

01 CITIES



UNIT OVERVIEW

In this unit, students practise **describing different aspects of cities, urban problems and ways of dealing with them, and telling urban myths**. They learn how to **emphasise and reinforce what they say in different ways**, read articles about cities that have overcome problems and about urban myths, and listen to conversations about **different cities** and **disaster recovery**, and to a number of individuals talking about **urban myths**. The main grammar aim is **revision of perfect forms**.

Next class Make photocopies of **1A** p. 128.



SPEAKING

Aim

To get students thinking and talking about city life.

Step 1 Ask students whether they like living in a city and why / why not. Try to elicit some general advantages / disadvantages of city life. Put students in small groups to discuss the questions in A. Conduct brief feedback.

VOCABULARY City life

Aim

To introduce / revise adjectives associated with city life.

Step 1 Ask students to look at the adjectives in exercise A and match each with one of the sentences 1–9. Check in pairs. Then check with the whole group, paying attention to students' stress / pronunciation.

Answers

1 vibrant	4 polluted	7 congested
2 dangerous	5 affluent	8 sprawling
3 well-run	6 spotless	9 run-down

Step 2 Ask students to spend two minutes reading and memorising the adjectives in the box in A. They should then work in pairs and test each other. Student A should say four or five of the sentences in exercise A and Student B should respond with the correct adjective. Then swap.

Step 3 Ask students to look at the adjectives in exercise C and match them with their opposites in exercise A. Check in pairs, then check with the whole group.

Answers

1 filthy – spotless	4 chaotic – well-run
2 deprived – affluent	5 compact – sprawling
3 dull – vibrant	6 safe – dangerous

Step 4 Put students in groups and ask them to describe places they know, using the adjectives from A and C. Conduct brief feedback.



1A see Teacher's notes p. 120.

LISTENING

Aim

To hear the vocabulary in context and to extend it. To give practice in listening for detail and intensively.

Step 1 Tell students they are going to hear two conversations about cities. Ask them to listen and take notes on each of the cities. Play the recording.

1.1

Conversation 1

A = woman, B = man

- A: How was your trip?
B: Great. Really amazing. Have you ever been there?
A: No. What's it like?
B: It's really wild. It took me by surprise, actually.
A: Yeah?
B: Yeah. I don't know what I expected, really. I just thought it'd be quieter, but the nightlife is totally mad.
A: Really?
B: Honestly. The people there party like there's no tomorrow. We went out with these people and we ended up in a place at about four in the morning and it was absolutely packed.
A: Yeah?
B: Seriously. You couldn't move. In fact, the whole city was still buzzing. You can still get stuck in traffic at that time of night.
A: Wow!
B: Actually, that was a bit of a downside, the congestion.
A: Really? Is it bad?
B: Unbelievable! You just spend hours and hours in your car crawling along, with everyone honking their horns. You'd be quicker walking really.
A: So did you?

- B: No, it's so unbearably humid, so you can't, really. Honestly, you only have to walk out of your hotel and you're dripping in sweat. It's just like a thick wall of heat that hits you.
- A: There must be a fair amount of pollution, then.
- B: That as well. There's this appalling cloud of smog that constantly hangs over the city. You sometimes really choke on the fumes when you're outside.
- A: Sounds pretty grim. Are you sure it's so great?
- B: Well, you know, it does have its drawbacks, but as I say it just has a real buzz – especially downtown with the skyscrapers and the neon lights flashing and the people and the noise. It's just a very vibrant place.

Conversation 2

C = man, D = woman

- C: What's your hometown like? It's supposed to be nice, isn't it?
- D: It is, if you like that sort of place.
- C: What do you mean?
- D: It's just very conservative. You know. It's very affluent – you see loads and loads of people in fur coats and posh cars, and the streets are spotless, but it's also just incredibly dull. There's not much going on.
- C: Right
- D: I know it's a bit more run down here, but at least it's more lively. There's more of a music scene, you know.
- C: Yeah, I know what you mean. So you wouldn't consider going back to live there?
- D: Maybe. I mean, don't get me wrong, it is a good place to live if you're bringing up kids – everything works very smoothly and as I say there's not a speck of litter on the streets. So if I were to settle down, I might move back. It's just not what I want right now.
- C: Fair enough.

Step 2 Put students in pairs and ask them to compare their notes and discuss which of the cities they think they would prefer to live in and why.

Step 3 Ask students to look at exercise C and try to complete the sentences with phrases from the recording. Play the recording. Check their answers and concept check the phrases by asking for other examples.

Answers

- 1** a took me by surprise
b like there's no tomorrow
c a bit of a downside
d Sounds pretty grim
e have its drawbacks
- 2** a that sort of place
b more of a music scene
c wouldn't consider going back
d get me wrong
e were to settle down

Step 4 Put students in small groups and ask them to discuss the questions in D. Conduct brief feedback.

DEVELOPING CONVERSATIONS

Emphasising and reinforcing

Aim

To draw students' attention to ways of adding emphasis or reinforcing what they say.

Step 1 Read out the explanation, checking students understand as you read. Ask students to look at the audioscript on page 160 and underline examples of the different ways of emphasising / reinforcing. Check in pairs. Then check with the whole group. (Answers are underlined in the audioscript.)

Step 2 Ask students to add a reinforcing sentence for each sentence in B. Monitor and check students' sentences are appropriate.

Step 3 Ask students to look at the model conversation in exercise C. Model the conversation with a strong student, getting the student to use one of their examples to complete what A says. Then put students in pairs to have similar conversations. They should take turns to be A and use the sentences they have written.

CONVERSATION PRACTICE

Aim

To give practice in the target language and round off this part of the unit.

Step 1 Ask students to think of two cities they know and make notes about the things in exercise A. Tell them to use as much language from this part of the unit as possible.

Step 2 Put students in pairs and ask them to have conversations beginning *Have you been to...?* Tell them to keep the conversations going by responding and asking further questions. Monitor and take notes on their use of language for a correction slot at the end.



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Next class Make photocopies of 1B p. 129.



READING

Aim

To extend the topic and give practice in reading for specific information and exchanging information about similar texts.

Step 1 Ask students to look at the questions in exercise A and check they understand all the words / phrases. Then put them in small groups to discuss the questions.

Step 2 Divide the class into three – As, Bs and Cs. Students A should turn to File 1 on page 152, Bs to File 12 on page 156 and Cs to File 18 on page 159. Draw their attention to the glossary in each case. Ask them to read their texts and answer the questions in B.

Step 3 Put students in same letter pairs to check their answers and discuss any vocabulary they're not sure about.

Step 4 Put students into threes with an A, a B and a C in each group. Ask them to tell each other about their cities, using the questions in B to help them. They should then decide together which they think is the most remarkable or interesting story and why. Ask them to report back to the rest of the class and try to encourage them to argue / discuss it all together.

Step 5 Ask each student to choose two new words / phrases from their text which they think are useful, and explain them to their partners. Check with the whole group and check the words / phrases they have chosen for meaning and pronunciation.

VOCABULARY Changes

Aim

To introduce verbs commonly used to talk about urban changes.

Step 1 Ask students to look at the sentences in exercise A and use the correct form of the correct verb from the box to complete each one. Do the first example with them. Check in pairs, then check with the whole group. Concept check by asking them for other examples.

Answers

- | | |
|---------------------|----------------------|
| 1 <u>undergone</u> | 5 <u>regenerated</u> |
| 2 <u>emerged</u> | 6 <u>tripled</u> |
| 3 <u>overcome</u> | 7 <u>declined</u> |
| 4 <u>demolished</u> | 8 <u>flourishing</u> |

Step 2 Ask students to look at the questions in B and think about possible answers. Then put them in pairs or threes to discuss their ideas.

NATIVE SPEAKER ENGLISH *gentrified*

Read out the explanation in the box and check students understand. Ask them for examples of gentrification from cities they know. Ask them what they think are some advantages and disadvantages of gentrification.

GRAMMAR Perfect tenses

Aim

To revise, practise and consolidate perfect forms.

Step 1 Begin by asking students which perfect forms they know, with examples of each. Then read out the explanation in the box, or ask them to read it.

Step 2 Put students in pairs and ask them to discuss the sentences in A. They should decide whether one or both are correct and why. If both are correct, they should discuss the difference in meaning. Check with the whole group.

Answers

- have been* – perfect infinitive after *may* – used with *for* + a period of time; something which started in the past and is still true now. *May always be* would refer to the future – not possible here.
- have fallen* – present perfect simple with a period of time which started in the past and continues now; *have dipped* – future perfect with *by* + point in time showing a time limit or deadline for the action or state. *Fall* would refer to present – not possible with *over the last 20 years*. *Dip* would be future simple. This is possible but future perfect more likely with *by*.
- Both possible but past perfect emphasises change in 1976.
- having been* – because the process of rebuilding is complete. *Being* not possible with *since*.
- have contributed* – perfect infinitive – refers to an action or state which began in the past and has continued up to the present. *Contribute* not possible with *over the last twenty years*.
- was* – because it is a permanent state; *he'd been* would suggest he was no longer from Dortmund.

Step 3 Ask students in the same pairs to discuss which of the perfect forms in the sentences refer to finished actions or states and which to continuing states. Check as a group.

Answers

- | | |
|--------------------|---------------------|
| 1 continuing state | 4 finished action |
| 2 finished action | 5 continuing action |
| 3 finished state | 6 continuing state |



1B see Teacher's notes p. 120.

LISTENING

Aim

To hear some of the perfect forms in context and to give practice in listening for gist and for specific information.

Step 1 Tell students they are going to hear an interview with Lloyd Jones, an expert on disaster recovery. Elicit some different kinds of natural disaster and check they understand *recovery*. Ask them to listen and decide what they think the main point of Lloyd Jones's answers is. Play the recording, then put students in pairs to compare their ideas. Check with the whole group.

Answers

The main point is that different people define recovery in different ways. It is important that people's way of life survives after a disaster as well as rebuilding a city physically.

1.2**I = Interviewer, L = Lloyd Jones**

- I: Following the latest hurricane to hit the Caribbean we're here talking with Lloyd Jones, an expert on disaster recovery. Lloyd, this has been a particularly devastating storm. How long can we expect the city and region to take to overcome this crisis?
- L: Well, in very basic terms – getting rubble cleared away, providing basic shelter, getting services up and running and so on – very quickly. Even with some of the logistical problems we've been seeing, I'd expect it to have happened in a matter of weeks, if not days, but, of course, real long-term recovery can take years.
- I: Several politicians are already talking of this in terms of an opportunity – to rebuild a city which had suffered economic and social problems for years.
- L: Hmm, yes. I always slightly worry when I hear that.
- I: Really?
- L: Well, it very much depends what you mean by 'opportunity' and who the opportunity is for? For example, in a number of fishing villages struck by the Asian tsunami some years ago what emerged from the recovery was not a flourishing fishing industry, but rather hotels and tourism. This was seen by many as a positive step in developing the economy by those investing, but for the fishermen, it meant losing a way of life and control over their own income.
- I: Right.
- L: Unfortunately, throughout history it's often the rich who define recovery and the poor who lose out. For example, going back to the 19th century, most of the city of Chicago was devastated by fire. There was a huge push to reconstruct the city driven by an image of the future. Skyscrapers sprung up to replace what had been there, and you know what, during the construction more people died than in the fire itself!
- I: So what should happen?
- L: I think the best projects are those that fully involve the affected community – in fact, that are led by them. Where we're talking of very deprived areas with social problems, that can certainly be difficult, but outsiders often underestimate poor people's capabilities. People are resourceful.
- I: Lloyd Jones, we have to leave it there. Thank you very much.

Step 2 Put students in pairs and ask them to look at the items in exercise B and discuss what Lloyd and the interviewer said about each of them. Then ask them to

turn to page 160 and read the audioscript while they listen again to check. Play the recording. Check answers as a class.

Answers

- 1 the hurricane = it was devastating
- 2 rubble and shelter = they are clearing rubble and providing shelter
- 3 an opportunity = some politicians say this is an opportunity to rebuild the city
- 4 fishing villages and the tsunami = they were largely replaced by hotels and tourism after the tsunami
- 5 Chicago = after the fire in the 19th century the city was rebuilt and a lot of people died in the reconstruction

Step 3 Ask students to look at the questions in exercise D and think about how they would answer them. Check they understand *heritage*. Then put them in pairs or threes to discuss their ideas. Conduct brief feedback.

SPEAKING**Aim**

To extend the topic and give fluency practice.

Step 1 Tell students they are going to discuss ways of improving a city with problems. Read out the introduction, or ask students to read it. Check they understand *regeneration grant* = money from the government to help with improvements or rebuilding.

Step 2 Ask students to look at the list of items in A and think about how they would order them, according to importance or priority, and how much of the money they would allocate to each and why. Then put them in small groups to discuss their ideas. They should try to reach an agreement about how to spend the money. Monitor and make notes on their language use, especially target vocabulary, for a correction slot at the end.

Step 3 Ask each group to join another group to try to agree on one proposal between them. Ask the large groups to take turns to present their proposal to the rest of the class. Ask them to vote for the best proposal at the end. Finish with a correction slot.

Step 4 Put students in new pairs and ask them to discuss what they'd spend the money on if it was for their town / city. Conduct brief feedback.



pp. 12–13

READING**Aim**

To familiarise students with academic texts and give practice in predicting, reading for detail and guessing meaning from context.

Step 1 Tell students they are going to read an academic text about urban myths. Check they understand *urban myth* and *academic text*. Then put students in pairs to discuss the questions in exercise A.

Step 2 Ask students to read the text and answer the questions in B. Tell them not to worry about the words in bold for the moment. Check in pairs, then as a group.

Answers

- Folklore is defined as stories which are often repeated many times and often gradually change or become more exaggerated with each re-telling.
- Urban myths can be analysed structurally or from a literary point of view, culturally or psychologically.
- Urban myths are usually about crime, accidents or death.
- We create these stories to help us deal with our fear and anxieties about the world.
- Popular myths spread quickly because of boredom, or because people want to express their anxieties, get attention, harm others or make small talk / entertain.

Step 3 Put students in pairs to discuss the meanings of the verbs in bold in the text. Then ask them to match each of the verbs with the sets of nouns in C. Check as a group.

Answers

- | | |
|--------------------------------|-------------------------------|
| 1 <i>offer</i> = give, provide | 5 <i>spread</i> = disseminate |
| 2 <i>undergo</i> = experience | 6 <i>remains</i> = is still |
| 3 <i>voice</i> = express | 7 <i>decode</i> = interpret |
| 4 <i>explores</i> = analyses | 8 <i>emerge</i> = come out of |

Step 4 Ask students, in the same pairs, to try to remember which word or phrase went with each of the verbs in bold in the text. Then ask them to look again at the text to check.

Answers

- remains meaningful
- undergo variations
- decode the meanings
- explores historical, social and economic contexts
- spread stories
- emerge from deep rooted fears
- offer lessons
- voice personal worries

LANGUAGE PATTERNS

Aim

To draw attention to patterns using the phrase *out of*.

Step 1 Ask students to read the examples in the box and check they understand. Ask them to translate into their own language and notice any similarities / differences. In a monolingual class, ask students to compare their translation. In a multilingual class, ask students to work in pairs and tell each other if the sentences were easy to translate.

Step 2 Then ask them to close their books and translate the sentences back into their own language. At the end, they should open their books again and compare their translations with the original sentences. Ask them to discuss in pairs who had the least mistakes. What mistakes did they make? Why?

Alternatively If you prefer not to use translation, ask students to look at the sentences and tell you what pattern they notice: = *out of* meaning *because of* or *resulting from*. Try to elicit a few more examples.

LISTENING

Aim

To extend the topic of urban myths and give practice in listening and note-taking.

Step 1 Tell students they are going to hear three individuals talk about urban myths (without the end of each story) from their countries. Ask them to listen and take notes on what happened in each story. Play the recording.

Step 2 Put students in pairs and ask them to compare their ideas. They should try to use the words in exercise B to help them. Check with the whole group. If they have problems, play the recording again.

1.3

Speaker 1

A very terrible thing happened to a woman I used to work with. One day, she woke up and found her car had been stolen from outside her house, so she called the police and reported it, but when she got back home from the office that night, the car had been returned just in the driveway. It'd been completely cleaned and there was a note on the driver's seat apologising for taking it. Whoever had written the note said that his mum had been taken ill and he'd had to drive her to hospital. Next to the note there were a couple of tickets for a concert the following day. The woman, she was really thrilled you know – so happy – her car back, two free tickets – fantastic, so she called a friend and they both went to the concert and had a really fantastic time. Once she got home, though ...

Speaker 2

Someone told me a story about a guy from Tokyo who'd gone on a golfing holiday. On the third or fourth day, he suddenly collapsed and had to be rushed to hospital for treatment. Eventually, they diagnosed him as having been poisoned and they reported the incident to the police. The detective in charge of the case questioned the man, but he couldn't think of any reason why anybody would want to poison him. It was something really silly in the end. They worked out ...

Speaker 3

This mad thing happened to a guy that a friend of my brother's knows. Apparently, one day, he went to a supermarket to buy a few bits and pieces and as he was looking for the bread, he noticed this elderly woman just staring at him with these desperately sad eyes. He turned away, grabbed a loaf and went off in search of some milk. Once he'd found the milk, he turned round only to see the same woman there again – still just staring like mad at him. Anyway, he was getting a bit freaked out by this – as you would – so he rushed off to pay, but then he remembered that he'd had run out of toilet paper and so he went back to get some. When he got back to the cashier, there was the old woman again – in front of him in the queue and her trolley was almost full to the brim. This time she turns to him and she says: 'I'm really sorry for staring, but the thing is, you're the spitting image of my son who died last year.' She's wiping her eyes getting all tearful and she says: 'You've got the same eyes, the same hair. It's incredible.' As she was packing all her stuff away, she whispered to the guy and said: 'Could you do me a tiny little favour? Could you just say 'Goodbye Mum' when I leave? It'd mean the world to me' Well, what was he going to do? This little old lady and her tragic story trying to hold back the tears – so as she's leaving the store, struggling with all her shopping, he shouts out 'Goodbye Mum.'

He felt like he'd done his good deed for the day, but then ...

Step 3 Ask students, in the same pairs, to discuss how they think each story ends. Then play the last part of each story for them to check. In the same pairs ask them to explain the stories to each other. Conduct brief feedback.

1.4**Speaker 1**

Once she got home, though, she discovered she'd been burgled and all her valuables had been stolen. Then to top that, about a week later, the police called and told her that her car had been used as the vehicle to get away from a major bank robbery on the day that it had gone missing. That is so unlucky, no?

Speaker 2

It was something really silly in the end. They worked out that the man had actually poisoned himself by accident. Apparently, when he was playing golf he used to hold the tee – that plastic thing you put the golf ball on – between his teeth as he was walking round between the holes, but the golf course had been sprayed with pesticide, so he was basically just sucking in toxic pesticide.

Speaker 3

He felt like he'd done his good deed for the day, but then the cashier told him his bill was like 300 pounds. He said there must've been a mistake as he'd only bought a few things, but then the cashier explained things. She said, 'Yes, I know, but your mother said you'd pay for all of her shopping as well!'

Step 4 Put students in small groups to discuss the questions in exercise E. Conduct brief feedback.

VOCABULARY Binomials**Aim**

To introduce / consolidate binomials (phrases consisting of noun + and / or + noun).

Step 1 Start by eliciting some binomials using prompts e.g. *fish and...?(chips)*, *day and...?(night)* *do or...?(die)* etc. Ask for a definition of binomials. Then read out the explanation box.

Step 2 Put students in pairs. Ask them to check they understand the phrases in A and to identify the four which are in the wrong order. Check with the whole group.

Answers

- 1 give or take, here and there, sick and tired, peace and quiet

Step 3 Ask students to look at the sentences in B and complete them with the correct phrase from A. Check in pairs, then check with the whole group.

Answers

- | | |
|-------------------|------------------|
| 1 on and off | 5 long and hard |
| 2 by and large | 6 here and there |
| 3 now and then | 7 sick and tired |
| 4 peace and quiet | 8 give or take |

SPEAKING**Aim**

To round off the unit and give fluency practice.

Step 1 Tell students they are going to tell each other urban myths. Put them in small groups and ask them to look at the pictures, each of which is from a famous urban myth. Ask them to discuss what they think happens in each story. Conduct brief feedback

Step 2 Ask students to individually choose one of the stories in exercise B or one they already know, and prepare to tell it. They could make a few notes if they wish. Then put students back in the same groups to take turns telling their stories. Conduct brief feedback by asking each group to tell the rest of the class which was the best / funniest / most surprising etc. story they heard.

02 CULTURE AND IDENTITY

UNIT OVERVIEW

In this unit students practise **talking about aspects of culture and society** and **their own personal and national identity**, expressing opinions more **forcefully, disagreeing politely** and **naming and describing useful objects**. They read texts about **foreign objects and national and individual identity**, and they listen to people talking about **society and culture in different countries**, and their feelings about **British culture**. The main grammar aim is the use of **emphatic structures**.



Next class Make photocopies of 2A p. 130.



wrong answers and try to get some discussion going by eliciting examples from their own experience.

VOCABULARY Society and culture

Aim

To lead in to the unit and introduce words and phrases commonly used to talk about society and culture.

Step 1 Begin by asking students to come up with one word or phrase to describe how they feel about their own country. Then put them in pairs or threes and ask them to discuss the questions in A. Check they understand *bureaucracy* = rules and regulations often involving a great deal of paperwork. Conduct brief feedback.

Tip In a multilingual group, try to mix the nationalities as much as possible for this – and similar – discussions.

Step 2 Ask students to match each of the sentences in B with one of the categories in A. Check in pairs. Then check with the whole group. Concept check all the words / phrases in bold by asking for other examples.

Answers

- 1 family / community life
- 2 religion
- 3 bureaucracy
- 4 crime
- 5 climate
- 6 crime
- 7 religion
- 8 bureaucracy
- 9 climate
- 10 cultural life
- 11 family / community life
- 12 cultural life

Step 3 Ask students which of the sentences in B describe positive things and which negative, and why they think this. Ask them what might be the causes and results of each scenario. Tell them there are not necessarily right and

Answers

- | | |
|---------------------------------|-------------|
| 1 could be positive or negative | 6 negative |
| 2 could be positive or negative | 7 positive |
| 3 positive | 8 negative |
| 4 positive | 9 negative |
| 5 positive | 10 positive |
| | 11 negative |
| | 12 negative |

LISTENING

Aim

To give practice in listening and taking notes on the main ideas, and listening for specific information.

Step 1 Tell students they are going to hear two conversations about society and culture in two different places. Ask them to take notes on the main points about each place as they listen. Play the recording, then put students in pairs to compare their ideas. Conduct brief feedback.

2.1

Conversation 1

A = woman, B = man

- A: So how long were you there for?
B: Just under a month, so long enough to get a feel for the place.
A: I really admire the fact you went there. It must've been fascinating, but also very challenging, I'd imagine.
B: Challenging in what way?
A: Well, I mean, it's a very male-dominated society, isn't it?
B: I don't know about that. It may have that reputation, but that wasn't really my experience of the place.
A: No?
B: No, not really. I mean, it's all very close-knit, but I didn't feel women there were any worse off than in many other places. In fact, the family we stayed with, the wife seemed to more or less run the show, to be honest.

A: Oh, OK. That's interesting. And how was the traffic? Do people really drive as badly as the stereotype has it?
 B: Well, they're not the best drivers in the world, it must be said, and it does get quite congested, but to be honest, it wasn't that that really bothered me. It was more just the total lack of any decent public transport. There's no tube or anything and the buses were always so crowded that you end up driving yourself and then you become another part of the problem.

Conversation 2

C = man, D = woman

C: One thing that's surprised me here is the music scene. I've been to some amazing gigs – and people seem to really go for it! They're usually so formal and polite, but put them in front of a live band and they go absolutely crazy.
 D: I know. Actually, I think the arts scene in general seems to be thriving. There are some great young film directors coming up as well.
 C: Yeah, yeah. What amazed me was how much they get away with. I'd expected a lot more state control, because you hear about all the censorship before you arrive, but some of the topics they tackle are very politically sensitive.
 D: Absolutely. I saw a film the other week that was basically dealing with corruption and the fact that people are always having to pay bribes.
 C: Yeah? That sounds pretty close to the bone. Someone was telling me the other day, actually, that one thing making a big difference right now is the fact that the economy is doing so well. It just means there's a bit more money floating around, and so people are happy to invest in new projects, and all that's fuelling this freedom of expression.

Step 2 Ask students to look at the statements in B and decide if they are true or false. Then play the recording again for them to check. Ask them to justify their answers and correct the false sentences.

Answers

Conversation 1

- 1 F – also accept not given (NG) – she thinks it would be challenging
- 2 F – it's very close-knit
- 3 T – that wasn't my experience of the place (that it was a male-dominated society)
- 4 T – they're not the best drivers in the world
- 5 F – it wasn't that that bothered me

Conversation 2

- 6 F – they go absolutely crazy
- 7 T – the arts scene is thriving
- 8 F – I'd expected a lot more state control ... some of the topics are very politically sensitive
- 9 T – a film ... dealing with corruption and ... people always having to pay bribes
- 10 F – the economy is doing so well

Step 3 Put students in groups to discuss the questions in C. Conduct brief feedback.

DEVELOPING CONVERSATIONS

Disagreeing

Aim

To further exploit the listening and identify and practise ways of disagreeing politely.

Step 1 Try to elicit some ways of disagreeing politely as heard in *Listening* or from the students' own ideas. Then read out the explanation and ask them to look at exercise A and put the words in the correct order to form expressions. Then play the recording for them to check. Ask them to practise saying the expressions once they've heard them.

2.2 and answers

- 1 I'm not sure about that.
- 2 Isn't that a bit of an exaggeration?
- 3 I wouldn't go that far.
- 4 That's a bit over the top, isn't it?
- 5 Well, that's one way of looking at things.
- 6 That's a bit of an overstatement, isn't it?
- 7 I don't really see it like that myself.

Step 2 Put students in pairs and ask them to take turns giving the opinions in exercise C and responding, using one of the expressions from exercise A. Tell them to extend the conversation by explaining why they disagree. You could model with a strong student and in open pairs first. Check a few examples in open pairs at the end.

GRAMMAR Emphatic structures

Aim

To introduce ways of expressing opinions more emphatically or showing that we have a different opinion.

Step 1 Read out the explanation and try to elicit more examples from students. Then ask them to look at the audioscript on page 161 and find an example of each of the three emphatic structures.

Answers

One thing that's surprised me here is the music scene.
 What amazed me was how much they get away with.
 One thing making a big difference right now is the economy doing so well.

Step 2 Ask students to look at the prompts in B and write complete sentences. Direct them to the grammar reference on page 137 if they need more help.

Answers

- 1 The thing that disturbs me is that lack of democracy.
- 2 What worries me the most is the amount of censorship.
- 3 The thing that annoys me is the way the president talks to everyone.
- 4 One thing that drives me mad is the amount of traffic in the city.
- 5 The thing that scares me is the amount of money spent on weapons.
- 6 The thing / One thing that bothers me is the lack of investment in art and culture.
- 7 What concerns me is the power judges have.
- 8 One thing that gives me hope for the future is the fact that young people are so much more tolerant nowadays.

Step 3 Put students in pairs and ask them to check their ideas by taking turns saying their sentences to each other. If they agree with the idea, they should respond by saying *I know* and giving an example. If they disagree, they should say *Really? It's not that that... me. It's...* and explain their own ideas. You could model this with a strong student and in open pairs first. Check a few examples in open pairs at the end.



2A see Teacher's notes p. 120.

CONVERSATION PRACTICE

Aim

To give practice in the target language.

Step 1 Tell students they are going to have a conversation about the place they live now. Ask them to individually think about and make some notes on things they like and things which annoy them.

Step 2 Put students in small groups to explain their ideas and agree / disagree as appropriate. Remind them to use expressions from this part of the unit. Monitor and take notes on their use of language for a correction slot at the end.



pp. 16–17



Next class Make photocopies of **2B** p. 131.



SPEAKING

Aim

To extend the topic into the connection between household objects and culture, and to lead in to Reading.

Step 1 Begin by asking students if they can think of any objects which they associate with different cultures. Then put them in small groups to discuss the questions in A. Conduct brief feedback.

VOCABULARY Household objects

Aim

To introduce / revise objects commonly found in homes and verbs associated with each one.

Step 1 Ask students to look at the box and check they know the words. Put them in pairs to help each other with any words they are not sure about. Remind them they can check in the *Vocabulary builder* pp. 7-8. Concept check the more difficult words with the whole group e.g. *bucket, ladder, nail, pin, drill, needle*, by asking what each one is made of, is used for, etc.

Step 2 Put students in pairs or threes and ask them to decide which verbs in the box in B go with which object in A. There may be more than one possibility.

Answers

stick in = the oven, the dishwasher, a bucket – *put in* (informal)
 cover = the pan
 unblock = the sink, the toilet
 spread = glue
 thread = a needle
 knot = string
 heat = the pan, the oven
 flush = the toilet
 climb = up a ladder
 hit = a nail
 load = the dishwasher
 run = the tap
 cut = string, cloth
 turn off = the tap, the dishwasher, the oven
 plug in = a drill, the dishwasher
 wring out = a cloth

Step 3 Put students in pairs and ask them to 'test' each other by choosing one of the verb + noun phrases and either drawing or miming it. Their partner should guess the phrase. Then swap.

Step 4 Ask students to look at the pairs of objects in exercise D and decide what the difference is between them. Check in pairs then check with the whole group.

Answers

rope is thicker / stronger than *string*
wire is thinner than *cable*
cloth is made of fabric and is thinner than a *sponge*
 a *bucket* is larger than a *bowl* and is used for cleaning / outdoors, you eat out of a *bowl*
 a *hammer* bangs nails into the wall and a *drill* makes small circular holes to put screws into
 a *mop* is used with water on the floor, a *brush* is used to sweep

a *nail* is used with a hammer, a *screw* with a drill
 a *ladder* is something you can move around to climb on,
stairs are permanent
 a *knee pad* is hard and protects your knee, a *bandage* is
 soft, used on wounds
soap is usually small and hard, used for washing your
 hands, face etc. *washing up liquid* is used for washing the
 dishes

Step 5 Ask students to look at the list of items in E and decide whether they are problems or solutions. Check with the whole group. Ask them when these things might happen or when you might do these things.

Answers

spill some water – problem
rip your jeans – problem (unless you do it deliberately!)
soak your jeans – solution
stain a shirt – problem
mend your shirt – solution
protect yourself – solution
sweep the floor – solution
drop my glass – problem
rinse my glass – solution
wipe the table – solution

Step 6 Put students in small groups. They should practise ‘problems and solutions’. One student should think of an object they want, and give their partners a prompt e.g. *I’ve spilt my drink or I need to wipe the table.* Others should offer a suitable object e.g. *Would you like a cloth? or Shall I get you a mop and bucket?* until one student guesses the object correctly. Then they have a turn. Monitor and note down any mistakes in the target vocabulary, for a correction slot at the end.



2B see Teacher’s notes p. 120.

READING

Aim

To give practice in reading for gist and for specific information, and in responding to text.

Step 1 Ask students to look at the title, *Foreign objects*, and guess what the text is about. Check they understand: *take something (or someone) for granted*. Direct them to the *Native Speaker English* box – it would make sense to use it at this stage in the lesson; *bemusement* = a feeling of slight confusion or puzzlement, not fully understanding something.

Step 2 Ask students to quickly read the introduction. Then put them in small groups to discuss the questions in A.

Step 3 Ask students to read the rest of the text and decide on the answers to the questions in B. Put them in pairs or threes to compare their ideas.

Tip In a multilingual class, it would be good to mix up the nationalities as much as possible here.

Step 4 Ask students to read the text again and answer the questions in C. Check in pairs, then check with the whole group.

Answers

- 1 In-Ha = about not having a mixer tap
- 2 Ed = the rice cooker
- 3 Bob = with the waitresses
- 4 Maggie = to drinking *mate*
- 5 Sheila = drinking *mate*
- 6 Ed = no oven and a large meat cleaver in his flat
- 7 Ed = not having a cooker
- 8 Maggie = of her schooldays
- 9 Bob = with his friend about German toilets

Step 5 Round off this part of the lesson by asking students to look at the questions in D. Give them a moment to think about what they want to say. Then put them in groups to discuss. Conduct brief feedback.

NATIVE SPEAKER ENGLISH

take for granted

Read out the explanation in the box and check students understand. Ask them for examples of things we take for granted.

LANGUAGE PATTERNS

Aim

To draw students’ attention to comparative structures with adverbs of degree.

Step 1 Ask students to read the examples in the box and check they understand. Ask them to translate into their own language and notice any similarities / differences. In a monolingual class, ask students to compare their translation. In a multilingual class, ask students to work in pairs and tell each other if the sentences were easy to translate.

Step 2 Then ask them to close their books and translate the sentences back into their own language. At the end, they should open their books again and compare their translations with the original sentences. Ask them to discuss in pairs who had the least mistakes. What mistakes did they make? Why?

Alternatively If you prefer not to use translation, ask students to look at the sentences and tell you what patterns they notice – comparative structures with *as ... as* or adjective + *er... than*, with an adverb or expression of degree.



pp. 18–19

SPEAKING

Aim

To extend the topic and lead in to *Listening*.

Step 1 Ask students to think about how they would answer the questions in A. Put them in small groups to discuss the questions. Conduct brief feedback.

Alternatively As there is quite a heavy information load here, it might be useful to get students to do some research – either before the class or during it, if you have access to computers. You could ‘jigsaw’ the task, by asking each student to find out about 1–3 of the items, depending on numbers. They could then report back to the class.

Suggested Answers

How things are connected to British culture:

God Save the Queen – national anthem

fish and chips – typical ‘British’ food

curry – most popular food in Britain

kilts – Scottish people wear them

the Costa del Sol in Spain – very popular holiday destination for Britons

ballet – classical dance form that is still highly regarded in UK

hip-hop – popular contemporary dance / music / culture / fashion, from the 1980s in UK

football – very popular sport in UK

bowler hats – old fashioned hats men used to wear in UK

Shakespeare – very famous British writer, born in Stratford-on-Avon

Islam – fastest growing religion in the UK

punk – music / fashion / culture rebelling against authority, which emerged in UK in 1970s

cricket – ‘traditional’ British sport

Harrods – world-famous luxury department store in London

car boot sales – popular, informal, form of market where people come together to sell their old things, mainly household / garden items and clothes

St George’s Day – day to celebrate England’s national saint – not a public holiday

Easter – one of the major Christian festivals of the year

Jamaica – Jamaican population celebrates once a year at the Notting Hill Carnival in London

LISTENING

Aim

To give practice in listening for specific information and responding to text.

Step 1 Tell students they are going to hear three people talking about their feelings about British culture. Ask them to look at the box in *Speaking* and tick the things the speakers mention. They should also take brief notes on what they say about them.

Answers

- Vaughan: God save the Queen, St George’s Day – he is Welsh and not English and prefers to be thought of as a republican i.e. is not keen on God Save The Queen or St George’s Day.
- Amir: fish and chips, Islam (Muslim), cricket, Costa del Sol – he is Muslim but runs a fish and chip shop. He sees himself as British but still supports Pakistan in the cricket (just as Brits on the Costa del Sol would support England in a football match against Spain).
- Emily: bowler hats, Harrods, Shakespeare, curry, hip-hop – some people believe all English people wear bowler hats, shop at Harrods and recite Shakespeare, but in fact they might be into curry or hip-hop – everyone has their own idea of what British culture means.

2.3

Vaughan

What bugs me is the way people use British and English interchangeably. Wales is a separate country, with a distinct cultural heritage and language to the English. In fact, sometimes I think the English are jealous because they haven’t maintained their own cultural traditions like us or the Scots. I mean, not many people celebrate St George’s Day in England. I’d personally like the Welsh to gain even more autonomy from the UK. That’s not because I’m very nationalistic or consider myself super-Welsh, because I’m not. I don’t actually speak Welsh that well. Nor am I a big fan of flag-waving because I think that can lead to narrow-mindedness and can breed racism. No, I want independence for political reasons. Traditionally, the Welsh have been more left-wing but that’s not really reflected in the British government. Also, I don’t understand why we still have royalty. The only God Save The Queen I’ll sing along to is an old anti-royalist punk song! In some ways, I’d like to be seen as a republican and citizen of the world first, then European, and Welsh, or even British – but never English!

Amir

I guess some people don’t expect to see someone like me running a fish and chip shop, but for 99% of my customers, it’s just not an issue. I was born here and my parents were born here and I’m as British as anyone else. I just happen to be Muslim as well, that’s all. It’s no big thing. I do get the occasional comment about it, but it doesn’t bother me.

The only time I ever feel vaguely conflicted about my identity is when England play Pakistan at cricket. I can’t help it, but I always want Pakistan to do well. There’s always a bit of banter about that with the local lads, but as I always say, I’m sure most English blokes living on the Costa del Sol still support England if they ever play Spain at football. It’s human nature, isn’t it?

Emily

Last week I went to a ceremony where a friend of mine, Nyasha, gained British citizenship. She's originally from Zimbabwe and came here as a refugee, so it was a big day for her. To become a British national, she had to pass a test, which meant learning things most British people don't even know about – like the year that eighteen-year-olds first got the vote!

I have to say, the more I thought about it, the harder it became to really say what being British means to me. You meet some foreigners who still believe we all wear bowler hats and shop at Harrods and can recite Shakespeare, and others who stereotype us as all being madly into football, drinking too much lager and eating curry or kebabs, but apart from liking curry I don't fit into either group!! I'm more into car boot sales and baking cakes. For my son it'd be hip-hop. I don't know ... I think everyone has their own idea of what British culture really means. For my son it'd be hip hop! It's a very personal thing.

Step 2 Ask students to look at the list in B and decide which speaker each one refers to. Play the recording again for them to check.

Answers

- | | |
|-----------|-----------|
| 1 Vaughan | 4 Emily |
| 2 Emily | 5 Amir |
| 3 Amir | 6 Vaughan |

Step 3 Put students in pairs or threes and ask them to discuss the questions in C. Conduct brief feedback.

VOCABULARY Expressions with *thing***Aim**

To focus on expressions with *thing*.

Step 1 Read out the explanation in the box. Then ask students to look at the sentences in A and translate them into their own language, and notice any differences.

Alternatively If you prefer not to use translation, put students in pairs and ask them to think of a definition or another way of saying the phrases in italics. Check with the whole group and ask students to think of examples for each one.

Answers

- 1 It's no big thing – also *it's no big deal* – it's not very important
- 2 It's not the done thing – it's not appropriate behaviour
- 3 chance would be a fine thing – I would have to be very lucky to be able to do that

- 4 It's the furthest thing from my mind at the moment – I'm not even thinking about it
- 5 first thing in the morning – early, when I first wake up
- 6 It's the sort of thing – it's something
- 7 what with one thing and another – taking in to account a number of factors
- 8 just one thing led to another (often without *just*) – events naturally followed each other, were not planned

Step 2 Put students in pairs and ask them to discuss what 'it' could be in each case in A. Conduct brief feedback.

READING**Aim**

To give practice in reading academic texts to identify the main ideas and summarise.

Step 1 Ask students to read the statements in A. Check they understand: *sociology, conflicted, diverse, founded on negatives*. Ask them to think about how far they agree with each of the statements. Then put them in small groups to discuss their ideas.

Step 2 Ask them to read the text and choose the four statements from A which best summarise what the writer says. Check in pairs then check with the whole group.

Answers

- 3, 4, 7, 8

Step 3 Ask students to individually write two or three sentences summarising the main ideas of the article. Then put them in small groups to compare their summaries and decide if they agree with the article or not, and why. Conduct brief feedback.

SPEAKING**Aim**

To give fluency practice and round off the unit.

Step 1 Put students in groups of three and ask them to choose only one of the speaking activities in exercise A. Then ask them to work individually to prepare for the activity. They should each make their own list.

Step 2 When they are ready ask them to come together in their groups and present their lists to each other. They should comment or ask questions to find out more. Conduct brief feedback at the end.

Alternatively You could ask each group to decide on a joint list and present this to the rest of the class.

03 RELATIONSHIPS

UNIT OVERVIEW

In this unit students practise **talking about people they know** and **giving impressions of people they don't know well**, **expressing opinions more tentatively**, **sharing and talking through problems** and **discussing issues around divorce**. They read a text about **divorce**, and they listen to people talking about **other people and relationships**. The main grammar aim is different uses of *would*.



SPEAKING

Aim

To lead in to the topic and give personalised fluency practice.

Step 1 Lead in by telling students how you would describe yourself and how you think other people might describe you. Then ask students to work individually and list words that they feel describe their personality.

Step 2 Put students in pairs or small groups and ask them to compare their ideas. Then ask them to discuss the questions in B. If the class know each other well, they could ask their partner(s) if they see them as they expect or in different ways. Conduct brief feedback.

VOCABULARY Describing people

Aim

To focus on adjectives – including compound adjectives – commonly used to describe people.

Step 1 Begin by asking students for some of the adjectives they used or heard in *Speaking*. Then put them in pairs or threes and ask them to look at the adjectives in exercise A and discuss whether they think they are usually positive or negative and why. Conduct brief feedback and concept check the words by asking for examples of this kind of behaviour.

Answers

incompetent = negative
direct = could be either depending on context / how it's said
a snob (not an adjective-adjective = snobbish) = negative
absent-minded = negative
quite hard work = negative
bitchy = negative
laid-back = positive (usually)
principled = positive
strong-willed = negative (usually)
thick-skinned = positive (usually)

Step 2 Ask students to match each of the sentences in exercise B with one of the words in exercise A. Check in pairs. Then check with the whole group.

Answers

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

Step 3 Ask students to work in pairs and take turns to 'test' each other. Student A should close their books while B prompts them with any of the sentences a–j to try to elicit the correct descriptions in 1–10. Then swap.

Step 4 Put students in small groups to discuss the questions in D. Conduct brief feedback.

LISTENING

Aim

To give practice in listening for gist and specific information and listening intensively.

Step 1 Tell students they are going to hear three conversations about other people. Ask them to answer the questions in exercise A as they listen. Play the recording, then put students in pairs to compare their ideas. Conduct brief feedback.

Answers

Conversation 1

A colleague – incompetent, defensive, arrogant, full of himself, blames other people

Conversation 2

A famous musician – principled, decent, hardworking or fake, exploitative (depending on point of view)

Conversation 3

New neighbours – in a student house – guy next door – quiet (keeps himself to himself); girl – nice, bright, chatty but selfish; guy – pleasant but lazy (a slacker) and laid-back

3.1

Conversation 1

A = man, B = woman

- A: So how's it all going? Any better?
B: I'd say things are worse if anything, to be honest. He doesn't seem to have a clue how the department should work or what's expected of him – and he's dragging the rest of the team down with him. I've tried to talk to him about it, but he always just gets really defensive and puts up this great big barrier. What really drives me mad, though, is the man's arrogance. He's so full of himself! He's one of those people who'll just never accept they've done anything wrong. He just blames it all on everyone else.
A: Sounds like an idiot to me! Maybe you need to go over his head and talk to someone else about it.
B: I would do, but our line manager isn't very approachable. And even when you do get to talk to him, he's not exactly the best listener in the world.

Conversation 2

C = woman, D = man

- C: I can't stand him.
D: Really? I've always thought he comes across as a really decent guy.
C: You're joking, aren't you? He's so fake!
D: Do you think so? In what way?
C: All that rubbish about saving the world and helping the starving millions that he's always going on about.
D: What's wrong with that? I quite admire the fact he's prepared to stand up for what he believes in. He doesn't have to do all that charity work, does he? He could just keep his mouth shut and keep his millions and carry on making music.
C: Yeah, but it's all just self-promotion, really, isn't it? It's just to sell more CDs. If he was really bothered, he'd give all his money away and really help people. He just likes to be seen to be doing good.
D: I just think you've got him wrong. He's done a lot to raise awareness of various different causes and he works really hard to make a difference. You're just a cynic.
C: And you're just naive!

Conversation 3

E = man, F = woman

- E: So what're they like? Are you getting on OK with them all?
F: Yeah, more or less. I haven't really seen much of the guy next door. I've passed him once or twice in the corridor, but he keeps himself to himself, really.
E: OK.
F: But the girl opposite is great. She seems really nice and bright and chatty. We hit it off straightaway.
E: That's good, then.
F: The only problem is she kind of hogs the bathroom. I mean, she's in there for hours every morning, doing her hair and her make-up. It's really annoying because we've only got the one bathroom.

- E: Oh no! Really? That'd drive me mad, that would!
F: And the other guy, in the little room upstairs, seems pleasant enough, but he strikes me as a bit of a slacker. I mean, he's not working at the moment and he just seems ... well ... extremely laid-back about it.
E: To the point of horizontal, then, eh?

Step 2 Put students in pairs and ask them to look at the sentences in B and try to complete them with words / phrases (including phrasal verbs) from the recording. Then play the recording again for them to check.

Answers

- | | | |
|------------------|-----------------|-----------|
| 1 a dragging | b gets, puts up | c go over |
| 2 a comes across | b got | c raise |
| 3 a hit (it) off | b hogs | c strikes |

Step 3 Put students in groups to tell each other if the people described remind them of anyone they know. How?

LANGUAGE PATTERNS

Aim

To draw students' attention to patterns with *one of those people*.

Step 1 Ask students to read the examples in the box and check they understand. Ask them to translate into their own language and notice any similarities / differences. In a monolingual class, ask students to compare their translation. In a multilingual class, ask students to work in pairs and tell each other if the sentences were easy to translate.

Step 2 Then ask them to close their books and translate the sentences back into their own language. At the end, they should open their books again and compare their translations with the original sentences. Ask them to discuss in pairs who had the least mistakes. What mistakes did they make? Why?

Alternatively If you prefer not to use translation, ask students to look at the sentences and tell you what patterns they notice – patterns with *one of those people who ...* to describe someone in an informal, chatty way. Elicit a few more examples.

DEVELOPING CONVERSATIONS

Giving your impression

Aim

To practise ways of giving our impression about people.

Step 1 Try to elicit some ways of giving your impression of someone you don't know, as heard in *Listening* or from the students' own ideas. Then read out the explanation and elicit a few more examples by prompting students with the names of famous people.

Step 2 Put students in pairs and ask them to think of five well-known people (in the public eye) and to then individually note down their impressions of them.

Step 3 Ask students to practise the target language by having conversations in their pairs. They should take turns to begin by asking *So what do you think of...?* or *What do you make of...?* or *What's your impression of...?* Conduct brief feedback.

GRAMMAR *would* 1

Aim

To introduce and practise different uses of *would* when expressing opinions.

Step 1 Read out the explanation and try to elicit more examples of tentative uses of *would*. Then ask students to look at the sentences in A and rewrite them, using the words in brackets to make them more direct. Do the first example with them. Check in pairs, then check with the whole group.

Answers

- 1 They'll probably buy a new one.
- 2 It should arrive some time next week.
- 3 I think it was your own fault, to be honest.
- 4 I couldn't agree more with you on that.
- 5 Surely most people can see through the marketing.
- 6 It can't have been that hard to organise.

Step 2 Ask students to divide the sentences in B into four groups, depending on the use of *would* in each one. Then put them in pairs to compare and explain their ideas. Direct them to the grammar reference on page 138 if they have problems.

Answers

- 1, 4 – requests (though 4 is a very sarcastic one); 2, 8 – to talk about past habits; 3, 5 – conditionals (second and third); 6, 7 – future in the past

CONVERSATION PRACTICE

Aim

To personalise the topic, give fluency practice and round off this part of the unit.

Step 1 Ask students to work on their own and, on a piece of paper, write the names of someone: they find a bit annoying; they don't get on well with; they get on really well with; quite unusual or eccentric; they admire. Check students understand *eccentric* = strange in an unusual and often interesting way.

Step 2 Put students in pairs and ask them to swap pieces of paper and ask and explain about the people on their lists. Conduct brief feedback.



pp. 22–23



Next class Make photocopies of 3A p. 132.



VOCABULARY Divorce

Aim

To introduce / revise words and phrases used in the context of divorce.

Step 1 Ask students to look at the sentences and check they understand the words in bold. Put them in pairs to help each other with any words they are not sure about. Concept check the more difficult ones with the whole group.

Answers

- pre-nuptial agreement = a legal contract signed before a wedding, usually about money
file for divorce = instruct a lawyer that you wish to divorce
custody battle = fight about who the children will live with
acrimonious divorce = unfriendly, bitter
amicable divorce = friendly, civilised
go through (in this context) = become legal
pay maintenance = money for childcare
grounds for divorce = legal reasons for divorce

Step 2 Put students in pairs or threes to discuss the questions in A. Conduct brief feedback.

READING

Aim

To give practice in reading for gist and for specific information and to respond to text.

Step 1 Tell students they are going to read an article about the history of divorce. Ask them to look at the items in A and note down why the writer mentions them as they read.

Step 2 Ask students to work in pairs. They should cover the article and look again at the items in A and try to remember what the author said about them. Conduct brief feedback.

Answers

- 1 Sweden, Finland and Belarus = slightly more than one in two marriages there end in divorce
- 2 celebrity divorces and custody battles = these are often in the news nowadays
- 3 Mesopotamia, The Greek Empire and Cairo = these were examples of where divorces took place a long time ago
- 4 Emperor Charles V = he was the uncle of Catherine of Aragon, who was divorced by Henry the eighth
- 5 The Church of England = this was founded because of Henry and Catherine's divorce (which was not accepted by the Church of Rome)
- 6 1857 = the first time ordinary people in Britain were allowed to file for divorce

- 7 TV, junk food, and Facebook have all been cited (given) as grounds for divorce
- 8 a heated argument at a wedding reception = this argument about cutting the cake ended in an annulment (similar to divorce) at a Polish wedding

Step 3 Ask students to look at the sentence starters in C and complete them individually. Then put them in pairs or threes to compare their responses to the article.

Step 4 Ask students to read the text again and underline the words which collocate with the words in bold. Check in pairs, then check with the whole group. Try to elicit other words that these items could collocate with.

Answers

share this dubious distinction; against a backdrop of ...; chronically high divorce rates; a male heir to the throne; divorces ... sanctioned by the Pope; comply with someone's wishes; cover a multitude of sins; follow such trends

Step 5 Ask students to look at the text again and find other words or phrases that collocate with *divorce*. Check in pairs. Then check with the whole group.

Answers

high-profile celebrity divorces; divorce was commonplace; to grant him his divorce; to file for divorce; ... divorces are instigated by women; divorce has now become too easy; divorces failed for ridiculous reasons; divorce cases

Step 6 Ask students to look at the questions in F and think about how they would answer them. Then put them in small groups to discuss their ideas.

GRAMMAR *would 2*

Aim

To introduce the use of *would* in the negative form, to talk about things people refused to do in the past.

Step 1 Read out the box. Check students understand and try to elicit a few more examples. Point out that this is also often used with inanimate objects e.g. *My computer wouldn't do anything this morning.*

Step 2 Ask students to look at the sentences in A and complete them, using *wouldn't* and the base form of one of the verbs in the box. Check in pairs, then check with the whole group. Direct them to the grammar reference on page 138 if you think they need more help.

Answers

- | | |
|-------------------|---------------------|
| 1 wouldn't listen | 5 wouldn't even put |
| 2 wouldn't stop | 6 wouldn't start |
| 3 wouldn't come | 7 wouldn't hear |
| 4 wouldn't let | 8 wouldn't leave |

Step 3 Ask students to think of two things people (or objects!) they know refused to do. Then put them in pairs to tell each other, or ask them to tell the rest of the class.



3A see Teacher's notes p. 121.



pp. 24–25



Next class Make photocopies of **3B** p. 133.



SPEAKING

Aim

To give fluency practice and lead in to *Listening*.

Step 1 Begin by eliciting different ways of expressing age e.g. *young, youngish, in her late twenties, forty-something*. Then ask for examples of different kinds of behaviour they associate with different age groups e.g. *tantrums = toddler, blushing = teenager*. Ask them to look at the list and check they understand all the phrases. They could use the *Vocabulary builder* on pp. 10–11 to help them here. Ask them to individually think about what age group (from the box) they associate each one with and why.

Step 2 Put students in pairs or threes and ask them to discuss their ideas. Conduct brief feedback at the end.

Answers

(other answers possible as long as students can justify them)

a toddler = wetting the bed, being very affectionate;
a teenager = feeling very self-conscious, being cheeky and answering back, fancying someone, going off the rails, having no commitments; *a thirty-something* = settling down, establishing a career; *a middle-aged person* = paying off the mortgage, going bald; *a pensioner* = being frail and unsteady on your feet; going into a home, losing your faculties

Step 3 Ask students in the same pairs / threes to discuss other behaviour or events they associate with each age group and which age they think is the best / most difficult and why. Get them to share their ideas at the end.

LISTENING

Aim

To give practice in listening for gist and specific information.

Step 1 Tell students they are going to hear five conversations about different relationships. Ask them to look at the relationships in exercise A and number them in the order in which they hear them being discussed. Check in pairs, then check with the whole group.

Answers

- 1 a neighbour 4 a couple
 2 teacher and pupil 5 doctor and patient
 3 sisters

3.2**Conversation 1****A = woman, B = man**

- A: It's a bit worrying actually. I haven't seen her around for a bit.
 B: How old is she?
 A: Well, she must be getting on because she mentioned going to university in the sixties and occupying the Chancellor's Office during a protest!
 B: A bit of a radical then.
 A: Oh yeah, and she's still very with it – she hasn't lost any of her faculties at all. She's one of these people who's always writing to their MP – calling them to account.
 B: Maybe she's away visiting family.
 A: I'm not sure she has any to speak of. I know she had a sister but she told me they'd had a major falling-out. I just would've thought she'd have mentioned going away, asked me to water her plants or something.

Conversation 2**C = woman, D = man**

- C: What's up?
 D: It's Connor. He's got another detention. I actually had a phone call this time from Miss Jones.
 C: You're joking.
 D: She said he's just constantly answering back.
 C: I think she just overreacts. I know he has a tendency to be a bit cheeky – let's face it, it's a bit of a family trait wanting to have the last word – but it's just harmless banter really: disagreeing for the sake of it.
 D: It didn't sound like it.
 C: She's just singling him out for punishment, if you ask me.
 D: You should've heard what he said to her. He can be very hostile, you know.
 C: He's going through a slightly more rebellious phase – but that's perfectly normal – she should be used to it – and this isn't going to help.
 D: We should put our foot down with him or he's going to completely go off the rails.
 C: Oh don't exaggerate. It'll all blow over.

Conversation 3**E = woman 1, F = woman 2**

- E: We've obviously both got a strong competitive streak, but I wouldn't call it sibling rivalry, would you?
 F: No, not at all. I think it's all channelled into the tennis. We can both be pretty ruthless with each other. I mean, Sal showed no mercy when she thrashed me in the Open last year, but after the match – well, obviously I was disappointed – in bits, really – but Sal comforted me and once I got over

- the disappointment, I was really pleased for what she'd achieved – there was no jealousy or anything.
 E: That's right. I think it's very much down to the way we were brought up, which was always very much share and share alike, and very loving
 F: Absolutely.

Conversation 4**G = man, H = woman**

- G: Apparently, they were quite close at school, but nothing really came of it and then they just drifted apart and lost touch, as you do, you know, and then suddenly completely out of the blue he got this email and that's how they got back in touch. Like she'd been carrying this flame for him all this time.
 H: Aww! That's so sweet.
 G: The really amazing thing is that as it turns out she has a couple of kids already from a previous marriage.
 H: No!
 G: Yeah, but he seems to have taken it all in his stride and it seems to be really working out for them.
 H: Oh I'm so delighted for him. He's such a lovely bloke.

Conversation 5**I = woman, J = man**

- I: I sometimes I feel we're just on a conveyor belt and she's just ticking boxes.
 J: I know what you mean.
 I: I mean I was feeling really under the weather, but she wouldn't listen, she just dismissed it as a slight bug.
 J: I wouldn't put up with it – you should register with someone else. Why don't you try at my place? They're very good there. They're always very sympathetic if I need a sick note or to take time off work.

Step 2 Put students in pairs and ask them to look at the questions in B and try to answer them from memory. Then play the recording again for them to check.

Answers

- 1a because she hasn't seen her neighbour for a while
 1b because she occupied the Chancellor's (at university) during the sixties
 2a it's a family trait (characteristic), he's going through a rebellious phase
 2b the man says they should be strict with him (*put our foot down*), the woman says they should wait for it to pass (*it'll blow over*)
 3a they agree that they are both competitive
 3b Sal beat her at tennis – mentioned to show she is not jealous
 4a it was sweet that they got back in touch
 4b it is amazing that she has been married before and has children
 5a because the doctor didn't take her seriously
 5b advises she try his doctor because they're always sympathetic

Step 3 Ask students to look at the questions in C and think about how they would answer them. Then put them in pairs or small groups to discuss their ideas. Conduct brief feedback.

NATIVE SPEAKER ENGLISH *have a ... streak*

Write on the board the line from the audioscript: *We've both got a strong competitive streak.* Ask students what they think this means and try to elicit a few more examples. Then read out the box and check they understand.

VOCABULARY Phrasal verbs

Aim

To further exploit the *Listening* by focusing on some phrasal verbs from the conversations, including those used as part of an expression.

Step 1 Begin by asking students if they remember any phrasal verbs or expressions from the conversations. They could look at the audioscript on page 162 and find a few. Then read out the explanation and examples in the box.

Step 2 Ask the students to look at all the other underlined phrasal verbs in the audioscript and notice what they collocate with. Put them in pairs to discuss their findings. Check their answers and try to elicit other possible collocations for each.

Answers

she must be getting on (in age / a bit); single someone out – for punishment; going through – a phase; put our foot down; channelled into tennis; nothing really came of it; they got back in touch; I wouldn't put up with it

Step 3 Ask students to look at the sentences in B and complete them, using a phrasal verb from the conversations. Check in pairs. Then check with the whole group.

Answers

- 1 came of
- 2 getting on
- 3 channelled her energy into
- 4 put up with
- 5 singled you out
- 6 go through

Step 4 Ask students to find six more phrasal verbs from the audioscript on page 162 and think of other examples of how to use them. They could write these down in their vocabulary notebooks. Check in pairs. Then check with the whole group.

Answers

to see someone around; to be with it; to call someone to account; to answer back; to blow over; to get over; to be down to; to bring up / be brought up; to take something in your stride; to be under the weather

DEVELOPING CONVERSATIONS

What's up?

Aim

To introduce short and natural ways of asking people what is wrong, and responding.

Step 1 Begin by asking students when we use *What's up?* or *What's the matter?* And what kind of answers you might give. Then read out the explanation in the box.

Step 2 Ask students to look at the sentences in A and complete them with a suitable problem. Check with the whole group.

Answers

- 1 weather / rain
- 2 teacher / tutor
- 3 English (or any other subject)
- 4 flatmates / housemates / friends
- 5 ankle
- 6 baby

Step 3 Put students in pairs and get them to practise short conversations. They should begin by asking *What's up?* or *What's the matter?* and answer using their sentences from A.

SPEAKING

Aim

To give fluency practice and round off the unit.

Step 1 Tell students they are going to role-play conversations talking about problems and responding. Divide them into groups of three: A, B and C. As should look at File 2 on page 152, Bs at File 14 on page 157 and Cs at File 17 on page 158. They should choose one of the problems and prepare to talk about it as if it was actually happening to them. They should think about a few details they could add. They could make a few notes. Ask them also to look at the phrases in B which they can use to express sympathy.

Step 2 When they are ready ask them to come together in their groups and take turns. A should ask *What's up / the matter?* B should explain the problem and A and C should express sympathy. Then swap and repeat. When they have finished, they could start again with new problems, or talk about real or invented problems in a similar way. Ask a few groups to act out their conversations for the rest of the class at the end.



3B see Teacher's notes p. 121.