Cambridge English Empower B1

Unit 1 Communication

ACADEMIC SKILLS PLUS

Communication studies: Linguistics

Listening skills: Outlining the content of a presentation
Speaking skills: Saying what you are going to talk about

1 SPEAKING

a In pairs, students look at the photos and discuss the questions. Then conduct feedback. You could build up a list of possible topics on the board:
Photos a and b: their job, colleagues, children, football, politics, clothes, children
Photos c and d: computer games, sport, homework, friends, music, school, shopping, clothes

b Look at the question together and check that students understand *body language* (to demonstrate, chat to one student and use body language; then ask what you did with your eyes, face, hands, body, etc.). In the same pairs or in small groups, students discuss the question. Conduct feedback, going through each item in the list and getting ideas from a few students. Note that although there may be perceived differences, it's important to avoid stereotypes here. Make it clear that not all men or women talk in the same way.

Possible answers
Topics: Men and boys may be more likely to talk to about football, cars, practical topics. Women and girls might be more likely to talk about relationships, clothes and fashion.
Reasons: Men may be more likely to exchange factual information or discuss issues; women may be more likely to compare experiences and find things in common, etc.
Body language: Women may be more likely to touch, make eye contact.
How they speak/listen: Men may be more likely to take turns and each speak for longer; women may be more likely to respond immediately (*Oh, really? How lovely!*).
Vocabulary: Women sometimes use different vocabulary from men, especially certain adjectives (Women/girls: *lovely*, *sweet*; Boys: *cool*).

2 LISTENING

a *Critical thinking: Thinking about aims*

The aim of these questions is for students to think about why it is necessary to give an introduction in a presentation, before they go on to listen to examples. Either discuss the questions with the class, or let them discuss in groups and then conduct feedback.

Possible answers
1 It's a talk on a topic that a student has prepared and gives to the class. Typically a presentation is given using notes, rather than writing it out and reading it aloud.
2 Three main parts: an introduction, the main presentation, a conclusion. The main presentation can have different lengths and may also have several parts.
3 Two main aims: a) to make it clear what you're going to talk about, so the listeners know what to expect; b) to get the listeners interested and make them want to listen.

b 1.1 Give students time to read through the topics, then play the recording. You could either pause after each speaker to check answers, or play the recording straight through, then check afterwards.

Answers
1 J 2 L 3 N 4 A

c 1.1 Look at the words in the box and check that students understand the meaning of all the words. You may wish to pre-teach the words below.

KEY VOCABULARY
features (n) the important parts of something, or things that you notice (*Example*: The building has some very interesting features – the windows, the main entrance, etc.)
gender (n) male or female
status (n) your position in a group or in society – it can be high or low (*Example*: Nurses do very important work but they usually have lower status than doctors.)

Play the recording, pausing after each speaker for students to complete the notes. Then students compare answers in pairs. Then conduct feedback with the class. Alternatively, you could ask students to complete the notes in pairs first, then play the recording to check.

Answers
Alex: men; women; examples; features
Julie: workplace; status; gender

d 1.1 Give students time to read through the questions, then play the recording. In pairs, students discuss the answers. Then conduct feedback. For question 1, try to elicit a number of different ideas.

Answers
1 It starts with a discussion, she gets ideas from the audience at the start, then introduces her topic.
Possible reasons why it's good: it's fun, it involves everyone, it makes the listeners interested, they start thinking about the topic, it makes everyone relax.
Possible reasons why it's not so good: it could take time or be difficult to control, the listeners may prefer a more formal lecture.
2 Boys' topics: football, girls. Girls' topics: clothes, boys
3 c She says these things are different: the topics, the purpose of the conversation, the kind of language they use.

STUDY SKILLS: STARTING A PRESENTATION

Start by introducing the idea of a 'hook'. Ask what Laura did that provided a 'hook' for her introduction. (She asked students to imagine a school playground and to make suggestions – this got everyone's attention and is more interesting than starting 'Today I'm going to talk about …')
In pairs or groups, students brainstorm other ways to provide a 'hook' at the start of a presentation and write a list of ideas. When most groups have thought of two or three ideas, stop and conduct feedback.

Possible answers
Show a picture or slides; ask the audience a question; tell a personal anecdote; begin with a joke; start with an unusual or surprising fact

3 PRONUNCIATION *d* and *t* sounds

a 1.2 Give students time to read the sentences, then play the recording. Conduct feedback as a class. Play the sentences again to help students notice the features. You could also point out that the sound changes slightly: 'and women' sounds more like 'am women', 'that people' sounds more like 'thap people' (this is called 'assimilation') – but only mention this if students notice it themselves.

Answers
- b They are joined together with no pause between the words, so they sound like a single word.
- The *d* and *t* sounds almost disappear or aren't heard clearly. (This may make it difficult to recognise the words when you hear them, especially if the person is speaking quickly.)

b In pairs, students read the sentences aloud and try saying the underlined words in a similar way to 3a.

c 1.3 Play the recording to check. Pause after each sentence to focus on the sound features. Point out that the *t* and *d* are lost and the words are joined together, so they sound more like:
1 a(t)_three 2 differen(t)_genders 3 par(t)_there's
4 and_make-up

The main purpose of this is to help students recognise words when they hear them in connected speech, not to produce them like this themselves. However, if you wish, you could ask students to practise saying the sentences, paying attention to the features they heard.

4 LANGUAGE FOCUS
Saying what you are going to talk about

a You may wish to do an optional lead-in with books closed. Ask students to imagine they are starting a presentation on the topic of communication and they want to say what the topic is. Write on the board: *Today, I …* Ask students how it might continue (I'm going to talk about …, I want to talk about …, I'd like to talk about …). Tell the class you will look at ways to introduce the topic of a talk. In pairs, students complete the sentences in 4a. If you wish, conduct quick feedback but don't give the answers yet.

b 1.4 Play the recording and check the answers. Then ask which phrases have a similar meaning. The phrases in 1, 2 and 4 can be used as alternatives in this context, with no difference in meaning – often speakers use different expressions to avoid repetition. If you wish, practise saying the phrases round the class, getting students to use the reduced form of *to* /tə/.

Answers
1 going 2 about 3 want 4 like
Similar meaning: *I'm going to …* , *I want to …* , *I'd like to …*

c 1.5 Look at the phrases in the box and ask the class why you would use them in the introduction to a talk (They show how many topics you will talk about and in what order.)

Play the recording. Students listen and write *A* or *J*. Either go through the answers together or let students check the audio script.

Answers
Alex: and lastly; then; first of all; at the end
Julie: the first one is; the third area is; secondly

d Discuss what the phrases in 4c are used for. There is no single 'correct' answer.

Possible answers
First topic: the first one is, first of all
Second topic: then, secondly
Third topic: then, and lastly, the third area is, (at the end)
Final discussion: at the end, then, (and lastly)

e Working alone, students complete the gaps. Then they compare answers in pairs. Then conduct feedback and write the answers on the board. More than one answer is possible for some items.

Answers
1 about, (going to be about)
2 going to
3 going to
4 Then / Secondly
5 like to
6 going to
7 lastly, (then)
8 the end

f Look at the notes together and make it clear that these are notes for the introduction in 4e, outlining just the topics and stages. Tell students they are going to practise giving the introduction using the notes. Give time for students to look at the notes and think about what they will say, but ask them not to write anything. Students cover the introduction and only look at the notes. In pairs, they practise giving the introduction to their partner, taking it in turns. To finish, ask a few students whether their partner's introduction was clear.

5 SPEAKING

a Make it clear that the aim of the activity is to practise giving an introduction to a presentation, introducing the topic and outlining what you will say. Emphasise that they won't have to give the whole talk, only the introductory part. Students choose a topic (they should choose one of the given topics or a topic from their own field of study). Working alone or in pairs, they decide what topics they would cover and make brief notes, using 4f as a model.

b Working alone or in the same pairs, students prepare an introduction for the talk. They should prepare to say what general topic they're going to talk about and then outline the stages of their presentation, using expressions from 4a and 4c. If students are working in pairs, they can practise giving the introduction together.

c Students work in pairs. If they have done the preparation in pairs, they should now work with a new partner or form a group. In turn, students give their introduction. The other student listens and decides whether it's clear to them what the talk will be about. When most students have finished, stop and conduct feedback. Ask students to comment on the introductions they heard. As an extension, you could ask a few more confident students to repeat their introduction to the whole class.

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Unit 1 Audioscripts

1.1 Exercises 2 b, c & d

A = Alex; J = Julie; L = Laura; Li = Listeners

A An interesting question about communication is, how do men and women communicate and is there a difference? And that's the topic of my presentation. Right, first of all I'm going to describe research that people have done in this area, so as to give you a general idea of the features of male and female styles of communicating. In fact a lot of people have already written about this topic. Um, then I'd like to show you some examples of, of typical ways men and women communicate. And lastly we're going to look at language features, and we'll see that women often use different grammar from men when they talk. And at the end I hope we'll have a short time for discussion.
I'm going to start by looking at the research. Now, as I said, there are lot of books and articles about this topic. …

J My talk is about role relationships in the workplace and how that affects the way people communicate. So we're going to look at three different aspects of this. The first one is communication between people with higher or lower status – so, for example, a boss and an employee. Then secondly I want to talk about communication between people of equal status, so colleagues at work for example. And the third area is different genders – so do men speak in a different way if they are talking to another male colleague or to a female colleague? So this is about how gender affects communication. So these are the three areas we'll look at.
OK, so to start with, then, let's talk about differences in status between a boss and an employee.

L OK, I'd like you imagine a school playground. And in one part of the playground there's a group of boys, and in the other part there's a group of girls. What do you think they are talking about?

Li Football … yeah … more football. They're talking about the girls.

L And what about the girls?

Li Hair and make-up, or … Which boys they like … Yeah …

L OK, this is the topic of my presentation. I'm going to talk about gender-specific language, and this is about the way boys talk to each other and how this is often different from the way girls talk to each other. A linguist called Deborah Tannen has done a lot of research in this area, and she found that, for example, in a school playground, boys' conversations are quite different from girls' conversations – not only the topics they talk about, but also the purpose of the conversation and even the kind of language they use. So I want to talk about her research and I'm also going to show you some examples. OK, I'll come to that in a minute, but first of all I'd like to start by showing you some examples of things people said.

1.2 Exercise 3a

1 How do men and women communicate and is there a difference?
2 I'm going to describe research that people have done in this area.
3 … people of equal status, so colleagues at work for example.

1.3 Exercise 3c

1 … we're going to look at three different aspects of this.
2 And the third area is different genders.
3 … in the other part there's a group of girls.
4 Hair and make-up or … which boys they like … yeah.

1.4 Exercise 4b

1 I'm going to describe research that people have done in this area.
2 My talk is about role relationships in the workplace.
3 I want to talk about her research and I'm also going to show you some examples.
4 Then I'd like to show you some examples of, of typical ways men and women communicate.

1.5 Exercise 4c

A = Alex; J = Julie

A Right, first of all I'm going to describe research that people have done in this area, so as to give you a general idea of the features of male and female styles of communicating. In fact a lot of people have already written about this topic. Um, then I'd like to show you some examples of, of typical ways men and women communicate. And lastly we're going to look at language features, and we'll see that women often use different grammar from men when they talk. And at the end I hope we'll have a short time for discussion.

J The first one is communication between people with higher or lower status – so, for example, a boss and an employee. Then secondly I want to talk about communication between people of equal status, so colleagues at work for example. And the third area is different genders – so do men speak in a different way if they are talking to another male colleague or to a female colleague?

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Unit 2
Global tourism

ACADEMIC SKILLS PLUS
Business studies: Tourism management

Reading skills: Understanding statistical information; Scanning for facts and figures

Writing skills: Describing changes and trends; Writing a paragraph based on visual information

1 SPEAKING

a In pairs, students look at the photos and discuss the question. Conduct feedback. You could ask for a show of hands to find out which place most of the class would prefer to visit. Try to find out whether students prefer cities or the countryside, large crowded places or quiet places for a holiday, like to be alone or with a lot of other people, or whether they like sightseeing or shopping, or prefer nature and physical exercise.

b In small groups, students discuss the questions. Conduct feedback and build up two lists of 'top' nationalities and destinations on the board. Then ask students to suggest what changes there have been. Try to prompt answers by asking follow-up questions, e.g. *Do you think there are more tourists now? What countries are they from?*

c Ask students to do the exercise without looking at the text (they could cover it). Before doing the exercise, make it clear that students aren't expected to know the answers, but they can probably guess. Do the first one together and ask if everyone agrees on the answer. Students discuss the answers in pairs. Then conduct feedback. Write the answers most students guessed on the board, but don't tell them the correct answers at this stage as they will find them out from the reading.

2 READING

a *Skills focus: Looking for facts and figures*

The aim of this is to give practice in scanning to check information. If you like, give a time limit so that students read the text fairly quickly. Working alone, students read the text and check the answers to the questions in 1c. Conduct feedback, getting answers from different students round the class. Then discuss which option is the best way to find the information quickly. Point out that when you read in your own language, your eyes naturally move over the text and pick out information. This is a useful skill to develop when reading English.

Answers

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

b Direct students' attention to Figures 1 and 2 and check that students can see what they show. (Figure 1: number of tourists over 60 in different years; Figure 2: the size of the global middle class [how many people] in different years). Working alone, students find answers to the questions. Then they check answers in pairs. When most students have finished, conduct feedback.

Answers

1
- The share of the world's population over the age of 60 has increased from 8% in 1950 to 12% in 2013, and it may grow to 21% by 2050.
- The middle class will probably increase from 1.8 billion in 2009 to 3.2 billion by 2020 and 4.9 billion by 2030.
- The majority of the global middle class will come from the Asia-Pacific region and by 2030 they will represent two thirds of the global middle class population.
- By contrast, the middle class in Europe and North America has stopped growing and so will gradually become a smaller proportion.

2 a About 12% b About 3 billion

STUDY SKILLS: READING GRAPHS AND CHARTS

The aim of this is to make students more aware of visual data in a text and what its purpose is. Discuss the questions and write *bar chart* and *graph* on the board. If you like, you could also introduce *pie chart* (a circle divided into segments) and draw an example on the board – it's good for showing percentages or proportions. You may wish to ask students to research a graph or bar chart outside of class. In the next lesson, they show it to the class and explain what it shows.

Answers

Figure 1 is a graph (it has a line and two scales of numbers, one on the left and one along the bottom). It's better for showing change – you can easily see how the line goes up or down.
Figure 2 is a bar chart (it has bars, usually of different colours). It's better for showing quantity – you can see easily where the bars come to against a scale of numbers.

c Students read the text again and answer the questions. When they have finished, they can compare answers in pairs. Conduct feedback, and ask students which sentence in the text tells them the answer.

Answers

1 Yes. (Paragraph 1: 'Tourism provides extra jobs.')
2 No. (The text doesn't mention this.)
3 Yes. (Paragraph 1: 'It also brings other benefits, such as cultural exchange.')
4 Yes. (Paragraph 3: They are 'an important new tourist segment'. 'Older people often have more money.')
5 No. (Paragraph 4: 'They have more access to online information', but they don't necessarily know a lot.)
6 Yes. (Last paragraph: 'The majority of the global middle class will come from the Asia-Pacific region' and this will 'influence tourism development' (paragraph 2).)

d *Critical thinking: Thinking about the ideas in text*

The aim of this is to encourage learners to move beyond reading a text 'at face value' for factual information and to think critically about the deeper meaning of the text. To introduce this idea, you could write *Why …?* on the board and ask students to suggest a question about the text beginning *Why …?* (for example *Why is tourism growing so fast? Why are older people travelling more?*). Point out that asking this question helps us to think about the ideas in the text.

In pairs or small groups, students discuss the questions. Go from group to group, helping to prompt ideas if necessary. When most groups have finished, stop and conduct feedback. Take each question in turn and ask a student from each group to summarise what they said. There are no correct answers. For question 3, you could build up a list of ideas on the board.

Possible answers

1 People have more money and leisure time than before; you can travel cheaply by plane (using low cost airlines); you can easily get information about other countries on the internet.
2 Only some. In some parts of the world, most people are too poor to travel or they traditionally visit relatives when they have free time. Some parts of the world are too dangerous for tourists.
3 Places become more crowded, shops sell things to tourists instead of local people; places become more expensive; traditional ways of life die out.

3 LANGUAGE FOCUS Describing changes and trends

a In pairs, students look at the examples and discuss the questions. Then conduct feedback. Bring out these points:

- We often use the present perfect simple to say how things have changed, for example, *The middle class has stopped growing* (It was growing before but now it's not growing), *I've stopped smoking* (I smoked before, now I don't), *She's left school* (She was at school, now she isn't).
- We often use the present continuous to talk about changes that are happening now, for example, *Global tourism is growing* (This is happening all the time, at this moment), *The Earth is slowly getting warmer* (It's going on as we speak).
- We can use *will* to talk about the future and, if we're not certain, we can use *will probably/may*, for example, *It may grow to 21%* (perhaps it will grow to 21%).

Answers

a sentence 2
b sentence 3
c sentences 1 and 4

1 a, modal verb *will*
2 c, present perfect simple
3 b, present continuous
4 a, modal verb *may*

b In pairs, students look at the examples and discuss the questions. Then conduct feedback. For question c) read the sentences out and ask students to listen for the stressed syllable: 1 has de**creased** 2 a steady **in**crease 3 is steadily in**crea**sing 4 a **de**crease. Model the sentences, emphasising the stress with gestures, and ask students to practise saying the sentences round the class.

Answers

a more: increase, increasing; less: decreased, decrease
b 1 and 3 are verbs, 2 and 4 are nouns. After the nouns we use 'in'.
c Nouns: the stress is on the first syllable. Verbs: the stress is on the second syllable.

c Working alone, students write words in the gaps. Point out that the form may change (so it could be *increase*, *increasing*, *increased*, etc.) and that one word is used twice. When most students have finished, conduct feedback. Ask students to read out the sentences and check that they say *increase* and *decrease* correctly.

Answers

1 decrease
2 becoming
3 increased
4 decreased
5 change

4 WRITING

a Look at the graph together and ask students to say briefly what it shows (how much money tourists from different countries spend). In pairs or groups, students look at the graph and answer the questions. Then conduct feedback.

Answers

1 The coloured lines = tourists from different countries. The numbers along the bottom = years (from 1995 to 2013). The numbers on the right = money spent (how many billions of dollars)
2 b
3 Possible answers
The number of Chinese tourists has increased over the last 10 years.
They're spending more money every year.
They spend more than tourists from other countries.

b In pairs or groups, students look at the notes and suggest possible sentences, but without writing anything down. Then conduct feedback but don't give students any sentences at this point. Encourage all ideas and deal with any questions about vocabulary.

c In their pairs or groups, students write the paragraph, working together and with one person acting as 'secretary'. Monitor and help where necessary.

d When they have finished, each group could read out what they have written or show it to another pair/group to compare. Alternatively, students could write the paragraph alone, then compare with another student. If you like, share the model answer below so they can compare it with what they wrote. Emphasise that there is no single 'correct' paragraph.

Model answer

Over the last 10 years, there has been a rapid increase in the number of Chinese tourists. One in 10 tourists is now Chinese, and Chinese tourists spend more money in total than tourists from any other country. In 2013, Chinese tourists spent $129 billion, compared with $86 billion for Americans. How tourists spend their money is also changing: shopping has now become one of the main reasons for visiting other countries. More than 80% of Chinese tourists say that shopping is an important part of visiting a foreign country, compared with only 56% of Middle Eastern tourists and 48% of Russians.

5 READING EXTENSION

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

Students can read the text in their own time outside the class. If you like, you could discuss the answers together in a later lesson.

Answers

a 1 I
2 D People like Weng Zhong usually travel independently. 20 years ago Chinese tourists used to go on bus tours.
3 D Less than 5% of Chinese travel to other countries as tourists (only 5% have passports).
4 D
5 I
6 I

b 1 It's growing; in 2022 it will be over 75% of the population; they earn between $10,000 and $30,000.
2 There are fewer than before; it makes it easier for Chinese tourists to travel.
3 They're rising, so tourists have less money to spend.
4 Chinese tourists want to try it.
5 Chinese tourists used to visit them on organised tours.
6 They're often wealthy; they pay for their family to have a holiday abroad
7 More families are booking holidays; there was an 18% increase this year.

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Unit 3
Spending money

ACADEMIC SKILLS PLUS
Economics: How people spend money

Listening skills: Noticing lecture structure; Listening for key points

Speaking skills: Discourse markers to show contrast

1 SPEAKING

a Write £500 on the board (and perhaps convert the amount to your local currency). Tell students they can spend it either on a new tablet or a holiday weekend. Students in pairs tell each other which option they prefer and why. Conduct feedback and get two or three examples.

b Give students a minute to think about the question. Put students in pairs or small groups to discuss the question – remind them it's important to say why. Conduct feedback.

2 LISTENING 1

a 3.1 Before setting the task, you may wish to pre-teach the words in the box.

KEY VOCABULARY

case study (n) a detailed report that gives information about the development of a group or person (*Example:* The researcher studied the way students in one high school class got on with each other and wrote an interesting case study.)

the case (n) true (*Example*: She said the price of the room included breakfast, but we had to pay extra.)

focus on (v) show a special interest in or pay particular attention to something (*Example*: My presentation is about spending money – I'd like to focus on the way people use credit cards.)

Tell students they will listen to the first part of the lecture. The lecturer talks about the way most people answer the question in 1b. Students listen for the answer. After listening, they check in pairs and then conduct feedback.

Answer

A lot of people prefer the tablet because they can use it, but a few prefer the holiday because it gives them a new experience.

b *Skills focus: Noticing the structure of a lecture*

3.1 Students listen again and answer questions 1 and 2. Give students time to read the questions before you play the recording. If your class is strong, they can listen for the answers to both 1 and 2 at the same time. If your class needs more support, play the recording twice. Students check their answers in pairs then conduct feedback.

Answer

1 b, c, a, d
2 b-ii) c-iv) a-iii) d-i)

STUDY SKILLS: QUESTIONS IN LECTURES

Students discuss the questions in small groups. Conduct feedback and get different ideas. Guide them towards understanding the ideas below.

Possible answers

1 He asks a question to introduce an example and get the interest of students at the lecture.
2 No, he doesn't.
3 Yes, lecturers use these questions quite often – they called *rhetorical questions*.

3 LISTENING 2

a Students discuss the two questions in pairs. Conduct feedback and write up different ideas that students suggest on the board.

b 3.2 Tell students they will hear the second part of the lecture. Play the recording for students to listen for how the lecturer answers the questions in 3a. Conduct feedback and refer to students' ideas on the board – tick any that the lecturer mentioned.

Answers

1 Remembering experiences means we tell other people about them. As a result, we have contact with other people and this makes us happy.
2 Paying other people to do something we don't like doing; giving money away or buying something for another person.

c Tell students they will hear the second part of the lecture again. Give students time to read the sentences then play the recording for students to choose the correct words. Students check their answers in pairs. Play the recording again if students aren't sure of the answers. Conduct feedback and write up each correct word on the board.

Answers

1 after 2 boring 3 social 4 boring 5 some 6 generous 7 isn't

d *Critical thinking: Applying new knowledge*

Tell students they are going to think and talk about what makes people happy when they give away money. Give them time to work alone to read the question and think about the answer. Tell them they can make notes if they want to. Put students in small groups to discuss the question. Monitor and help with language if necessary. Conduct feedback and accept different ideas. If students don't mention them you can tell them about the possible answers on the next page.

Possible answers
Giving money to someone you don't know, e.g. a charity, will make some people happy. Other people prefer to give money to family/friends who need it. Research suggests people are happiest when giving money to family and close friends

4 LANGUAGE FOCUS Language of contrast

a & b 3.3 Ask students to work in pairs to complete sentences 1 to 5. They should try to remember what the lecturer said. When students have finished, play the recording, then conduct feedback on the board.

Answers
1 On the other hand 2 yet 3 However 4 although 5 but

c Ask students to answer the true/false questions alone and then check in pairs. Conduct feedback. You could tell students that the words and expressions are used to contrast two ideas.

Answers
1 T 2 F 3 T

d Tell students to look at the examples in 4a and discuss the questions in pairs. Conduct feedback. Let students know that *however* can replace *on the other hand* and vice versa; *yet*, *but*, *although* can also replace each other.

Answers
1 on the other hand, however
2 although, but, yet

e & f If your class is stronger, students can match ideas 1 to 5 with a to e and use one of the expressions from 4a. Students then compare their answers in pairs. If your class needs more support, ask them to match the ideas, conduct feedback and then elicit expressions to link the ideas. Tell students that any of the expressions could be used for each example. However, point out that *but, yet* and *although* are used to make one sentence while *however* and *on the other hand* require two sentences.

Answers
1 c 2 e 3 a 4 b 5 d
1 Giving money away can make us happy, but/yet/although many people can't afford it. OR Giving money away can make us happy. However/On the other hand, many people can't afford it.
2 It seems like a good idea to spend money on small experiences every week or month, but/yet/although you might also want to save for a bigger, more expensive experience in the future. OR It seems like a good idea to spend money on small experiences every week or month. However/On the other hand, you might also want to save for a bigger, more expensive experience in the future.
3 Real experiences are important for happiness, but/yet/although many people say that buying objects like books and tables can also give you a kind of experience. OR Real experiences are important for happiness. However/On the other hand, many people say that buying objects like books and tables can also give you a kind of experience.
4 Asking someone to do your housework can make you happy, but/yet/although if the cleaner does it badly, you may feel annoyed. OR Asking someone to do your housework can make you happy. However/On the other hand, if the cleaner does it badly, you may feel annoyed.
5 Giving away small amounts sounds like a good idea, but/yet/although if you do it all the time, it could become expensive. OR Giving away small amounts sounds like a good idea. However/On the other hand, if you do it all the time, it could become expensive.

5 PRONUNCIATION Tones

a 3.4 Give students time to read the examples and then ask them to listen for the tone on the underlined words. Play the recording and get students to check their answers in pairs. You may need to play the sentences more than once. Conduct feedback.

Answer
up

b 3.5 Give students time to read the examples and this time ask them to listen for the main stress in the underlined words. Play the recording and get students to check their answers in pairs. You may need to play the sentences more than once. Conduct feedback.

Answers
1 on the other hand 2 however 3 although

c 3.5 Students read the questions, then play the recording again. Get students to check their answers in pairs and play the recording more than once if necessary. Conduct feedback.

Answers
1 up 2 stay up

Suggested productive activity:
Drill the words and phrases using the recording or provide your own oral model and drill. Then put students in pairs to practise saying the sentences aiming for good pronunciation – correct stress and tones on the contrast words and expressions. Monitor and help students as they practise.

6 SPEAKING

a Tell students they should choose one of the situations to talk about. Suggest that if they choose number 3, they should talk about someone their partner doesn't know. Point out the questions and tell them to make brief notes but not write complete sentences. Give students enough time to complete this. Monitor and help with language. Check which students are doing which topics.

b Put students in pairs. If you have been able to find out who is doing which topics, try to put students with different topics in pairs. (You could also do this with a show of hand e.g. *Who's doing number 1?* etc.). Monitor and check whether students are using the contrast expressions.

c When students finish telling each other about their experiences, encourage them to discuss the questions in 6c. When most students have finished this, conduct feedback and find out about similarities and differences in the stories and the way students felt about their experiences. If you noticed good examples of language use or perhaps language that needs to be corrected, you could also give feedback on that.

Unit 3 Audioscripts

3.1 Exercise 2 a & b

I'd like to focus on how people spend the money they make, and then think about what makes them happy or not.
So, here's a question. Let's say you win £500. How would you prefer to spend it? Maybe you could finally afford to buy that nice new tablet computer you've been thinking about. On the other hand, £500 might mean you could have a holiday weekend away somewhere interesting. What's going to make you happier – the tablet – the material object, or the weekend away – the experience?
Now when I ask this question, many people I talk to say they would prefer the tablet. They say it's something they can use for a long time, yet a few people think it's better to spend money on the holiday, the experience, because it's something they will always remember.

3.2 Exercise 3b

Well, recently both economists and psychologists have done research in this area. Their conclusion was people are happier when they spend money on experiences rather than things. And this is particularly the case *after* you have spent the money.
And what's the reason? Researchers say that new objects – things – quickly become familiar and become part of our everyday lives, in other words, they stop being interesting. However, experiences are things we do with other people – they give us memories that we talk about and we continue to talk about for a long time. So buying experiences gives us opportunities to make contact with other people and it is this that makes us happy.
So spending money on doing things is important, although it's not the only way of buying an experience. You can also spend money paying for someone to do something for you. For example, if you hate doing housework, you can pay a cleaner to do it for you and this gives you free time at the weekend to do something you enjoy – an experience that makes you happy.
And sometimes the best way to use money is to just give it away. In Canada an experiment was tried out with university students. They were given some money – between five and twenty dollars. Some students were told to spend the money on themselves, but others were told to spend the money on another person. And what was the main result? The students who spent the money on someone else were much happier than those that bought themselves something.
This research has been repeated around the world with the same results. And what's interesting is the fact that you don't have to give a lot of money away in order to be happy. People who gave away small amounts had the same positive feeling as people who gave away large amounts.

3.3 Exercise 4b

1. Maybe you could finally afford to buy that nice new tablet computer you've been thinking about. On the other hand, £500 might mean you could have a holiday weekend away somewhere interesting.
2. They say it's something they can use for a long time, yet a few people think it's better to spend money on the holiday, the experience, because it's something they will always remember.
3. … in other words, they stop being interesting. However, experiences are things we do with other people.
4. So spending money on doing things is important, although it's not the only way of buying an experience.
5. Some students were told to spend the money on themselves, but others were told to spend the money on another person.

3.4 Exercise 5a

1. They say it's something they can use for a long time, yet a few people think it's better to spend money on the holiday, the experience, because it's something they will always remember.
2. Some students were told to spend the money on themselves, but others were told to spend the money on another person.

3.5 Exercise 5 b & c

1. Maybe you could finally afford to buy that nice new tablet computer you've been thinking about. On the other hand, £500 might mean you could have a holiday weekend away somewhere interesting.
2. In other words, they stop being interesting. However, experiences are things we do with other people.
3. So spending money on doing things is important, although it's not the only way of buying an experience.

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Unit 4
Social rituals

ACADEMIC SKILLS PLUS
Sociology: Selfies

Listening skills: Main points and details
Speaking skills: Defining new words and terms in a presentation

1 SPEAKING AND VOCABULARY

a If possible, show students some example selfies and tell them whether you take and/or view selfies often. Put students in pairs to discuss the questions. Conduct feedback from two or three pairs.

b Students match the words to the definitions. Conduct feedback to the board. You may wish to elicit the part of speech for *culture* and then elicit the adjective form *cultural*.

> **Answers**
> 1 b 2 a

c Get students to read the definitions, then ask them to work alone and think of examples. Encourage them to make notes. Put them in pairs and ask them to tell each other about the two kinds of ritual. Conduct feedback. With monolingual classes ask if they thought of a similar traditional social ritual. With multilingual classes ask students what they found out about their partner's culture.

2 LISTENING 1

a 4.1 Give students time to read the two summaries. Play the recording. Get students to check their answers in pairs and conduct feedback.

> **Answer**
> 1

b 4.1 Give students time to read the task. You could put them in pairs to add extra information they might remember from the first listening. Play the recording once or twice. Students check their answers in pairs.

> **Possible answer**
> 1 *different ways of looking at modern culture:* clothes, music, TV programmes
> 2 *a family ritual:* everyone at Deniz's home sits down to eat the evening meal
> 3 *a wedding ritual in Turkey:* before the wedding the bride has a party with women family members and friends

c Elicit or explain *bride* and *groom* and write on the board. Ask students to think of different rituals connected with weddings in their culture. In a monolingual context, you could perhaps make this a contest to see who can think of the most rituals for a wedding, so the pair work becomes an exercise in generating ideas. In a multilingual context, students can tell each other about wedding rituals from their country and see if their two cultures do anything that is similar.

3 LISTENING 2

a 4.2 Before listening, you may wish to pre-teach the words in the box.

> **KEY VOCABULARY**
> *self portrait* (n) a picture or a photograph of yourself (*Example:* Many artists paint a self portrait by looking in a mirror.)
> *pose* (v) move into and stay in a particular position so someone can take a photograph or draw you (*Example:* The family all posed for a group photograph.)
> *inherit* (v) a thing or a quality that a person receives from someone who is a generation older (*Example:* She inherited her sense of fun from her father.)

Tell students they will listen to the second part of the presentation. Ask students to read the six topics. Play the recording and students listen for the correct order of topics. Conduct feedback as a class.

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

b 4.2 Students read the details and try to match them to the topics in 3a. Play the recording again so student can check/match topics to details. Play the recording again if necessary. Students check in pairs and then do feedback.

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

c *Critical thinking: Using mind maps to summarise information*

The aim is for students to practise using mind maps as a way of summarising information when listening to a lecture or presentation. Students work alone and add words and phrases to the mind maps. Then they compare their maps in pairs. Play the recording again if necessary with weaker classes. Conduct feedback by drawing the two mind maps on the board and eliciting ideas.

> **Answers**
> rituals:
> - a millions selfies every day by people 18–24 years
> - inherited from one generation to the next (Browne 2005)
>
> selfies:
> - old self-portrait paintings are like selfies
> - an interesting pose is important for a selfie
> - usually uploaded to ask other people what they think of the selfie

4 PRONUNCIATION Pausing

a 4.3 Write the following sentence from the recording on the board: *These are all actions that are repeated again and again.* Say the sentence so that there is a very small pause between 'repeated' and 'again'. Add a forward slash (/) to mark the pause. Tell students to read the two versions to each other to see which sounds more natural. Ask students to listen to the two sentences and choose the correct version.

> **Answer**
> 2

b Ask students to read the questions then play the two sentences again. Students discuss their ideas in pairs and conduct feedback.

> **Answers**
> 1 Small pauses help to give her presentation a good rhythm and sound natural.
> 2 The strong stress is a way to contrast the two words.

c Put students in pairs to practise the two sentences following the correct pause pattern from the second sentence in 4a. Monitor and listen. Make sure the pauses aren't too long so that they sound unnatural.

5 LANGUAGE FOCUS Defining expressions

a Write this sentence on the board: *Some people say it means we are very narcissistic in other words that we love ourselves too much.* Put students in pairs to discuss the questions and conduct feedback.

> **Answers**
> 1 No, she thinks the word could be new or unclear for her listeners.
> 2 Yes, she does.
> 3 *in other words*

b 4.4 Give students time to read examples 1 to 3, then play the recording. You could pause the recording after each example with weaker classes. Students check their answers in pairs. Play the recording again if necessary. Conduct feedback on the board.

> **Answers**
> 1 But what exactly do I mean by the word *ritual*?
> 2 … rituals are activities are inherited that's when one generation passes a ritual to the next generation.
> 3 … how they are going to pose for the camera. What I mean is the way the hold their body and the look they have on their face

c Students work alone then check their answers in pairs before feedback.

> **Answers**
> 1 that's when
> 2 in other words
> 3 What do I mean by
> 4 What I mean is

d Put all the Student As together and all the Student Bs together to practise how they can include definitions of the underlined terms. Monitor and help with pronunciation of the new words.

e Mix students into A and B pairs and ask them to read their cards to each other, adding in definitions for the underlined words. Remind them to use expressions from 5a and 5b.

STUDY SKILLS: DEFINING NEW WORDS AND IDEAS IN A PRESENTATION

Put students in small groups to discuss the questions and conduct feedback.

> **Possible answers**
> 1 Often students need to talk about new topics or new ideas and this means there will probably be some new vocabulary in the presentation.
> 2 When students prepare their presentation, they can read through their notes and decide what words or ideas will be new. They can then prepare definitions or explanations of these new ideas. (When they give the presentation, they can use the expressions in the Language Focus to introduce the definitions/explanations.)

6 SPEAKING

a If you are planning this lesson in advance, ask students to research a topic for homework. In class, tell students they will give short presentations in pairs or small groups. Ask them to think of topics and point out that they don't need to be academic and something like a personal hobby is fine for the task. Once students have thought of a topic, ask them to make notes on their own. You could put the questions on the board and give your own example of notes that answer the questions – use something from your professional or personal life.

b Before giving their presentations, ask students to think of two or three difficult words or ideas that they will need to explain in their mini presentation. Tell them to write a definition of each word or idea, allowing them to use a dictionary if necessary. Allow plenty of planning time and monitor and help students with language.

c Put students in pairs or small groups of three to four students. Ask them to present their topic to each other. Tell students who are listening to think of at least one follow up question. Conduct feedback after the activity and ask two or three groups to give examples of new words or ideas from their partner's presentations.

Exercise 5e role cards

Student A

Social media and identity

These days people introduce themselves on social media in different ways. For example, I know some people who have posted a full bio and they tell the world a lot about their private lives. I wouldn't feel comfortable sharing all that information online. Other people use a handle. They don't show a lot about about their daily life and never give their real name.

bio = *a short form of the word 'biography'*

handle = *the name that someone uses when they are online or using social media- not their real name*

Student B

Social media and advertising

Social media are now used a lot for advertising because advertisers think it's a good way to get their message to a lot of people. One way is by using native advertising. I don't think it's very honest. If a company doesn't use native advertising, they will always have some kind of clickbait. Advertisers spend a lot of time trying to come up with good ideas for clickbait.

native advertising = *an advertisement that looks like a normal posting online and doesn't seem to be an advertisement at all*

clickbait = *an advertisement or maybe an article that is very interesting and means that the person reading it clicks through to the advertiser's website*

Student A

Social media and identity

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bio = *a short form of the word 'biography'*

handle = *the name that someone uses when they are online or using social media- not their real name*

Student B

Social media and advertising

Social media are now used a lot for advertising because advertisers think it's a good way to get their message to a lot of people. One way is by using native advertising. I don't think it's very honest. If a company doesn't use native advertising, they will always have some kind of clickbait. Advertisers spend a lot of time trying to come up with good ideas for clickbait.

native advertising = *an advertisement that looks like a normal posting online and doesn't seem to be an advertisement at all*

clickbait = *an advertisement or maybe an article that is very interesting and means that the person reading it clicks through to the advertiser's website*

Unit 4 Audioscripts

4.2 Exercise 2 a & b

I think there are lots of different ways of looking at modern culture. I mean, you can talk about clothes or music or TV programmes, but another way of talking about culture is by looking at social rituals. And in my presentation I want to explain what I believe is a modern social ritual that is part of modern culture. I'm going to talk about selfies – yes, that's right – the ritual of the photographs we take of ourselves and put online.

But, before I do that, let's ask the question: what exactly do I mean by the word 'ritual'? Well, the dictionary says that a ritual is like a a few actions that people always do in the same way – and sometimes people say special things when they perform a ritual. We do these things in lots of different situations. For example, in my family we have a few rituals – like, we never start eating the evening meal until everyone who is at home is sitting at the table – we need to be together as a family to eat.

This is an example of a kind of small, personal ritual – for just one family. But if we want to think about rituals and culture, then we need to look at wider, social rituals. A clear example of cultural rituals are weddings. In most countries people do special things when they get married. For example, in my country, just before the wedding, the bride always has a party with women, you know, with her family and friends. I think this is quite a common ritual in many countries.

So this is an example of a traditional social ritual. However, we have been asked to talk about modern culture, so I want to talk about something from modern life that I think is a kind of a ritual – the selfie. Yes, that's right, the photo we all take of ourselves in lots of different situations using a smartphone or maybe a tablet.

4.2 Exercise 3 a & b

So, if we think of a ritual as being some kind of social activity that's repeated again and again – taking selfies is definitely a ritual because you see people taking selfies all the time. People between the age of 18 and 24 take about a million selfies every day all together. Many people say that only young people take selfies, but it's not true – everyone does – I've seen photos of older politicians taking selfies.

In his 2005 book 'Profiles of Popular Culture', Browne says that rituals are activities are inherited – that's when one generation passes a ritual to the next generation. In other words, selfies are inherited. People have started taking selfies in just the past few years, so I guess you could say they aren't really 'rituals'. But if you look at old paintings, you can see that artists have often painted themselves – you know, self portraits - so the idea of showing a picture of yourself isn't really new. It's just that, nowadays, technology makes it so much easier to do this.

And when you begin to think about the way people take selfies – the things they do – then you realise it really is a kind of ritual. Some people choose the place they take the selfie carefully. Sometimes it's in a famous place because it's a way of saying 'I was here'. But others take selfies in private places like someone's bedroom because people want to show a part of their life online. Then people often think about how they are going to pose for the camera. What I mean is the way they hold their body and the look they have on their face. Also people think carefully about whether they hold their phone above them and look up or directly in front of them.

The next step in the ritual is uploading the photo to different social media websites and then waiting for people to like your selfie. These are all actions that are repeated again and again.

What does this ritual tell us about modern culture? Some people say it means we are narcissistic – in other words, that we love ourselves too much. But other people think it's just a way of saying 'this is who I am – this is me'.

4.3 Exercise 4a

Some people say it means we are narcissistic in other words that we love ourselves too much But other people think it's just a way of saying 'this is who I am this is me'.

4.4 Exercise 5b

1 What exactly do I mean by the word 'ritual'?
2 … rituals are activities are inherited that's when one generation passes a ritual to the next generation.
3 People often think about how they are going to pose for the camera. What I mean is the way they hold their body and the look they have on their face

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Unit 5
Study and work

ACADEMIC SKILLS PLUS
Economics/Education: Students' part-time work

Reading skills: Reading for main and supporting ideas; Guided notetaking
Writing skills: Topic sentences

1 SPEAKING

a Students discuss in pairs. Conduct feedback and get students to give reasons for their answers.

b Before setting the task, you may wish to pre-teach the word *fee* (the money you pay for a course or a service). Students work alone and order the expenses from 1 to 8.

c Students compare their answers in small groups. Tell them to also discuss the questions together. Conduct feedback and find out the main expenses on which they agreed and disagreed.

2 VOCABULARY Finance

a Students work alone to match the words to the definitions and then check in pairs. Conduct feedback. Point out the pronunciation of *debt* /det/.

Answers
1 c 2 e 3 a 4 b 5 d

b Students read and think about the questions alone, then work in pairs to discuss the questions, giving reasons for their answers. Conduct feedback and elicit different answers to the questions.

3 READING

a Before the reading, you may wish to pre-teach the words in the box.

KEY VOCABULARY

support (v) give a person the money they need to live (*Example:* He hasn't got a job at the moment so his parents support him by giving him £100 a week.)

impact (n) when you do something and it has a clear effect on something else (*Example:* All her hard work had a positive impact on her exam results.)

objective (n) something you plan to do or achieve (*Example:* My English language study objective is to reach B2 level by next year.)

intellectual (adj) used to describe something that makes you think and understand ideas that are difficult (*Example:* I don't like popular films – I prefer films that are more intellectual and make me think hard.)

performance (n) how well a person does a job or an activity (*Example:* My boss said my performance in my new job has been very good, so she's going to pay me more.)

Tell students they're going to read the introduction to an article. Tell them to read quickly (perhaps set a time limit) and match the paragraphs to the summaries. Students check their answers in pairs and then conduct feedback.

Answers
a 3 b 1 c 2

b Tell students to read the introduction again and make notes about points 2 to 8. Point out that they don't need to write sentences and they can follow the example in number 1. Students work alone and then check in pairs. Show or write up the suggested answer below for students to check their notes against.

Answers
Paragraph 1
2 student costs – *increase → inflation e.g. food & rent*
3 student loans – *help with costs but mean debt*

Paragraph 2
4 three reasons for working part-time – *1) social expenses, 2) help living costs, 3) less debt*
5 work experience – *easier to get job after university – related to study*

Paragraph 3
6 ways part-time work affects study – *why students work, how much work, kind of work*
7 financial reasons – *students have study problems*
8 career / intellectual reasons – *fewer study problems*

c *Critical thinking: Recognising and collecting information*

Students discuss the questions in pairs. Conduct feedback. Tell students that it helps to recognise the main ideas when they read a text. This tells us if a text is useful for study or an essay.

Answer
1 b 2 a 3 a

4 LANGUAGE FOCUS Topic sentences

a Tell students not to look at their worksheet and ask them if they can remember the main idea of paragraph 1 of the text. If not, remind them. Tell them to read the paragraph again and answer the questions. After students check their answers in pairs, conduct feedback.

Answers
1 The first sentence of the paragraph.
2 The other sentences give details and examples that support the main idea in the first sentence.

b Check to see if anyone knows what we call the sentence that tells us the main idea of a paragraph (topic sentence). Tell students that understanding topic sentences helps their reading and their writing. Ask students to read paragraphs 2 and 3 to find the topic sentence that matches the main ideas. Point out that it is not always the first sentence. After students check their answers in pairs, conduct feedback.

Answers
Paragraph 2: Earning extra money is an important aim of part-time work, but students often give other reasons for working while they study.
Paragraph 3: Students' different reasons for doing part-time work means their study is affected in different ways.

c Tell students to read the paragraph and choose the best topic sentence. Students check their answers in pairs. During feedback point out that sentence 1 is too limited and does not include the idea of students having to organise their time.

Answer
2

d Students can do this alone or in pairs. If they work alone, get them to compare their answers in pairs. If they work in pairs, get two pairs to compare their sentences. During feedback, elicit some examples and write them on the board. Suggest improvements if you can see them. Write up the possible answer so students can compare it with their sentence.

Possible answer
When students decide to work part-time, they need to think about the best kind of job to help them.

STUDY SKILLS: READING TOPIC SENTENCES

Put students in pairs to discuss the questions. Conduct feedback and tell students this is similar to the ideas they discussed in the critical thinking task. The topic sentence usually includes the main point.

Answers
1 A general (gist) understanding
2 It means you can read quickly if you need to.

5 WRITING

a Students work alone to write their paragraph using the notes. Remind them to include a topic sentence and suggest this is the first sentence. Monitor and help with language.

b Put students in pairs to compare their paragraphs. Conduct feedback and ask how similar their paragraphs are. Show the example answer to students.

Example answer
(topic sentence in *italics*)
It is important to note that part-time work is not the only reason why students can have a poor academic result. At three universities in the UK, students gave different reasons for failing their courses. Some students chose to study the wrong subject and they found the course work very difficult and did not get a good grade. Students also had family problems or emotional problems that had a negative effect on their ability to study. Finally, a small number of students were not motivated and they did not keep up with course work and they failed the course.

6 READING EXTENSION

This can either be done in class or set as homework. If set as homework, students can compare their answers during the next lesson and you can give feedback.

Answers
a
1 T 2 F – most work about 20 hours a week 3 T 4 T
5 F – he thinks trying to work and study would be stressful 6 T
b
1 Miranda believes that working and studying takes all of a students' time and has a negative effect on study
Zach thinks it's possible to balance work and study and that working gives you money for a good social life
James thinks it's better not to work so you can study as much as possible
2 Most students need to do some part-time work and this can help them. It might be better if more universities recognised this part-time work.

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Unit 6
Phobias

ACADEMIC SKILLS PLUS
Psychology: Fear

Listening skills: Identifying points from a group discussion; Identifying turn-taking strategies
Speaking skills: Turn-taking in a discussion

1 SPEAKING

a In pairs, students discuss the things and activities shown in the pictures. Then conduct feedback. You could ask for a show of hands to find out students' reactions, then get more detailed feedback from one or two students about each topic. You could also tell the class how you feel about each of the things in the pictures.

b In the same pairs or in groups, students share ideas and write a list. Monitor and help with ideas and vocabulary they may need. Then conduct feedback and build up a list on the board (leave it on the board for the discussion in 2d). Keep the discussion to examples and avoid giving a definition of a phobia at this point as this will be discussed in 2a.

> **Possible answers**
> snakes, mice, rats, insects, being underground, driving in fast cars, large crowds, being in the dark, going in small boats, thunderstorms, going down a steep hill

2 LISTENING 1

a Working alone or in pairs, students decide the best definition. Then conduct feedback but don't say the correct answer at this point.

b 6.1 Before you play the recording, tell students they will hear three students discussing a homework assignment – their task was to find out about phobias and they are now sharing their ideas together. Ask students to look at the questions, then play the recording. In pairs, students check their answers together. Then go through the answers with the class.

> **Answers**
> 1 Definition 3. They say 'It's an irrational fear', 'when people are afraid of something that isn't really dangerous'.
> 2 b Andy found two categories, Lucy found three categories (not exactly the same as Andy's).
> 3 b Agoraphobia is fear of wide open spaces or places you can't escape from. Claustrophobia is fear of small spaces (underground or a small room).

c 6.1 Students complete the notes, then compare answers with a partner. Play the recording and check answers together.

> **Answers**
> 1 spiders 2 air travel 3 speaking in public
> 4 crowded places

d Look at the list on the board (from 1b). For each item, ask students to suggest a category, for example, thunderstorms = simple phobia, being in the dark = things you can't avoid.

3 PRONUNCIATION Connected speech

This part focuses on the way unstressed words are often joined together and said more quickly in connected speech. The aim is to help learners recognise words when they listen to people speaking at normal speed.

a 6.2 Play each extract and ask students which words have the main stress. Write them on the board.

> **Answers**
> 1 afraid, dangerous 2 phobia, snakes 3 small, spaces

Play the extracts again. Students note which extract they heard the phrases in. Go through the answers and play the extracts again to check.

> **Answers**
> a 2 b 1, 3 c 3 d 2 e 3

b 6.2 Play the recording again. Students listen and decide what features they hear. Then conduct feedback. Point out that in English unstressed sounds are often said more quickly and words are joined together, so it's not always easy to recognise words.

> **Answers**
> 1 quickly (example: *about*)
> 2 short (example: *being*)
> 3 can't (examples: *being, isn't it*)
> 4 often sound like one word (examples: *like if, scared of*)

c Look at the sentences and tell students they will hear these later in the lesson. In pairs, students discuss how they think the people will say them. Then conduct feedback. You could write the sentences on the board and ask students which syllables they think will be stressed and which will be said more quickly.

d 6.3 Play the recording and check the answers. As you do this, mark the features on the board (you could underline stressed syllables and put a circle round unstressed syllables that are said quickly).

> **Answers**
> Stressed syllables in **bold** – the **underlined** syllable has the main stress:
> 1 So what about how **com**mon they are?
> 2 It **turns out** they're **ve**ry common.
> 3 **First** of all you can't cont**rol** the **symp**toms.
>
> Words which are said more quickly (in *italics*):
> 1 *So what about* how **com**mon they are?
> 2 *It* **turns out** *they're* **ve**ry common.
> 3 **First** *of all you* can't cont**rol** *the* **symp**toms.

4 LISTENING 2

a Explain that students are going to hear the next part of the discussion. In this part students talk about how common phobias are and the symptoms of phobias. In pairs, students decide whether they think the statements are true or false. Then conduct feedback but don't tell them the answer yet.

b 6.4 Play the recording and check answers. Ask students what the people said which gave the answer to each item.

> **Answers**
> 1 True. He says they're very common – 20 million people in the USA have phobias.
> 2 False. He says women suffer more than men (he doesn't know why that is).
> 3 False. He says they can affect you at any age.

c 6.4 Look at the questions together and check any difficult words, e.g. *breathe* (demonstrate this), *sweat* (= you sweat when you're hot).

Play the recording again. Students listen and note the answers. Then they compare answers in pairs. Then conduct feedback. If necessary, play the recording again, pausing to focus on parts that give the answers.

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

d *Critical thinking: Exploring causes and reasons*

The aim of this to encourage students to go beyond what they hear about a topic and think about underlying reasons. The students in the recording talk about types of phobia but they don't discuss why people have them. However, this is a further interesting aspect of the topic.

To introduce this part, you could ask students to discuss briefly in groups why they think people have phobias. Then ask them to read the three explanations and decide what they think of them. If you like, prompt ideas by asking questions, e.g. *Is it true that spiders are dangerous? What about air travel? Do your parents have any phobias? Do you have the same ones?* When some groups seem to have finished, stop and conduct feedback. Ask a student from each group to tell you one thing they talked about. As a round-up ask for a 'vote' on each explanation, to find out which the class think is the best.

5 LANGUAGE FOCUS Sharing ideas – taking turns

a Ask what people do when they have a discussion. Ask: *Does just one person talk?* (No, everyone does.) *Does everyone talk at once?* (No, they take turns.) *How can you make sure everyone has a turn?* (You let other people speak, or you offer to speak.) In pairs, students look at the expressions and match them with their meaning. Then conduct feedback and write (or show) the expressions on the board in three lists.

> **Answers**
> 1 Shall I talk about that? Can I say what I've got?
> 2 Just a minute, I'll tell you.
> 3 Go on, then. Go ahead

b In pairs, students discuss what expressions could go in the gaps. Emphasise that there could be more than one right answer and they don't need to remember exactly what the speakers said.

If you like, conduct feedback at this point and elicit possible answers.

c 6.5 Play the recording and check what the people said. Point out that the following expressions have the same meaning and can be used as alternatives: *Go ahead* and *Go on; Shall I talk about that?* and *Can I say what I've got?* Do some quick pronunciation practice. Model each expression or play the recording again and ask students to practise saying them.

> **Answers**
> 1 What did you have?
> 2 Just a minute, I'll tell you.
> 3 Shall I talk about that?; Go ahead.
> 4 Go on, then.

d To prepare for this, go through the conversations together and elicit possible expressions from the class. Divide the class into pairs, and give students in each pair a letter, A or B. In pairs, they practise the conversations.

> **Possible answers**
> 1 A: What did you have?
> B: Just a minute, I'll tell you …
> 2 A: Shall I talk about that? / Can I say what I've got?
> B: Go ahead. / Go on, then.
> 3 B: Shall I talk about that? / Can I say what I've got?
> A: Go ahead. / Go on, then.

e Students either stay with the same partner but change roles or form new pairs. To show what to do, you could demonstrate a conversation with a good student, continuing the conversation.

> **Example**
> A: OK, let's talk about fear of spiders. What did you have?
> B: Just a minute, I'll tell you.
> A: Can I say what I've got?
> B: OK, go ahead.

In pairs, students have the conversations again, this time continuing in any way they like. If you like, ask a few pairs to repeat one of their conversations in front of the class.

STUDY SKILLS: SHARING IDEAS

The aim of this part is to make students aware of the importance of sharing ideas in a discussion or when working on a project together.

To introduce this part, ask about the three students they listened to. Ask: *Did they all give their ideas?* (Yes, although Andy and Lucy said most and Mira only joined in from time to time.) Introduce the idea of *sharing ideas*. Write it on the board and ask what it means (you put your ideas together, you all say what you think or know). In groups, students read the reasons and decide which are most important. Monitor and make sure all students are all contributing and sharing ideas. Conduct feedback. Ask each group which reason they think is most important and why, and if there are any they think are not important.

Possible answers

a Very important – it's a way for weaker and stronger students to be involved.
b Fairly important, but not the main reason for sharing ideas.
c Very important – different students in the group know different things, so they can learn from each other.
d Not a good reason – all students should be active and contribute
e Very important – it encourages weaker students to contribute something and not just stay silent.

6 SPEAKING

a Look through the questions together. Remind students that questions 1–3 were discussed in the recording, and they discussed question 4 at the start of the lesson.

b Give students a letter: A, B or C. Working alone, they prepare answers to their three questions and make brief notes. Monitor and give help where necessary.

c Students work in groups of three, so that each group has one A, one B and one C (extra students can form a fourth member of a group). Students work through the four questions and share their answers together. Make sure they take turns to give their ideas. Everyone should say something and stronger students should encourage quieter students to speak. Remind students to use the expressions in the box in 5a and suggest they tick (✓) each expression as they use it. They should try to use each expression at least once.

When some groups have finished, stop and conduct feedback. Ask each group: *Did everyone say something?*, *Did one person say more than the others?*, *How many expressions did you use?*, *Which expressions did you like using most?*

Unit 6 Audioscripts

6.1 Exercise 2 b & c

A = Andy, L = Lucy, M = Mira

A OK, so let's start with the definition then. What did you have?
M Well I found the basic definition, that – a phobia is an irrational fear, so – um, it's a psychological problem, I think.
A Right.
L Yes, but also when people are afraid of something that isn't actually dangerous, like spiders aren't usually dangerous, but some people can't stand them, then it's a phobia.
A I can't stand spiders … brr!
M Really? I love spiders.
L OK, anyway like spiders, so it's stronger than a normal fear?
A Yeah exactly, makes you panic.
L OK, so …
A Hang on, another point about that, um – yeah, sometimes phobias don't affect your life too much, like if you have a phobia about snakes you just keep away from snakes, but – some phobias do affect your everyday life, like if you have a phobia about being in a crowd, for example. So there are two different kinds of phobia in a way.
L Oh, I found there are three kinds.
A Three?
L Yeah, three categories. You've got simple phobias, which are the commonest, that's phobias about particular things …
A Spiders.
L Yeah, or getting on a plane or something … And then there are social phobias, like um – being terrified of standing up and speaking in public –
M I've got that – it's like, giving presentations!
L Yeah … and then there's a third category which is – um … just a minute, I'll tell you … oh yeah, agoraphobia.
A Agoraphobia?
L Yeah, it's fear of being in a place and you can't escape from it, like, um, could be a wide open space or a crowded street or something …
M Isn't that claustrophobia?
A No, I think claustrophobia's being scared of small spaces, isn't it, like if you're underground or in a tiny room, that, that's claustrophobia.
M OK, right.

6.2 Exercise 3 a & b

1 people are afraid of something that isn't actually dangerous
2 if you have a phobia about snakes
3 being scared of small spaces, isn't it

6.3 Exercise 3d

1 So what about how common they are?
2 It turns out they're very common.
3 First of all you can't control the symptoms.

6.4 Exercise 4 b & c

A = Andy, L = Lucy, M = Mira

A So – so what about how common they are? Shall I talk about that?
L Go ahead.
A OK, well, in fact it turns out they're very common. About 20 million people in the USA have phobias of some kind, and women suffer more than men, not sure why that is but anyway – um … and they can affect you at any age.
L OK, sounds good. Let's talk about symptoms …
M Well, go on, then.
L OK. Well, first of all you can't control the symptoms, you feel a lot of anxiety and panic and – what else? Yeah, you feel you're out of control and you know it's irrational but you can't do anything about it, and yeah, also …
A Can I say what I've got?
L Sure.
A OK, physical symptoms are – sweating, feeling hot or cold, your mouth goes dry, you can't breathe, er shaking, your heart beats faster …
M You think you're going to die.
A OK good, is that it?
M Yeah, I think so.

6.5 Exercise 5c

A = Andy, L = Lucy, M = Mira

1 A OK, so let's start with the definition then. What did you have?
M Well, um, I found the basic definition.
2 L And then there's a third category which is – um … just a minute, I'll tell you … oh yeah, agoraphobia.
3 A So what about how common they are? Shall I talk about that?
L Go ahead.
A OK, well, in fact it turns out they're very common.
4 L OK, sounds good. Let's talk about symptoms. …
M Well, go on, then.
L OK. Well, first of all you can't control the symptoms …
5 A Can I say what I've got?
L Sure.
A OK, physical symptoms are sweating …

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Unit 7
Computer games

ACADEMIC SKILLS PLUS
Sociology: Technology and children's play

Reading skills: Distinguishing main points and supporting detail; Identifying cohesion/reference markers
Writing skills: Adding description/explanation to main ideas; Using substitution and reference for cohesion

1 SPEAKING

a In pairs, students discuss the questions. Then get feedback. You could ask for a show of hands to find out who played video games. Then ask a few students more detailed questions.

b Working alone, students decide which opinion they agree with. Then they form pairs or small groups and compare answers. Conduct feedback. Ask each pair/group to summarise what they said. If you wish, you could tell the class your own opinion.

2 VOCABULARY

a Students match the words and meanings, then compare answers with a partner. Then conduct feedback.

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

As you go through the answers, you could give further examples or ask questions to clarify difficult words:

- *repetitive* – Example: Working in a factory is repetitive. Ask students*: Is repetitive work interesting or boring? Why?* Check pronunciation – *repetitive*.
- *violent* – Ask students: *What happens in violent computer games?* (You usually kill or hurt people.) Check pronunciation – *violent*
- *interact* – Demonstrate shaking a student's hand and talking to him/her – you're interacting (with each other). Point out the verb and noun forms: *interact* (v) and *interaction* (n).
- *ignore* – Encourage a student to say *Hello* to you and then ignore him/her.
- *media* – Ask students to suggest other kinds of media (newspapers, magazines, social media).
- *cognitive* – Ask students: *Are there cognitive differences between adults and children?* (Yes, adults think in a different way.) Check pronunciation – *cognitive*.
- *phenomenon* – Example: When the earth goes in front of the sun (an eclipse) it's an unusual phenomenon – it's something that doesn't often happen, you don't often see it. The plural is *phenomena*. Check pronunciation – *phenomenon*.

3 READING

a Students read the article and choose the three main points, then compare answers with a partner. Then conduct feedback. Ask which part of the article makes each point.

Answers
1 first paragraph 3 third paragraph
5 second, fifth and sixth paragraphs

b Working alone, students choose the best answers and compare their ideas with a partner. Then conduct feedback. Ask students to tell you the sentence in the text which gives the answer each time.

Answers
1 violent (Parents worry … They notice the violent element in them)
2 to have a good time together (… it is a fun way to spend time together)
3 with friends (Very few children would rather play computer games … than spend time together with their friends … it is typical for them to do so in a group)
4 often (this group will consist of children of different ages)
5 interesting and fun (Young children can play very complicated computer games … they develop the skills and knowledge necessary)
6 being together (The phenomenon of 'the group around the computer' also occurs with other media)

c *Skills focus: Main points and supporting details*

The aim of this exercise is to develop awareness of a text containing a series of main points, each usually followed by sentences which add further details or an explanation. Look at the sentences and discuss the questions together.

Answers
1 a 2 b

d Students cover the text and match the two columns. They could do this in pairs, or work alone and then compare answers together. Then conduct feedback.

Answers
1 b 2 c 3 e 4 d 5 a

e Point out that supporting sentences can have various purposes. They can help to explain the main point or give an example, to illustrate the main point. They can also add further details or give more information about the main point. Ask students to identify the purpose of the supporting sentences.

Answers
1 d, e 2 a, b 3 c

f *Critical thinking: Going beyond the text*

The aim of this part is to develop students' ability to evaluate ideas critically and decide how widely they apply. Students discuss the question in pairs or groups.

Monitor and help with ideas as necessary. Ask one student from each pair or group to summarise their main ideas. You could build up a list of ideas on the board.

Possible answers
- it helps you to aim accurately
- you learn to work with other players
- you have to make very quick decisions
- you learn to concentrate on one thing for a long time
- it's important to win, so you become better at winning

4 LANGUAGE FOCUS Referencing with *this* and *these*

a Write *this* and *these* on the board. Point out that we often use them when writing paragraphs to refer to ideas. Read through the examples. Then ask students to discuss the questions in pairs. Then conduct feedback.

Answers
1 We use *this* with singular nouns (*this category*) and *these* with plural nouns (*these games*).
2 (a) (Usually *this* and *these* refer back to an earlier idea, as in the examples, but they can also refer forward to the next idea, e.g. The problem is this: …)
3 A f (*this* refers to the complete idea)
B c (*this category* = action games)
C b (*these games* = computer games)

b Ask students to find other examples in the text. If possible, project the text on the board and circle the examples as students suggest them. As you do this, discuss what *this/these* refers to each time.

Possible answers
1 This is because boys often seem to enjoy … (*this* = why people see it as a problem with boys)
2 this group will consist of children … (*this group* = a group of children)
In this context, young children … (*this context* = children of different ages playing together)
3 These activities do not prevent contact … (*these activities* = going to the cinema, watching videos, etc.)

c Students do the exercise alone, then compare answers with a partner. Then conduct feedback. Point out that we could use *this* (on its own) to replace *this problem* in sentence 1: *One solution to this is to arrange … This* on its own can refer back to a complete idea (the fact that many children have almost no contact with nature). In sentence 3, *this* goes with a specific noun (age). If we changed it to *At this, children learn best through playing games* it would have no meaning.

Answers
1 this problem 2 These activities 3 this age 4 these pictures

5 WRITING

a Look at the paragraph outline together. To show what to do, write the opening sentence on the board. Ask students to expand the notes in the second sentence and add it on the board.

Possible answer
Children today are part of a digital generation. They are surrounded by technology of various kinds: they use the internet and they have mobile phones, tablets, and computers.

b In pairs, students decide how to expand the notes for the other sentences and write a paragraph together. Monitor and give help where necessary.

c Students swap paragraphs with another pair and read the other pair's paragraph. Alternatively, they could form groups of four to do this. When most students have finished, stop and go through the paragraph together, getting different pairs to suggest sentences. If you wish, write the sentences on the board.

Example answer
For some parents this can be a problem. Children often understand new technology better than their parents, and so it can be hard to control what the children are doing. Some parents believe that using technology stops children learning other skills. Research shows that 50% of young children can use a smartphone, but only 20% can ride a bike. However, technology can also help children to learn skills and grow up faster. When they leave school, they often have better skills in technology than their parents. Parents need to make sure that their children are using technology sensibly, but this doesn't always happen. A recent interview with primary school children showed that 15% of parents never check what their children are doing online, and over 30% of children have access to the internet in their bedroom.

STUDY SKILLS: EXPANDING NOTES

The aim of this is make students aware of words that can be left out when they make brief notes, and which words need to be added when writing from notes. Discuss the question with the class and ask them to give examples from 5a.

Answers
- nouns and verbs: No - these will normally be in the notes. *Example:* leave school
- words like *is, are, will, was* (auxiliary verbs): Yes. *Example:* surrounded by technology = They are surrounded by technology.
- words like *the, a, their* (articles/determiners): Yes. Example: over 30% – internet in bedroom = over 30% use the internet in their bedroom.
- pronouns: Yes. *Example:* better than parents = They are better than their parents.
- linking words: Yes. *Example:* better than parents – hard to control = They are better than their parents and so it is hard to control them.
- adjectives: No - these will normally be in the notes. *Example:* small children

6 READING EXTENSION

This is an opportunity for students to read more extensively about the effect of technology on young children's development. It is intended mainly for enjoyment and interest, using the tasks and questions to guide students in reading.

Students can read the text in their own time outside the class. If you wish, you could discuss the answers together in a later lesson.

Answers
a 2
b 1 EA 2 AAP 3 EA 4 EA 5 AAP
c 1 Emma Asprey (The final paragraph repeats her opinions.)

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Unit 8
Selling music

ACADEMIC SKILLS PLUS
Music studies: How music is distributed

Listening skills: Listening to check predictions; Identifying unclear points
Speaking skills: Checking and clarifying

1 SPEAKING

a In pairs or small groups, students discuss the questions. Then get feedback. You could ask for a show of hands to find out answers. Then get more detailed feedback from one or two students about each topic. You could also tell the class your own answers.

2 LISTENING 1

a *Skills focus: Predicting what you will hear*

Explain that students will hear five extracts from Marcus's presentation (they won't hear the whole presentation – just some parts of it).

8.1 Look at the question, then play Part 1. Students check in pairs, then discuss the answer together.

> **Answer**
> The effect of digital media on music – how people listen to music in different ways and buy/sell music in different ways from before.

b Look at the words. Ask if anyone knows what *Myspace* is (a website where you can share music) and check that students know what the other words mean.

> **KEY VOCABULARY**
> *upload* (v) transfer data to the internet (opposite of *download*)
> *share* (v) you both have something (*Example*: You only have one chocolate bar between two people – you can share it.)
> *big names* (n) well-known people, stars (*Example*: Beyoncé is a big name in pop music.)
> *audience* (n) people who listen to music, or watch a play or film
> *digital distributor* (n) a company that distributes music (finds people who will host it) on the internet

In pairs or groups, students guess what Marcus will say. Then get a few ideas from the class.

8.2 Play Parts 2 and 3. Pause after each part to check what Marcus said.

> **Answers**
> *Part 2:* In 2003 *Myspace* appeared. People could use it to upload their music and share it with other people. Several 'big names' started in this way, for example Lily Allen (an English pop singer).
> *Part 3:* Unknown musicians need to find an audience. Digital distributors can help with this. They usually have contacts with big companies like Spotify and Amazon.

c Ask students to suggest why online distribution is better for music fans than for musicians. Try to get a few different ideas, e.g. they can hear music easily, music has become very cheap, musicians have to pay the distributor.

8.3 Play Part 4 and check what reason Marcus gives.

> **Answer**
> *Good for music fans:* There's lots of music to choose from.
> *Not so good for musicians:* All the music stays on the internet, so as a musician you are one of many thousands.

d In pairs, students discuss what they think Marcus's conclusion will be. Then get feedback and get a few different ideas. If you like, write a list of ideas on the board.

8.4 Play Part 5 and check what Marcus says.

> **Answer**
> A lot has changed but the industry is still controlled by the big companies, so it's not easy to make money from music.

> **STUDY SKILLS: PREDICTING AND GUESSING**
> To introduce this ask students how they listened to the recording. What did they do before they listened to each section? (They tried to guess or predict what Marcus would say.) Tell the class you're going to look at why predicting and guessing is useful.
>
> Ask students to discuss the questions in pairs. Then get feedback.
>
> **Possible answers**
> 1 If you can predict what people are going to say, it makes it easier to understand, because you already 'half know' what you will hear; it helps you to listen more actively; you can focus better because you know what you are listening for
> 2 *Title of the talk:* This will give you an idea of the general topic.
> *Introduction:* In the introduction, speakers usually say what they are going to talk about.
> *Presentation slides:* Lecturers often give out their presentation slides before the lecture, which summarise the main points. If you look at these before the lecture, you can guess what the speaker will talk about and in what order.

3 LISTENING 2

a In pairs, students look at the questions and agree together what they think Marcus's answer might be. Then conduct feedback. For Question 3 just get a brief answer, as students will discuss this further in 3c.

b 8.5 Play the recording. Students could make brief notes on Marcus's answers as they listen.

In the same pairs as before, students compare what they heard with the answers they gave in 3a. Then conduct feedback.

> **Answers**
> 1 No, it makes music available through its service.
> 2 It varies, but about 0.006 of a US cent.
> 3 He thinks music has got better but not all of it is good.

c *Critical thinking: Matching what you hear with your own opinion*

The aim of this section is to develop the skill of listening critically and deciding as you listen whether you agree with the other person. In groups, students discuss the questions. If possible, ask students to work with different students from those they worked with in 3a. They should try to reach a conclusion in their group. When most groups have finished, stop and conduct feedback. Ask each group in turn to summarise what they talked about and whether they all agreed.

4 LANGUAGE FOCUS Clarifying and asking questions

a 8.6 To introduce this part, point out that after a presentation we often ask questions, either for further information or because something wasn't clear. Tell students that it is useful to practise expressions for doing this in English. Give students time to read through the gapped comments and questions in 4a. Then either ask them to try to complete them before playing the recording, then play the recording to check, or play the recording and ask students to write the words they hear.

Then conduct feedback. Check the meaning of *mention* (speak about something briefly or while you're talking about a different topic, e.g. when you are talking to someone, you might mention a person's name)

> **Answers**
> 1 said 2 understand 3 wondering 4 know 5 mentioned 6 think

b In pairs, students discuss the questions. Then conduct feedback. Point out that *I was wondering …* is an indirect way to introduce a question. It uses the past continuous tense which makes it sound less direct than *I wonder …* or *I want to ask you …*

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

c Working alone, students complete the sentences. Point out that in some cases there may be a choice of answers. Monitor and help or correct if necessary. In pairs, students compare what they wrote. Then conduct feedback.

> **Answers**
> 1 I was wondering; Do you know anything about that?
> 2 You said / mentioned (that)
> 3 You said / mentioned (that); I don't quite understand that.
> 4 You said / mentioned (that); was wondering; do you think about that

5 PRONUNCIATION Unstressed words

a 8.7 Play the expressions more than once and ask students to note down answers to the questions. They could compare their answers in pairs. Then conduct feedback. Tell students that in English, the stressed syllables mark out the rhythm of the sentence and that unstressed words between the main stressed syllables are said more quickly. As they are said more quickly, the sounds are shorter and they sometimes almost disappear. If you like, you could write the expressions on the board and mark the pronunciation features:

> I *was* **won**dering
> *Do you* **know an**ything *about* **that**?
> **What** *do you* **think** *about* **that**?

> **Answers**
> 1 1 wondering 2 know/that 3 think/that
> 2 b
> 3 b

b Begin by saying each expression (or play the recording) for students to repeat it. Then give them time to practise saying them quietly to themselves until they feel comfortable saying them. When they are ready, they practise saying them to a partner. Get a few students to try saying them to you.

6 SPEAKING

a To introduce the speaking activity, you could give a 1–2 minute talk yourself based on the questions. Then ask students to think of a question each, using an expression from the board. Get a few students to ask you their questions and answer them.

Working alone, students prepare a short talk, making a few brief notes.

b Students form groups of four. Give each student a number. Ask Student 1 to give his/her talk to their group. When he/she has finished, give time for the other students to think of a question to ask, using an expression from 4a. They ask their questions and Student 1 answers. Repeat the activity with the other students each giving a talk in turn and the others asking questions. As a round-up, you could ask each group to vote in their group on the most interesting talk. Then conduct feedback. Ask them to tell you which talk they thought was most interesting and why.

Unit 8 Audioscripts

8.1 Exercise 2a

Part 1

OK, I'm going to talk about the effect of digital media on music. Um – we all know that it's much easier to listen to music now, cheaper too of course, because of sites like YouTube and Spotify and so on. So it's easier to listen to music, but how have things changed for people who want to play music and record it, and sell it of course? We're talking about popular music here, by the way, not classical.

Right, so the first point to make is that thanks to digital media you can now stay in control of your own music much better, if you're a musician. And that's quite different from say 20 years ago. 20 years ago you had to …

8.2 Exercise 2b

Part 2

So that's how it was before, but of course that's all changed now – and the first big change was around 2003 when MySpace first appeared. And people started using MySpace to upload their music and share it and it didn't cost anything, so suddenly you could listen to lots of new music. In fact several big names in pop music became known through MySpace – Lily Allen for example. And there are also many others …

Part 3

So you don't depend on major companies. So if you're an unknown musician you can now reach a large audience, but it's still very difficult to do that and it takes a lot of hard work. Um, so that's why a lot of people now use digital distributors, because they can help to get your music known and they aren't as expensive as the major companies. Some of them are quite small, but they have contacts with the major companies like Amazon and Spotify, and they can help you sell your music. A good example of this is a company called AWAL, A-W-A-L, which stands for Artists Without a Label …

8.3 Exercise 2c

Part 4

OK, so it's certainly easier now to distribute your music. The problem is, that's great for music fans because it means there's lots of good music to choose from. But it's actually not so good for musicians because there's so much music and it all stays there, nothing ever gets deleted. So that means everything that was produced in the last 40 years is still there, and as a musician you're just one of many many thousands. So it's very difficult – or else you have to be really lucky – to get known as a musician and make money. And in fact musicians usually have to find other ways to make money …

8.4 Exercise 2d

Part 5

So in conclusion, um – a lot has changed because of the digital revolution and it will certainly keep changing, but the industry is still in fact controlled by the big companies like Sony and Warner and by services such as Spotify and Amazon. So it's got a lot easier to become known if you're musician, but it still isn't easy to make money.

8.5 Exercise 3b

T = Tutor, A = Amanda, M = Marcus, P = Paula, C = Carla

T OK, thank you, Marcus, very interesting presentation. Do you have any questions for Marcus?

A You said digital distributors have contacts with companies like Spotify. I don't quite understand that. Isn't Spotify a distributor as well?

M Er no. Spotify and Amazon – the distributor contacts them, and they sell the music. Obviously if you're an artist it's really important to get onto Spotify if you can.

P Sorry, on the same question … I was wondering … How much does Spotify pay the artist every time someone plays a piece of music? Do you know anything about that?

M I don't know exactly, in fact I think it varies. I know it's not very much, something like 0.006 of a cent I think.

P Wow.

M Yeah, it's a tiny amount. Yeah, Carla.

C Yes, you mentioned that there are now thousands of people putting music online, so anyone can make music in their bedroom and upload it. I was wondering, what do you think about that? Does it mean that there's more good music around, or is there just more of it?

M Yeah, it's an interesting question. I think music has got better, because there are a lot of good musicians out there all sharing their music, and you couldn't hear that music before. But that's just my opinion, of course there's also a lot of music that isn't very good, so …. OK – any other questions?

8.6 Exercise 4a

1 You said digital distributors have contacts with companies like Spotify.
2 I don't quite understand that.
3 I was wondering … How much does Spotify pay the artist …
4 Do you know anything about that?
5 You mentioned that there are now thousands of people putting music online.
6 What do you think about that?

8.7 Exercise 5a

1 I was wondering …
2 Do you know anything about that?
3 What do you think about that?

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Unit 9
Bilingualism

ACADEMIC SKILLS PLUS
Applied linguistics: Bilingual education

Listening skills: Listening for main and supporting ideas
Speaking skills: Making main points

1 SPEAKING

a Give your own example of a language you don't know, but have always wanted to learn. Put students in pairs to discuss the questions and talk about the language they have chosen. Conduct feedback and get some example answers.

b Give students a minute to read the questions and think of answers. Put them in small groups to discuss their ideas. Monitor and help with language. Conduct feedback and find out if any of your students have experience of bilingual education. Also elicit different ideas on the benefits of being bilingual.

2 LISTENING

a 9.1 Before listening, you may wish to pre-teach the words in the box.

KEY VOCABULARY

outline (v) when you give the main information or ideas about something (*Example:* In the job interview, my new boss outlined the things I'm going to do in the job.)

self-confidence (n) when a person is relaxed and calm because they have no doubts about their abilities or knowledge (*Example:* She's never shy when she meets new people because she has a lot of self-confidence and can talk to anyone.) Also teach the adjective: *self-confident.*

dementia (n) a medical problem usually in older people when they forget things and become confused (*Example:* When his dementia became worse he sometimes forgot to turn off the oven, so it was dangerous for him to live alone.)

Tell students they will hear two experts, Jennifer and Bruno, discussing bilingualism on a podcast. Ask them to read ideas 1 to 7. Tell them to listen to the discussion and understand which speaker talks about each idea. Students listen then check their answers together. Conduct feedback to the board.

Answers
1 J 2 B 3 J 4 B 5 B 6 J 7 B

b Ask students to read the points and match them with the ideas in 2a. Students discuss their ideas in pairs.

c 9.1 Play the recording so that students check their guesses. If your class is weaker, you may need to play the recording more than once. Put students in pairs to check their answers and then conduct feedback to the board.

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

d *Critical thinking: Distinguishing between different kinds of information*

The aim here is to look at the way information is organised. Give students a minute to read and think about the questions. Put them in small groups to discuss their ideas. During feedback, guide students to understanding the key points in the answer.

Answers
1 Topics 1 to 7 in 2a are the main points in the discussion.
2 Points a to g in 2b are ideas and examples that support the main points.
3 The way that the two speakers structure their spoken information is similar to the way information is structured in an essay.

3 LANGUAGE FOCUS Making main points

a Tell students that sentences 1 to 7 are from the discussion. In each sentence, the speaker makes a main point. This is introduced by two words that show it is a main point. Point out the two underlined words in number 1. Ask students to work in pairs and look for similar words in the other examples. Conduct feedback on the board.

Answers
2 great advantage
3 important point
4 key point
5 big advantage.
6 long-term benefit
7 huge benefit

b Write up the example from the worksheet: *a/the main point/benefit/advantage*

Elicit which word is an adjective and which words are nouns. Point out that the adjective *main* goes together with all three nouns *point, benefit, advantage*. Write *huge point* on the board. Ask students if they think it is natural. Tell them it isn't and that *huge* and *point* don't usually go together. (If your students cope well with terminology, you could teach the words *collocate* and *collocation* i.e. *main* collocates with *point* – it's a natural collocation.) Ask students to look at the table and guess which adjective doesn't go together with the noun. Tell students to discuss their guesses in pairs. Conduct feedback to the board.

Answers
1 large 2 certain 3 high

c Tell students that the three sentences express the same idea in three different ways. Ask them to work alone and decide which word goes in the gap. Students check their answers in pairs and conduct feedback.

> **Answer**
> that

d Tell students the phrases in the sentences are not in the correct order. Ask them to work alone and order them to make correct sentences. Get students to check their answers in pairs and conduct feedback. An alternative way to do this is just write up or show the answers for students to check.

> **Answers**
> 1 A central point is that a good working memory helps young people learn.
> 2 The fact that bilingual education helps business is a huge benefit.
> 3 Bilingual education builds self-confidence in young people, so that's an important advantage.
> 4 The key point is bilingualism gives young people huge opportunities in life.
> 5 People who speak two languages are usually better at understanding other cultures, so that's a significant benefit.

STUDY SKILLS: UNDERSTANDING LECTURES AND PRESENTATIONS

Put students in small groups to discuss the question. Conduct feedback and accept different ideas.

> **Possible answer**
> The expressions tell the listener what the important information in a discussion, a presentation or a lecture is. They are signals for listeners to note the information just after or just before the expression because these are the main points or ideas.

4 PRONUNCIATION Stress

a 9.2 Tell students to look at the example sentences in 3a again. They will hear them again and listen for the way they are stressed or not. Play sentence 1 as an example and elicit that *major* is stressed but *benefit* isn't. Play the rest of the sentences and students mark the stresses. Get students to check in pairs. Play the recording again if necessary. Conduct feedback to the board.

> **Answer**
> 1 Yes, of course the major benefit of bilingualism and the most obvious one is you can communicate with people who speak more than one language.
> 2 And that's a very great advantage in the modern world in a number of different ways.
> 3 I think that's a very important point, you can understand other cultures better
> 4 Yes, I think another key point here is self-confidence, actually.
> 5 I'm not sure why that is, but of course it's a big advantage.
> 6 Research shows that bilinguals are less likely to suffer from dementia in old age, so that's a long-term benefit, if you like.
> 7 So you could say that bilingual education provides a huge benefit for society in the long term.

b Tell students they should look at the correct answers in 4a and decide if the sentences are true or false. Point out the word *emphasise* in number 3. Tell students this means to show that some information is more important. Get students to discuss the sentences in pairs and conduct feedback.

> **Answers**
> 1 True
> 2 False
> 3 True
> 4 False
> 5 True

c 9.3 Tell students to listen for the stressed syllables in the adjectives in sentences 1 to 5. Give students a minute to read the sentences, then play the recording. Students check in pairs. Play the recording again if necessary. Then conduct feedback on the board.

> **Answers**
> 1 central 2 important 3 significant 4 major 5 enormous

Suggested productive activity:
Drill the adjectives in 4c with the whole group and then the complete sentences. Put students in pairs to practise saying the sentences. Monitor and check students are saying the adjectives with the correct stress.

5 SPEAKING

a Give students a minute to read the topics, but let them know that they can choose their own topic if they prefer.

b Highlight the example and tell students to make notes in a similar way about their topic. Students work alone and make notes. They will need a few minutes to do this. Monitor and help students with language if necessary.

c Put students in pairs to tell each other about their topics. If possible, put students who have chosen different topics in pairs. Tell students that when they listen to their partner they should note down the main points and check these with their partner after they have finished.

d When both students have finished encourage them to think of an extra point that their partner didn't talk about.

Unit 9 Audioscripts

9.1 Exercise 2 a & c

P = Presenter, J = Jennifer, B = Bruno

P I have with me today two experts on bilingual education, Professor Jennifer May – hello – and Dr. Bruno Monti – hi. I wonder if you could outline for us what you think are the main benefits of bilingualism and bilingual education?

J Yes, of course the major benefit of bilingualism and the most obvious one is you can communicate with people who speak more than one language. And that's a very great advantage in the modern world, in a number of different ways. Life is becoming more and more international, partly because of digital technology of course, we can communicate with the whole world via the internet – but in addition people travel a lot and they meet people from other language backgrounds. So for example if you speak both English and Spanish it means you can talk to far more people, you can get far more information about things either face to face or through the internet. And it also means of course that if you're a business person you can do business in two languages, which gives you an enormous advantage.

B Yes, and you not only have an extra language but you also become better at communicating across cultures, I think that's a very important point – you can understand other cultures better.

J Yes, I think another key point here is self-confidence, actually. People often say this about students who've gone through bilingual education programmes, they say it seems to give these students self-confidence, I'm not sure why that is of course but it's a big advantage. I think maybe it's because learning a new language is a difficult thing to do, it's a challenge – and getting to know a different culture is also a challenge, but then you succeed and that gives you confidence – I don't know, but clearly it's a very useful personal skill because in the modern world we often come into contact with people we don't know and who speak a different language.

B Yes, in my own work, in Australia, I've heard teachers and parents saying that the students who've been through the bilingual programme are far more open to the world, they actively look for opportunities to use the new language and to communicate with people. So maybe that's another aspect of this, that students from bilingual programmes are often far more interested in communicating with people compared with monolingual students. Also, research suggests that bilingual students may actually be more creative and better at problem-solving. Again the reason for this may be that bilingual learners have had to solve problems in learning two languages, so they've got quite good at it. We also know that bilingual students seem to have a better memory.

J Yes, I wanted to mention memory, it's very important. Especially if you learn a second language early, as a child, you'll probably have a better working memory than people who learn a language later in life. Um, working memory – that means you're able to remember information and then use it. So it's a very useful ability and also very important for learning of course.

B And it's not only learning. Research shows that bilinguals are less likely to suffer from dementia in old age – so that's a long term benefit if you like. Taking care of people with dementia is very expensive – in fact we're talking about billions and billions of dollars every year. So you could say that bilingual education provides a huge benefit for society in the long term.

9.2 Exercise 4a

1. Yes, of course the major benefit of bilingualism and the most obvious one is you can communicate with people who speak more than one language.
2. And that's a very great advantage in the modern world in a number of different ways.
3. I think that's a very important point, you can understand other cultures better
4. Yes, I think another key point here is self-confidence, actually.
5. I'm not sure why that is, of course but it's a big advantage.
6. Research shows that bilinguals are less likely to suffer from dementia in old age, so that's a long-term benefit, if you like.
7. So you could say that bilingual education provides a huge benefit for society in the long term.

9.3 Exercise 4c

1. The central point of his presentation was that learning a second language when you are young is easier.
2. Learning a second language also makes learning a third language easier, that's an important advantage.
3. A significant benefit of knowing two languages is that it can help you get a better job.
4. Living in a bilingual society is a major advantage if you want to learn another language.
5. An enormous benefit to knowing a second language is that it opens up a new world for you.

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Unit 10

Shopping

ACADEMIC SKILLS PLUS

Business studies: Self-service retail

Reading skills: Identifying evidence to support main points
Writing skills: Reporting on facts and opinions

1 SPEAKING

a Tell students where you prefer to buy different things and why. Put them in pairs to discuss the questions. Conduct feedback and elicit some example answers.

b Students match the vocabulary to the pictures. During feedback, it might help to model and drill the stress for each word or phrase (*shop assistant, cashier, automated self-service*).

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

c Give students time to read the questions and put them in small groups to discuss. Conduct feedback and try to get a variety of different answers about how students prefer to pay.

2 VOCABULARY

a Give students time to read the definitions and elicit the answers in open class. You could also model and drill the stress of the two words (*retail, employ*).

> **Answers**
> 1 b 2 a

b Students work alone and match the word to the definition and then check their answers in pairs. Conduct feedback to the board.

> **Answers**
> 1 c 2 e 3 d 4 a 5 b

STUDY SKILLS: WORD FAMILIES

Ask students to cover 2a and 2b. Write *employ* on the board. Elicit the different words that can be made from this word – the words from 2b (*unemployed, employment, employees*). Ask students if they know other words they can make from *employ*. If not, ask them what the opposite of *unemployed* is (*employed* – adj.). Then ask what a person who employs people is (*employer* – n.). Tell students all of these words make a word family. Ask them to discuss in pairs the question about noticing word families. Conduct feedback.

> **Answer**
> It's a good idea to write down all the important words in a word family and make a note of the part of speech.

3 READING

a Before reading, you may wish to pre-teach the words in the box.

KEY VOCABULARY

investment company (n) a company that helps people put money into another company so they can make a profit; can also be called a *financial company* (*Example:* I put my money with an investment company and I earned six per cent interest in the first year.)

lead to (v) make something or someone have a particular result (*Example:* Eating too much fast food can lead to health problems.)

result in (v) make a result happen (*Example:* The storm resulted in a lot of damage to people's homes.)

Tell students they are going to read an article about automated self-service. Ask them to read points 1 to 5 and check they understand all points. Tell them one of the points is not included in the essay. Ask them to read the text quickly (perhaps set a time limit) and find out which one is not included. After reading, students check their answers in pairs and then conduct feedback.

> **Answer**
> 3 is not included

b Tell students to read paragraphs 1 to 3 again and look for information that supports the main idea of each paragraph, i.e. the ideas in 3a. Students check their answers in pairs. Conduct feedback on the board. If possible, show the text and underline the sentences in the answer key or write these sentences on the board.

> **Answers**
> Paragraph 1: A recent government report in the US has suggested that about 45% of current jobs could be done by machine.
> Paragraph 2: According to an investment company report up to 7.5 million people who work in the retail industry in the USA could lose their jobs in the next few years.
> Paragraph 3: The results of a bank survey showed that their customers prefer to talk to financial advisors.

c Tell students to read paragraph 4 and answer the questions. Students read and then check in pairs followed by feedback.

> **Answers**
> 1 they're more efficient; less waiting time for customers
> 2 they have time to talk to customers; they can understand customers' needs better

d *Critical thinking: Predicting problems*

Elicit or remind students of the problem with self-service check outs mentioned in paragraph 3 (shop assistants and customers have fewer opportunities to talk to each other). Put students into small groups and ask them to think about other possible problems. Point out the suggested categories, but tell them they may think of other ideas. Conduct feedback and accept students' different ideas.

Possible answer

customer ability: some customers don't know how to use the machines – they get annoyed; other customers have to wait for slow customers
shop security: easier to steal if there are machines – no cashier to check – fewer shop assistants to see if people are stealing
problems with machines: they sometimes don't work – customers get annoyed; if a shop's IT system has problems all machines can stop working

4 LANGUAGE FOCUS Reporting facts and opinions

a Ask students to read the expressions in bold in the text and answer the question. Students can check their answers together before feedback.

Answer

2

b Students sort the phrases into the two groups. Once they've checked their answers in pairs, conduct feedback to the board. Elicit the verb used in group A (underlined below). In order to help with the next task, you could also elicit the two different tenses used – 1 & 4 = present perfect, 3 = present simple.

Answers

Group A: subject & verb	Group B: phrases with no verb
1 A recent government report in the US <u>has suggested</u> …	2 According to ..
3 Most retailers <u>believe</u> …	4 … in the opinion of …
5 The results of a bank survey <u>have shown</u> …	

c Ask students to discuss the questions in pairs and conduct feedback to the board. Tell students that the verb *show* is only used to talk about the results of research. The verb *believe* and the expression *in the opinion of* always introduce opinions and not the results of research. The verb *suggest* and the expression *according to* can introduce both research and opinions.

Answer

1 1, 2 and 5
2 3 and 5
3 Because it introduces research done in the past, without saying the exact date of the research

d Ask students to complete the paragraph. Tell them more than one answer is possible. Students work alone and then check their answers in pairs. Conduct feedback to the board.

Answers

1 has shown
2 believe / suggest
3 According to / In the opinion of
4 believe / suggest
5 According to / In the opinion of

5 WRITING

a Tell students that many large companies employ people just to answer phone calls. Elicit what we call this part of the company (call centre). Ask: *When you call these companies, do you always talk to someone or does a recording answer?* Tell students that many companies have *automated call centres* (a computer that answers simple questions). Ask students if they have phoned a call centre like this and what their opinion is. Write the words *chat* and *robot* on the board. Elicit what we can call a robot that can chat online – a *chatbot* (i.e. *chat* + ~~*robot*~~) Tell students they are going to write a paragraph about automated call centres. Ask them to put the notes in order. Students work alone and then check their answers in pairs. Conduct feedback to the board.

Answers

4, 3, 6, 5, 7, 1, 2

b Ask students to work alone to write a paragraph using the notes from 5a, following the correct order. Monitor and help with language.

c Put students in pairs to compare their paragraphs, noting any similarities and differences. Conduct feedback and ask students if their paragraphs were similar. Show or give out a copy of the model answer for students to compare to their paragraphs.

Model answer

Many of the phone calls we make to customer service centres are about very simple questions. Recent research has shown that a large number of calls to banks are about lost cards or forgotten PIN numbers. There is now technology that can deal with these simple enquiries, which means companies do not need so many call centre operators. According to experts the future of call centres is going to be chatbots. They are like voice robots that can answer text messages. You can use a chatbot to get suggestions on the best product to buy and then you can order it. Automated call centres will probably mean that people who work in call centres will lose their jobs.

6 READING EXTENSION

This can either be done in class or set as homework. If set as homework, students can compare their answers during the next lesson and you can give feedback.

Answers

a 1 machines 2 a robot is 3 people who study retail 4 Retailers 5 won't 6 Robots

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Unit 11

Coffee

ACADEMIC SKILLS PLUS

Biology/Environmental studies: Recycling coffee grounds

Listening skills: Listening for main ideas and details; Recognising problem-solution patterns

Speaking skills: Providing supporting detail in presentations

1 SPEAKING

a Tell students how much coffee you drink each day and the kind of coffee you like, or why you don't like coffee. Put students in pairs to discuss the questions. Conduct feedback and get some different example answers from students.

2 VOCABULARY
Compound words and phrases

a Complete an example as a class (1 *coffee* + *grounds*) then put students in pairs or small groups to match the other words. Tell them to guess if they are not sure. If your class find this very difficult, you can write up the correct compounds and then ask students to match these to the definitions. Conduct feedback on the board. Point out that *landfill* and *biofuel* are one word, but the rest are nouns with two words (compound nouns).

Answers
1 coffee grounds, c
2 chemical waste, e
3 soya beans, b
4 landfill, a
5 biofuel, g
6 natural resource, d
7 commercial operation, f

b Complete an example as a class (1 *coffee grounds* with definition *c*) then ask students to match the rest of the definitions. Conduct feedback.

c Students work alone to complete the gaps, then check their answers in pairs. Conduct feedback to the board.

Answers
1 soya beans 2 natural resource 3 chemical waste
4 coffee grounds 5 commercial operation 6 landfill 7 biofuel.

3 LISTENING

a 11.1 Before setting the task, you may wish to pre-teach the words in the box.

KEY VOCABULARY

convert (v) make something change from one thing to another (*Example:* It's possible to convert the oil from soya beans into a biofuel.)

biodiesel (n) a biofuel that is made from vegetable oil and can be used in cars (*Example:* I made some small changes to my car's engine and I can now use biodiesel to drive it.)

complicated (adj) not simple or easy to do or understand (*Example:* Some video games are really complicated and I don't understand how to play them.)

process (n) a series of actions that you follow in order to achieve a result (*Example:* Learning a second language can sometimes be a slow process.)

Tell students they will hear Sonia give a short presentation on coffee. She talks about problems 1 to 3. Students listen and makes notes about each problem. Give students time to read the three problems and play the recording. Students check their answers in pairs. If your class needs more support, you could play the recording again. Conduct feedback to the board.

Answers
1 we just throw them away and don't make use of them; they fill up landfills
2 it's a complicated process to get oil out of coffee; produces chemical waste
3 we need to use a lot of land and water to produce them

b 11.1 Students listen again and add more details to the notes. Give students time to read the notes before playing the recording. You may need to play the recording twice. Get students to check their notes in pairs and then conduct feedback.

Answers
1 for plants
2 uses less energy – less expensive
3 coffee biodiesel
4 9 million
5 energy; put coffee grounds in landfills

c *Critical thinking: Analysing patterns / Problem-solution*

Put students in small groups to organise the information in their notes into the problem-solution pattern. If you think your class will find this challenging, you could give them the audio script for this activity. Conduct feedback to the board. Point out that problem-solution patterns can be used to organise presentations and essays.

Possible answer
Main problem: Coffee grounds are waste that fills up landfills; it is expensive to turn this into biofuel and it creates chemical waste
Solution: New process that can extract oil from coffee grounds more quickly and more efficiently
Evaluation of solution: uses less energy – could be a commercial operation; means less use of landfills; is also better for the environment than other ways of producing biofuels

4 PRONUNCIATION Listening for small words

a Students work in pairs and discuss where the two missing words could go. Don't conduct feedback.

b 11.2 Play the recording for students to check if they have placed the words correctly. You may need to play the recording twice. Conduct feedback to the board.

Answers
When you think about all the coffee that people drink around the world, do you ever stop to think about what happens to the coffee that's left over – what we call the coffee grounds?

c & d 11.3 Repeat the same procedure as for 4a and 4b.

Answers
You see, coffee grounds contain a little bit of oil, but normally it's quite a complicated process to get the oil out of the coffee.

e & f If your class is stronger, these two exercises can be done together. If not, do feedback on 4e before moving on to 4f. In both cases, get students to discuss their ideas together.

Answers (4e)
1 b definite article
2 c relative pronoun
3 a indefinite article

Answers (4f)
1 They are normally weak
2 Most of the time it's not necessary

Suggestion for productive activity:
Get students to practise the second example. To make it easier, you can split the sentence into three parts, as follows:
Coffee grounds contain a little bit of oil,
but normally it's quite a complicated process
to get the oil out of the coffee.

The main stresses are underlined. Get the class as a whole to repeat each part, making sure they get the main stresses right. You can model the sentence yourself or use the recording (note: the initial *you see* is not included above). Then put students into pairs to take turns saying the sentence. They can have a short pause between each part of the sentence. Monitor, listen and correct students' pronunciation if necessary.

5 LANGUAGE FOCUS Adding information

a 11.4 Ask students to work in pairs and complete the examples so they are the same as the presentation. Play the recording so they can check their guesses. Conduct feedback on the correct answers.

Answers
1 What's more
2 and as well as that
3 In addition; also

b In pairs, students decide on the best answer, then conduct feedback.

Answer
2

c Put students in pairs or small groups to discuss the questions. Conduct feedback to the board.

Answers
1 in addition, what's more
2 yes; it makes the adding of the point stronger
3 It can go at the beginning of the sentence, i.e. 'Also, it means …'

d Ask students to cover 5a and 5c. They work alone to complete the examples in the Fact box. Get them to check their answers in pairs before conducting feedback to the board.

Answers
1 well as that
2 What's
3 also
4 addition

e Students work alone to write one or two sentences about drinking habits (it doesn't have to be about coffee) in their country. Monitor and help with language. Put students in pairs or small groups to read their sentences to each other. As they do this, monitor and correct language as necessary. Conduct feedback by first asking if any pairs/small groups had similar sentences. Ask three or four students to read out their sentences to the whole class.

6 SPEAKING

a Ask students to read the four topics and choose one for a short presentation. However, let students suggest a different topic if they prefer. It should be about some kind of change or process.

b Tell students to make notes using the table – each main idea needs an extra idea or example. Remind them just to make notes and not write sentences. Monitor and help with language and ideas.

STUDY SKILLS: PLANNING PRESENTATIONS

Do this task before students give their presentations to each other. Put students in pairs to discuss the question and conduct feedback. Accept different ideas.

Possible answer
It's a way to make sure ideas are developed with main ideas supported by extra information. It makes the presentation more interesting to listen to and means students gain confidence speaking for longer. However, it's important to plan this before giving the presentation.

c Put students in new pairs to give their presentations to each other. Tell them that when they are listening to their partner they should make notes on what they think are the main and extra ideas. When their partner finishes, they can check they have understood correctly. Monitor and listen to students' language use. Conduct feedback by asking if students understood the main and extra ideas of their partner's presentation. Give feedback on language if appropriate.

Unit 11 Audioscripts

11.1 Exercises 3 a & b

Most of the people I know love coffee. Every day they drink cup after cup of espressos, cappuccinos or lattes. How many of you are the same? … Yes, lots of you. And I'm no different. I can't start my day without having a good strong cup of coffee.

When you think about all the coffee that people drink around the world, do you ever stop to think about what happens to the coffee that's left over – what we call the coffee grounds? … No, I don't either. I have a friend who saves her coffee grounds and puts them on her garden – she says they're very good for some plants – but most people I know just throw coffee grounds away. So I want to talk about some recent research that tells us there might be a better use for coffee grounds.

You see, coffee grounds contain a little bit of oil, but normally it's quite a complicated process to get the oil out of the coffee. The coffee grounds need to be cooked at about 60 degrees for one or two hours and you need to add some chemicals to get the process started. What's more, this means you get some chemical waste at the end of the process.

So some engineers at Lancaster University have discovered a process that takes just ten minutes and doesn't need a lot of chemicals. So this process is faster and as well as that it uses far less energy, which of course makes it much less expensive. And if it costs less, then companies will probably be interested in making this a large commercial operation.

But why would anyone want to get the oil out of coffee grounds? Well, once you've got the oil, it can then be converted into a biofuel, you know, coffee biodiesel. In the past few years, there has been a lot of criticism of biofuels. They're often produced from crops such as soya beans and you need quite a lot of land and water to grow the plants in order to produce the biofuel. The great thing about using coffee grounds is that it's a product that's mostly thrown away. In the UK about nine million tonnes of coffee are sent to landfills every year.

So producing biofuel from coffee grounds means using fewer natural resources. In addition it's a very low energy way of producing fuel. It also means we don't need to put more rubbish in landfills.

So if you like your coffee, don't stop drinking it because every cup you drink produces coffee grounds that could be turned into fuel that is a green energy. Drinking coffee might just end up saving the planet!

11.2 Exercise 4b

When you think about all the coffee that people drink around the world, do you ever stop to think about what happens to the coffee that's left over – what we call the coffee grounds?

11.3 Exercises 4 a & b

You see, coffee grounds contain a little bit of oil, but normally it's quite a complicated process to get the oil out of the coffee.

11.4 Exercise 5a

1. The coffee grounds need to be cooked at about 60 degrees for one or two hours and you need to add some chemicals to get the process started. What's more, this means you get some chemical waste at the end of the process.
2. So this process is faster and as well as that it uses far less energy, which of course makes it much less expensive.
3. So producing biofuel from coffee grounds means using fewer natural resources. In addition it's a very low energy way of producing fuel. It also means we don't need to put more rubbish in landfills.

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Unit 12

Leaving home

ACADEMIC SKILLS PLUS

Sociology: Cultural studies

Reading skills: Understanding factual detail
Writing skills: Reporting statistical data; Writing from notes

1 SPEAKING

a Look at the photos and ask the class who and where they think the people are. Try to get a few different suggestions. (Photo a students in a shared flat or in a student's hostel, or in the home of the girl's parents; photo b maybe a student in his parents' home, or a professional person in his own flat.) Use these ideas to lead into the topic – some people in their 20s live at home, others live away from home. In pairs or small groups, students discuss the questions. Conduct feedback. You could ask for a show of hands to find out where most of the class live. Then ask a few students their answers to questions 2 and 3. You could build up a list on the board of places where they would like to live.

b Ask students to do the exercise without looking at the text. Before doing the exercise, make it clear that students aren't expected to know the answers, but they can probably guess. Complete the first one together and ask if everyone agrees on the answer. Then students discuss the answers in pairs. When most students have finished, stop and conduct feedback. Write the answers that most students guessed on the board, but don't tell them the correct answers at this stage as they will find them out from the reading.

2 READING

a In pairs, students read the text and check the answers to the questions in 1b. Conduct feedback, getting answers from different students round the class. Then ask which answer they guessed most easily and which they found most surprising (you could do this with a show of hands).

Answers
1 b 2 a 3 a 4 c 5 b

b Working alone, students read the article again and make brief notes in answer to the questions (just a few words and phrases, not sentences). Then they compare answers in pairs. Then conduct feedback. Check that students understand the concept of a *boomerang*. Draw a picture, or mime throwing it and it coming back. Ask: *What happens if I throw a boomerang?* (It comes back.)

Possible answers
1 The generation of children who leave home (to go to university) then come back to live with their parents
2 unemployment, cost of education, property prices and cost of renting a flat. Also cultural factors: in some countries families traditionally live together
3 In southern Europe families traditionally live together, children stay at home until they get married, in northern Europe they don't do this

c *Skills focus: Understanding factual detail*

The aim of this is to give practice in scanning to find information, then reading closely to check facts figures. Working alone, students read the text and decide if the sentences are true, false or we don't know from the text. When they have finished they can compare answers with a partner. Conduct feedback, getting students to say why they chose the answer.

Answers
1 True. 64% of Polish adults under 30 are still at home; in Sweden, young people leave home on average at the age of 23.
2 False. In Britain, 1 in 4 people between 18 and 29 are still at home; this is the highest point since 1996.
3 True. The EU average is 25% - in Spain it's 50%.
4 Don't know. The text only says that they tend to stay at home until they marry – we don't know what proportion.
5 True. Swedish women leave home on average before the age of 23.
6 False. They leave home on average when they're around 30 (so most aren't still living at home in their 30s).

STUDY SKILLS: READING FOR DETAIL

The aim of this is to pick up from the skills practice in 2c and make students more aware of the combined skills of scanning and close reading for facts. Tell students it is useful to think about how they read in English, so they can improve their reading technique. In pairs, students discuss the questions. Then conduct feedback. Find out how most students read the text, then ask which is the best way and why. Try to bring out these points:

'b' is the best.

- You can scan the text quickly for numbers or words to focus on the right fact, but then it's important to read carefully to check you have understood it.
- If you just read the text quickly you could easily get the wrong answer.
- Reading through the text from beginning to end takes a long time and isn't necessary if you just want to check certain facts.

It may be helpful to introduce students to the idea of 'scanning' to find information, i.e. looking quickly through the text to find specific information, looking out for particular words, phrases or numbers.

3 VOCABULARY Words to describe trends

a & b In pairs, students match the phrases with their meanings. Then conduct feedback. You could ask students to find examples in the text (3b) as you go through the answers to 3a, or you could leave this until later.

Answers (for 3a and 3b)
1 e, people in their 20s staying in their parents' home
2 b, youth unemployment in Spain
3 d, the cost of education
4 a, develop closer relationships with their parents
5 c, leave home before they're 23

c *Critical thinking: Going beyond the facts*

The aim of this part is to encourage students to go beyond just understanding factual information and to think about it more critically – in this case to decide what positive and negative aspects there are to the trends they have read about. Ask students to tell you one positive aspect (e.g. it costs less), then ask if this is mainly positive for the parents or for the children (both). Then ask them to tell you a negative aspect (e.g. children don't learn to be independent).

In pairs, students think of other positive and negative aspects and make two lists. Then they compare answers in groups and build up a list together. Then conduct feedback, and build up lists on the board. Take each idea a bit further by asking follow up questions, for example: *Why is this negative? Do you think it often happens?*

4 LANGUAGE FOCUS Proportions

a Ask when you need to use language referring to numbers (when you are describing statistical information). Students cover the text and complete the gaps. Then in pairs, they look at the text and check answers. Then conduct feedback.

Answers
1 One in four
2 Almost half
3 over a quarter
4 twice as many
5 three times as

b Students complete the sentences in pairs. You could do this with 4a covered, so students have to think about the answers. Conduct feedback. As you go through the answers, ask students to practice saying the phrases. Focus on pronunciation of *a quarter* /ˈkwɔːtə/, *half* /hɑːf/, and the reduced /ə/ sound in *as* /əz/ (*three times as*, *twice as many*).

Answers
1 after 2 after 3 before 4 one in four

c Working alone, students write sentences. Emphasise that more than one answer may be possible. Then they compare answers in pairs. Then conduct feedback, eliciting different possible answers.

Possible answers
1 Almost a third of the world's population owns a mobile phone. About one in three people in the world owns a mobile phone.
2 Unemployment has risen by a half (by 50%) since 2010. Unemployment is one and a half times as high as in 2010. Unemployment is 50% higher than in 2010.
3 Three times as many people travel abroad as in 2000. The number of people travelling abroad has increased by 300% over the last two decades.
4 Almost one in four young people goes to university. Almost a quarter of all young people study at university.
5 Average income has risen/increased by 10% over the last decade/ten years.

5 WRITING

a Look together at the notes and explain what they are (they give information about households in Europe and numbers of children). Look at items 1–6 in turn, and ask whether the notes give information about it.

Answers
1 Yes. EU countries average
2 Yes. Couples with children, households with children, couples without children
3 No
4 No
5 Yes. Changes from 2005 to 2015
6 Yes. Ireland and Germany

b In pairs, students go through the notes and discuss how they could describe them using the phrases. Go round and help, suggesting ideas if necessary.

c Working alone or in pairs, students write a paragraph. Then they compare what they wrote with their partner and notice any differences. Alternatively, they could write the paragraph in pairs, then exchange paragraphs with a different pair.

d Conduct feedback, and ask students to tell you some of their opening sentences. You could ask a few students to read out their paragraph.

Example answer
Households in Europe are smaller than in many other countries. On average, nearly a third of all households in the EU have children. About 20% of households are couples with children and nearly a quarter of all households are couples without children. Over the last two decades, the number of households with children decreased by about 2% – in 2005, 33% of households had children but in 2015 only 31% of households had children. Ireland has the highest number of families with children in the EU and Germany has the lowest number. In Ireland, 42% of families have children, whereas in Germany only 21% of families have children, only half of the number in Ireland.

6 READING EXTENSION

This is an opportunity for students to read more extensively about children staying at home in their 20s and is intended mainly for enjoyment and interest, using the tasks and questions to guide them in reading.

Students can read the text in their own time outside the class. If you like, you could discuss the answers together in a later lesson.

Answers
a a 1 b 3 c 2 d 1 e 2
b 1 a other people b independent c enjoy their life:
2 a in contact b help the parents c help the children
3 a more time b 12%; 9% c 35%; 31%
4 more loving