - Don't use long sentences
> - Don't give a lot of detailed information

In groups, students brainstorm other ideas for Do's and Don'ts. Conduct feedback and build up a list of Do's and Don'ts on the board.

> **Possible ideas**
> Write large enough to see
> Don't have too many slides
> Use diagrams
> Don't keep going back to earlier slides
> Use a slide presenter (a 'clicker')
> Don't use yellow or light brown (hard to read)

4 PRONUNCIATION Giving extra information

The aim here is to get students to notice the way we mark extra or incidental information by pausing, lack of stress and lowering the voice.

a 6.3 Read through the phrases, then play the recording. In pairs, students discuss the questions. Then take feedback and play the recording again if necessary.

> **Answers**
> 1 b
> 2 a False. She emphasises the words less than in the rest of the sentence.
> b True
> c False. She drops her voice as she says the phrases, to mark them out as less important than the main message.
> d True. Her voice falls at the end of the phrase, then rises on the next part of the sentence
> e True. She pauses slightly to mark the phrases out as separate from the main sentence.

b In pairs, students identify the extra information. Then take feedback. Point out that the extra information is often a correction (as in 1), an explanation (as in 2) or an example (as in 3).
If you like, give a model so students can see how to say the sentences. Ask them which words have the main stress in the sentence (1 men, hunt, animals; 2 protein, fat; 3 animals, corn). In pairs, students practise saying the sentences. Then ask a few students to try saying them. Make sure they pause before and after the phrase; drop their voice slightly and go down at the end of the phrase; stress the main words in the sentence but not the words in the extra information.

> **Answers**
> 1 or men and women I should say
> 2 from meat and fish and so on
> 3 horse, sheep and dogs, for example

5 SPEAKING

a Each pair or group should choose one topic together. If necessary, help them choose.

b Working together, they prepare a short presentation. One person should act as 'secretary' and make notes but they should all contribute ideas and help to design the slides. Make it clear that they can either sketch out rough slides on paper or simply note down what they would show (i.e. write a brief description) and that they should number their slides in order. Monitor and give help if necessary. When they are ready, students practise giving the presentation in their group. If it is practical, ask students to prepare real slides at home and give their presentation in the next lesson. This would of course make the presentation more realistic.

c One person from each group comes to the front in turn and gives the presentation. They should use expressions to refer to their slides, but they will of course need to pretend that their slides are visible. After each presentation, ask the audience if the presentation was clear, and what expressions the student used to refer to the slides. If you like, let them ask the speaker questions.

Unit 6 Audioscripts

6.1 Exercises 2 b & c

Part 1

Good morning, everyone. Today we're going to talk about diet. And to start us off, here are a few examples of popular diets, which all claim to be in some way good for you: there's a vegan diet, which involves eating no meat or other animal products, so no meat or cheese; the Atkins diet, which recommends eating plenty of fat and protein, so lots of meat and cheese but no bread or potatoes; and the so-called Stone Age diet, which claims that we will be healthier if we eat in the same way that our early ancestors did.
But the interesting question is, what did our ancestors actually eat? And in this lecture, I hope to provide some answers to that question.
In fact, today we're going to look at the way human diet has developed over the history of the human race, or rather the pre-history I should say, because I'll be going back to our very early ancestors, and I'd just like to try and give you a very general picture of how the human diet developed over time and why it changed.
When people think about types of diet they tend to think mainly of the contrast shown here – between meat, vegetables and dairy products – but if we look at this we can see a different and in fact more important way to categorise the food we eat, which tells us much more about the choices humans made in their diet as society evolved. And the key factor here is the amount of effort needed to get different types of food compared with the benefit or the value that we get from them. So for some foods the cost of obtaining them is quite low compared with the benefit or the value that we get from them, like the ones we can see here, but for others such as these … the cost involved in obtaining them is much higher compared to what we get from them, and this may of course be a question of the time or energy you use up or it may be that you need to cook them before you can eat them, and so on.

6.2 Exercise 2e

Part 2

OK, so let's look at how the human diet changed and why. This table shows three main changes that took place in our diet in early human prehistory, and we know quite a lot about that from archaeological research. The first of these changes happened about 500,000 years ago, when humans learned how to kill large animals, and they used very basic technology to do this, as shown here. These are spears and stone tools from that period – they're simple but they're good enough to do their job. And from this period on we have evidence that a large part of the human diet was meat, and in fact meat from large animals. Obviously, to hunt large animals you had to work together as a group, and we think that during this period humans lived and operated in small groups and everyone was probably involved in hunting in some way.
OK, so now let's move on to the second big change, and that is when humans began to have a much broader diet, and as you can see, this happened about 60,000 years ago. And it's interesting that during this period humans started to live in more settled communities and they developed the kind of technology which you can see here – so fishing nets, traps, a plough. And during this period their diet changed dramatically, because of course this technology made it possible to eat completely new kinds of food. Although it still included some large animals, it mainly consisted of small animals and also fish and shellfish, and of course corn. During this period we see a mixture of 'low cost' food – like shellfish, for example – and 'higher cost' food such as rabbits and fish which are hard to catch but very good to eat. This was made possible by developments in technology.
And finally, we come to the third big transition which we saw earlier – here it is again – and as you can see this happened quite a lot later, around 10,000 years ago, so relatively recently. And this was when our ancestors began to domesticate animals for food, especially sheep and goats, and animals were used not only for meat but also for dairy products as well – for milk and cheese and so on. And this had a dramatic effect on the way society worked because at this point people started to own things and to have property, because domesticated animals would be kept and owned by individuals or small groups.
So now I'd look a little more closely at the important social changes that happened as a result of these developments …

6.3 Exercise 3b

1 But if we look at this we can see a different and in fact more important way to categorise the food we eat.
2 … compared with the benefit or the value that we get from them, like the ones we can see here
3 This table shows three main changes that took place in our diet in early human prehistory …
4 They used very basic technology to do this, as shown here.
5 … as you can see, this happened about 60,000 years ago.
6 … and they developed the kind of technology which you can see here.
7 And finally, we come to the third big transition which we saw earlier – here it is again …

6.4 Exercise 4a

1 Today we're going to look at the way human diet has developed over the history of the human race, or rather the pre-history I should say because I'll be going back to our very early ancestors.
2 But for others such as these the cost involved in obtaining them is much higher.
3 We see a mixture of 'low cost' food – like shellfish, for example – and 'higher cost' food …
4 And animals were used not only for meat but also for dairy products as well – for milk and cheese and so on. And this had a dramatic effect on the way society worked …

Unit 7
Cities

ACADEMIC SKILLS PLUS
Urban planning: Urban regeneration – a case study

Reading skills: Following a narrative
Writing skills: Writing a case study narrative

1 SPEAKING

a In pairs, students discuss their favourite part of the place they live. Remind them it is important to say why they like this place. Take feedback as a class and get two or three example answers.

b Give students a minute to read and think about the questions. In pairs, students tell each other about changes in a place they know. Monitor and help with language. Take feedback as a class and get two example answers – students could report on what their partner told them.

2 VOCABULARY Word families

a Individually, students match the words to the definitions, and then check their answers in pairs. Check answers as a class.

> **Answers**
> 1 f 2 a 3 b 4 e 5 c 6 d
> All are verbs except for *suburb* which is a noun.

b In pairs, students look for the words in a dictionary – suggest each student looks for different words and they then compare. Check answers as a class. Point out that there are stress changes in the following two pairs of words: renovate (v) – renovation (n); suburb (n) – suburban (ad)

> **Answers**
> 1 movement, renovation, donation
> There is a slight change in meaning between the verb *move* and the noun *movement*. In the sentence in 2a it means changing the place that you live (we can also talk about *moving house*). However, the noun *movement* means a general change of situation or a change of opinion (for example, *There has been a movement towards more traditional ways of living in some communities.*)
> 2 commuter, protestor
> 3 suburban
> The adjective can have the simple meaning of relating to a suburb, for example, *suburban housing*, but it can also have a negative meaning of something that is very boring and has no excitement, for example, *they lead a very suburban lifestyle*.

3 READING

a You may wish to pre-teach the words and expressions in the box below.

> **KEY VOCABULARY**
> *urban regeneration* (n) when an old part of a city that is in bad condition is improved by repairing and renovating buildings and streets (*Example:* Before the Olympic Games in London in 2012, there was urban regeneration in parts of East London.)
> *decline* (n) when something gradually becomes worse – we can use the expression *go into decline* (*Example:* When everyone moved to the suburbs, the city centre went into decline.)
> *lead to* (v) when an action or event causes something to exist (*Example:* Eating too much sugar can lead to health problems.)
> *process* (n) a series of actions that you take to achieve a result (*Example:* Learning to speak English well can be a slow process.)
> *wealthy* (adj) rich (*Example:* Her shop has made a lot of money over the years, so she is now a wealthy woman.)

Students first read the questions and then read the paragraph to find the answers. They check in pairs before checking answers as a class.

> **Answers**
> 1 People moved from the city centre to the suburbs
> 2 People thought there would be better quality of life; improved transport made commuting easier
> 3 Central city areas went into decline
> 4 Young people moved back into the city centre and repaired old buildings

b Check that students know where New Orleans is. Tell students that a case study is like a detailed example of something. Students read the text quickly and answer the question – set a time limit of about two minutes. In pairs, students compare answers and then check as a class.

> **Answers**
> c three times – 1970s, 1980s and on-going today

> **CULTURE NOTE**
> *New Orleans is in the south east of the USA and is the largest city in the state of Louisiana. It is famous for French and Spanish influences in its culture, and it is also known as the birthplace of jazz.*

c Students read the text in detail and complete the timeline. In pairs, students compare answers, then take feedback as a class to the board.

Answers
Early 19th century: Lower Garden District built around park
1865: American Civil War – area begins decline
mid 20th century: becomes a poor part of town
early 1970s: new bridge planned, protests against it, old houses bought and repaired
late 1970s: people leave – area goes into decline again
1988: housing organisation plan to renew area, houses repaired and sold to owners
1990s: area comes alive again – shops, restaurants
2005: Hurricane Katrina, but area isn't flooded
Today: still possible to buy old house and repair

STUDY SKILLS: DIFFERENT WAYS OF TAKING NOTES

In small groups, students discuss the questions. Take feedback as a class and accept different ideas. Guide students towards the suggested answers if they are not mentioned.

Suggested answers
1 A text that has some kind of narrative (e.g. history) or outlines steps in some kind of process or sequence (e.g. science experiments).
2 Dividing a page into columns (main & secondary ideas); tables; mind maps; diagrams that show hierarchies; bullet points
3 The best way is the best system that works efficiently for the person taking the notes, e.g. the notes are easy to make and then easy to understand later. Another consideration is the nature of the information, e.g. a timeline can be effective for steps in a story or a sequence.

f *Critical thinking: Inferring information*

Give students time to read the questions and think of answers. In small groups, students share their ideas. Take feedback as a class and get a range of answers. Let students know about the ideas in the suggested answer if they are not mentioned by students.

Suggested answers
1 good for the environment: houses are 'recycled' and move to the centre means less use of transport for commuters so less energy used; often means building facilities such as schools, hospitals, sports centres – creates jobs; often houses are more affordable for young families.
2 repair/renovation hard work and expensive; old buildings often unsuited to adapting to modern lifestyle; regenerated areas can become very expensive and affordable only to rich people.

4 LANGUAGE FOCUS Time expressions

a Elicit what kind of words are in bold in paragraph 1 (they indicate the time when events happened). Individually, students find similar words in the text then compare in pairs. Take feedback as a class to the board. If your class is strong, they could do 4a and 4b at the same time.

Answers
In the 1970s, a new bridge over the Mississippi River was planned
At the same time, there were protests against the building of the bridge.
However, after that, people left the area again and it went into decline once more.
More than ten years later in 1988, a local housing organisation developed a plan to try and save the Lower Garden District
To begin with, they found people who wanted to buy the houses and supported them …
The next step was to find architects and companies to donate their time and materials to help with the repairs.
Finally, the owners paid a fair price to buy their houses.
After that, the area came alive again and restaurants, shops and small businesses opened up.
In 2005, all of New Orleans was badly damaged by Hurricane Katrina and there was heavy flooding in large parts of the city.

b Highlight the two categories for the time expressions with the examples (or you could put the category headings on the board and elicit two or three examples). In pairs, students decide which expressions go in which category. Sets of pairs compare with each other and then check answers as a class on the board.

Answers

when things happened	steps in a process
after in 1865 in the 1970s at the same time after that more than ten years later in 1988 in 2005	to begin with the next step finally *after that* can be used in both categories

c Individually, students underline the expressions and add them to the correct category in the table. In pairs, students compare answers and then check them on the board.

Answers

when things happened	steps in a process
meanwhile then in the end in the 1990s	first of all at this point *then* can be used in both categories

d In pairs, students discuss the questions. You may need to check the meaning of *decade* (a period of ten years). Check answers as a class.

Answers
1 an event
2 the definite article *the*
3 a finally b in the end

e Individually, students complete the paragraph. Students compare their answers in pairs, then check them as a class to the board.

Answers

1 In 2012
2 The first step
3 at the same time
4 After that
5 In 2013
6 At this point
7 six years

5 WRITING

a Tell students they will write a case study about urban regeneration using notes. If they have their own example, they can choose to write about this. Individually, students read the notes then, in pairs, discuss how they can be turned into sentences and which time expressions can be used. Monitor and help with language if necessary.

b Individually, students write their paragraph beginning with the suggested sentence. Monitor and help with language when required.

c In different pairs from 5a, students compare their paragraphs and notice differences in the way time expressions are used. Encourage them to give feedback to each other. You may wish to show students the example answer below.

Example answer

In my neighbourhood, there are two apartment buildings where small families used to live, but for many years they were in very bad condition. They were built in the 1960s by the city council when many people moved from the country to the city. Each apartment had two small bedrooms so they were big enough for a large family. In the 1980s, many families moved out of the apartments because they thought they were too small. Both apartment buildings went into decline and poor and unemployed people moved in. However, in the 1990s many students rented apartments in these buildings. The rents were cheap and the neighbourhood is near the university. Many of these students renovated these apartments and they stayed after they left university. To begin with, they often turned the two bedrooms into one bedroom and after that they painted everything. The next step was to improve the kitchen and bathroom which meant the apartments felt bigger and looked more modern. Many of the students bought the apartments from the city council. Now these apartments are very popular and they are getting more expensive to buy.

6 READING EXTENSION

This is an opportunity for students to read more extensively about cities and is intended mainly for enjoyment and interest, using the tasks and questions to guide them in reading and to prompt reflection.

If you wish, you could give students the text and questions to read at home, then discuss the answers in the following lesson.

Answers

c *Typical sounds*
- today: traffic, alarm clock, school bells
- in the past: horses and carriages, bells

Understanding sounds in the past
- thunder: very frightening, difficult to understand
- church bells: loud, people had physical reaction
- sound of horses: everywhere, people didn't think of an elegant lifestyle
- famous people: people understood words in a different way

Recent studies
- Bailey (1996): what we understand as sound and noise has changed with modern society
- Corbin (2000): bells in French countryside – the different meanings

Information/messages:
- in the past: sounds
- today: radio & television

d 1

Unit 8
Critical literacy

ACADEMIC SKILLS PLUS
Education: Reading

Listening skills: Following a discussion; distinguishing main points made by speakers
Speaking skills: Checking understanding; Confirming a point

1 SPEAKING

a Draw a pie chart of your reading habits on the board. Ask students to guess what kind of reading each segment shows. As they guess, label it and tell them a few things about your reading habits. Then, working alone, students complete a pie chart for themselves. In pairs, they show their pie charts and guess what the segments show. Take feedback as a class and ask students how their reading habits have changed over the last ten years.

b In the same pairs or in groups, students discuss the questions and make brief notes of their ideas. Then conduct feedback, and try to find out what most people in the class think. You could build up a few ideas on the board. (You will return to this question after the Listening.)

2 LISTENING

The listening is in three parts. Before listening, look at the picture and ask who the people are and what they are doing (students, they're having a group discussion). You may wish to pre-teach the words and phrases in the box.

KEY VOCABULARY

process information deal with information and understand it (*Example:* Our brain processes information when we read or listen to something.)

adapt to (v) if you go to a new place, you need to *adapt to* it (= change because it is different)

in depth if you read something in depth, it means you read it carefully and understand it fully

in parallel if you do two things *in parallel*, you do them at the same time

reflect on (v) think carefully about something, quietly or over time (*Example:* If you need to make a big decision, you probably need to reflect on it before deciding.)

literacy (n) the ability to read and write

skim through (v) if you skim through an article, you read it quickly, to get the main idea

a 8.1 Read through the topics, then play the recording. Students discuss answers in pairs. Then take feedback as a class.

Answers
2, 3, 4 (They mention school kids but they don't talk about reading in schools)

b In pairs, students discuss what they understood about points 1–6 from the recording. Check that they understand the meaning of *multi-tasking* (doing several things at the same time). Take feedback as a class, then play the recording again if necessary.

Possible answers
1 Our brains now process information in a different way because of digital media.
2 We no longer read in depth (we go from one piece of information to another).
3 Children don't read newspapers – they get their information online.
4 When they read online, they click on links.
5 Children (and adults) concentrate less when they read because of digital media.
6 People have got better at multi-tasking.

c 8.2 In pairs, students read the sentences and discuss the answers. Take feedback as a class. Then play the recording for students to check their answers.

Answers
1 a 2 b 3 a

d As a class, discuss which features are part of critical literacy. To summarise, make the concept of 'critical literacy' clear – it means being able to read (literacy) in a critical way (thinking, deciding, having opinions, not always agreeing with what you read).

Answers
1, 2, 4, 6

e 8.3 Play the last part of the discussion, then take feedback as a class.

Answers
2 (She says that some people complain that children don't read books at school, but it's not her opinion.)

f 8.3 Play the recording again. Students listen and complete the notes. Then they compare answers in pairs. Then take feedback as a class. Emphasis that there is no single 'correct' answer.

Possible answers
1 negative
2 improve their reading / develop reading skills
3 go from link to link to find information / use the internet more successfully
4 Facebook profiles of the characters
5 develop critical literacy / read using digital media

g *Critical thinking: Reviewing your opinion*

The aim here is to encourage students to question their opinion in response to new information or other opinions, and revise it if necessary. In the same pairs or groups as in 1b, students discuss the question again and decide if their opinion has changed. Take feedback as a class and ask students to say why their opinion has/hasn't changed and (if it has changed) in what way.

STUDY SKILLS: GROUP DISCUSSIONS

The aim here is to help students think about strategies for conducting a successful group discussion. In groups, students discuss the questions and make brief notes. Then take feedback as a class, bringing out these points:

- it's important for the best students not to 'take over' the discussion
- weaker (or less well prepared) students should have a chance to contribute
- stronger students can help weaker ones by asking their opinion or explaining points
- it may be a good idea to appoint a string students to 'chair' the discussion. Their role is to make sure everyone takes part and no-one dominates too much.
- the chairperson can also make brief notes of key points from the discussion.

Refer to the discussion in the recording:

- Karen and Chris explained key concepts to the other two, and they listened to each other and added further points.
- Mateo and Azra asked questions about points they didn't understand (e.g. 'at face value', 'critical literacy'), and also added a few comments of their own. As a result, all members of the group had a clear idea of the issues.

3 LANGUAGE FOCUS Checking understanding

a 8.4 Ask students to look at the expressions and play the extracts so they can hear them in context. As they listen they should note answers to a. In pairs, students discuss answers to a and answer the other questions. Then take feedback as a class.

Answers

a i 1, 4, 5 ii 2 iii 3, 6, 7
b i This is common in conversation but it's not especially informal. You could show this structure (a cleft sentence) on the board: *I mean that* ➜ *That's what I mean*.
c No – they're alternatives.
d She wants to interrupt Chris (= stop, wait a minute)

4 PROUNCIATION Sentence stress and intonation

a Write the first expression on the board and ask the class where they think the stress is. Point out that one syllable or more than one may be stressed. Working alone, students decide which syllables are stressed in the other expressions, then compare answers in pairs.

b 8.5 Take feedback as a class and play the recording for students to check answers. Write or show the expressions on the board and underline the stressed syllables. As you check the answers, ask students to practise saying them. Help them by indicating the stressed syllables with hand gestures.

Answers

1 What do you mean, …
2 I don't see that.
3 Well, that's what I'm saying.
4 I'm not quite sure what you mean by …
5 How do you mean?
6 Exactly, that's what I mean.
7 Yes, that's exactly the point.

c 8.5 Play expressions 3, 6 and 7 (in which the speaker is emphasising a point) and discuss the question as a class. Point out that this pattern in (c) is used to give a strong statement or to emphasis what we're saying. If you like give other examples:

I went there yes↘terday (falling tone on the stressed syllable, normal statement).

I went there ↗yes↘terday (rise then fall on the stressed syllable, more emphatic = 'You may be surprised to hear this').

Answer

c

d In pairs, students look at the sentences and think of replies. Then take feedback as a class. Point out that more than one answer is possible.

Possible answers

1 What do you mean, multi-tasking? / Hang on, I'm not quite sure what you mean by multi-tasking.
2 Do they? I don't see that.
3 What do you mean by 'processes'? / How do you mean?
4 Yes, that's exactly what I mean. / Exactly, that's what I mean.
5 How do you mean? / Hang on, I'm not sure what you mean by creative.

e To show what to do, demonstrate a conversation with one student:
Teacher: So it's all a question of multi-tasking.
Student: What do you mean, multi-tasking?
Teacher: Well, I mean doing more than one thing at the same time. It's important to do that sometimes.
Student: Ah, I see what you mean.

In pairs, students take it in turn to say a sentence and respond, then try to continue the conversation. You could ask a few pairs in turn to repeat one of their conversations.

5 SPEAKING

a Working alone, students choose a topic and make notes. Go round and give help with choosing topics if necessary.

b When students are ready, move them into groups of three. Make sure students understand what to do. They should take it in turn to talk about their topic to the others and respond actively, either by asking questions or adding comments and ideas of their own. Tell them to try to use the expressions in 3a. If you like, you could give them the expressions in a list. As they talk they tick off an expression when they use it. When most groups have finished, stop and take feedback as a class. Ask each group:

- Which was the most interesting talk?
- Did the listeners also say something?
- Which expressions in 3a did you use?

Unit 8 Audioscripts

8.1 Exercise 2a

K = Karen; M = Mateo; A = Azra; C = Chris

K OK, well, er, it seems to me one key issue is whether using more digital media has had a negative impact on um, peoples' ability to concentrate, so people don't tend to read in depth so much. The point Nicholas Carr makes in the article is that our brains have now adapted to reading in a different way.
M What do you mean, a different way? I haven't read the article to be honest, so I'm not quite sure what he does say.
K Well, basically he says that digital media are changing the way people process information. So we no longer read in depth, we don't concentrate, instead we tend to flick from one piece of information to another, you know.
A Do we? I don't see that. People still read books and newspapers. OK, it might be online or ebooks, but it's still reading, I don't see the difference.
C Yeah but we're talking about schoolkids here, aren't we, so 12- to 14-year-olds? Most kids of that age definitely get more information online, they're mainly surfing the internet or else mobile apps – they don't read newspapers.
K Yes, exactly. That's what I meant.
C And another point is they often use several media in parallel, so they might be clicking on links or they're checking messages or whatever while they're reading. So they're much less concentrated.
M Not only schoolkids, I do the same. It's really hard to focus when you're reading online, I find.
C Yeah, that's true.
K Well, that's what I'm saying. So your brain adapts to a different way of processing information – so you get better at multi-tasking but not so good at concentrating over a long period.

8.2 Exercise 2c

C = Chris; M = Mateo; A = Azra

C Um, I think another point here is about critical literacy, that was in the article I read about it. Apparently research shows that school children are more likely to accept things they read on the internet at face value, even though they're not sure what the source is.
M What do you mean 'at face value'?
C Well, they accept it as a fact, right? They don't question it.
A Hang on, I'm not quite sure what you mean by critical literacy. You mean being able to read fluently?
C Er, no, it means being able to read critically, not just fluently. So, reading in depth and reflecting on what you read, basically. Or using your imagination, or interpreting what the writer's saying, deciding whether you agree, those sorts of things. That's exactly what you don't get from flicking through web pages, that's the point.
M Yeah, also, a lot of the information that schoolkids get is from visual media, like films or documentaries – or YouTube videos, obviously.
A What difference does that make?
C Well, most visual media are in real time, so they don't give you much time for reflection. So children develop really good visual literacy but they're much less likely to develop critical literacy skills in the way they would from reading.

8.3 Exercises 2 e & f

K = Karen; M = Mateo; A = Azra; C = Chris

K This is all very negative though, isn't it? I mean, I'm not sure it gets you anywhere.
M How do you mean?
K Well, it's all like – schools don't do reading any more, how terrible. I mean, you could also look at ways to make use of digital media, use it to help with reading skills.
M OK, how?
K Well, for example, there was one paper I read where they suggested, um – instead of telling students to concentrate and not jump from link to link, you actually train them to do it more successfully – it's called 'hyper-reading'.
M Hyper-reading?
K Yes, so you actually practise skimming through different links to find the information you need. So, it's really focused in fact.
A Most people do that anyway, though.
K Exactly, that's what I mean. So you can build on it.
C Another interesting idea I saw was, um, a teacher was reading Romeo and Juliet with her class and she got them to make Facebook profiles for all the characters. So it's a really creative way to encourage in-depth reading.
M That's cool. It actually helps with reading, but it uses digital media.
C Yeah, that's exactly the point. So it's a great way to develop critical literacy in fact.

8.4 Exercise 3a

K = Karen; M = Mateo; A = Azra; C = Chris

1
K Our brains have now adapted to reading in a different way.
M What do you mean, a different way? I haven't read the article to be honest, so I'm not quite sure what he does say.
2
K We don't concentrate, instead we tend to flick from one piece of information to another, you know.
A Do we? I don't see that. People still read books and newspapers.
3
M It's really hard to focus when you're reading online, I find.
C Yeah, that's true.
K Well, that's what I'm saying. So your brain adapts to a different way of processing information.
4
C Apparently research shows that school children are more likely to accept things they read on the internet at face value, even though they're not sure what the source is.
M What do you mean 'at face value'?
C Well, they accept it as a fact, right? They don't question it.
5
A Hang on, I'm not quite sure what you mean by critical literacy. You mean being able to read fluently?
6
K This is all very negative though, isn't it? I mean, I'm not sure it gets you anywhere.
M How do you mean?
K Well, it's all like – schools don't do reading any more, how terrible.
7
K Yes, so you actually practise skimming through different links to find the information you need. So it's really focused in fact.
A Most people do that anyway, though.
K Exactly, that's what I mean. So you can build on it.
8
M That's cool. It actually helps with reading but it uses digital media.
C Yeah, that's exactly the point. So it's a great way to develop critical literacy in fact.

8.5 Exercises 4 b & c

1 What do you mean, a different way?
2 Do we? I don't see that.
3 Well, that's what I'm saying.
4 Hang on, I'm not quite sure what you mean by critical literacy.
5 How do you mean?
6 Exactly, that's what I mean.
7 Yeah, that's exactly the point.

Unit 9
Film

ACADEMIC SKILLS PLUS
Film studies: Horror films

Listening skills: Making detailed notes
Speaking skills: Expressing your point of view

1 SPEAKING

a In pairs, students tell each other about one of the film genres in the box that they don't like. Tell them it's important to say why. Take feedback as a class and elicit two or three example answers – each focusing on a different genre.

b Give students time to check any new words in the box in their dictionaries. In pairs, students answer the question. Check the answer as a class.

> **Answer**
> horror films

c In pairs, students discuss either question 1 or 2. Take feedback as a class and get a range of ideas for why people like horror films. Write these on the board – they can be used in 3a.

2 VOCABULARY Word families

a Individually, students read the sentences and decide the part of speech. Give them time to check any words that are new to them in their dictionaries. Check the answer as a class.

> **Answer**
> adjectives

b In pairs, students complete the table. Check answers as a class on the board. You may wish to highlight the stress change on these words: intellectual ➜ intellect.

> **Answers**

adjective	noun	noun (the person)
intellectual	intellect	intellectual
psychological	psychology	pyschologist
aggressive	aggression	

c Individually, students complete the sentences using words from 2b. Tell students that one of the nouns has to be used in its plural form. In pairs, students compare answers then check them as a class.

> **Answers**
> 1 psychology 2 intellectuals (plural form)
> 3 intellect 4 aggression 5 psychologist

3 LISTENING

a 9.1 Refer to students' ideas in 1c. Tell students to listen to Silvia's presentation and see if she talks about any of their ideas. Play the recording and then students compare their understanding in pairs. Take feedback as a class.

b 9.1 Give students time to read the outline of the notes. Tell students not to worry about correct grammar when making notes – they should just focus on the information. Play the recording and students complete the notes. In pairs, student compare their answers. Play the recording again if necessary. Take feedback to the board.

> **Answers**
> 1 watching horror films / paying to get frightened
> 2 frightened
> 3 is/gets killed / sent to prison
> 4 like real violence
> 5 blood and violence (gore)
> 6 think they're thrilling – like suspense
> 7 strong feelings and emotions
> 8 negative feelings and aggression

c *Critical thinking: Evaluating and applying new information*

Individually, students think about the answer to the question and make notes. In small groups, students discuss the question and share their ideas. Take feedback as a class and accept different answers – there is no correct answer to this question.

> **Possible answers**
> - Almost every genre includes story resolution – students may be divided on whether a film needs to have a happy ending or not.
> - Suspense is also found in action films, crime/police films and science fiction.
> - Identification with characters is applicable to all genres. In some genres (e.g. crime/police, action and science fiction) there are more obviously bad guy and good guys, but in other genres it's not always clear cut.
> - Catharsis can apply to almost any genre. It depends on the degree to which a person gets involved in the story of a film and gives them a feeling of letting emotions go.

4 PRONUNCIATION Connected speech

a 9.2 Tell students they will hear four short phrases from Silvia's presentation. Play the recording for students to fill in the gaps. You will need to play it more than once, but don't play it more than three times. Don't check answers at this point.

b 9.3 Tell students they will hear two sentences that include all four phrases from 4a. Play the recording for students to check their answers to 4a. Play the recording again if necessary. Check the answers as a class to the board. Ask students if it was easier to understand all the words when they heard only the phrases or when they heard them in context. (It's likely it was easier for them to understand when they heard them in context, a) because

they could make more sense of the phrases and b) because they were hearing the phrases for the third or fourth time.)

Answers
1 that's the idea of
2 can be seen as a
3 to get rid of
4 a bit of aggression

c 9.2 Give students time to read the questions. Remind students they are listening for sounds – it's not about the spelling of the words. You may need to play the recording two or three times. In pairs, students compare their answers. Check answers as a class.

Answers
(the name of each pronunciation feature is in brackets)
1 That's the /**j**/ idea /**r**/ of (intrusion)
2 can/m/ be (assimilation)
3 as‿a; rid‿of; bit‿of‿aggression (linking)

d 9.4 Play the recording and students listen for linking and an added sound. You may need to play it three or four times. Students compare their answers in pairs and then check them as a class. Students may not think that the /r/ sound on *or* is intrusive. However, in British, Australian and New Zealand English, the letter *r* is not pronounced when *or* is said in isolation /ɔː/. However, when *or* is followed by a word that begins with a vowel sound the /r/ is added and is intrusive. Also note that some speakers might add an intrusive /w/ between *go* and *of*. However, in the recording the speaker doesn't.

Answers
That's the idea of letting go of very strong feelings‿or /**r**/ emotions.
(*Here is a full analysis of connected speech in Track 9.3:*
That's the /**j**/ idea /**r**/ of letting go of very strong feelings‿or /**r**/ emotions. So horror movies can/**m**/ be seen‿as‿a good way to get rid‿of negative feelings and perhaps a bit ‿of‿aggression.)

Suggested productive activity

Drill the phrases in 4a as a class, focusing on the connected speech. In pairs, students practise these phrases with each other. Monitor and correct any pronunciation errors you hear.

5 LANGUAGE FOCUS Point of view

a 9.5 Give students time to read the sentences. Play the recording, pausing after each sentence to give students time to write down the changes. After playing all five sentences, students check their answers in pairs. Play the recording again if necessary, but without pausing. Check answers as a class to the board.

Answers
(changes in **bold**)
1 Well, while this is no doubt true, **to my mind** it's a bit more complicated than that.
2 But **I don't think that's really the case** because in a lot of horror films the victim escapes,
3 One piece of research I read that was really interesting is that people who like horror films don't actually like real horror. **That's certainly true for me**.
4 … the fact the violence isn't real means that we – the viewers – have a kind of psychological distance from it. **I would agree with that.**
5 But then other people actually just like horror films because they're thrilling – they love the suspense. **In my experience** that's true.

b In pairs, students discuss the questions about the corrected examples in 5a. Check answers as a class.

Answers
1 They show Silvia's point of view or opinion.
2 Yes, for a spoken presentation like this, this language is acceptable.
3 No, a writer's point of view is signalled less directly without using 'I' or 'my' or 'me'. A writer might use passive phrases such as *It is generally thought to be true.*
4 She refers to what she has just said.
5 b

STUDY SKILLS: RECOGNISING STANCE

In small groups, students discuss the questions. Take feedback as a class making sure students understand the answer to question 3.

Answers
1 the notes
2 Silvia's points
3 Only the notes – it wouldn't be acceptable to include a student's personal opinion in an essay.

c Individually, students read the sentences and think about their point of view and the reasons for it. Tell them to make notes, but don't allow them to write complete sentences. In pairs, students tell each other about their points of view and reasons for that. Take feedback as a class and get an example for each sentence.

Possible answers
1 People say that science fiction films show us what the future will be like. **To my mind, they sometimes …**
2 Film critics say they often a way to look at our lives in the present. **I would agree with that because …**
3 Friends of mine say the love science fiction because it's such good entertainment. **That's certainly true for me because …**
4 Psychologists say that people who like science fiction want to escape reality. **In my experience that's true because …**
5 Others say it's all about man's need to have dreams. **I don't think that's really the case because …**

6 SPEAKING

a Individually, students choose one of the topics or they can choose their own topic linked to the theme of entertainment. Remind students they should choose a topic they know something about and also know what other people say about it.

b Students make notes, but don't allow them to write full sentences. Monitor and help with language.

c If possible, put students in pairs so that they both have a different topic. Students tell each other about their topic, giving their point of view. After each student finishes, they can ask their partner to give their opinion on the topic. Monitor and note down any errors to deal with during feedback. Take feedback as a class and ask if students have the same opinions about each other's topic. Give feedback on any errors that you noted.

Unit 9 Audioscripts

9.1 Exercise 3 a & b

Well, hi everyone, as you all know by now, I'm a real fan of horror movies. I know, I know … they're not very – how can I say? – they're not very intellectual. But they're a lot of fun. And I saw my first horror film when I was about 9 or 10 years old – my parents didn't know – and I loved it. Although they're made for entertainment, I've often wondered why people like them so much – I mean, you know, what's the psychology behind all of this? I mean, why pay to get frightened? In some ways, it just doesn't make sense at all. So I've had a look at what psychologists have got to say about all this. So some psychologists think it's just because people like to get frightened – they enjoy it. Well, while this is no doubt true, to my mind it's a bit more complicated than that. I read an interview with a psychologist who said that the thing that attracts a lot of people to horror films is the resolution – you know, the fact that, in the end, the bad guy gets killed or sent to prison or, you know, whatever happens to them. But I don't think that that's really the case because in a lot of horror films the victim escapes, but the bad guy doesn't get killed or caught … it's usually because they want to do a sequel. So one piece of research I read, it was really interesting, it said that people who like horror films don't actually like real horror. I mean, that's certainly true for me. I hate watching real violence – like on the news or something – I mean, I only like violence that's fictional – a bit like a cartoon. So this article said that the fact the violence isn't real means that we, the viewers, have a kind of psychological distance from it. I would agree with that.
Then I read this other research that talks about people having different motivations for watching horror films. There's a group of people who really enjoy the gore, all the blood and violence. But then other people actually just like horror films because they're thrilling – they love the suspense. In my experience, that's true. I know people who do like all the gore. Then the psychologist who did this research said that these people tend to identify more with the bad guy than the victim – that's a bit scary. Admittedly, some people who go to horror films are a bit scary! I'm more the kind of person who enjoys the thrills. So people in this group – my group – we do identify with the victim and love the suspense of a horror film.
And then there's this more general psychological theory – an idea that goes right back to the Greek philosopher Aristotle – it's a theory of catharsis. That's the idea of letting go of very strong feelings or emotions. So horror movies can be seen as a good way to get rid of negative feelings and perhaps a bit of aggression. I feel very tense when I'm watching the film yet after I always feel very relaxed and it is sort of like I've let something go. So I'd say that horror movies are very cathartic – at least for me.

9.2 Exercise 4a

1 that's the idea of
2 can be seen as
3 to get rid of
4 a bit of aggression

9.3 Exercise 4 b & c

That's the idea of letting go of very strong feelings or emotions. So horror movies can be seen as a good way to get rid of negative feelings and perhaps a bit of aggression.

9.4 Exercise 4d

That's the idea of letting go of very strong feelings or emotions.

9.5 Exercise 5a

1 Well, while this is no doubt true, to my mind it's a bit more complicated than that.
2 But I don't think that that's really the case because in a lot of horror films the victim escapes …
3 One piece of research I read that was really interesting is that people who like horror films don't actually like real horror. I mean, that's certainly true for me.
4 … the fact the violence isn't real means that we – the viewers – have a kind of psychological distance from it. I would agree with that.
5 But then other people actually just like horror films because they're thrilling – they love the suspense. In my experience, that's true.

ACADEMIC SKILLS PLUS

Business studies: Career success

Reading skills: Identifying cause and effect; understanding logical relationships

Writing skills: Linking ideas to describe cause and effect

Unit 10

Luck

2 SPEAKING

a Give students time to think about the questions. Then they discuss them together in pairs or groups. Take feedback as a class. Find out how many people think luck has been important in the studies and/or jobs they've done, and if so in what way.

b In the same pairs or in groups, students discuss the questions. Then take feedback as a class and try to find out what most people in the class think about each job.

2 VOCABULARY Chance

a Working alone, students fill the gaps and match the words and the definitions. Then they compare answers in pairs. Take feedback as a class. If necessary give other simple examples or give further information about the words as shown below.

Answers

1 fortunate, d
2 control, a
3 chance, c
4 control, a
5 coincidence, b

b Discuss the words with the class and write phrases on the board.

Answers

a by chance b in control of, beyond (your) control

STUDY SKILLS: RECORDING VOCABULARY

The aim here is to encourage students to think about ways of recording and learning vocabulary. In groups, students discuss the questions. Take feedback as a class and get ideas from different groups. Try to bring out these points:

a just writing a single word isn't enough because it doesn't show how it is used

b this is useful – it's important to know whether a word is a noun, verb, adjective etc, or maybe that it can be used as a noun and a verb.

c this is very useful – it's important to learn not just words but also *collocations* (the words that naturally go with them)

d this may be useful, but not all words have exact equivalents in other languages, so sometimes it might be better to note an *example* using the word.

3 READING

a Students read the text, then in pairs they discuss the summary sentences. Then take feedback as a class and ask students to tell you which parts of the text told them the answers.

Answers

1 Yes (Paragraphs 1, 6 and the last paragraph)
2 Yes (Paragraph 2)
3 No (The text doesn't say this – it says that growing up in a wealthy family may make it easier to be successful.)
4 Yes (Paragraphs 6, 7)

b Read the first comment together and ask students to find a general point in the text (the place where you were born affects your education – paragraph 1). In pairs, students read the other comments and find points in the text. Take feedback as a class.

Possible answers

2 People don't like to accept the role of luck in their work (paragraph 2). People believe their success is the result of working hard (paragraph 3).
3 Accepting the role of luck in your work can make you more fortunate (paragraph 6). Success results from staying optimistic and keeping an open mind about the future (paragraph 7).
4 Social background plays a big role in the profession you enter. Many people use family connections to get their first job (paragraph 5).
5 Women earn 14% less on average than men (paragraph 4).

c *Critical thinking: Personal experiences and research-based facts*

The aim here is to help students to distinguish between facts that are supported by research and those that aren't. Working alone, students check in the text, then check their answers in pairs. Take feedback as a class.

Answers

1 Comment 1 No. The text just says 'It is plain to see that ...'
Comment 2 Yes. There is a reference to a research paper by Williams.
Comment 3 Yes. This seems to be the conclusion from research done by Williams (2014).
Comment 4 Yes. A study by Debrett's Foundation showed this.
Comment 5 Yes. This is the result of research by the Social Mobility Foundation.
2 – Research helps (writers) to be more objective
– Sometimes research shows unexpected things about human behaviour
– On the basis of research we can identify social problems and find solutions.

4 LANGUAGE FOCUS Cause and effect

a Ask students to cover the text or turn it over. Working alone, they complete the gaps. Then they check answers in pairs and then in the text. Take feedback as a class. Write the complete expressions on the board.

Answers
1 due 2 caused 3 result 4 results

b In pairs, students discuss the questions. Then conduct feedback.

Answers
1 a results (verb: *result from*)
b caused (*be caused by* is the passive form of the verb *cause*)
c due (in this context, always used as a fixed phrase *due to*)
d result (can also be used as a verb)
2 a preposition.
3 noun: talent, things; gerund: studying, staying

c Working alone, students match the sentence halves using an expression from 4a to link them, and write the sentences. Emphasise that more than one answer may be possible. Then they compare answers in pairs. Alternatively, they could write sentences working together in pairs. Then conduct feedback and try to get two or three possible answers from the class.

Answers (other possible answers in brackets)
1 Most people think the company's success was caused by a sudden rise in the price of aluminium.
(Most people think the company's success was due to incredible luck.)
2 Her success as a pop star at the age of 16 was due to incredible good luck.
(Her success as a pop star at the age of 16 was due to her skill at taking difficult decisions.)
3 The company went bankrupt in 2013. This was the result of / resulted from competition from a rival software company.
(The company went bankrupt in 2013. This was caused by a sudden rise in the price of aluminium.)
4 His death at the age of 55 was the result of working too hard and being under constant stress.
5 Her promotion to CEO of the company was due to her skill at taking difficult decisions.
(Her promotion to CEO of the company was due to incredible good luck.)

d Look at the example and check students understand the meaning of *affect*. Make it clear that *affect* is usually a verb and *effect* is usually a noun. Show these equivalent examples on the board:
It will affect your education.
It will have a (good/bad) effect on your education

Answer
b

e Point out that other verbs and phrases can also be used to describe the effect of things. Working alone, students look through the text and make a list of verbs or phrases. Students compare their lists in pairs. Take feedback as a class.

Possible answers
be based on, determine, influence, be a factor in, contribute to
Possible sentences (more than one answer is possible)
1 Your gender could influence/determine how much you get paid.
2 What job you do may be based on / influenced by where you grow up.
3 Luck is a factor in / contributes to whether or not you are successful.

5 WRITING

a Make it clear that the notes are for a paragraph on the topic of what factors make students successful in exams. In groups, students look at the notes and discuss the questions. The aim of this is to help prepare them for the writing and focus on what the notes mean. Take feedback as a class.

Possible answers
1 That success in exams is the result of hard work and long hours of study, and not so much the result of intelligence or in-depth knowledge of the subject.
2 That less intelligent students who studied for eight hours a day got better grades than more intelligent students who only studied 2-3 hours a day.
3 Stress, preparing at the last minute, personal or family problems
4 Some students are more affected by external factors than others.
5 Things in the surroundings, not part of the student's work or personality: the weather, the room, noise, etc. They can affect performance because some students are affected by them but others aren't.

b In pairs, students discuss how they could use the expressions in 4a. Then together they think of an opening topic sentence. Before they start writing, get suggestions for a suitable opening sentence. If you like, you could write possible sentences on the board.

Possible answers
2 There are many reasons for students' performance in exams. / There are several reasons why some students are successful in exams.

c Working alone or in the same pairs, students write a paragraph, using the notes from 5a. Go round giving help where necessary.

d Students compare their paragraphs. If they wrote a paragraph alone, they can compare with a partner. If they wrote in pairs, they can form a group to compare with another pair. Ask students which expressions from 4a they found easy to use.

Example answer
There are many different reasons why students are successful and score high marks in exams. Research has shown that a student's success in exams is not always due to in-depth knowledge or their intelligence, but may be a result of working hard and studying long hours. Research by Gidden (2015) showed that students who studied 8 hours a day were on average more successful than more intelligent students who studied only 2–3 hours.
However, marks in exams may be due to other factors. For example, bad performance in an exam can be caused by stress or by preparing for the exam at the last minute. External factors can also contribute to a bad result, for example students may be affected by hot weather, an overcrowded room, or noise from outside. Usually some students are affected by this but not others.

6 READING EXTENSION

This is an opportunity for students to read more extensively about luck in careers and is intended mainly for enjoyment and interest, using the tasks and questions to guide them in reading and to prompt reflection.

If you wish, you could give students the text and questions to read at home, then discuss the answers in the following lesson.

Answer

b 2, 4, 5
(Not 1: There were computers at his school but the text doesn't mention a teacher.)
(Not 3: IBM supported him when he bought the operating system but he already had his own company.)

c
1 He had a good education; he went to a private school with a computer lab.
2 He had a small company in Seattle. IBM offered him work.
3 He was a well-known programmer. Bill Gates told IBM about him and they offered him a contract. He turned it down.
4 Bill Gates bought their operating system (cheaply).
5 DOS = Disc Operating System, the name of Bill Gates's operating system.
6 They pay him money for each copy of the operating system they sell.
7 Italian political thinker, lived in the 16th century, believed that luck plays an important part in life.